ARABIC
MODERN STANDARD

Grammar Reference Book

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
PREFACE

This handbook is designed to serve as a reference and a guide to the basic grammar of Modern Standard Arabic.

Its contents include all basic features as well as some additional items which go beyond the scope of the Basic Course. They are grouped in five parts:

CHAPTER ONE PRONUNCIATION AND ORTHOGRAPHY.
CHAPTER TWO MORPHOLOGY OF NOUNS AND RELATED ITEMS.
CHAPTER THREE MORPHOLOGY OF VERBS AND DERIVED FORMS.
CHAPTER FOUR PARTICLES.
CHAPTER FIVE SYNTAX.

A comprehensive index has been added to enable the student to locate information on any particular problem he may have.

This is not a teaching text. Accordingly it does not follow the dictates of the tenets of a particular teaching approach in its arrangement. Rather, the logic inherent in the language system itself determines the outline.

In format, descriptions and rules are followed by illustrative examples of speech. A special effort was made to avoid a terminology that is antiquated or unfamiliar to the student. At the same time, new terms are explained and exhibited in speech samples.
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CHAPTER ONE

PRONUNCIATION AND ORTHOGRAPHY

I. SOUND SYSTEM

The sound system of a language consists of consonants and vowels:

A. Consonants: The Arabic consonants (28) are grouped here for convenience into two groups, i.e., those similar to English and those for which there are no English equivalents. Most Arabic sounds are similar to English sounds.

1. Similar to English

/b/ ب /m/ م
/d/ د /n/ ن
/f/ ف /s/ س
/h/ ه /t/ ت
/j/ ج /ز/ ز
/k/ ك /w/ و
/l/ ل /y/ ي

th /θ/ ث as in then or these
th /ð/ ز as in thin or thick
sh /ʃ/ ش as in ship or shell

2. No English equivalent:

a. Trill /r/ ر: Although the pronunciation of /r/ ر is sometimes, mistakenly, considered as similar to the English pronunciation, there is a marked distinction between the two. The English /r/ is produced with one flap of the tongue (or none at all), whereas the Arabic /r/ is a distinct trill of the tongue. To practice the production of this
sound, listen carefully to your instructor's pronunciation or to recorded exercises and try to imitate them as closely as possible.

b. /ʕ/: This sound is produced by constriction (narrowing) of the throat and expulsion of the breath with the vocal cords vibrating. Example: The pronunciation of "Arab" by a native. The recorded exercises in Lesson One of the Basic Course provide intensive practice for discrimination and production of this sound.

c. /ʔ/: This sound is a glottal stop produced by completely closing the vocal cords and then by suddenly separating them. It is a sound frequently heard in English at the beginning of a word with an initial vowel, as in "oh! oh!, essential, absolutely." It is called /hamza/ in Arabic.

d. /q/: This sound is a guttural /k/ pronounced from the back of the mouth. To produce this sound, the very back part of the tongue must be raised to touch the uvular region with the middle and front part of the tongue held tightly on the bottom of the mouth. To practice the production of this sound, imitate the sound of the crow.

e. /d/: This sound represents an emphatic, velarized correlative of "d". To make this sound, place the tip of the tongue against the upper teeth stiffen the tongue and tighten the muscles of the throat. In trying to produce this sound, listen to your instructor's pronunciation, and imitate him closely.

f. /t/: The production of this sound is like the production of the "t" with the back of the tongue raised toward the soft palate and
the whole tongue slightly retracted. The recorded exercises in Lesson Four of the Basic Course should help to achieve the correct pronunciation of this sound.

g. /ħ/ ح: This sound is produced in the pharynx by constricting the pharyngeal walls while the vocal cords are not vibrating. It is like an emphatic "h" produced with a strong and sustained explosion of the breath with no rasping. A good imitation of this sound is the heavy breathing of a person after a running out of breath. The recorded exercises in Lesson Five of the Basic Course should help to achieve the correct pronunciation of this sound.

h. /ṣ/ ص: This sound is produced with the teeth slightly apart, pressing the tip of the tongue against the lower teeth and raising the back of the tongue to press against the velum, and allowing the stream of air to pass between the tongue and the alveolar ridge. The recorded exercises in Lesson Seven of the Basic Course will help achieve an acceptable pronunciation of this sound.

i. /ḍ/ ذ: To produce this sound, raise the back of the tongue towards the roof of the mouth, but not close enough to touch it. The front of the tongue is kept tight and low while the stream of air is blown out, with the vocal cords vibrating. The recorded exercises in Lesson Eight of the Basic Course should help achieve an acceptable pronunciation of this sound.

j. /ṭ/ ط: This sound is the emphatic counterpart of /ḍ/ ذ. In trying to produce this sound, listen to your instructor's pronunciation, and imitate him closely.
k./x/ ġ : This sound is produced by raising the back of the tongue towards the roof of the mouth and very close to the velum but not touching it. The front of the tongue is kept low and the vocal cords are not vibrated, while the stream of air is blown out. The recorded exercises in Lesson Nine of the Basic Course should help to achieve an acceptable pronunciation of this sound.

B. Vowels: There are two sets of vowels in Arabic: short vowels and long vowels. It requires about twice as much time to produce a long vowel as to produce a short one. Unlike English which tends to obscure vowels in unstressed syllables, Arabic attaches equal significance to all similar vowels. The Arabic vowels, in general, are pronounced more crisply and clearly than the English vowels.

1. Short Vowels: Short Vowels are roughly similar to English. This similarity is intended only as a general guide to pronunciation. They may differ in quality and they may behave differently under certain conditions.

The Short Vowels for Modern Standard Arabic are:

a. /a/ as in /kataba/ "he wrote".
b. /i/ as in /binti/ "my daughter".
c. /u/ as in /kuntu/ "I was".

2. Long Vowels: The Modern Standard Arabic long vowels are:
a. /aa/ as the English a in "bat".
b. /ii/ as the English ea in "beat" or "meat".
c. /uu/ as the English oo in "boot".
Lengthening a vowel can change the meaning of a word. For example:

/kataba/ "he wrote" and /kaataba/ "he corresponded"

The difference between these two words is only in the first syllable - /ka/ and /kaa/.

In Arabic there is a practical useful connection between ئ (ı) and فاطه (t), between یاء (y) and كسرة (t), and between واء (w) and داممه (t). It is only when the vocalizing is followed by the other member of the pair that a long vowel is indicated: ًأ, or ًع. یاء (y), and واء (w) are also regular consonants which can either precede or follow a vowel sound: َٰی, َو are possible syllables in Arabic. A final written (iy) is pronounced and romanized ii and a final written (uw) is uu. Such combinations as - ًيا, ًو are frequent. (ay) and (aw) are encountered in the literary and the spoken language, although in the latter the pronunciation is apt to range from an English "long i" (as in bite) or an ou (as in house) to the "long a" (in bait) or the "long o" (in boat).

C. Diphthongs: There are two diphthongs in Arabic:

1. /ay/ُ: When /a/ occurs before /y/ in the same syllable it is to be pronounced as ًأ in "layman" or "late" or the Arabic word /bayt/ ًبَيْت "house".

2. /aw/ُ: When /a/ precedes /w/ in the same syllable, it is to be pronounced as ًع in "house" or the Arabic word /yawn/ ًيَوْم "day".
II. SUPRASEGMENTALS

A. Stress: Certain syllables are pronounced with greater force. Giving prominence to a syllable is called stress. In the following examples we shall indicate stress by an accent mark (´) over the prominent syllable. Stress in Arabic follows definite patterns. A syllable is stressed if it contains a long vowel or a short vowel which is followed by two consonants. Examples:

/haâdâ/ هُذا (this M.S.)
/kitâb/ كُتاب (book)
/daftâr/ دَفتر (notebook)
/finjâan/ فِنجان (cup)

B. Intonation: Intonation is the raising or lowering of the level of voice (pitch) in speech. The following description represents two types of intonation.

1. Statement: The voice begins on a mid pitch, rises slightly on the last stressed syllable, and drops to a low pitch at the end. Example:

   High: haâdâ
daf
tar. (This is a notebook).
   Mid:    
   Low:     

If the stress falls on the last syllable, the voice will remain high. Example:

   High: haâdâ
di\nta\b
   Mid:    
   Low:     
   (This is a book)
2. Question containing a special interrogative word: The voice is high on the stressed syllable of the interrogative word and falls quickly to mid pitch for the rest of the sentence. Example:

High: 
Mid: maa  haadha? (What is this?)
Low: 

An accurate control of stress, and intonation is just as important in speech as is an accurate control of the vowels and consonants. Most speakers of a second language fail to master these features and this failure is one of the principle reasons for what is called a "foreign accent". It is very important, therefore, to listen carefully and imitate, as closely as possible, your native instructor's speech.

C. Assimilation: To an Arab, the sound /l/ of the article /al/ is difficult to pronounce with certain consonants and still maintain the normal speed, while with other consonants it is distinctly pronounced. Due to this fact, Arabic consonants are traditionally divided into two groups:

1. Lunar Consonants: Those sounds with which the /l/ of the article /al/ is distinctly pronounced.

2. Solar Consonants: Those sounds with which the /l/ of the article /al/ is difficult to pronounce and still maintain the normal speed.

Assimilation occurs when the article /al/ is affixed to a noun (or an adjective) which begins with one of the solar sounds, i.e., the solar sound is doubled in pronunciation. Example:
Generally, sounds produced with the front part of the tongue (except /j/) are solar. All other sounds are lunar.

Besides intensive discrimination and production exercises, the best suggestion to recognize which consonant is considered by an Arab to be hard or easy to pronounce with /l/, is to listen to a native speaker.

III. ORTHOGRAPHY

A. Vowels:

1. Short Vowels: In writing, they are represented by "signs" instead of letters as in English, e.g., /a/ ʃ, /u/ ɶ placed over the script and /i/ ܩ placed under the script. Examples:

   /a/ called /fathā/ : /kataba/ > ٰ َ ََّ "he wrote"
   /u/ called /damma/ : /kuntu/ > ٰ َ "I was"
   /i/ called /kasra/ : /bintihi/ > ٰ َ "his daughter"

2. Long Vowels: In script, they are represented by letters as follows:

   /aa/ is represented by the letter "ا" /?a?if/ "الِفّ"
   /ii/ is represented by the letter "ي" /ya?/ "يَا"
   /uu/ is represented by the letter "و" /waaw/ "وَاوّ"
3. Sukūn /ـ/: Whenever a consonant is without a vowel, it receives the sign "ـ" above it, called sukūn (meaning silence). The consonant which has a sukūn will join the preceding consonant with its short vowel to form one syllable. Examples:

/kuntu/ ـ /كِنْتَ|كَوْنَت|  "I was"
/bintihi/ ـ /بَيْنِيْهِ|بِيْتِيْهِ|  "his daughter"

B. Definite Article /?al/ آل/: The Arabic noun, in its natural form, is always indefinite. There is no indefinite article in Arabic equivalent to the English "a" or "an". When the article /?al/ آل/ is affixed at the beginning of the noun, the noun becomes definite. Examples:

/?al/ + /kitaab/ ـ /ةَلْكِتَاب|ةَلْكِتَاب|  "the book"
/?al/ + /finjaan/ ـ /ةَلْفَنْجَان|ةَلْفَنْجَان|  "the cup"

C. Nunnation or /tanwiin/: The case endings of the indefinite nouns are called /tanwiin/ in Arabic. These endings are the same as those of the definite nouns except that a final /n/ is added after the short vowel .../un/, /in/, and /an/. These endings, however, are not written with a /n/ "น" but are indicated by doubling the vowel of the definite case ending. Tanwiin does not apply to definite nouns. Examples:

definite noun: /?alkitaabu/ ـ /ةَلْكِتَابُ|ةَلْكِتَابُ|  "the book"

indefinite noun: /kitaabun/ ـ /كِتَابُ|كِتَابُ|  "a book"

D. Helping Vowel: It is a weak vowel glide that serves to interrupt a sequence of consonants across word boundaries. This vowel is indicated by one of the short vowels /i/ ﯾ, /u/ ﯻ, or /a/ ﯾ. It is also known as a "transition vowel."
The presence or absence of the transition vowel is almost completely predictable in terms of the consonant clusters involved. Examples:

/hal + ?alwalad huna ?/ > /hali lwalad huna ?/ Is the boy here?
/min + ?almadrasa/ > /mina lmadrasa/ From the school.
/9alaykum + ?assalaam/ > /9alaykumu ssalaam/ Upon you peace (for greetings)

The transition vowel differs from other vowels in four significant ways:

1. It is never stressed.
2. It is never tense, even before a double consonant.
3. Its occurrence and position are almost entirely automatic, and
4. It does not count as a vowel in determining the position of the main word stress.

E. Types of "aa" /?alif/: In writing, the long vowel /aa/ coming at the end of the word may be written with the regular /?alif/ (١) or with /?alif maqsuura/ "shortened ?alif", the letter (۲) without the two dots.

Since the /aa/ sound is a developed one and is not listed as a letter in the Arabic alphabet, this choice of writing the /aa/ sound will serve as an indication to the origin from which this /aa/ has been developed.

The long vowel /aa/ is written with /?alif/ (١) when the origin of that aa is waaw (۲). It is written with /?alif maqsuura/ (۳) when the origin of that aa is yaa? (۴). This differentiation is important
especially when that ْا will cease to be at the end of the word and going back to its origin is required. Examples:

- "to invite" ْعا on, upon ْعلى
- "I invited him" ْعوْهَع upon you ْعَلَيْكُمَ

F. **Types of Hamza ”ُ“**

1. /Hamzatu lqat9/ (the hamza of cutting or separating): This hamza can occur anywhere in a word and is always pronounced according to its vowel. It is a pure glottal stop with full consonantal value.

2. /Hamzatu lwasl/ (the hamza of connecting or joining): This hamza occurs only at the beginning of certain words. Its purpose is to prevent a word from beginning with a consonant cluster, i.e. with two consonants together having no intervening vowel. /Hamzatu lwasl/ loses the sign for hamza and its vowel when the word preceding it has a final vowel. If the word preceding /hamzatu lwasl/ ends with a vowelless consonant a vowel is inserted to facilitate the liaison. In most cases this inserted vowel is /kasra/ (ـ), e.g. ْكَلَّ (interrogative particle), ْكَلَّ أَلْوَدْ هُنَا is the boy here? Long vowels followed by /hamzatu lwasl/ must be pronounced short, although they may remain written long, e.g. ْأَبُو ْأَبُو أَلْوَدْ ْأَبُو أَلْوَدْ /?abuu/ father, ْأَبُو أَلْوَدْ /?abu lwalad/ the father of the boy, في المدرسة في ْفِي المَدْرَسَةَ /fii/ in ْفِي المَدْرَسَةَ /fi lmadrasa(t)/ in the school.
CHAPTER TWO

MORPHOLOGY - NOUN

I. NOUN

A. Gender: Every noun in Arabic must be either masculine or feminine. There is no neuter. There are, however, a few nouns which may be considered either masculine or feminine.

1. Masculine Form: All nouns are considered masculine unless they have a feminine ending. There are very few nouns which are feminine, but do not have a feminine ending.

2. Feminine Form: The most common feminine form is the "ناء مربوطة" (tied or attached "t") form, which is the usual feminine ending. The "ناء مربوطة" is added to masculine nouns and adjectives to make them feminine.

The less common feminine forms are "اللغة مقصورة" and "اللغة همزة اوم". However in determining the gender of a word of such forms, it is advisable to consult the dictionary because of the frequency of exceptions.

There are certain words which are considered feminine by convention. Such words, generally, fall in the following categories:

a. Geographical names, that is towns, villages, countries, etc.

b. Parts of the human body that occur in pairs such as "يد hand" and "عين eye".

c. Certain nouns for no apparent reason such as "سُن sun", "نفس soul, self", "أرض earth", "نار fire", and "دار house".
In this category, there are a few words which may be either feminine or masculine such as "طريق road", "سكين knife", or "سوق market".

B. Number:

1. Singular: The singular noun is the form listed in the dictionaries. It has no special morphological characteristics.

2. Dual: In Arabic, the dual is indicated by two endings:
   a. "أَنَِّ" for nominative case, or
   b. "يُنَّ" for both the accusative and genitive cases.

These endings are used to indicate the dual only among nouns (including adjectives).

When attaching either of these two endings to a noun, the last consonant of that noun will always take the "فتحة" vowel. The "ي" of the ending "يَن" is always unwowed - indicated in script by "سكون". Thus a diphthong is developed in pronouncing this ending with the last consonant. Examples:

two books

The "ناء موتوة" of the feminine nouns is pronounced with the "فتحة" vowel when joined with either of the two dual endings. Examples:

two rooms

The use of the definite article with a noun in the dual number does not affect the endings. Examples:
3. Plural: The Arabic plural forms are usually treated under two large headings with a number of irregularities under each, i.e., "sound" (or external) plurals and "broken" (or internal) plurals. In the sound plural, the basic word remains intact, but an ending is added. In the broken plural the changes are primarily internal. The triliteral root (as كتّب in كتّاب) remains unchanged, but the vocalizing in the plural may follow any one of thirty or more patterns (كتّاب books), of which about ten are very frequent. In English we might borrow the Arabic terminology and call boy/boys, a sound or external plural, and man/men, mouse/mice, goose/geese, a broken plural. Child/children would be quite irregular by any standard since there is internal change from "long" to short "i" and an absolutely unique "ren" as external ending.

a. Sound Masculine Plural: This plural is used only when referring to rational male beings. Hence these nouns and adjectives may be called "rational masculine المذكر العاقل". It is not necessary, however, that all nouns or adjectives referring to rational male beings take this sound or external masculine plural.

The sound masculine plural is formed by prefixing "ونَ " to the singular in the nominative case, or "يَ " when the singular noun
is in the accusative or genitive case. Examples:

teachers

the teachers

b. Sound Feminine Plural: This is the basic form of the plural for feminine nouns and adjectives whether referring to rational or irrational, animate or inanimate beings or objects. It may be regarded as the regular feminine plural. It is also considered an externally formed plural because the singular form remains unchanged; the omission of "تاء مربوطة" is not considered as breaking the form.

The sound feminine plural is formed by adding "تاء مربوطة" to the singular. The "تاء مربوطة" sign of the feminine when present, is dropped. Examples:

girls

the girls

teachers

the teachers

arrangements

meetings, sessions

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The Sound Feminine Plural will take a /damma/ for the nominative case, and a /kasra/ for the accusative and genitive cases.

c. Broken or Internal Plural: Basically, this type of plural is used for irrational beings and inanimate objects "". However, a considerable number of nouns and adjectives referring to rational beings, male or female, form their plural in this way. There are many different patterns for the formation of the broken plurals. All of them fall into three types mainly:

(1) internal change
(2) elimination of letters
(3) addition of letters

The combination of any two of these types is also common. Examples:

<table>
<thead>
<tr>
<th></th>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) internal change: lions</td>
<td>أُنْسَى</td>
<td>كَمْلَة</td>
</tr>
<tr>
<td></td>
<td>houses</td>
<td>دور</td>
</tr>
<tr>
<td>(2) elimination: books</td>
<td>نَحْبَة</td>
<td>مِنْذَة</td>
</tr>
<tr>
<td></td>
<td>cities</td>
<td>مَدِينَة</td>
</tr>
<tr>
<td>(3) additional: streets</td>
<td>شَوَارِع</td>
<td>سَهْر</td>
</tr>
<tr>
<td></td>
<td>rivers</td>
<td>أَهْرَ</td>
</tr>
<tr>
<td>(4) combination: dictionaries</td>
<td>قُوَامِيس</td>
<td>سَفِير</td>
</tr>
<tr>
<td></td>
<td>ambassadors</td>
<td>شَفَرَاء</td>
</tr>
</tbody>
</table>
The plural, whether external or internal, should be learned with each new noun. Virtually all dictionaries give the plural or plurals of all entries.

C. Collective: There are certain nouns which render the meaning of plurality. Such nouns are known in the Arabic grammar as "نُفَّاحٍ" noun of plural" or "collective noun." However with regards to the sentence structure, these nouns are treated like any singular masculine noun.

Examples:

These (this) apples are (is) ٍنُفَّاحٍ ٍنُفَّاحٍ
of good quality

For how much do you sell (this) ٍنُفَّاحٍ؟
the grapes?

The singular form is, generally, derived from such nouns by adding "نَتَّاَلَة" as a suffix. Thus:

an apple ٍنُفَّاحٍ
an orange ٍنُفَّاحٍ
a grape ٍنُفَّاحٍ
a fish ٍنُفَّاحٍ

apples ٍنُفَّاحٍ
oranges ٍنُفَّاحٍ
grapes ٍنُفَّاحٍ
fish ٍنُفَّاحٍ

II. ADJECTIVE

The adjective and the noun are alike in form and are not considered as two distinct parts of speech in Arabic. For convenience, the noun is regarded as adjectival when it functions grammatically in a manner comparable to the English adjective. Thus /qariib/ ٍقَريِب (near) if used strictly as a noun, could be translated as a near one, a close person (a relative), etc.
When it is used with another noun, as for example in /bayt qariib/ بَيْت قَرَيْب it is translated into English as an adjective: a near (by) house. Since in Arabic both /bayt/ بَيْت and /qariib/ قَرَيْب are nouns, the latter of which is as though it were in opposition to the first, the basic meaning of the phrase would be a house, a near one.

The adjective always follows the noun it modifies. And it must agree with the noun it modifies in case, state of being definite or indefinite, number and gender. Examples:

/taqṣ jamiil/ طَقْس جَمِيل a fair (beautiful) weather.

/?attaqsuljamiil/ ئَلْتَقْسَمُ الجَمِيل the fair (beautiful) weather.

/bint jamiila(t)/ بَيْنَت جَمِيلَة a beautiful girl.

/?albintuljamiila(t) اٌلْبَيْنَت جَمِيلَة the beautiful girl.

When the noun modified is plural and denotes human beings, the adjective will likewise agree in case, state of being definite or indefinite, number and gender. When the noun modified is plural, and does not denote human beings, the adjective is always feminine singular. Examples:

/bint jamiila(t)/ بَيْنَت جَمِيلَة a beautiful girl.

/banaat jamiilaat/ بَنَات جَمِيلَات beautiful girls.

/madiina(t) jamiila(t)/ كَمِيَّة جَمِيلَة a beautiful city.

/mudun jamiila(t)/ مِدَن جَمِيلَة beautiful cities.

/matar kaθiir/ مَطْر كَثِير lot of (much) rain.

/?amtaar kaθiira(t)/ أَمْطَأَر كَثِيرَة lot of (much) rains.
A. **Comparative:** To express the comparative degree, the adjective is formed on the pattern of /ʔaf9al/ َأَفْعَل followed by the word /min/ مَن which is the equivalent of the English "than." The form /ʔaf9al/ َأَفْعَل is used for both the masculine and the feminine. Examples:

/kabiir/ كَبِير big /ʔakbar/ أَكْبَر bigger
/sagiiir/ صَغِير small /ʔasg̱ar/ أَصَغر smaller
/ba9iiid/ بَعِيد far /ʔab9ad/ أَبُعَد farther
/qariib/ قَرَب near /ʔaqrab/ أَنْزَر nearer

The comparative form for a double consonant root geminates the like consonants, and the first consonant has the vowel /fatha(t)/ َفَتْح for instead of /sukuun/ َسُكُون. Examples:

/qaliil/ قَلِيل little /ʔaqall/ أَقَل less
/jadiid/ جَدِيد new /ʔajadd/ أَجَد newer

The adjective /jadiid/ جَدِيد may take the regular /ʔaf9al/ َأَفْعَل form for its comparative. Thus /ʔajdad/ أَجْدَد.

Although the comparative adjective /ʔaf9al/ َأَفْعَل, like any other noun may occur in any of the three cases, it takes only two case vowelings, the /damma(t)/ َدمَت for the nominative and the /fatha(t)/ َفَتْح for both the accusative and the genitive.

B. **Superlative:** When the definite article ( ٌاَل ) is prefixed to the comparative, the resulting combination is the superlative. Examples:

the biggest أَكْبَر bigger أَكْبَر
the smallest أَصَغر smaller أَصَغر
the most أَكْثَر more أَكْثَر

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Where the comparative has one form (أكبر) for both the masculine and the feminine, the superlative has a separate form for each, الْأَكْبِرُ M. and الْأَكْبِرَى F.

When the comparative form is used as the first member of a construct (Discussion in Part Five Syntax) and therefore definite, it will render the superlative meaning. Examples:

the biggest boy أَكْبَرُ وَلْدٌ most of all أَكْبَرُ الْكُلُّ

If the superlative is formed by a construct relationship (المُصَفِّ) whereby the second member is singular indefinite, the masculine of the superlative is used (regardless of the gender of the second member). Examples:

the biggest book أَكْبَرُ كِتَابٍ the biggest city أَكْبَرُ مَدِينَةٍ

If the second member is plural definite, the superlative may also agree in gender. Examples:

"نيويورك" هي كَبِرى المُدَنُ "نيويورك" هي أَكْبِرُ المُدَنُ

New York is the largest city.

When the superlative follows the noun modified, it agrees, like any other adjective in gender. Example:

The oldest boy أَلْوَدُ الْأَكْبِرُ the oldest girl أَلْبَنَتُ الْأَكْبِرَى

C. Relative "النَسْئَة": In order to make an adjective out of a noun, the suffix "ي" meaning "of, pertaining to, connected with," is affixed to that noun. This process is similar to the English "ic" in economic, etc. It is very frequently formed from names of occupations, proper names, tribes, lands, and geographical locations. Examples:
education  تعليم
(teaching)
related to Aamir  عامر
proper name
related to Saud, Saudi  سعودي
proper name
Egyptian  مصري
Egypt
related to  سامراء
(geographical location)

The Arabic grammatical term for this kind of adjective is "النسبة" relation, proportion."

When the noun ends with a long vowel, or feminine ending, these endings are dropped before attaching the "ـة" suffix. Examples:

Syrian  سوريا ـة 
American  أمريكية ـة
commercial  تجارية ـة
scholastic  مدرسية ـة

III. CASES

There are three cases in Arabic: Nominative, accusative and genitive.

A. Nominative "الرفوع": A noun is always in the nominative case if there is no factor to place it in any other case. Most frequently, the nominative is used:

for the subject "فاعل" of a verbal sentence.
for the subject "مَستَدَأ" beginning" of equational sentence.
for the Predicate "نَسْد" news" of the equational sentence.
for the Predicate of "أَنْ" and its sisters.
The nominative is expressed by the "تَّوَّبِينَ" if the noun is indefinite, and by the vowel "مَخَّتَه" if it is definite. It is also expressed by the long vowels:

1. "و" for the noun in the regular masculine plural form and for any of the five nouns "الْأَسْمَاءُ الخَمسَةُ" when they are in construct state "مُضافٌ" or united to the annexed pronouns. (See discussion page 102).

2. "ٍ" for the nouns in the dual form.

B. Accusative "التَّوَّبِيْنَ": Is used to indicate adverbial functions such as:

   Adverbial accusative "المَعْفَوْلِ" (See discussion page 146).

   The object "مَعْفَوْلٌ" of a verb.

   Adverbial for time and place ("المَعْفَوْلُ فِيْهِ طَرِيقٌ" e.g. "صَباحًا" in the morning", "عَادَةً" usually", and "يَوميًا" daily".

   The Predicate of "مَعْفَوْلٌ" and its sisters.

   The subject of "مَعْفَوْلٌ" and its sisters.

   After "بِلِ" except".

The accusative is expressed by the "تَّوَّبِينَ" if the noun is indefinite, and by the vowel "مَخَّتَه" if it is definite. It is also expressed by:

1. The long vowel "ي" for the nouns in the masculine regular plural form.
2. The long vowel "ٰ" for any of the five nouns "بعض" or united to the annexed pronouns, and

3. "ٰ" for the nouns in the dual form.

C. Genitive "الجُمْه": Is used to express Possession in Construct.

All prepositions govern their objects in the genitive case. It is also used in the following common construction:

After "كل" each, all"
After "جميع" all"
After "بعض" some"
After "مثل" like"
After "سواء" except"
After "غير" another, non, un, in etc."

The genitive is expressed by the "تين" if the noun is indefinite and by the vowel "كسرة" if the noun is definite. It is also expressed by:

1. The long vowel "ٰ" for the nouns in the regular masculine plural form and for any of the five nouns "بعض" when they are in the construct state "مضاف" or united to the annexed pronouns and

2. "ين" for the nouns in the dual form.

D. Feminine Plural and Cases: The feminine plural, discussed in Part Two, will take a "ضمية" to indicate the nominative case, and a "كسرة" to indicate both, the accusative and the genitive cases. Examples:

The students (F) went to school.
The teacher (F) left the students (F) in school.

My sister lived with the students (F).

E. The Five Nouns "الأسماء الخمسة": There are five nouns which differ in their declensions by having the case vowel lengthened whenever the noun occurs in the construct state "مضافق" or united to the annexed pronouns, except the first person singular.

The Five Nouns are:

1. "أب father".
2. "أخ brother"
3. "عم father-in-law"
4. "فم (فم) mouth"
5. "ذو possessor of ...."

Two of these five nouns are most familiar, e.g. "أب" and "أخ".

Examples:

a. with annexed pronoun. Examples:

His father came. Nom. جاه أبوه
I saw his father. Acc. رأيت أبوه
I passed by his father. Gen. سرت بأبه

b. construct state "مضافق". Examples:

This is the student's father. Nom. هذا أبو التلميذ
I saw the student's father. Acc. رأيت أبا التلميذ
I went with the student's father. Gen. دهبت مع أبا التلميذ
IV. PRONOUN

A. Independent: In Arabic, the independent pronouns are not used so much as are the corresponding forms in English. They are used mainly as subjects of sentences without verbs, (Discussed in Part Five - Syntax), to prevent possible ambiguity, and to add emphasis. The complete set of the Arabic independent pronouns is as follows:

3rd Person

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>هيَّ</td>
</tr>
<tr>
<td>they (two)</td>
<td>هما</td>
</tr>
<tr>
<td>they</td>
<td>همَّ</td>
</tr>
<tr>
<td>M.</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>هوَّ</td>
</tr>
<tr>
<td>they (two)</td>
<td>هما</td>
</tr>
<tr>
<td>they</td>
<td>همَّ</td>
</tr>
</tbody>
</table>

2nd Person

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>أنتَ</td>
</tr>
<tr>
<td>you (two)</td>
<td>أنتَا</td>
</tr>
<tr>
<td>you (PL)</td>
<td>أنتُنّ</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>أنتَ</td>
</tr>
<tr>
<td>you (two)</td>
<td>أنتَا</td>
</tr>
<tr>
<td>you (PL)</td>
<td>أنتُنّ</td>
</tr>
</tbody>
</table>

1st Person

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>أنا</td>
</tr>
<tr>
<td>we</td>
<td>نحنَ</td>
</tr>
</tbody>
</table>

B. Suffix: There is only one set of pronoun suffixes which could be attached to nouns, prepositions, or verbs. These suffixes or endings when attached at the end of a noun, will be considered as possessive pronouns. When attached at the end of a verb (Discussion Part III - Verb) or a preposition, they are considered as pronoun objects. The following is the
complete set of pronoun suffixes:

3rd Person

<table>
<thead>
<tr>
<th>F</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>his, him</td>
</tr>
<tr>
<td>their, them (two)</td>
<td>their, them (two)</td>
</tr>
<tr>
<td>their, them (Pl.)</td>
<td>their, them (Pl.)</td>
</tr>
</tbody>
</table>

2nd Person

<table>
<thead>
<tr>
<th>your, you</th>
<th>your, you (two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>your, you (Pl.)</td>
<td>your, you (Pl.)</td>
</tr>
</tbody>
</table>

1st Person

<table>
<thead>
<tr>
<th>my, me</th>
<th>our, us</th>
</tr>
</thead>
</table>

1. In attaching these suffixes to verbs, there are two positions where an extra letter (in writing) is added to verbs before attaching the pronoun suffixes, namely:

   a. The letter "و" is added to the Perfect verbs in the second person plural masculine and then the required pronoun suffix is attached. Examples:

   You (M. Pl.) left.
   
   You (M. Pl) left him
b. The letter "ن" is added to verbs in any tense before attaching the 1st person singular pronoun suffix. Examples:

He left me  

\[ نَرَكَ + ن + يَ = نَرَكَني \]

He leaves me  

\[ يُنْرِكَ + ن + يَ = يُنْرِكَني \]

2. The independent pronoun in the accusative (Discussion Part Five - Syntax) is formed by adding the pronoun suffixes to "لي".

<table>
<thead>
<tr>
<th></th>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd M.</td>
<td>إِياَهُمَّا</td>
<td>{</td>
<td>إِياَهَا</td>
</tr>
<tr>
<td>3rd F.</td>
<td>إِياَهُنَّا</td>
<td>{</td>
<td>إِياَها</td>
</tr>
<tr>
<td>2nd M.</td>
<td>إِياَكُمُّا</td>
<td>{</td>
<td>إِياَكُمُّا</td>
</tr>
<tr>
<td>2nd F.</td>
<td>إِياَكُنْنَ</td>
<td>{</td>
<td>إِياَكُنْنَ</td>
</tr>
<tr>
<td>1st</td>
<td>إِياَنا</td>
<td>{</td>
<td>إِياَنا</td>
</tr>
</tbody>
</table>

These forms are mainly used:

a. When there are two pronouns as the direct object of the verb. Example:

He gave it to me  

\[ أعَطَانِي إِياَهُ \]

(He gave me it)

b. When the pronoun is used as the object after a verbal noun. Example:

My giving him it  

\[ إِعْطَاهُ إِياَهُ \]

c. When the pronoun object is emphasized. Example:

You I mean  

\[ إِياَهُ أَعُنُني \]

Thee we worship and Thee we ask for help. (A verse from the Quran).
C. **Interrogative:** The interrogative pronouns are referred to in Arabic as "\( \text{أَسْئِلُ} \) \( \text{الْكُمُّ} \) \( \text{الْعَلْيَة} \)" interrogative nouns". These "nouns" are un-declinable i.e., they retain one case ending regardless of their position in the sentence (Discussion on Cases is in Part Five, Syntax).

The principal interogatives are:

1. \( \text{كَمْ} \) how much, how many?: The noun following this interrogative is accusative and singular. Examples:

   - How many days are there in the week? \( \text{kَمْ مَرْتَيْنِي} \) \( \text{فِي} \) \( \text{الْبَيْتِ} \)?
   - How much is the price of the car? \( \text{kَمْ يُهْرَبُ} \) \( \text{الْبَيْرَة} \)?

2. \( \text{كَيْفَ} \) how?: It is used to inquire about the state or the condition of a person or an object. Examples:

   - How are you? \( \text{kَيْفَ أَنْتَ} \)?
   - How was the weather yesterday? \( \text{kَيْفَ} \) \( \text{kَانَ} \) \( \text{الْأَجْرَاحَة} \)?
   - How is the condition of the patient? \( \text{kَيْفَ حَالَةُ} \) \( \text{الْجَبَرَة} \)?

3. \( \text{مَنْ} \) when?: It is used to inquire about the time of the action. Examples:

   - When did you come? \( \text{مَنْ تَمَارَى} \)?
   - When do you go? \( \text{مَنْ تَذْهَبْ} \)?

4. \( \text{أَيْنَ} \) where?: It is used to inquire about the place. Examples:

   - Where is your brother? \( \text{أَيْنَ} \) \( \text{أَخُوكَ} \)?
   - Where were you? \( \text{أَيْنَ كَنتَ} \)?
   - Where do you learn the Arabic language? \( \text{أَيْنَ تَتَمَارِى} \) \( \text{الْعَلْيَة} \) \( \text{الأَرْبَاطِ} \)؟
5. **feminine ای a** which?: Through this noun a specification or determination is asked. It is a declinable noun and, therefore, its case ending is determined according to its position in the sentence. The word following this noun is always in the genitive case. Examples:

Which city is this? 

*أَيْ مَدِينَةٍ هَذِهِ؟*

Which book do you read? 

*أَيْ كِتَابٍ تَعْرَى؟*

From which country did you come? 

*مِنْ أَيْرَبِلَادٍ أتَيْتَ؟*

6. **من who? whose? whom?**: It refers to human being. Examples:

Who is this man? 

*مَنْ هَذَا الرَّجُلُ؟*

Whose book is this? 

*كِتَابُ مِنْ هَذَا؟*

Whom did you see yesterday? 

*مِنْ رَأَيْتُ البارِيَّة؟*

Sometimes مَن of the demonstrative is added to مَن for the sake of emphasis. Examples:

Who is it that went out now? 

*مَنْ ذَا الَّذِي خَرَجَ الْآن؟*

Who is it that was with you? 

*مَنْ ذَا كَانَ مَعَكَ؟*

7. **ما or مَا what?**: Basically it refers to objects. It may be used, however, to inquire about the make, kind, or characteristic of a thing whether it is an object or a human being. Examples:

What is this? 

*مَا هَذَا؟*

What did you buy? 

*مَا مَا أَشْتَرَتْ؟*

What do you write? 

*مَا مَا تَكُبْ؟*

What is the work? or what can you do? (expression) 

*ما الْعَمْلَ؟*
What is (the) lion?  ما الأسد؟
What is (the) human being?  ما الإنسان؟

The use of ما has the following limitations:

a. ما is used to precede a noun. Example:
   What is your name?  ما اسمك؟

b. ماذا (compound of the interrogative ما and the demonstrative ذا) is used to precede a verb, as a subject or object of that verb. Examples:
   What was with him?  ماذا كان معه؟
   What did you buy?  ماذا استرخت؟

ما and ما function also as indefinite pronouns to imply "whoever" and "whatever" respectively. ما refers to one or more human beings, and gives the equivalent of the English 'he who', 'those who', 'anyone who' or 'whoever'; where as ما is translated by 'that which', 'the thing that', 'what' or 'whatever'. They typically introduce subordinate clauses. Examples:

He who came is their friend.  من جاء صديقهم.
Those whom (the one) I visited are teachers. من زرتهم معلّمون

D. Demonstrative: Demonstrative pronouns are called in Arabic "اسماء الإشارة" the Pointing Nouns." They are classified in three groups according to the distance of pointing, i.e., near, intermediate, or far. Thus:
<table>
<thead>
<tr>
<th>Near</th>
<th>F.</th>
<th>М.</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>هَذَا</td>
<td>هُذَا</td>
</tr>
<tr>
<td>dual nominative</td>
<td>هَذَا النَّامِي</td>
<td>هُذَا النَّامِي</td>
</tr>
<tr>
<td>dual, accusative or genitive</td>
<td>هَذَا النَّامِي</td>
<td>هُذَا النَّامِي</td>
</tr>
<tr>
<td>these</td>
<td>هُؤُلَاء</td>
<td>هُؤُلَاء</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>F.</th>
<th>М.</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>dual nominative</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>dual, accusative or genitive</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>those</td>
<td>أُولَٰئِكَ</td>
<td>أُولَٰئِكَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Far</th>
<th>F.</th>
<th>М.</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>dual nominative</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>dual, accusative or genitive</td>
<td>ذَٰلِكَ</td>
<td>ذَٰلِكَ</td>
</tr>
<tr>
<td>those</td>
<td>أُولَٰئِكَ</td>
<td>أُولَٰئِكَ</td>
</tr>
</tbody>
</table>

The demonstrative pronouns for the "intermediate distance" as well as the dual forms of the "far distance" are seldom used.
The plural forms "أولئك" and "وهولاء" are used in reference to people only. The feminine singular forms "هذّه" are used in reference to any inanimate plural noun. Examples:

These boys are students in this school.

These girls are students in the girls school.

Those men are teachers.

Those women are teachers.

These schools are new.

Those cars are old.

E. Relative "الذي" and "التي": This relative pronoun is known in Arabic as "المنصوص" on the connected noun." It is equivalent to all English relative pronouns: who, which, that, whom, and whose. Unlike English, it always stands for a definite noun. Examples:

I bought from the apples which are in the basket.

The apples which are in this basket are expensive.

The man who was with me yesterday went to Egypt.

The girl who was with me yesterday went to Egypt.

The tomatoes which are in this basket are cheap (inexpensive).

The dual and the plural forms of "الذّي" and "التي" and their inflections according to cases are:
Dual: M. Nominative case.
   Accusative or genitive case.
F. Nominative case.
   Accusative or genitive case.
Plural: M. All cases (indeclinal).
   F. All cases (indeclinal).

The relative pronoun in the plural form i.e., "اللوائي" or "الذين" "اللوائي" or "الذين" "اللوائي" or "الذين" "اللوائي" are used only for rational nouns. When an irrational plural noun needs a relative pronoun, the feminine singular form "لا" "التي" "لا" "التي" "لا" "التي" is used. Examples:

We saw the students who study here.

We met the maids whom my friend sent.

The books which we took from the library were new.

V. COLORS

Adjectives denoting color belong to a special class. The masculine singular form "أكل" "فعل" "أكل" "فعل" "أكل" and the feminine singular "فعل" "فعل" "فعل" "فعل" "فعل" "فعل" "فعل" "فعل" are indeclinal (مُنوع من المَصْرف). The plural form "فعل" "فعل" "فعل" "فعل" "فعل" "فعل" "فعل" is declinable and of common gender. Thus:
<table>
<thead>
<tr>
<th>Plural (Common)</th>
<th>Singular (Feminine)</th>
<th>Singular (Masculine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>فِعْلُهُ</td>
<td>فِعْلَاهُ</td>
<td>أَفْعَلُ</td>
</tr>
<tr>
<td>مَحْرَاء</td>
<td>مَحْرَاء</td>
<td>أَحْمَرُ</td>
</tr>
<tr>
<td>بِيضاء</td>
<td>بِيضاء</td>
<td>أَبيض</td>
</tr>
<tr>
<td>سُودَة</td>
<td>سُودَة</td>
<td>أَسود</td>
</tr>
<tr>
<td>أَزْرَقَة</td>
<td>أَزْرَقَة</td>
<td>أَزرَق</td>
</tr>
<tr>
<td>خَضْرَاء</td>
<td>خَضْرَاء</td>
<td>أَخْضَر</td>
</tr>
<tr>
<td>صَفْرَاء</td>
<td>صَفْرَاء</td>
<td>أَصْفَر</td>
</tr>
<tr>
<td>سَمْرَاء</td>
<td>سَمْرَاء</td>
<td>أَسمْرَ</td>
</tr>
</tbody>
</table>

The dual endings are added to the singular forms regularly, except that the (همزة وو) of the feminine singular form changes into (وو) before the dual ending is added. Thus:

**Masculine dual**

أَفْعَلُ  أَحْمَرُ  أَفْعَلَانِ  أَحْمَرانِ

**Feminine dual**

فِعْلَاهُ  مَحْرَاء  فِعْلَوْانِ  مَحْرَوْانِ

Occasionally, the regular feminine plural is used for فِعْلَهُ form to indicate a few of the feminine humans i.e., from three to ten in number.

Examples:

- a few (brown) dark (F. persons)  سَمْرَاء  سَمْرَوْات
- a few (white) fair (F. persons)  بِيضاء  بِيضاوات

Here again, the (همزة وو) of the feminine singular form is changed into (وو) as in the dual form.
Other colors are derived from nouns by the relative adjective suffix

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>بني</td>
<td>coffee</td>
</tr>
<tr>
<td>برتقالي</td>
<td>orange</td>
</tr>
<tr>
<td>وردي</td>
<td>flowers</td>
</tr>
<tr>
<td>ورد</td>
<td>rose(s)</td>
</tr>
<tr>
<td>لبن</td>
<td>milk</td>
</tr>
<tr>
<td>سمائي، سمائي</td>
<td>sky</td>
</tr>
<tr>
<td>فستقٍ</td>
<td>pistachio</td>
</tr>
</tbody>
</table>
CHAPTER THREE

MORPHOLOGY - VERB

I. TRILITERAL

Most Arabic verbs are composed of three radicals (consonants with short vowels). Such roots are described as "triliteral آل‌نعماتي". There are but a few verbs with four-radical roots. Such verbs are called "quadrilateral آل‌رباعي". There are verbs on the other hand, with more than three or four radicals, in which additions to the triliteral or the quadriliteral roots give different shades of meaning. Such verbs are called "derived آل‌المزيد".

The pattern for any triliteral verb is "فعل to do". For this reason the first radical of the triliteral verb is called the ف radical, the second the غ radical, and the third the ل radical.

A. Transitive and Intransitive: The Arabic verb may be either transitive or intransitive. In Arabic, the transitive verb is always transitive regardless where or how it is used, that is, it cannot be used in one sentence as transitive and in another sentence as intransitive, as is common in some of the verbs in the English language.

B. Perfect: The Arabic verb has two main tenses which, however, are not related to the same tenses in their English sense. These two main tenses are known as Perfect and Imperfect.

The Perfect denotes a completed action referring to the past. The Imperfect denotes an incomplete action referring to the present or future.
The Perfect verb is also known as the "suffix verb" in reference to the subject marker found at the end of the verb form. This marker indicates the subject or the "doer" of the action of the verb.

The first and the third radicals (when no suffix is attached) of the trilateral verbs are vocalized with /fatha/ فتحة; where as the second radical may be vocalized with /fatha/ فتحة, /kasra/ كسرة, or /damma/ دمعة. This (vocalizing of the second radical) can be ascertained by the dictionary or by hearing.

The trilateral verb in the Perfect form, therefore, may appear in any one of the following three patterns:

- كتب as in كتب he wrote
- شرب as in شرب he drank
- كبر as in كبر he grew or became big.

1. Sound Verb: The trilateral is of two types: "sound" and "weak". The verb is said to be "sound" or "strong" سالم when the three radicals are consonants. The following is a complete perfect conjugation of the sound trilateral verb:

<table>
<thead>
<tr>
<th>2nd Masculine</th>
<th>3rd Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (MS) wrote or كتب</td>
<td>he wrote or كتب</td>
</tr>
<tr>
<td>you (MS) have written كتبتم</td>
<td>he has written كتبوا</td>
</tr>
<tr>
<td>you (two M) wrote or كتبتما</td>
<td>they (two M) wrote or كتبتما</td>
</tr>
<tr>
<td>you (two M) have written كتبتما</td>
<td>they (two M) have written كتبتما</td>
</tr>
<tr>
<td>you (MP) wrote or كتبتم</td>
<td>they (M) wrote or كتبتم</td>
</tr>
<tr>
<td>you (MP) have written كتبتم</td>
<td>they (M) have written كتبتم</td>
</tr>
</tbody>
</table>

37
<table>
<thead>
<tr>
<th>2nd Feminine</th>
<th>3rd Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>You (FS.) wrote or</td>
<td>She wrote or</td>
</tr>
<tr>
<td>You (FS.) have written</td>
<td>She has written</td>
</tr>
<tr>
<td>You (two F.) wrote or</td>
<td>They (two F.) wrote or</td>
</tr>
<tr>
<td>You (two F.) have written</td>
<td>They (two F.) have written</td>
</tr>
<tr>
<td>You (FF.) wrote or</td>
<td>They (F.) wrote or</td>
</tr>
<tr>
<td>You (FF.) have written</td>
<td>They (F.) have written</td>
</tr>
</tbody>
</table>

**1st Person**

- I wrote or
- I have written
- We wrote or
- We have written

a. The dual pronoun suffix for the second person serves both genders.

b. An َalif is written but not pronounced after the َaw ending of the third person plural masculine form, e.g. َنَكْبَوا.

c. This conjugation may be taken as a pattern for any sound three letters verb.

d. The vowel of the middle radical in the three-letter verbs may be any of the three short vowels. However, the conjugation is the same.

e. Since the subject is always included in the conjugation, it is not necessary, therefore, to use the independent pronoun with every verb as it is in English. The use of the independent pronoun with the verb is mainly for emphasis.

2. The Weak Verb: Two "letters" of the alphabet, ُ and ِ، which are the root for the developed long vowel "َّ" are considered weak. There-
fore, whenever one or more of the radicals of a root is و or ی the verb
is said to be "weak" مُعَتَلٌ, as opposed to all other roots, which are
"strong" or "sound".

a. Middle Weak Verb: The following is the conjugation of one
type of weak verb - the middle radical is weak. The conjugation of verbs
of this type in the perfect tense follows one set pattern. The following
conjugation of زارَ "to visit" is given as a pattern. Any verb of this type
is conjugated according to this pattern as regards the elimination of the
weak "letter".

<table>
<thead>
<tr>
<th>3rd F.</th>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>she visited</td>
<td>زارت</td>
</tr>
<tr>
<td>they (2) visited</td>
<td>زارتَنا</td>
</tr>
<tr>
<td>they visited</td>
<td>زرتُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd F.</th>
<th>2nd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you visited</td>
<td>زرت</td>
</tr>
<tr>
<td>you (2) visited</td>
<td>زرتَما</td>
</tr>
<tr>
<td>you (Pl) visited</td>
<td>زرتُن</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lst</th>
</tr>
</thead>
<tbody>
<tr>
<td>I visited</td>
</tr>
<tr>
<td>we visited</td>
</tr>
</tbody>
</table>

Conjugation of the initial weak verb in the Perfect tense
is similar to that of the sound.
b. Final Weak Verb: The Perfect conjugation of this type of verb also, like the middle weak radical verb, follows one set pattern. The following is the conjugation of "to spend time" given as a pattern. Any verb of this type is conjugated according to this pattern:

<table>
<thead>
<tr>
<th>3rd F.</th>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>she spent</td>
<td>he spent</td>
</tr>
<tr>
<td>they (2) spent</td>
<td>they (2) spent</td>
</tr>
<tr>
<td>they spent</td>
<td>they spent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd F.</th>
<th>2nd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you spent</td>
<td>you spent</td>
</tr>
<tr>
<td>you (2) spent</td>
<td>you (2) spent</td>
</tr>
<tr>
<td>you (Pl) spent</td>
<td>you (Pl) spent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spent</td>
</tr>
<tr>
<td>we spent</td>
</tr>
</tbody>
</table>

3. Final Double Verbs: When the last two consonants (radicals) of the verb are similar, the verb is said to be "final double" مُضَعِف. The conjugation of such verbs is according to the following set pattern.

<table>
<thead>
<tr>
<th>3rd F.</th>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>she passed</td>
<td>he passed</td>
</tr>
<tr>
<td>they (2) passed</td>
<td>they (2) passed</td>
</tr>
<tr>
<td>they passed</td>
<td>they passed</td>
</tr>
</tbody>
</table>
### 2nd F.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>2nd M.</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>you passed</td>
<td>مَرَثَتْ</td>
<td>you passed</td>
<td>مَرَثَتْ</td>
</tr>
<tr>
<td>you (2) passed</td>
<td>مَرْثَتْما</td>
<td>you (2) passed</td>
<td>مَرْثَتْما</td>
</tr>
<tr>
<td>you (Pl.) passed</td>
<td>مَرْثِتْنَ</td>
<td>you (Pl.) passed</td>
<td>مَرْثِتْنَ</td>
</tr>
</tbody>
</table>

### 1st

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I passed</td>
<td>مَرثَتْ</td>
</tr>
<tr>
<td>we passed</td>
<td>مَرْتَنَ</td>
</tr>
</tbody>
</table>

4. **Perfect with Pronoun Suffix:** The pronoun suffixes or endings which are attached to verbs are the same pronoun endings attached to nouns. These pronoun suffixes are called "Pronoun Object" when attached to verbs or prepositions. They are called "Possessive Pronouns" when attached to nouns.

The following is a complete list of all the pronoun suffixes as may appear attached to any transitive verb. The following list also shows every person in the perfect forms with these pronoun suffixes:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>2nd F.</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>she left</td>
<td>تَرَكَتْ</td>
<td>he left</td>
<td>تركَهُ</td>
</tr>
<tr>
<td>him</td>
<td>تَرَكْهُ</td>
<td>him</td>
<td>تركَهُ</td>
</tr>
<tr>
<td>her</td>
<td>هَا</td>
<td>her</td>
<td>هَا</td>
</tr>
<tr>
<td>them M.</td>
<td>هُمْ</td>
<td>them M.</td>
<td>هُمْ</td>
</tr>
<tr>
<td>them F.</td>
<td>هِنْ</td>
<td>them F.</td>
<td>هِنْ</td>
</tr>
<tr>
<td>you MS.</td>
<td>كَ</td>
<td>you MS.</td>
<td>كْ</td>
</tr>
<tr>
<td>you FS.</td>
<td>كْ</td>
<td>you FS.</td>
<td>كْ</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you M.Pl.</td>
<td>تركاكاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you F.Pl.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>تركناه</td>
<td></td>
<td></td>
</tr>
<tr>
<td>us</td>
<td>تركنا</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they F.left</td>
<td>تركانه</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td>ترككاه</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>them M.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>them F.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you MS.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you FS.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you M.Pl.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you F.Pl.</td>
<td>ترككاهما</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you M.S.left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you F.S.left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you M.Pl.left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you F.Pl.left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we left</td>
<td>تركناها</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42
There are only two positions in the written conjugation where an extra letter is added at the end of the verb before attaching the pronoun suffixes, namely:

a. The letter "و" is added at the end of the perfect verb in the second person plural masculine (ٍتركتُم ـ you M. Pl. left) and then the required pronoun suffix is attached. Example:

you left her ٍتركتُم + و + ها = ٍتركتِمُوها

b. The letter "ن" is added at the end of the verb in any tense before attaching the 1st person singular pronoun suffix. Example:

he left me ٍتركت + ي + ي = ٍتركتُني

C. Imperfect:

1. Formation: The imperfect is formed from the perfect by adding personal prefixes and, in some cases, suffixes to the stem. The vowel distribution of the triliteral stem is as follows: The first radical has sukun (ـ), the second radical takes one of the three short vowels (can be ascertained only from the dictionary), and the third radical either has damma (َ), or is followed by a suffix - see the following conjugation:

The personal prefixes are:

<table>
<thead>
<tr>
<th>3rd person M.S.</th>
<th>M.Pl. &amp; F.Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person M.S.</td>
<td>F.S. M.Pl. F.Pl. &amp; 3rd F.S.</td>
</tr>
<tr>
<td>1st person Pl.</td>
<td></td>
</tr>
<tr>
<td>1st person S.</td>
<td></td>
</tr>
</tbody>
</table>
2. Vocalization: The vocalizing of the middle radical, like the perfect, is unpredictable. However, it should follow one of the following possibilities:

a. If the perfect of the verb is of the category فعل, the middle radical (ع) will be vocalized in the imperfect with حَضَّة, or فَتْحَة كُرَة. Examples:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>he writes</td>
<td>كَتَبَ</td>
</tr>
<tr>
<td>he descends</td>
<td>نَزَلَ</td>
</tr>
<tr>
<td>he goes</td>
<td>دَهَبَ</td>
</tr>
</tbody>
</table>

b. If the perfect of the verb is of the category فعل, the middle radical (ع) will be vocalized in the imperfect with either حَضَّة or فَتْحَة كُرَة. Examples:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>he rides</td>
<td>رَكَبَ</td>
</tr>
<tr>
<td>he assumes</td>
<td>حَسَبَ</td>
</tr>
</tbody>
</table>

c. If the perfect of the verb is of the category فعل, the middle radical (ع) will be vocalized only with حَضَّة. Examples:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>he grows (up)</td>
<td>كَبَرَ</td>
</tr>
</tbody>
</table>

In most cases however, this variation of vocalizing the middle radical is insignificant, i.e., it does not change the meaning. And after being exposed to the right pronunciation through exercises and use, this will not constitute a problem.
3. Types:
   
a. Sound: The following table shows the conjugation of the imperfect with the personal prefixes and suffixes. This conjugation may be taken as a pattern for all triliteral sound verbs:

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
</table>
| 3rd         | Singular  | he writes
|             | Dual      | they write
|             | Plural    | they write
| 3rd Feminine| Singular  | she writes
|             | Dual      | they write
|             | Plural    | they write
| 2nd         | Singular  | you write
|             | Dual      | you write
|             | Plural    | you write
| 2nd Feminine| Singular  | you write
|             | Dual      | you write
|             | Plural    | you write
| 1st         | Singular  | I write
|             | Plural    | we write
The triliteral verbs which have the sound "ʔ" hamza(t)" as their initial radical will follow the same pattern explained above.

Examples:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʔ-ʔ-ʔ</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
<tr>
<td>he eats</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
<tr>
<td>he takes</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
</tbody>
</table>

b. Double: The conjugation of the imperfect of verbs like "حَبَّ", "مَرَ" etc., does not differ in essence from the conjugation of any three consonant verbs. However, the gemination (doubled consonant) would be separated only with two persons, i.e., the 3rd and 2nd feminine plural. While maintaining this deminuation with the other persons, the first radical of the stem, unlike the regular triliteral verb, would be vocalized.

Examples:

<table>
<thead>
<tr>
<th>he writes</th>
<th>he likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʔ-ʔ-ʔ</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
<tr>
<td>they write</td>
<td>they like</td>
</tr>
<tr>
<td>ʔ-ʔ-ʔ</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
<tr>
<td>they F.write</td>
<td>they F.like</td>
</tr>
<tr>
<td>ʔ-ʔ-ʔ</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
<tr>
<td>you F.write</td>
<td>you F.like</td>
</tr>
<tr>
<td>ʔ-ʔ-ʔ</td>
<td>ʔ-ʔ-ʔ</td>
</tr>
</tbody>
</table>

(1) Initial: In forming the imperfect of the initial weak verb, the long vowel is dropped before attaching the imperfect prefix. This, however, does not change the pattern of vowelling the middle radical of such verbs in the imperfect.

The following conjugation of "وَقَعَ" should be taken as a pattern for all verbs of this type.
Conjugation of "ROOT: ْوَقَع " "to happen, to fall"

<table>
<thead>
<tr>
<th></th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>نَقَعُ</td>
<td>يَقَعُ</td>
</tr>
<tr>
<td>Dual</td>
<td>نَقَعَانِ</td>
<td>يَقَعَانِ</td>
</tr>
<tr>
<td>Plural</td>
<td>نَقَعَانِ</td>
<td>يَقَعَانِ</td>
</tr>
</tbody>
</table>

| 2nd Person |          |           |
|           | نَقَعُ     | نَقَعُ     |
|           | نَقَعَانِ   | نَقَعَانِ   |
|           | نَقَعَانِ   | نَقَعَانِ   |

| 1st Person |          |
|           | أَقَعُ     |
|           | نَقَعُ     |

(2) Middle: You should note that certain triliteral verbs in the perfect tense have the long vowel "آلف" as their middle radical "ع". In forming the imperfect of these verbs, the "آلف" will either remain "آلف" or change into a "واو و" or a "يا ي". There is no rule to govern this aspect. Familiarity with the Arabic derivatives and the use of the Arabic dictionary will solve this problem. However, these verbs are not considered irregular, because their inflection can be predicted, and determined by whether the origin of the "آلف" is "واو و" or "يا ي" through the dictionary.
After determining whether "١٠٠" is going to remain, change into "١١٠", or change into "١١٠", its conjugation in the imperfect would be like any other imperfect you have studied in most aspects. The following conjugation of "١٠" should be taken as a pattern for all verbs of this type.

Conjugation of "١٠" to visit

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>١٠ر</td>
<td>١٠ر</td>
</tr>
<tr>
<td>١٠ران</td>
<td>١٠ران</td>
</tr>
<tr>
<td>١٠ن</td>
<td>١٠ن</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>١٠رفن</td>
</tr>
<tr>
<td>١٠ران</td>
</tr>
<tr>
<td>١٠ن</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>١٠ر</td>
</tr>
<tr>
<td>١٠ن</td>
</tr>
</tbody>
</table>

(3) Final: Generally, the long vowel "١٠" of this type of verbs is written in the perfect tense as an "١٠". However, there are verbs of the same type where this long vowel is written with "١٠".
The "يَمَشِي" found in the perfect tense of these verbs should be changed into "يَمِشَ" in the imperfect as "يَمِشَ" - مَشَى to walk", and "يَمِشَ" - قَضَى to spend." The following conjugation of "يَمَشِي" should be taken as a pattern for any verb of this type:

Conjugation of "يَمَشِي" to walk

<table>
<thead>
<tr>
<th>3rd Person</th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>يَمَشِي</td>
<td>يَمَشِي</td>
</tr>
<tr>
<td>Dual</td>
<td>يِمَشِيْنَ</td>
<td>يِمَشِيْنَ</td>
</tr>
<tr>
<td>Plural</td>
<td>يَمَشِينَ</td>
<td>يَمَشِينَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
</tr>
<tr>
<td>Dual</td>
</tr>
<tr>
<td>Plural</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
</tr>
<tr>
<td>Plural</td>
</tr>
</tbody>
</table>

There are some verbs of this type whose long vowel is "يَمَّيشِي" in the perfect. This long vowel "يَمَّيشِي" is changed, in the imperfect into "يَمَشِي" as is the case with the verb "يَقَضِي" to stay", thus "يَقَضِي" - يَقَضَى.
4. Pronoun Suffixes: The pronoun suffixes which were attached to the Perfect may be attached to the Imperfect in the same way. Examples:

he writes it

\[ يَكُتِبُ + هُم > يَكُتِبْهُم \]

she loves them

\[ يُحبُّ + هُم > يُحبُّهُم \]

we find her

\[ يَجِدُ + هِيَ > يَجِدُهَا \]

they visit you

\[ يُزُورُونَ + كُم > يُزُورُونَكُم \]

you invite us

\[ نَدْعُونَ + نَا > نَدْعُونَنا \]

5. Future Tense - 

سُوقٌ and سُوقٌ: There is no future tense in Arabic as such. The imperfect would render the meaning of the present, present continuous, and future according to the context. Nevertheless, the imperfect may be prefixed by "س" for near future or preceded by "سُوقٌ" for the far future to emphasize the future tense. No change whatsoever is required in the imperfect for this purpose. Examples:

I go to the coffee shop.

\[ أَنا أَذهَبُ إلى المَقهِي. \]

I will (pretty soon or right away) go to the coffee shop.

\[ أَنَا سُوقٌ أَذهَبُ إلى المَقهِي. \]

I shall go to the coffee shop (later).

\[ أَنا سُوقٌ أَذهَبُ إلى المَقهِي. \]

D. Complete Conjugation of Imperfect: As you have noticed the Triliteral Verb, perfect or imperfect, is the basis for all other types of verbs so far as conjugation is concerned.

If you observe the triliteral perfect tense in its various forms in conjugation, you would find out that changes take place only at the end, and so it is, in general, with any other form in the perfect tense. On the
other hand, the changes which occur on the imperfect conjugation of the triliteral are in the beginning as well as in the end of the verb (prefixes and suffixes). Here again, all types of verbs should match the imperfect of triliteral ones in conjugation.

The following sets of conjugations are listed as reinforcement to what has been explained about the triliteral verb. Each set should be taken as a pattern for conjugating any similar new verb:

1. Sound َكَتَبَ - َيَكَتُبُ َكَتَبَ َيَكُتُبُ to write:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Masculine</td>
<td>َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>3rd Feminine</td>
<td>َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>2nd Masculine</td>
<td>َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>2nd Feminine</td>
<td>َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
<tr>
<td>َيَكَتُبُ َكَتَبَ</td>
<td>َيَكُتُبُ َكَتَبَ</td>
</tr>
</tbody>
</table>
### Imperfect

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَكَتْ</td>
<td>to pass</td>
</tr>
</tbody>
</table>

### Perfect

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَنَتْ</td>
<td>1st</td>
</tr>
</tbody>
</table>

2. Double مَرَ to pass

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>يَمُرُ</td>
<td>3rd Masculine</td>
</tr>
<tr>
<td>يُمَرْنَ</td>
<td>3rd Feminine</td>
</tr>
<tr>
<td>يَمُروُنَ</td>
<td>2nd Masculine</td>
</tr>
<tr>
<td>يُمَروُنَ</td>
<td>2nd Feminine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَرْ</td>
<td>1st</td>
</tr>
<tr>
<td>مُرْنَ</td>
<td>1st</td>
</tr>
</tbody>
</table>

52
3. Weak:

a. Initial وقع - بقع to fall

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>يقع</td>
<td>وقع</td>
</tr>
<tr>
<td>يقعان</td>
<td>وقعنا</td>
</tr>
<tr>
<td>يقعون</td>
<td>وقعوا</td>
</tr>
<tr>
<td>3rd Masculine</td>
<td></td>
</tr>
<tr>
<td>تقع</td>
<td>وقعت</td>
</tr>
<tr>
<td>تقعان</td>
<td>وقعتنا</td>
</tr>
<tr>
<td>تقعون</td>
<td>وقعتو</td>
</tr>
<tr>
<td>3rd Feminine</td>
<td></td>
</tr>
<tr>
<td>تقع</td>
<td>وقعت</td>
</tr>
<tr>
<td>تقعان</td>
<td>وقعتنا</td>
</tr>
<tr>
<td>تقعون</td>
<td>وقعتو</td>
</tr>
<tr>
<td>2nd Masculine</td>
<td></td>
</tr>
<tr>
<td>تقع</td>
<td>وقعت</td>
</tr>
<tr>
<td>تقعان</td>
<td>وقعتنا</td>
</tr>
<tr>
<td>تقعون</td>
<td>وقعتو</td>
</tr>
<tr>
<td>2nd Feminine</td>
<td></td>
</tr>
<tr>
<td>تقعين</td>
<td>وقعتين</td>
</tr>
<tr>
<td>تقعان</td>
<td>وقعتنا</td>
</tr>
<tr>
<td>تقعون</td>
<td>وقعتو</td>
</tr>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>تقع</td>
<td>وقع</td>
</tr>
<tr>
<td>تقعون</td>
<td>وقعنا</td>
</tr>
</tbody>
</table>
b. Medial زَرَوْرُ to visit

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>زَرَوْرُ</td>
<td>زَرَرَ</td>
</tr>
<tr>
<td>زَرَوْرَانِ</td>
<td>زَرَرًا</td>
</tr>
<tr>
<td>زَرَوْروُنَ</td>
<td>زَرَرَوا</td>
</tr>
<tr>
<td>تُزَرَوْرُ</td>
<td>تُزَرَرُ</td>
</tr>
<tr>
<td>تُزَرَوْرَانِ</td>
<td>تُزَرَرَانَ</td>
</tr>
<tr>
<td>تُزَرَوْروُنَ</td>
<td>تُزَرَرَوْنَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Masculine</th>
<th>3rd Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>زَرَرَ</td>
<td>زَرَّة</td>
</tr>
<tr>
<td>زَرَرََ</td>
<td>زَرَّة</td>
</tr>
<tr>
<td>زَرَرَََ</td>
<td>زَرَّة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Masculine</th>
<th>2nd Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>زَرَرَ</td>
<td>زَرَّة</td>
</tr>
<tr>
<td>زَرَرََ</td>
<td>زَرَّة</td>
</tr>
<tr>
<td>زَرَرَََ</td>
<td>زَرَّة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>زَرَرَ</td>
</tr>
<tr>
<td>زَرَّة</td>
</tr>
</tbody>
</table>

The imperfect conjugation is basically the same with verbs which their middle radical "ل" is retained, or changed into "ي" such as " يَنام " he sleeps, and " يبيع " he sells.
c. Final ـَّ مُشَى to walk

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>3rd Masculine</th>
<th>3rd Feminine</th>
<th>2nd Masculine</th>
<th>2nd Feminine</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>مِشَى</td>
<td>مُسِيًا</td>
<td>مَشِيَّة</td>
<td>مَشُونَة</td>
<td>مَشِينَة</td>
<td>مَشَيْنَا</td>
</tr>
<tr>
<td>يَمِشَى</td>
<td>مَشِيَّة</td>
<td>مَشِيَّة</td>
<td>مَشُونَة</td>
<td>مَشِينَة</td>
<td>مَشَيْنَا</td>
</tr>
<tr>
<td>يَمِشِيَّة</td>
<td>مَشِيَّة</td>
<td>مَشِيَّة</td>
<td>مَشُونَة</td>
<td>مَشِينَة</td>
<td>مَشَيْنَا</td>
</tr>
</tbody>
</table>

II. DERIVED VERBS

The form of the verb which has thus far been studied may be called the basic stem of triliteral. The three basic radicals can be fitted into
fifteen different patterns or measures. Every verbal root is theoretically capable of being put into all fifteen of the patterns, each of which modifies the basic idea of the root; or produces some other shades of meaning, in most cases, related to the root. However only nine of the patterns are in common use.

The acquisition of an understanding of verb patterns is of prime importance in learning Arabic. It is important therefore that you should acquire a good familiarity with these nine derived forms. And when their peculiarities are grasped, and it is realized that each derived form is associated with certain meanings, they become a great help to the speedy acquisition of vocabulary.

In order to accomplish this, it is necessary to have a thorough knowledge of the rules for the formation of the patterns or measures, and the meaning or purpose of each pattern.

A. فَنَكَلَ Measure:

1. Formation: This pattern is formed by geminating (doubling) the middle radical of the triliteral verb. If the middle radical of the root is an "ا لْ ف" that "ا لْ ف" is changed to its origin - either "و او " or " ي " and then the gemination is applied.

2. Meaning and Purpose: This pattern has various meanings, but we are concerned only with those which are basic and common:

   a. It makes the intransitive triliteral verbs, transitive, and the transitive triliteral verbs causative or intensive. Examples:
to bring (something) to descend

عِرَفَ to know

to make (someone or something) known, to introduce
dَرَسَ to study

to teach

رَجَعَ to return

to return something

كَسَرَ to break

to break into pieces

نَامَ to sleep

to put someone to sleep

سَارَ to move

to set in motion

b. It is used to bring out the meaning of verbs not used in their triliteral forms. Example:

to smoke

دَخَنَ

c. It is used to make a verb out of a noun. Examples:

to change

غَيَّرَ other

to alter

وَجَهَ face

to direct (toward something)

B. أَنْفَلَ Measure:

1. Formation: This pattern is formed by prefixing "أَنْفَلَ" while the first radical loses its vowel.

2. Meaning and Purpose:

a. It has the same meaning as the فَعَلَ measure, i.e., it modifies the meaning of the root form by rendering it causative. Examples:

to make someone dwell, to dwell
السَّكَنَ to dwell

to lodge someone
to cause to enter دَخَلَ to enter دَخَلَ
to return something عَادَ to return, عَادَ to come back عَادَ

b. It is used to bring out the meaning of verbs not used in their triliteral forms. Examples:

to want رَادَ
to send رَسَلَ

c. It is used to make a verb out of a noun. Examples:

to be in the morning صَبَاحٌ
to rain مَطْرٌ

d. The vowel of the first radical of the weak triliteral, which has a long vowel as its middle radical will be retained. Examples:

to return something عَادَ to return, عَادَ to come back عَادَ
to want رَادَ

e. Basically, these two measures "فعل" and "فعل" render the same meaning and purpose, consequently there are quite a few verbs which are capable of being put into both of these patterns to get the same modified meaning of the root. However, due to social limitation in usage and the developed shade of meaning, a difference in meaning is acquired. Examples:

cause to know علمَ to teach علمَ
to inform علمَ to know علمَ
f. The *فعل* measure is more frequently used in daily conversation than *فعل أفعال* pattern.

3. Conjugation of *فعل* and *فعال* Measures: The conjugation of these two measures in the perfect does not differ from any perfect that you know. The conjugation of these two patterns, in the imperfect, however differs from the conjugation of the triliteral verb conjugation as follows:

a. The imperfect of *فعل* measure: The imperfect prefix would take a "َضمَّةٌ" as its vowel; the first radical of the stem would take a "َفتحَةٌ" as its vowel (instead of being vowelless in the triliteral verb); and the radical before the last one would take a "َكسرَةٌ" in all forms of the imperfect thus:

<table>
<thead>
<tr>
<th>2nd M.</th>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَدْخَنُ</td>
<td>نَدْخَنُ</td>
</tr>
<tr>
<td>نَدْخَنَان</td>
<td>نَدْخَنَان</td>
</tr>
<tr>
<td>نَدْخَنُون</td>
<td>نَدْخَنُون</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2nd F.</th>
<th>3rd F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَدْخَنِين</td>
<td>نَدْخَنِين</td>
</tr>
<tr>
<td>نَدْخَنَان</td>
<td>نَدْخَنَان</td>
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<tr>
<td>نَدْخَنِن</td>
<td>نَدْخَنِن</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَدَخُنُ</td>
</tr>
</tbody>
</table>
b. The imperfect of أنَفَلَ measure: The " هَمَزَةُ فَتَحَةٌ أَ " is eliminated from the imperfect conjugation; the imperfect prefix would take a " ضْمَةٌ " as its vowel; the first radical of the stem would be vowelless like the triliteral verb, unless it is followed by a long vowel " وَاو " or " وَ " or " يُ " , and the radical before the last one would take " كُسُوُرَةٌ " . If the radical before the last one is a long vowel, that long vowel is changed into " يُ " regardless of its origin, and consequently, the first radical would take a " كُسُوُرَةٌ " as its vowel. Thus:

<table>
<thead>
<tr>
<th>2nd M.</th>
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<tbody>
<tr>
<td>نَرِيدُ</td>
</tr>
<tr>
<td>نُرِيدَ</td>
</tr>
<tr>
<td>نُرِيدَانْ</td>
</tr>
<tr>
<td>نُرِيدَانِ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>يُرِيدُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>نُرِيدَنْ</td>
</tr>
<tr>
<td>نُرِيدَانْ</td>
</tr>
<tr>
<td>نُرِيدَانِ</td>
</tr>
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<table>
<thead>
<tr>
<th>3rd F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>تُرِيدُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>مُرِيدُ</td>
</tr>
<tr>
<td>نُرِيدَ</td>
</tr>
</tbody>
</table>

In the 3rd and 2nd feminine plural forms, the long vowel " يُ " is eliminated as is the case in the conjugation of the triliteral verb of the same root, i.e., " يُرِدَنْ " and " نُرِيدَنْ " .
C. The Measure:

1. Formation: This measure is formed by prefixing "تاء فتحة ت" to "فعل" measure.

2. Meaning and Purpose: This measure may show the consequence of pattern or it may give the intransitive or the reflexive meaning of the "فعل" measure. It may also be used to make a verb from a noun. Examples:

   to teach one's self  تعلم  to cause someone to know  علم
   to learn            علم
   to cause someone to teach

   to advance, to be advanced  تقدم  to cause someone or something to be ahead, to advance something, to offer
   تقدم
   to be honored  شرف
   نفر
   to be introduced  عرقت
   تعرف
   to cause to know, to introduce, to define
   عرقت

In order to clarify this complexity of "consequence or reflexive" meaning, let us take one triliteral verb and illustrate each step that passes through the process of derivation: The triliteral verb "علم" means to know, to have the knowledge of. If you geminate the middle radical of this verb according to "فعل" pattern, thus "علم" it will mean "to cause somebody to know or comprehend", in other words "to teach." Now if you add the prefix "ت" to the form "علم" according to "فعل" pattern, thus تعلم, it will render the meaning of "teaching one's own self" i.e., "to learn" or to put it in other words, if you teach somebody, what is the effect or the result? The effect is that he will learn. Thus through the process of derivation, two new
verbs have been developed, i.e., "علم" to teach" and "تعلم" to learn."

3. Conjugation of "فعل" Measure:

   a. Perfect: The conjugation of this form in the perfect is similar to that of the triliteral verb.

   b. Imperfect: In this conjugation the تقدم pattern unlike the triliteral, would retain the "فتحة" vowel of its first radical. Thus:

   3rd F. 3rd M. 
   تقدم نتقدم 
   نتقدم نتقدم 
   نتقدم نتقدم

   2nd F. 2nd M.
   نتقدم نتقدم 
   نتقدم نتقدم 
   نتقدم نتقدم

   1st 
   نتقدم
   نتقدم

D. فاعل Measure:

   1. Formation: This measure is formed by adding an "Alef" after the first radical of the triliteral verb and affixing the middle radical vowelling with "فتحة". Thus:

   فعل - فاعل
2. Meaning and Purpose: This measure, generally, is transitive. The main purpose of this pattern is to show the relation of the action to a person. It expresses the reciprocal action between the subject and the object of the verb. Examples:

- to visit each other: زارَ to visit
- to correspond: كتبَ to write

The man visited his friend. 
The man exchanged visits with his friend. (visited each other)
The man wrote to his friend. 
The man corresponded with his friend. 

It may also be used to bring out the meaning of an unused triliteral form, such as:

- to travel: سافَرَ
- to participate: شارَكَ (شَارَکَ)

3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: The imperfect conjugation of this measure is similar to that of فَعَلَ and أَفَعَلَ measures, i.e., the vowelling of the imperfect will be "ضَمْتَا". The vowel of its first radical is retained; and a "كُرَة" vowelling is affixed before the last radical. Examples:

- he participates: شارَكَ
- he travels: سافَرَ
- he exchanges visits: زارَ
E. \(\text{نَفَاعَلْ} \) Measure:

1. Formation: This measure is formed by prefixing "\(\text{تَمَّ فَتَّحَةٌ تَ} \)" to \(\text{فَعَل} \) measure.

2. Meaning and Purpose: This measure is always intransitive in function. The main purpose of this pattern is to express the consequences of the \(\text{فَعَل} \) measure, or give the reflexive meaning of the \(\text{فَعَل} \) pattern.

Examples:

- to correspond with each other
- to enter into partnership with someone
- the man exchanged visits with his friend.

The meaning of the above two sentences is the same. However, the structure is different. In the first sentence, "the man \(\text{الرجل} \)" is still the doer (subject) of the verb, and "his friend \(\text{صديق} \)" is still the receiver (object), of the verb. While in the second sentence both "the man and his friend \(\text{الرجل} \) \(\text{وصديق} \)" are doers (subjects) of the same verb and there is no object.

This measure expresses sometimes the repetition of the action of the triliteral: Examples:

- to fall in succession
- to retreat
- to return
It may also express feigning. Examples:

to feign work  

شَغَلَ

work

to feign sickness, to pretend sick  

سَرْضَ

sickness

3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: The imperfect conjugation of this is also similar to that of the triliteral with one exception; the vowelling of the first radical of this measure is retained. Examples:

تَعَاوَرَ  

تَطَاوَرَ  

تَنَاوَرَ  

تَحَاوَرَ

3. Measure:

1. Formation: This measure is formed by adding "ءُمِّرَةِ كَسَرَةٍ ٍّ" as a prefix and "سُميَّةٍ فَتَحَةٍ " as an infix after the first radical of the triliteral verb, while the first radical will be vowelless. Thus:

فَعَلٍ = إِفْتَعَلٍ

2. Meaning and Purpose: The main purpose of this measure is to express the reflexiveness from the transitive triliteral verb. Examples:

to acknowledge, to confess  

عَرَفَ  

عَرَفَ

to know

to gather, to meet  

جَمَعَ  

جَمَعَ

to add, to bring together

to believe  

عَقِدَ  

عَقِدَ

to tie, to intend
3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: This measure is conjugated in the imperfect as the أَفْعَلُ pattern with vowelling of the imperfect prefix "فتحة " instead of " ضمة ", thus:

G. أَفْعَلُ Measure:

1. Formation: This measure is formed by prefixing " إن " to the triliteral verb. Thus:

2. Meaning and Purpose: This measure serves the same purpose of أَفْعَلُ. However they differ in other dimensions which are considered of lesser importance.

3. Conjugation: This measure is conjugated as the أَفْعَلُ measure in both the perfect and the imperfect tenses.
4. **أَفْتَحَ‏‏ُ‏‏‏‏نَفَّلَ** Measures: These two measures are usually grouped together because they both basically:

a. Express the consequence of the transitive triliteral and,

b. Are usually used to reflect passive voice from the triliteral verb.

**H. أَسْتَفْعَلَ Measure:**

1. Formation: This measure is formed by prefixing "إِسْتُ" to the triliteral verb, while the first radical will be vowelless. Thus:

   ‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏...
I. لفول Measure:

1. Formation: This measure is formed by prefixing "هَمَّة كَسْرَة" (هَمَّة كَسْرَة), unvowelling the first radical, and geminating (doubling) the last radical of the triliteral root. Thus:

فْعُلْ - فَفُولَ

2. Meaning and Purpose: The main purpose of this measure is to make verbs out of color or defect adjectives, and thus render the meaning of "to be" or "become" that color or defect. Examples:

- to be or become red: أَحْمَرَ أَحْمَر red
- to be or become black: أَسْوَدَ أَسْوَد black
- to be or become white: أَبْيَضَ أَبْيَض white
- to limp: أَغْرَجَ أَغْرَج lame
- to be or become deaf: أَطْرَشَ أَطْرَش deaf

3. Conjugation:

a. Perfect: The perfect conjugation of this measure is as follows:

<table>
<thead>
<tr>
<th>3rd F.</th>
<th>3rd M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَحْمَرْتِ</td>
<td>أَحْمَرَ</td>
</tr>
<tr>
<td>أَحْمَرْنَا</td>
<td>أَحْمَرَا</td>
</tr>
<tr>
<td>أَحْمَرْنَ</td>
<td>أَحْمَرَنَْا</td>
</tr>
</tbody>
</table>

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b. Imperfect: This measure is conjugated in the imperfect as follows:
III. VERBAL DERIVATIVES

There is no Arabic verbal form corresponding to the English infinitive. The Arabic verb contains elements of time, action and person; therefore, nouns derived from verbs cover one or two of these elements.

A. Noun of Subject "الفاعل اسمُ":

1. Description: This noun indicates the doer of the action of the verb. It is also known as "the Active Participle", "the Noun of Agent", or "Present Participle."

The Noun of Subject correlates with an underlying verb, has the same root as the verb, has a predictable pattern, and has a verb-like meaning. It is used as a noun or an adjective. Occasionally it seems to function as a verb, but it still retains its usual noun endings.

2. Construction:

a. The "فاعل" pattern is used to form the Noun of Subject from most of triliteral verbs:

(1) Sound

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>writer</td>
<td>كتاب</td>
</tr>
<tr>
<td>dweller</td>
<td>ساكِن</td>
</tr>
<tr>
<td>player (music)</td>
<td>عازف</td>
</tr>
<tr>
<td>going (person)</td>
<td>ناهب</td>
</tr>
<tr>
<td>sitting (person)</td>
<td>جالِس</td>
</tr>
</tbody>
</table>

70
(2) Middle Weak Verbs: The "ألف" of such verbs is changed into "همزة كسرة" and then the verbs are fitted into the "فاعل" pattern. Examples:

- sleeping (person) نائم
- spread, common شاع
- visitor زائر
- seller بائع

(3) Final Weak Verbs: The long vowel "ألف" or "يا" is dropped after the verb is fit into the "فاعل" pattern. A "كسرة" will be placed under the last consonant if it comes as an indefinite noun nominative or genitive. Examples:

- remainder or remaining باقي
- inviting (one) داع
- walking (one) ماش

When such a Noun of Subject comes in a definite form, a "يا" is placed as the last radical of that noun. This "يا" will be considered as a long vowel for the preceding consonant when that noun is either in nominative or genitive case. As for the accusative case, this "يا" will take a "فتحة". Examples:

The remainder of the account هو عشر لiras.

I took ten liras (pounds) from the remainder.

I sent the remainder of the account.
(4) Geminated Verbs: The last two radicals of such verbs will remain geminated when they are fitted into the "فَاعِل " pattern. Thus:

- passing by (one) مَارَ
- loving (one) حَابَ

(5) Verbs with "هَمْزَة " as their first radical: The pronunciation of such verbs in the "فَاعِل " pattern is the same as that of the sound triliteral; only its writing will be different; A "دَمَ " is placed over the "الف " instead of the "هَمْزَة " Thus:

- eater أَكَلَ
- taking (one) أَخَذَ
- commander أَمَرَ
- commanding (one) أَمِرَ

The plural of the Noun of Subject is, generally, regular masculine plural. It would take the broken plural, however, when it functions as a noun with a specialized meaning. Examples:

- clerks كُتَاب
- workers عَمَال
- students طُلَاب

- clerk كَانِب
- worker عَامل
- student طَلَب

- to write كُتَب
- to do عَمل
- to ask طَلبَ
There are some nominal forms which are commonly adjectival in function or meaning. The most usual form is "مفعول". This form is used to construct an adjectival noun, an adjective similar to the Noun of Subject from "فعل" type verbs. These verbs are reflexive in meaning and function. Examples:

- big, large: كبير
- much, many: كثير
- small: صغير
- far: بعيد
- near: قريب

The Noun of Subject has the feminine ending "تاء مربوطة" if it describes a feminine noun. Examples:

- visitor: زائر + ة > زائرة
- student: طالب + ة > طالبة
- big: كبير + ة > كبيرة

b. More than three radicals: The forming of the Noun of Subject from verbs of more than three radicals will be constructed from the imperfect form of that verb. It would follow the following general procedure:

1. Substituting the imperfect prefix with a "مهم ضمة م", dropping the suffix, if there is any; and

2. Changing the vowel of the consonant before the last one to "كسرة م". Examples:
waiting person
singer
teacher
sorry, saddened (person)
user
assistant, helper
finished (one)
buyer

You should note in the above examples that the rule of dropping the long vowel when it comes as a last radical of the verb form, applied on the triliteral verbs, is also applied here.

The plural form used for these Nouns of Subject is also, generally, the regular masculine plural as it is the case with that of the triliteral verbs.

These Nouns of Subject, like the nouns of triliteral root, would accept the feminine ending "ـة مَلْبَّة " if they describe feminine nouns. When the last radical is a long vowel, that long vowel is retained when accepting the feminine ending. Example:

buyer F. ْمُسْتَرِبَّة ـة
buyer M. ْمُسْتَرِبَّة

B. Noun of Object "المَفْعُول"

1. Description: This derived noun is also known as the passive participle. It is derived from the verb to indicate the object of the verb,
the one upon which the action falls, or the receiver of the action.

The Noun of Object, like the Noun of Subject, is used mostly as noun or adjective and occasionally it seems to function as verb, but still retains its usual noun endings. The Noun of Object, when used as an adjective, may often be translated by an English Past Participle.

2. Construction:

a. The "مفعل" pattern is used to form the Noun of Object from the triliteral verbs. Examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>written, a letter</td>
<td>كتبّ مكتوب</td>
</tr>
<tr>
<td>placed, subject</td>
<td>وضع موضع</td>
</tr>
<tr>
<td>famous</td>
<td>شهير مُشْهور</td>
</tr>
<tr>
<td>shown, displayed</td>
<td>عرض مَعْروض</td>
</tr>
<tr>
<td>found</td>
<td>وجد مَوْجَد</td>
</tr>
</tbody>
</table>

When the triliteral verb has a long vowel as its middle radical, the "واو" of the "مفعل" pattern is dropped and the long vowel of the stem is retained. Examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>said (thing)</td>
<td>قال يَغُول مَغْول</td>
</tr>
<tr>
<td>sold (thing)</td>
<td>بِيعٌ بِيْع مَبْيِع</td>
</tr>
</tbody>
</table>

If the third radical of the triliteral verb is a long vowel then the Noun of Object is formed as follows:

(1) When the root of that long vowel is "ياء ي", then the "واو" of the "مفعل" pattern is changed into "ي" and geminated with the "ي" of the verb. Thus:
(2) When the root of that long vowel is "وَأَوَاء", then the "وَأَوَاء" of the "ضعف" "فعل" pattern is geminated with the "وَأَوَاء" of the verb. Thus:

invited (person) دَعَٰرُبٌ ٌمَّدَعَٰرٌ
guest

(3) When the triliteral verb ends with a double consonant (geminated), then this gemination is dropped and the verb is fit into the "ضعف" pattern. Thus:

loved (one) حَبَبٌ ٌمَّحَبَٰبٌ
liked (one) وَدٌ ٌمَّوَدٌ

The Noun of Object formed from the triliteral verb has, usually, a broken plural form on the measure "مَفاعِيل" when its meaning does not denote people. Examples:

letters; written (thing) مَكَانٌ مََمَكَانٌ
subjects; placed (thing) مَوضِعٌ مََمَوضِعٌ

When the meaning of the Noun of Object denotes people, then generally it has a regular masculine plural. Examples:

famous (people) مَرَفَعٌ مََمَرَفَعٌ
found, present (people) مَوجُودٌ مََمَوجُودٌ
The Noun of Object, like the Noun of Subject, when used as a feminine noun or adjective, will take the feminine ending "ناء مربوطة".

Examples:

famous F مُشْهور + ة > مَشْهورة
invited F مُدَعوّ + ة > مَدَعوّة
found F مَوجَود + ة > مَوجوّة

b. More than three radicals: The Noun of Object from verbs which are of more than three radicals is formed, like the Noun of Subject, from the imperfect forms of these verbs.

The general procedure is similar to that of the Noun of Subject with one major difference, i.e., the vowelling of the consonant before the last one is "فتحة". Examples:

expected مُنْتَظَر
composed يُحْكَم
used يُسْتَعْمَل
organized يُقْمَ
introduced يُمَرَّ

When the verb has a long vowel "ألف" before the last radical in the imperfect, that long vowel is changed into "أم" instead of the regular "فتحة". Example:

wanted يَرِيد مُرَاد

There are some verbs which their forms for Noun of Object are common between the Noun of Object and the Noun of Subject because of the meaning they render. Examples:

77
excellent

needed

rested

The plural of the Noun of Object (more than three radicals) is generally a regular masculine plural. Examples:

مَنَاز،ْ

or

مَنَاز،ْ

or

مَنَاز،ْ

or

مَنَاز،ْ

Basically, the Noun of Object is formed from transitive verbs. However, it is possible to form the Noun of Object from intransitive verbs provided that it is followed by an adequate preposition. Examples:

سَرَى لِهُ

sadden upon

يَخْرَى

embarrassed from

يَخْرَى

ashamed of (it or him)

سَلَى (يَسَلَى)

sat in (it)

يَعْتَدَى

believed in

يَعْتَدَى

needed (to)

يَعْتَدَى

C. Noun of Action:

1. Description: The two derived nouns, Noun of Subject and Noun of Object, explained in the previous sections, deal with the persons and the action of the verb. The Noun of Action expresses mere action, state, or being of the verb, and is unlimited by subject, object, or time. This noun is also known as "Verbal Noun". It is called in Arabic "المصْدَر" the source" or "origin".
2. Construction:

a. Triliteral Verb: The Noun of Action is formed from both transitive and intransitive verbs. From triliteral verbs, it is irregular in its formation. It is determined, therefore, by the dictionary. Examples:

- writing
- sitting
- hearing
- going
- showing

A verb may have more than one Noun of Action especially if it has different shades of meaning. Examples:

- study or course
- passing
- occurrence

- lesson
- passing; traffic
- effect; impact

b. More than Three Consonants: The Noun of Action formed from the quadriliteral or the derived verb has the same function as that of the triliteral, i.e., expressing the verbal meaning in the noun form. However, unlike the triliteral, the formation of the Noun of Action from a quadriliteral or any derived verb is according to specific measures or forms. The following are measures used to form the Noun of Action for all the derived verbs which have been covered in this text:

(1) 

Pattern: The Noun of Action "أَلْصَدِّر" for this pattern will be according to:
(a) تَنْفَعِيل (for all verbs except those which end with a long vowel or a "هَمْرَة", examples:

- teaching
- photography
- repair
- exercise
- arrangement
- introducing,
  definition

(b), generally for the verb which ends with a long vowel or a "هَمْرَة". Examples:

- naming
- education,
  bringing up
- apportioning

(2) Pattern: The Noun of Action "المَصْدَر" for this pattern is formed by changing the vowel of the geminated consonant into " ضَمَّة" Thus: Examples:

- learning
- speaking
- honoring

(3) Pattern: The Noun of Action "المَصْدَر" for this pattern will be either on "مَفَاعِلَة" form or "فَعَال" form. It is not necessary that the verb in this pattern should have both forms of Noun of Action "المَصْدَر". There are, however, a few verbs which accept both of these
forms as their Noun of Action. In such a case, there is a shade of different meaning developed, through usage, between the two forms. Examples:

participation  شارکة  
book  كتاب  
defense  دفاع  
correspondence  كاتبة  
defending  دفاعة  
treatment  عاملة  
help, assistance  مساعدة

Pattern: The Noun of Action "المصدر" for this pattern is formed by changing the vowel of the consonant before the last into " ضمة "  " ".

Examples:

retreat  تراجع  
feigning work  تماشيل  

Patterns: The Noun of Action "المصدر" for any one of these patterns is formed according to the following general procedure:

(a) The vowelling of the initial "همزة " is always " "  "كسرة ".

(b) Adding the long vowel "Aleph " before the last consonant.

(c) The consonants between the initial "همزة " and the added long vowel, which have "سكون "  " " would retain that "سكون "; while those which are vowelled would change their vowels into "كسرة "  " ".

Examples:
c. When the verb ends with a long vowel, that long vowel, in applying the above procedure, is changed into "همزة همزة". Examples:

- end
- giving
- buying

(d) When the long vowel occurs before the last consonant of the verb, then the Noun of Action form would be according to one of the following two steps:

1. A "ناء مربوطة" is added at the end of the form instead of the long vowel " ألف". Example:

- want

2. The long vowel " ألف" of the verb is changed into "ي" and then the " ألف" of the Noun of Action form is added. Examples:

- need
- regularity

(e) The plural of the Noun of Action from these derived verbs is generally, the regular feminine plural.
f. The Noun of Action "شراء" (buying) is not as commonly used as "شراء", the Noun of Action from the triliteral verb.

3. Use: It is often used with its own verb to strengthen or to reinforce the meaning of the verb. In English this use is relatively rare, but in Arabic this case is quite frequent. Examples:

The days passed (by us) fast. 
مرَّتْ يَنَا الأَيَامُ مُرَّتَا سَريعاً.

The student studied a lot. 
دَرَسَ الْعَلَمَيْدُ دَرَسَا كَثِيراً.

Unlike the Nouns of Subject and Object, it is only used as a noun and not as an adjective.

Generally, the plural of the Noun of Action "المصدر" is the regular feminine plural. Examples:

كتبَاتُ
دراساتُ
طلَبَاتُ

D. Noun of Place and Time :

1. Description: This form of a derived noun denotes the time or place "المكان" or "الزمان" of an action. It is formed from both transitive and intransitive verbs.

2. Formation:

a. Triliteral Verbs: The noun of place and time is formed from the imperfect by substituting "ـَـ" for the imperfect prefix of the third person masculine singular conjugation.
(1) When the vowel of the middle radical of the verb is 
( كَسْرَة \( )\), no change in the vocalization is required, thus "مَفْعَل".

Examples:

- place of paying out, bank
  صَرْفُ مَصْرِف
- place of sitting, assembly
  جَلْسَةُ مَجْلِس
- place of exhibition, exposition
  عَرْضٌ مَعْرِض

If the first radical of the verb is weak "و" or "ي" in the stem, the noun of place and time will be of the measure "مَفْعَل" as explained above regardless of the vocalization of its middle radical in the imperfect. Examples:

- time or place of appointment
  وَقَعُ مَوْقِع
- place of falling, location
  وَقَعُ مَوْقِع
- place of standing, position
  وَقَعُ مَوْقِع

(2) When the vowel of the middle radical of the verb is
( فَتْحَة \( ) or ( فَتْحَة ) ( ضْمَة ) ( فَتْحَة ) \( )\) it will be ( فَتْحَة \( ) thus "مَفْعَل" for forming the noun of place and time. Examples:

- place of writing, office
  كَتَبُ مَكْتَب
- place of sleeping, bed
  نَامُ مَنَام
- place of eating, restaurant
  طَلَمُ مَطْمَع

There are some verbs with ( ضْمَة ) ( فَتْحَة ) or ( فَتْحَة ) ( ضْمَة ) ( فَتْحَة ) in their imperfect yet their commonly used noun of place and time is of "مَفْعَل" measure and not "مَفْعَل". Examples:
place of dwelling, house
سُكَّنَ يُسَّكِّنَ مَسْكَنَ
place of praying, mosque
سَجَدَ يُسَجِّدَ مَسْجِدَ
time or place of sunrise, east
شَرَقَ يُشَرَّقَ مَشْرَقَ
time or place of sunset, west
غَرِبَ يُغَرِّبَ مَغْرِبَ

b. Derived Verbs (Verbs of more than three radical): The Passive Participle of these verbs is used for the noun of place and time.
Examples:
time or place of ending, end
إِنَّهُ يُنْهَيُ مَنْهَي
hospital
إِسْتَشْفَى يُسْتَشْفَى مَسْتَشْفَى
place of meeting
إِلَّا يُلْتَقَى مَلتَقَى

c. A (تاء مربوطة) is sometimes added to the measure "مَفْعُول" or "مَفْعُول" to express abundance of the thing implied, and the measure will be "مَفْعُول" regardless of the middle radical vocalization.
Examples:
library
مَكْتَبَة
school
مَدْرَسَة
butchery; massacre
مَجْرَة
press
مَطْبَعَة

E. Noun of Instrument

1. Description: Nouns of Instrument describe the instrument with which actions of verbs are performed. They may be derived or original nouns.
2. Construction: The derived nouns are taken from triliteral transitive verbs only and have three regular patterns, i.e., مَفَعَالٍ, مَفَعِّلٍ, and مَفَعَلَةٍ. There is no way, however, to indicate which verb will yield a noun of instrument according to one of these three patterns and not the other.

The plural of مَفَعَالٍ and مَفَعَلَةٍ patterns is مَفَعَلٌ, while the plural of مَفَعِّلٍ pattern is مَفَعِّل. Examples:

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>gun</td>
<td>مَفَعَلٍ</td>
</tr>
<tr>
<td>file</td>
<td>مِْتَرَدٌ</td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>wallet</td>
<td>مِْتَفَعَةٌ</td>
</tr>
<tr>
<td>spoon</td>
<td>مِْتَفَعَةٌ</td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>key</td>
<td>مِْتَفَعَةٌ</td>
</tr>
<tr>
<td>measure</td>
<td>مِْتَفَعَةٌ</td>
</tr>
</tbody>
</table>

3. The original nouns of instrument exist independently in the language and do not follow any of the derived patterns. Examples:

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil</td>
<td>قَلمٌ</td>
</tr>
<tr>
<td>fork</td>
<td>شَوَّكَةٍ</td>
</tr>
<tr>
<td>knife</td>
<td>سَكاكِينُ</td>
</tr>
<tr>
<td>ax</td>
<td>فِؤٍوسٍ</td>
</tr>
</tbody>
</table>
F. Noun of Excess: This derived noun, called in Arabic "صيغة" المبالغة form of Excess", has the meaning of the Noun of Subjectَ to which is added the idea of intensity of profession. It has various forms or measures which are mainly derived from the triliteral root. The most important of these forms are فعال and فعال. The plural of these forms is the regular masculine. Examples:

1. Form:

<table>
<thead>
<tr>
<th>Plural</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>غسلاءن، غسلين</td>
<td>washer</td>
</tr>
<tr>
<td>خلافن، خلفين</td>
<td>barber</td>
</tr>
<tr>
<td>خياطن، خياطين</td>
<td>tailor</td>
</tr>
<tr>
<td>طباخون، طباخين</td>
<td>cook</td>
</tr>
</tbody>
</table>

2. Form:

<table>
<thead>
<tr>
<th>Plural</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>صبورن، صبورين</td>
<td>patient</td>
</tr>
<tr>
<td>أكلون، أكلين</td>
<td>eater</td>
</tr>
<tr>
<td>كفوون، كفونين</td>
<td>comparable</td>
</tr>
</tbody>
</table>

(excess)
CHAPTER FOUR

PARTICLES

The particle in Arabic is called حُرُوفُ الْجُرُر Pl (which also means "letter"). Particles are of several types, and include such words known in English as Prepositions, Conjunctions, Interjections, and sometimes Adverbs. The following grouping is based upon the function of these particles:

I. PREPOSITIONS حُرُوفُ الْجُرُر

A. Prefixed:

1. بـ = in; by or with
   a. بـ in the meaning of "by" or "in". Examples:
      I went to Damascus by way of Beirut.
      زَهَتْ إِلَى الدِّيْار بِطَرِيقِ بيروت.
      We visited the old ruins in our way to Baghdad.
      زَرُّنا الْأَنَاَر الْقَديَّة بِطَرِيقِنا إِلَى سَبُدَاد.
      In the name of God.....
      يَسْمَعُ اللَّهُ....
      The check was in my name.
      أَلْسَكُ كَانَ يَسْمَعُ.
   b. بـ as instrumental. Examples:
      I wrote with the pencil.
      كَتَبْتُ بالْفَلِس.
      He came from Cairo by plane.
      جَاءَ مِن الْقَاهِرَة بِالطَّائِرَة.
   c. بـ as construed with verbs. Examples:
      The President met with the Ministers.
      الْرَّئِس اجْتَمَع بِالْوَالِدَة.
I began (with) my work yesterday.

He declared that he does not approve this policy.

d. ~ as a means to change an intransitive verb of motion into transitive or causative. Examples:

The Commandant inspected the units.

He held a dancing party.

He brought the book.

لـ for; to; because of; or it may indicate possession.

a. لـ in the meaning of "to" (sometimes interchangeable with (~"ـ)). Example:

I went to the market in the morning.

b. لـ in the meaning of "for". Example:

This paper is for writing.

c. لـ in indicating possession. Example:

I have a new car.

d. لـ in introducing the direct object of a verb. Example:

I wrote to them a letter.

e. لـ is used to denote purpose or cause. Examples:

He is always ready to help us...

I heard that he is sick, so I wrote him a letter

so, therefore لـ لـ or لـ
f. ـ لـ it denotes the English "of" when it follows an indeterminate noun. Examples:

a book of (belonging to) Shakir. ـ كـِتابٌ لـِشاكِرٍ.

a friend of mine. ـ صديقٌ لي.

The Reading Book of (i.e., written by) Al-Kaylani ـ كـِتابُ الـِقراءَةِ لـِلكـِلاـنِ.

The following are common expressions with ـ لـ:

his right and his duty; ـ ما لـُهُ و ما عـَلـِيهِ.

his credit and his debit. ـ هـل لـكَ أن ... ؟

do you want to .....? ـ قرـأتُ لـهُ كـِتابًا.

I read a book by him. ـ فـَامـوْا لـِتـَعاوَنُـناـ.

they set out in our support. ـ لـِلـِمـرـاـرِ الأـلـّـــوـنـ.

for the first time. ـ لـِأـوـلِ وـهـَـَـَـَـلة.

at first sight; right away.

3. ـ كـ = as, like: It is prefixed to a noun to render the

meaning of "as" or "like" that noun. It is synonymous with مـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِ~

B. Separated:

1. إِلـى = to, unto, into or until (generally expresses motion toward). Example:

I walked to the end of the street. ـ مَـشَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـ* ~

2. حـَتَّى = up to, as far as. Example:

I read in this book up to page 105. ـ قَرَأْتُ فِي هـِذَا الـِكَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَـَ~

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3. **على** = over, on. Example:

You will find the book on the table.

**على** = It is also used to show that a duty or a burden lies on one. Examples:

This is a duty incumbent on every man.

**على**:  

It is the duty of ...... a preference over.

The following are common expressions with **على**:

- **على** فَقْرٍ الْأَمْكَانِ.  

according to

on condition that, provided that

very gladly, with pleasure

at any rate, in any case, anyhow.

especially

absolutely

he was right

to be informed about

don't worry about ... don't mind

on his expense

through him

as it is said
according to his habit

at the time of

I implore you by God

4. عَنْ = from, concerning. Examples:

The house is far from the school.

He does not know anything concerning this subject.

The following are common expressions with عَنْ:

to his (or at) his or its right

... feet above sea level

by way of, via

in good faith

justly

for fear

shortly

day after day

he died at the age of eighty

5. في = in, into. The following are common expressions with في:

three times five

five meters by ten

lie after lie

idle talk
in the past
in the following, as follows
afterward
as I believe
among themselves
in case that ....

6. مع = with, besides, despite. The following are common expressions with مع .

although مع أن
in spite of it, nevertheless مع هذا
in spite of all that مع كل هذا

7. من = from, with respect to; it indicates motion from a point, and when it is used with the comparative form, it means "than".

Example:

My notebook is smaller than his notebook.

The following are common expressions with من:

among other things .... من ذلك أن ....
some of them went to the movie، من ذهب إلى السينما
some of them went to the coffee shop، من ذهب إلى المقهى

someday يوم من الأيام
something or other أمر من الأمور
he ate (a little, some) of the food أكل من الطعام
nobody can
a garment (made of) of silk
at the moment
get out of here!
by, on the part of
for somet ime
he entered through the gate
he is amazed ....

8. منذ = since. The following are the common expressions with منذ:

for a month; a month ago
for the past few days; a few days ago
from now on, henceforth
since he was a child

C. Nouns Acting as Prepositions: Nouns put in the adverbial accusative
(discussion in CHAPTER FIVE - SYNTAX) may act as prepositions. Examples:

خارج = outside:
outside the home

داخل = within, inside:
inside the school

 أمام = before, opposite (place):
before (opposite) the station

بعد = after (time):
after the meal
before = before (time):
before evening
قبل السَّاء

among = among; between:
between the students, between me and him
بين الْتَّلِمِيدِينَ، بَيْنِي وَبَيْنَهُ.

under = under:
under the table
نَحْطَ الطَّاْوَة

above, over, on = above, over, on:
on the building
فَوْقَ الْبِنَاءَة

around, about = around, about:
around the city
حَوَلَ الْمُدِينَة

without; below; before = without; below; before:
He drinks coffee without milk.
يَشْرِبُ القَهْوَةْ بَيْدُو مَلَحِبَهْ.

a deed without precedent
عمل دون سابق

those below the age for military service.
الذِّينَ هُمْ دَونَ آلِيْسِن المَعْنِسِرِن

down the fourth hour
عَنْدَ

with; at; conveying the meaning of "to have":
I sat with them.
جلستُ عنهُم

I came at sunrise.
جِلَتَ عَنْدَ طَلْعَ شَمْسِ

I have a book.
عَنْدَيْ كَنَّاب

towards; approximately = towards; approximately:
towards the North

There are approximately 25 students.
هُنَاكَ نَحْوَ ٢٥َ تَلْمِيذًاَٰ. ٩٥
II. CONJUNCTIONS

A. Prefixed:

1. و = and

2. و = and; and then:

Mr. Ahmad entered the room and then Mr. Shakir.

B. Separated:

1. بل = but rather; on the contrary:

I did not go to Beirut, but rather I went to Damascus.

It is not separated, on the contrary it is interlocked ....

2. إذ = when; since:

I visited the old relics when I was in Baghdad.

We do not go to our work tomorrow since it is (conide with) Independence Day.

3. الا = except:

I did not find anybody at the club except my friend Ahmad.
4. َََّ ََّ ُّ = as for:

As for my brother Salem, he is still in college.

5. اوُُ = or:

Is this a book or a notebook?

6. اوُُ = either ... or

either this or that

7. اوُُ = ... or ...

Did you visit him or did you write to him?

8. ََِّ = while:

I saw him while I was talking with the director.

9. ثم ُُُ = then, thereupon:

We studied our lesson then we left for the coffee shop.

10. حتِى ُُُ = until

The student studied his lesson until nine o'clock.

11. لِماُُ = when, after

I arrived in the city after my brother had left it.
III. SUBJUNCTIVE

Placing the imperfect in the subjunctive mood:

A. 
B. 
C. or

Discussion in CHAPTER FIVE - SYNTAX

IV. JUSSIVE

Placing the imperfect in the jussive mood:

A. 
B. 
C. 

Discussion in CHAPTER FIVE - SYNTAX

V. VOCATIVE

\[ \text{حُرُوفُ النَّداة} \]

A. + Indefinite Noun 0! man (say you) 0! Shakir

B. + Definite Noun 0! teacher 0! students 0! girl

VI. ANSWER

\[ \text{حُرُوفُ الجُواب} \]

A. = yes
B. = no
C. = yes (after a negative statement)

Haven't you bought the tickets? Yes.

\[ \text{اَمَّا اِشْتُرِيتَ الْبِطاقَةُ؟ بَلِيْ.} \]
D. َّيَلَ = yes, yes (after a positive statement):

Did you write the letter? َّيَلَ الرَّسَالَة؟
Yes, yes.

VII. NEGATIVE
حُروف النَّفي

A. َّلا = no; generally negate the imperfect.

B. َّما = no; may negate the perfect and the imperfect.

C. َّلم = no; is followed by jussive.

He has not studied.

D. َّلا = will not (emphatically); is followed by subjunctive.

He will not work with us.

Discussion is found in CHAPTER FIVE - SYNTAX.

VIII. INTERROGATIVE
ادَّوات الاستِفهام

A. َّل؟
Is this a book?

B. َّأَتَكَتَدَرَسَك؟
Did you write your lesson?

IX. PARTICLES AFFECTING THE MEANING OF AN EXPRESSION, by their position in the sentence:

The student can read.

A. َّذَا = then, in that case:

In that case, the student can read.
B. إنما = only, however (used at the beginning of a sentence to limit the clause at the end):

However, the student can read.

C. فقط = only merely:

The student can only read.

D. فقط = never (follows a negative imperfect):

The student can not read at all (never).

E. قد = expresses certainty when preceding a perfect; expresses probability when preceding an imperfect. Examples:

The student studied his lesson.

The student had studied his lesson.

The student probably studies his lesson.

Use of "قد" with "قد": When the particle "قد" comes at the beginning of a sentence, the preposition "لـ" is usually prefixed to "قد", thus "لقد". This combination, however, has no effect on the function of "قد". Examples:

The man had gone to his house.

The doctor examined me yesterday.

F. أي = that is:

The party was private, that is only for the members of the family.
X. PARTICLES OF CONDITIONS

A. Likely (possible) condition:

1. If Shakir travels I shall travel with him.

2. If you wish that, (then) it is your concern (the matter is yours).

If you write to him, (then) inform him about my condition.

If you study, you will succeed in the examination.

B. Unlikely Condition:

1. If I were President (but I am not, and am not likely to be) I would put an end to the troubles.

2. If the Lord had wished, He would have made men one people.

(Qur'an 11, 120.)
3. لو أن التقدم العلمي بقطر الوصلات فاصية.

If it were not for the advancement of science, communications would have remained inadequate.

4. لو أن

If only you had studied, you would not have failed.

Note:

For detailed explanation of conditional sentences and their particles see CHAPTER FIVE "Conditional Sentences" in this handbook.
CHAPTER FIVE

SYNTAX

In the Chapters on Morphology, descriptions were provided in terms of structure, form and type. In this Chapter on Syntax, descriptions are provided in terms of position and word order in the structure of sentences.

I. NOUN-IN-CONSTRUCTION

A. Structure: This structure is used to express the genitive relation between two nouns in Arabic. The noun possessed loses its "نَحْنَة" and always immediately precedes the noun possessing. The first is known as the "noun-in-construct" the annexed one" and the second as the "complement" of the construction "الضاغط إِلَى الفاعل" the annexed to". The complement may be definite or indefinite and is always in the genitive case. The "noun-in-construct" is always indefinite in form, and its case depends upon its role in the sentence.

B. Purpose: The purpose of this construction is:

1. Definity: When the complement "الضاغط إِلَى الفاعل" is definite, the purpose of construction is for identification or introduction. Examples:

The boy's book (the book of the boy).  
كتابِ الولد.

The teacher's room (the room of the teacher).  
غرفةِ المَعْلِم.
2. Specialization (categorization): When the complement ْلَمْضَافِ إِلَيْهِ is indefinite, then the purpose of the construction is considered to be for specialization (categorization) as:

A history book (the book of history).  
كتاب تاريخ.

A man's room (the room of a man).  
غرفة رجل.

This construction also implies the following preposition:

a. "في": The construction has the force of an implied preposition "في"، when the complement "لَمْضَافِ إِلَيْهِ" is used as an adverb of time or place for the first, "لَمْضَافِ إِلَيْهِ". Example:

The evening meal.  
أكل (في) السُّمَاء.

b. "من": The construction implies the preposition "من" from" when the complement "لَمْضَافِ إِلَيْهِ" denotes the material of the first. Example:

A cotton shirt.  
قميص (من) قطن.

c. "ل": If the first part "لَمْضَافِ إِلَيْهِ" is a property of the complement. "لَمْضَافِ إِلَيْهِ", the construction will be in the meaning of the preposition "ل" for". Example:

My brother's car  
سيارة أخي.

The servant of the President  
خادم الرئيس.

3. The noun-in-construct ْلَمْضَاف is always translated into English as though it were definite.
4. To express sentences such as the English "a book of the boy", Arabic does not use this construction, instead, it employs the adequate prepositional phrase, thus:

A book for the boy.

كتاب لولد

Whenever a noun in construct "المضاف" is modified by an adjective, that adjective must follow the complement. When the adjective used in this construction may be considered to modify either the "المضاف" or the "المضاف إلى", it is better to break the construction by attaching an adequate preposition to the complement "المضاف إلى" and placing the adjective after the noun desired. Examples:

Should be broken to read:

في كتاب لولد الكمبر

In the big book (related) to the boy

في الكتاب لولد الكمبر

or

في الكتاب لولد الكمبر

In the book (related) to the big boy

5. If the noun in construct "المضاف" has more than one complement, the complement usually follows one another, separated only by a conjunction. Example:

The teams of Iraq, Egypt, and Jordan arrived (in the city).

وصل المدينة فرق العراق ومصر والأردن

6. In Modern Arabic it is possible to have two nouns in construct "المضاف" for one complement. Example:

The pencil and the book of the boy.

قلم وكتاب لولد
II. SENTENCE

A. Types: According to the Arabic classification, a sentence is either equational (nominal) or verbal, depending generally upon whether the noun or the verb begins the sentence.

1. Equational (المبتدأ): The main parts of the equational (nominal) sentence are:

   a. Noun - Subject (المبتدأ the beginning one): Must be, generally, definite or modified in order to precede the predicate. Examples:

      The student is at home.  
      ًُُْلِمْدُ في ًُْبَتِ.  
      Ahmad is diligent.  
      ًُْمُدْ مَجدُد.  

      If the subject is intended to be indefinite, then the predicate will come first. Examples:

      I have a book.  
      َعِنْدي ْكِتاب.  
      There are students in the school.  
      في ًُْمَدْرَسَة ًُْلِمْدُ.  

   b. Predicate (خبر: news): Can be another noun, a phrase or a verbal sentence to give complete meaning or information. Examples:

      The girl is beautiful.  
      ًُْبَتَت جَبَلَة.  
      The girl is at home.  
      ًُْبَتَت في ًُْبَتِ.  
      The girl wrote her lesson.  
      ًُْبَتَت كَتَبَت درْسَها.  

      The subject and the predicate of an equational sentence are always in the nominative case unless either one is affected by a particle or other factors which will change its case.
The tense of an equational sentence, for translation purpose, is present tense unless it is indicated otherwise by the influence of a verb, etc.

In Arabic there are no equivalents to the English "am", "is", "are." Examples:

What (is) this? ما هذا ؟
This (is) a cup. هذا فنجان.

The word order in Arabic does not change when a statement is changed into a question, as is the case in an English sentence.

2. Verbal (فعل): When a sentence begins with a verb it is known to be a verbal sentence. The verbal sentence consists of:

a. Verb: Is in the third person singular and agrees with the subject only in gender, unless the subject is a pronoun mentioned through the conjugation. When the subject is a plural not denoting human beings, the verb is in the third person feminine singular, except when the subject does not follow the verb immediately, in which case the verb may be either masculine or feminine.

b. Subject: Called in Arabic الفاعل (the doer). It is always in the nominative case.

c. Object: The verbal sentence may have a direct object called in Arabic الفاعل بـ (the done on, the receiver of the action) depending upon the nature of the verb, transitive or intransitive. The intransitive verb cannot take a direct object. The object is always in the accusative case. It may be in the form of a pronoun suffix, a noun, or
a phrase - the accusative case sign is assumed if the object is a phrase or a clause. Examples:

The student wrote the lesson.  
كتَبَ التَّلْمِيدُ الْدِّرَسَ.

The student (E) visited the teacher (E).  
زَارَ التَّلْمِيدُ السَّمِّيْعَةَ.

The students travelled today.  
سَافَرَ التَّلْمِيذُونَ الْيَوْمَ.

The girls lived in the house.  
سكنَتْ السَّنَاتُ فِي هَذَا الْبَيْتِ.

They read the local newspapers.  
يَقُرُّونَ الْجِرَاءَ الدِّمَلِيَّةَ.

We visited them.  
زَوَدْنَاهُمْ.

The new stallions ran in the horse race three days ago.

ِرَكَضُوْتُ الْحَصَّنُ الْجِدِيدَةُ فِي سَبَاقِ الْحَصَّنِ قَبْلَ نَهَارَةٍ أَخَامٍ.

or

ِرَكَضُوْتُ نَهَارَةٍ أَخَامٍ فِي سَبَاقِ الْحَصَّنِ الْجِدِيدَةُ.

B. Particles and Verbs Affecting the Equational Sentence:

1. Particles Affecting the Subject: Whenever any one of the following particles is used with the nominal sentence it will change the case of the subject from nominative to accusative.

   a. إنَّ or أَنَّ verily, indeed, that, express assurance.

   These two particles are actually one particle with two different vowelling for the.

     : إنَّ (1)

     (أَنَّ) هَمْرَةً  

     (إنَّ) هَمْرَةً  

   The (أَنَّ) هَمْرَةً (إنَّ) (1)

   whenever this particle comes at the beginning of a sentence or after the verb (قالَ) "say". When it comes at the beginning of a sentence, it is usually omitted in translation. Examples:
The weather is beautiful in Damascus.

He said that his wife bought an "aba".

(2) The (َاء) will take the short vowel (ا) whenever this particle comes at any other place in the sentence than the ones listed above. Example:

My brother wrote that the trip was very pleasant (enjoyable).

b. "but" and "because". Examples:

The Summer is hot but the Winter is cold.

There are many people on the seashore, because the weather is beautiful.

If the subject of the nominal sentence is a pronoun, it will be attached as a suffix to any of these particles. Examples:

because they but she verily he

because she but you (S) verily you (Pl)

2. Verbs Affecting the Predicate: The verb كان and related verbs put the predicate in the accusative. These verbs, known as "كان and its sisters كان وأخواتها", alter, change or negate the information given in the basic sentence. Listed below are the most frequent verbs, of this group, with their functions:

a. كان "was"

The weather (climate) is cold.

The climate was cold.
b. لَيْسَ "is not"

The climate is cold.

The climate is not cold.

c. صَارَ "became"

The climate is cold.

The climate became cold.

d. مَازَالَ "still, continue"

The climate is cold.

The climate is still cold.

e. أُصِيبَ "to become"

The climate is cold.

The climate became cold.

"زال - يزال" "to cease" is commonly used with the negative particles "ما" or "لا". When the verb "زال" is in the Perfect form, it takes the negative "ما"; when it is in the Imperfect form, it takes the negative "لا". The meaning rendered through this combination, whether the verb is in the Perfect or in the Imperfect form, is "not cease" or "still" in the present time. Examples:

This institute still exists.

The teacher is still in the school.

The students are still in the room.

I am still working on my own.
"اصبح" "to become", when used to render this meaning, may be used interchangeably with "صار". However, it may render the meaning of "to begin", "to start" or "to resume" when it is used as an auxiliary followed by another verb in the Imperfect. Examples:

The weather is cold.

المناخ بارد.

The weather became cold.

اصبح المناخ باردًا.

Some of them work on their own.

فمّ ينتمون يستغلون على حسابه.

Some of them began to work on their own.

اصبح قسم منهم يستغل على حسابه.

The less frequent verbs of this group are:

ما براه "to continue to be ...
ما انقطع "not to stop doing ..., keep doing ...
ما فتى "not to cease doing"

"اصبح "to be in the morning"
"بالت "to be in the night"
"أمسى "to be in the evening"

"دام "to last, to continue
"بقي "to remain
"أصبح "to begin, get into a situation where ...
"ظل "to be, to continue to do something
"غدا "come to be
"عاد "to return, to come back"
C. Particles and Verbs Affecting Verbal Sentences:

1. Use of "قد": The meaning of this particle is given only through the construction of the sentence.

   It is used to precede a verb. When it precedes a perfect verb, it renders the certainty of the completion of the verb's action. On the other hand, if the following verb is an imperfect, it renders the probability or the doubt of the completion of the verb's action. Example:

   The student (certainly) has studied.  
   
   The student (probably) might study.

2. Use of "كان" with Imperfect: This verb, or any of its perfect forms, may precede an imperfect to give one of the following two meanings, depending on the expression of the idea.

   a. Past Continuous (was or were ... ing). Examples:

      Which game was your friend playing?
      
      He was playing football.

   b. Used to. Examples:

      I used to watch football games a lot.
      
      She used to work with me in the company.

3. Use of "كان" with Perfect: When this verb, or any of its perfect forms with the particle "قد" coming in between, precedes a Perfect, it produces the meaning of "Past Perfect" or "Pluperfect." Examples:
The Arabs had become famous in horsemanship.

My friends had (already) left the house when I arrived.

III. MOOIDS

In Arabic the moods are differentiated by morphological forms which indicate the function of the verb. The imperfect has three moods: Indicative, Subjunctive, and Jussive. These moods are distinguished from one another by the vowel of the last radical of the imperfect.

A. Indicative: The Indicative mood expresses an incomplete state or action in either the present or the future. It takes the vowel of the last radical when the verb is not suffixed. When the verb is in the dual, masculine plural, or feminine singular (second person) forms, the indicative mood is expressed by the presence of the "نون" in the endings of these forms; the indication of this mood in the feminine plural forms is assumed, i.e., there is no special vowel to indicate the mood. Examples:

The student goes to school. 

The two students go to school.

The students go to school.

You (F.S.) go to school.

The students (M) go to school.
B. **Subjunctive:** The Subjunctive mood implies wish, purpose, or command in indirect speech.

The subjunctive can only be used after certain particles (conjunctions listed in CHAPTER IV - PARTICLES). The most common of these conjunctions are:

1. "ُنَّىٰ" to": Every imperfect preceded by "ُنَّىٰ" would render the meaning of infinitive or gerund in English; but its distribution is different from that of English, i.e., it can not be used at the beginning of the sentence. Examples:

   I like to go to the market.  
   حَبَّ أن أَذهَبْ إِلَى السَّوق.

2. "ُهَّنَىٰ" and "ُلِّكِىٰ": The meaning rendered by these two particles are generally, the same. They both give more or less, the meaning of "in order to", "for the purpose of", or "so that." Examples:

   I study the physical training in order to become a coach in sports (games).  
   أَدْرُسَ الْرَّياضَةَ حَتَّى أَصْبِحَ مَدْرَسًا لِّلْلَّغَةِ.

   I go to school so that I may learn Arabic.  
   أَذَهَبْ إِلَى المُدْرَسَةَ حَتَّى أَتَّلَّمَ لِلْلَّغَةِ الْعَرَبِيَّةِ.

   He joined this club in order to practice sports (games).  
   اِنَّهُ اشْتَرَكَ فِي هذَا النَّادِي لِكَيْ يُمارسِ الْلَّغَةَ.

   She went to the market for the purpose of buying cloth (to buy cloth).  
   اِنَّهَا ذَهَبَتْ إِلَى السَّوقِ لِكَيْ تُشَرِّبَ قَمَاشًا.

   The Particle "ُلِّكِىٰ" is actually a combination of "ُلِّ" and "ُكِىٰ". It may be used in the combined form, as shown in the above
example, or it may be used separately to render the same meaning. Examples:

She went to the market to buy cloth.

إِنَّهَا ذَهَبَتْ إِلَى السَّوقَ كَيْ
تَشْرَى قَماً.

She went to the market to buy cloth.

إِنَّهَا ذَهَبَتْ إِلَى السَّوقَ لِتَشْرَى
قَماً.

Being in the subjunctive mood, the imperfect would take the following forms in its conjugation:

He likes to write the lesson.

هو يَحْبُبُ أن يَكْتُبَ الْدَرَسُ.

They (two) like to write the lesson.

هُمْ يَحْبُبونَ أن يَكْتُبَا الْدَرَسَ.

They (M) like to write the lesson.

هَوَيْ يَحْبُبُ أن يَكْتُبَ الْدَرَسُ.

She likes to write the lesson.

هَيْ يَحْبِبُ أن تَكْتُبَ الْدَرَسُ.

They (two F) like to write the lesson.

هُمْ يَحْبِبُانَ أنْ تَكْتُبَا الْدَرَسَ.

They (F) like to write the lesson.

هُنَّ يَحْبِبْنَ أنْ يَكْتُبَ الْدَرَسُ.

You (M.S.) like to write the lesson.

أَنتُ مُحْبِبٌ أنْ تَكْتُبَ الْدَرَسُ.

You (two M) like to write the lesson.

أَنْتَا مُحْبِبانَ أنْ تَكْتُبَا الْدَرَسَ.

You (M.Pl) like to write the lesson.

أَنْتُمْ مُحْبِبونَ أنْ تَكْتُبُوا الْدَرَسَ.

You (F.S.) like to write the lesson.

أَنْتَ مُحْبِبَةٌ أنْ تَكْتُبَ الْدَرَسُ.

You (two F) like to write the lesson.

أَنْتَ مُحْبِبانَ أنْ تَكْتُبَا الْدَرَسَ.

You (F.Pl) like to write the lesson.

أَنْتُنَّ مُحْبِبينَ أنْ تَكْتُبُونَ الْدَرَسَ.

I like to write the lesson.

أَنَا لُحْبُبُ أنْ أَكْتُبَ الْدَرَسَ.

We like to write the lesson.

نَحْنُ لُحْبُبُ أنْ نَكْتُبَا الْدَرَسَ.
The final vowel of the imperfect "ضَمَّة" in the forms without suffixes is changed to "فتحة".

Those parts which in the indicative mood end in a "ن" following a long vowel lose the "ن" in the subjunctive mood.

The 3rd and 2nd Masculine Plural would take an "اَلْف" after the loss of the "ن". This "اَلْف" is merely a spelling convention as in the perfect 3rd Masculine Plural.

Both feminine plural (3rd or 2nd) forms which end in the suffix "ن" do not change, and are therefore the same for the two moods.

The use of "بعد", "after" and "قبل", "before" with verbs:
The use of these words is, basically, to precede nouns and govern those nouns in the genitive case. However, when these two words are to precede imperfect verbs, the subjunctive particle "أن" is placed between the imperfect and either of these two words. Examples:

before I go to school. قبل أن أذهب إلى المدرسة.

after I return from school. بعد أن أرجع من المدرسة.

C. Jussive: The Jussive mood is used to express command, to negate a statement, and is also used in conditional sentences. The verb in this mood will take a "سكون" for its final radical of the second person masculine singular form. The other forms of the second person are treated like the subjunctive mood, i.e., the signs of these forms for the subjunctive and the jussive moods are the same.
1. The Imperfect is in the jussive mood when it is preceded by a jussive particle (See Part Four - Particles). The following are the most common jussive particles "أُدْوَاتُ الْجِزَمِ" with a description of the function of each particle:

a. لا : This particle will place the imperfect of the 2nd person in the jussive mood to express the negative of the imperative, thus expressing a prohibition or wish that something may not be done. Examples:

Do not enter!
لا  دَخُلَ.

Do not go (F.S.)!
لا  تَذهِبِ.

Do not watch this match!
لا  تَشَاهِدُوا هذَا الْسِّباقَ.

This particle, when it precedes the imperfect of the 3rd or 1st person, will render the denial of the action, and thus it will not place that imperfect in the jussive mood. Examples:

He does not study today.
هو لا يَدْرِسُ الْيَومُ.

Mr. "Akram" does not referee in this game.
الْسَبِيدُ أَكْرَمُ لا يُحِكُّمُ فِي هذَا الْسِّباقَ.

We do not play football.
نَحْنُ لا نَلْعَبُ كَرَةَ الْقُدُمِ.

b. لَمْ: This particle will place the imperfect of all persons in the jussive mood to negate a statement, and is translated in English in the present perfect. Examples:

Our team has not lost a game...
فَرَقْنَا لَمْ نَخْسَرْ آيَةَ لَعْبَةٍ.

We have not seen the final game.
نَحْنُ لَمْ نَشَاهِدَ الْلَعْبَةَ النِّهايَةٍ.

We have not participated in this match.
أَنَّا لَمْ نَشَارَكُ فِي هذَا الْسِّباقِ.
c. (ُلَمُؤَمَّرْ لَمَّا) لَمْ الْأَمْرِ: This particle will place the imperfect in the jussive mood to express command of the 3rd or the 1st person. Examples:

Let him write his lesson. لَيْكِتَ نَصْرَهُ.
Let us sit near the center line. لِنَنْجُلِيْنَ قَرْبَ خُطِّ الْوَسْطَ.
Let them wait for us at the sport club. لِيَنْتَظِرُونَا فِي نَافِدَة الْرِّيَاضَةَ.

2. The Imperative is connected, both in morphology and in meaning, with the jussive. The imperative is found only in the second person. All imperative forms in Arabic, conform to a general rule; they are in the jussive mood and are formed from the imperfect. But despite this general conformity they differ in the details. The following explanation concerns the details in forming the imperative from:

a. Sound Trilateral:

(1) General rule: The imperative is formed by dropping the personal prefixes of the imperfect, and placing a "سُكُون" on the final radical.

(2) Details: After dropping the personal prefixes, the sound trilateral verb begins with a vowelless consonant, and therefore, it can not be pronounced. For this reason a "كَسْرَةٌ فَتْحَةٌ" is prefixed when the vowel of the middle radical is either "كَسْرَةٌ فَتْحَةٌ" or "كَسْرَةٌ فَتْحَةٌ". Examples:

send ِبِعْتَ ِبِعْتَ ِبِعْتَ
return ِرَجْعَ ِرَجْعَ ِرَجْعَ
The vowel of the prefixed " هُمَرَة " will be " ضَمَّة " instead of " كِسْرَة " if the vowelling of the middle radical of that triliteral in the imperfect is " ضَمَّة " . Examples:

write

study

enter

The " سُكَون " on the final radical is substituted with the dropping of the " ن " from the suffixes of the feminine singular, the dual, and the masculine plural forms. After this elimination, an " أَلِف " is added only to the masculine plural form. Examples:

send (F.S.)
go (F.S.)
write (F.S.)
sit (F.S.)
sit (two)
write (two)
send (M.PL)
go (M.PL)
write (M.PL)
sit (M.PL)
No change occurs to the suffix of the second person feminine plural. Thus:

send (F.Pl) ُبُعَنُّ
send (two) ُبُعْنَا
send (PL) ُبُعْنُن

Hence the conjugation of the imperative of all sound trilateral verbs will be according to the following patterns:

<table>
<thead>
<tr>
<th>2nd Feminine</th>
<th>2nd Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>send</td>
<td>اَبَعْتُ</td>
</tr>
<tr>
<td>send (two)</td>
<td>اَبَعْنَا</td>
</tr>
<tr>
<td>send (PL)</td>
<td>اَبَعْنُن</td>
</tr>
</tbody>
</table>

b. Weak Trilateral: The forming of the imperative from this verb group will also follow the general rule with the following details:

(1) After dropping the imperfect prefixes, there is no need for affixing "ءُمَزَة" to all weak verbs which have a long vowel as their middle radical. This is because the first consonant, after dropping the imperfect prefixes, is always vowelled. This is also true with verbs of "ُفَعَل" and "ُتَفَعَل" patterns, See the first set of examples below:

(2) If the long vowel comes as a middle radical, or next to the last radical in derived verbs, that long vowel is dropped in the imperative whenever the last radical is vowelless "ُسَكِنَّه".

(3) Whenever the verb has a long vowel as its last radical, that long vowel is always dropped in the imperative form and a similar short
vowel is placed instead of the "\( \text{سُوُن} \) " according to the general rule. Examples: No affixing "\( \text{هُمْر} \) " required.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrange</td>
<td>رَتِبْهُ</td>
</tr>
<tr>
<td>offer</td>
<td>قُدِّمْهُ</td>
</tr>
<tr>
<td>learn</td>
<td>تَعْلَمْهُ</td>
</tr>
</tbody>
</table>

Dropping of long vowel and no "\( \text{هُمْر} \) " affixing:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>say</td>
<td>فَعُولَهُ</td>
</tr>
<tr>
<td>sleep</td>
<td>نَامَهُ</td>
</tr>
<tr>
<td>sell</td>
<td>بِعَهُ</td>
</tr>
</tbody>
</table>

The vowelling of the first consonant after the dropping of the imperfect suffix does not change in the imperative form.

Retaining the long vowel:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>say (F.S.)</td>
<td>قُولِي</td>
</tr>
<tr>
<td>sleep (F.S.)</td>
<td>نَامِي</td>
</tr>
<tr>
<td>say (M.Pl)</td>
<td>قُوَّلُونَ</td>
</tr>
<tr>
<td>sleep (M.Pl)</td>
<td>نَامُونَ</td>
</tr>
</tbody>
</table>

Dropping of long vowel as a last radical:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>تَمَشَّيُ</td>
</tr>
<tr>
<td>spend</td>
<td>يَقْفَضُ</td>
</tr>
<tr>
<td>stay</td>
<td>يَبْقَىُ</td>
</tr>
<tr>
<td>invite</td>
<td>يَدْعُوُ</td>
</tr>
</tbody>
</table>
Hence the conjugation of the weak triliteral verb in the imperative form will be according to the following patterns:

(a) Long vowel as a middle radical:

<table>
<thead>
<tr>
<th>2nd Feminine</th>
<th>2nd Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>.say (S)</td>
<td>قُلَّ</td>
</tr>
<tr>
<td>.say (two)</td>
<td>قِوْلا</td>
</tr>
<tr>
<td>.say (Pl.)</td>
<td>قُولُوا</td>
</tr>
</tbody>
</table>

(b) Long vowel as a last radical:

<table>
<thead>
<tr>
<th>2nd Feminine</th>
<th>2nd Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>.walk (S)</td>
<td>إِمْشَى</td>
</tr>
<tr>
<td>.walk (two)</td>
<td>إِمْشَى</td>
</tr>
<tr>
<td>.walk (Pl.)</td>
<td>إِمْشُوا</td>
</tr>
</tbody>
</table>

c. Derived Verbs:

(1) The conjugation of the derived verbs, which do not need a "هَمْرَة" as a prefix in the imperative form, will be according to the following patterns:

<table>
<thead>
<tr>
<th>2nd Feminine</th>
<th>2nd Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>.arrange (S)</td>
<td>رَتَبْي</td>
</tr>
<tr>
<td>.arrange (two)</td>
<td>رَتَبْي</td>
</tr>
<tr>
<td>.arrange (Pl.)</td>
<td>رَتَبْوُا</td>
</tr>
</tbody>
</table>

(2) The remaining groups of verbs to be discussed are according to the following derived forms:

اِفْعَلْ، اْمْفِعِلْ، اْمْفِعِلْ، اْمْفِعِلْ
The imperative from any of the above mentioned forms does not differ from the imperative of the sound triliteral verb except in the vowelling of the affixed "هَمْزَة").

The vowelling of the affixed "هَمْزَة" required in the imperative for أَفْعَلْ يُفْعَلُ pattern is always "فتحةً". Examples:

أَفْعَلْ ـ يُفْعَلُ ـ يُفْعَلُ

send
أَرْسَلْ ـ يُرْسَلُ ـ يُرْسَلُ

give
أَعْطَى ـ يُعْطَى ـ يُعْطَى

On the other hand, the vowelling of the affixed "هَمْزَة" required in the imperative for إِفْعَلْ إِفْعَلَ إِفْعَلَ إِفْعَلَ pattern is always "كسرةً". Examples:

إِفْعَلْ ـ يُفْعَلُ ـ إِفْعَلْ

withdraw
إِنْسَحَبْ يُنْسَحَبْ يُنْسَحَبْ ـ إِفْعَلْ ـ يُفْعَلُ ـ إِفْعَلْ

wait
إِنْتَظَرْ يُنْتَظَرْ يُنْتَظَرْ

buy
إِشْتَرَى يُشْتَرِى يُشْتَرِى ـ إِفْعَلْ ـ يُفْعَلُ ـ إِفْعَلْ

use
إِسْتَعْمَلْ يُسْتَعْمَلْ يُسْتَعْمَلْ ـ إِفْعَلْ ـ يُفْعَلُ ـ إِفْعَلْ

hurry
إِسْتَعْمَلْ يُسْتَعْمَلْ يُسْتَعْمَلْ ـ إِفْعَلْ ـ يُفْعَلُ ـ إِفْعَلْ

NO ـ يُفْعَلُ ـ يُفْعَلُ ـ يُفْعَلُ

The imperative from this pattern is not used because the verb in this pattern is reflexive.
IV. DEMONSTRATIVE PHRASE

The demonstrative phrase, like any other phrase, does not express a complete thought as a sentence would do. The construction of the demonstrative phrase consists of a demonstrative pronoun such as "هذَا this" followed by a noun with the article "الِ". Such a phrase functions as a unit in a sentence (as a subject, object, etc.). Examples:

This car is beautiful.

I rode in this car.

I bought this car in Beirut.

Note the importance of the article "الِ" with the noun of the demonstrative phrase in the following examples:

This car.

This is a car.

This is my car.

The first one is a phrase "this car", while the second and third are complete sentences - "this is a car, this is my car" - You may also note that the nouns in the last two examples are indefinite and definite respectively, yet they form sentences and not phrases. Therefore, we can conclude that the noun following the demonstrative pronoun must have the article "الِ" in order to form a demonstrative phrase.

The noun in the demonstrative phrase may be modified by an adjective.

Examples:
this big house
these small schools
these new students

The demonstrative phrase as a whole may function as the complement "مضاف إِلَيهِ" of the noun-in-construction "إِضافة" as a unit in the same way as a noun alone. Examples:

The subjects of this book are important.
Most of these buildings are old.
The deeds of this man are beneficial.

If the noun-in-construct "مضاف إِضافة" is modified by a demonstrative pronoun, the demonstrative pronoun follows the whole "مضاف إِضافة" just like an adjective (See Section II Noun-in-construction). Examples:

these deeds of the
this book of the teacher F
these articles of the writer

V. ACTIVE AND PASSIVE VOICE "المعلوم والمجهول"

In Arabic, the verb is in the active voice when the subject, the doer of the action, is known or mentioned in the sentence. On the other hand, the verb is placed in the passive voice when the subject, the doer of the action, is unknown or not mentioned in the sentence.

Unlike the practice in English, it is not correct to use the passiv in Arabic when the doer of the action, agent or subject of the verb, is
mentioned. Thus "the players were trained by the coach" must be turned into "the coach trained the players." At times in modern Arabic, especially in newspaper writing, this rule may appear to be waived if not broken, and this is often due to the literal translation of English phraseology. The student will notice these instances in the course of his reading.

The active voice of the verb is called in Arabic " **مَعْلَوم** " known", whereas the passive is termed " **مَجْهُول** " unknown." The passive " **مَجْهُول** " is formed only from transitive verbs.

A. Formation of the Passive Voice:

1. Perfect: The general rule to place the perfect in the passive is by changing the vowel of the next to last consonant into " **كَسْرَة** " and changing the vowels of all the preceding vocalised consonants into " **ضَمَة** ".

   Examples:

   - written
     
     
     
     
   - expelled; removed
     
     
     
     
   - trained
     
     
     
     
   - used
     
     
     
     

The passive is formed from the perfect which has a long vowel before the last consonant by changing that long vowel into " **ي** " and the vowel of the immediately preceding consonant into " **كَسْرَة** " whereas the vowel of the remaining preceding vocalized consonant will be " **ضَمَة** " according to the general rule. Examples:
said 

wanted 

turned back 

when the long vowel of the perfect is found after the first consonant and still not before the last consonant, that long vowel is changed into "واو" to coincide with the " ﻭاا " of the preceding consonant. Examples:

corresponded

treated

2. Imperfect: The formation of the passive voice takes place by changing the vowel of the imperfect prefix into " ﻇ" and the vowel of the next to last consonant into " ﻇ." The vowels of the remaining vocalized consonants remain the same as they were in the active voice form.

Examples:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>يكتب</td>
<td>يكتب</td>
<td>يكاتب</td>
<td>يكاتب</td>
</tr>
<tr>
<td>يذرب</td>
<td>يذرب</td>
<td>يرسل</td>
<td>يرسل</td>
</tr>
<tr>
<td>يعمال</td>
<td>يعمال</td>
<td>يستعمل</td>
<td>يستعمل</td>
</tr>
</tbody>
</table>

a. When the imperfect has a long vowel " و " or " ﻋ " before the last consonant that long vowel is changed into " ﻝف ".

Examples:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻢقال</td>
<td>ﻢقال</td>
</tr>
<tr>
<td>ﻢراد</td>
<td>ﻢراد</td>
</tr>
<tr>
<td>ﻢﺱﺎعد</td>
<td>ﻢﺱﺎعد</td>
</tr>
</tbody>
</table>
b. When the verb loses its initial long vowel "و" in the active forms of the imperfect, this long vowel "و" appears in the passive to make a long vowel of the preceding "ض" of the prefix. Examples:

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>he (or) it is</td>
<td>يُوزَنْ</td>
</tr>
<tr>
<td>weighed</td>
<td>يَزَنْ</td>
</tr>
<tr>
<td>he (or) it is</td>
<td>يُوصَفْ</td>
</tr>
<tr>
<td>described</td>
<td>يَصِفْ</td>
</tr>
<tr>
<td>he (or) it is</td>
<td>يُوجَدْ</td>
</tr>
<tr>
<td>found (or) located</td>
<td>يَجِدْ</td>
</tr>
</tbody>
</table>

c. When the verb has a final long vowel "ي" or "ل" in the active imperfect form, the corresponding passive form always has the long vowel "ل" in أَلِف مَغْصوَرَة shape. Examples:

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>he is invited</td>
<td>يُدْعَى</td>
</tr>
<tr>
<td>he invites</td>
<td>يَدْعُو</td>
</tr>
<tr>
<td>it is built</td>
<td>يُبْنَى</td>
</tr>
<tr>
<td>he builds</td>
<td>يَبْنِي</td>
</tr>
<tr>
<td>he is encountered</td>
<td>يُلْقَى</td>
</tr>
<tr>
<td>he encounters</td>
<td>يَلْقَى</td>
</tr>
</tbody>
</table>

B. Passive of Verbs with Two Objects: There are certain verbs which take two objects. When such a verb is made passive, the first of the two objects becomes the subject and thus is put in the nominative case, while the second object stays in the accusative case. Examples:

- We shall appoint this girl secretary. 
  سنعيّن هذه البنت سكِّرتيرة.
- This girl will be appointed secretary.
  سنعيّن هذه البنت سكِّرتيرة.
- They elected the Minister of the Interior President.
  انتخبوا وزير الداخلية رئيسًا.
The Minister of the Interior was elected President.

They consider this book an important source.

This book is considered an important source.

C. Passive of Verbs with Preposition: There are certain verbs which take prepositions in their use. When such a verb is made passive, it will be in the third-person masculine singular form always. The preposition and its object remain unchanged. Examples:

Our department needs (in need of) teachers.

Teachers are needed.

Some of the Arab countries recognize Communist China.

Communist China is recognized.

We looked for this book.

This book was sought.

They sentenced them to prison.

They were sentenced to prison.

VI. NUMBERS

A. Cardinals: The Cardinal Numbers in Arabic have two forms, i.e., masculine and feminine. In order to explain fully the function of these numbers, the following grouping is followed:

1. The numeral " واحد one": The singular noun in Arabic, when indefinite, means "one" or "a", so that the word " واحد one" is used much
less frequently than in English. For this reason the position and treatment of "واحد" and its feminine form "واحدة" are the same as that of Arabic adjective.

When the numeral "واحد" (F. (F. واحد) is used in any of the following situations, it usually has the special form " واحد (F. واحد) :

a. Meaning "no one" or "none":

there is no one

ما يوجد أحد.

b. Noun in Construct

one of my relatives

أحد أقاربي.

one of her friends

أحد صديقاتها.

c. United to a pronoun ending:

one of them

أحدهم

one of them (F.Pl)

أهدهم

d. Combined with ten:

eleven students M.

أحد عشر تلميذًا

eleven students F.

إحدى عشرة تلميذة

2. The numeral "اثنان" two, F إثنان or إثنان two", which, like "واحد one", agrees with the noun in gender and case.

Examples:

two books (Nom. كتبان

( Acc/Gen. كتّابان)
Otherwise, the numeral "مَنَاثِنَ" is to be found in construct form with ten or in compound numbers. Examples:

- There are 12 students here.  
  يوجد مناثن عشر طالبًا هنا.
- There are 12 girls here.  
  يوجد مناثن عشر طالبة هنا.
- There are 22 books on the table.  
  يوجد مناثن وعشرين كتابًا على الطاولة.

3. The numerals from 3-10 inclusive: They are in the masculine form if the singular of the counted noun is feminine, and they are in the feminine form if the singular of the counted noun is masculine. Examples:

<table>
<thead>
<tr>
<th>Masculine Forms with Feminine Nouns</th>
<th>Feminine Forms with Masculine Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>ثلاث</td>
<td>three</td>
</tr>
<tr>
<td>أربعة</td>
<td>أربعة</td>
</tr>
<tr>
<td>خمسة</td>
<td>خمسة</td>
</tr>
<tr>
<td>سبع</td>
<td>سبع</td>
</tr>
<tr>
<td>نهائٍن</td>
<td>نهائٍن</td>
</tr>
<tr>
<td>ثمانٍئ</td>
<td>ثمانٍئ</td>
</tr>
<tr>
<td>سبع</td>
<td>سبع</td>
</tr>
<tr>
<td>عشر</td>
<td>عشر</td>
</tr>
</tbody>
</table>

These numbers are in construct "مَضَاف" to the noun counted, which is the complement and in the genitive plural indefinite "مَضَافٍ إِلَيْهِ". In other words, five books would be rendered as "خمسة كتب" a quintet of
books." By defining the complement of the construct "الأُضْفَاءَ فِيْ لَبْعٍ"، the whole expression is made definite "الْكُتُبَ خَمْسَةُ" the five books." An alternate form would be "الْكُتُبِ خَمْسَةً" where the numeral functions as an attributive adjective.

The numerals from three to ten are declined and they will assume the required position in the sentence. Examples:

Ten students came.

I saw ten students.

I passed by ten students.

4. Since the numerals 11 and up are seldom written in Modern Standard Arabic, it is not necessary to study the details of their forms. Only the points concerning the counted noun need to be understood. However, these details are discussed here in order to make the discussion complete.

a. From eleven to ninety-nine, the noun is accusative singular indefinite. And, excluding eleven and twelve, the masculine nouns take the units in their feminine forms but the "عشرةَ" ten" in its masculine form.

With feminine nouns this is reversed. Examples:

<table>
<thead>
<tr>
<th>With Feminine Nouns</th>
<th>With Masculine Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِحْدَى عَشْرَةِ تَلَٰمِيذَةَ</td>
<td>أَحْدَتَ عَشْرَ تَلَٰمِيذَا</td>
</tr>
<tr>
<td>أَثْنَاثِ عَشْرَةِ تَلَٰمِيذَةَ</td>
<td>إِثْنَانِ عَشْرَ تَلَٰمِيذَا</td>
</tr>
<tr>
<td>إِنْتِيَ عَشْرَةِ تَلَٰمِيذَةَ</td>
<td>إِنْتَيِ عَشْرَ تَلَٰمِيذَا</td>
</tr>
<tr>
<td>ثَلَاثَ عَشْرَةِ تَلَٰمِيذَةَ</td>
<td>ثَلَاثَةَ عَشْرَ تَلَٰمِيذَا</td>
</tr>
<tr>
<td>خَمْسَ عَشْرَةِ تَلَٰمِيذَةَ</td>
<td>خَمْسَةَ عَشْرَ تَلَٰمِيذَا</td>
</tr>
</tbody>
</table>
With Feminine Nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>عشرون تلميذة</td>
<td>20 students</td>
<td></td>
</tr>
<tr>
<td>خمسون تلميذة</td>
<td>35 students</td>
<td></td>
</tr>
<tr>
<td>سبعون تلميذة</td>
<td>99 students</td>
<td></td>
</tr>
</tbody>
</table>

With Masculine Nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>عشرون تلميذ</td>
<td>20 students</td>
<td></td>
</tr>
<tr>
<td>خمسون تلميذ</td>
<td>35 students</td>
<td></td>
</tr>
<tr>
<td>سبعون تلميذ</td>
<td>99 students</td>
<td></td>
</tr>
</tbody>
</table>

b. The unit in twelve compound is declinable whereas in numeral compounds eleven and thirteen to nineteen are indeclinable with "فتحة" sign in all cases.

c. The ten of numeral compounds (eleven to nineteen) is pronounced thus عشرا with masculine nouns, and عشرا with feminine nouns. The case vowelling is always "فتحة".

5. One hundred, two hundred, three hundred, etc. up govern the noun in the genitive singular indefinite and form a noun-in-construction "إضافة". Examples:

- one hundred students
- one thousand soldiers
- one million books
- two hundred books
- three hundred books
- five hundred books
- four thousand books
- six thousand books

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6. In the multiples of hundred:
   a. Noun-in-construction "أضافّة" is developed between the unit and the hundred.
   b. The hundred remains singular.
   c. The unit is in the masculine form since hundred is a feminine noun.
   d. The multiple is either written separately or as a single word.

7. In the multiples of thousand:
   a. Noun-in-construction "أضافّة" is also developed between the unit and the thousand.
   b. The thousand is pluralized after the unit.
   c. The unit is in the feminine form since thousand is a masculine noun.
   d. The multiple is always written separately.

8. Numbers may be combined with "وand." In the combination of numbers under hundred, the units precede the tens, while in the other combinations, the largest number is listed first with the rest following in descending order. Examples:

   twenty-seven books
   forty-five rooms
   one hundred three books
one thousand one hundred airplanes.

one thousand two hundred fifteen ships.

9. The last listed number determines the case and number of the counted noun.

B. Ordinals: Ordinary Numbers in Arabic are adjectives and therefore abide by the same rules of agreement as other adjectives. The formation of most ordinal numbers involves the use of the active participle "الفَاعِل" of the triliteral as a pattern. The ordinals are as follows:

1. The numeral first is "أول" "أولى F.""أول"

2. From second to tenth, the ordinals are formed according to the "الفَاعِل" pattern, more or less from the cardinals, and they are fully declined:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>أَلْثَانِيَةٌ</td>
</tr>
<tr>
<td>3rd</td>
<td>أَلْثَانِانِةٍ</td>
</tr>
<tr>
<td>4th</td>
<td>أَلْثِرْبِيْعَةٌ</td>
</tr>
<tr>
<td>5th</td>
<td>أَلْثَامِنْسَةٍ</td>
</tr>
<tr>
<td>6th</td>
<td>أَلْثَاسِادِسَةٍ</td>
</tr>
<tr>
<td>7th</td>
<td>أَلْثَاسِبِعَةٌ</td>
</tr>
<tr>
<td>8th</td>
<td>أَلْثَانِسِئِنَةٍ</td>
</tr>
<tr>
<td>9th</td>
<td>أَلْثَانِسِسِئِسَةٍ</td>
</tr>
<tr>
<td>10th</td>
<td>أَلْثَانِسِسِسِئِرَةٍ</td>
</tr>
</tbody>
</table>
3. The compound ordinals (11th to 19th) are formed by the ordinal of the units and the cardinal of the tens, and are indeclinable, i.e., they are always in the accusative regardless of the case of the noun they modify.

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th حَمِيمَةُ عَشْرَةِ</td>
<td>حَمِيمَةُ عَشْرَةِ</td>
</tr>
<tr>
<td>12th حَمِيمَةُ عَشْرَةِ</td>
<td>حَمِيمَةُ عَشْرَةِ</td>
</tr>
<tr>
<td>15th حَمِيمَةُ عَشْرَةِ</td>
<td>حَمِيمَةُ عَشْرَةِ</td>
</tr>
</tbody>
</table>

A special form " الواحد " in "eleventh" is used instead of " واحد " or " واحده ".

4. To express ordinal numerals like the 20th, the 30th, etc. The cardinal numbers are used with the article " آل " for both masculine and feminine:

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>20th</td>
<td>عشرون</td>
</tr>
<tr>
<td>30th</td>
<td>ثلاثون</td>
</tr>
<tr>
<td>40th</td>
<td>أربعون</td>
</tr>
<tr>
<td>100th</td>
<td>مائة</td>
</tr>
<tr>
<td>1000th</td>
<td>ألف</td>
</tr>
</tbody>
</table>

5. To express ordinal numerals like 21st through 99th, the ordinals of the units are used plus " و " and plus "20th, 30th, etc."

Examples:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st حَمِيمَةُ والْعَشْرَونَ</td>
<td>حَمِيمَةُ والْعَشْرَونَ</td>
</tr>
<tr>
<td>22nd حَمِيمَةُ والْعَشْرَونَ</td>
<td>حَمِيمَةُ والْعَشْرَونَ</td>
</tr>
<tr>
<td>Feminine</td>
<td>Masculine</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>23rd</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>24th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>25th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>26th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>27th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>28th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
<tr>
<td>29th</td>
<td>النَّاسِ والشَّرَونَ</td>
</tr>
</tbody>
</table>

a. The forms **آللَّنَّامِي أَحَادِي** and **آللَّنَّامِي أَحَادِي** again are used instead of **وَٰٰٰ وَٰٰ وَٰٰ وَٰٰ** and **وَٰٰٰ وَٰٰ وَٰٰ وَٰٰ**.

b. The forms **آللَّنَّامِي أَحَادِي** and **آللَّنَّامِي أَحَادِي** will be without "كَسْرَة" or "ضَمْتَة" in both nominative and genitive cases, and will take "فَتْحَة" in the accusative, thus: **آللَّنَّامِي أَحَادِي**.

c. These ordinals are declinable.

VII. EXCEPTIONS

A. **الَّذِي** except**: The most common way to express exception in Arabic, is by the Particle "**الَّذِي**". The noun following this Particle, the excepted one, is in the accusative case in most, but not all, circumstances. Thus:

The teachers went except **ذَهَبَ المَعْلُومَ إِلَّا شَاكِرًا**. Shakir.
For the purpose of explanation, "the teachers" in the above example is called the "generality", and "Shakir" is called the "exception."

To avoid complications, it is best for the student to use the accusative in all circumstances where the "generality" is mentioned.

When the "generality" is not mentioned, the noun after "لا" "the exception, goes into the case in which the generality would have been, had it been mentioned. This situation, however, can only occur in a negative sentence. Examples:

Only Shakir came. 
ما أتى إلا شاكر

I saw only Shakir.
ما رأيت إلا شاكر

"Shakir", the noun after "لا" "changes its case as if "لا" "were not there, e.g.:

Shakir came.
اتى شاكر

I saw Shakir.
رأيت شاكر

B. The Nouns "سوى except" and "غير other than, except": The noun excepted by either of these two nouns is always in the genitive case. As for the case of "غير" "عَيْب" and "سوى" "سوى", it would be accusative when the generality is mentioned. If the generality is not mentioned, their case would be according to their position in the sentence.

Only Shakir came. 
ما أتى غير شاكر

I saw only Shakir.
ما رأيت غير شاكر

I went to cash all checks except this one (check).
أريد أن أصرف كل什么是صكوك سوي هذا الصك
C. The Word "ما عدا" except: This word is, generally, considered to be a verb. Hence, the noun excepted through this word would be the object of the verb and, therefore, is in the accusative case. Examples:

He filled the application except the second part.

All the students went to school except Shakir.

VIII. CONDITIONAL SENTENCES

A. The conditional sentence contained two clauses, i.e., "the conditional clause جواب الشرط" and "the result (finite) clause الشرط." Generally speaking, the conditional sentence is of two types:

1. Likely (possible): The condition expressed in the sentence is fulfillable or realizable - denoting action that might have happened or may yet take place. In this case, the conditional clause "إن الشرط" is introduced by "إن" or "إذا if."

a. "إن": The verb in both clauses - conditional and result may be either in the perfect or in the imperfect. The expression, however, is always in the present or future time. Examples:

If you strike, you will be struck.

or

إن ضربت ضربت.

or

إن ضربت ضربت ( ضربت).

If you go with them, I will go.

إن ذهبته معهم ذهبته (اذهبت).
If I find him, I will give him your regards.

When the verbs in both clauses are imperfect, they must be in the jussive mood, unless the verb in the result clause is preceded by the letter "ف". In this case, only the verb in the conditional clause is in the jussive mood.

On the other hand, when the verb of the conditional clause is perfect, then the verb in the result clause may or may not be in the jussive mood, as illustrated in the last three examples listed above.

b. إذا: After "إذا" the perfect is used in the conditional clause and either the perfect or the indicative mood of the imperfect in the result clause. The result clause of "إذا" condition may also be an equational (nominal) clause or begin with an imperative or prohibition; in such cases, the result clause must be introduced by the letter "ف".

Examples:

If (when) you go, I will go with you.

If he pays me my due, I shall give you one dinar.

If you attend the party, do not forget to greet my friend.

If you see him, convey the invitation to him.
From the above discussion it is evident that the conditional clause generally has a perfect verb, and is commonly preceded by "إِذَا" while the verb of the result clause has a wide range of options. Examples:

<table>
<thead>
<tr>
<th>Result Clause</th>
<th>Conditional Clause</th>
<th>Result Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect</td>
<td>حضرت معهم</td>
<td>I'll come with them.</td>
</tr>
<tr>
<td>Jussive</td>
<td>لا أحضر</td>
<td>I won't come.</td>
</tr>
<tr>
<td>Prohibition</td>
<td>فلن أحضر</td>
<td>I won't come (at all).</td>
</tr>
<tr>
<td>Imperative</td>
<td>فأحضر أيضًا</td>
<td>You come too.</td>
</tr>
<tr>
<td>Equational Sentence</td>
<td>فَكَانَ المَكْنَونَ أنْ أَحضرَ مَعَهُ</td>
<td>It is possible for me to come with them</td>
</tr>
<tr>
<td>Equational Clause</td>
<td>فَأَهْلَهَا وسِلَّمَ</td>
<td>Then they are welcome!</td>
</tr>
</tbody>
</table>

2. Unlikely: The condition expressed in the sentence is unfillable or doubtful of fulfillment - denoting a condition which is contrary to fact. In this case the conditional clause is introduced by "لَوْ" and the result clause is introduced by "لَعَلَّ". The perfect verb in the conditional clause - unlike that preceded by "إِذَا" or "إِذَا" - may refer to present or past time. Examples:

If he were to come (but he will not) I would honor him.  
لَوْ جَاءَ لَأَحْرُمْهُ

If I were rich (but I am not) I would help you.  
لَوْ كِنْتُ غَنِيًا لَسَاعَدُكَ
If we had heard that (but we did not) we should have informed you.

An unlikely negative condition is usually expressed by "لا لوْ " with an equational sentence, or " لوْ " with a verbal clause in the jussive, giving the equivalent of the English "were it not for" or "if it were not for." Examples:

If it were not for the Arabs, the light of civilization would have been extinguished in the Middle Ages.

If it were not for my urgent work, I would have been travelling with you.

Had I not bought a car recently, I would have bought this car.

B. When the condition is to express strictly the meaning of the past time, " كان قد " is inserted before the verb in any conditional sentence.

Examples:

If I had heard that, I should have informed you.

If he had not said that, I wouldn't have answered him.

C. The conditional sentence may be introduced by the following pronouns and adverbs when the sentence has a general sense or meaning:

1. Those which enter into the same construction as " إن أن ":
a. من who:
He who works succeeds.

b. ما what:
What you do I do.

c. ما whatever:
Whatever you order, I order.

d. أي who, whoever; what, whatever:
Whoever (any man) works succeeds.
Whatever book you read you will benefit.

e. متي when:
When you work hard you succeed.

f. حينما whenever:
Whenever you go I go.
Whenever you enter I enter.

g. كيفما however:
However you sit I sit.

2. Those which enter into the same construction as "إذا". The most common one is "كلما whenever":

Whenever he travelled to a foreign country, he wrote a report.

The particle "ما" is commonly attached to the above words for emphasis.
IX. COMMENCEMENT OF ACTION

Beside the verbs "شروع" and "ออกไป" which properly mean "to begin", there are several verbs - verbs of commencement "فاعل" and "الشروع" which can be used as auxiliaries preceding imperfect verbs to express the beginning of action. Such verbs, in this capacity, are translated "to begin to", and they must be in the perfect tense. The most common of these verbs are:

A. اخذ to take:

He began to examine his blood pressure.

B. صار to become:

He began to train in marksman-ship.

C. بدأ or "to begin":

The merchants began to display their goods.

D. جعل to make:

The people began to weep when they heard the news.

E. هب to get in motion:

He began to compete with the players.

F. قام to rise:

The workers began to disclose their demands.
These verbs also could be used to precede verbal noun with "في" or "ب". Examples:

He began to examine (in examining) his blood.

The merchants began to display (in displaying) their goods.

He began to make (in making) the necessary arrangements.

X. VERB OF SURPRISE OR ADMIRATION "افعال التسُّبُب"

A. Surprise at or admiration of a quality can be expressed by "ما" Pattern. Examples:

What a severe pain!

What a beautiful girl!

How good (preferable) it is!

It should be noted from the above examples that "افعال التسُّبُب" are considered here as verbs, not adjectives. They must always have "فتحة" at the end, and the noun at which surprise or admiration is expressed is its object, and is therefore in the accusative case. The verb itself is always in the masculine singular form. "ما" may be considered as the subject of the "Surprise Verb."

B. Surprise at, admiration of a quality or exclamation is also commonly expressed by the ... "يال... مين" pattern which is composed of:

1. The vocative particle "يا".
2. The preposition "لِ" with a pronoun suffix agreeing with the referent subject, and

3. The preposition "مِن" with a noun object.

Examples:

What a beautiful girl!

What students they are!

What modest demands!

The noun in the "ما أَفْعَل" pattern is always definite, whereas the noun in the "يا لَ... مِن" pattern is always indefinite.

XI. THE ADVERBIAL ACCUSATIVE "المَفْعَلِ" 

The adverbial accusative is a word or a phrase put in the accusative case to modify the action of a verb or the predicate of a sentence. Such words or phrases generally modify an action or a state by specifying time, in what manner, in what capacity, for what purpose, for what cause or intent, etc. These modifications are usually expressed in English by adverbial phrases introduced by "concerning", "with regard to", "in respect to", "as" or "for the sake of" etc. Examples:

Fatima is more beautiful than Karima. (more in respect to beauty).

She arranged the house beautifully. (in a beautiful manner).
I came to school for the sake of studying. (because of my love of studying).

I saw him walking in the street.

Types of Adverbial Accusative:

A. Adverbial Accusative of State or Condition: This adverbial shows the state of the agent or the object at the time of the action of the verb. It must be an indefinite derived adjective expressing a transitory condition and coming after a complete sentence. Examples:

The man came riding. 

I came running.

The subject or object of the action to which the حال refers should be definite and precede the حال. If the حال is indefinite, the حال must come first as:

The man came riding. 

A man came riding.

When حال follows two definite nouns each of which may be صاحب الحال, it is best to ascribe it to the noun which directly precedes. Examples:

I found Shakir riding. 

But if we wish to ascribe it to the pronoun we must say:

I found Shakir while I was riding. 

The حال may be an indicative sentence:

Ahmad came running (he runs).
Jalal died (and) while his son was (is) young.

I entered the house (and) while there was (is) a burglar in it.

1. The حال may be a primitive noun when it expresses:
   a. Order:
      I spoke to him face to face.
      كَلَّمَهُ وَجَبَ لِوُجَهِ.
      Entered one by one.
      أَخْلَعَوا وَاحِدًا وَاحِدًا.
   b. Division:
      I taught him (the knowledge) section by section.
      عَلَمَهُ الْعَلْمَ بَابًا بَابًا.
   c. Price:
      I bought the apples each with a Ryal (piaster).
      إِشْتَرِيتَ التفاحَ الواحِدةَ بِرِيَالِ.

2. The حال must be connected with its noun by a binder (رابط).
   and this may be:
   a. An implied pronoun:
      I came (I) running.
      جَنَتْ (أنا) أركض.
      I bought the grapes at one Dirham a kilo (from it).
      إِشْتَرِيتِ الْجَعْبِ الرَّطِيلِ (منه).
      يَدْرُخُ.
   b. - the حال conjunction:
      I travelled and (while) the people were asleep.
      سَافَرَتْ وَالْنَّاسُ نَيَامًا.
   c. - with a pronoun:
      Ahmad came and his hand was on his head.
      جَاءَ أَحْمَدُ وَيَدُهُ عَلَى رَأْسِهِ.
d. with introducing the completed past action in the affirmative:

I came when the sun had (already) appeared.

B. Cognate Accusative or Absolute Object: The cognate accusative is a verbal noun (noun of action) used as an object for a verb from the same root to reinforce the meaning of that verb. It is always in the accusative case and indefinite.

The cognate accusative expresses intensity, emphasis, or manner. It is usually modified by an adjective or other expression, which may be translated as an adjective, adverb, or a phrase as the context determines.

Examples:

He surely beat ضربًا ضربًا.

He surely killed قتلًا قتلًا.

I greatly approved it إشجحتها أستحسناً عظيمًا.

He commented at length on the social problemsعلق على المشاكل الاجتماعية تعليقاً غزيراً.

It may be another noun of action (not of the same verb), or an adjective expressing accidental qualities as:

I loved her with a great love. أحببها حباً عظيماً.

I wondered at your striking Ahmad severely عجبت من ضربك أحمد ضربًا شديداً.

Muhammad is very accomplished. محمد فاضلًا فضلاً.

He emphasized the complete implementation of the orders. أكد على تنفيذ الأوامر تنفيذاً عاماً.
The cognate accusative is of two kinds:

1. **الموكلَة** that which assures: Is the noun of action of the same verb and simply strengthens its meaning thereby removing the idea of metaphor. This noun of action is always in the singular as:

   I assuredly pushed him.

2. **المبينَة** that which makes manifest: This noun of action gives more meaning than the verb itself, and is used to express number and form. It may be made dual or plural as:

   He ran swiftly.

   I squatted.

   I took two steps.

   I sat upright.

The cognate accusative is originally the noun of action of the same verb; but the following may take its place - نائب المفعول المطلق -

a. The noun of action of another verb having a similar meaning as:

   I rejoiced greatly.

b. The noun of action of the same verb but on a different measure as:

   I washed well.

c. *كِلَّ بعض* when in construction with a noun of action as:

   I loved her completely.

d. A demonstrative pronoun as:

   I read that reading.
e. An adjective as:
I ran the strongest running.

f. Number as:
I hit (beat) him three hits.

g. Instrument as:
I hit him one lash.

C. The Object Complement المفعول به: It receives the action of the verb. The verb must be transitive, therefore in this respect differs from other مفاعيل whose verbs may be either transitive or intransitive. If the verb is not originally transitive, it is made so by a preposition as:

I rode the horse.

I sat on a chair.

I dressed him in a beautiful suit (dress).

I informed him that you are ready (present).

I brought a book

D. The Adverbial Accusative of Time or Place المفعول فيه: This expresses the time or place of the action of the verb, and is called "المفعول فيه" because the nouns have the meaning of "in" as:

I travelled at night.

I prayed today.

I sat aside.

The noun of time whether definite or indefinite is put in the accusative as:
I came yesterday.

I travelled a while.

The noun of place when indefinite is put in the accusative as:

I looked east and west, north and south.

When the noun of place is definite, the preposition "في" is introduced as:

I prayed in the mosque.

The adverbial accusative of time or place may be substituted by one of the followings:

1. "بِعَضٍsome", "كُلّall" or the adjectives " длин" long, " قصير short", " كَثِير much", etc. Examples:

   I walked all day.

   I visited all the capitals.

   I visited some (a few) cities.

2. Adjectival adverbs such as " طويل long", " قصير short",

3. Demonstrative pronoun explained by an adverb. Example:

   I stayed up that night.

4. Number specified by an adverb or constructed to an adverb. Examples:

   I travelled thirty days.

   I was absent six days.
5. Verbal nouns (noun of action) which convey the meaning of adverb. Example:

I travelled (at) sunrise.  

E. The Adverbial Accusative of Cause or Reason: This expresses the cause of the action. It must be a noun of action but not of the same verb, and agree with the verb in respect to agent and time, and also be indefinite as:

I fled (because of) fear.  
I visited him (because of) love.

Here "خَوْف" expresses the cause of flight. It is a noun of action although not of the same verb, and agrees with the verb "to flee" and its agent because the one who fled is the one who feared; it is also indefinite. If any of these conditions are not fulfilled, the noun of action must be introduced by one of the particles of causation "لِ، بَ، فِي، مِن" as:

I fled on account of fear.  
I went to him for water.

Sometimes "المفعول لَهُ" is itself the cause of the action and must then be a noun of action of a verb denoting a mental process as:

The Messiah died from love for us.

At other times the verb is the cause of the action and then "المفعول لَهُ" may be the noun of action of any verb as:

I beat him to correct him.
If the "مفعول لة" is made definite by the article or in construction it may be put in the accusative as:

I fled (because of) the fear. 

I fled fearing the killing. 

It is better to add a preposition. Thus:

I fled from fear. 

F. Accompanying Adverbial Accusative "المفعول مة" (The object in relation to which the action is done): It is an object which accompanies the action while it is being completed. This object follows "و" having the meaning of "with"; this "و" is called "و" of association. This "و" must not have the meaning of the conjunction as:

I traveled in the morning. 

Zaid went (walked) along the road. 

Here "و" cannot be the conjunction because it does not join the word "صِبح" to the pronoun "سافر"; as the noun cannot be joined to an attached pronoun except when the pronoun is repeated as:

I came together with Zaid. 

It is also found after "كيف" and "ما" of interrogation as:

How are you with Zaid? or How do you get along with Zaid? 

What's between you and your brother?
In order to use the noun as مَفْعُوْل ٌ مَعْهُ, the following conditions must prevail:

1. What precedes this noun is a complete sentence.
2. The particle "و" must convey the meaning of "with."
3. The usage of this adverbial is rather uncommon in the Modern Standard language.

G. The Adverbial Accusative of Specification is the noun which explains what would otherwise have been vague. This vagueness is in respect either to "ذَات" or "نِسْبَة" relation.

1. (specification of substance): Explains what is vague in respect to number, weight, measure, quantity, similarity or area.

Examples:

He has 20 books. لَهُ عَشْرُونَ كِتَابًا.

I bought a kilo of butter and a sack of wheat and two miles of land. اشْتَرَّتْ رَطْلًا زَيْدًا وَكِيسًا قُمْعًا وَمِيلَينَ أَرْضًا.

I have a handful of flour and equivalent of rice. عَنْدِي حَفْنةٌ طَحِينَةٌ وَمِثْلَهَا زَمَّةٌ.

2. Limits or defines the predicate as:

Zaid is honorable in respect to birth. كَرِمُ زَيْدُ مَوْلِدًا.

How noble a man is Zaid. مَا كَرِمُ زَيْدًا رَجُلًا.

Zaid has more relatives than Said. زَيْدٌ أَكْثَرُ مِنْ سَعَدٍ أَقَابَٰٰرًا.

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This accusative of specification is usually used instead of the subject of a sentence or the object of a verb in order not to complicate the construction. Examples:

The student has increased in knowledge.

Salim is diligent but Ahmad is more diligent than him.

He is greater than Jubran in fame and output.

XII. SYNTACTIC CLASSIFICATION

The purpose of this section is to acquaint students with developing terms and general rules which appear in many grammatical analyses of Modern Standard Arabic. Very few writers in Modern Standard Arabic actually adhere to all of the rules.

A. Variable المُعَرَّبُ المُبَينَى vs Invariable المُعَرَّبُ: This grouping is based on whether the word shows the signs of its positions in the sentence or not.

1. Variable المُعَرَّبُ: The word is said to be variable when its ending changes according to its position in the sentence. The variable words are either verbs or nouns.

   a. Verb: The syntactic "variations" for the verb are the three moods, i.e., indicative, subjunctive, and jussive. The imperfect is the only form of the verb which is variable. The signs of the moods appear at the end of all its conjugations except the conjugations of the feminine

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plural for the 2nd and 3rd persons, and also when any imperfect form has
the "emphasis ء " as a suffix, which is rarely used. Examples: " يَذهَب "
he goes":

<table>
<thead>
<tr>
<th></th>
<th>Indicative</th>
<th>Subjunctive</th>
<th>Jussive</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>يَذهَب</td>
<td>لَيَذهَب</td>
<td>لَمْ يَذهَب</td>
</tr>
<tr>
<td>3rd</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

**Feminine Plural**

<table>
<thead>
<tr>
<th></th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>يَذهَنْ</td>
<td>يَذهَنْ</td>
</tr>
<tr>
<td>You</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

With emphasis ء suffix

The signs of the "variation" are expressed by the short
vowels or by dropping the letter " ن " from the ending of the verb. For
full details see CHAPTER FIVE, Section IV - Moods.

b. Noun: The syntactic "variations" for the noun are the
three cases, i.e., nominative, accusative, and genitive. All nouns are con-
sidered variable except the limited number found under the Invariable group.

The signs of the variation are expressed by vowels - short
and long, and letters as explained in CHAPTER FIVE, Section I - Cases.

Example:

**Short Vowel:**

I found knowledge to be useful.

رَأَيتَ الْعَلَّمَ نَافِعًا.
Long Vowel:

I saw your brother with your father in the market.

Letter:

I saw the two teachers with the students F.

2. Invariable: The word is said to be invariable when it retains one form of ending regardless of its position in the sentence. The invariable word may take one of the three short vowels or the "سكون" as its permanent ending.

The invariable words are limited to the following types:

a. All particles: See CHAPTER FOUR for explanation and examples.

b. Verb:

(1) Perfect: The conjugation of each person in the perfect tense is confined to one form regardless of its position in the sentence. See CHAPTER THREE, MORPHOLOGY - Verb, for explanation and examples.

(2) Imperative: The imperative form is always invariable in any sentence. See CHAPTER THREE, MORPHOLOGY - Verb, for explanation and examples.

(3) Imperfect: The only invariable forms of the imperfect are:

(a) 2nd and 3rd persons feminine plural. Examples:

2nd نذَهَبَنَهُ Indicative, Subjunctive, Jussive

3rd يَذَهَبُنَهُ " " "

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(b) Forms having the emphasis "ن" as a suffix.

Examples:

I 
أذهنن
You 
ذهنن

c. Nouns: The limited number of nouns grouped here have already been discussed in their respective sections of this Handbook. They are listed here according to their English equivalent, but in Arabic, they are considered as nouns. They are: Pronouns; Demonstrative Pronouns; Relative Pronouns; Nouns of Condition; Interrogative Pronouns; Compound Numbers; and some Adverbs of time and place such as لَدَى، حَيْثُ، قَطْنَ، أمَن، آنَ.

B. Declinable vs Indecinable: This grouping is strictly for nouns. All the nouns in this classification are of the variable category. The distinction is made on the manner they express the "variation" of their positions in the sentence.

The nouns considered in this group are generally singular. The only plural included in this grouping is the broken, irregular, plural in certain forms.

1. Declinable: The noun is said to be declinable when it:

   a. Accepts "nunation" as the sign of indefiniteness.
   b. Expresses the genitive case by the short vowel "كَرْه".

Examples:

This is a new book.

هَذَا كِتَابٌ جَدِيدٌ.
I saw a new book.

I read in a new book.

All variable nouns are considered declinable unless they fall into the patterns which are categorized as indeclinable.

2. Indeclinable: The noun is said to be indeclinable when it:

   a. Does not accept "nunation تنوين " as the sign of indefiniteness.

   b. Does not express the genitive case by the short vowel " كسرة. " It expresses this case jointly with the accusative case by the short vowel " فتحة. " Examples:

   This is a red book.

   I saw a red book.

   I read in a red book.

   The indeclinable noun thus expresses the variation of its position in the sentence only when it is indefinite. When made definite, by article ال or noun-in-construction إضافة, it would be declined like any declinable noun. Examples:

   This red book.

   I saw the red book.

   I read in the red book.
He brought a better one.
more suited than it).

He brought the best one.
(noun-in-construct).

3. The indeclinable nouns may be grouped under two major headings:

a. Singular Nouns:

(1) Every noun ends with an extra long vowel "اَلِف" or "Ảَم* hamza َ" as َصَحِرَاءٍ، ذُكُرٍی.

(2) The following Adjectives:

(a) Comparative - masculine and feminine, as َأَكْبَر fem. َكَبْرِی.

(b) Colors and defects as َأَحْمَر fem. َأَحْمَر fem. َغَرْجَاءَه.

(c) Relative adjectives - masculine and feminine, on fem. َفُعَلَى pattern as َسَكْرَان، سَكْرَان.

(3) Proper names:

(a) Names end with feminine ending "نَاَ" for feminine and masculine as َعَرَّة، حَمْرَة، فَاطِمَة، نَخْلَة.

(b) Nouns end with feminine long vowel "اَلِف" or "َ اَم* as: ِعِسَامَه، خَنْسَاء، لَيْلى، سَلَمَى.

(c) Feminine names without feminine ending as َزَينَب، ِدِمَشَقَ، بَغْداد، بَيْروت، سَعاَد.

(d) Compound names as َحَضَرَمْوَه، بَيْتَنَّ لَه.

(e) Names end with extra "ان" as َعِنْمَان، سُيْفُمَان.
(f) Foreign names more than three letters as إِبْرَاهِيمٍ، إِسْكَنْدَرٌ، وَلِيْمَ، يَعْقُوب

Foreign names with three letters - middle letter
unvowelled "س" are declinable as لَوْطٍ، جَاكٍ، جُورٍ، نَوحٍ

b. Broken Plural:

(1) Patterns of: مَفَاعِلِاء جَوَاهِرَه مَعايِد مَفَاعِل

(2) Ends with an extra long vowel as أَسْرِى، جُرْحِي، مَرْضِي

(3) Ends with an extra "hamza ـ" as أَطْبَاهٍ، أَصْدَنَاء، شَعْرَاءٍ، حَكَمَاءٍ

XIII. DEFINITENESS

A. **Definite and Indefinite Nouns:** As you have noticed, from the discussions on nouns, that the noun is indefinite unless it indicates or points to a specific object. The noun may indicate a specific object through form or through meaning. The most common form, through which the noun is made definite, are: Pronoun, Demonstrative Pronoun, Relative Pronoun, Noun with definite article and Noun-in-Construct.

The nouns which are considered definite through meaning are proper names and names of places such as the name of a country, a city, a river, etc. Though proper names are definite in meaning, they are vocalized with "Nunnation نُون", if they are declinable like any other indefinite noun. **Examples:**

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Shakir went to school with Salim.

I saw Ahmad and Muhammad play in the football field.

The Tigris River passes through the city of Baghdad.

Lebanon is located West of Syria.

B. The Use of the Article "الَّذِي": This article, beside its main function as a "definite article", is used for generality. In other words, the noun, to which the article is prefixed, is used for the purpose of expressing a general idea and not for the purpose of being definite. Examples:

The Port of Beirut is important in (the) commerce.

There are special institutes for (the) sewing.

The Arabs were famous in (the) horsemanship.

XIV. VOCATIVE

The vocative is expressed by the vocative particles "أَبَا " and "يا". The construction of the vocative follows the following general rules:
A. The noun following the particle "يَا ْيَا" is always with the article "الـ" and in the nominative case. Examples:

- A student!
- A girl!
- Students!
- Girls!

The particle "يَا" is often used to precede "يَا ْيَا". Examples:

- A generous man!
- People!

B. The noun following the particle "يَا" is always without the article "الـ", and may be constructed according to one of the following rules:

1. If the person addressed is present or the noun is not determined by any following words (adjective, noun-in-construction إضافة), then the noun is put in the nominative case. Examples:

- A man!
- Men!
- Mohammed

2. If the person addressed is not present or the noun is determined by some words after it, then the noun is put in the accusative case. Examples:
0 ignorant (not addressed to any particular person)!
0 you, who climbs the mountain!
0 Abdu-lraham!
0 my dear brother!
0 fair minded!
(brother of fairness)

C. The vocative may be expressed without the vocative particles if the person addressed is close (in relation or friendship), or he is close to, or involved in the discussion of the caller. Examples:

Joseph! Where are you going? بوسَف، أينَ ذاهِب؟
Ahmad! What is your opinion in this subject? أَحْمَد، ما رأيك في هذا الموضوع؟

D. The adjective modifying the noun without the article "ال" is definite.

E. Since the English "O" has practically been eliminated in calling a person, in modern usage, the above listed examples could very well be translated into English without "O".

XV. COMMON STRUCTURES

A. Preposition "ك": This preposition is called the "ك" of similarity "كَافِّ الْتَحْبِيب". It is prefixed to the noun to render the meaning of "as" or "like." The demonstratives and the relative pronouns are treated like the noun in this respect. Examples:
I know Ahmad as a friend.

He sat in the classroom like a student.

I like furniture like this (furniture).

This preposition is also prefixed to the following:

1. Demonstrative "ذَلِكَ": By prefixing "كُ" to this demonstrative, the meaning of "also", or "likewise" is developed. This is not true, however, with any other demonstrative. Example:

   I bought from this store a bed and a table and also a new refrigerator.

2. Particle "كُ": When the preposition "كُ" is not followed by a noun, it would be prefixed to the particle "كُ", and it would render the following meaning:

   as he said
   likewise
   as if

B. The word /mination/ "when": This word has the primary meaning "at" or "with." It is equivalent to "have, has" in showing possession. It is not a verb, and therefore should not be mistakenly conjugated. It can stand alone or with a pronoun suffix. This word is negated by negative particle /m/ in showing denial of possession. Examples:
The student has a book.

I have a book.

He does not have a book.

1. Syntactic description of the above examples:
   a. They are equational sentences.
   b. The predicates precede the subjects because the subjects are indefinite, " كتاب " a book."

2. The word " ما " may be united with the particle " " thus " عندما ", giving the meaning "when." Example:

   I saw him when he was here.

C. The verb /yuujad/ : This verb corresponds in meaning to "there is" or "there are" in English. Because of this usage, the conjugation of this verb as well as the indication of tense are not needed. The only requirement needed for this usage is the indication of gender, that is /yuujad/ is used in relation to masculine words, and /tuujad/ is used in relation to feminine words. Examples:

   There is a restaurant near the school.

   There are many chairs in that room.

D. The Word " كل " all, every":

   1. When this word is used with Pronoun endings, it renders the meaning of "all" or "whole." Examples:
all of them
all of it (him)
all of it (her)
all of you (M.Pl)
all of us

2. The word "كل" will render the meaning of "each" or "every" whenever the following noun is indefinite. On the other hand, if the following noun is definite, then the meaning of "all" or "whole" is rendered. Examples:

each day
all day (the whole day)
every month
the whole month

E. Usage of "بعد" and "قبل": These two words are equivalent in meaning to the prepositions "after" and "before" respectively.

1. In Arabic, these two words should be used before a noun. However, if they are used before a verb, the particle "أَن" is inserted between them and the verb. Examples:

We'll study after you get up.

I eat breakfast before I shave.

In the speech of many Arabic localities, the particle "أَن" is replaced with the particle "ما" to render the same meaning.
2. Quite often the word "بَعْدَ " is preceded by "فِيما " (combination of preposition "في " and particle "ما "), thus "فِيما بَعْدَ " rendering the meaning "afterwards" or "later."

F. The Use of "يَجِبُ it is necessary": The verb "يَجِبُ must, should, have to, or to be necessary" is not conjugated like the rest of the verbs. The person it refers to is known from the main verb of the sentence. Following this verb, the sentence is always in the subjunctive mood, and the particle "أَن " is invariably used. Examples:

- We have to wear special cloths.
- He has to study his lesson.
- I have to wait for my friend here.

1. Sometimes the preposition "عَلَى " followed by a noun or pronoun suffix referring to the person in the sentence is used between "يَجِبُ " and the particle "أَن " for emphasis. Examples:

- The Lt. has to go to the camp.
- He has to go to the camp.
- We have to wear special cloths.
- You (M. Pl.) have to study the lesson.

2. Sometimes the verb "يَجِبُ " is eliminated and only the preposition "عَلَى " plus the required pronoun suffix or noun is used to render the same meaning. Examples:
He has to go to the camp.

You have to study the lesson.

3. The perfect form of this verb "\( \text{وجب} \)" is also used to give the same meaning in the past.

4. The verb "\( \text{كان} \)" is also used, preceding "\( \text{وجب} \)", to give the meaning of "must, should, etc." in the past. Example:

I had to go to the camp or
I should have gone to the camp.

G. Use of "\( \text{منـذ} \) since, for": This word functions as a "preposition."

Therefore, the noun following it is always in the genitive case. (Although it is permissible to be in the nominative case) the meaning it renders in such a function is illustrated in the following examples:

For a month, since one month ago.

For the past few days, a few days ago.

Of a long time ago.

Lately, recently.
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