Acknowledgements

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Introduction

What is Arabic ‘grammar’?

Arabic ‘grammar’ will mean different things to different people.

To learners of Arabic as a foreign language it might mean the fundamentals of the language: whether there are genders, whether the noun or the adjective comes first, how the verb changes in the past and future, etc.

To more advanced Arabists and scholars it might mean the higher-level subtleties of Modern Standard or Classical Arabic.

To native speakers, it usually conjures up a subject studied at school, often hazily remembered lessons analysing sentences with a view to being able to spell and pronounce formal Arabic correctly.

What this book means by ‘grammar’ is a progressive knowledge of the structure of Arabic from the basic building blocks to some, but by no means all, of the more subtle nuances of Modern Standard Arabic.

Levels of formality

Learners of Arabic generally appreciate the difference between the various spoken Arabic dialects and the universal Modern Standard Arabic. What is not so well understood is that Modern Standard itself can be spoken and written at different levels of sophistication.

Although most Arabs can communicate in a form of standard Arabic and are aware that formal Arabic is pronounced with additional case endings, only scholars, media presenters and public speakers use these endings routinely.

This book includes Case Notes sections with additional explanations and activities covering the grammatical case endings used in formal, literary and religious Arabic. These grammatical cases are similar to those found in languages such as German or Russian, but in Arabic are not usually pronounced in less formal contexts. You can use the book without reference to the Case Notes if you wish initially to acquire a more general understanding. Alternatively, you can study the Case Notes sections if you have an interest in this aspect of Arabic grammar and want to learn about it from the beginning.

How to use this book

This is a reference and activity book for all beginners and early intermediate students of Arabic, whether studying in a group or by themselves. The book can also be used independently to improve understanding of the basics of grammar or to gain an overview of the structure of the Arabic language.

The book has a built-in progression. Explanations and activities draw only on structures already covered in previous units. Work your way through the units and measure your progress step by step. Alternatively, if you are already studying Arabic you can use the relevant part of the book for extra practice on a particular point of grammar.

The main part of the book is divided into 20 units, each concentrating on an aspect of Arabic grammar. The units feature:

• clear structural explanations
• more than 100 stimulating activities to practise particular grammar points
• optional Case Notes explaining formal case endings (see above)
• end-of-unit Summary, highlighting the most important points of the unit for easy reference.

Answers to all the activities are also included in the final section of the book.
Arabic script

It is beneficial to acquire familiarity with the Arabic script and the short vowel marks before studying this book. However, the complete alphabet is provided here for reference.

<table>
<thead>
<tr>
<th>final</th>
<th>medial</th>
<th>initial</th>
<th>isolated</th>
<th>letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا</td>
<td>ا</td>
<td>الف</td>
<td>ا</td>
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<tr>
<td>ب</td>
<td>ب</td>
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<tr>
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<td>ظ</td>
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<td>ظاء</td>
<td>ظ</td>
<td>ظ</td>
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<tr>
<td>فتحة</td>
<td></td>
<td>a dash above the letter, pronounced as a short 'a' after the letter, e.g. ...ba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ضمة</td>
<td></td>
<td>a comma-shape above, pronounced as a short 'u' after the letter, e.g. ...bu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>كسرة</td>
<td></td>
<td>a dash below, pronounced as a short 'i' after the letter, e.g. ...bi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>سكون</td>
<td></td>
<td>a small circle above showing that no vowel follows the letter, e.g. ...bint (girl)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>شدة</td>
<td></td>
<td>a small 'w' shape above showing that the letter is doubled, e.g. ...bunn (coffee beans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مدة</td>
<td></td>
<td>a wavy symbol written over an alif and pronounced á, e.g. Ánisa (young woman)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: These symbols are not generally included in modern written Arabic. This book uses them where necessary for clarity.)
Fundamentals of Arabic grammar
The Arabic root system

Arabic is a language based on a system of ‘roots’. In English, we often refer to the ‘root’ of a word to mean its origin, for example the root of the English word ‘engineer’ is the Latin ingenium, meaning ‘skill’.

The Arabic root, or مصدر masdar, refers to the core meaning of a word. This core can usually be identified by three root consonants (non-vowels). For example, the sequence of three consonants س/ف/ر (s/f/r) (in this order, reading the Arabic script right to left) carries the meaning of ‘travel’. A word which includes the sequence of letters س/ف/ر is likely to have something to do with travelling. For example:

journey  سفر safar
he travels  يُسافر yusāfir
ambassador  سفير safir
traveller  مسافر musāfir
embassy  سفرة sifāra

All these words are derived from the root س/ف/ر s/f/r. Notice how the root letters always appear in the same order. Any additional consonants or vowels before, after or between the root letters modify the meaning according to different general patterns. The feminine ending ﺛ (tā' marbūta) is never part of the root and the most common additional consonants are م m, س s and ت t.

The emphasis on root consonants means that vowels, especially short vowels, are of secondary importance. The pronunciation often varies between Modern Standard Arabic and spoken dialects. For example, يكتب (‘he writes’) would be pronounced yaktub in Modern Standard, but could be yuktub or yiktib in dialect. The meaning is generally conveyed by the consonants rather than the vowels.

Much of Arabic grammar is concerned with how the root is manipulated to create different related meanings. As you become more familiar with the patterns and structures, you will be more able to identify the roots and to manipulate them yourself.

Activity 1
Can you identify the three root letters in each of the following sets of words? What do you think the general core meaning could be?

1  book  كتب kitāb
      office  مكتب maktab
      writer/clerk  كاتب kātib
      library  مكتبة maktaba

2  lesson  درس dārs
      teacher  مدرس mudarris
      study  دراسة dirāsa
      school  مدرسة madrasa
Words with doubled root letter

Some Arabic words have the same second and third root letters. When this is the case, they are sometimes written together with a shadda doubling sign (ـ) and sometimes separately, depending on the type of word:

جوديد (new) = root letters ج/د/د ج/د/د
كل (all) = root letters ك/ل/ل ك/ل/ل

Words with four root letters

A few Arabic words have four root letters. Sometimes these are four different letters, for example ترجمة (translation), where the root letters are ت/ر/ج/م ت/ر/ج/م, but often they are a repeated pair, for example زلزال (earthquake), where the root letters are ز/ل/ز/ل ز/ل/ز/ل.

Words of foreign origin

Generally loan words such as راديو (radio) or الإنترنت (internet) fall outside the Arabic root system.
gender: masculine and feminine

Arabic nouns (words that name people, objects or ideas) are either masculine مذكر (mudhakkar) or feminine مؤنث (mu’annath).

Chair (masculine) كرسي kursî
Table (feminine) مائدة mâ’ida

It is not difficult to tell the difference between masculine and feminine words. Feminine words usually fall into one of two categories:

1. Words with the feminine ending سا (tā’ marbūta), for example:
   - car سيارة sayyâra
   - bag حقيبة ḥaqība
   - aunt (maternal) خالة khâla
   - nurse (female) ممرضّة mumāriḍa

2. Words referring to female people but not ending in سا, for example:
   - girl بنت bint
   - mother أم‘ umm

In addition, there are a small number of words which are feminine and don’t fit into either of the two feminine categories. Most of these are names of countries, natural features or parts of the body that come in pairs, for example:

- leg رجل rîjl
- sun شمس shams
- desert صحرا saḥrâ‘
- Egypt مصر mîsâr

Activity 1
Decide if these words are مذكر mudhakkar or مؤنث mu’annath and tick the correct box, as in the example:

<table>
<thead>
<tr>
<th>No.</th>
<th>Arabic</th>
<th>English</th>
<th>Mudhakkar</th>
<th>Mu’annath</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>كتاب</td>
<td>kitāb</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>أخت</td>
<td>ukht</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>بيت</td>
<td>bayt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>قميص</td>
<td>qamiṣ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>دجاجة</td>
<td>dajâja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>أبو ab</td>
<td>father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ولد</td>
<td>walad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>العراق al-‘irāq</td>
<td>Iraq</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>شارع</td>
<td>shāri‘</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>صورة</td>
<td>śūra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>عين</td>
<td>ayn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>اجتماع</td>
<td>ijtimā‘</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case Notes

Arabic has different levels of formality and complexity. In certain contexts, particularly Quranic or Classical Arabic but also sometimes in more formal Standard Arabic, you will see and hear additional grammatical endings. These endings represent the case of the noun (nominative, accusative or genitive) and whether it is definite or indefinite. The endings change depending on the function of the noun in a sentence.

Isolated nouns are usually shown with the neutral (tanwīn) ending showing they are indefinite ('a/an'). (tanwīn) literally means 'putting a nūn on' and for this reason is sometimes called nunation. It is written as a small symbol above the final letter (ئ) and pronounced un:

- a boy ولد waladun
- a girl بنت bintun

If a noun ends in ٖ (tā' marbūta), the t is pronounced before the (tanwīn):

- a car سيارة sayyāratun
- a nurse ممرضة mumarrijatun

(tanwīn) is not normally added to foreign loan words such as كمبيوتر (computer).

Optional Activity

Put the (tanwīn) on these nouns and say them out loud.

- صورة 4 قميص
- سيارة 5 دجاجة
- عين 6 بيت
The letters which cause this pronunciation assimilation are called 'sun letters', (ال-حروف الشمسية, al-ḥurūf ash-shamsiyya), as ش (shin) is itself an assimilating letter. Note that only the pronunciation is affected by sun letters. The spelling of the (al-) doesn't change. Half the 28 letters of the alphabet are sun letters.

The remainder of the letters are called (ال-حروف القمرية, al-ḥurūf al-qamriyya), as ق (qaf) is not an assimilating letter.

Activity 1
Write these nouns with the article ال (al-) and then say them out loud, as in the examples.
Elision

If the al- comes directly after a vowel, the ‘a’ of al- will drop out, or elide, leaving just the ‘l’. Again, this affects only the pronunciation and not the spelling:

البيت (the house)      في البيت (in the house)

Case Notes

When a noun is made definite (for example, by adding al-), the neutral (nominative) case ending above the final letter becomes a َال (’-a”) pronounced -u (-tu if the noun ends in ū):

البيت (the house)

Optional Activity

Put the definite neutral case ending on the answers you gave for Activity 1 and say the words out loud. For example:

المفتاحُ (the key)

In summary

- al- is the Arabic equivalent of ‘the’ and is always written joined to the following noun: البيت (house); البيت (the house).
- There is no separate word equivalent to ‘a/an’.
- Half the letters of the Arabic alphabet assimilate the ‘l’ of al-: الفتين (the figs).
- The ‘a’ of al- is not pronounced if the previous word ends in a vowel: في البيت (in the house).
Pronouns (singular) and non-verbal sentences

Pronouns are words such as 'I', 'it' or 'you' which replace names or nouns in a sentence.

Arabic has more pronouns than English since it has different versions for masculine and feminine, singular and plural, and even special dual pronouns for two people or things.

Singular pronouns

Here are the singular pronouns.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>آنا</td>
</tr>
<tr>
<td>you (masculine)</td>
<td>أنت</td>
</tr>
<tr>
<td>you (feminine)</td>
<td>أنت</td>
</tr>
<tr>
<td>he, it (masculine)</td>
<td>هو</td>
</tr>
<tr>
<td>she, it (feminine)</td>
<td>هي</td>
</tr>
</tbody>
</table>

Activity 1

Cover the pronouns above and then join the Arabic to the English, as in the example.

he, it (masculine) 


أنا ياسمين.

Yousef [is a] teacher.

يوفس مدرس.

My aunt Nadia [is a] nurse.

خالتي نادية ممرضة.

The dog [is] in the garden.

الكلب في الحديقة.

You [are] Ahmed’s father.

أنت أبو أحمد.

Activity 2

Fill in the gaps, as in the example.
Activity 3
Write out these sentences again using هو or هي, as in the example.

1. هو مدرس.
2. ياسمين ممرضة.
3. الكلب في الشارع.
4. السيارة في الشارع.
5. الولد في الحديقة.
6. البنت في السيارة.

Case Notes
Look at these non-verbal sentences with the case endings included:

He’s a teacher. هو مدرس.
You’re a nurse. أمانت ممراجعات.
The girl is in the house. البنَت في البيت.

All of the case endings in italics are neutral, or nominative – -un for indefinite and -u for definite – except where the ending changes to -i after في (in). You will learn more about this in Unit 8. For the moment, it is enough to know that the case ending will be nominative unless there is a reason for it not to be.

In summary

• هو huwa means he or it for masculine nouns; هي hiya means she or it for feminine nouns.

• There are masculine and feminine forms of ‘you’: أنتمَ أنتَ anta (masculine) and أمانت anti (feminine).

• There is no direct equivalent of ‘is’, ‘am’ or ‘are’ (verb ‘to be’ in the present).

• Sentences can be formed without the verb ‘to be’: هو مدرس. huwa mudarris (He is a teacher).
Plurals and plural pronouns

Many aspects of elementary Arabic grammar are straightforward, but plurals require explanation and practice. The first point to make is that Arabic plurals refer only to three or more people or items. For two people or items, there is a separate dual form, although this is not always used in less formal Arabic. The dual form is covered separately in Unit 13.

Plural pronouns

In addition to the singular pronouns, there are also five plural pronouns:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>نحنُ (naḥnu)</td>
</tr>
<tr>
<td>you (masculine plural)</td>
<td>أنتمُ (antum)</td>
</tr>
<tr>
<td>you (feminine plural)</td>
<td>أنثيّ (antunna)</td>
</tr>
<tr>
<td>they (masculine)</td>
<td>همُ (hum)</td>
</tr>
<tr>
<td>they (feminine)</td>
<td>هنّ (hunna)</td>
</tr>
</tbody>
</table>

Although there are separate masculine and feminine plural forms of ‘you’ and ‘they’, the masculine is the most common. If a group of people is mixed male and female, the masculine form is used. The group must be entirely female for the feminine plural to be used. (Spoken dialects sometimes ignore even this difference and use the masculine form throughout.)

Plural nouns: introduction

Arabic nouns can be made plural in one of two ways:

- By adding a suffix (ending) to the singular noun, similar to the way English adds ‘-s’ to ‘tree’ to produce ‘trees’ or ‘-es’ to ‘box’ to produce ‘boxes’. This is called the sound plural (الجمع السّالم al-jamع as-sālim).
- By changing the internal vowels of the singular word, similar to the way English turns ‘mouse’ into ‘mice’ or ‘man’ into ‘men’. This is called the broken plural (الجمع التكسير al-jamع at-taksîr).

However, whereas ‘mouse/mice’ is the exception in English, the broken plural is common in Arabic and accounts for the majority of plurals, particularly of basic words. The simpler sound plural will be covered in this unit and the broken plural in Unit 11.

Sound plurals

There are two sound plurals, formed by adding external suffixes:

- sound masculine plural
- sound feminine plural

Sound masculine plural

The sound masculine plural is formed by adding -ين -ün or -ين -in to the singular noun:

مدرس مدرسْين / مدرِّس مدرِّسْين (male teacher) (teachers)

The alternative -ين -in ending is used in particular structures which will be explained later in this book.

The sound masculine plural (SMP) is used almost exclusively with words describing groups of males or mixed males and females, for example when referring to jobs and nationalities:

محاسب مهاليبس / محاسبون مهاليبسين (accountant) (accountants)

عراقي عراقيّون / عراقي عراقيّين (Iraqi) (Iraqis)
Note that not all words describing male people can be made plural using the SMP. Some use a broken plural (see Unit 11).

**Activity 1**
Complete these sentences using the plural of the words in the box, as in the example. (All of the words can be made plural using the sound masculine -un ending.)

- engineer
- carpenter
- baker
- Egyptian
- French

\[
\text{هنم مدرسون.} \quad \text{هم مدرسون.}
\]
Sound feminine plural
The sound feminine plural (SFP) is formed by adding -yat to the singular. If the singular word ends with the feminine -a, this should be removed before the SFP is added:

junayh (pound) → junayhat (pounds)
mumarrída (nurse) → mumarrídat (nurses)
sayyára (car) → sayyárat (cars)

Unlike the name ‘sound feminine plural’ suggests, this ending is not used exclusively to make feminine nouns plural. It is a common plural and is used with both feminine and masculine nouns, although not generally with nouns referring to male people. There are two main groups of nouns with which the SFP is used.

SFP with all-female groups of people
The SFP is used for groups of three or more females:

mu’darísa (female teacher) → mu’darísat (female teachers)
iráqiyya (female Iraqi) → iráqiyyát (female Iraqis)

Activity 2
Make these sentences feminine using the SFP, as in the example.

هم مدرسون. → هنّ مدرّسات.

1. هم محاسبون.
2. نحن عراقيون.
3. هم فرنسيون.
4. أنت مصريون؟
5. لا، نحن كويتيون.
6. هم مهندسين.

SFP with masculine and feminine non-human nouns
The SFP is commonly used with a variety of masculine and feminine words referring to objects or ideas.

زجاجة zujája (bottle) → زجاجات zujájat (bottles)
اجتماع ijtimá‘ (meeting) → إجتماعات ijtimá‘at (meetings)
حيوان hayawán (animal) → حيوانات hayawánat (animals)
لغة lugha (language) → لغات lughát (languages)
سيارة sayyára (car) → سيارات sayyárat (cars)
ثلاجة thallája (fridge) → ثلاجات thallájat (fridges)

Non-human plurals
Plural pronouns such as هم hum and هنّ hunna are only used when referring to humans, e.g. هم مدرّسون hum mu’darísin (they’re teachers). With non-human plurals, Arabic uses the feminine singular pronoun, e.g. أين الزجاجات؟ هنّ في الملاحة ayna az-zujájat? hiya fi th-thalája (Where are the bottles? They’re in the fridge).
This feature extends to all grammatical structures, such as verbs and adjectives (which will be covered in later units). The feminine singular is used with all non-human plurals whether the nouns are originally masculine or feminine in the singular.

Activity 3
Make sentences using  هوُ huwa, هيّ hiya, همُ hum or هنّ hunna, as in the example.

Case Notes
Plural nouns also have case endings. The neutral nominative ending for the sound feminine plural is -un/-u as it is for singular nouns:

- nurses مُمَرِّضَاتٌ mumarridâtun
- the nurses المّمَرِّضَاتٌ al-mumarridâtu

However, the nominative ending for the sound masculine plural is -in for both indefinite and definite:

- teachers مِدرِّسون murādiysin
- the teachers المِدرِّسون al-murādiysin

The sound masculine plural is one of the few instances of the case ending being written as part of the main script and universally pronounced.

Optional Activity
Make these words plural and pronounce them with the indefinite case ending:

- (male engineer) مُهَنِّئِسٌ mūnīnsin
- (bottle) زُجاجةٌ ẓajjātun
- (car) سيّارةٌ sīyāratun
- (baker) خبّازٌ xibbāzun
- (female teacher) مِدرِّسةٌ murādisatun
- (animal) حيوانٌ ḥiyānu
- (meeting) اجتماعٌ aṣṣāmatun
- (language) لُغةٌ lughātun
In summary

- There are two types of plural in Arabic, external 'sound' plurals and internal 'broken' plurals. There are no precise rules governing which plural is used for a particular noun.

- The sound masculine plural (SMP) is formed by adding -un/-in to the singular and is used with nouns referring to groups of people.

- The sound feminine plural (SFP) is formed by adding -ät to the singular (after any tā marbūta has been removed). The SFP is used with groups of females and to make certain other masculine and feminine nouns plural.

- Arabic grammar treats any non-human plural as feminine singular. So you must use the feminine singular pronoun hiya with the plural of objects:

  أين السيارات؟ هي في الشارع.
  (Where are the cars? They are in the street.)

Demonstratives are the equivalents of the English 'this' or 'that', as in 'this house', 'that boy'. Arabic demonstratives change according to whether they are describing a feminine or a masculine word:

- this (masculine) hādha
- this (feminine) hādhīhi
- that (masculine) dhalika
- that (feminine) tilka

The demonstratives go in front of the noun with the article الـ (al):

- this boy hādha l-walad
- this girl hādhīhi l-bint
- that house dhalika l-bayt
- that city tilka l-madīna

Notice how the a of الـ (al) elides as the demonstratives all end in a vowel (see Unit 3).
**Activity 1**
Fill in the gaps with the correct Arabic demonstrative to match the English, as in the example:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا</td>
<td>this man</td>
</tr>
<tr>
<td>الحقيقة</td>
<td>this bag</td>
</tr>
<tr>
<td>الجريدة</td>
<td>that newspaper</td>
</tr>
<tr>
<td>المدرس</td>
<td>that teacher</td>
</tr>
<tr>
<td>الممرضة</td>
<td>that nurse</td>
</tr>
<tr>
<td>اللم</td>
<td>this pen</td>
</tr>
<tr>
<td>النهر</td>
<td>this river</td>
</tr>
<tr>
<td>القميص</td>
<td>that shirt</td>
</tr>
</tbody>
</table>

The demonstratives can also be used with an indefinite noun without الـ (al) to form a sentence:

- This [is a] boy. 
- That [is a] city.

You need to be careful. As you already know, Arabic has no separate word for 'a/an' or direct equivalent of 'is/are'. This means that only the presence of الـ (al) indicates the difference between:

- a) this book ـ هذا الكتاب
- b) This [is a] book. ـ هذـه كتاب

**Activity 2**
Write sentences to match the pictures, as in the example. Pay special attention as to whether the object is near ("this") or far away ("that").

- This [is] the bag. 
- That [is] the man.

If you want to say 'This is the book', etc. you need to add 
- تا هذـه هي الحقيقة 
- ذلك هو الرجل.

\[\text{This} \text{[is] the} \text{bag.} \]
\[\text{هذـه هي الحقيقة} \]
\[\text{That [is] the man.} \]
\[\text{ذلك هو الرجل.} \]
Case Notes

If the case endings are added to demonstrative sentences, the ending will vary according to whether the noun is definite (with ‘al’) or indefinite:

This is a boy.  
This man is an engineer.  
That is a river.  

Remember that if a noun ends in ُ (tā marbūta), the tā becomes “untied” before a case ending and is pronounced as a ‘t’ (see Unit 2):

Optional Activity

Put the case endings on these sentences:

1. This is a boy.  
2. This man is an engineer.  
3. That is a river.  
4. That girl is a nurse.  
5. This city is large.

Demonstratives with the plural

Remember that Arabic distinguishes between human and non-human plurals. Non-human plurals are grammatically feminine singular (see Unit 5).

So, for non-humans, the demonstratives will be the same as the feminine singular, i.e. هذه تك تيلكا:

these meetings  
These are bottles.  
Those cars are comfortable.

When talking about people, you will see the following plural demonstratives:

these (human plural)  
those (human plural)  
these nurses  
Those are the teachers.

The plural demonstratives are difficult to spell and pronounce. As a beginner, the most important aspect is learning to recognise them.
Activity 3
Look at the pictures and decide if the sentences are true or false, as in the example:

1. هذا قلم.
   - False

2. هذه جريدة.
   - True

3. هذا قميص.
   - True

4. ذلك الرجل مدرس.
   - True

5. هذه سيارات.
   - False

6. هؤلاء مدرسون.
   - False

7. ذلك بيت.
   - False

8. أولئك ممرضات.
   - False

In summary

- Arabic demonstratives change according to whether the noun is masculine or feminine, singular, plural or dual.

- The most common demonstratives are:
  - masculine singular: هذا hādha (this); ذلك dhālika (that)
  - feminine singular and non-human plurals: هذه hadhihi (this); تلك tilka (that)

- Plural demonstratives are only used with nouns referring to humans:
  - أولئك ulā'ika (that)

- The meaning changes depending on whether the noun has the article al-:
  - هذا الولد hādha l-walad (this boy)
  - هؤلاء هادها بالاد (This is a boy.)
Adjectives and descriptive sentences

Descriptive words such as ‘beautiful’, ‘new’ or ‘heavy’ are known in English as adjectives.

A feature of Arabic adjectives is that many display common patterns. One of the most basic of these patterns is a fatha (א) after the first consonant and a long ی (ی) between the second and third consonants:

- beautiful: jamil
- ugly: qabīḥ
- new: jadīd
- old: qadīm
- heavy: thaqīl
- light: khaflf
- big/large: kābīr
- small: šaghīr
- tall/long: ṭawīl
- short: qašīr

Adjectives also often begin with ْ ما or ْ مَ (the equivalent of the English past participle as in ‘broken’ or ‘burnt’ – see Unit 19):

- broken: maksūr
- happy: masrūr
- famous: mash-hūr
- married: mutazawwīn
- suitable: munāsib

Position and agreement of adjectives

In English, adjectives are placed in front of the noun they describe: ‘beautiful river’, ‘new teacher’. In Arabic, descriptive words are placed after the noun and must ‘agree’ with it. In other words, if the noun is feminine, the adjective must also be made feminine, usually by adding ُ (ُ):

(a) beautiful river: nahr jamīl
(b) beautiful girl: bint jamila
(a) new teacher: mudarris jadīd
(a) new car: sayyāra jadīda

These descriptive words can be used to describe a noun directly, as in the above examples (known in Arabic as الاسمية as-sifa), or as the predicate of a sentence (known in Arabic as الخبر al-khabar, “the news”). The al-khabar is the part of the sentence that carries the information:

The river [is] beautiful. an-nahr jamīl.

The car [is] new. as-sayyāra jadīda.
Activity 1
Look at the list of adjectives on pages 34–5 and then fill in the gaps to match the pictures, as in the example. (There may be more than one possible answer.)

Adjectives with definite nouns
If an adjective is describing a definite noun with the al (‘the’) as in the bayt (the house), then the adjective must also have the al:

- the new teacher: al-mudarris al-jadid
- the beautiful picture: aš-šūra al-jamīla

Adjectives and descriptive sentences
When a noun has a possessive ending, as in baytī (my house), the noun is definite since we know which house is referred to. In this case, the adjective will also need to begin with the al:

- بيتى الجديد في شارع قريب من المدرسة الكبيرة.
- My new house is in a street near to the large school.

More details on possessive endings can be found in Unit 10.

If there is more than one adjective, they can all be added after the noun, usually separated by the wa- (‘and’):

- a large new school: madrasa kabira wa-jadida
- the beautiful old chair: al-kursi al-jamīl wal-qadīm

You need to be very careful about where you place the al- and this/this as the structure, and so also the meaning, will be affected:

- a beautiful river: nahr jamīl
- the beautiful river: an-nahr al-jamīl
- This is a beautiful river.
- This river is beautiful.
Activity 2
Match the Arabic with the English:

a) a large car
b) the famous river
c) The bag is light.
d) This newspaper is old.
e) This man is married.
f) The small girl is happy.
g) The new house is ugly.

Activity 3
Read this description of Nadia (نادية) from Beirut (بيروت) in Lebanon. Use the correct form of the adjective in brackets to complete the paragraph, as in the example.

Nadia من بیروت. بیروت مدينة كبيرة (کبیر) و (جميل).
نادية مدرسة في مدرسة (صغير). بيت نادية (قدیم) و
(قريب) من البنك (لبناني) والمصنع (مصنع).
في عملها بالمدرسة. المصنع mašna = factory

Adjectives with plurals
Plural adjectives are used only with people. Remember that non-human plurals are always treated as feminine singular (see Unit 5) and so will be followed by a feminine singular adjective:

- a long meeting ijtimaʿ tawil
- long meetings ijtimaʿat tawila
- the broken bottle az-zujaja al-maksūra
- the broken bottles az-zujajat al-maksūra

Plural adjectives for describing people can often be formed using the sound masculine and sound feminine plurals (see Unit 5), but some of the basic adjectives have broken plurals which need to be individually learnt (see Unit 11). For now it is enough to understand the basic principle and recognise the difference:

Colours
Adjectives describing the basic colours have a somewhat different pattern to other adjectives. They begin with a (l) and have another 'a' between the second and third consonants:
اهمر (red). They have their own special feminine form (also used with non-human plurals).

<table>
<thead>
<tr>
<th>colour</th>
<th>masculine</th>
<th>feminine + plural (non-human)</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>احمر</td>
<td>حمراء</td>
</tr>
<tr>
<td>blue</td>
<td>أزرق</td>
<td>زرقاء</td>
</tr>
<tr>
<td>green</td>
<td>أخضر</td>
<td>خضراء</td>
</tr>
<tr>
<td>yellow</td>
<td>أصفر</td>
<td>صفراء</td>
</tr>
<tr>
<td>black</td>
<td>أسود</td>
<td>سوداء</td>
</tr>
<tr>
<td>white</td>
<td>أبيض</td>
<td>بيضاء</td>
</tr>
</tbody>
</table>

Activity 4
Make sentences as in the example. You can colour the objects first if you prefer. (Note: pens = أقلام)

Case Notes
Case endings for adjectives match that of the noun described:
- a beautiful river  نهر جميل  نَهْرُ جَمِيلٌ  nahrun jamīlun
- the old newspaper  الجريدة القديمة  الْجَرِيَّةُ الْقَدِيمَةُ  al-jaridatu l-qadimatu

In the following sentences the descriptive word is indefinite:
- This river is beautiful.  هذا النهر جميل  هَذَا النَّهْرُ جَمِيلٌ  hadhā n-nahru jamīlun
- The newspaper is old.  الجريدة القديمة  الْجَرِيَّةُ الْقَدِيمَةُ  al-jaridatu qadimatu

Colours are an exception. The nominative case ending is -u for both indefinite and definite:
- a red pen  قلم أحمر  قَلَمُ أَحْمَرٌ  qalamun aḥmaru
- this yellow book  هذا الكتاب الأصفر  هَذَا الْكِتَابُ الأَصْفُرُ  hadhā l-kitāb l-asfaru

Optional Activity
Put the case endings on the sentences in Activity 2, for example:
(هَذَا الْرَجُلُ مُتَزَاوِجٌ) 1

In summary
- Arabic adjectives are placed after the noun they describe and agree with the noun, usually adding -ة (ة) for a feminine noun and non-human plurals.
- The definite article الْال- al- should be added to the adjective if the noun described is definite.
- The plurals of adjectives are used only when describing people.
- Adjectives describing basic colours have a distinctive pattern and their own feminine forms, e.g. احمر/حمراء  أَحْمَرٌ/حَمْرَاء (red).
Describing position

Words such as ‘under’, ‘in’ and ‘on’ are used to describe position. Common words used to describe position in Arabic include:

- **in** (fi)
- **on** (alā)
- **under** (tahtā)
- **above** (fawqa)
- **in front of** (amāma)
- **behind** (warā’ā)
- **next to** (bijānib)
- **between** (bayna)
- **from** (min)
- **to** (ilā)

Arabic positional sentences work in a similar way to English ones. Note that since many of the positional words end with a short or long vowel, the a of the following al- elides.
Activity 2
Rearrange the Arabic into sentences to match the English meaning, as in the example.

1. بجانب/البنك/المدرسة/الجديد
   البنك الجديد بجانب المدرسة.
   The new bank is next to the school.

2. في/مهندس/السيارات/فيصل/صنع
   Faisal is an engineer in the car factory.

3. لبنان/نادية/من/في/بيروت
   Nadia is from Beirut in Lebanon.

4. صغيرة/فوق/هناك/الشبّاك/صورة
   There’s a small picture above the window.

5. إلى/مدينة/ذهينا/مدينة
   We went to an old town.

6. حقيبة/على/هناك/الكرسي/ثقيلة
   There’s a heavy bag on the table.

Activity 3
Look at the scene below:
Now choose the correct word from the box to complete the description of the scene on page 45, as in the example.

Now choose the correct word from the box to complete the description of the scene on page 45, as in the example.

 büyük 

 فوق 

 على 

 الأسود 

 هناك 

 شارع

 البيت 

 بنته 

 قديم 

 السيارة 

 وراء 

 دراجة

 (museum)

 هذا 

 شارع 

 كبير 

 في 

 وسط 

 الشارع 

 المتحف

 هناك 

 شجر 

 طويل

 المتحف 

 وولد على 

 أمام

 المتحف.

 هناك 

 مدرسة

 بجانب 

 المتحف.

 يمين 

 المتحف

 هناك

 بيت

 جميل.

 الرجل مع 

 الكلب

 أمام

 البيت.

 وهناك 

 طائرة

 (airplane)

 في 

 الشارع

 هناك

 سيارات 

 وفي

 البيضاء

 هناك

 (woman)

 إمرأة

 In summary

 • Positional words such as في (in) and على (on) describe position.

 • Arabic positional sentences are formed in a similar way to English ones.
Forming questions

Questions are relatively simple to form in Arabic. There is no special question form, such as the English ‘do/does?’ or ‘did?’, and the order of words is generally not affected.

Yes/no questions

Questions requiring only the answer نعم (yes) or لا (no) can be made in one of two ways:

1. Adding a question mark at the end of a statement (or orally adding a question tone). This is most common in less formal Arabic:

   Khartoum is in Sudan?
   
   هل الخرطوم في السودان?
   al-khartûm fi s-sûdân?

   This car is new?
   
   هذه السيارة جديدة؟
   hâdhîhi s-sâyâra jadîda?

2. Adding the question marker هل (or less commonly أي) in front of a statement:

   Is the cat in the house?
   هل القطة في البيت؟
   hal al-qîṭṭa fi l-bayt?

   Is there a bank near the office?
   هل هناك بنك قريب من المكتب؟
   hal hunâka bank qarîb min al-maktab?

   Are you Mahmoud?
   أنت محمود؟
   a-ânta mahmûd?

Question words

Other questions begin with a specific question word, such as أين? (where?) or من man? (who?). In this case, the question markers هل or أي are not used.
Where’s Damascus?
It’s in Syria.

Who’s this?
This is my brother.

Some of the more commonly used question words include:

where?  أين؟ ain
who?  من؟ mun
what?  ما/ماذا؟ ma/madhâ
why?  لماذا؟ limadha
when?  متى؟ mata
how?  كيف؟ kayfa
how many?  كم؟ kam
how much? (price)  كم؟ بكمم bikam
which?  أي؟ ayy

Note that there are two question words meaning ‘what’, ماذا؟ ma/madhâ is used with a following noun and mainly with a verb: ماهذا؟ madhâ tafa’il

What’s your address?  ما عونانك؟ ma unwanak?
What are you doing?  ماذا تفعل؟ madhâ tafa’il?

Activity 2
Fill in the appropriate question word, as in the example.

Forms: 1. أين؟ البنت؟ هي في المدرسة.
2. اسمك؟ اسمي أحمد.
3. هنا؟ هذا أخي.
4. ولدًا في المدرسة؟
5. التنين بخمسة جنيهات؟ (figs)
6. حالفك؟ أنا بخير.
7. ذهبت إلى مصر؟ في مايو?
8. ذهبت إلى مصر؟ لأن؟ (because)

Activity 3
Now make questions to suit the answers, as in the example.

Forms: 1. أنا من السودان.
2. هو من أمريكا.
3. هناك 10 زجاجات على المائدة.

marbûta. This is one of the few examples of the system of Arabic case endings affecting the basic spelling and pronunciation. The Case Notes in this unit will give you further details, or you can just remember when to use tanwin al-fath on a case-by-case basis:

How many boys?  كم ولاد؟ kam waladan?
How many schools?  كم مدرسة؟ kam madrasatan?

(In less formal spoken Arabic, tanwin al-fath is not usually pronounced.)
Forming questions

The party is at 3 o'clock.

(The party is at 3 o'clock.)

In summary

- Yes/no questions can be made by adding a question marker (هل or أ) to a statement. Question markers are not generally used in less formal Arabic, with the tone of voice being used to convey a question.

- Other questions can be formed by putting specific question words such as أين؟ or كيف؟ in front of a sentence without changing the word order: كيف ذهبت إلى مصر؟ (How did you go to Egypt?).

- كم؟ (how many?) is followed by a singular noun (written with an extra alif if it has no ُ): كم بيتا؟ (how many houses?).

Case Notes

The third, and final, case in Arabic is known as the accusative. The indefinite accusative is vowelled with two fathas (۱۰) and pronounced (ت)ان. كم (how many?) is followed by a singular noun in the indefinite accusative.

An unusual feature of the accusative case is that the indefinite ending is written on an extra alif (الساعي). The exception is if the noun already ends in the feminine ُت marbūta:

how many men? كم رجلا؟
how many cars? كم سيارة؟

Optional Activity

Ask how many there are of the following items, as in the example. Remember to use a singular noun with the accusative case ending:

1. كم بنت؟
2. كم باب؟
3. كم سيارة؟
Possession: idāfa (إضافَة) and attached pronouns

To express possession, as in ‘Anwar’s book’ or ‘the manager of the company’, Arabic puts two or more nouns directly together in the order possessed + possessor:

Anwar’s book   كتاب أنور  kitāb anwar
Mohammed’s son   ابن محمد  ibn muḥammad
the door of the house   باب البيت  bāb al-bayt

This type of construction is known as إضافَة idāfa, literally meaning ‘addition’.

Only the final noun in an idāfa can have the article ٰال-āl-:

the son of the manager   ابن المدير  ibn al-mudīr
the son of the manager of the department   ابن مدير القسم  ibn mudīr al-qīsma
the son of the manager of the sales department (‘department of sales’)   ابن مدير قسم المبيعات  ibn mudīr qīsma al-mubīqāt

The meaning will change if the last noun is indefinite:

the manager of a department   مدير قسم  mudīr qīsma
the door of a house   باب البيت  bāb bayt

Possession

Feminine words in idāfa

If the first word in an idāfa ends with ْئ a (tā’ marbūta), the ‘t’ is pronounced:

Anwar’s car   سيئارة أنور  sayyāraṯ anwar
Mohammed’s wife   زوجة محمد  zawjat muḥammad
the village school   مدرسة القرية  madrasaṯ al-qarya

Activity 1

Look at the pictures of Anwar and Zainab surrounded by their possessions. Make sentences, as in the examples.

Anwar’s car   سيئارة أنور  sayyāraṯ anwar
Mohammed’s wife   زوجة محمد  zawjat muḥammad
the village school   مدرسة القرية  madrasaṯ al-qarya

Plurals in idāfa

Generally, plural words can be put into possessive idāfa in the same way as singular words:

the president’s cars   سيئارات الرئيس  sayyāraṯ ar-raʾīs
bottles of cola   زجاجات كولا  zujājāt kūla
However, the sound masculine plural ين/mun in ending, as in مَدْرَسَةٌ/madrasa (teachers), changes when in an ِيِدَأِفاً:
- If the SMP is the first word in an ِيِدَأِفاً, it loses the final ن/n, but it may be either ُّج/j or ُّي/y depending on the sentence (see Case Notes for more detail).
- If the SMP is the final word in an ِيِدَأِفاً, the ُّن/Tn ending is always used.

Where are the boy's teachers?

I spoke to the company's accountants.

I went to the office of the engineers.

Adjectives and ِيِدَأِفاً

As a rule, you can't separate words in an ِيِدَأِفاً, so any adjective will come at the end even if it describes the first word. The adjective will match the gender of the noun it is describing and will have the article ج/Al- if the noun is definite:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>the town's beautiful river</td>
<td>نهر المدينة الجميل</td>
</tr>
<tr>
<td>the beautiful town's river</td>
<td>نهر المدينة الجميل</td>
</tr>
<tr>
<td>the small boy's bicycle</td>
<td>دراجة الولد الصغير</td>
</tr>
<tr>
<td>the boy's small bicycle</td>
<td>دراجة الولد الصغر</td>
</tr>
</tbody>
</table>

Possession

Case Notes

You have met the genitive case used with prepositions of place in Unit 8. The genitive case is also used for possession.

The second noun in an ِيِدَأِفاً (and any subsequent nouns) will have the genitive case ending, -(t)in for an indefinite noun, or -(t)i for a definite noun, while the case of the first noun will vary depending on the sentence:

This is the door of the house.

He opened the door of the house.

She's the manager of a company.

We sat next to the manager of a company.

Activity 2

Form ِيِدَأِفاً contractions for these English possessive phrases, as in the example:

1 Ahmed's new car
2 Jihan's old pen
3 the engineers of the factory
4 the boy's heavy bag
5 Mohammed's white shirt
6 the bakers of the town
7 the window of the small house
8 the company of the Iraqi engineers
Sound masculine plural

In the accusative and genitive cases, the -ün ending of the SMP changes to -in. Therefore the -in ending is used for the second noun in an idāfa or after a positional word:

- the office of the engineers: مكتب المهندسين
- I sat next to the teachers: جلست بجانب المدرسین

When the SMP is the first noun in an idāfa, the case ending will vary depending on the sentence. In addition, the -n ending is dropped:

- Where are the boy's teachers: أين المدرسون؟
- I sat next to the boy's teachers: جلست بجانب المدرس الولد.

Attached pronouns

The Arabic equivalent of 'my', 'your', 'his', etc. are endings attached to the word being referred to: كتابي (my book); بيتنا (our house). The main attached endings are:

- my: -أي
- your (masc.): -ka (-ak)
- your (fem.): -ki (-ik)
- his: -hu (-uh)
- her: -ها
- our: -نا
- your (pl.): -kum
- their (masc.): -hum
- their (fem.): -hunna

In more formal Arabic, possessive endings other than -ي (my) should be preceded by a vowel representing the appropriate case ending (see Case Notes panels). However, in a less formal context, alternative pronunciations are used which avoid having to take account of these case endings. These are given in brackets in the examples below. Compare the formal pronunciation with the informal in brackets:

- your (masc.) book: كتبك (كتابك)
- your (fem.) house: بيتك (بيتك)
- Where's his office?  أين مكتبته؟ (أين مكتب؟)
- She's in her house: هي في بيتها (هي في بيتها)

As a learner you can choose to use the informal, while recognising the formal pronunciation.

As with idāfa, the ش is pronounced when an attached pronoun is added. It will also be spelt as a regular ت:

- his car: سيارته (سيارة تم)
- our bag: حقبتنا (حقبنا)
- their school: مدارستهم (مدرسة تم)

In formal Arabic, the -ه and -هم/-هن (his) change to -ه and -هم/-هن after the sound i or ay:

- in his car: في سيارته (في سيارة تم)
- They went to their house: ذهبوا إلى بيتهم (ذهبوا إلى بيتهم)
- They went to it: ذهبوا إليه (ذهبوا إليه)
Activity 3
Put the correct possessive ending on the nouns, as in the example. Use the informal or formal pronunciation as you prefer.

baytuhu (baytuh) + هو = بيتَهُ
baytuhu (baytuh) + مدرسة + هم = مدرستَهُم
Baytuhu (baytuh) + حال + أنتُ = حالهُ
Baytuhu (baytuh) + قلم + هي = قلمهَا
Baytuhu (baytuh) + سيارة + أنا = سيارَتهَا
Baytuhu (baytuh) + مدينَة + نحن = مدينتَهَا
Baytuhu (baytuh) + كُتب + أنتُ = كُتبَهَا
Baytuhu (baytuh) + بيت + أنتُ = بيتَهَا

Activity 4
Make sentences using possessive endings, as in the example. Use the informal or formal pronunciation as you prefer.

anā fi baytihā (baytha) + هو = بيتَهَا
anā fi baytihā (baytha) + مدرسة + هم = مدارسَهَا
Baytuhu (baytuh) + حال + أنتُ = حالهَا
Baytuhu (baytuh) + قلم + هي = قلمهَا
Baytuhu (baytuh) + سيارة + أنا = سيارَتهَا
Baytuhu (baytuh) + مدينَة + نحن = مدينتَهَا
Baytuhu (baytuh) + كُتب + أنتُ = كُتبَهَا
Baytuhu (baytuh) + بيت + أنتُ = بيتَهَا

Ownership
The Arabic prepositions لـ li- (for/belonging to), انداء (at/chez) and مع maa (with) are used with a noun or possessive ending to express the equivalent of ‘to have’. لـ li- and انداء (at/chez) express general ownership, whereas مع maa implies you have the thing with you:

I have a brother. I ندَيْ أخُ. 
Fatima has a large car. لفاطمة سيارة كبيرة.
Do you have a pen [with you]? هل معك قلم؟

Notice that لـ li-, like all other one-letter Arabic words, is written joined to the word following. The vowel changes to لـ la- before the possessive pronouns مَهُ (his), هاَ (her) and همُ (their):

She has a black dog. لها كلب أسود.
They have a house in France. لهم بيت في فرنسا.

Activity 5
Join the Arabic to the equivalent English, for example a).

a) I have an aunt whose name is May. 1 لأمي سيارة جديدة.
2 لنا ابنه.
3 هل معك الكتاب؟
4 هل عندك كتاب؟
5 للمهندسين مكتب كبير.
6 هل عندك كتاب؟
7 هل عندك كتاب؟
8 هل عندك كتاب؟
9 هل عندك كتاب؟
10 هل عندك كتاب؟
**In summary**

- Arabic puts two or more nouns directly together in the order possessed + possessor to express possession, e.g. بيت النجار (my house). This type of possessive construction is called إضافة idāfa.

- Only the last word in an إضافة idāfa can have ُال, even though the first noun is definite.

- Endings are added to Arabic nouns to convey the meaning of ‘my’, ‘your’, etc.: بیتی baytī (my house).

- اٍ لـ ع عدد η, مم can be used with nouns or possessive endings to express ownership: لـ محمد سیارة غالية li-muḥammad sayyāra ghālya (Mohammed has an expensive car).

**Forming broken plurals**

Many basic Arabic nouns cannot be made plural using either the SMP or SFP. They are made plural by using the broken plural (جمع التكسير jam' at-takṣīr). Although this system may at first seem random, there is method in the ‘breakage’.

To form a broken plural you need to identify the (usually) three root consonants of a noun (see Unit 1). This can often be done by ignoring long and short vowels and any ُ (ta' marbūta):

- الكلب kalb (dog) → root = ُ
- صاحب saḥib (friend/owner) → root = ُ
- العلبة ulba (box/packet) → root = ُ

The root letters, always in the same sequence, are then put into a number of different patterns to form plurals:

Remember that there are two basic types of Arabic plural:

- **sound plural** (الجمع السالم al-jamʿ as-sālim):
  - **sound masculine plural** (SMP) -ان/ین: مدرس madrassīs (teachers) → مدرسون/مدرسین madrassūn/madrassīn (teachers)
  - **sound feminine plural** (SFP) -ات: سيارة sayyārat (cars)

- **broken plural** (جمع التكسير jamʿ at-takṣīr), formed by changing the internal vowels of the singular word, similar to the way English turns ‘mouse’ into ‘mice’ or ‘man’ into ‘men’.

Unit 5 explained how the sound plural is formed. This unit will look at broken plurals.

---

**Case Notes**

Nouns with a possessive ending are definite and will carry the appropriate case ending in formal Arabic:

- our house بیتِنا baytunā
- in our house فی بیتِنا bāytnā
- his car سيارة sayyāratūhu
- under his car تحت سيارة taht sayyāratīhi

The sound masculine plural loses the final ن when a possessive ending is added, as it does in إدفإ constructions:

- the bank and its accountants البنك ومحاسبته al-bank wa muḥāsibuhu
- We are with our teachers نحن مع مدرسينا nahnu maʿa mudarrisīnā.
You can see that the plural of كلب (dog) takes the root letters and adds a kasra (i) after the first root letter د and a long ء between the second and third root letters (ى) to produce كلاب (dogs). This plural pattern is known as the fi'āl pattern in Arabic grammar, with the consonants ف / ع / ل representing the three root letters. (The root ج / ع / ف carries the meaning of ‘to do’ or ‘to make’ and this is why it is used in Arabic grammar to represent the generic root.) So, the pattern used to produce the plural أصحاب (friends/owners) is known as the أفعال pattern and the pattern used to produce علب (packets) as the فعَّال pattern.

There are a dozen or so significant broken plural patterns. At the beginning you will need to learn each noun with its individual plural, although later you will begin to develop an instinct for which pattern to use.

For the sake of convenience, we have divided the patterns into groups, starting with some of the most common.

**Broken plurals: group 1**

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعَّال</td>
<td>كلب → كلاب</td>
</tr>
<tr>
<td>أفعال</td>
<td>أصحاب → أشخاص</td>
</tr>
<tr>
<td>علب</td>
<td>علب → علب</td>
</tr>
<tr>
<td>فعَّال</td>
<td>بيت → بُيوت</td>
</tr>
</tbody>
</table>

**Activity 1**
Complete the chart below, using the appropriate plural pattern.

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعَّال</td>
<td>ضِبْع</td>
<td>جاش (bank)</td>
</tr>
<tr>
<td>أفعال</td>
<td>وَد</td>
<td>وَلَد (boy)</td>
</tr>
<tr>
<td>صورة</td>
<td>صور</td>
<td>صور</td>
</tr>
<tr>
<td>فعَّال</td>
<td>قَصَر</td>
<td>قَصَر</td>
</tr>
<tr>
<td>أفعال</td>
<td>أفلام</td>
<td>أفلام</td>
</tr>
<tr>
<td>فعَّال</td>
<td>جبل</td>
<td>جبل</td>
</tr>
<tr>
<td>أفعال</td>
<td>لَعب</td>
<td>لَعب</td>
</tr>
<tr>
<td>أفعال</td>
<td>كَمْل</td>
<td>كَمْل</td>
</tr>
<tr>
<td>أفعال</td>
<td>فعَّال</td>
<td>مُلوك</td>
</tr>
<tr>
<td>أفعال</td>
<td>هَرم</td>
<td>هَرم</td>
</tr>
</tbody>
</table>

**Broken plurals: group 2**

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَعب</td>
<td>كِتاب</td>
</tr>
<tr>
<td>أفعال</td>
<td>شَهر</td>
</tr>
<tr>
<td>فعَّال</td>
<td>شارع</td>
</tr>
<tr>
<td>فعَّال</td>
<td>مِلْك</td>
</tr>
<tr>
<td>فعَّال</td>
<td>وزير</td>
</tr>
</tbody>
</table>
Activity 2
Match the singular to the plural, for example: ١(١).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>١ سهم</td>
<td>هو وزير</td>
</tr>
<tr>
<td>(company share)</td>
<td>(He’s a [gov.] minister.)</td>
</tr>
<tr>
<td>٢ مدينه</td>
<td>مدينات</td>
</tr>
<tr>
<td>(town/city)</td>
<td>(They are ministers.)</td>
</tr>
<tr>
<td>٣ طريق</td>
<td>طريقين</td>
</tr>
<tr>
<td>(road/way)</td>
<td>(They are my books.)</td>
</tr>
<tr>
<td>٤ خاتم</td>
<td>خواتم</td>
</tr>
<tr>
<td>(ring)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
<tr>
<td>٥ سفير</td>
<td>وزراء</td>
</tr>
<tr>
<td>(ambassador)</td>
<td>(These are Iraqi ambassadors.)</td>
</tr>
<tr>
<td>٦ رئيس</td>
<td>رؤساء</td>
</tr>
<tr>
<td>(president)</td>
<td>(These are my books.)</td>
</tr>
<tr>
<td>٧ عاصمه</td>
<td>عواصم</td>
</tr>
<tr>
<td>(capital city)</td>
<td>(These rings are imported.)</td>
</tr>
<tr>
<td>٨ أمير</td>
<td>أعياد</td>
</tr>
<tr>
<td>(prince/emir)</td>
<td>(These are imported.)</td>
</tr>
<tr>
<td>٩ سفينة</td>
<td>سفن</td>
</tr>
<tr>
<td>(ship)</td>
<td>(These are my books.)</td>
</tr>
<tr>
<td>١٠ مانده</td>
<td>ماندين</td>
</tr>
<tr>
<td>(table)</td>
<td>(These rings are imported.)</td>
</tr>
</tbody>
</table>

Now cover up the left-hand column and try to say plurals out loud after the singular.

Other broken plurals
There are other broken plural patterns, such as مصنخ qumsan, the plural of مصيص qamis (shirt), or خيمه khayma, the plural of خيمة khamma (tent). These are best learnt as and when you encounter them.

A few words have four root letters (Unit 1) and the plurals of these words tend to be similar to the following pattern: ماندة - مانديف. For example:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>١ سهم</td>
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<td>مدينات</td>
</tr>
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<td>(town/city)</td>
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<tr>
<td>٣ طريق</td>
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</tr>
<tr>
<td>(road/way)</td>
<td>(They are my books.)</td>
</tr>
<tr>
<td>٤ خاتم</td>
<td>خواتم</td>
</tr>
<tr>
<td>(ring)</td>
<td>(These are Iraqi ministers.)</td>
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<tr>
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<td>وزراء</td>
</tr>
<tr>
<td>(ambassador)</td>
<td>(These are Iraqi ambassadors.)</td>
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<tr>
<td>٦ رئيس</td>
<td>رؤساء</td>
</tr>
<tr>
<td>(president)</td>
<td>(These are my books.)</td>
</tr>
<tr>
<td>٧ عاصمه</td>
<td>عواصم</td>
</tr>
<tr>
<td>(capital city)</td>
<td>(These rings are imported.)</td>
</tr>
<tr>
<td>٨ أمير</td>
<td>أعياد</td>
</tr>
<tr>
<td>(prince/emir)</td>
<td>(These are imported.)</td>
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<tr>
<td>٩ سفينة</td>
<td>سفن</td>
</tr>
<tr>
<td>(ship)</td>
<td>(These are my books.)</td>
</tr>
<tr>
<td>١٠ مانده</td>
<td>ماندين</td>
</tr>
<tr>
<td>(table)</td>
<td>(These rings are imported.)</td>
</tr>
</tbody>
</table>

Using broken plurals in sentences
Don’t forget that only humans are treated as plural in Arabic grammar. The plural of non-human objects and ideas is treated as feminine singular:

سهم هو وزير. (He’s a minister.)

Activity 3
Make these sentences plural, as in the example:

١ هذا القصر جميل.
٢ السيارة في الشارع.
٣ اللعبة يلعب الكاتب.
٤ أين قلمي الجديد؟
٥ هناك جبل طويل.
٦ سفينة مدينة.
٧ المدرس مصري.
٨ الهزام في الجذوة.
٩ الكتاب القديم على المائدة.
١٠ هذه صورة زينة.
Unit 12

Comparative and superlative

The comparative and superlative are used to compare objects or ideas. The comparative in English is formed using -er with shorter adjectives or more with longer ones: faster, more comfortable; the superlative using -est or most: fastest, most comfortable. Similarly, Arabic has a different method of forming the comparative and superlative with short, basic adjectives and longer, more complicated ones.

Forming the comparative

Arabic forms the comparative in one of two ways:

1. **af'āl pattern**

   The **af'āl** pattern is used with short, basic adjectives with three identifiable root letters. An alif is added before the first root letter and a fatha (a) between the second and third root letters:

   - **kabīr** (big)  →  **akbar** (bigger)
   - **jamīl** (beautiful)  →  **ajmāl** (more beautiful)
   - **ṭawīl** (long/tall)  →  **aṭwāl** (longer/taller)

   Some adjectives share the same second and third root letter (see Unit 1). These are written together in the comparative with the fathā (a) moving after the first root letter:

   - **jadīd** (new)  →  **ajadd** (newer)
   - **shādīd** (strong)  →  **ashadd** (stronger)
If the final root of the adjective is َّي or َوَي، this changes to alif maqṣūra (أ written as َّ) at the end of the comparative:

- غني (rich) → أغني (richer)
- حلو (sweet) → أحل (sweeter)

2 أکثر + noun

Longer adjectives cannot generally be made into a comparative using the أکفَأ pattern. Instead أکثر (more) is used with a noun carrying the special tanwin al-fath (ـَـَـ) ending we have already met after ُـِـَْم (see pages 50–2). Remember that this ending carries the meaning of ‘as to’ or ‘regarding’ and is written on an extra alif (أ) if the noun does not end in َـَـََأَمْبَأِ: أکثرِ إفادَة أکثرِ انتشارة أکثرِ ملاءمة

As a beginner, it is enough to recognise this. Later you will be able to form similar comparisons using the appropriate noun.

Activity 1

Make these adjectives comparative, as in the example.

1 أَقْبَج (ugly) → أَقْبَج (taller)
2 صَعِبَ (small) → صَعِبَ (smaller)
3 قِصِيرَ (short) → قِصِيرَ (shorter)
4 خُفِيفَ (light) → خُفِيفَ (lighter)
5 ثِقِيلَ (heavy) → ثِقِيلَ (heavier)
6 قَدِيمَ (old) → قَدِيمَ (older)
7 كُثِيرَ (many) → كُثِيرَ (more)
8 سَرِيعَ (fast) → سَرِيعَ (faster)

Comparing things

The comparative doesn’t generally change for masculine feminine or plural. The equivalent of than as in bigger than is من (literally ‘from’):

- The palace is older than the mosque.
- This car is faster than that car.
- My house is bigger than your house.

The attached pronouns, as used for possession (see Unit 10), can also be used with من:

- I’m taller than her.
- They’re faster than us.

Activity 2

Mine’s better than yours! Use the Comparative to do a bit of boasting, as in the examples.

أنا أطول منك! 
I’m taller than you!

My car is faster than your car!
My car is fast.

1 بَيْتِي قَدِيمٌ.
2 أَنَا غَنِيٌّ.
3 مَدِينَتِي جَمِيلةٌ.
Activity 3
Now make as many sentences as you can comparing the teacher and the accountant in the picture, as in the examples:

المدرّس أطول من المحاسب.
al-mudarris atwal min al-muhāsib.
The teacher is taller than the accountant.

 البيت المحاسب أكبر من بيت المدرّس.
bayt al-muhāsib akbar min bayt al-mudarris.
The accountant's house is bigger than the teacher's house.

The superlative
The most common ways in Arabic to express a superlative, as in 'the fastest' or 'the most beautiful', is either to put the comparative in front of the noun:

أسرع سيارة asrūṣ sayyāra (the fastest car)
أجمل نهر ajālīl nahr (the most beautiful river)

or simply to add the article ال al to the comparative with the meaning 'the fastest one', 'the most beautiful one', etc:

الأسرع al-asrūṣ
الأجمل al-ajālīl

Activity 4
Choose a phrase from the box to fill the gaps in the sentences.

أقدم بيت أكبر مدينة أجمل مهندس
أسرع ولد

1 محمود
في المدرسة.
2 هل هذه الحقيقة خفيفة؟ لا، هي
في الشارع.
3 هذا
في القاهرة.
4 أعني أقصر مني ولكن أخي هو
في المصنع.
5 بدر

72 Comparative and superlative  73
Case Notes

The accusative indefinite ending -(t)an is added to the noun when it is used in the structure أكثر اكثارة (more) + noun. This means the extra alif tanwin will appear if the noun does not end with taa marbūta (see Case Notes, Unit 9):

أكثر إفاداة akthar ifadatan (more useful)
أكثر انتشاراً akthar intishara (more widespread)

The superlative, e.g. أسرع ولد asrā'u walad (the fastest boy), is an indefinite iḍāfa structure (see Unit 10). So the second noun will have the genitive ending -(t)an:

أسرع ولد asrā'u waladin (fastest boy)
أرخص جريدة arkhaṣu jaridatin (cheapest newspaper)

In summary

- Arabic has a special comparative form: أفعال, e.g. أكبر akbar (bigger).
- من min is used to compare two things, e.g.: أكبر من أكبر... (bigger than...).
- أفعال أكثارة Longer adjectives that can’t be put into the أفعال pattern are made comparative by using أكثارة (more) + noun with -(t)an: أكثر إفاداة أكثر اكثارة ifadatan (more useful).
- أفعال + (indefinite) noun = superlative (the -est/most): أكبر بيت الكبير akbar bayt (the biggest house).

Arabic grammar regards the plural as referring to three or more. There is a special dual form when referring to two. The dual ending -ان/اين -än/-ayn is added to a noun to express the meaning of 'two'.

- kitāb (book)
- كتابان/كتابين kitāban/kitābayn (two books)
- كتب kutub (three or more books)

The context will dictate whether the -än or -این-ayn ending is added, in a similar way to the sound masculine plural alternative endings -ينين/وينون -än/وينون. (Note that spoken dialects generally use the -این-ayn dual ending in all contexts.)

If a word ends with taa marbūta this is pronounced when the dual ending is added:

- مدينة madina (town)
- مدينتين/madinatin/madīnatayn (two towns)
- مدن mudun (three or more towns)

The dual is often used when talking about parts of the body, as many of these come in pairs:

- رجل (leg)
- رجلان/رجليين rīlān/rīlayn (two legs)
- يد (hand)
- يدآن/يديين yadān/yadayn (two hands)
Activity 1
Make the dual to match the pictures, as in the example.

Dual pronouns
The dual also has its own pronouns (and verbal forms which are covered in Part 2). Unlike the dual noun ending, this is a feature of Standard Arabic but rarely used in spoken dialects.

Dual pronouns are similar to the plural, but with a long a:

- you (two) أنتما antumā
- they (two) هما humā

The dual in sentences
The main uses of the final dual -ān ending are:
• when the dual noun is after a positional word or preposition
• when the dual noun is the last word in an iḍāfā
• when the dual noun is the object of a verb (see Unit 14).

Otherwise the ان -ān ending is generally used, although you should be aware there are exceptions to this.

They are the two ambassadors. هما السفيران. humā s-safīrān.
I'm in front of the two houses. أنا أمام البيوتين. anā amām l-baytayn.
My sister bought two books from the market. اشترت أختي كتابين من السوق. ishtarat ukhtā kitābain min s-sūq.
This is the office of the two engineers. هذا مكتب المهندسين. hādhā maktab al-muhandisayn.
Where are her two daughters? اين بنتاه؟ عائشة البنتاه؟
Both the schools of the town are large. مدرستا المدينة كبيرتان. madrasatā l-madina kabiratān.

Notice that when the dual is the first word in an iḍāfā or has a possessive ending, it loses the final ن (n) in a similar way to the sound masculine plural.

Case Notes
The dual case endings are comparable to the sound masculine plural (see Units 5 and 10). As with the sound masculine plural, the dual is one of the few instances when the case ending is written as part of the main script.

The ان -ān ending is nominative and the بين -āyn ending is accusative and genitive. As the accusative is used for the object of a verb and the genitive is used after positional words and for the last word in an iḍāfā, the بين -āyn ending is used in these contexts.
Activity 2
What do these sentences mean? Match the Arabic to the equivalent English.

a) I found the two boys behind the door.
   ١ هناك جماجمان تحت المائدة.

b) My clothes are in the two bags.
   ٢ مثى عندنا سيارة ودراجتان.

c) They are the two Saudi engineers.
   ٣ وجدت الولدتين وراء الباب.

d) There are two bottles under the table.
   ٤ أحمد مع والديه.

e) Mona has a car and two bikes.
   ٥ هما المهندسان السعوديَان.

f) Ahmed is with his parents.
   ٦ ملاحي في الحقيبتين.

In summary

- Arabic has a special dual ending used when referring to two items or two people.

- The ending ان -ān or كين -ayn is added to the noun: بيتان/بيتتين baytān/baytayn (two houses).

- The dual ending loses the final ن n when it is the first noun in an idāfa: بيتا الملك baytā l-malik (the king’s two houses).
Past verbs

Arabic sentences can be either verbal or non-verbal. It is possible to express many basic concepts without using a verb:

- We are in the bank. نحن في البنك.
- My mother is in school with my brother. أمي في المدرسة مع أخي.
- This chair is very old. هذا الكرسي قديم جدًا.
- The ministers have a meeting tomorrow. اللوزراء اجتماع غدًا.

To go beyond this type of elementary statement, however, you need to understand how the Arabic verb system works.

There are only two basic tenses in Arabic:
- الماضي al-mādī (past)
- المضارع al-muḍārī (imperfect, used to express the present and future)

Grammatically, it makes sense to begin with the past tense as it is simpler.

Basic verbs in the past tense (singular)

Verbs are categorised into basic and derived forms. Basic verbs are 'no frills' verbs generally based around three root consonants (see Unit 1). Derived forms manipulate the root consonants, adding extra letters before and between them, to create different but related meanings. Units 14–16 will present basic verbs in the two tenses; Unit 17 will cover the derived forms.

The هوُ huwa (he/it masc.) past tense shows the verb in its simplest form:

- He found the key. وَجَدَ الْمفتاحَ ُ wajada l-miftah.
- He opened the door. فَتَحَ الْبَابَ ُ fataha l-bab.

The three root letters of the verb are each followed by a short fatha (a) vowel. If we remove the final -a and add the ending -tu, the verb will then refer to أَناُ أنا (I):

- I found the key. وَجَدَ الْمفتاحَ ُ wajadtu l-miftah.
- I opened the door. فَتَحَ الْبَابَ ُ fatahtu l-bab.

You do not have to use the pronoun أَناُ أنا or هوُ huwa since the ending of the verb will tell you who is carrying out the action.

Here are all the singular endings for past verbs:

<table>
<thead>
<tr>
<th>example</th>
<th>ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I opened) fataḥtu</td>
<td>-tu أَناُ أنا</td>
</tr>
<tr>
<td>(you m. opened) fataḥta</td>
<td>-ta أَنتُ أنت</td>
</tr>
<tr>
<td>(you f. opened) fataḥti</td>
<td>-ti أَنتِ أنت</td>
</tr>
<tr>
<td>(he/it opened) fataḥa</td>
<td>-a هوُ هو</td>
</tr>
<tr>
<td>(she/it opened) fataḥat</td>
<td>-at هيُ هي</td>
</tr>
</tbody>
</table>
You may have noticed that all the singular past verbs except فتح فتاحة are spelt the same - فتح فتحة - and only distinguished by the short vowels that are not usually written in modern Arabic. When reading Arabic without vowels you will need to pay close attention to the context to decide on the meaning and pronunciation.

The common part of the past tense that appears before the individual endings is the 'stem'. This is usually voweled with two fathas: فتاح فتاحة (opened), وجد وجد (found). However, sometimes the second vowel is a kasra: شرب شرب (drank), سماع سماع (heard).

**Activity 1**

Use one of the verbs in the box with the appropriate ending to fill in the gaps in the sentences, as in the example:

<table>
<thead>
<tr>
<th>Past</th>
<th>Present Participle</th>
<th>Stem</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>14</td>
<td>Fatah</td>
<td>fatahat</td>
</tr>
<tr>
<td>0x0</td>
<td>0x0</td>
<td>Fatim</td>
<td>fatahat</td>
</tr>
<tr>
<td>0x0</td>
<td>0x0</td>
<td>Jara</td>
<td>haqara</td>
</tr>
<tr>
<td>0x0</td>
<td>0x0</td>
<td>Mesr</td>
<td>huna</td>
</tr>
<tr>
<td>0x0</td>
<td>0x0</td>
<td>Khab</td>
<td>al-khabar</td>
</tr>
</tbody>
</table>

*al-khabar = the news item*

**Word order**

When the subject (the 'doer') of the verb is mentioned, it generally comes after the verb in Standard Arabic:

verb + subject + rest of sentence

Fatimah opened the door.  
فتاح فتاحة الفضلة

The Prime Minister attended the exhibition.  
حضر رئيس الوزراء المعرض.

**Activity 2**

Sarah (سارة) is a teacher. What did she do yesterday (أمس) ams)?

Match the sentences with the pictures.
Activity 3
Now imagine you are Sarah and give an account of your day yesterday:

أنا مدرسة. ذهبتْ أمْسِ إلى المدرسة...

Basic verbs in the past tense (plural)
Here are the plural endings for the past tense. Remember that the plural forms are used only with people; non-human plurals take the feminine singular (هي hiya) form of the verb.

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>(we opened) fatahna</td>
<td>نَا  فَتَحَنَّا نَاحَنَ</td>
</tr>
<tr>
<td>(you m. pl. opened) fatahtum</td>
<td>تُمْ  فَتَحَتَّمْ</td>
</tr>
<tr>
<td>(you f. pl. opened) fatahtumna</td>
<td>تُنَّا  فَتَحَتَّمْ</td>
</tr>
<tr>
<td>(they m. opened) fatahu</td>
<td>وُ  فَتَحُوا</td>
</tr>
<tr>
<td>(they f. opened) fatahna</td>
<td>نَ  فَتَحَنَّا</td>
</tr>
</tbody>
</table>

We sat on the steps.

They (m.) attended the meeting.

You (m. pl.) heard the news yesterday.

Note that there is a silent l alif written after the waw of the form of the verb: فَتَحُوا fatahu. This is purely a spelling convention and is not pronounced. Don’t confuse it with the extra (accusative) alif sometimes written on the end of nouns (e.g. ولداً waladan – see Unit 9).

Past verbs
As with pronouns, masculine plural verbs are more common since all members of a group need to be female for the feminine plural to be used. Learn the masculine first; the feminine plurals shaded in the table are mainly for recognition. There are also special verb endings for the dual. However, these verb endings are relatively uncommon and so will be covered later in Unit 20.

Plural verbs in sentences
A quirk of Arabic grammar states that if a verb comes before a plural subject the verb will be singular, but if it comes after the subject it will be plural. This can mean a switch in mid-sentence:

ذَهَبَ الأَصْحَاب إِلَى النَّادِي وَشَرَبُوا كُولاً.

The friends went (m. sing.) to the club and drank (m. pl.) cola.

However, the verb will still be feminine if the subject is feminine:

رَجَعَتْ الْبَنَات إِلَى الفَصِّ وَجَلََسَنَّ عَلَى الْكَرَاسِي.

The girls returned (f. sing.) to the classroom and sat (f. pl.) on the chairs.

Unsurprisingly given their complexity, most of these rules are ignored in everyday speech and the masculine plural often used throughout, even for females. As a learner you can get away with the same when you speak, but should be prepared to recognise the more correct standard versions and eventually to use them yourself in written and formal spoken Arabic.

Questions
There is no special question form of the verb in Arabic. You can use the question marker هل hal or any of the other question words (see Unit 9) with the relevant part of the verb:
Did you go to the bank? هل ذهبت الى البنك؟

When did they go out? متي خرجوا؟

Where did Ahmed hear the news? أين سمع أحمد الخبر؟

Activity 4
Make these sentences and questions plural, as in the example.
1. دُعِموا إلى المصنع.
2. خرج من البيت.
3. جلسَ في المكتبة.
4. هل سمعت الخبر؟
5. حضرت الاجتماع.
6. أين وجد المدرس مفتاح الباب؟
7. ذهبت الى البيت أخيرَي.
8. فتح فتحة الولد الرجافة وشرب الكولا.

Activity 5
Say these out loud in Arabic and then write them down.
1. I went to the bank yesterday.
2. She drank a cup of coffee.
3. Did you (masc. pl.) find the key?
4. We attended the meeting in the factory.
5. Ahmed heard the news in the restaurant (المطعام).
6. They (masc.) sat down next to the teacher.

Case Notes
The subject ('doer') of a verb, if included, will have the nominative case ending. For the object ('receiver') of a verb, the accusative is used: -an for the indefinite (with the extra alif tanwn I if the noun does not end in a) and -a for the definite:

The minister attended a meeting. حضر الوزير الاجتماع.

Optional Activity
Mark the case endings on these sentences and then read them out loud.
1. فتحنا الباب.
2. وجدت الحقيبة.
3. وجدوا الولد كتابا في الشارع.
4. هل سمعت الخبر في المطعم؟
5. حضرت المدرسة اجتماعا.

In summary
- There are two basic tenses in Arabic: الماضي (past) and المضارع (imperfect, used for present and future).
- The past tense of basic verbs is made up of a three-consonant stem with different endings showing the subject, e.g. فتح فتح (he opened), فتحت فتحت (I opened), فتحوه Fatahu (they opened).
- The verb often comes first in a sentence: فتحت زينب الخزانة. fatahat zaynab al-khazana (Zaynab opened the safe).
- Plural verbs are only used with people. Non-human plurals use the feminine singular (هي) verb.
The second Arabic verbal tense is the imperfect or المضارع al-mudarīr, used for describing present and future events.

Like the past tense, the imperfect verb changes depending on the subject ('I', 'you', 'he', etc.). However, in the imperfect tense these changes are prefixes (letters on the beginning of the root stem), sometimes combined with endings. For example, تَشَرَب meaning 'he drinks'; this changes to تَشرَب for 'she drinks' and يَشرَب for 'they drink'. The common element is شرب which can be described as the 'stem' of the present tense. In this case, the three root letters are ش/ر/ب and there is a fatha (ا) after the second root letter.

**Basic verbs in the present tense (singular)**

Here are all the singular endings for present verbs, using the verb يفتح (open):

<table>
<thead>
<tr>
<th>example</th>
<th>ending</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I open) aftah(u)*</td>
<td>أفتح</td>
<td>أ- أ</td>
</tr>
<tr>
<td>(you m. open) taftah(u)</td>
<td>تفتح</td>
<td>ت- تَّ</td>
</tr>
<tr>
<td>(you f. open) taftahīna</td>
<td>تفتحين</td>
<td>ت- تَّ، ينَ</td>
</tr>
<tr>
<td>(he/it opens) yafthah(u)</td>
<td>يفتح</td>
<td>ي- يَ</td>
</tr>
<tr>
<td>(she/it opens) taftah(u)</td>
<td>تفتح</td>
<td>ت- تَّ</td>
</tr>
</tbody>
</table>

* The full pronunciation includes a final u, but this is not heard except in formal contexts.

Notice that the present verb for أنت (you masc.) is exactly the same as for هم (she/it).

The middle vowel in the present stem of basic verbs can change. The vowel can be:

- fatḥa, as in يفتح (open),
- kasra, as in يغسل (wash), or
- ẓamma, as in يسكن (live).

Every day she opens the safe.

هل تذهب إلى المدرسة بالسيارة؟

I wash my face in the morning.

أغسل وجهي صباحًا.

Where does he live?

أين يسكن؟

**Activity 1**

Change these sentences to match the subject in brackets, as in the example.
### Activity 2
Read about Nadia’s routine below and fill in the gaps with one of the verbs from the box.

<table>
<thead>
<tr>
<th>(plays)</th>
<th>(goes)</th>
<th>(eats)</th>
<th>(drinks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَلعبُ</td>
<td>تَذهبُ</td>
<td>تَأكلُ</td>
<td>تَشرِبُ</td>
</tr>
<tr>
<td>(sits)</td>
<td>(lives)</td>
<td>(returns)</td>
<td>(washes)</td>
</tr>
<tr>
<td>تَجلسُ</td>
<td>تَسكنُ</td>
<td>تَرجعُ</td>
<td>تَغسلُ</td>
</tr>
</tbody>
</table>

Nadia’s routine below and fill in the gaps with one of the verbs from the box.

Now imagine you are Nadia and change the routine to 

أَسْكَنُ فِي الْقَاهِرَةِ ...
**Activity 3**
Make these sentences plural, as in the example. Remember:
1. If the verb comes before the subject it will be singular.
2. Use a feminine singular verb (i.e., تُتَا) for non-human plurals.

1. يُغسل السيارة يوم الجمعة.
2. أسكن في بغداد.
3. هل تذهب إلى البنك؟
4. يذهب الولد إلى الحديقة ويلعب تنس.
5. الكلب يفتح الباب.
6. أرجع من المكتب وأشرب من نصي.

**Activity 4**
Complete these sentences describing what these people do and where they work. Use the verb يعمل (to work) with the correct prefixes and endings. The first is an example.

1. هو مدرس ويدرس في مدرسة.
2. هي طبيب ويعمل في مستشفى.
3. هو موظف ويساعد في مصرف.
4. هي ممرضة وتعمل في مستشفى.
5. هو طبيب ويدرس في جامعة.
6. هي ممرضة وتعمل في مستشفى.

**Talking about the future**
The imperfect is also used for talking about the future, often preceded by the future indicators سا - or سوف sawfa:

- We're going to the museum today. sa-nadh-hab ilā l-maṭḥaf al-yawm.
- Ahmad is going to play tennis with Nadya. sawfa ya'la'ab aḥmad tanis maṭḥaf nādiya.
Attached pronouns with verbs

The pronouns used on the end of nouns to describe possession, e.g. بيتها (her house), can also be used with verbs. (The vowels in brackets are pronounced in more formal Arabic.)

- يُغسلها يوم الجمعة. (yaghsilahu) He washes it on Friday.
- يُغسل يومنا. (yaghsil al-jumā) He washes it on Friday.
- يُغسلوا يوم الجمعتين من الجمعة. (yaghsil al-jumā al-kutu) They wash it on two Fridays.
- يُغسل إننا يوم الجمعة. (yaghsilu al-jumā) We wash it on Friday.

Activity 5

Change these sentences using attached pronouns, as in the example.

1. وجدناها تحت الكرسي. (we'll find them) احتضنتها. (we'll embrace them)
2. هل وجدت المفتاح؟ (have you found the key?) هل أخذته؟ (did you take it?)
3. سوف أشرب شاي. (I'll drink tea) سوف يشرب. (he'll drink)
4. قلّفت فاطمة الزجاجات. (Fatima washed the glasses) قلّفتها. (she washed them)
5. سمعت الخبر في الراديو. (I heard the news on the radio) سمعته. (he heard it)
6. كل اليوم بحضورنا الاجتماعية. (we'll be present at the social occasion)
7. سمعنا الأولاد في الشعر. (the children recited poetry) سمعناهم. (we heard them)
8. (after an hour) سلمت الشاب بعد ساعة. (the boy was seen) سلمته. (he was seen)

Notes about verbs in spoken Arabic

In general everyday spoken Arabic drops the final short vowels and النا on the end of verbs. This means that تشرب (you 'drink') becomes تشرب، and يشربون (they drink) becomes يشربون. In the past tense فتح (he opened) becomes فتح، and فتحت (I opened) and فتحت (you, masc. opened) both become فتحت. However, فتحت (you fem. opened) does retain the -t ending.

The masculine plural is generally employed for all plural or dual subjects in spoken Arabic, meaning the feminine plural and dual verbs are only really a feature of Standard Arabic.

In summary

- المضارع (the imperfect) is used to describe both present and future events.
- The imperfect of basic verbs is formed with different prefixes and endings around a three-consonant stem, e.g., يفتح (he opens), أفتح (I open), يفتحون (they open).
- The future indicators سوف sa- or سوف sa-wa are often added before an imperfect verb when describing future events: سأشرب (I'll drink), سوف نخرج sawfa nakhruj (we'll go out).
- Attached pronouns can be added to verbs as well as nouns, e.g., سمعناهم (we heard them).
Irregular verbs

Most irregularities in Arabic verbs occur when one of the three root consonants of the verb is either و wāw or ي yā. These two letters are considered ‘weak’, effectively meaning they can change into vowels in certain word patterns and sometimes drop out altogether.

Other irregularities come about when a verb is ‘doubled’, having the same second and third root letter, or has hamza (ُ[ ]) as one of the root consonants.

Weak verbs

Weak verbs fall into three categories:

- و wāw or ي yā as first root letter (assimilated verbs)
- و wāw or ي yā as middle root letter (hollow verbs)
- و wāw or ي yā as final root letter (defective verbs)

Assimilated verbs

Most assimilated verbs in common circulation have و wāw rather than ي yā as the first root letter. These verbs are relatively simple to remember and are irregular only in the imperfect tense, where the و wāw drops out altogether:

- (he finds) يجد yajid
- (we arrive) نصل nasil
- (they describe) يصفون yasifuna
- (she weighs) تزن tarzūn

Hollow verbs

Hollow verbs have و wāw or ي yā as the second root letter. They are called ‘hollow’ because the و wāw or ي yā in the middle often changes into a vowel. This can be a long vowel (ا، ة، و) or a short vowel (ا، ع، ا). This category includes some common verbs.

There are two main types of hollow verb, depending on the middle root letter, and these are shown below. The less common feminine plurals are shown in grey. Leave these until after you are familiar with the rest of the parts of the verb.

Activity 1

Change these past tense sentences to refer to everyday activities, as in the example:

1. وجدنا قطة في الشارع. (he found a cat)
2. وصلت إلى المكتب صبحاً. (we arrived in the morning)
3. وصفت نادية رحلتها إلى باريس. (her trip)
4. وجدوا المفتوح على المائدة. (the dough)
5. وزن الخبز العبجين. (they describe)
6. وصل إلى وسط المدينة بالقطار.

Hollow verbs with و wāw and ي yā:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>قالت</td>
<td>قال (she)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (we)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (they)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (you, m.)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (you, f.)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (he, it)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (she, it)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (they, pl.)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (you, pl.)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (they, m.)</td>
</tr>
<tr>
<td>قال</td>
<td>قال (they, f.)</td>
</tr>
</tbody>
</table>

Note: The feminine plural is shown in grey.
### Hollow verbs with 

<table>
<thead>
<tr>
<th>ya' (to fly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>imperfect</td>
</tr>
<tr>
<td>atir</td>
</tr>
<tr>
<td>ta'tir</td>
</tr>
<tr>
<td>ta'tirina</td>
</tr>
<tr>
<td>ya'tir</td>
</tr>
<tr>
<td>natir</td>
</tr>
<tr>
<td>ta'tiruna</td>
</tr>
<tr>
<td>ta'tiruna</td>
</tr>
<tr>
<td>ya'tiruna</td>
</tr>
<tr>
<td>ya'tiruna</td>
</tr>
</tbody>
</table>

With a few exceptions, hollow verbs fit into one of the two patterns shown above. Note:
- the past verb for هم has a long ُ in the middle for both types of hollow verb
- the other past verbs have ُ or i in the middle
- the imperfect verb is characterised by a long ُ for verbs with و and a long i for those with يا as middle root letter.

#### Activity 2

Choose one of the hollow verbs in the box to fill the gap in each sentence. Make sure you change the verb to match the subject. Note these time phrases which will show which tense you should be using:

- yesterday: نمس
- tomorrow: غدا
- every day: كل يوم
- next year: السنة القادمة
- last month: الشهر الماضي

<table>
<thead>
<tr>
<th>sentences</th>
<th>hollow verb(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will fly to London next week.</td>
<td>طار / يطير</td>
</tr>
<tr>
<td>I said to my husband 'Let's go'.</td>
<td>عاد / يعود</td>
</tr>
<tr>
<td>He sold his ticket to Zaynab.</td>
<td>زار / زور</td>
</tr>
<tr>
<td>They return from school by bus.</td>
<td>قال / يقول</td>
</tr>
<tr>
<td>An important hollow verb is: دينا يكأس التنس (to be).</td>
<td>خان / يكون</td>
</tr>
</tbody>
</table>

Although many statements in the present don’t include the verb ‘to be’, it is needed in the past and the future:
I am in the bank today.

أنا في البنك اليوم.

I was in the museum yesterday.

كنت في المتحف أمس.

I'll be in the office tomorrow.

سأكون في المكتب غداً.

The present tense of the verb 'to be' is used following لـ لي (in order to), أن أن (that), and other similar words:

We went to the party in order to be with our friends.

dhahabnā ila al-ḥafla li-nakūn mā ašhāb nā.

The fish has to be fresh.

(‘It is necessary that the fish is fresh.’) yajib an yakūn as-samak ṭazijān.

* the extra alif is added after the verb يكون (see Case Notes Unit 14)

Activity 3
Change these sentences to refer to the past, as in the example.

1 أنا في الحفلة للكون مع أصدقاءنا.
2 نحن في المدرسة.
3 أختي مقيمة في السعودية.
4 هم في المدرسة.
5 هل أنت في بيتك؟

Now write them again in the future, e.g.:

سأكون في المصنع.

Activity 4
Read this passage where Hajj Khayri (الحج خيري) is telling his grandchildren (أحفاده) why he thinks the internet has made life easier. (حاج is a term of respect for someone who has been on the pilgrimage to Mecca.)

قال الحاج خيري لأحفاده...

شبكة الإنترنت هي سوق لمن يشتري (buys) شيء وكل شيء. مئة سنوات، ذهبت لشراء (to buy) التذكرة أطير بها إلى لندن لأزور أخى شلي المقيم هناك. كان (we paid) مكتب شركة الطيران بعيداً في وسط المدينة. دفعنا ثمن التذكرة ثم قالوا لنا: حين (when) نعودون بعد ثلاثة أيام ستكون التذكرة موجودة.

ضحكوا (laughed) الأولاد وهم يقولون «ها هي! ثلاثة أيام لشراء التذكرة!»

1 Where did Hajji Khayri want to travel a few years ago?
2 Who did he want to visit there?
3 Where did he have to go to buy the ticket?
4 How long did they tell him he would have to wait before his ticket was available?
5 Why do you think the children find this funny?

Now underline all the examples of hollow verbs you can find in the passage.
Defective verbs

Defective verbs have و wāw or ي yā as the final root letter. There are several different types, but the most common feature is a long vowel in place of the third root letter. Here are some examples:

- جرَي/جري jara/yajri (to run)
- دعَ/يدعو dāa/yadū (to invite)
- مشي/يضمشي mashā/yamshi (to walk)
- نسي/ينسني nasiya/yansā (to forget)
- رمي/يرمي ramā/yarmī (to throw)
- شكو/يشكو shakā/yashkū (to complain)

The detailed rules for how to spell and form defective verbs are somewhat complicated and need to be learnt individually by consulting a comprehensive Arabic grammar or verb reference. However, as a rule of thumb the imperfect is largely consistent, whereas the the final long ā vowel in the past will often turn into aw or ay before an ending which begins with a consonant:

(we complained) shakawāنا شكَّونا ← (he complained) shakā شكا
(I threw) ramaytu رميَت← (he threw) ramā رمي
(you pl. walked) mashaytum مشيَّتم ← (he walked) mashā مشا

Other irregular verbs

Other irregularities arise from:
- the second and third root consonants being the same letter (doubled verbs)
- one of the roots being hamza (ه)

Doubled verbs

Doubled verbs sometimes combine the second and third root letters with a shadda (ـ), e.g. رددت radda (he answered), and sometimes separate them, e.g. رددت radadtu (I answered). The rule determining this is:
- third root letter followed directly by vowel (long or short) = combined
- third root letter not followed directly by vowel = separate

If you take any part of the present/future or past verb tenses and apply the rule above, you can work out how to form the appropriate double verb. For example:

<table>
<thead>
<tr>
<th>result</th>
<th>subject</th>
<th>tense</th>
<th>root</th>
</tr>
</thead>
<tbody>
<tr>
<td>radadna</td>
<td>نحن</td>
<td>(answer)</td>
<td>د / د</td>
</tr>
<tr>
<td>dallat</td>
<td>富豪</td>
<td>(show/prove)</td>
<td>د / ل / ل</td>
</tr>
<tr>
<td>yazunn(u*)</td>
<td>هو</td>
<td>(think)</td>
<td>ن / ن</td>
</tr>
<tr>
<td>tashukkuna</td>
<td>أنتم</td>
<td>(doubt)</td>
<td>ك / ك / ك</td>
</tr>
</tbody>
</table>

* For the purposes of deciding whether or not to write the doubled root together, any final ا in the imperfect المضارع is taken into account (see Unit 15)

The result of applying this rule is:
- doubled verbs in the imperfect المضارع are almost always written with a shadda (ـ)
- doubled verbs in the past الماضي are written with a shadda for هم but with separate letters for the other subjects

Activity 5

Complete this chart of doubled verbs, as in the example.
Irregular verbs

Verbs with hamza as root letter

It is possible for verbs to have hamza (ء) as one of the root letters. These verbs are not strictly speaking irregular, but there are some aspects which need clarification:

1. When a verb has hamza as the first root letter, e.g. 
   a’khadha/ya’khudh (to take), the ُأُمَّا part of the imperfect is written with a special madda sign above the alif (َ). This is pronounced as long َأ:
   
   (I take) ākhudh
   (I eat) ākul

2. The hamza may be written in a number of different ways:
   - on an alif: َأً, e.g. ya’khudh (he takes)
   - on a waw: َءً, e.g. nabtu’ (we slow down)
   - on a yā with no dots: ُءً, e.g. sa’ima (he loathed)

You will begin to get a feel for how to spell hamza as you become more familiar with individual examples.

Very irregular verbs

There are a few verbs which display more than one irregular feature (e.g. weak and have hamza as a root letter), and these can behave unpredictably. Common examples are the verbs ‘to see’: رأى/برى ra’ā/yarā, and ‘to come’: جاء/يجيء jā’a/yajjī’.

Activity 6

Now use six of the verbs you formed in Activity 5 to fill the gaps in this picture story about an air hostess (مُضيفَة muḍīfa) and her passengers (رُكَاب rukkāb), as in the example. Don’t worry about understanding every word, just try to get the gist and work out which verb might fit in the gap.

Do you (m.) want to see the pyramids?

Where did she see the mouse?

We come here every day.

I came yesterday but I didn’t find anyone.
Activity 7
With the help of the glossary read this passage about what Bashir (بشير) does every day. Decide if the sentences below are true or false. Remember to read for gist and not worry about understanding every word.
1. Bashir is Lebanese.
2. He's a football coach.
3. In the past he was an accountant in a bank.
4. Every morning he drinks a cup of coffee ...
5. ... and eats a sandwich.
6. He takes the bus to the tennis club.
7. He only teaches tennis to girls.
8. He teaches them how to hold their rackets.
9. In the evening he sometimes visits his mother.
10. Sometimes he plays chess with his friends.

In summary

- Irregularities in Arabic verbs usually stem from one of the three root consonants being و waw or ي yā ('weak' letters).
- Assimilated verbs have a weak first root (almost always و waw) and are mainly regular, except that the initial و waw drops out in the imperfect: وصل/يصل wašala/yašil (to arrive).
- Hollow verbs have a weak second root and are characterised by a long or short vowel in the middle, e.g. قال/يقول qala/yaqul (to say); طار/يطير ūtar/yaṭīr (to fly).
- Defective verbs have a weak third root and are characterised by a long vowel or diphthong (ay or aw) in place of the third root consonant, e.g. مشى/يمشي mashī/yašī (to walk).
- Other irregularities are caused by a doubled second and third root letter, e.g. رد/يرد radd/yard (to answer), or by hamza (اء) being one of the root letters, e.g. اكال/ياكل 'akal/ya'kul (to answer).

Now imagine you are Bashir and change the passage to أنا أنا.
Begin like this:

أنا مدرب التنس في النادي...
17 Forms of the verb

Introduction

The Arabic root system shows itself most clearly through the forms of the verb. By adding additional letters before and between the three root letters different, but related, meanings are created. For example, درَسٌ دَرَسْ دَرَسَ dārasa means ‘he learnt’, but when the middle root letter is doubled to create كَتَبَ كَتَبْ كَتَبَ katabu means ‘they wrote’; the addition of an alif after the first root letter produces كَانَتَ بَ كَانَتْ بَ كَانَتَ B kataba ‘they corresponded with’; the further addition of ت in front of the first root produces تَكَانَتْ بَ تَكَانَتْ B kataba ‘they corresponded with each other’.

The derived forms are referred to by Arabists as Form II, Form III, etc. (Form I being the basic verb form). Native speakers will usually refer to them in the المضارع (imperfect) form using the root فعل (to do).

There are nine derived forms altogether in modern Arabic (II-X), but Form IX is rare. Each form has a past and imperfect pattern connected with it, for example the doubling of the middle root letter in درَسْ dārasa is Form II, whereas the addition of an alif after the first root letter in كَتَبَ kataba is Form III. It is important to realise that although the derived forms add letters before and between the root consonants, the prefixes and endings which show the subject of the verb remain the same as they are for the basic verbs: درَسْ كَتَبَ ‘he taught’; درَسْ كَتَبَ ‘we taught’; etc.

In theory every root could be put into all ten forms, but in practice an individual root will have only particular derived forms in common circulation. This unit will give you an overview of the forms and present some useful examples. Don’t expect to master all the detail straight away. As you begin to feel more comfortable with the system of derived forms and their related meanings, you will find they are a helpful way of expanding your vocabulary.

The eight commonly used derived forms fall into three groups which share characteristics:

- Forms II, III and IV
- Forms V and VI
- Forms VII, VIII and X

Each derived form has meaning patterns connected to it. Although these meaning patterns will not always be obvious in individual derived verbs, they are a good general guide and can help you to guess at the meaning of unknown vocabulary.

Forms II, III and IV

- Form II doubles the middle root letter
- Form III adds a long ا after the first root letter
- Form IV adds a short ا (I) before the first root letter in the past tense

Forms II, III and IV are all vowelled with fathas in the past tense and with the sequence damma/(fatha)/kasra in the imperfect. This table shows the patterns using the root letters فعل:

<table>
<thead>
<tr>
<th>ضارع</th>
<th>الماضي</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to heat)</td>
<td>يُفعل اَنْعَمَ</td>
</tr>
<tr>
<td>(to travel)</td>
<td>يُفعل اَنْعَمَ</td>
</tr>
<tr>
<td>(to take out)</td>
<td>يُفعَل اَنْعَمُ</td>
</tr>
</tbody>
</table>

- Form II is often used for actions carried out on someone/something else:

  يُهجَّرُ = ‘to make something ready’, or ‘to prepare’ (basic form = يُهجَّر ‘to be ready’)

It can also intensify the meaning:

- ِيَكسَرُ = ‘to break something into pieces’, or ‘to smash’ (basic form = يَكسَرَ ‘to break’)
• Form III can carry the meaning of trying to perform an action:
yusabiq = ‘to try to be in front’, or ‘to race against’
(basic form = yasbiq ‘to be in front/to precede’)
Or of doing something with someone else:
yuHahidh = ‘to talk to someone’, or ‘to converse with’
• Form IV, like Form II, is used for actions carried out on
someone/thing/else,
yujlis = ‘to cause someone to sit down’, or ‘to seat’
(basic form = yajlis ‘to sit down’)

We heat the bread in the oven.
They travelled to Jordan by boat.
The girl took out the trash.

Note that the vowelling of derived forms does not vary as it
does with basic verbs. For example, a Form II verb in the
imperfect will always be vowelled yujaHil, and a Form
IV verb in the past tense will always be vowelled afQala.

Activity 1
Look at these derived verbs and decide if they are Form II, III or
IV, as in the example.

<table>
<thead>
<tr>
<th>Form</th>
<th>معنى</th>
<th>فعّال في المضارع</th>
<th>فعّال في الماضي</th>
</tr>
</thead>
</table>
| II  | نازفة / يناظف | to clean | يتّخبط
|     | آجاسا / يجلس | to seat | يتفّعلت
| III | حاذثا / يهذت | to converse with | يتهّفّن 
|     | جاحزا / يجهز | to prepare | يتهّفّن
|     | حاول / يحاول | to try | يتهّفّن
|     | كحبر / يخبر | to inform | يتهّفّن
|     | سالخا / يعسالح | to repair | يتهّفّن
|     | ساها / يسابق | to race | يتهّفّن
|     | كسارا / يكسُر | to smash | يتهّفّن

Activity 2
Match the Arabic sentences to the English, trying to guess at the
meaning of the verbs from words you already know with the
same root letters.

1. Bashir coaches the children in the club.
2. We feed the birds.
3. They travel to France by airplane.
4. I treat guests as my friends.
5. Do you photograph animals?
6. The nurse brings the medicine.

Activity 3
Put the sentences in Activity 2 into the past, for example:
hal sawwarta l-ihayawanat? (Did you [m.] photograph animals?)

Forms V and VI

<table>
<thead>
<tr>
<th>example</th>
<th>المعنى</th>
<th>المضارع</th>
</tr>
</thead>
<tbody>
<tr>
<td>يفّعل</td>
<td>V</td>
<td>تفّعل</td>
</tr>
<tr>
<td>يتعاون</td>
<td>VI</td>
<td>يتعاون</td>
</tr>
</tbody>
</table>

Forms V and VI both add ta (ت) before the first root letter. In the
past tense, Form V = ta (ت) + Form II; Form VI = ta (ت) + Form III.
In the imperfect tense, Forms V and VI are vowelled throughout
with fathas (a).
• Form VI often carries the meaning of doing something
together as a group:
   yatafawwan = ‘to help each other’, or ‘to cooperate’
   (root: عون = help/aid)
• Form V tends to be intransitive (i.e. actions not
   carried out on something/someone else).
Do you speak Arabic?

هل تتحدث العربية؟
hal tataḥaddath al-ʿarabiyya?

The ministers met for two days and cooperated on the peace plan.

التقابل الوزراء لمدة يومين وتعاونوا في خطة السلام.
taqābala l-wuzaraʿ li-muddat yawmīn wa-taʿawwūnū fi khiṭṭat is-salām.

Activity 4

Read this story about Mr Jones (السيد جونز) and underline all the Form V and VI verbs you can see.

السيد جونز من ويلي ويحاول أن يتعلم العربية. مستواه يتفاوت مع كل درس لأنه (his level) يحاول أن يذكر الكلمات العربية. حين يتقابل الناس في الشارع صبحاً، يتبادلون التحية (greetings) والسلام ويقولون: "صباح الخير!" سأل السيد جونز المدرس عن الرد المناسب، وتدرب على قول "صباح النور!" لمدة يومين.

Now try to guess the meaning of the verbs you underlined from the context. Write the verbs in the present and past next to the English below, as in the example.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn</td>
<td>تعلم/يتعلم</td>
</tr>
<tr>
<td>meet up</td>
<td>يلتقي</td>
</tr>
<tr>
<td>practise</td>
<td>يتعلم</td>
</tr>
<tr>
<td>remember</td>
<td>يذكر</td>
</tr>
<tr>
<td>progress</td>
<td>يتحسن</td>
</tr>
<tr>
<td>exchange</td>
<td>يتبادلون</td>
</tr>
</tbody>
</table>

Activity 5

Change these sentences according to the subject in brackets, as in the example.

1. تحاول أن يتعلم العربية. (هي)
   يحاول أن تتعلّم العربية. (أنا)
2. تذكر السيد جونز الكلمات العربية. (أنا)
   حين يتقابل الناس، يتبادلون التحية. (نحن)
3. يقولون "صباح الخير". (أنت)
   سأل عن الرد المناسب. (هم)
4. تدرّب على قول "صباح النور". (أنت)

Forms VII, VIII and X

Forms VII, VIII and X all start with i (I) in the past tense and are all vowelled with two fathas (a) and a kasra (i) in the imperfect. Form VII also adds n (n) before the first root letter; Form VIII adds ta (t) after the first root letter; and Form X adds sta (s) before the first root letter.
• Form VII is often passive:

انكس/باتكس
kasara/yaksir = to break

• Form VIII is a common verbal form. However, the meaning patterns are more diverse and difficult to pin down. It can have a reflexive meaning (performing an action on oneself):

اجتمع/يجتمع
jama^a a/yajama^u = ‘to collect yourselves’ or ‘to meet up’ (جمع/يجمع jamae a/yajama^a = to collect)

استغل/يشتغل
istaghal/a/yashthaghi = ‘to occupy yourself’ or ‘to work’ (شغل shughl = occupation/work)

• Form X can mean to consider something to have an attribute. For example:

استحسن/يشحسن
ista^hsana/yastahas = ‘to consider good’, or ‘admire’ (حسن hasan = good)

or to ask for something:

يتعلم/يستعلم
ista^lama/yastala^lim = ‘to ask for information’, or ‘enquire’ (علم علم = knowledge)

Don’t forget that the meaning patterns are for general guidance. Some derived verbs have no obvious connection with these patterns.

Activity 6
Fill in the missing entries in this table, as in the example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Present/future</th>
<th>Past</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>yaqtarib</td>
<td>iqtara</td>
<td>to approach</td>
</tr>
<tr>
<td>X</td>
<td>yastam^ta</td>
<td>inqala</td>
<td>to enjoy</td>
</tr>
<tr>
<td>VII</td>
<td>yastama^ta</td>
<td>istama</td>
<td>to listen</td>
</tr>
<tr>
<td></td>
<td>yastahasin</td>
<td>istama</td>
<td>to admire</td>
</tr>
<tr>
<td></td>
<td>ibtakara</td>
<td>istakha</td>
<td>to create</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to use</td>
</tr>
</tbody>
</table>

Activity 7
Look at these example sentences:

They listened to the news on the radio.

We use the internet in our office.

The car approached the main street.

Did you enjoy the party?

Now decide how you would say these in Arabic:
1. Do you (masc.) use the internet in your office?
2. They use the internet in their office.
3. The bus approached the main street.
4. We approached our house.
5. I listen to the news on the radio.
6. Did you (pl.) enjoy the film (الفيلم)?

Irregular verbs in derived forms
Weak and doubled verbs have varying features in the derived forms, depending on the particular root and form.

It is not possible to list all the variations here. However, there is some general guidance which will help you to recognise irregular verbs in the derived forms:

• Hollow and doubled verbs are regular in Forms II, III, V and VI. The weak middle root و waw or ي yaa’ in hollow verbs does not change into a vowel and the second and third root letters of doubled verbs remain separate:

 حوَل hawayla/yuhawayil (to try); Form III: root h/w/l روَد/يرد radada/yuraddid (to repeat); Form II: root r/d/d روَد/يرد
unit 18 Making verbs negative

In summary

- Arabic features derived forms of the verb which modify the meaning of the root.
- There are eight derived forms in common use. They are produced by placing additional letters before and between the root letters.
- Forms II and III share characteristics, as do Forms V and VI, and Forms VII, VIII and X.
- An individual root will have particular derived forms in common circulation.

Imperfect tense negative

The imperfect tense المضارع used for present and future statements is made negative by adding لا in front of the verb:

(he doesn’t take) لا يأخذ لا يأخذ لا ياخذ لا يأخذ لا يأخذ لا يأخذ لا يأخذ لا يأخذ
(he takes) ياخذ ياخذ ياخذ ياخذ ياخذ ياخذ ياخذ ياخذ ياخذ

I don’t like ice-cream.

I don’t like ice-cream.

The cook doesn’t prepare salad.

The cook doesn’t prepare salad.

They don’t live in tents.

They don’t live in tents.

Activity 1

Make these sentences negative, as in the example.

1. تأخذ فاطمة الأوتوبيس إلى المدرسة.
   لا تأخذ فاطمة الأوتوبيس إلى المدرسة.

2. يغسل أحمد وجهه صباحاً.
   لا يغسل أحمد وجهه صباحاً.

3. أتحدث العربية.
   لا أتحدث العربية.
Unit 18

Making verbs negative

Past tense negative

The past tense الماضي can be made negative in two ways:

+ past verb: mā sharibtu (I didn’t drink)
+ present verb: lam ashrab (I didn’t drink)

LM is more common in Modern Standard Arabic.

When the present verb follows LM the parts of the verb ending in ِن (هم, أنتم, أنت) ن lose the final:

you (fem.) didn’t drink = lam tashrabī

they didn’t go = lam yadh-habū

you (pl.) didn’t meet up = lam tataqabalū

* The silent alif is a spelling convention and is not pronounced.

Activity 2

Complete these sentences using the picture prompts, as in the example:

(I like cats but ...). ...

(I don’t like dogs).

(I like cats but ...).

(I don’t like dogs).

We didn’t go to the party yesterday.

The journey didn’t last more than half an hour.

We didn’t go to the party yesterday.

The journey didn’t last more than half an hour.

They travelled to the Red Sea, but they didn’t listen to the weather forecast.

They travelled to the Red Sea, but they didn’t listen to the weather forecast.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.

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شمس الخبز في الغرّ.

يلجّس الأطفال في الفصل ويدرسون اللغة العربية.

نسكن في وسط المدينة.
Activity 3
Fill the gaps with the correct form of the past verb in brackets, as in the example:

1. In the summer, I went to the concert (went) and liked the performance (liking).
2. I went to the market (went) and bought some soap (bought).
3. He didn't find his wallet (find) and had to buy a new one (buy).
4. She didn't see the film (see) and regretted it (regret).
5. He didn't bring his passport (bring) and had to go back (go).
6. They didn't go to the beach (go) and stayed home instead (stay).
7. She didn't go to the party (go) and felt sad (feel).

Making verbs negative

Activity 4
Read the story about what happened to Mr Abbas (أبّاس) on a journey last summer, and decide if these sentences are true or false.

1. Mr Abbas likes travelling by boat.
2. Last summer he went on a boat journey lasting two days.
3. He wasn't well prepared for the journey.
4. He booked a private cabin.
5. He didn't bring any seasickness medicine.
6. He listened to the weather forecast on the television.
7. He told the ship's doctor he wants to see a picture of a boat.

Activity 5
Now imagine you are Mr Abbas and retell the story. Start like this:

أحمد أن أسافر بالطائرة ولكني...

الأستاذ عباس يُحب أن يُسافر بالطائرة ولكنه لا يُحب البحر.

في الصيف الماضي لم يأخذ الطائرة وسافر بالمركب في رحلة تُستغرق يومين. كانت رحلة عذاب (torture) لأنه لم يجهز نفسه للسفر بالمركب أبداً...

لم يُحجز قمرة خاصة.

لم يسمع إلى النشرة الجوية في الراديو.

لم يحضر حبوب (pills) دوار البحر.

 ولم يلعب قبعته في الشمس.

قال الأساتذة عباس لطبيب المركب "أنا لا أستطيع بالمراكب يا دكتور. أنا لا أريد أن أرى حتى صورة مركب في حياتي بعد اليوم."

Activity 5
Now imagine you are Mr Abbas and retell the story. Start like this:

أحمد أن أسافر بالطائرة ولكني...
Nouns and adjectives formed from verbs

By now you should be developing a feel for how root sequences are the foundation of Arabic, on which the richness of the language is built. You have seen these roots in action in the derived forms of the verb and the broken plurals. It is also possible to put the roots into other patterns to produce nouns and adjectives with associated meanings.

**Nouns of place**

Many nouns describing places where particular things happen are formed using the مفعول pattern:

- مصنع (masna‘) (‘place of manufacture’, i.e. factory, from the root صنع (manufacture/make)
- مكتب (maktab) (‘place of writing’, i.e. office/study, from the root كتب (write)
- دخل (madkhal) (‘place of entry’, i.e. entrance, from the root دخل (enter)

In other words, by adding مَ- before the first root letter and فَة (a) after the second root letter, a noun of place is created associated with the particular root sequence.

There are some minor variations possible in the pattern. Occasionally, the second vowel is a kasra (i) as in مجلس (majlis) (‘place of sitting’, i.e. council), and sometimes the pattern ends in ة as in مدرسة (madrasa) (‘place of study’, i.e. school).

---

**In summary**

- The negative of a present verb is formed by adding لا لا أعرف (I don’t know).
- The negative of the past tense is formed by either:
  - adding مَ- in front of the past verb:
    مَا كُتِبَ (I didn’t write), or
  - adding لَم in front of a present verb:
    لَم أَكْتِبَ (I didn’t write)

- There is a special verb ليس laysa, ‘not to be’, used to make non-verbal sentences negative.
If the verbal noun comes directly before another noun, as in 
'شرب الماء', it will not have the article 
'ال' as this is an 
'إضافة' construction (see Unit 10).

As well as being used for general concepts such as 'going' and 'entry', verbal nouns are widely used in Arabic in place of a second verb. For example, 'I want to go to the museum' can be expressed in Arabic as 'I want that I go to the museum' using 
'أن' (that), or a verbal noun can be used in place of the second verb:

أريد أن أذهب إلى المتحف.

أريد الذهاب إلى المتحف.

Likewise,

Bashir likes to play tennis.

ذهببت إلى المستشفى لزيارة خالي.

I went to the hospital to visit my uncle.

dhahtbta ilá l-mustashfa li-ziyarat khâli.

Activity 2

Rephrase these sentences using a verbal noun from the table on page 125, as in the example.

1. نريد أن نزور المتحف. نريد زيارة المتحف.
2. نريد أن نذهب إلى البنك.
3. أريد أن أكتب رسالة (أتمي).
4. أحب أن أخرج من البيت.
5. تُحبُ نادية أن تلعب مع أصحابها.
6. يُحب عليا أن نعود إلى المكتب.

Verbal nouns: derived forms

Unlike basic verbs, the patterns for verbal nouns from the derived forms are predictable, with only Form III having an alternative. This table shows you the verbal nouns for the different forms. Some of the examples may already be familiar and these can help you to remember the patterns.

<table>
<thead>
<tr>
<th>Example</th>
<th>Verbal noun</th>
<th>Verb</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>preparation</td>
<td>tajhiz</td>
<td>فعل/يفعل</td>
<td>II</td>
</tr>
<tr>
<td>dispute</td>
<td>khilaf</td>
<td>فعل/يفعل</td>
<td>III</td>
</tr>
<tr>
<td>conversation</td>
<td>muhâdatha</td>
<td>فعلاء الفاعل</td>
<td>IV</td>
</tr>
<tr>
<td>information</td>
<td>ilâm</td>
<td>فعلاء الفاعل</td>
<td>IV</td>
</tr>
<tr>
<td>progression</td>
<td>taqaddum</td>
<td>فعلاء الفاعل</td>
<td>V</td>
</tr>
<tr>
<td>cooperation</td>
<td>taawahun</td>
<td>فعلاء الفاعل</td>
<td>VI</td>
</tr>
<tr>
<td>withdrawal</td>
<td>insihâb</td>
<td>فعلاء الفاعل</td>
<td>VII</td>
</tr>
<tr>
<td>meeting</td>
<td>ijtîmah</td>
<td>فعلاء الفاعل</td>
<td>VIII</td>
</tr>
<tr>
<td>use/usage</td>
<td>istikhdam</td>
<td>استخدام الفاعل</td>
<td>X</td>
</tr>
</tbody>
</table>

Verbal nouns from the derived forms tend to form their plurals using the sound feminine plural 
'ات (-ät):

<table>
<thead>
<tr>
<th>usage</th>
<th>ijtîmâät</th>
</tr>
</thead>
<tbody>
<tr>
<td>preparations</td>
<td>tajhizät</td>
</tr>
</tbody>
</table>
Passive participles are formed using the pattern مَعْوَل maf'ul:

(something) broken maksūr ← to break كَسْرٌ/يَكَسُر

(something) drunk mashrūb ← to drink شَرْبٌ/يَشَرب

(something) washed māghsūl ← to wash غَسلٌ/يَغَسِّل

These participles can be used as either nouns or adjectives, for example maksūr can mean ‘broken’ or ‘a broken item’.

In the derived forms, active and passive participles are formed by taking the imperfect verb and:
• replacing the initial يُ- or ﺑُ- with مُ-;
• using a final kasra (i) for the active participle and a final fatha (a) for the passive participle

trainer mudarrib مَدْرَبٌ ← trains yudarrib يُدْرِبٌ

trained (person) mudarrab مَدْرَبٌ

viewer mushahid مَشَاهِد ← views yushahid يُشَاهِد

viewed (item) mushāhād مُشَاهَد

capable (person) mutamākkin مَتَمَكُّن ← is able yatamākkin يَتَمَكَّن

derived forms

enabled (item) mutamākkan مَتَمَكُّن

user mustakhdim مُسْتَخْدَم ← use yastakhdim يستَخْدَم

used (item) mustakhdam مُسْتَخْدَم

Activity 5

اختفي اللاعب المشهور ميمو سلطان تمامًا! The famous football player Mimo Sultan has completely disappeared!

What is happening tomorrow?
What do his coach and his friend think of Mimo?

أَهِبَ السَّادَةُ المشاهدون... "لقد جائناً جَنِّبًا ميمو سلطان، اللاعب المشهور في نادي المنصور اختفى تمامًا قبل كأس العالم غداً.

ميمي وذاهبان. غير معقول أن يكون هناك لاعب مختفي من النادي قبل كأس العالم يوم واحد! غير معقول! غداً compensable!".

ميمي أخٍي وصديقٍ، وهو مظلوم. ميمي لاعب كبير ومتمكن لكن المدرب ظلمه.

"يا ترى... هل يعود ميمي سلطان في الوقت المناسب؟"

Match these Arabic words in the broadcast to their English meanings, as in the example.

a) World Cup 1 مشاهدون
b) capable 2 عاجل
c) understandable 3 كأس العالم
d) disappearing 4 متهور

e) wayward 5 معقول
f) reasonable 6 مختفي
g) viewers 7 مظالم
h) I wonder 8 مظلوم

i) urgent 9 متمكن
j) wronged 10 يا ترى
In summary

- Different nouns and adjectives can be formed from verbal roots.
- Nouns of place use the pattern مَعَال. maf'al.
- Verbal nouns vary for basic verbs but follow predictable patterns for the derived forms.
- Active and passive participles describe the doer and the receiver of an action.
- For basic verbs active participles are formed using the pattern مَعَل. maf'al and passive participles using the pattern مَعَال. maf'al.
- Active participles and passive participles for the derived forms both begin with مُ- mu-. The active ends with kasra, e.g. mustakhdim (user), and the passive with fatha: مُستَخِدَم mustakhdam (used).

You have already seen in Unit 13 how Arabic has a dual ending -ān or -ً-ً which is added to nouns when referring to two of something. There are also special verb endings for 'they' and 'you' when the subject is dual.

ان -ān is added to the imperfect verbs:

- *he travels* بِيسافِر yusāfir → يَسافَر يُسافِر yusāfiran
- *they two travel* بِيسافِرَان yusāfiran
- *you cooperate* يَتعاونُ yata'awwan → يَتعاونُانُ yata'awwānan
- *you two cooperate* يَتعاونُانُ yata'awwānan

In the past, the dual ending is لَ-ā:

- *he attended* حضِرَ ḥāḍara → they two attended حضَّرا ḥāḍara
- *you drank* شَربَت shariba → you two drank شربْتُما sharibtuma

The dual verb is relatively uncommon but you should at least be able to recognise it when you come across it. In English, it is often translated using the word 'both':

- *They both live in Cairo.* همَا يَسَكَّنان فِي الْقَاهِرَة huma yaskunna fī l-qāhirā.
- *What did you both do yesterday?* ماذا فعلتمَا أمسًا? madha faʕalumā amsa?
As with plural verbs (see Unit 14), if the verb comes before the dual subject, it will be in the singular:

The two ministers attended the meeting and cooperated on the plan.

Activity 1
Rewrite these sentences in the dual, as in the example.

1. متى تذهب إلى المدرسة؟
2. هل تسكن في الكويت؟
3. جلس الرجل وشرب فنجان قهوة.
4. هو مدرّس ويعمل في باريس.
5. إلى أيين سافرتم الصيف الماضي؟
6. يجهز الطباخ الأكل ويحفظ الأطباق.

In summary

- Arabic verbs have a dual form used with two subjects.

- In the imperfect tense, dual verbs end in -ان، e.g. يُسافران (they two travel), يَسافر (you two travel).

- In the past tense, dual verbs end in -ا، e.g. سافرا (they two travelled), سافرتَما (you two travelled).
UNIT 1

Activity 1
1 k/t/b (core meaning: writing)
2 d/r/s (core meaning: studying)
3 k/s/r (core meaning: breaking)
4 l/u/b (core meaning: playing)

UNIT 2

Activity 1
1 مذكر (masculine) مونت (masculine)
2 مذكَر (masculine) مونت (feminine)
3 مذكَر (masculine) مونت (masculine)
4 مذكَر (masculine) مونت (feminine)
5 مذكَر (masculine) مونت (masculine)
6 مذكَر (masculine) مونت (feminine)
7 مذكَر (masculine) مونت (masculine)
8 مذكَر (masculine) مونت (feminine)
9 مذكَر (masculine) مونت (masculine)
10 مذكَر (masculine) مونت (feminine)

Optional Activity
- suratun صورة 4 qamisun قميص
- sayyaratan سيارة 5 dajajatun دجاجة
- aynun عين 6 baytun بيت

UNIT 3

Activity 1
1 as-sūra الصورة
2 al-miftāḥ المفتاح
3 al-mumarriḍa الممرضة
4 ad-dajāja الدجاجة
5 at-tin al-qalam
6 al-khayma

Optional Activity
- as-sūratu الصورة 5 al-miftāhu المفتاح
- al-mumarriḍatu الممرضة 6 ad-dajājatu الدجاجة
- at-tinu al-qalamu
- al-khaymatu

UNIT 4

Activity 1
- he, it (masculine)
- she, it (feminine)
- you (masculine)
- you (feminine)

Activity 2
1 أنا في الحديقة.
2 هي ممرضة.
3 أنت أم سارة.

Activity 3
1 هو الطبيب.
2 هي ممرضة.
3 هي في السوق.

UNIT 5

Activity 1
1 هم مهندسون.
2 هم مصورون.
3 هم فرسان.

Activity 2
1 من محاسبات.
2 من عراقيات.
3 من مهندسات.

Activity 3
1 هو محاسب.
2 هو فاروق.
3 هي ممرض.
4 هو في السوق.
Optional Activity

1. zujājatun
2. khābāzūn
3. hayawānātun
4. lughātun
5. mithnāsūn
6. sayyārātun
7. mudarrisātun
8. aṣṣāṣātun

UNIT 6

Activity 1

1. تكل الممرضة
2. هذه الحقيقة
3. ذلك المدرسة
4. ذلك القميص
5. هذا الرجل
6. هذا القلم
7. هذا النهر
8. هذه المرة

Activity 2

1. تكل سيارة
2. هذا بالبنت
3. هذا الرجل
4. تلك الحقيقة
5. هذا الشكل
6. هذا قلم
7. هذا الرجل
8. هذه المرة

Optional Activity

1. هذا الاسم
2. ذلك القلم
3. هذا البنت
4. تلك الحقيقة
5. هذا الرجل

Activity 3

1. × 2 ✓
2. 3 × 4 ✓
3. 5 × 6 ✓
4. 7 ✓
5. 8 ✓

UNIT 7

Activity 1 (suggested answers)

1. هذا البيت قدوم
2. هذا البيت مسروق
3. هذا البيت طويل
4. هذا البيت جميل
5. هذه الزجاجة كبيرة
6. هذا الكتب مسروق
7. هذه الحقيقة خفيفة
8. هذا الرجل طويل

Activity 2

1. بالبيت الجديد بجانب المدرسة
2. فيصل مهندس في مصنع السيارات
3. نادية من بيروت في لبنان
4. هناك صورة صغيرة فوق الشباك

Activity 2

1. a) b) c) d) e) f) g) h)

Activity 3

2. Naddiyya mudarrisyya min mudarrisyya sabrī. Naddiyya Qaddim wa Qaddim.
3. Naddiyya sayyaratun wa mithnāsūn.

Activity 4

1. 5. a) b) c) d) e) f) g) h)
デンナに町を訪れた。
6 そのまま何を見るかは自分の意思です。

Activity 3

هذا شارع كبير. في وسط الشارع هناك متحف. هناك شجر طويل ورآة المنهف وولد على درجة أمام المتحف. هناك مدرسة كبيرة يجان المتحف.

في الشارع هناك سيارات وفي السيارة البيضاء هناك إمرأة وبن.

Optional Activity

(الفتاة في المدرسة.)
1 رهينًا قلمًا على المائدة.
(الجهاز هو كتاب.)
1 نعم، هو كتاب.
(الطفل بين الباب والمدرسة.)
2 رهينًا صاحبًا ورآةًا.
(سرة أحمد الجديد.)
1 سيارة أحمد الجديد.

UNIT 10

Activity 1 (example sentences)

سيارة أحمد الجديد.
قدمي محمد الأبيض.
кийان الموسيقى.
شاطئ البيت الصغير.
شركة المهندسين العراقيين.
4 حقيقة الوالد القديم.

Activity 3

sayyārati baytuhu (baytuh)
medinatunā madrasatuhum
kalbuki (kalbik) hálika (hālak)
baytukum (baytukm) qalamuhā (qalamhā)

Activity 4

أنا في بيته.
بابه أبيض.
2 هل هذا كتاب؟
3 5. se 7. اصل مكتبه قريب من المدرسة.
8 كيف حالها?

Activity 5

1) 6 2) 4 3) 7 8 4) 2 5) 1 6) 3 7) 1 8) 6 9) 5
UNIT 11

Activity 1
af' al 5 قصر 4 فصل 3 فطور 2 أولاد 1 بنتوك
awal 3 آدم 2 فصول 1 فصل
malik 6 جبال 5 جمل 4 فعل الجمل
fu'al 7 جبال Jamal 6 جبال
ShayKH 14 احرام 13 احرام
foul 11 فصل 10 احرام 9 فصل
Activity 2
1 g) 2 c) 3 d) 4 h) 5 j) 6 b) 7 i) 8 e) 9 a) 10 f)
Activity 3
1 هذه القصور جميلة.
2 السيارات في الشوارع.
3 الأهرام في الجيزة.
4 أجنبي يكتب الكتب.
5 أجنبي يكتب الكتب.
6 بيوتنا ببيضاء.
7 المدرسون من مصيرون.
8 السيارات في الشوارع.
9 الأهرام في الجيزة.
10 هذه صور زينب.
Optional Activity
1 هذه القصور جميلة.
2 السيارات في الشوارع.
3 الأهرام في الجيزة.
4 أجنبي يكتب الكتب.
5 أجنبي يكتب الكتب.
6 بيوتنا ببيضاء.
7 المدرسون من مصيرون.
8 السيارات في الشوارع.
9 الأهرام في الجيزة.
10 هذه صور زينب.

UNIT 12

Activity 1
1 أقبل 2 أصغر 3 أقصر 4 أخف 5 أقلق 6 أقلق 7 أكرر 8 أسرع
Activity 2
1 بعدي أقدم من بيطك!
2 وأنا أعرض مكان!
3 مدينتي أجمل من مدينتك!
4 حقيقة أخف من حقيقةتك!
5 قميصي أجد من قميصك!
6 أنا أسرع مكان!
7 جلوست على كرسي...
8 ذهبت إلى الفصل.
9 ورجعت إلى بيتها.
10 ذهبت 2 جلسات 3 جلسات 4 شرب 5 ذهبت 6 سمعت 7 فتحت 8 وجد
Activity 4
1 أسرع ولد 2 الأقل 3 أقدم بيت 4 أكبر مدينة
5 الأقصر 6 أجمل مهدس

UNIT 13

Activity 1
1 عينين/عينين 2 كتب 3 دارجاجان/دراجين
4 ماندين/ماندين 5 بيتان/بيتين 6 سيربان/سيرين
7 رجليان/رعيين 8 سيارتان/سيارتين
Activity 2
a) 2 b) 6 c) 5 d) 1 e) 4 f)

UNIT 14

Activity 1
1 ذهبت 2 جلسات 3 جلسات 4 شرب 5 ذهبت 6 سمعت 7 فتحت 8 وجد
Activity 2
1 سيرة مدرسة. ذهبت أمس إلى المدرسة...
2 وفتحت باب المدرسة.
3 وجدت مدرسة في الطائفة.
4 جلست على كرسي...
5 وشي فنجان شاي.
6 ذهبت إلى الفصل.
7 بعد الدرس حضرت اجتماع المدرسين...
8 ورجعت إلى بيتها.
Activity 3

1. هو مدرس فتحت باب المدرسة.
2. في المدرسة وعمل في مطبعة.
3. هو مدرس وعمل في مدرسة.
4. يقوم بيواء ويعمل في مخبز.
5. هو محاسن ويعمل في بنك.

UNIT 15

Activity 1

1. أسكن مع أمي.
2. متي تخرج من البيت؟
3. تذهب زينب إلى المكتب بالسيارة.
4. تفسح وجهها صباحاً.

Activity 2

1. تسلق نادية في القاهرة.
2. يذهب إلى المكتبة بالسيارة.
3. تسلق نادية في القاهرة.
4. يذهب إلى المكتبة بالسيارة.
5. تسلق نادية في القاهرة.
6. يذهب إلى المكتبة بالسيارة.

Activity 3

1. سأكون في المصنع.
2. سكون في المدرسة.
3. كانت أختي مقيم في السعودية.
4. سيكونون في المدرسة.
5. هل كنت في البيت؟
Activity 4
1 He wanted to travel to London (لندن); 2 He wanted to visit his brother, Shalabi; 3 He had to go to the airline company office (مكتب شركة الطيران) in the centre of town (وسط المدينة); 4 He had to wait three days (ثلاثة أيام) as they’re used to instant internet purchases.

Activity 5
Rated 1 Able to tell in English 2 Undertook 4 Needed 6 Stayed 8 Activity 7

Activity 6
1 Meet up 2 Practice 3 Talk 4 Progress 5 Exchange

Activity 7
1 Ask the hotel receptionist for a ticket to London 2 Buy a ticket to London 3 Visit the hotel receptionist

UNIT 17
Activity 1
Form II; Form IV; Form III; Form II; Form IV; Form II; Form III; Form II

Activity 2
a) 3 b) 6 c) 2 d) 5 e) 1 f) 4

Activity 3
1 Has the manager arrested the drivers? 2 They arrested them by the station. 3 They took the children on a trip in the city.

Activity 4
The man with a bicycle is working. He has a bicycle. He is working in the city. He has a bicycle. He is working in the city.

Activity 6
Form Past Meaning
VIII yaqta’rib iqtaraba to approach
X yastamta’ stämta’ to enjoy
VII yanqalib inqalaba to be overturned
VIII yastamte’ ystamte’ to listen
X yastahsan istahsana to admire
VIII yibtakar ibtakara to create
X yastakhdim istakhdama to use
Activity 7

1. هل تستخدم شبكة الإنترنت في مكتبك؟ 4. اقتربنا من بيتنا.
2. يستخدمون شبكة الإنترنت في مكتبهم. 5. أستمع إلى الأخبار في الراديو.
3. اقترب الباص من الشارع الرئيسي. 6. هل استمتعت بالفيلم؟

UNIT 18

Activity 1

1. لا تأخذ فاطمة الأندونيس. 4. لا تسكن في الجزء الغربي.
2. لا يجلس الأولاد في الفصل.
3. لا يرسلن لجنة العربية.
4. لا يتم التعليمة في وسط المدينة.

Activity 2

1. لا أشرب كولا. 2. لا أتسكن في الجزء الغربي.
2. لا تسكن في وسط المدينة.
3. لا يدبون الدرَّاجات.
4. لا تسكن في وسط المدينة.

Activity 3

1. يذهب/يتنقل 2. يذهب/يتنقل 3. يذهب/يتنقل 4. يذهب/يتنقل
5. يستمتع/يستخدم 6. يستمتع/يستخدم

Activity 4

1 x 2 x 3 x 4 x 5 x 6 x 7 x

Activity 5

أحب أن أتفرح بالطائرة ولكن لا أحب البحر. في الصيف الماضي لم
أخذ الطائرة وسافرت بالمركب في حيلة تستغرق يومين. كانت رحلة
غاب للنيري. لم أجهز نفسى للسفر بالمركب أبداً...
لم أحسى قمرات خاصة. لم أستمع إلى النشرة الجوية في الراديو.
لم أأحس جزء دوار البحر. ولم ألبس قبعتي في الشمس.
قلت لطبيب المركب: "أنا لا أستمتع بالمركب يا دكتور. أنا لا أريد أن
أرى حتى صورة مركب في حياتي بعد اليوم."

UNIT 19

Activity 1

1. مجالس 2. مداخل 3. مكاتب 4. مخارج 5. معارض 6. متاحف
7. ملاعب 8. مسارح

Answers to activities

Activity 2

1. نريد زيارة المتحف. 4. أحب الخارج من البيت.
2. نريد الزهاب إلى البنك. 5. تبع نادية اللعب مع أصداقها.
3. أريد كتابة رسالة للأمي. 6. يجب علينا العودة إلى المكتب.

Activity 3

'My life is a struggle. My husband is a journalist in the Ministry of
Information and his mission in life is the fight against hypocrisy and
and corruption.
Our one disagreement is that he doesn't find the time to help me in
preparing the food, or teaching anything to the children, or in mending
his clothes or cleaning that. Just as remembering occasions, talking to the family
and sending flowers are all only my responsibility.'

حيالي كفتاه زوجي صاحفي في وزارة الإعلام ورسالته في الحياة هي
التجارب ضد النفاق والفساد.
خلال هذا الوقاية هو أنه لا يجد الوقت لمساعدتي في تجهيز الأكل أو تعريض مهنة للأولاد، أو في تصحيح هذا أو تنظيف تلك، كما أدرك المناسبات.
ومحاباة الأسرة، وإرسال الزهور كلها مستلزمين أنا وحدي.

Activity 4

1. الاستماع 2. الانقلاب 3. الاجتماع 4. استقبال 5. اعتراض/الاستمتع

Activity 5

It's the World Cup tomorrow. Mimo's coach thinks he's wayward and his
behavior irresponsible, but his friend thinks it's the coach's fault.
a) 3 b) 9 c) 7 d) 6 e) 4 f) 5 g) 10 h) 10 i) 2 j) 8

UNIT 20

Activity 1

1. متى تذهبان إلى المدرسة؟
2. هل تسكنان في الكويت؟
3. جلس الرجلان وشويا فنانان قهوة.
4. هما مدرسان ويتمان في باريس.
5. إلى أي سافرتما الصيف الماضي؟
6. يجهز الطباخان الأكل وينظف الأطباق.