This volume, designed as a companion to "Introducing Literary Arabic" provides basic grammatical explanations essential in first-year courses. Each of the 15 units, with the exception of the first, contains related grammatical notes, paradigms, and illustrations. The grammatical rules are intended to make explicit general underlying structures. Arabic calligraphy is used extensively throughout the text. For the companion documents, see ED 024 953. (RL)
Introducing Literary Arabic

VOL. II

Grammatical Notes

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1971
This Volume II is designed as a companion to Volume I, *Introducing Literary Arabic*. It follows *Beginning Arabic* as one of the series to present Arabic as a living language. The Companion provides in some detail the basic grammatical explanations which the learner of Arabic needs at the first level.

In constructing these explanations due attention has been paid to contrastive analysis and the specific problems of the English speaker learning modern Arabic.

By modern Arabic here we refer to the formal variety as used by contemporary writers. It is assumed that while this form of Arabic bears close affinity with old "classical Arabic", its usage is much influenced by the spoken not only in vocabulary but in idiom and to some extent in structure. Thus wherever helpful reference is made to what Arabs actually use, however different this may be from traditional usage.

With the exception of the first, each unit is provided with related grammatical notes, paradigms, and illustrations. The 'rules' given are intended to make explicit the general underlying structure.

Needless to say, it is only with constant practice that these 'rules' can be internalized and language mastery achieved. For this reason the student is urged to do as many of the exercises included as possible.

S.A.H. N.G.
INTRODUCING LITERARY ARABIC

Text: page 4

Unit I
Grammatical Notes

PERSONAL PRONOUNS

In Arabic, there are two sets of personal pronouns:
Independent and Appended:

A. Independent Pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>أنا</td>
</tr>
<tr>
<td>2</td>
<td>m.</td>
<td>أنت</td>
</tr>
<tr>
<td>2</td>
<td>f.</td>
<td>أنت</td>
</tr>
<tr>
<td>3</td>
<td>m.</td>
<td>هو</td>
</tr>
<tr>
<td>3</td>
<td>f.</td>
<td>هي</td>
</tr>
</tbody>
</table>

Remarks:
1. The pronouns أنتُ and همُ if followed by a definite article, e.g. الأردن, the sukun changes to a dammah.
   Example: They are Arabs.

2. A pronoun may serve as:
   a. an emphasis marker
   Example: You (m.pl.) go out! أُخرجوا!
   He hit me! هو ضرباني (أنا)!
b. a subject in a verbless sentence
   Example: She (is) a student.

c. part of a definition question or an interrogative pattern.
   Example: Who are you (m.s.)? What is Damascus?

d. copula in a verbless sentence; in this case the pronoun
   resolves the ambiguity in the pattern
   Example: Beautiful Beirut/Beirut is the Beautiful

B. Appended Pronouns or Pronominal Suffixes

   With Nouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Suffix-Singular</th>
<th>Suffix-Dual</th>
<th>Suffix-Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-i: كُني</td>
<td>-na: كُنا</td>
<td></td>
</tr>
<tr>
<td>2 m.</td>
<td>-k كُن</td>
<td>-kuma: كُنَا</td>
<td>-kum</td>
</tr>
<tr>
<td>2 f.</td>
<td>-ki كُن</td>
<td>-kuma: كُنَا</td>
<td>-kunna</td>
</tr>
<tr>
<td>3 m.</td>
<td>-u كُن</td>
<td>-huma: كُنَا</td>
<td>-hum</td>
</tr>
<tr>
<td>3 f.</td>
<td>-ha: كُن</td>
<td>-huma: كُنَا</td>
<td>-hunna</td>
</tr>
</tbody>
</table>

   With Verbs

<table>
<thead>
<tr>
<th>Person</th>
<th>-ni: كُتْنِي</th>
<th>-na: كُتْنا</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 m.</td>
<td>-k كُتْنَك</td>
<td>-kuma: كُتْنَا</td>
</tr>
<tr>
<td>2 f.</td>
<td>-ki كُتْنَك</td>
<td>-kuma: كُتْنَا</td>
</tr>
<tr>
<td>3 m.</td>
<td>-a(h) كُتْنَه</td>
<td>-huma: كُتْنَا</td>
</tr>
<tr>
<td>3 f.</td>
<td>-aha: كُتْنَا</td>
<td>-huma: كُتْنَا</td>
</tr>
</tbody>
</table>
With Prepositions

<table>
<thead>
<tr>
<th></th>
<th>-ya</th>
<th>-na:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>علّي بِكَ</td>
<td>علّي بِكَنا</td>
</tr>
<tr>
<td>2 m.</td>
<td>علّي بِكَ</td>
<td>علّي بِكَنا</td>
</tr>
<tr>
<td>2 f.</td>
<td>علّي بِكَ</td>
<td>علّي بِكَنا</td>
</tr>
<tr>
<td>3 m.</td>
<td>علّي بِكَ</td>
<td>علّي بِكَنا</td>
</tr>
<tr>
<td>3 f.</td>
<td>علّي بِكَ</td>
<td>علّي بِكَنا</td>
</tr>
</tbody>
</table>

Remarks:

1. If the form ends with yaa?, this yaa? is doubled with l.s. pronoun suffix.
   Example: noun كرسي "my chair"; كتابي "my book" prep. لي "for me"; في "in me"

2. The pronunciation of the /haa?/ pronominals is /hi/ if preceded by kasra or /i-/; otherwise, it is /hu/.
   Example: لَه "to him"; بِه "by him"; كابهم "in their book"

3. One-syllable forms with short vowels ending with nuun double the nuun with l.s. pronoun suffix.
   Example: noun سن "my age" prep. مني "from me"

DEMONSTRATIVE PRONOUNS (II)

This-These

<table>
<thead>
<tr>
<th>Case</th>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.</td>
<td>F.</td>
<td>M.</td>
</tr>
<tr>
<td>Nom.</td>
<td>هذَا</td>
<td>هذَا</td>
<td>هذَا</td>
</tr>
<tr>
<td>Acc.</td>
<td>هذَا</td>
<td>هذَا</td>
<td>هذَا</td>
</tr>
<tr>
<td>Gen.</td>
<td>هذَا</td>
<td>هذَا</td>
<td>هذَا</td>
</tr>
</tbody>
</table>
That—Those

<table>
<thead>
<tr>
<th>Case</th>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.</td>
<td>F.</td>
<td>M.</td>
</tr>
<tr>
<td>Ncm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:

1. Arabic demonstratives can be replaced by pronouns
   Example: Who are they? من هؤلاء ؟

2. Demonstratives are used as subjects:
   Example: This is a student (m.). هذا طالب
   These are students (f.). هؤلاء طالبات
   Compare: This is a student.
   This student.
   This is the student.
   This is a city.
   This city.
   This is the city.

   These are students (f.). . . . . .
   These students.
   These are the students.

   These are two students.
   These two students.

   These are the two students.

Note: The personal pronoun هو in this pattern and similar patterns is used as a 'copula'.

3. **Compare:**

This is your (m.pl.) book.

This book of yours

This is Ramsis.

This Ramsis is a king.
UNIT II
Introducing Literary Arabic

Tape: Laboratory Handbook (available on request)

Additional Grammatical Notes

The Verb (الفعل)

FORM I: PERFECT

| PATTERN 3 | PATTERN 2 | PATTERN 1 | I
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>يُفَعَلُ</td>
<td>يُفَعَلُ</td>
<td>يُفَعَلُ</td>
</tr>
</tbody>
</table>

Patterns of Form I

a. Most Arabic verb forms are based on Form I. Form I in the imperfect is written in three different systems of pronunciation; the middle radical may have a /fatha/, a /kasra/, or a /damma/ but the first radical always has a fatha.

b. Verbs of Form I may be transitive or intransitive in use.

c. The /fatha/, representing the vowel sound /-a-/ following the second radical is found in many transitive as well as intransitive verbs.

Examples:

- to beat: ضَرَبَ
- to write: كَتَبَ
- to go out: خَرَجَ
The /kasra/ and the /damma/ give the verb an intransitive character.

The difference between these two diacritics is that the /kasra/ in قُمَلَلَ often indicates a temporary state or condition, or accidental quality in persons or things.

Examples:
- to become glad فُرِحَ
- to become sad خَنَنَ

The /damma/ in قُمَلَلَ may indicate a permanent state or a natural quality.

Examples:
- to become beautiful حُسنَ
- to grow كَبَرَ

### A MODEL OF VERB CONJUGATION

#### PATTERN I

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Imperfect</th>
<th>Perfect</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (m.s.)</td>
<td>تَفَعَّلْتْ</td>
<td>فَعَّلْتْ</td>
<td>أَنْتَ</td>
</tr>
<tr>
<td>you (f.s.)</td>
<td>تَفَعَّلْتْ</td>
<td>فَعَّلْتِ</td>
<td>أَنْتِ</td>
</tr>
<tr>
<td>he, it</td>
<td>يَفْعَلْ</td>
<td>فَعَّلْنَ</td>
<td>هُوَ</td>
</tr>
<tr>
<td>she, it</td>
<td>تَفَعَّلْتْ</td>
<td>فَعَّلْتِ</td>
<td>هِيَ</td>
</tr>
<tr>
<td>you (d.)</td>
<td>يَفْعَلُنَّ</td>
<td>فَعَّلْنَ</td>
<td>أَنْتُمْ</td>
</tr>
<tr>
<td>they (d.m.)</td>
<td>يَفْعَلُنَّ</td>
<td>فَعَّلْنَ</td>
<td>هُمْ</td>
</tr>
<tr>
<td>they (d.f.)</td>
<td>يَفْعَلُنَّ</td>
<td>فَعَّلْنَ</td>
<td>هِمْ</td>
</tr>
<tr>
<td>we</td>
<td>يَفْعَلُنَّ</td>
<td>فَعَّلْنَا</td>
<td>نَّهْنَ</td>
</tr>
<tr>
<td>you (m.p.)</td>
<td>يَفْعَلْتُمْ</td>
<td>فَعَّلْتُمْ</td>
<td>أَنْتُمْ</td>
</tr>
<tr>
<td>you (f.p.)</td>
<td>يَفْعَلْتِنَّ</td>
<td>فَعَّلْتِنَّ</td>
<td>أَنْتُنِّ</td>
</tr>
<tr>
<td>they (m.p.)</td>
<td>يَفْعَلُنْ</td>
<td>فَعَّلْنَ</td>
<td>هُمْ</td>
</tr>
</tbody>
</table>

(1) The future tense is formed by prefixing the connected -س- or the separate سُوْفَ to the imperfect tense form of the verb.
A Model of Verb Conjugation (continued)

Pattern I

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (f.p.)</td>
<td>(1)</td>
<td>هُنَّ</td>
</tr>
</tbody>
</table>

The following is an example of conjugation "to go out", one of the verbs that occurs in the reading passage. Follow the form for the "perfect" and ِّيُعَلَّل for the "imperfect":

General Remarks

a. The conjugation of Form I, in its three patterns shows certain regularities which should be mastered.

b. The "tashkil" system of vocalization as it appears in this form is very important.

c. **Perfect Suffixes**

| 1.s. | -tu | 1.p. | -na: |
| 2.s.m. | -ta | 2.p. | -tuma |
| 2.s.f. | -ti |
| 3.s.m. (base) | 3.d.m. | -a: | 3.p.m. | -tum |

(1) Notice that 1.p. and 3.f.p. are similar in pronunciation though different in writing.
Unit II

Perfect Suffixes (continued)

3.s.m. (base) 3.d.m. -a: 3.p.m. -tum

Imperfect Prefixes and Suffixes

1.s. ?a- 1.p. na-
2.s.m. ta- 2.p.m. ta- -u:na
2.s.f. ta- ... -i:na 2.p.f. ta- -na
3.s.m. ya- 3.d.m. ya- -a:ni 3.p.m. y- -u:na

d. The following are some of the verbs parallel to:

<table>
<thead>
<tr>
<th>Imperative</th>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>m.s. go!</td>
<td>ُذهَبْ (إِلَى)</td>
<td>'go' (1)</td>
</tr>
<tr>
<td>&quot; break!</td>
<td>ُكَسَرْ</td>
<td>'break' (2)</td>
</tr>
<tr>
<td>&quot; go out</td>
<td>ُخُرَجْ (إِلَى)</td>
<td>'go out' (3)</td>
</tr>
<tr>
<td>&quot; look!</td>
<td>ُنَظَرْ (إِلَى)</td>
<td>'look' (4)</td>
</tr>
<tr>
<td>&quot; defeat</td>
<td>ُهَزَمْ</td>
<td>'defeat' (5)</td>
</tr>
<tr>
<td>&quot; beat!</td>
<td>ُضَرَبْ</td>
<td>'beat' (6)</td>
</tr>
</tbody>
</table>

e. The Arabic perfect may be translated into English past or present perfect

e.g. ُذهَبْ (إِلَى) ُالمَدْرَسَةَ may mean I went to the school.

or I have gone to the school.

f. The vowels of the verb in the "imperfect" may be different from those of the "perfect" form. For example, the first verb follows the pattern in the "perfect", in the "imperfect"; whereas the third verb
has the pattern, َفَعَلْ in the "perfect", َيَفَعَلْ in the "imperfect".

The imperative is based on the imperfect stem: (see Unit III notes)

<table>
<thead>
<tr>
<th>Imperative</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>يَفَعَلْ</td>
<td>يَفَعَلْ</td>
</tr>
<tr>
<td>يَفَعَلْ</td>
<td>يَفَعَلْ</td>
</tr>
<tr>
<td>يَفَعَلْ</td>
<td>يَفَعَلْ</td>
</tr>
</tbody>
</table>

(For further discussion see Wright, p. 61 #88)

PATTERN II OF FORM I

to be glad or joyful

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَفْرَحْ</td>
<td>قَرْحَتْ</td>
<td>أنا</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>أنت</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>أنَّـ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
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<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
<td>كُلُّهُمْ</td>
</tr>
</tbody>
</table>

12
Unit II

PATTERN III OF FORM I

to grow up  

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>ًكُبْرَ</td>
<td>ًكُبْرَت</td>
<td>ًانا</td>
</tr>
</tbody>
</table>

13
UNIT III

Grammatical Notes

Although verb forms denote specific meanings, usage largely determines change in some verbs more than in others.

Verb Form II
In this unit the student finds the second form of Arabic verbs.

1. Formation
The second form is derived from the first form by simply doubling the second radical in Pattern I form I. The sign of doubling is the "shadda", and thus it becomes:

\[
\begin{align*}
\text{Imperfect} & : \quad yuC_1aC_2C_2C_3 \\
\text{Perfect} & : \quad C_1aC_2C_2aC_3
\end{align*}
\]

2. Meaning
   a. Form II often implies causative action, intensity, or an act which is done repeatedly.
      Examples:
      
      | Form II | Form I |
      |---------|-------|
      | make someone write; dictate \(\text{kāb}^\text{b}^\text{b}\) | write \(\text{kāb}\) |
      | smash \(\text{kāb}\) | break \(\text{kāb}\) |
      | massacre \(\text{kāb}\) | kill \(\text{kāb}\) |

   b. The second form may convey the making or doing of the thing expressed by the noun or adjective from which it is derived.
Examples:

pitch a tent  خَمَمَة
cause        سَبغ
make easy    سَهِل
discredit, deny  كَذَب

3. Verbs that are intransitive in Form I become transitive in Form II

Examples:

Form II                       Form I

"I made the boy happy." "The boy was happy with the book."
فَرَحَ الْبَيْنَ بِالْقَبْضَةِ
gladen                  be glad        فَرَحَ
make ... leave       خَرَجَ       خَرَجَ
"I made the boy leave." "The boy went out."
خَرَجَ الْبَيْنَ

4. Verbs that are transitive in the first form take two objects in Form II.

Examples:

teach               عَلَمَ
know                عَلَمَ
"I taught him the lesson." "I learned the news."
علَمَهُ الدَّرَسَ        عُلِمَتِ الْخَبَرَ
make carry (to load) حَمَلَ
carry              حَمَلَ
"I made him carry the book." "The boy carried the book."
حمَلَ الْبَيْنَ الكَبَاب

Verb Form III

1. Formation

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yuC₁a:C₂iC₃</td>
<td>C₁a:C₂aC₃</td>
</tr>
</tbody>
</table>

يفعل          فعل
In this form the vowel sound between the first two radicals is lengthened to /-a:-/ which is indicated in writing by /?alif/.

2. Meaning

This form modifies the meaning of Form I in the following ways:

a. Form III often expressed reciprocity, that is, action shared by two persons. The reading text of this unit includes verbs of this form.

Examples:

<table>
<thead>
<tr>
<th>Form III</th>
<th>Form I</th>
</tr>
</thead>
<tbody>
<tr>
<td>to correspond with</td>
<td>to write</td>
</tr>
<tr>
<td>كَانَبُ</td>
<td>كَانَبُ</td>
</tr>
<tr>
<td>sit and talk with someone;</td>
<td>sit</td>
</tr>
<tr>
<td>جَالَسُ</td>
<td>جَلَسَ</td>
</tr>
<tr>
<td>entertain</td>
<td></td>
</tr>
</tbody>
</table>

b. Form III is often transitive when the related Form is intransitive.

Examples:

<table>
<thead>
<tr>
<th>Form III (trans.)</th>
<th>Form I (intr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to correspond with</td>
<td>to write to</td>
</tr>
<tr>
<td>كَانَبُ</td>
<td>كَانَبُ</td>
</tr>
<tr>
<td>Ali corresponded with the teacher.</td>
<td>Ali wrote to the teacher.</td>
</tr>
<tr>
<td>عَلَى كَانَبَ المُدَرِّسِ</td>
<td>عَلَى كَانَبَ المُدَرِّسِ</td>
</tr>
<tr>
<td>Ali entertained the teacher.</td>
<td>Ali sat with the teacher.</td>
</tr>
<tr>
<td>عَلَى جَالَسَ المُدَرِّسِ</td>
<td>عَلَى جَلَسَ المُدَرِّسِ</td>
</tr>
</tbody>
</table>

1. Formation

<table>
<thead>
<tr>
<th>III</th>
<th>II</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>$C_1a:C_2aC_3$</td>
<td>$C_1aC_2aC_3$</td>
<td>$?vC_1C_2vC_3$</td>
</tr>
</tbody>
</table>

(v - vowel determined by the imperfect stem, 
?u - if the middle radical is followed by - u; otherwise it is ?i-)
Examples:

<table>
<thead>
<tr>
<th></th>
<th>III</th>
<th>II</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 s.m.</td>
<td>كَتَبَ</td>
<td>كَتَبَ</td>
<td>كَتَبَ</td>
</tr>
<tr>
<td>2 s.f.</td>
<td>نَازَّلَ</td>
<td>نَازَّلَ</td>
<td>نَازَّلَ</td>
</tr>
<tr>
<td>2 d.</td>
<td>فَاتَحَا</td>
<td>فَاتَحَا</td>
<td>فَاتَحَا</td>
</tr>
<tr>
<td>2 p.m.</td>
<td>كَانَ أَنْتَوا كَانَ أَنْتَوا كَانَ أَنْتَوا</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verb Form IV

1. **Formation**

   This form is made by prefixing the syllable /ʔa-/?, indicated in writing by /ʔalif/. It has the same form as that of some colors (m.) and comparatives.

   **Imperfect** ِيَفِيَلُ
   **Perfect** ُآفِيِلَ

   yuC₁C₂C₃
   ?aC₁C₂aC₃

   **Meaning**

   a. Depending on usage both second and fourth forms of a verb may be causative. They may have similar or different meanings.

   **Examples:**

   **Form IV** | **Form II** | **Form I**
   --- | --- | ---
   he informed | علمَ | علمَ |
   he was on strike | أَصَبَ | صَبَ |
   he was kind or good to someone | أَخْسَنَ | خَسَنَ |
   approach, arrive | أَفْيَلَ | فَيِلَ |
   he made someone hear | أَسْمَعَ | سمَعَ |
   I learned the news | عَلِمَتْ | علمت |
   I taught the student Arabic | تَعَلَّمَتْ | تعلمـت |
I informed the President of the news.

b. Form IV comprises a great number of noun-derived verbs which are intransitive. Arabs often regard as an "act" what English speaking people view as a "state".

Examples:

Form IV

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verb Form V</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaves; foliage; paper</td>
<td>yataC1aC2C2aC3</td>
</tr>
<tr>
<td>fruit</td>
<td>taC1aC2C2aC3</td>
</tr>
<tr>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>flowers</td>
<td></td>
</tr>
</tbody>
</table>

Verb Form V

1. Formation

Form V is derived by prefixing /ta-/ to Form II.

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yataC1aC2C2aC3</td>
<td>taC1aC2C2aC3</td>
</tr>
</tbody>
</table>

2. Meaning

a. In addition to its intensiveness, Form V has a reflexive character denoted by /ta-/ . Compared with Form II, Form V simply expresses the resulting action. When translated into English, it may be rendered in the passive voice.

Examples:

Form V

<table>
<thead>
<tr>
<th>Form II</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn; be educated</td>
</tr>
<tr>
<td>receive</td>
</tr>
</tbody>
</table>

"I taught the student Arabic."

"The student learned Arabic."
Form V

become an Arab
be broken into pieces
be formed or composed

Form II

Arabize
smash
form or compose

b. When derived from a noun, Form V may convey the quality of the noun.

Examples:

Form V

to become daring
like a lion

to become cunning
like a tiger

In some cases, the reflexive feature of Form V is not obvious.

Verb Form VI

1. Formation

/ta-/ is prefixed to the perfect of Form III

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yata(a;C_2aC_3)</td>
<td>ta-(a;C_2aC_3)</td>
</tr>
</tbody>
</table>

2. Meaning

a. Form III, as mentioned before, conveys the idea of effort or reciprocity, but when changed to Form VI it conveys both reciprocal and reflexive action. If the verb in Form III is transitive, its related Form VI
Unit III

becomes intransitive.

Examples:

Form VI

The two friends corresponded (with each other)

The girl corresponded with her boy friend.

The two friends met.

The girl met her boy friend.

b. Form VI may express pretense.

Form VI

The man pretended to weep.

The mother pretended to be ill.

The man wept.

The mother became ill.

c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all)

3. Reciprocal actions usually require two parties or more. Using Form VI may imply "one another" or "one after the other".

Examples:

"The leaves fell (one after the other)."

"People greeted (each other)."

Verb Form VII

1. Formation

Form VII is made by prefixing /?i-/ written ٍ to Form I. (1)

(1) In fact the radical /n/ ٍ, with a suku:n, "ٍ" is the original prefix. The /?i-/ ٍ is added just to facilitate pronunciation because it is difficult in Arabic to pronounce two consecutive consonants initially.
Unit III

### Form VII

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yanC₁aC₂aC₃</td>
<td>?iC₁aC₂aC₃</td>
</tr>
</tbody>
</table>

2. **Meaning**

Form VII denotes reflexive action but never assumes reciprocity. It is often translated into English passive. (1)

Examples:

<table>
<thead>
<tr>
<th>Form VII</th>
<th>Form I</th>
</tr>
</thead>
<tbody>
<tr>
<td>was broken</td>
<td>كَسَرَ</td>
</tr>
<tr>
<td>was beaten</td>
<td>ضَرَبَ</td>
</tr>
<tr>
<td>was heard</td>
<td>سَمَعَ</td>
</tr>
</tbody>
</table>

3. Compare Forms V and VII.

VII

Passivity

"The door was broken"

"The boy was recognized"

V

Intensity or reflexive action

"The door was smashed"

"The boy got acquainted with the girl"

**Verb Form VIII**

1. **Formation**

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaC₁taC₂aC₃</td>
<td>?iC₁taC₂aC₃</td>
</tr>
</tbody>
</table>

Form VIII is derived from Form I, by inserting the infix /-ta-/ between the first and second radicals. Thus, it becomes فَعَّلَ. But, as in Form VII, it is difficult to pronounce the first radical because of the two consecutive consonants initially. An /?i-/ is therefore prefixed.

(1) It may be interesting to note that in colloquial (Cairene) Arabic this form is used rather than the passive form, كَسَرَ, to express the idea of "being broken".
2. **Meaning**

   a. Form VIII may express the reflexive meaning of Form I.

   Examples:

   Compare: Form VIII

   The professor met with the students. The professor brought
   the students together.

   b. This form can also convey the idea of reciprocity. In this case it
   may express the same meaning as Form VI.

   Example:

   Form VIII

   The people fought each other.

   c. In some instances Form VIII may be similar to V.

   Form VIII

   The boy received the book.

   d. In some cases usage is different.

   Examples:

   Form VIII

   The president opened the factory. (inaugurated)

   (Notice the verb in Form VIII may become transitive)

---

**Verb Form IX**

1. **Formation**

   imperfect

   ya\(C_2\)\(a\)\(C_3\)\(C_3\)

   perfect

   \(?i\(C_1\)\(C_2\)\(a\)\(C_3\)\(C_3\)\)
Form IX is derived from Form I by doubling the third radical. To facilitate pronunciation it is prefixed with /?i-/ written 

2. Meaning
This form expresses qualities, colors, and defects.

Examples:
The sky became red.
The tree (became) bent.

Verb Form X
1. Formation

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaStaC₁C₂iC₃</td>
<td>?iStaC₁C₂aC₃</td>
</tr>
</tbody>
</table>

Form X is formed by prefixing /?ista-/ written 

Again, the /?i-/ is added for the same reason as in Forms VII and VIII, namely, to facilitate pronunciation. The first radical of Form I takes a "sukun" instead of a "fatha".

Examples:
The President met the Ambassador.
They use our book.

2. Meaning

Form X gives Form IV, 

Examples:
Form X
seek information; inquire
receive, welcome
extract (e.g. metals from mines)

Form IV
inform
arrive, approach
make someone leave, take something out
UNIT V
Grammatical Notes
Relative Pronouns

Connecting Non-Verbal Sentence Patterns.
Notice how the following two simple sentences are connected.

(1) This is a student.

(2) The name of the student is Mohamad.

(3) This is a student whose name is Mohamad.

(4) This is the student whose name is Mohamad.

The patterns (5) and (5b) are simple sentence patterns.

(5) This student's name is Mohamad.

(5b) The name of this student is Mohamad.

Connecting Verbal Sentence Patterns
Notice how the two simple sentences are connected.

(5) The girl student is learning Arabic.

(7) I've met the girl student.

(8) I've met the girl student who is learning Arabic.

(9) The girl student I've met is learning Arabic.

(10) I've met a girl student (who is) learning Arabic.

Remarks:
1. Relative pronouns are inflected in the dual for nominative /-a:n/ and for the accusative or genitive /-a:n/.
2. There are two sets: The first set (A) is the more commonly used in contemporary writing but the second often occurs in religious texts.
Unit V

A.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.m.</td>
<td>الْدِّينَ</td>
<td>الْدِّينَ</td>
</tr>
<tr>
<td>s.f.</td>
<td>الْدِّينَ</td>
<td>الْدِّينَ</td>
</tr>
</tbody>
</table>

B.

Pronominal suffix + إِيَاهُ إِيَاها etc.

e.g. إِيَاهُ إِيَاها

We worship Thee and seek They support.

3. Relative pronouns must agree with antecedent in number, gender and case.

4. Non-human objects are referred to as singular feminine.

e.g.

These are the books that I have read.

5. who, which, that

<table>
<thead>
<tr>
<th>Gender</th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>الْدِّينَ</td>
<td>الْدِّينَ</td>
</tr>
<tr>
<td>Dual nom.</td>
<td>الْدِّينَ</td>
<td>الْدِّينَ</td>
</tr>
<tr>
<td>&quot; acc. and gen.</td>
<td>الْدِّينَ</td>
<td>الْدِّينَ</td>
</tr>
</tbody>
</table>

Remarks:

1. Relative pronouns follow a definite antecedent and agree in number, gender (a subject marker), and case (nominative and accusative or genitive).

Examples:

The boy who entered the mosque was a student. (m.)

The girl who arrived at the airport is Nadya.

The two girls who arrived at the airport are my sisters.
Indeed the two girls who arrived at the airport are my sisters.

The people who are in the mosque are Muslims.

The girls who went to Cairo were students.

2. Arabic relative pronouns do not follow indefinite antecedents. Consequently, when the antecedent is indefinite the relative clause follows without a relative pronoun.

Examples:

A boy who took off his shoes entered.

Boys who took off their shoes entered.

A boy whom Mark knows, entered.

3. A relative clause may include a resumptive pronoun.

Examples:

The student whose brother wrote the book went out.

The student whom Nadia met went out.

The student whose sister Nadia met, went out.

The student whom Nadia welcomed, went out.

The student with whose sister Nadia entered, went out.

4. Resumptive pronouns are sometimes omitted when relative nouns introduce relative clauses:

Examples:

This is what I have written.

 هذا ما كتب.
This is what I have written.

The use of

Examples:
Mark saw what pleased him. (things)
Mark got acquainted with those whom he met. (people)

III the use of 

is a stem to which pronominal suffixes are appended. However, its use is limited to:

a. religious texts

Examples:
We worship Thee
and we beseech Thee

me
you (s.m.)
" (s.f.)
him
her
you (dual)
You (pl. m.)
You (pl. f.)
them (dual)
b. expressions of warning.
   e.g. Don't touch that boy.

b. expressions of warning.
   e.g. Don't touch that boy.

c. informal expressions
   e.g. "The same boys".

الولد لا يأه""
I. Prepositions and Adverbial Particles: Arab grammarians list at least 20 prepositions. Among the most common prepositions and adverbial particles are the following given with some of their basic meanings:

- to, toward, until: إلى
- on, to: على
- about: عن
- around, about: حول
- under, below: تحت
- since: منذ
- except: عدا

One-letter particles to be joined to the word following it:

- with, by means of, in: ب
- like, as: ك
- for, to, of: ل

Prepositions and adverbial particles form idiomatic expressions with verbs and nouns:

**Examples:**

- arrive at: وصل إلى
- enjoy: تمتع
- in Arabic: بالعربية
- before: قبل
- at/by night: بالليل
- by God: بالله
Particle + Noun

quickly
slowly
carefully

A. Prepositions with nouns:
The noun following a preposition is always in the genitive case (i.e. ending with a 'kasra' except with diptotes, which end with 'fatha'). Notice the assimilation in pronunciation. (e.g. /'?ilalbayti/
في البيت / filbayti / إلى البيت)

Examples:
in the house في البيت
with the girl مع الشاب

to the city إلى مصر
from Egypt (dip.) في مصر

on the table على الكليدة

B. Prepositions combine with pronominal suffixes to form words. For example, "with him" is expressed as معه
with him معه
with her معها
with them (dual) معهما
with them (m. pl.) معهم
with them (f. pl.) معهن
with you (m.s.) معك
with you (f.s.) معك
with you (dual) معكم
with you (plural) معكم

* Note: The س ( ه ) of these suffixes changes to ع when the final letter of the preposition is ي or ي (as in the cases of على and إلى).
Moreover, if the final letter of the preposition is ئالِف ماَسْرَح (ی)، this letter changes to ل (with a sukūn) pronounced as a diphthong /-ay-/ when used with any of the pronominal suffixes:

* Note that when the first person singular pronominal suffix is attached to a preposition ending in ی or ى, the ya:/ gets a šadda. Thus ?ila?الي , إلى ?ilayya, إلإ يا:ل fi: في fiyya. Except for 2.d. and 2.p.m. when pronominal suffixes are attached to nouns ending with kasrah or damma the vowel of the pronoun suffix also changes. Thus nouns ending with damma or fatha are followed by damma; otherwise it is followed by kasrah.

*ilanak ١٢٣
II. Verb Forms

A. Form V.

1. Formation: Form V is derived by prefixing the syllable ta- to Form II.

   \[
   \begin{array}{c|c}
   \text{Form II - perfect} & \text{Form V - perfect} \\
   \hline
   C_1 a C_2 C_2 a C_3 & ta C_1 a C_2 C_2 a C_3 \\
   \end{array}
   \]

   Using the model verb 'fa'ala':

   \[
   \begin{array}{c}
   \text{Form II - perfect} \\
   \text{fā'a'āla} \\
   \end{array}
   \]

   \[
   \begin{array}{c}
   \text{Form V - perfect} \\
   \text{tafā'a'āla} \\
   \end{array}
   \]

2. Meaning: In addition to its intensiveness, Form V has a reflexive character. Form V expresses the state into which the object of the action denoted by Form II is brought by the action as its effect or result. When translated into English it is often rendered in the passive voice.

Example:

| Form I | to know | علم، \\
| to know | غُرَفَ |
| Form II | to teach | عَلَمَ |
| to introduce (i.e. causative; to make someone know someone or something). |
| Form V | to learn; to be educated | تَعَلَّمَ |
| to become acquainted with someone. |

3. Principal Parts of Form V.

<table>
<thead>
<tr>
<th>Passive Participle</th>
<th>Active Participle</th>
<th>Masdar</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>مُتَعْلِمٍ</td>
<td>مَتَعْلِم١</td>
<td>مَتَعْلِمْ</td>
<td>تَعَلِّمَ</td>
</tr>
<tr>
<td>مَتَعْلِم١</td>
<td>مَتَعْلِم٢</td>
<td>مَتَعْلِم٣</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٢</td>
<td>مَتَعْلِم٣</td>
<td>مَتَعْلِم٤</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٣</td>
<td>مَتَعْلِم٤</td>
<td>مَتَعْلِم٥</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٤</td>
<td>مَتَعْلِم٥</td>
<td>مَتَعْلِم٦</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٥</td>
<td>مَتَعْلِم٦</td>
<td>مَتَعْلِم٧</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٦</td>
<td>مَتَعْلِم٧</td>
<td>مَتَعْلِم٨</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٧</td>
<td>مَتَعْلِم٨</td>
<td>مَتَعْلِم٩</td>
<td>تَعَلِّمْ</td>
</tr>
<tr>
<td>مَتَعْلِم٨</td>
<td>مَتَعْلِم٩</td>
<td>مَتَعْلِم٠</td>
<td>تَعَلِّمْ</td>
</tr>
</tbody>
</table>

32
B. Form VI.

1. Formation: Form VI is derived by prefixing the syllable 
   to Form III.

   Form III - perfect
   $C_1 a : C_2 a C_3$

   Form VI - perfect
   $ta C_1 a : C_2 a C_3$

   Using the model verb fa ala:

   Form III - perfect
   فَاقِلًا

   Form VI - perfect
   فَاقِلًا

2. Meaning:
   
   a. Form III conveys the idea of effort of reciprocity, but when
      changed to Form VI it conveys both reciprocal and reflexive
      action. No object is necessary.

   Example:
   Form III: كَانَتْ to correspond with, write to someone.
   The girl wrote to her boyfriend.

   Form VI: كَانَتْ to correspond with one another.
   The two friends wrote to each other.

   b. Form VI may express the pretension of an act:

   Form I: The mother became ill.

   Form VI: The mother pretended to be ill.
c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all).

3. Principal Parts of Form VI

<table>
<thead>
<tr>
<th>Passive participle</th>
<th>Active participle</th>
<th>Masdar</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>تُفَاعَلْ</td>
<td>مُتَفَاعَلْ</td>
<td>مُتَفَاعَلْ</td>
<td>تُفَاعَلْ</td>
</tr>
</tbody>
</table>

See Units II, III.

III. Verb Tenses: The most commonly used verb tenses in Arabic are as follows.

A. The Perfect Tense (الماضي) which indicates that the action has been completed. Without a time word the action may be translated into the English "present perfect".

Examples:

I have seen the pyramid.

or

Yesterday I saw the pyramid.

1. If the perfect is preceded by the particle, قَدْ or initial قَدْ it implies with additional certainty that the act has been completed.

It may also imply that the action has been completed prior to the statement.

Examples:

(Indeed), I have seen the pyramid. (i.e. with certainty).

Your friend has (just) arrived.
Your daughter (just) left.

2. If the perfect is preceded by the verb ka:na, the English translation is rendered by the past perfect.

Example:

"The student saw the pyramid which he had heard (lit.: and he had heard) about in America.

3. The perfect may also be preceded by ka:na with the particle 'qad' interposed between the two. In this case, the meaning is again in the past perfect.

Example:

I had travelled to Egypt; I then saw the pyramid.

B. The Imperfect Tense — (the prefixed form) indicates that the action has begun but is not yet complete. The time of the action may be present of future.

1. Standing alone (with no verb particles) the imperfect may express either continuous or habitual action.

Examples:

I am watching the pyramid now.

Every day I see the pyramid.

2. The future may be expressed using the imperfect and a time word as follows:

a. Standing alone, with the future indicated by the context:

Tomorrow I will see the pyramid.
b. By prefixing the letter ٌ to the imperfect verb:

Tomorrow I will see the pyramid. ٌ

c. Or, by placing the independent particle ٌ before the imperfect verb.

Tomorrow I will see the pyramid. ٌ

Note: The particles sawfa and sa- have the effect of making the futurity of the action more definite.

3. The imperfect may also be preceded by the particle 'qad' ٌ. When this occurs a degree of uncertainty is introduced:

Tomorrow I may see the pyramid. ٌ

4. When the imperfect is preceded by the verb ٌ the meaning past, habitual or continuous action is implied.

He used to see the pyramid every day. ٌ

The President used to study at the American University. Or

The President was studying at the American University.

IV. The Negative Particles:

The following particles may be used to negate the verb:

A. The particle ٌ may be used to negate a verb in either the perfect or the imperfect. If ma: is used with a verb in the imperfect, the verb remains in the indicative case and the time expressed is the habitual or continuous present.

I do not drink coffee. Or, ٌ

I am not drinking coffee.
UNIT VII
Grammatical Notes

I. Use of بَعْضٍ

A. Meaning: some, some of, a part of, each other.

B. Patterns with بَعْضٍ

1. It is often used in construct with the genitive of a plural or a collective and occasionally with a singular form.

   Examples:
   
   رأى بعض الطَّلَبِيَةِ الأهْرَامَ في مصر
   
   Some of the students saw the pyramids in Egypt.

   كان الولد يأكل بعض الكعكة في كل بيت زارته
   
   The boy used to eat some cake in every house he visited.

2. It may also be used with a pronominal suffix.

   أكلَ الكعكة وكان بعضه نَبِيدًا
   
   He ate the cake and some of it was delicious.

3. Note the use of the Idiom مع بعضهم (البعض) "with each other"

   تبادلوا الزِّيارات مع بعضهم كل اليوم
   
   They exchanged visits with each other all day.

4. Sometime: some of the time.

II. Use of كُلَّما

A. Meaning: whenever, as often as. This form should be distinguished from كُلّما "all that..."

B. Usage: Although it is often followed by the perfect, the time expressed may be non-past. The use of كان would render it definite past.

   كُلَّما دخل بيته أكل الكعكة
   
   Whenever he entered (or "enters") a house, he ate (or "eats") cake.
He used to eat cake whenever he entered a house.

Whenever he travels to Cairo, he sees the pyramids.

Whenever one says, "'ahlan wa sahlan", the other one says, "'ahlan bik".

III. Use of the particles بَعْدَ (after), فِیْلَ (before), and عِنْدَ (at) with verbs.

A. These particles can function as conjunctions (with verbal clauses) only if followed by ُأَن or ُأَن. Otherwise a noun or verbal noun must be used instead of the verb.

B. With بَعْدَ the imperfect or perfect tense is usually used and the particle may be either ُأَن or ُأَن.

After he visits his friends, he returns home.

After he had visited his friends, he returned home.

C. With ُقِيلُ ُأَن, the imperfect is more often used.

Before going to Aswan, he studied its history.
D. *عندما* may be used with either the perfect or the imperfect. It is used only with *when*. The conjunction *عندما* has the meaning of "when" and serves to introduce a dependent clause.

When he visited Egypt, he saw the pyramids.

*عندما* زار مصر شاهد الأهرامات.

When Bassam travels to Cairo, he visits his friend.

*عندما* يسافر إلى القاهرة يزور صديقه.

IV. Use of *آخر* / *أخير* (fem. *أخيرة*)

A. *آخر* is usually used as the first member of a construct phrase and has the meaning of "the last or end of...."

At the end of the year.

في آخر السنة (في آخرها)

At the end of the month.

في آخر الشهر (في آخره)

This is the last hour. (The pattern may also refer to the latest news or "stop press", or to the magazine by that name).

هَذِهُ هِيُّ أَخِيَّةُ السَّاعَةُ

B. *أخير* (fem. *أخيرة*) is used as an adjective and therefore follows the noun and agrees with it in gender and definiteness.

In the last month

في الشهر الأخير

the last days

الأيام الأخيرة

the last hour

الساعة الأخيرة
C. **آخر** (fem. آخرات; m.pl. آخرین) fem. pl.

This word is, in the singular, a diptote and follows the noun agreeing with it in gender and definiteness (although if the noun is indefinite, then **آخر** will also be indefinite but without nunation).

The other boy
Another boy
The other girl
Another girl
My other friends
The other girls
The other girls
The other men
The other men

Note: Idiomatic use with independent pronouns
He, too

V. Uses of **جميع** and **كل** is as follows:

A. In construct with another noun.

1. If the second member of the construct phrase is a definite noun in the singular the phrase has the meaning of "all of the..."

All day (lit: all of the day)
The whole university (lit: all of the university)

Note: In this sense, **جميع** is rarely used. A variation of this pattern is when the noun is followed by **كل** with the antecedent pronoun attached to the latter.

The whole university (lit: The university, all of it).

2. If the second member of the construct phrase is a definite noun in the plural, then the phrase has the meaning of all of the members of that group of things.
3. If the second member of the construct phrase is an indefinite noun in the singular, the phrase has the meaning of "every" or "each". This construction is often used with time expressions.

   Every boy
   Every day
   Every year

Note: As an adverb of time, the first member of these construct phrases is acc. with a fatha.

B. جمّيع and كل may also stand alone, usually with the definite article, or a pronoun suffix.

   All of them came/Everyone came.
   (same) جامعًا جمّيعًا و جامعًا كلًا و كلًا
I. Use of 
(by because)
A. It may be followed by a pronoun.
Examples:
Third person masculine

First person

B. It may be followed by a substantive in the accusative case. Contrast:
He didn't go by car because the mosque was near.

He didn't go by car because it was near.

Note: The form cannot be followed directly by a verb. It should be distinguished from "to, that", and "if".

II. Comparative and Superlative:
A. Formation: For both comparative and superlative (or elative) the following form is used:

Or, using the model root

Note that words formed on this pattern are diptotes.

B. The comparative is expressed by putting the adjective into the pattern followed by 

Damascus is an old city.

Damascus is older than Cairo.

* Note: The first person singular suffix may optionally be attached as follows:
C. The comparative may also be expressed by one of the following patterns in which the comparative form is preceded by and followed by the noun in the genitive plural (definite or in construct with a definite plural).

Compare:

The Azhar mosque is one of the oldest mosques in Cairo.

This mosque is one of Cairo's oldest mosques.

This church is one of the most beautiful churches in Beirut.

Beirut and Damascus are among the most beautiful cities of the Middle East.

D. Superlative: There are three ways to express the superlative:

1. By the comparative form followed by the genitive singular indefinite:

Cairo is the largest city in Egypt.

He is the best man.

2. By the comparative form followed by the genitive plural definite:

This is the oldest mosque in the city.

(lit: This is the oldest of the mosques in the city.)

3. By the noun and/or the comparative form agreeing in number, gender, definiteness, and case.

Mascne superlative pattern \( \text{؟أَقْلِمْ} \)
Feminine superlative pattern: \( C_1 u C_2 C_3 a \)

Plural superlative pattern: \( C_1 u C_2 C_3 \)

or,

Masculine plural superlative pattern: \( ?a C_1 C_2 C_3 u : n a \)

Feminine plural superlative pattern: \( C_1 u C_2 C_3 a \)ay:t

Masculine dual superlative pattern: \( ?a C_1 C_2 C_3 a : n i \)

Feminine dual superlative pattern: \( C_1 u C_2 C_3 a : n i \)

Equivalent Patterns

He is the oldest boy in the school.

\( \text{هو} \時代 \text{الأكبر} \text{في} \text{المدرسة}. \)

She is the oldest girl in the school.

\( \text{هي} \، \text{أكبر} \text{بنّة} \text{في} \text{المدرسة}. \)

They are the oldest boys (children in the school).

\( \text{هم} \، \text{أكبر} \، \text{الأولاد} \، \text{في} \text{المدرسة}. \)

These forms may also be used without the nouns to which they refer.

He is the oldest.

\( \text{هو} \، \text{الأكبر}. \)

They (dual) are the oldest.

\( \text{هم} \، \text{الأكبران}. \)

She is the oldest.

\( \text{هي} \، \text{أكبر}. \)

They (fem. dual) are the oldest.

\( \text{هَمّ} \، \text{الآخرين} \، \text{الأكبرين}. \)

They (fem.) are the oldest.

\( \text{هنّ} \، \text{الأكبرات}. \)

He is the greatest.

\( \text{هو} \، \text{الأعظم}. \)

She is the greatest.

\( \text{هي} \， \text{العظيمة}. \)

They (m.pl.) are the best.

\( \text{هم} \， \text{الأفضل}. \)

They (fem. dual) are the best.

\( \text{هَمّ} \، \text{الآخرين} \، \text{الأفضلين}. \)

E. No comparative can be formed from verbal adjectives that denote colors or deformities because they have the same form \( ?a C_1 C_2 C_3 \).
The boy is lame.

The flag is red.

To express comparison with these and other forms certain comparatives, such as أَكْثَرُ ('stronger'), أَخْسَسُ ('more'), أَخْسَسُ ('better') etc. Precede the corresponding abstract or verbal noun in the accusative indefinite (called 'adverb of specification' or تَسْمِيَة) redder (stronger with respect to redness), milder (more as to mildness), a better mind (better as to thinking).

F. An elative may also be formed from a verb. If the verb is transitive, the object is preceded by the preposition لِمَن;

He seeks knowledge more than you do.

The Muslim loves God more than himself.

Note: Derived verbal adjectives of the form which signify love or hatred, take the object with لِ when they are used in an active (direct) sense, as in the above two examples. But when they have the passive (indirect) sense, they take the subject with the preposition إلى as in the following examples:

The believer is loved more by God than anyone else.

I hate him more than her. / He is more hateful to me than she.

III. To express desire or wish there are two ways in which the verb أَرَاى is used:

A. The verb أَرَاى (بَيْدَ) plus the particle أَن followed by the imperfect subjunctive:

He wanted to see the pyramid.
Do you (f.s.) want to go to Cairo?

هل تريد أن نذهب إلى القاهرة؟

Note: The two verbs must agree in number and person if they refer to the same subject.

B. Or, (يريد) أراد plus the masdar with direct object as the second member of the resulting construct phrase:

أراد مشاهدة الهرم. / أراد مشاهدته.

He wanted to see the pyramid. / He wanted to see it.

تريد الدخاب إلى القاهرة.

She wants to go to Cairo.

Note that if the verb is intransitive the derived masdar is definite (الدَهَاب), but زُهَابًا

IV. Use ofِ لِكَيْ and لِلِّكَيْ to express purpose.

لِكَيْ is a one-letter particle which is prefixed to the following verb.

لِلِّكَيْ is used as a separate word and stands before the verb.

Both particles cause the verb to be in the subjunctive.

ساسى إلى القاهرة ليُمشى مَسَانِد الهرم.

He went to Cairo in order to see the pyramid.

دخلت البيت ليأكل الكعك.

She entered the house to (in order to) eat the cake.

Purpose may also be expressed by the preposition لِ plus the masdar. The masdar will thus be in the genitive case and the direct object (if the verb is transitive) will be the second member of the resulting construct phrase:

ساسى إلى القاهرة ليُمشاهَدة الهرم.

He went to Cairo in order to see the pyramid.
She entered the house to eat the cake.

But if the verb is intransitive, its masdar must have the article.

He entered the mosque to pray.
UNIT IX
Grammatical Notes

I. The Five "Special" Nouns: In Arabic, there are five nouns which, when in
construct, end with the long vowel corresponding to the word's case:

<table>
<thead>
<tr>
<th>Construct</th>
<th>Genitive</th>
<th>Accusative</th>
<th>Nominative</th>
<th>Meaning</th>
<th>Absolute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>أختي</td>
<td>أخا</td>
<td>أب</td>
<td>brother</td>
<td>أَخَّيَّ</td>
</tr>
<tr>
<td></td>
<td>أبي</td>
<td>أبا</td>
<td>نا</td>
<td>father</td>
<td>أَبَّ</td>
</tr>
<tr>
<td></td>
<td>فا</td>
<td>فا</td>
<td>حما</td>
<td>mouth</td>
<td>فَمَ</td>
</tr>
<tr>
<td></td>
<td>حبي</td>
<td>حما</td>
<td>دحا</td>
<td>father-in-law</td>
<td>حَبَيَّ</td>
</tr>
<tr>
<td></td>
<td>زي</td>
<td>دحا</td>
<td></td>
<td>possessor, owner of</td>
<td>(used only in construct)</td>
</tr>
</tbody>
</table>

Note: If the first person singular pronominal ending, مي (my), is used, the
word ends in م regardless of the case: 'My brother': مي, 'my father': مي, 'my mouth': مي, 'my father-in-law': مي

Examples:
This is her eldest brother.
I met her eldest brother.
The letter is from her eldest brother.

II. Finally Weak Verbs.

Finally weak verbs are of three types:

1. Those for which the final radical is نال in the perfect and و in the imperfect.

   Example: دعو perfect دعو imperfect "invite"

2. Those in which the final radical is نال maquira in the perfect and

(1) In modern usage the word قم may be used as a regular noun i.e. قَمْهَا، قَمْي etc... "his mouth", "my mouth".
ya: in the imperfect:

Example:

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ِّداَسَوَو</td>
<td>دُعَمْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
<td>ِّدَعَتْ</td>
<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
<td>ِّدَعَتْ</td>
<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
<td>ِّدَاعُيِن</td>
<td>نَعَتْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
<td>ِّدَعَتْ</td>
<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
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<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
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<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
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<td>تَكُبَبْ</td>
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<td>كُبَبْ</td>
</tr>
<tr>
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<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
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<td>تَكُبَبْ</td>
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<td>كُبَبْ</td>
</tr>
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<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
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<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
<tr>
<td>ِّدَعَتْ</td>
<td>تَكُبَبْ</td>
<td>ِّكُبَبْ</td>
<td>كُبَبْ</td>
</tr>
</tbody>
</table>

Note the conjugation of these verbs compared with that of a regular Form I verb:
UNIT X
Grammatical Notes

I. ْإنَّ يُبَيِّن initially and after the verb qa:l "say". Otherwise, it is ْأنَّ. It is a function word used with assertions.

A. Case: The subject of ْإنَّ is in the accusative case. If it is followed by a pronoun, that pronoun is considered to be in the accusative although its ending vowel, of course does not change. The predicate, however, is in the nominative.

Followed by a noun: Pilgrimage is a (religious) duty. ْإنَّ الحَجّ فُرَيضَةٌ.
Followed by a pronoun: It is a duty. ْإنَّها فُرِيضَةٌ.

B. The particles having an effect similar to that of ْإنَّ (called the 'sisters of ْإنَّ) are: ْأَنَّ يُبَيِّن, ْإِنَّ يُبَيِّن that perhaps

لَيْسَ would that
لَنَّ but
لَنَّbecause
كَانَ as if

1. Compare:

He heard that the pilgrimage is a duty. ْسَمَعَ ْأَنَّ الحَجّ فُرِيضَةٌ.
But,

He said that the pilgrimage is a duty. ْقَالَ ْإنَّ الحَجّ فُرِيضَةٌ.

C. Use of ْإنَّ and its 'sisters'.

The pattern for using these particles is as follows:

particle + subject (in accusative + predicate (in nominative)

Examples:

ْإِنَّ الرَّجُلَ قَادِرًا عَلَى الحَجِّ.
Indeed) the man is able to go on the pilgrimage.

Perhaps the boy is a student in the school.

I learned that the pilgrimage is a duty.

II. كَانَ and its sisters. كَانَ is a special verb that is often used as a past tense marker.

A. In contrast with إِنْ, the verb كَانَ like other verbs, has the subject in the nominative and the predicate in the accusative. However, there are a number of special verbs that belong to the same category as كَانَ (called 'sisters of كَانَ) أَخْوَات كَانَ.

(1) لَا يُسِبُّ - to be

أَصْحَبُ - to become

أَصْبِحُ - to become

B. Use of كَانَ and its sisters:

1. The most common pattern for the use of the above verbs is as follows: Verb + Subject (nominative) + predicate (accusative).

2. Examples:

The boy was small.

This woman is not able to perform the pilgrimage.

(1) Note: The verb لَا يُسِبُّ may also take a predicate which is preceded by the preposition عَلَى. It has no imperfect.
The girl is still a student at the university.

3. Some sisters of كَانُ (كان) may also be followed by a verb in the imperfect tense:

Examples:

I became speechless. (lit. I became I don't speak.)  
أَصَبَحَ يَنْثِكُمُ الفَرْطِيَّةَ.

He has learned to speak Arabic. (lit. He became he speaks Arabic.)

Note: Although the two verbs are in two different tenses, they must refer to the same person, gender and number.

III. Colors

The most common masculine feminine and plural forms for colors and defects are as follows:

<table>
<thead>
<tr>
<th>Color</th>
<th>Plural</th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>آصْفَرَةً</td>
<td>أصفر</td>
<td>أصفر</td>
</tr>
<tr>
<td>blue</td>
<td>خَبْرَةً</td>
<td>كَرَى</td>
<td>أَرْقُ</td>
</tr>
<tr>
<td>yellow</td>
<td>صَجْرَةً</td>
<td>أَصْفَرَةً</td>
<td>أَصْفَرَةً</td>
</tr>
<tr>
<td>green</td>
<td>خَبْرَةً</td>
<td>كَرَى</td>
<td>أَرْقُ</td>
</tr>
<tr>
<td>brown, (dark)</td>
<td>سَجْرَةً</td>
<td>أَصْفَرَةً</td>
<td>أَصْفَرَةً</td>
</tr>
<tr>
<td>white</td>
<td>أبيض</td>
<td>بَيْضَة</td>
<td>أبيض</td>
</tr>
<tr>
<td>black</td>
<td>أسود</td>
<td>سَوَدَة</td>
<td>أسود</td>
</tr>
<tr>
<td>deaf</td>
<td>طَرْمِشَة</td>
<td>أَطْرَمَش</td>
<td>طَرْمِشَة</td>
</tr>
<tr>
<td>crooked</td>
<td>عَجْجَة</td>
<td>أَعْجَة</td>
<td>أَعْجَة</td>
</tr>
<tr>
<td>blind</td>
<td>عَمِسي</td>
<td>أَعْمَيْ</td>
<td>عَمِسي</td>
</tr>
</tbody>
</table>

Note: 1. Although the masculine of this form is identical to that of the superlative-comparative form, their feminine and plural form differs.
IV. Finally Doubled Verbs:

The conjugation of such verbs as حَجّ "go on pilgrimage" in which the middle and final radicals are identical is as follows:

<table>
<thead>
<tr>
<th>Active Participle</th>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>حَجّين</td>
<td>حَجَّت</td>
<td>حَجَّا</td>
</tr>
<tr>
<td>حَجّين</td>
<td>حَجَّت-حَجّين</td>
<td>حَجَّت</td>
</tr>
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<td>حَجّين</td>
<td>حَجَّت-حَجّين</td>
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<td>حَجَّت-حَجّين</td>
<td>حَجَّت</td>
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<td>حَجَّت-حَجّين</td>
<td>حَجَّت</td>
</tr>
</tbody>
</table>

Generally, it will be noted from the above that whenever a closed syllable occurs at the end of the root form in either the perfect or the imperfect, the doubled letter is separated. In the perfect, this occurs with all forms of the first and second person as well as the third person feminine plural. In the imperfect, this occurs only with the second (s.f.pl.) and third person
feminine plural.

V. Conditional sentences with إذا

The verb governed by إذا (if) is usually in the perfect. It will be noted in the examples below that the past time is expressed by كان with the imperfect.

إذا ذهب إلى مكة شاهد الكعبة.
إذا ذهب إلى مكة شاهد الكعبة.
إذا ذهب إلى مكة شاهد الكعبة.

If he goes to Mecca, he will see the Kaaba.

إذا كان ذهب شاهد الكعبة.

If he had gone, he would have seen the Kaaba.
I. The absolute object or المَفْعُولَ الْعَلِيُّ

A. **Formation:**

The absolute object is the verbal noun (masdar) derived from the verb in the accusative case. The typical pattern includes: Verb - Absolute Object - Modifier.

**Examples:**

- He hit hard. (lit. He hit an intense hitting.)
- He fell fast asleep. (lit. He slept fast - sleeping.)
- Ahmad drank a great deal. (lit. Ahmad drank much drinking.)
- I thank you very much. (lit. I thank you much thanking)

It should be noted that the verbal noun itself may be omitted in some patterns. e.g.

**B. Usage and Meaning of the Absolute Object:** It will also be noted from the above examples that the absolute object is used to intensify and add greater force to the meaning of the verb.

II. Use of حَيْثُ

A. حَيْثُ is an adverbial conjunction of place and is indeclinable, i.e. it always ends with a damma. وَصِلَ الْقَاهِرَةُ حَيْثُ يُشَاهِدُ الْأَهْرَامَ

He arrived in Cairo where he would see the pyramids.

or,

وَصِلَ إِلَى الْقَاهِرَةِ حَيْثُ يُشَاهِدُ الْأَهْرَامَ

B. حَيْثُ may be used initially to express cause.

Since he knew Arabic, he read the Koran. وَحِيْثُ أَنَّهُ كَانَ يُعْرِفُ الْوَسَّعَةَ قُرُآناً
III. Use of مَثْلُ / مَثْلَمَا / كَما / كَما

is a one-letter preposition that is connected with the following noun and means "as" or "like". (see Unit VI Notes)

مَثْلُ is an adverbial particle and also means "as" or "like".

Both of these are followed by the noun in the genitive case.

كَما has generally the same meaning as مَثْلُ, but is used with verbs unless followed by أَنَّ مَثْلَمَا has generally the same meaning as مَثْلُ, but is also used only with verbs.

Note that forms with كَما introduce verbal clauses (e.g., كَما / كَما / مَثْلَمَا / عَنْدَهُمَا).

Examples:

With a verb: He went to Egypt like his friend did.

With a noun: He went to Egypt like his friend.

with أَنَّ: He visited Egypt as well as Lebanon.

IV. Use of إِسْتَطَعاَ "to be able to"

As with other verbs such as أَحْبَبَ and أَرَا عَلَى "to want", إِسْتَطَعاَ (imperfect) may be followed by either أَنَّ plus the imperfect(subjunctive) or by the masdar. Notice that the two verbs must agree in number and person.

Examples:

He was able to travel to Beirut.

We are able to /can/ see the cedar tree.
V. Negation plus exceptive particles: A common pattern in Arabic is the use of an exceptive particle with a negated verb. The most common exceptive particles used with this pattern are "except", and "other than".

A. Use of غَيْرُ

I saw only Beirut.
(lit. I did not see other than Beirut.)

None but Muslims go to Mecca.
(lit. Other than Muslims do not go to Mecca.)

B. Use of الاً

He saw only Beirut.
(lit. He did not see except Beirut.)

He will stay only in a hotel on the Mediterranean.
(lit. He does not stay except in a hotel on the Mediterranean.)

Note: When used with the negative, the noun after إلاً takes whatever case its place in the sentence requires (nominative, accusative, or genitive).

 إلاً however, may also be used with sentences which are not negative, in which case the noun following it must be in the accusative.

For example: "No one but Mohammad came."

But, 

All the boys came except Mohammad.
UNIT XII
Grammatical Notes

I. Use of كُلّ مَا
The meaning of كُلّ مَا is "all that" or "all what". Notice that this is a construct phrase. Also, note that so far there are these uses of كُلّ مَا:

a. كُلّ مَا as a separate form of relative pronoun to connect clauses or phrases.
b. كُلّ مَا as a part of a conjunction to introduce verbal clauses.
c. كُلّ مَا as a negative particle.
d. كُلّ مَا as a question word.

Examples: (illustrating а. and d: — For the rest see Units VI and VII Notes.)

This is all that they have done.

This is all (that) I have.

What is this?

e. Note also some idioms with كُلّ مَا:

What (ever) God has willed. (An expression of admiration or anger depending on intonation.)

Including
(lit. With what is in it.)

f. The word كُلّ مَا may be combined with other particles.

Examples:

"of what"

"about what"

"for what, why"

"like, as well as"
II. Use of the phrase "he insisted on". It is followed by a noun, a masdar, or a grammatical equivalent.

Examples:

- The student insisted upon visiting the museum.

- He insisted on his opinion.

- He insisted on what he said.

The bride insisted that she should ride in the saloon car.

or,

The bride insisted upon riding in the saloon car.

III. The Passive

In Arabic, unlike English, the doer does not occur with the passive form. Note that even though each verb form has its own passive, Form VII is not normally used in the passive because of its passive meaning. It is the form used for passive in Egyptian colloquial.

A. Formation of the Passive.

1. The perfect is characterized in all forms by damma on the first and kasra on the penultimate letter:

<table>
<thead>
<tr>
<th>Active (3.m.s.)</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form I</strong></td>
<td></td>
</tr>
<tr>
<td>كتب</td>
<td>كتب</td>
</tr>
<tr>
<td>كسر</td>
<td>كسر</td>
</tr>
<tr>
<td>قال</td>
<td>قال</td>
</tr>
<tr>
<td>أسلم</td>
<td>أسلم</td>
</tr>
<tr>
<td><strong>Form II</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Form III</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Form IV</strong></td>
<td></td>
</tr>
</tbody>
</table>
Note that those forms which have suku:n on the second letter in the active forms (Forms IV, VII, VIII and X) also have suku:n here in the passive. Any letter other than the first, last, or penultimate which in the active takes fatha will, in the passive, take damma. Similarly, the long vowel, a:, in Forms III and VI of the active changes to the long vowel, u:, in the passive.

2. The imperfect in all forms is characterized by damma on the first letter and fatha on the penultimate.

<table>
<thead>
<tr>
<th>Form</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>نَقَدَّمَهُ</td>
<td>لَقَدَّمَهُ</td>
</tr>
<tr>
<td>VI</td>
<td>تَقَابَلَهُ</td>
<td>تَقَابَلَهُ</td>
</tr>
<tr>
<td>VII</td>
<td>إِنْقَسَعَهُ</td>
<td>إِنْقَسَعَهُ</td>
</tr>
<tr>
<td>VIII</td>
<td>يَسْتَجِبَ &quot;listen&quot;</td>
<td>إِسْتَجِبَ &quot;listen&quot;</td>
</tr>
<tr>
<td>X</td>
<td>إِسْتَفْعَلَهُ</td>
<td>إِسْتَفْعَلَهُ</td>
</tr>
</tbody>
</table>

Note also that, in the passive, all other vowels, other than the first and last, are either /a/, or, in the case of Forms III and VI long a: corresponding to long a: in the active imperfect.

Examples:
The man wrote a letter.

كَتَبَ الْرَجُلُ خِطَابًا

(1), (2) These forms rarely occur in modern usage.
The letter was written.

(Compare: The boy smashed the window.)

The window was smashed.

(Compare: People hear the Koran every day.)

The Koran is heard every day.
UNIT XIII
Grammatical Notes

I. The comparative with verbal clauses. (1)

When using the comparative or superlative with verbs, the particle ُأَنَّ must be used. The maṣdar or verbal noun can be substituted for ُأَنَّ + imperfect. Notice the word order.

Examples:
It is better for you to read than to listen. ُخَيْرَ لَكَ أَنْ تَرََِّكُ تَسْمَعَ ُلِّغَةَ ُلِّغَةٍ
It is better for us to eat than to drink. ُخَيْرَ لَنَا أَنْ نَأْكَلَ فِي نَآكَلَ ُمِنْ ُعَدْمَ ُقَبْرَ

II. Conditional Sentences using ِإِنَّ

If the conditional is expressed using ِإِنَّ ('if'), then the verb in the dependent clause is either in the perfect or in the jussive (imperfect). The past time is expressed by the use of ُكَانَ with the perfect (similar conditional particles: ُلَيْوُ / ِإِذَا) in the main clause.

Examples:
If I enter the mosque, I will see the Imam. ِإِنْ يَدْخُلُ ِالجَامِعَ ِسَأَرَى ِالإِمَامَ
If he goes to Egypt, he will visit Luxor. ِإِنْ يَذهَبُ إِلَى ِمَصْرَ سَيْرُ ِالأَنْبَبَرَ ِإِنْ كَانَتْ يَدْخُلَ ِإِلَى ِقَاهِرَةٍ ِكَانَتْ ِرَآتُ ِالأَهْمَامَ
Had she gone to Caior, she would have seen the pyramids.

(1) See further discussion of comparative in Unit VIII.
III. Use of أَعْجَبَ and أَعْجَبَ

The Form IV verb أَعْجَبَ means "to please or delight". The passive أَعْجَبَ plus the preposition إِلَى has the meaning "to be pleased by... to like, or to admire."

Examples: (In English the equivalent pattern would be: The girl liked the dress or, The Girl was pleased with the dress.)

Using the Active:

The dress delighted the girl.

Passive:

The girl was delighted by the dress.

Or, Or, with pronominal suffixes:

The dress delighted her.

The girl was delighted by it.

If the object is a person, the verb may denote like, admire or love.

The derived participle is often used in this sense.

Examples:

The student admires (or likes) the instructor.

Ali likes the girl.
UNIT XIV
Grammatical Notes

I. Use of the pattern... لَمْ يَرَ كَآيَةً إِلَّا
This phrase, which means "He did not see (any) reason to (or, for)..." is followed by either أَنْ plus the verb in the imperfect subjunctive or by the defined masdar, a defined noun, a demonstrative, or a pronoun.
Examples:
With a verb: لَمْ أَرَى كَآيَةً إِلَّا أَحْضَرَ المُحَاضَرَةَ.
With a masdar: لَمْ أَرَى كَآيَةً لِإِخْضُوْرِ المُحَاضَرَةَ.
I did not see any reason to attend the lecture.
Note that while the masdar does not have the definite article it is defined by virtue of being in construct with a defined noun.
With the demonstrative:
لَمْ أَرَى كَآيَةً لِذَلِكَ.
I did not see any reason for that.

II. Use of طَلَبَ (1)
meaning, "he requested" may also be followed by either the masdar (definite) or by أَنْ plus the imperfect subjunctive.
Examples:
With masdar: طَلَبَ حُضُورُ هَمَّ في المُحَاضَرَةَ.
With subjunctive verb: طَلَبَ أَنْ يَحْضُرُوا المُحَاضَرَةَ.
He requested that they attend the lecture.

III. The Adverb of Manner (called ?الكَآل) (الكَآل)
A. Introductory: The verb or the sentence may be modified by a word or

(1) Similar verbs used with أَنْ
He insisted that أَوْرَأَ أَنْ
He wanted to...
He ordered that...
clause or a whole sentence to express the manner of action.

Examples:

I returned home walking.
(i.e. I walked back home.)

I came home running.

We returned home in a hurry.

The girl returned home in a hurry.

B. Form:

As shown in the examples above the adverb of manner is the undefined accusative form of

(1) A participle that must agree with the doer in number and gender.

(2) A clause that consists of the connective و "and" plus a subject pronoun and its imperfect verb.

IV. The Negative Imperative.

The negative imperative is formed by placing the particle لا before the second person jussive.

Examples:

Compare:

Imperative

Imperative Negative


Do not write.

لا تكتب

أكتب

Do not go.

لا تذهب

إذهب

Do not walk.

لا تمشي

إمشي

Do not travel (f. sing.)

لا تُسافر

مسافر

Do not speak. (m. pl.)

لا تتحدث نوا

تحدث نوا

Do not speak. (f. pl.)

لا تتحدثن

تحدثن

V. Use of (لا بُدَ لِّ (من) It is necessary that... lit: There is no escape for someone from....) In this phrase, the subject of the English sentence comes after the inseparable preposition. This is usually followed by من.
Unit XIV

plus the verbal phrase (masdar or 
plus subjunctive verb).

Examples:
With subjunctive:

لا ندله من أن يذهب إلى المدينة.

It is necessary that he should go to the city.

or,

He has to go to the city.


With masdar:

لا بد لنا من أن نسمع محاضرة الأسنان.

It is necessary that we listen to the professor's lecture.

or,

We have to listen to the professor's lecture.

VI. Use of (1) "Either... or...."

(Sometimes written 
).

The first of these particles may be followed by either a noun, a pronoun, or a verb. If followed by a noun or pronoun, the particle 
 must also be used. The second is followed by either a verb or a negative verb particle.

Examples:
With a noun:

إما أن الرجل عرفه أو إما لم يعرفه.

Either the man knew him or he did not know him.

With a pronoun:

إما أنه يعرفه و إما لم يعرفه.

Either he knew him or he did not know him.

VII. Use of The Form III verb داية means "to claim", "to demand back". The person (or thing) from whom the subject is demanding a thing back is the direct object and the thing being claimed is preceded by the preposition.

(1) This pattern should be distinguished from "as to..." (See Unit VI Note V).
Thus, the sentence:

I asked Fatima to return the book. Expressed as:

I demanded it back from her.

Note: This verb may be distinguished from "request" and

VIII. Use of "bear a grudge against...."

He bore a grudge against Mahmūd.

Muhammad bears a grudge against them.
UNIT XV

Grammatical Notes

I. Use of كَانَ أَصْحَابُ صَارَ (See "-6 and its sisters", Unit X)

II. Uses of سواء

A. Uses of سواء..او

1. Meaning: Whether...or..., No matter whether...or..., be it...or...

2. Usage سواء as a connective is indeclinable and nunated (with fatha). It is followed by either a verbless sentence of a verbal (subject, verb, and direct object[optional]) sentence.

Examples:

With a verbless sentence:

سِوَاءَ مَعْكَ ائِنْ مَعْكَ لَا بَدَأْ أَنْ تَشْرَىٰ الكُافِأَةَ.

Whether you have the price or not, you must buy the pastry.

سِوَاءَ الْمُسْلِمِينَ مِنْ مَيْدَانِ أوْ مِنْ الْمُسْلِمِينَ عَلَىٰ الحَجَّ إِلَىٰ مَكَّ.

Whether the Muslim is from Egypt or Iraq, he must go on the pilgrimage to Mecca.

With a verbal sentence:

سِوَاءَ أَكْتُلْ أَوْ لَمْ تَأْكُلْ لَا بَدَأْ أَنْ تَشْرَىٰ الكُافِأَةَ.

Whether you have eaten or not, you must buy the pastry.

سِوَاءَ أَرَزِقَ اللَّهُ أَمْ لَمْ يَرْزِقَ فَلَا بَدَأْ أَنْ تَأْكُلْ بَانَكَانِ.

Whether God gives (money) or not, you must bring the pastry.

B. Idioms:

سِوَاءً عَلَيْنَا أَمْ لَمْ تَأْكُلْ It is the same to us whether you eat or not. (lit: [It is the]same on us you eat or you do not eat.)

C. سواء as a substantive.

Unit XV

2. Examples:

أحمد ومحمد وصالح سواء.

Ahmad, Muhammad and Salim are equal.

هما سواء.

They are the same/equal.

Note that, when used as a predicate, سواء does not inflect for number or gender.

III. Use of صلاة to pray.

The verb صلاة may be used as a transitive verb. In this case, the direct object is the prayer being prayed. Usually the five prayers of the day are referred to by the time of day in which they are performed.

Examples:

The people prayed the dawn (early morning prayer).

صلاة الناس الفجر.

Every day Muhammad says (prays) the noon prayer.

صلاة نصلى الفجر.

Every day we say (pray) the evening (prayer).

صلاة الفجر.

The noun form صلاة is often used with the verb.

He performed the dawn prayer.

IV. Use of the elative (See also, Grammatical Notes, Unit VIII). The elative (comparative or superlative) may be formed in one of two ways:

1. By putting the adjective into the form أجمل

Examples:

هذا الكتاب أجمل من المجلة.

This book is more beautiful than the magazine. (beautiful جييل).
The boy is younger than the girl.

الولد أصغر من البنّة.

2. By using such elatives as (more) or (less) followed by a noun in the indefinite accusative. This noun answers the question "more with respect to what?"

Examples:

الكتاب أجمل لونا من الجملة.

The book is more beautiful (in color) than the magazine.
(Lit: The book is more with respect to color than the magazine.)

الولد أصغر سنتا من البنّة.

The boy is younger (Lit: less in age) than the girl.

هذة البنّة أكثر جمالا من البنين.

This girl is more beautiful (Lit: more in beauty) than the other.

V. Patterns with جا/أتيا

A. "He brought" is expressed by using the verb جا (he came) plus the preposition . The person to whom a thing is brought is the direct object.

Examples:

He brought the book.

جا بالكتاب

or, He brought it.

جا به

He brought it to me.

جا لي

He brought Mohammad the books.

جا محمدا بالكتب

He brought them to him. (the books)

ана بهما بالكتب

They brought him the books.

Compare: The boy came.

أتينا الولد / جاء الولد بالكتاب.

A. The boy brought the book.
Similarly: The boy came/arrived.

The boy brought the book.

B. The verb "to give" may take two direct objects. The person to whom a thing is given is the first object and the thing being given is the second.

Examples:

The instructor gave Muhammad the book.

Tomorrow, he will give him the book.

If pronouns are used for both direct objects and the second one is attached to the particle plus the appropriate pronoun suffix.

He gave it to him.

Also, the preposition may be prefixed to the noun or pronoun to whom the thing is given.

He gave Muhammad the book.

He gave him the book.

Note: Antonym: "take"

VI. Expressing "beginning action"

The following verbs when followed by a verb in the imperfect, have the meaning "to begin to...", "to start to..."

Examples:

He began to cry.

She began to write.

Mahmud and Mahfu:z began to walk to the restaurant.
Note: These "auxiliary" verbs have a different meaning when they function as principal or transitive verbs.

Example:
She took the book.
She began to write.
" " " "

أخذت الكتاب.
أخذت تكتب.
أخذت في الكتابة.