

Grammar



Exercises



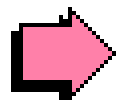
Cross-reference to Arabic Grammar for the Exercises

Essentials of Arabic Grammar Excerpts from The Textbook

Abdallah Nacereddine.
*A New Approach to
Teaching Arabic Grammar.*
Bloomington, IN: AuthorHouse, 2009.

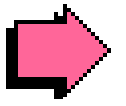
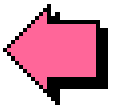
© Copyright 2010 Abdallah Nacereddine
www.a-nacereddine.com

Quit



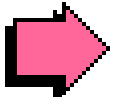
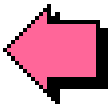
المحتويات (١) * (1) Contents

Subject	ص P	الموضوع
1. Separate personal pronouns	1	(١) الضمائر المنفصلة
2. Affixed personal pronouns	2	(٢) الضمائر المتصلة
3. Perfect	4	(٣) الماضي
4. Imperfect	6	(٤) المضارع
5. Imperative	8	(٥) الأمر
6. Subject	9	(٦) الفاعل
7. Direct object	9	(٧) المفعول به
8. Indirect object	9	(٨) المجرور
9. Annexation	13	(٩) الإضافة
10. demonstrative pronouns	15	(١٠) إسم الإشارة
11. Relative pronouns	18	(١١) إسم الموصول
12. Subjonctive	21	(١٢) نصب المضارع
13. Jussive	21	(١٣) جزم المضارع
14. 'Inna' and its sisters	28	(١٤) إن وأخواتها
15. 'Kana' and its sisters	31	(١٥) كان وأخواتها
16. Cardinal numbers	34	(١٦) الأعداد الأصلية
17. Ordinal numbers	43	(١٧) الأعداد الترتيبية
18. Agreement of the adjective	46	(١٨) مطابقة النعت



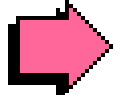
المحتويات (٢) * (2) Contents

19. Elative	48	(١٩) إسم التفضيل
20. Agreement of the verb	51	(٢٠) مطابقة الفعل
21. The five nouns	52	(٢١) الأسماء الخمسة
22. Adverb of time	53	(٢٢) ظرف الزمان
23. Adverb of place	53	(٢٣) ظرف المكان
24. Adverb of state	54	(٢٤) الحال
25. Specificative	56	(٢٥) التمييز
26. Active participle	58	(٢٦) إسم الفاعل
27. Passive participle	59	(٢٧) إسم المفعول
28. Noun of instrument	60	(٢٨) إسم الآلة
29. Diptote	61	(٢٩) الممنوع من الصرف
30. Complement of cause	65	(٣٠) المفعول لأجله
31. Absoltue object	66	(٣١) المفعول المطلق
32. Concomitate object	67	(٣٢) المفعول معه
33. Vocative	68	(٣٣) المنادى
34. Exception	70	(٣٤) المستثنى بإلا
35. 'la' that denies the whole genus	71	(٣٥) لا النافية للجنس
36: Excalamative	72	(٣٦) التعجب
37. Abbreviated	73	(٣٧) المقصور



المحتويات (٣) * Contents (3)

38. Defective	73	(٣٨) المنقوص
39. Prolonged	73	(٣٩) الممدود
40. Spacification	76	(٤٠) الاختصاص
41. Noun of place	77	(٤١) إسم المكان
42. Noun of time	77	(٤٢) إسم الزمان
43. Nomina vicis	79	(٤٣) إسم المرة
44. Noun of manner	80	(٤٤) إسم الهيئة
45. Connected adjective	81	(٤٥) النعت السببي
46. Use of 'Masdar' (verbal noun)	83	(٤٦) حكم المصدر
47. Use of 'kullu'	86	(٤٧) حكم كل
48. Use of 'kila' and 'kilta'	88	(٤٨) حكم كلا وكلتا
49. Use of 'ba'dhun'	89	(٤٩) حكم بعض
50. Use of 'ahadu' and 'ihda'	91	(٥٠) حكم أحد وإحدى
51. Use of 'nafsu'	93	(٥١) حكم نفس
52. Use of 'kathirun' and 'qalilun'	94	(٥٢) حكم كثير وقليل
53. Writing of <i>hamza</i>	95	(٥٣) كتابة الهمزة
54. Time	98	(٥٤) الوقت
55. <i>Īḍ</i> and Miscellaneous	99	(٥٥) إذا ومواضيع مختلفة

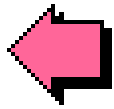


1. NOMINATIVE SEPARATE PERSONAL PRONOUNS

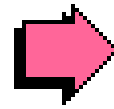
(١) ضَمَائِرُ الرَّفْعِ الْمُنْفَصِلَةُ

The following table gives the nominative separate personal pronouns.

3rd person	2nd person	1st person
<i>he</i>	<i>you</i> (m.s.)	<i>I</i>
<i>she</i>	<i>you</i> (f.s.)	<i>we</i>
<i>they</i> (d.)	<i>you</i> (d.)	
<i>they</i> (m.p.)	<i>you</i> (m.p.)	
<i>they</i> (f.p.)	<i>you</i> (f.p.)	



[Back to the Exercise](#)



[Contents](#)

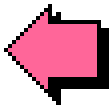
2. AFFIXED PERSONAL PRONOUNS

(٢) الضَّمَائِرُ الْمُتَّصِلَةُ

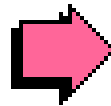
The following table gives the accusative, dative and genitive affixed personal pronouns.

3rd person		2nd person		1st person	
m.s.	هُ	m.s.	كَ	s. (1)	ي، نِي
f.s.	هَا	f.s.	كِ	p.	نَا
d.	هُمَا	d.	كُمَا		
m.p.	هُم	m.p.	كُم		
f.p.	هُنَّ	f.p.	كُنَّ		

(1) ي affixed to a noun; نِي affixed to a verb (See page 32).



[Back to the Exercise](#)



[Contents](#)

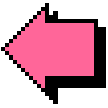
2. THE USE OF THE AFFIXED PERSONAL PRONOUNS

(٢) اسْتِعْمَالُ الضَّمَائِرِ الْمُتَّصِلَةِ

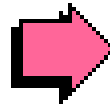
The affixed personal pronouns can be used as:

Personal pronoun	مَجْرُورٌ Indirect object	مَفْعُولٌ بِهِ Direct object	مُضَافٌ إِلَيْهِ Possessive	الضَّمِيرُ Pronoun
1P. s.	³ يَتَكَلَّمُ مَعِيَ	² يَفْهَمُنِي	¹ مُعَلِّمِي	ي نِي
p.	يَتَكَلَّمُ مَعَنَا	يَفْهَمُنَا	مُعَلِّمَنَا	نَا
2P. m.s.	يَتَكَلَّمُ مَعَكَ	يَفْهَمُكَ	مُعَلِّمَكَ	كَ
f.s.	يَتَكَلَّمُ مَعَكَ	يَفْهَمُكَ	مُعَلِّمَكَ	كَ
d.	يَتَكَلَّمُ مَعَكُمْ	يَفْهَمُكُمْ	مُعَلِّمَكُمْ	كُمْ
m.p.	يَتَكَلَّمُ مَعَكُمْ	يَفْهَمُكُمْ	مُعَلِّمَكُمْ	كُمْ
f.p.	يَتَكَلَّمُ مَعَكُنَّ	يَفْهَمُكُنَّ	مُعَلِّمَكُنَّ	كُنَّ
3P. m.s.	يَتَكَلَّمُ مَعَهُ	يَفْهَمُهُ	مُعَلِّمَهُ	هُ
f.s.	يَتَكَلَّمُ مَعَهَا	يَفْهَمُهَا	مُعَلِّمَهَا	هَا
d.	يَتَكَلَّمُ مَعَهُمَا	يَفْهَمُهُمَا	مُعَلِّمَهُمَا	هُمَا
m.p.	يَتَكَلَّمُ مَعَهُمْ	يَفْهَمُهُمْ	مُعَلِّمَهُمْ	هُمْ
f.p.	يَتَكَلَّمُ مَعَهُنَّ	يَفْهَمُهُنَّ	مُعَلِّمَهُنَّ	هُنَّ

(1) My teacher - (2) He understands me - (3) He speaks with me.



[Back to the Exercise](#)



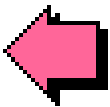
[Contents](#)

3. THE PERFECT

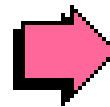
٣) الْفِعْلُ الْمَاضِي

The **Perfect** stem is obtained by cutting the last vowel of the third singular masculine perfect, and the perfect is conjugated by adding to this stem the following endings:

3rd person		2nd person		1st person	
m.s.	ـَ	m.s.	تُ	s.	تُ
f.s.	تُ	f.s.	تِ	p.	نَا
m.d.	ـَا	d.	تُمَا		
f.d.	تَا	m.p.	تُمُّو		
m.p.	وَا	f.p.	تُنَّو		
f.p.	نِ				



[Back to the Exercise](#)



[Contents](#)

3. Conjugation of the verb *to write* in the perfect

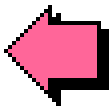
(٣) تَصْرِيفُ فِعْلِ كَتَبَ فِي الْمَاضِي

(1)

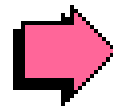
1P. s.	كُتِبْتُ	كَتَبْتُ	أَنَا
p.	كُنَّا	كَتَبْنَا	نَحْنُ
2P. m.s.	كُنْتَ	كَتَبْتَ	أَنْتَ
f.s.	كُنْتِ	كَتَبْتِ	أَنْتِ
d.	كُنْتُمَا	كَتَبْتُمَا	أَنْتُمَا
m.p.	كُنْتُمْ	كَتَبْتُمْ	أَنْتُمْ
f.p.	كُنْتُنَّ	كَتَبْتُنَّ	أَنْتُنَّ
3P. m.s.	—	كَتَبَ	هُوَ
f.s.	—	كَتَبَتْ	هِيَ
m.d.	—	كَتَبَا	هُمَا
f.d.	—	كَتَبَتَا	هُمَا
m.p.	—	كَتَبُوا	هُمْ
f.p.	—	كَتَبْنَ	هُنَّ

(1) The vowel of the last radical and the suffix.

Remark: The perfect has only a suffix; it does not have a prefix.



[Back to the Exercise](#)



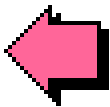
[Contents](#)

4. THE IMPERFECT

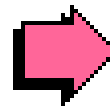
٤) الْفِعْلُ الْمُضَارِعُ

Whereas in the perfect, the different persons are expressed by suffixes, the **Imperfect** has prefixes. It also has some suffixes to denote number and gender as shown below:

3rd person	2nd person	1st person
m.s. يَ -	m.s. تَ -	s. أَ -
f.s. تَ -	f.s. تَ يَ نَ	p. نَ -
m.d يَ كَ نَ	d. تَ كَ نَ	
f.d تَ كَ نَ	m.p. تَ وُ نَ	
m.p. يَ وُ نَ	f.p. تَ نَ	
f.p. يَ نَ		



[Back to the Exercise](#)



[Contents](#)

4. Conjugation of the verb *to write* in the imperfect

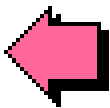
(٤) تَصْرِيفِ فِعْلِ كَتَبَ فِي الْمُضَارِعِ

	(2)		(1)	
1P. s.	ء	أَكْتُبُ	أ	أَنَا
p.	ء	نَكْتُبُ	نَ	نَحْنُ
2P. m.s.	ء	تَكْتُبُ	تَ	أَنْتَ
f.s.	يْنَ	تَكْتُبِينَ	تَ	أَنْتِ
d.	كَانَ	تَكْتُبَانِ	تَ	أَنْتُمَا
m.p.	وْنَ	تَكْتُبُونَ	تَ	أَنْتُمْ
f.p.	نَ	تَكْتُبْنَ	تَ	أَنْتُنَّ
3P. m.s.	ء	يَكْتُبُ	يَ	هُوَ
f.s.	ء	تَكْتُبُ	يَ	هِيَ
m.d.	كَانَ	يَكْتُبَانِ	يَ	هُمَا
f.d.	كَانَ	تَكْتُبَانِ	يَ	هُمَا
m.p.	وْنَ	يَكْتُبُونَ	يَ	هُمْ
f.p.	نَ	يَكْتُبْنَ	يَ	هُنَّ

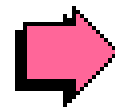
(1) The prefix.

(2) The vowel of the last radical and the suffix.

Remark: The singular and the first person of the plural have no suffix.



[Back to the Exercise](#)



[Contents](#)

5. THE IMPERATIVE

٥) فِعْلُ الْأَمْرِ

The **imperative** is formed from the jussive (Chap. 62) but, since it begins with two consonants, it takes a short prosthetic vowel. In the trilateral verb, the prosthetic *ʾalif*, when the second radical takes *fatḥa* or *kasra*, the vowel is *kasra*, when it takes *damma*, it is *damma*, as the following table shows:

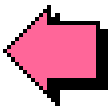
2nd person

m.s.	أَكْتُبُ (3)	اجْلِسْ (2)	اِفْتَحْ (1)
f.s.	اُكْتُبِي	اجْلِسِي	اِفْتَحِي
d.	اُكْتُبَا	اجْلِسَا	اِفْتَحَا
m.p.	اُكْتُبُوا	اجْلِسُوا	اِفْتَحُوا
f.p.	اُكْتُبْنَ	اجْلِسْنَ	اِفْتَحْنَ

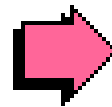
(3) *to write*

(2) *to sit*

(1) *to open*



[Back to the Exercise](#)



[Contents](#)

6-7-8. THE CASES OR DECLENSION OF NOUNS (Subjet, Direct and Indirec objects)

الرفْعُ وَالنَّصْبُ وَالْجَرُّ (٦-٧-٨)

There are three cases in Arabic and these are indicated merely by changing the vowelling of the final consonant (except in the dual and sound masculine plural endings). They are:

a) The **nominative case** vowelled with *damma* ُ, e.g.

طَالِبٌ *a student.*

الطَّالِبُ *the student.*

b) The **accusative case** vowelled with *fatha* َ, e.g.

طَالِبًا *a student.*

الطَّالِبَ *the student.*

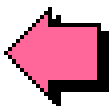
(Note that *tanwīn* ً is supported by 'alif, thus أ.)

c) The **dative and genitive cases** vowelled with *kasra* ِ, e.g.

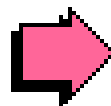
مَعَ طَالِبٍ *with a student.*

مَعَ الطَّالِبِ *with the student.*

كِتَابُ الطَّالِبِ *the student's book.*



[Back to the Exercise](#)



[Contents](#)

6-7-8. THE DECLENSION OF THE DUAL

٦-٧-٨ (إِعْرَابُ الْمُثْنَى)

The dual declines as follows:

a) **سَانِ** in the nominative case, e.g.

يَتَشَابَهُ التَّوَأْمَانِ *the twins resemble one another.*

b) **سَيْنِ** in the oblique cases, e.g.

أَعْرِفُ التَّوَأْمَيْنِ *I know the twins.*

أَتَكَلِّمُ مَعَ التَّوَأْمَيْنِ *I speak with the twins.*

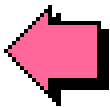
هَذِهِ غُرْفَةُ التَّوَأْمَيْنِ *this is the twins' room.*

Note that when the dual is annexated, both the article **ال** and **ن** disappear, e.g.

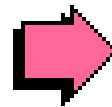
هُمَا وَالِدَا التِّلْمِيذِ *they are the pupil's parents.*

أَعْرِفُ وَالِدَيْ التِّلْمِيذِ *I know the pupil's parents.*

يُحِبُّ وَالِدَيْهِ *he loves his parents.*



[Back to the Exercise](#)



[Contents](#)

6-7-8. THE DECLENSION OF THE SOUND MASCULINE PLURAL

٦-٧-٨ (إِعْرَابُ جَمْعِ الْمَذْكَرِ السَّالِمِ)

The **Sound Masculine Plural** declines as follows, and takes

a) **وُنَ** in the nominative case, e.g.

يَكْتُبُ الْمُعَلِّمُونَ *the teachers write.*

b) **يْنَ** in the oblique cases, e.g.

أَعْرِفُ الْمُعَلِّمِينَ *I know the teachers.*

أَتَكَلَّمُ مَعَ الْمُعَلِّمِينَ *I speak with the teachers.*

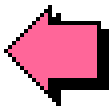
هَذِهِ قَاعَةُ الْمُعَلِّمِينَ *this is the teachers' room.*

Note that when the sound masculine plural is annexated, both the article **ال** and **ن** disappear, e.g.

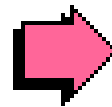
هُم مُعَلِّمُو الْعَرَبِيَّةِ *they are Arabic teachers.*

أَعْرِفُ مُعَلِّمِي الْعَرَبِيَّةِ *I know the Arabic teachers.*

نُحِبُّ مُعَلِّمِنَا *we like our teachers.*



[Back to the Exercise](#)



[Contents](#)

6-7-8. THE DECLENSION OF THE SOUND FEMININE PLURAL

٦-٧-٨ (إِعْرَابُ جَمْعِ الْمُؤَنَّثِ السَّلَامِ)

The **Sound Feminine Plural** declines as follows, and takes:

a) ـُ in the nominative case, e.g.

تَكْتُبُ الْمُعَلِّمَاتُ *the teachers (f.) write.*

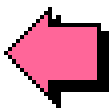
b) ـِ in the obliques cases, e.g.

أَعْرِفُ الْمُعَلِّمَاتِ *I know the teachers (f.)*

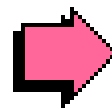
أَتَكَلِّمُ مَعَ الْمُعَلِّمَاتِ *I speak with the teachers (f.)*

هَذِهِ قَاعَةُ الْمُعَلِّمَاتِ *this is the teachers' room (f.)*

Remember: The sound feminine plural never takes **fatha**. It takes **damma** only in the nominative case, and **kasra** in the oblique cases, i.e. accusative, dative and genitive.



[Back to the Exercise](#)



[Contents](#)

9. ANNEXATION

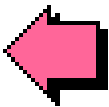
(٩) الإِضَافَةُ

A noun followed by another noun in annexation, in other words, when a noun is annexated to another noun, or pronoun, it automatically loses its *tanwīn* or its ن in the dual and in the sound masculine plural, and being determined by annexation, it naturally loses its ال, e.g.

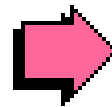
كِتَابُ الطَّالِبِ *the student's book*, or
كِتَابُهُ *his book* (lit. *the book of his*).

The following noun, or the second term of the annexation, i.e. the following genitive, may have the *tanwīn* or be prefixed with the article ال according to whether it is definite or indefinite, unless it is, itself, annexated to another noun or pronoun. However, it always terminates in *kasra*, i.e. it takes the genitive case, which is shown by *kasra* ِ, e.g.

كِتَابِ طَالِبٍ *the book of a student*.
كِتَابِ الطَّالِبِ *the book of the student*.



[Back to the Exercise](#)



[Contents](#)

9. ANNEXATION (2)

(٩) الإِصَافَةُ (٢)

كِتَابُ طَالِبِ اللُّغَةِ الْعَرَبِيَّةِ *the book of the Arabic language student.*

كِتَابُ طَالِبِكَ *the book of your student.*

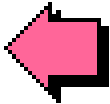
It is the rule of *Idāfa* (annexation) that nothing must interpose between the noun and its following genitive.

Consequently, if the noun is qualified by an adjective, demonstrated by a demonstrative, or numbered by a number, the latter, i.e. the adjective, the demonstrative and the number must come after the genitive, e.g.

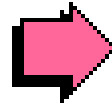
مُعَلِّمُ الْعَرَبِيَّةِ الْجَدِيدُ *the new Arabic teacher.*

مُعَلِّمُ الْعَرَبِيَّةِ هَذَا *this Arabic teacher.*

مُعَلِّمُوا الْعَرَبِيَّةِ الثَّلَاثَةُ *the three Arabic teachers.*



[Back to the Exercise](#)



[Contents](#)

10. DEMONSTRATIVE PRONOUNS

١٠ اسمُ الإِشَارَةِ

The **Demonstrative pronouns** are as follows:

	Close	Distant
m.s., all cases	هَذَا	ذَلِكَ
m.d., nom.	هَذَا	ذَلِكَ
acc. and gen.	هَذَيْنِ	ذَيْنِكَ
f.s., all cases	هَذِهِ	تِلْكَ
f.d., nom.	هَاتَانِ	تَانِكَ
acc. and gen.	هَاتَيْنِ	تَيْنِكَ
p. (m. and f.), all cases	هُؤُلَاءِ	أُولَئِكَ

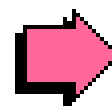
1) If the demonstrative qualifies a simple noun, it precedes it, and the noun takes the article, e.g.

هَذَا الْكِتَابُ *this book*.

But if the noun is defined by a following genitive or a pronominal suffix, the demonstrative is placed after these, e.g.



[Back to the Exercise](#)



[Contents](#)

10. DEMONSTRATIVE PRONOUNS (2)

(١٠) اِسْمُ الْإِشَارَةِ (٢)

هَذَا كِتَابُ الْمُعَلِّمِ هَذَا *this book of the teacher.*

هَذَا كِتَابُكَ هَذَا *this book of yours.*

2) If the demonstrative is used pronominally and as a subject of a nominal sentence, then:

a) If the predicate is an indefinite noun, no copula is necessary, e.g.

هَذَا كِتَابٌ هَذَا *this is a book.*

b) If the predicate is defined by the article, the third person is used as a copula to prevent the demonstrative from being taken adjectivally (as in 1), e.g.

هَذَا هُوَ الْوَلَدُ هَذَا *this is the boy.*

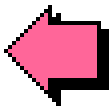
c) If the predicate is defined by a following genitive or a pronominal suffix, the demonstrative is put first, and no copula is needed, e.g.

هَذَا كِتَابُ الْمُعَلِّمِ هَذَا *this is the teacher's book.*

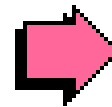
هَذَا كِتَابُكَ هَذَا *this is your book.*

Note that the plural form of the demonstrative is used only for persons, e.g.

هَؤُلَاءِ الرِّجَالُ أَوِ النِّسَاءُ هَؤُلَاءِ *these men or women.*



[Back to the Exercise](#)



[Contents](#)

10. DEMONSTRATIVES PRONOUNS (3)

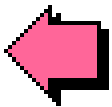
(١٠) اِسْمُ الْإِشَارَةِ (٣)

For animals, things (inanimate objects), the feminine singular form is used, e.g.

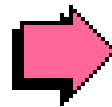
هَذِهِ الْكِلَابُ وَالْقَطَطُ *these dogs and cats.*

هَذِهِ الْكُتُبُ وَالْمَجَلَاتُ *these books and magazines.*

This logic is accepted with difficulty by the Western mind.



[Back to the Exercise](#)



[Contents](#)

11. RELATIVE PRONOUNS

(١١) إِسْمُ الْمَوْصُولِ

The **Relative pronouns** are as follows :

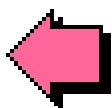
	Masculine	Feminine
sing.	الَّذِي	الَّتِي
dual, nom.	الَّذَانِ	الَّتَانِ
acc. et gen.	الَّذَيْنِ	الَّتَيْنِ
plur.	الَّذِينَ	الَّلَّاتِي or اللواتي

1) When the relative pronoun refers to any part of the relative sentence which follows except the subject, it may be replaced by an attached pronoun.

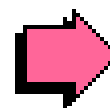
الطَّالِبُ الَّذِي يَكْتُبُ *the student who writes.*

الطَّالِبُ الَّذِي أَعْرِفُهُ *the student whom I know (lit. the student who I know him).*

الطَّالِبُ الَّذِي أَتَكَلَّمُ مَعَهُ *the student with whom I speak (lit. the student who I speak with him).*



[Back to the Exercise](#)



[Contents](#)

11. RELATIVE PRONOUNS (2)

(١١) إِسْمُ الْمَوْصُولِ (٢)

الطَّالِبُ الَّذِي أَكْتُبُ إِلَيْهِ *the student to whom I write*

(lit. *the student who I write to him*).

الطَّالِبُ الَّذِي أَعْرِفُ مُعَلِّمَهُ *the student whose teacher I know* (lit. *the student who I know his teacher*).

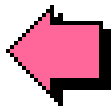
2) The relative pronoun is always omitted when it refers to an indefinite noun. This is especially difficult for Europeans to appreciate, e.g.

أَنْظُرُ إِلَى الطِّفْلِ الَّذِي يَلْعَبُ *I look at the child who plays.*

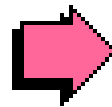
أَنْظُرُ إِلَى طِفْلِ يَلْعَبُ *I look at a child who plays.*

3) The words مَنْ *he who, whomsoever, and* مَا *that which, whatsoever*, are also relative. However, they are treated as nouns, whereas الَّذِي is usually treated as an adjective governing a noun which has already been mentioned. It is, however, sometimes used as a noun, in which case it is synonymous with مَنْ and مَا .

4) أَيُّ and feminine أَيَّةُ are followed by a genitive, with the meaning *whichever, whatever*.



[Back to the Exercise](#)



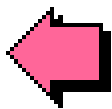
[Contents](#)

11. RELATIVE PRONOUNS (3)

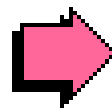
(١١) إِسْمُ الْمَوْصُولِ (٣)

Attention is to be paid to those parts of speech in which two *lāms* are written, namely the dual and the feminine plural.

Note also that the plural form of the relatives is used only for persons. For animals and things, the feminine singular form is used.



[Back to the Exercise](#)



[Contents](#)

12-13. THE MOODS

الرَّفْعُ وَالنَّصْبُ وَالْجَزْمُ (١٢-١٣)

The imperfect has three moods:

1) الرَّفْعُ the **Indicative** which is distinguished by the third radical having *damma*, except when it is preceded by a jussive or subjunctive particle.

2) النَّصْبُ the **Subjunctive** which is distinguished by ending with *fatha*, when preceded by a subjunctive particle.

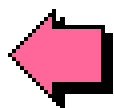
3) الْجَزْمُ the **Jussive** which is denoted by the absence of any vowel with the third radical, i.e., having *sukūn*, when it is preceded by a jussive particle.

Compare the ending of each one of the three moods:

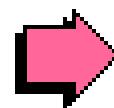
	1	2	3	4	5
Indicative	ـُ	ـِينَ	ـَانَ	ـُونَ	ـُونَ
Jussive	ـِ	ـِي	ـَا	ـُوا	ـُونَ
Subjunctive	ـَ	ـِي	ـَا	ـُوا	ـُونَ

Endings: 1) 1st pers. sing. and plur.; 2nd pers. masc. sing.; 3rd pers. masc. and fem.; 2) 2nd pers. fem. sing.; 3) dual; 4) masc. plur.; 5) fem. plur.

Note the differences and the similarities between the jussive and the subjunctive.



[Back to the Exercise](#)



[Contents](#)

12-13. THE SUBJUNCTIVE PARTICLES

حُرُوفُ النَّصْبِ (١٣-١٢)

The **Imperfect subjunctive** is used after the following particles

(conjunctions):

1) أَنْ *that*, أَلَّا (for لَا) *that not*.

أُرِيدُ أَنْ أَتَعَلَّمَ هَذِهِ اللُّغَةَ *I want to learn this language.*

2) لَنْ *shall not, will not*.

لَنْ أَخْطِئَ مَرَّةً أُخْرَى *I shall not make a mistake next time.*

3) لِ *in order to*, لِئَلَّا *in order not to*.

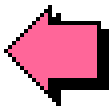
4) كَيْ *in order to*, or compound لِكَيْ *in order to*.

كَيْلًا or لِكَيْلًا *in order not to*.

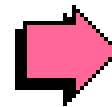
يَعْمَلُ الْإِنْسَانُ لِكَيْ يَعْيشَ *Man works in order to live.*

5) إِذَنْ *therefore, in that case, well, then*.

أَعْمَلُ كَثِيرًا، إِذَنْ أَوْفَّقَ *I work hard, therefore I will succeed.*



[Back to the Exercise](#)



[Contents](#)

12-13. THE SUBJUNCTIVE PARTICLES (2)

(١٢-١٣) حُرُوفُ النَّصْبِ (٢)

6) لِ *lām* of denial, preceded by مَا كَانَ or لَمْ يَكُنْ was not.

7) حَتَّى *ḥattī* so that, until, in order that.

أَسُوقُ بِيْطُءٍ حَتَّى أَتَجَنَّبَ الْمُخَالَفَاتِ وَالْحَوَادِثَ *I drive slowly in order to avoid fines and accidents.*

8) فَ *fā* called causative *fā*, preceded by negative, imperative or prohibitive.

لَا تَأْكُلْ كَثِيرًا فَتَمْرَضَ *Do not eat too much so that you get sick.*

9) وَ *wāw* of simultaneousness.

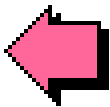
لَا تَأْكُلْ وَتَتَكَلَّمَ *Do not talk and eat at the same time.*

10) أَوْ *aw* when it is equivalent to either إِلَّا أَنْ *unless that*, or to

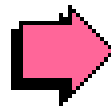
إِلَى أَنْ *until that*.

لَأَسْتَسْهَلَنَّ الصَّعْبَ أَوْ أَدْرِكَ الْمُنَى *I will deem everything*

difficult easy until I attain my wishes.



[Back to the Exercise](#)



[Contents](#)

12-13. THE SUBJUNCTIVE PARTICLES (2)

(١٢-١٣) حُرُوفُ النَّصْبِ (٢)

6) لِ *lām* of denial, preceded by مَا كَانَ or لَمْ يَكُنْ was not.

7) حَتَّى *ḥattī* so that, until, in order that.

أَسُوقُ بِيْطُءٍ حَتَّى أَتَجَنَّبَ الْمُخَالَفَاتِ وَالْحَوَادِثَ *I drive slowly in order to avoid fines and accidents.*

8) فَ *fā* called causative *fā*, preceded by negative, imperative or prohibitive.

لَا تَأْكُلْ كَثِيرًا فَتَمْرَضَ *Do not eat too much so that you get sick.*

9) وَ *wāw* of simultaneousness.

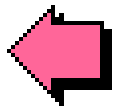
لَا تَأْكُلْ وَتَتَكَلَّمَ *Do not talk and eat at the same time.*

10) أَوْ *aw* when it is equivalent to either إِلَّا أَنْ *unless that*, or to

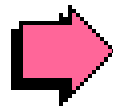
إِلَى أَنْ *until that*.

لَأَسْتَسْهَلَنَّ الصَّعْبَ أَوْ أُدْرِكَ الْمُنَى *I will deem everything*

difficult easy until I attain my wishes.



[Back to the Exercise](#)



[Contents](#)

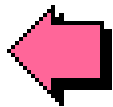
12-13. THE JUSSIVE PARTICLES (2)

(١٣-١٢) حُرُوفُ الْجَزْمِ (٢)

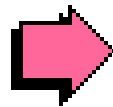
- d) لا called **لا النَّاهِيَّةُ** *lā of prohibition*, which expresses:
- i) طَلَبٌ a request, when it is a matter between two equals;
 - ii) دُعَاءٌ a prayer, when it is from an inferior to a superior;
 - iii) أَمْرٌ an order, a command, when it is from a superior to an inferior.

2) The following are 12 conditional jussive particles:

- e) إِنَّ *if*.
إِنَّ تَخْلَصُ فِي عَمَلِكَ تَنْجَحُ *if you are sincere in your work, you succeed.*
- f) مَا *what, if anything*.
مَا تَزْرَعُ تَحْصُدُ *what you sow is you what reap.*
- g) مَنْ *he who, if anyone, whoever*.
مَنْ يَعْمَلُ خَيْرًا يَجِدْ خَيْرًا *he who does good finds good.*
- h) مَهْمَا *whatever, no matter how*.



[Back to the Exercise](#)



[Contents](#)

12-13. THE JUSSIVE PARTICLES (3)

(١٢-١٣) حُرُوفُ الْجَزْمِ (٣)

مَهْمَا تَشْرَحَ لَهُ لَا يَفْهَمُ *no matter how you explain to him,*
he won't understand.

i) إِذْ مَا *when, whenever.*

إِذْ مَا تَأْتِ تَجِدُ مَا يَسُرُّكَ *whenever you come, you find*
something that will please you.

j) أَيُّ *which, whichever, if any.*

أَيُّ إِنْسَانٍ يَحْتَاجُ إِلَيَّ مُسَاعَدَتِي أُسَاعِدُهُ *any man who*
needs my help, I will help him.

k) مَتَى *when, whenever.*

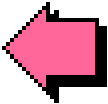
l) أَيَّانَ *when, whenever.*

m) أَيْنَ *where, wherever.*

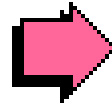
n) أَيْنَمَا *wherever.*

o) أَنَّى *wherever.*

مَتَى، أَيَّانَ، أَيْنَمَا، أَنَّى have more or less the same
meaning:



[Back to the Exercise](#)



[Contents](#)

12-13. THE JUSSIVE PARTICLES (4)

(١٢-١٣) حُرُوفُ الْجَزْمِ (٤)

مَتَى، أَيَّانَ، أَيَّنَمَا، أَنَّى تُسَافِرُ أُسَافِرُ مَعَكَ *each time you travel, I travel with you.*

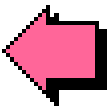
أَيْنَمَا، أَنَّى تَخْتَبِي أَجِدُكَ *wherever you hide, I find you.*

p) حَيْثُمَا *where, wherever.*

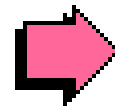
q) كَيْفَمَا *howsoever, no matter how.*

كَيْفَمَا تُعَامِلُ تُعَامَلُ *howsoever you treat others, you are treated likewise.*

Note that the *sukūn* of the jussive becomes *kasra* before the article
أل.



[Back to the Exercise](#)



[Contents](#)

14. *INNA* AND ITS SISTERS

(١٤) إِنَّ وَأَخْوَاتُهَا

The second category of annulers which are assigned to the nominal sentence consists of إِنَّ and its sisters.

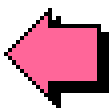
Preceded by إِنَّ or by one of its sisters, the subject, which no longer occupies the first place in the sentence, becomes the noun of إِنَّ or of one of its sisters, and takes the accusative case by assimilation to a direct object put before its subject; the predicate becomes the predicate of إِنَّ or of one of its sisters, and takes the nominative case by assimilation to the active subject put after the direct object.

The particles إِنَّ and its sisters are as follows:

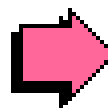
1) إِنَّ usually not translated, though the grammarians translate it by the biblical *verily*. It is used to introduce speech after the verb قَالَ *to say*, as well as to begin an ordinary nominal sentence.

2) أَنَّ *that*, is used for indirect speech after verbs other than قَالَ, or in what resembles indirect speech or thought.

3) لَكِنَّ *but*, like لَكِنْ, but the latter should be followed by a verb. وَلَكِنَّ is often prefixed by وَ : وَلَكِنَّ.



[Back to the Exercise](#)



[Contents](#)

14. *INNA* AND ITS SISTERS (2)

(١٤) إِنَّ وَأَخَوَاتُهَا (٢)

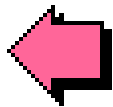
- 4) لَأَنَّ *because*.
- 5) كَأَنَّ *as if, as though, it is (was) as if*.
- 6) لَيْتَ *would that, would God, if only...*
- 7) لَعَلَّ *perhaps* - comparatively rare in modern Arabic.

All these particles resemble verbs, in that they must be followed either by a noun in the accusative case, or by an attached pronoun which is grammatically considered to be in the accusative case. After them, the verb *to be* is understood, therefore a predicate may follow in the nominative case.

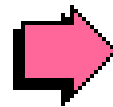
After إِنَّ, the predicate is sometimes strengthened by لَ، e.g.

إِنَّهُ لَرَجُلٌ عَظِيمٌ (*verily*) *he is a great man*.

The only circumstance in which anything is allowed to interpose between these particles and their accusative is when the accusative is an indefinite noun, and the predicate is an prepositional phrase, or هُنَا *here*,



[Back to the Exercise](#)



[Contents](#)

14. *INNA* AND ITS SISTERS (3)

(١٤) إِنَّ وَأَخَوَاتُهَا (٣)

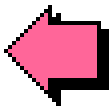
or *هُنَاكَ there*. The prepositional phrase then comes after the particle,

e.g.

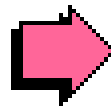
إِنَّ فِي الْمَدْرَسَةِ تِلْكَ طُلَّامًا وَمُعَلِّمِينَ *(verily) there are teachers and students in the school.*

The predicate is also put before the noun when the latter is suffixed with a pronoun referring to the substantive contained in the prepositional phrase, e.g.

إِنَّ فِي السَّيَّارَةِ سَائِقَهَا *(verily) the driver of the car is inside.*



[Back to the Exercise](#)



[Contents](#)

15. KĀNA AND ITS SISTERS

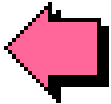
١٥) كَانَ وَأَخْوَاتُهَا

Preceded by كَانَ *to be*, or by one of its sisters, the subject, which no longer occupies the first place in the sentence, becomes the noun of كَانَ, and remains in the nominative case by assimilation to the active subject; the predicate of the subject becomes the predicate of كَانَ, or of one of its sisters, and takes the accusative case by assimilation to the adverb of state or condition حَالٌ, e.g.

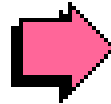
كَانَتِ الْحَيَاةُ جَمِيلَةً *life was beautiful.*

The following are كَانَ and its sisters:

- 1) كَانَ *to be.*
- 2) أَصْبَحَ *to be or become in the morning.*
- 3) أَضْحَى *to be or become in the forenoon.*
- 4) ظَلَّ *to be or become in the daytime.*
- 5) أَمْسَى *to be or become in the evening.*
- 6) بَاتَ *to be or become during the night, or spend the night.*
- 7) صَارَ *to become.*



[Back to the Exercise](#)



[Contents](#)

15. *KĀNA* AND ITS SISTERS (2)

(١٥) كَانَ وَأَخَوَاتُهَا (٢)

All the preceding verbs can be conjugated. Note that the first five verbs *كَانَ*, *أَصْبَحَ*, *أَضْحَى*, *ظَلَّ*, *أَمْسَى* may have the meaning of *صَارَ* *to become*.

8) *لَيْسَ* *not to be*. This verb is conjugated in the perfect only, and when used it has the meaning of the imperfect. Note that the predicate of *لَيْسَ* to strengthen the negation, *بِ* can be preceded by the preposition *لَيْسَ* and be in the dative case, e.g.

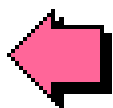
لَيْسَ *الْبَيْتُ كَبِيرًا* for *لَيْسَ* *الْبَيْتُ بِكَبِيرٍ* *the house is not big*.
9) *مَا زَالَ*; 10) *مَا فَتَى*; 11) *مَا انْفَكَ*; 12) *مَا بَرَحَ*.

The four preceding verbs

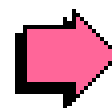
زَالَ, *فَتَى*, *انْفَكَ*, *بَرَحَ* *to cease*, are used preceded by the negative particle *مَا*, *لَا*, or *لَمْ*, to mean that the action is still continuing. These four verbs can be conjugated in the perfect or imperfect.

13) *مَا دَامَ* *as long as*.

The verb *دَامَ* *to continue*, preceded by *مَا*, is used to express *as long as*. The verb *مَا دَامَ* is used only in the perfect.



[Back to the Exercise](#)



[Contents](#)

15. *KĀNA* AND ITS SISTERS (3)

(١٥) كَانَ وَأَخْوَاتُهَا (٣)

The predicate of *كَانَ* and its sisters can be simple, i.e. consisting of one single expression, or complex, i.e. consisting of a verbal or nominal sentence, or of a preposition and its complement, e.g.

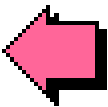
صَارَتِ الْمَعِيشَةُ غَالِيَةً *living is becoming expensive.*

كَانَ النَّاسُ يَقْرَأُونَ كَثِيرًا *people used to read a lot.*

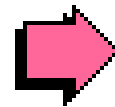
كَانَ الْمُوظَّفُ عَمَلَهُ مُمْتَعًا *the task of the employee used to be pleasant (lit. the employee his work was pleasant).*

كَانَ عَمَلُهُ فِي الْهَوَاءِ الطَّلَقِ *he used to work in the open air (lit. his work was in the open air).*

كَانَ الطَّائُوسُ أَمَامَ الشُّبَّكِ *the peacock was in front of the window.*



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS

(١٦) الأعدادُ الأصليَّةُ

Although it is easy to learn the Arabic numerals for dialectal use, they are one of the most complex aspects of the written language. Even the Arabs themselves often make mistakes. It is best to divide them into groups, starting with the numbers *one* and *two*.

1) 1 and 2

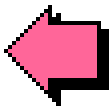
a) (i) **one** (١) **وَاحِدٌ** masculine, and **وَاحِدَةٌ** feminine, takes the form of the active participle. It is usually used as an adjective placed after the noun with which it agrees in gender and case.

(ii) It is rarely used, since the indefinite singular noun in Arabic means *one* or *a*, as in the French language. Hence, the word **كِتَابٌ**, in Arabic, or *un livre* in French, means *a book* or *one book*.

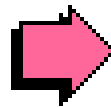
(iii) When the numeral one is used, it means *only*, e.g.

كِتَابٌ وَاحِدٌ *one book only*.

b) (i) **two** (٢) **إِثْنَانِ** masculine, **إِثْنَتَانِ** feminine. This number is rarely used, as the dual ending indicates this meaning, so **كِتَابَانِ** means *two books*. By writing or saying **كِتَابَانِ إِثْنَانِ**, a certain emphasis is given the word *two*.



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (2)

(١٦) الأعدادُ الأصليَّةُ (٢)

(ii) When used, like *one*, it is treated as an adjective. It follows the noun and agrees with it in gender, case, the definite and the indefinite.

2) 3 to 10

١٠ ٩ ٨ ٧ ٦ ٥ ٤ ٣

a) These numbers take the feminine form when the noun counted is masculine in gender. They take the masculine form when the noun counted is feminine, e.g.

ثَلَاثُ رِجَالٍ *three men*; ثَلَاثُ نِسَاءٍ *three women*.

This anomaly is common to other Semitic languages.

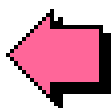
b) Normally, these numbers are placed in front of the noun to which they apply and which takes the plural in the genitive case, e.g.

ثَلَاثَةُ رِجَالٍ *three men* (lit. *a triad of men*).

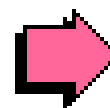
c) When the noun counted is definite or annexated, the number is often placed after it, like an adjective, e.g.

الْكِتَابُ الْخَمْسَةُ *the five books*.

كُتِبَ أَحْمَدَ الْخَمْسَةُ *Ahmad's five books*.



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (3)

(١٦) الأعدادُ الأصليَّةُ (٣)

d) If the numbers 3 to 10 are placed in front of a noun, they naturally lose their *tanwīn*.

e) When they are placed in front of a noun, they are declined and take the same case, i.e. nominative, accusative, or dative-genitive, that the noun would have taken in the sentence, if it had not been counted. The noun itself is placed in the genitive plural, e.g.

ثَلَاثَةُ طُلَابٍ يَتَكَلَّمُ *three students speak.*

أَعْرِفُ ثَلَاثَةَ طُلَابٍ *I know three students.*

أَتَكَلَّمُ مَعَ ثَلَاثَةِ طُلَابٍ *I speak with three students.*

3) 11 to 19

١٩ ١٨ ١٧ ١٦ ١٥ ١٤ ١٣ ١٢ ١١

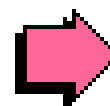
a) **Eleven** and **twelve**, إِثْنَا عَشَرَ ، أَحَدَ عَشَرَ masculine,
إِحْدَى عَشْرَةَ ، اثْنَتَا عَشْرَةَ feminine, agree in gender with the noun counted, e.g.

أَحَدَ عَشَرَ أَوْ إِثْنَا عَشَرَ وَكُلًّا *11 or 12 boys.*

إِحْدَى عَشْرَةَ أَوْ اثْنَتَا عَشْرَةَ بِنْتًا *11 or 12 girls.*



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (4)

(١٦) الْأَعْدَادُ الْأَصْلِيَّةُ (٤)

b) The gender of the units in the compound numbers from 3 to 9 is reversed, i.e. it follows the rule set out under 2) a), but the **ten** agrees in gender with the noun counted, e.g.

15 boys: *خَمْسَةَ عَشَرَ* وَكَلْدًا
15 girls: *خَمْسَ عَشْرَةَ* بِنْتًا

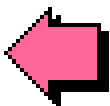
c) The numerals **11** to **19** are not declined. They always carry a *fatha*, even when they take an article, with the exception of the unit of the number 12, e.g.

إِثْنَا عَشَرَ and إِثْنَا عَشْرَةٌ whose oblique cases take the form
إِثْنِي عَشْرًا and إِثْنِي عَشْرَةً .

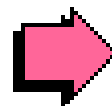
d) These numbers are followed by a noun in the accusative singular, as in the examples above.

4) 10

a) It should be noted that, when *عَشْرٌ* and *عَشْرَةٌ* are used alone, their gender is reversed in relation to the noun counted. When they are used in a compound number, i.e. **11** to **19**, they agree in gender with the noun counted, e.g.



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (5)

(١٦) الأعدادُ الأصليَّةُ (٥)

عَشْرَةٌ رِجَالٌ 10 men; خَمْسَةَ عَشَرَ رِجَالاً 15 men.

عَشْرٌ نِسَاءً 10 women; خَمْسَ عَشْرَةَ إِمْرَأَةً 15 women.

b) The ش of عَشْرٌ, without *tā' marbūta*, takes *sukūn*, when عَشْرٌ is used alone. In compound numbers, the ش takes a *fatha*, e.g.

عَشْرٌ ten; خَمْسَةَ عَشَرَ fifteen.

c) The ش of عَشْرَةٌ, with *tā' marbūta*, takes a *fatha*, when عَشْرَةٌ is used alone. It takes a *sukūn* when used in compound numbers, i.e. the reverse of عَشْرٌ, e.g.

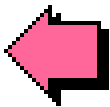
عَشْرَةٌ ten; خَمْسَ عَشْرَةَ fifteen.

5) 20 to 90.

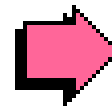
٩. ٨. ٧. ٦. ٥. ٤. ٣. ٢.

a) The tens from 20 to 90 are used in both the masculine and feminine forms and are declined like nouns in the sound masculine plural, i.e. with *ونَ* in the nominative and *ينَ* in the oblique cases.

b) As from 20, the numbers between the tens are formed by placing the unit before the ten and joining them with the conjunction *وَ*, e.g.



Back to the Exercise



Contents

16. THE CARDINAL NUMBERS (6)

(١٦) الأعدادُ الأصليَّةُ (٦)

ثَلَاثَةٌ وَعِشْرُونَ *twenty three*.

Both elements are declined.

c) The numbers from 20 to 90, just as those from 11 to 19, are followed by a noun in the accusative singular.

(6) 100 to 900.

٩٠٠ ٨٠٠ ٧٠٠ ٦٠٠ ٥٠٠ ٤٠٠ ٣٠٠ ٢٠٠ ١٠٠

a) (i) مِئَةٌ, hundred, is often written مِائَةٌ, but the *ʿalf* is not pronounced. مِائَةٌ remains invariable, as do all the hundreds.

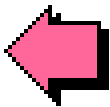
(ii) The numeral 100 is followed by a noun in the genitive singular, e.g.

مِائَةٌ كِتَابٍ 100 books; مِائَةٌ سَنَةٍ 100 years.

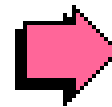
(iii) When it is followed immediately by the noun, it loses its *tanwīn*.

b) (i) مِائَتَانِ 200, invariable.

(ii) The number 200 loses its ن when it is immediately followed by a noun, e.g.



Back to the Exercise



Contents

16. THE CARDINAL NUMBERS (7)

(١٦) الأعدادُ الأصليَّةُ (٧)

مَائَتَا كِتَابٍ 200 books.

(iii) مَائَتَانِ, like مَائَةٌ, is followed by a noun in the genitive singular (see examples above).

c) (i) **300 to 900**. The number مَائَةٌ being feminine, the numbers from 3 to 9 which precede it to form the hundreds from **300 to 900** take the masculine form and are often joined into one word, e.g.

ثَلَاثُ مَائَةٍ 300, even though the correct form is ثَلَاثُمِائَةٌ.

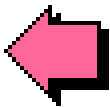
(ii) The number مَائَةٌ is feminine, therefore the *three* in 300 does not have a *tā' marbūṭa*.

(iii) The numbers from 300 to 900 are followed by a noun in the genitive singular.

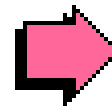
(iv) In compound numbers above 100, the noun follows the rule applied to the last element. For example, in *103 men*, the rule for three must be applied and therefore the noun must be in the genitive plural.

7) 1,000 and upwards

a) أَلْفٌ 1,000 and أَلْفَانِ 2,000 follow the same rule as مَائَةٌ 100 and مَائَتَانِ 200.



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (8)

(١٦) الأعدادُ الأصليَّةُ (٨)

b) أَلْفٌ is a masculine noun. Its plural is either أَلْفٌ or أُلُوفٌ. It follows the same rule applied to the numbers from 3 to 10, 11 to 19, 100 to 900, e.g.

ثَلَاثَةُ أَلْفٍ *three thousand*.

ثَلَاثَةُ عَشَرَ أَلْفًا *thirteen thousand*.

ثَلَاثُمِائَةَ أَلْفٍ *three hundred thousand*.

c) When أَلْفٌ is immediately followed by a noun, whether it is in the singular, the dual or the plural, it loses its *tanwīn*, and is followed by a noun in the genitive singular, e.g.

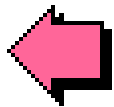
ثَلَاثَةُ أَلْفِ كِتَابٍ *3,000 books*.

ثَلَاثَةُ عَشَرَ أَلْفِ كِتَابٍ *13,000 books*.

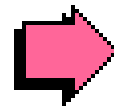
ثَلَاثُمِائَةَ أَلْفِ كِتَابٍ *300,000 books*.

d) **Remark.** When it is immediately followed by a noun, أَلْفَانِ, like مِائَتَانِ, loses its ن, e.g.

مِائَتَا كِتَابٍ *200 books*; أَلْفَا كِتَابٍ *2,000 books*.



[Back to the Exercise](#)



[Contents](#)

16. THE CARDINAL NUMBERS (9)

(١٦) الأعدادُ الأصليَّةُ (٩)

8) 1,000,000

This number follows the same rule as for **أَلْفٌ** 1,000.

9) The numbers composed of thousands, hundreds, tens, and units can be formed in two different ways: either in descending order or in ascending order. In both cases, the units are placed in front of the tens.

a) Descending order: the thousands are placed first, followed by the hundreds, then the units and the tens, each linked by the conjunction **وَ**,

e.g.

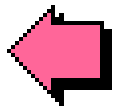
9,537; or **تِسْعَةُ أَلْفٍ وَخَمْسُمِائَةٍ وَسَبْعَةٌ وَثَلَاثُونَ**

b) Ascending order: the units are placed first, followed by the tens, then the hundreds and the thousands, each linked by the conjunction **وَ**,

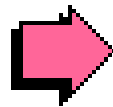
e.g.

سَبْعَةٌ وَثَلَاثُونَ وَخَمْسُمِائَةٍ وَتِسْعَةُ أَلْفٍ

However, this practice is not used in modern Arabic.



[Back to the Exercise](#)



[Contents](#)

17. THE ORDINAL NUMBERS

(١٧) الأعدادُ الترتيبيةُ

الأعدادُ الترتيبيةُ the **Ordinal numbers** from **2nd** to **10th** derive, more or less, from the corresponding cardinal numbers and follow the pattern **فَاعِلٌ**.

1st is an exception, as it is an elative, i.e. a comparative and a superlative, e.g.

أَوَّلٌ instead of أَوَّلٌ masculine singular,

أَوَّلُونَ sound masculine plural;

أَوَائِلٌ broken masculine plural;

أَوْلَى feminine singular;

أَوْلَى broken feminine plural.

Masculine

الأوَّلُ *the first*

الثَّانِي *the second* (indef., ثَانٍ)

الثَّالِثُ *the third*

الرَّابِعُ *the fourth*

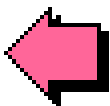
Feminine

الأوَّلَى *the first*

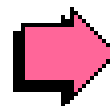
الثَّانِيَةُ *the second*

الثَّالِثَةُ *the third*

الرَّابِعَةُ *the fourth*



[Back to the Exercise](#)



[Contents](#)

17. THE ORDINAL NUMBERS (2)

(١٧) الأعدادُ الترتيبيةُ (٢)

الْخَامِسُ *the fifth*

الْخَامِسَةُ *the fifth*

الْسَّادِسُ *the sixth*

الْسَّادِسَةُ *the sixth*

الْسَّابِعُ *the seventh*

الْسَّابِعَةُ *the seventh*

الْتَّامِنُ *the eighth*

الْتَّامِنَةُ *the eighth*

الْتَّاسِعُ *the ninth*

الْتَّاسِعَةُ *the ninth*

الْعَاشِرُ *the tenth*

الْعَاشِرَةُ *the tenth*

After 10th, the ordinal numbers are used like cardinals, except when they are composed of the above-mentioned numbers, which take the normal form in the two genders.

The two parts of the ordinal numbers from **11th** to **19th** are not declined. All the cases take a *fatḥa*.

masculine

feminine

الْحَادِي عَشْرَ *the eleventh*

الْحَادِيَةَ عَشْرَةَ *the eleventh*

الْتَّانِي عَشْرَ *the twelfth*

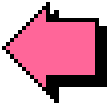
الْتَّانِيَةَ عَشْرَةَ *the twelfth*

الْتَّلَاثَ عَشْرَ *the thirteenth*

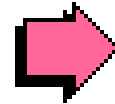
الْتَّلَاثَةَ عَشْرَةَ *the thirteenth*

الرَّابِعَ عَشْرَ *the fourteenth*

الرَّابِعَةَ عَشْرَةَ *the fourteenth*



[Back to the Exercise](#)



[Contents](#)

17. THE ORDINAL NUMBERS (3)

(١٧) الأعدادُ الترتيبيةُ (٣)

The ordinal numbers from **20th** to **90th** are the same as the cardinal numbers, e.g.

عِشْرُونَ *twentieth* الْعِشْرُونَ *the twentieth*

The ordinal numbers between the tens as from 20th are formed by placing the units in front of the tens and joining the two elements with the conjunction **و**, e.g:

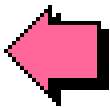
Masculine

Feminine

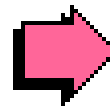
أَلْحَادِي وَالْعِشْرُونَ <i>the 21st</i>	أَلْحَادِيَّةٌ وَالْعِشْرُونَ <i>the 21st</i>
الْثَّانِي وَالْعِشْرُونَ <i>the 22nd</i>	الْثَّانِيَّةُ وَالْعِشْرُونَ <i>the 22nd</i>
الْثَّالِثُ وَالْعِشْرُونَ <i>the 23rd</i>	الْثَّالِثَةُ وَالْعِشْرُونَ <i>the 23rd</i>

The ordinal numbers are treated as adjectives. They agree in case, except for those from 11th to 19th, in gender, in the definite and indefinite with the noun, e.g.

يَدْرُسُ الطَّالِبُ الثَّلَاثُ لُغَةً ثَانِيَةً *the third student studies a second language.*



[Back to the Exercise](#)



[Contents](#)

18. THE ADJECTIVE

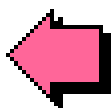
(١٨) الصِّفَةُ أَوْ النَّعْتُ

الصِّفَةُ أَوْ النَّعْتُ the **Adjective** is used to denote a state or condition and quality. There are seven types of adjectives which we have already studied, or will study, each one in detail. They are:

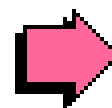
- 1) اسْمُ الْفَاعِلِ *active participle*;
- 2) اسْمُ الْمَفْعُولِ *passive participle*;
- 3) الْعَدَدُ التَّرْتِيبِيُّ *ordinal number*;
- 4) اسْمُ الْمَفْعُولِ *assimilate adjective*;
- 5) اسْمُ الْمُبَالَغَةِ *intensive adjective*;
- 6) اسْمُ التَّفْضِيلِ *elative, i.e. comparative and superlative*;
- 7) اسْمُ النَّسْبَةِ *relative adjective*.

The adjective which comes after its substantive agrees with it in gender, number, case, the indefinite and the definite, except for the comparative which is used only in the masculine singular.

As regards the adjective whose substantive is an irrational plural, i.e. plural of animal and things, it is used in the feminine singular.



[Back to the Exercise](#)



[Contents](#)

18. THE ADJECTIVE (2)

(١٨) الصِّفَةُ أَوْ النَّعْتُ (٢)

Examples:

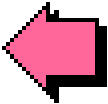
a) طَالِبٌ مُجْتَهِدٌ
طَالِبَانِ مُجْتَهِدَانِ
طُلَّابٌ مُجْتَهِدُونَ

b) الطَّالِبَةُ الْمُجْتَهِدَةُ
الطَّالِبَتَانِ الْمُجْتَهِدَتَانِ
الطَّالِبَاتُ الْمُجْتَهِدَاتُ

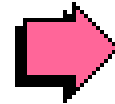
c) الْكَلْبُ اللَّطِيفُ
الْكَلْبَانِ اللَّطِيفَانِ
الْكِلَابُ اللَّطِيفَةُ

d) كِتَابٌ مُفِيدٌ
كِتَابَانِ مُفِيدَانِ
كُتُبٌ مُفِيدَةٌ

- a) *a hard-working student*, masc. sing., dual and plur.;
b) *the hard-working student*, fem. sing., dual and plur.;
c) *the nice dog*, sing., dual and plur.;
d) *an interesting book*, sing., dual and plur. Take note of the agreement of the adjective with its substantive, and compare groups a) and b) with groups c) and d).



[Back to the Exercise](#)



[Contents](#)

19. THE ELATIVE

(١٩) إِسْمُ التَّفْضِيلِ

The **Elative**, or the **Comparative** and the **Superlative**, is formed by eliminating all the additional letters, and by following the pattern

أَفْعَلٌ.

When the second and third radicals are identical, the form is

أَهْمٌ (for أَهْمَمٌ).

The elative is always formed from the three radicals. It is formed from words with more than three consonants and the words of the form أَفْعَلٌ for colors and defects by using

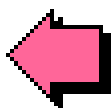
أَكْثَرٌ *more*, أَقَلُّ *less*, أَشَدُّ *stronger*, followed by a noun in the ac-

cusative (a verbal noun as a rule), e.g.

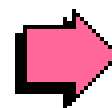
أَكْثَرُ تَسَامُحاً *more tolerant*, from تَسَامَحَ

أَقَلُّ اسْتِعْمَالاً *less used*, from اسْتَعْمَلَ

أَشَدُّ حُمْرَةً *redder* (lit. *stronger as to redness*).



[Back to the Exercise](#)



[Contents](#)

19. THE ELATIVE (2)

(١٩) إِسْمُ التَّفْضِيلِ (٢)

The elative is used only in the masculine singular. The superlative is used as an adjective, with the feminine form **فَعْلَى**. Consequently, it agrees in gender and number with the noun to which it refers, e.g.

	Singular	Dual	Plural
Masculine	أَكْبَرُ	أَكْبَرَانِ	أَكْبَرُونَ
Feminine	كُبْرَى	كُبْرَيَانِ	كُبْرَيَاتُ

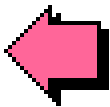
However, instead of using the superlative, the Arabs prefer to use the elative as a noun, followed by a genitive, rather than as an adjective, e.g.

فِبْرَايِرُ هُوَ أَقْصَرُ شَهْرٍ فِي السَّنَةِ *February is the shortest month of the year*

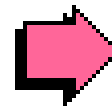
instead of فِبْرَايِرُ هُوَ الشَّهْرُ الْأَقْصَرُ فِي السَّنَةِ
though the latter is permissible.

If the second part of the comparison is not a noun, but a whole sentence or an adverbial determination, it is preceded by

مِمَّا (for مِمَّا), with a verb or the preposition مِنْ with an attached pronoun, e.g.



[Back to the Exercise](#)



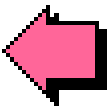
[Contents](#)

19. THE ELATIVE (3)

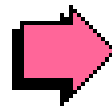
(١٩) إِسْمُ التَّفْضِيلِ (٣)

الطَّقْسُ أَجْمَلُ الْيَوْمِ مِنْهُ أَمْسٍ *the weather is more beautiful today than it was yesterday* (lit. *than it yesterday*), or
الطَّقْسُ أَجْمَلُ الْيَوْمِ مِمَّا كَانَ أَمْسٍ (lit. *than it was yesterday*).

Note that the elative is equivalent to the comparative of superiority and to the relative superlative. It does not include the comparative of equality.



[Back to the Exercise](#)



[Contents](#)

20. THE VERBAL SENTENCE

(٢٠) الْجُمْلَةُ الْفَعْلِيَّةُ

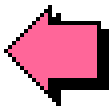
A **verbal sentence** is a sentence which starts with a verb followed by its subject. The normal sentence order in Arabic is for the verb to come first.

It is especially noted that **when the verb in the third person comes before the subject, it is always in the masculine or feminine singular according to its subject**. In other words, the verb preceding its subject agrees with it in gender, but not in number.

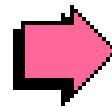
Compare the two verbs, preceding and following the subject, in the sentence below:

تَجْلِسُ الْمُعَلِّمَةُ وَتَكْتُبُ	يَجْلِسُ الْمُعَلِّمُ وَيَكْتُبُ
تَجْلِسُ الْمُعَلِّمَتَانِ وَتَكْتُبَانِ	يَجْلِسُ الْمُعَلِّمَانِ وَيَكْتُبَانِ
تَجْلِسُ الْمُعَلِّمَاتُ وَيَكْتُبْنَ	يَجْلِسُ الْمُعَلِّمُونَ وَيَكْتُبُونَ

The teacher sits and writes (fem. and masc., sing., dual and plur.).



[Back to the Exercise](#)



[Contents](#)

21. THE DECLENSION OF THE FIVE NOUNS

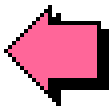
(٢١) إِعْرَابُ الْأَسْمَاءِ الْخَمْسَةِ

The words أَبٌ *a father*, أَخٌ *a brother*, حَمٌّ *a father-in-law*, appended to a noun or to an affixed pronoun other than the first person of the singular, after rejecting the *tanwīn* decline by lengthening the preceding vowel, e.g.

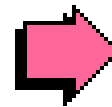
Nom.	حَمُوهُ	أَخُوهُ	أَبُوهُ
Acc.	حَمَاهُ	أَخَاهُ	أَبَاهُ
Gen.	حَمِيهِ	أَخِيهِ	أَبِيهِ

The word ذُو *owner or possessor* of a thing, which is always connected to a following substantive in the genitive, has in the accusative case ذَا, and in the genitive case ذِي; whilst فَمٌ *the mouth*, which is used instead of فُوهُ or فُوهُ, becomes either

Gen.	Acc.	Nom.
فِي or فَمِ	فَا or فَمَ	فُو or فَمُ



[Back to the Exercise](#)



[Contents](#)

22-23. ADVERBS OF TIME AND PLACE

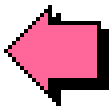
ظَرْفُ الزَّمَانِ وَالْمَكَانِ (٢٣-٢٢)

1) ظَرْفُ الزَّمَانِ the **Adverb of time** is a noun used to explain the time in or during which an act takes place. It is an answer to the question *when?*, e.g.

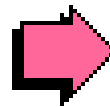
نَعْمَلُ نَهَاراً وَنَنَامُ لَيْلاً *we work during the daytime and sleep at night.*

2) ظَرْفُ الْمَكَانِ the **Adverb of place** is a noun used to explain the place where an act takes place. It is an answer to the question *where?*, e.g.

أُحِبُّ السَّفَرَ بَرّاً أَوْ بَحْراً أَوْ جَوّاً *I like to travel by sea, by land or by air.*



[Back to the Exercise](#)



[Contents](#)

24. STATE OR CONDITION

٢٤) الْحَالُ

الْحَالُ **State** or **condition** or the **Circumstantial accusative**, i.e. an accusative expressing a state or condition of the object in actual connection with those acts. In other words, it is an object expressing a transitory state, though it may also be permanent.

الْحَالُ is used to describe the *condition* or *circumstance* obtaining at the time when the action of the main verb takes place. It is put in the accusative.

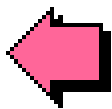
a) It is ordinarily indefinite and derived. It may be an active or a passive participle, e.g.

يَسْتَرِيحُ رَاقِدًا *he is resting lying down.*

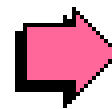
يُسَافِرُ مَسْرُورًا *he travels pleased.*

b) It is mainly expressed with one word, as in the previous example, but it could be a verbal or a nominal sentence, e.g.

رَأَيْتُهُ وَيَخْرُجُ مِنَ الْبَيْتِ *I saw him going out of the house.*



[Back to the Exercise](#)



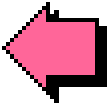
[Contents](#)

24. STATE OR CONDITION (2)

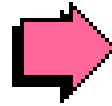
(٢٤) الْحَالُ (٢)

يُغَادِرُ الطَّالِبُ الْجَامِعَةَ وَشَهَادَتَهُ فِي جَيْبِهِ *the student leaves the university with his diploma in his pocket.*

وَ is a connector, as there should be either وَ or an affixed pronoun or both to connect them with صَاحِبُ الْحَالِ the subject or object of the action to which الْحَالُ refers.



[Back to the Exercise](#)



[Contents](#)

25. SPECIFICATION

(٢٥) التَّمْيِيزُ

التَّمْيِيزُ **Specification** is an indefinite substantive placed immediately after the preposition of which it limits or defines the predicate. It is put in the accusative. If you say:

اشْتَرَيْتُ رَطْلًا *I bought a pound,*

one does not understand what you mean by *a pound*, which could be a pound of tomatoes, sugar, or anything, unless you specify it, for example, by saying:

اشْتَرَيْتُ رَطْلًا لَحْمًا *I bought a pound of meat.*

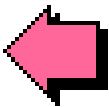
Specification may also be expressed with annexation, or with the preposition مِنْ, e.g.

فَنَجَانًا مِنَ الْقَهْوَةِ or فَنَجَانٌ قَهْوَةٍ or شَرِبْتُ فَنَجَانًا قَهْوَةً

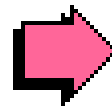
I drank a cup of coffee.

There are various kinds of *specification*:

1) Specification of weight, as in the previous example, and measure, e.g.



[Back to the Exercise](#)



[Contents](#)

25. SPECIFICATION (2)

(٢٥) التَّمْيِيزُ (٢)

اشْتَرَيْتُ مِتْرًا نَسِيجًا *I bought a meter of cloth.*

2) Specification after كَمْ , e.g.

كَمْ وَوَلَدًا لَكَ *how many children do you have?*

3) Specification of number:

a) the genitive plural after the cardinal numbers from 3 to 10, e.g.

لَهُ ثَلَاثَةُ أَوْلَادٍ *he has three children.*

b) the accusative singular after the cardinal numbers from 11 to 99,

e.g.

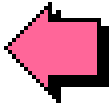
يَعْمَلُ الْمُوظَّفُونَ أَرْبَعِينَ سَاعَةً فِي الْأَسْبُوعِ *officials work forty*

hours a week.

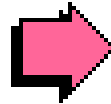
c) the genitive singular after the cardinal numbers 100 and 1000,

e.g.

يَبْلُغُ عَدْدُ أَعْضَاءِ هَذِهِ الْجَمْعِيَّةِ مِائَةَ عَضْوٍ *the members of the association are 100 in number.*



[Back to the Exercise](#)



[Contents](#)

26. THE ACTIVE PARTICIPLE

(٢٦) إِسْمُ الْفَاعِلِ

إِسْمُ الْفَاعِلِ The **Active participle** is a noun formed to indicate that which performs the action. It has two types:

1) It is of the form فَاعِلٌ for the simple trilateral verb, by infixing a lengthening *alif* after the first radical, and giving a *kasra* to the second radical, e.g.

كَاتِبٌ *writing, writer, from كَتَبَ to write.*

جَالِسٌ *sitting, from جَلَسَ to sit.*

ذَاهِبٌ *going, from ذَهَبَ to go.*

عَالِمٌ *scholar, scientist, from عَلِمَ to know.*

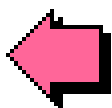
2) It is formed from the derived forms of the trilateral verb in the imperfect by substituting the phoneme مٌ for the prefix of this tense, and by giving *kasra* to the consonant before last, e.g.

مُعَلِّمٌ *teacher, teaching, from the imperfect يَعَلِّمُ .*

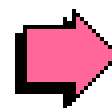
مُسَافِرٌ *travelling, from the imperfect يُسَافِرُ .*

مُنْتَصِرٌ *victorious, from the imperfect يَنْتَصِرُ .*

مُسْتَعْمِلٌ *user, from the imperfect يَسْتَعْمِلُ .*



[Back to the Exercise](#)



[Contents](#)

27. THE PASSIVE PARTICIPLE

(٢٧) إِسْمُ الْمَفْعُولِ

إِسْمُ الْمَفْعُولِ The **Passive participle** is a noun formed to indicate the action of the verb which the subject experiences. There are two types:

1) the pattern is مَفْعُولٌ. It is formed by prefixing the phoneme مَ to the simple trilateral verb, an infixing a lengthening *wāw* و , preceded by *damma* after the second radical, e.g.

مَكْتُوبٌ *written*, from كَتَبَ *to write*.

مَفْتُوحٌ *open*, from فَتَحَ *to open*.

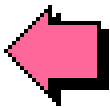
مَعْرُوفٌ *known*, from عَرَفَ *to know*.

مَجْهُولٌ *unknown*, from جَهَلَ *not to know, ignore*.

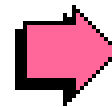
2) It is formed from the derived forms of the trilateral verb in the imperfect by substituting the phoneme مَ to the prefix of this tense, and by giving *fatha* to the consonant before the last, e.g.

مَنْظُمٌ *organized*, from the imperfect يَنْظِمُ .

مُغْلَقٌ *closed*, from the imperfect يُغْلِقُ .



[Back to the Exercise](#)



[Contents](#)

28. THE NOUN OF INSTRUMENT

(٢٨) اِسْمُ الْاَلَّةِ

اِسْمُ الْاَلَّةِ The **Noun of instrument** describes the *instrument* with which the action is carried out. It resembles the noun of time and place, beginning with the *mīm* م , but this letter is vowelled with *kasra* instead of *fatha*. It takes the form of:

مِفْعَالٌ , مِفْعَلَةٌ , e.g.

مِفْتَاْحٌ *key*, from فَتَحَ *to open*.

مِصْبَاْحٌ *lamp*, from صَبَحَ *to beam*.

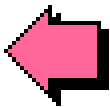
مِكْنَسَةٌ *broom*, from كَنَّسَ *to sweep*.

مِلْعَقَةٌ *spoon*, from لَعَقَ *to lick*.

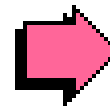
مِصْعَدٌ *elevator*, from صَعَدَ *to go up*.

مِقْصَصٌ *scissors*, from قَصَّ *to cut*.

The other forms, mainly فَعَالَةٌ and فَعَالٌ , were added recently by the (linguistic) Academy, e.g.



[Back to the Exercise](#)



[Contents](#)

29. DIPTOTES

(٢٩) الْمَمْنُوعُ مِنَ الصَّرْفِ

Undefined substantives and adjectives are, in the singular number, either *triptotes* or *diptotes*.

Triptotes are those which have three terminations to indicate the different cases, viz \square^{u} in the nominative, \square^{a} in the accusative, and \square^{g} in the dative and genitive.

Diptotes are those which have only two terminations, viz \square^{u} in the nominative, and \square^{a} in the accusative, dative and genitive, and take no *tanwīn*.

The following types of noun are diptotes:

1) Broken plurals of the following forms:

مَفَاعِلُ as مَكَاتِبُ *offices*, plur. of مَكْتَبٌ

مَفَاعِلُ as مَصَابِيحُ *lamps*, plur. of مِصْبَاحٌ

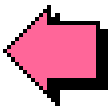
فَعَائِلُ as رِسَائِلُ *letters*, plur. of رِسَالَةٌ

فَوَاعِلُ as طَوَابِعُ *stamps*, plur. of طَابَعٌ

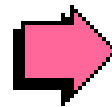
and other broken plurals of similar forms.

2) Broken plurals which end in *hamza* preceded by *'alif mamdūda*,

e.g.



[Back to the Exercise](#)



[Contents](#)

29. DIPTOTES (2)

(٢٩) الْمَمْنُوعُ مِنَ الصَّرْفِ (٢)

فُعَلَاءٌ as وُزَرَآءٌ *ministers*, plur. of وَزِيرٌ
أَفْعَلَاءٌ as أَصْدِقَاءٌ *friends*, plur. of صَدِيقٌ

3) Broken plurals which end in *'alif maqṣūra*:

فَعَالِيٌّ as مَرَضَىٌّ *sick people*, plur. of مَرِيضٌ
فَعَالِيٌّ as يَتَامَىٌّ *orphans*, plur. of يَتِيمٌ

4) Also the following plurals:

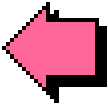
أَوَّلٌ *first*, plural of أَوَّلٌ
آخَرٌ *others*, plural of آخَرٌ
أَشْيَاءٌ *things*, plural of شَيْءٌ

5) The following feminine forms:

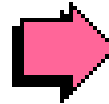
حَمْرَاءٌ *red*; عَطَشَىٌّ *thirsty*;
ذِكْرَىٌّ *remembrance*; كُبْرَىٌّ *greatest*.

6) The masculine singular elative, color and defect (physical or moral) nouns of the form أَفْعَلٌ and their feminine فَعْلَاءٌ, e.g.

أَكْبَرٌ *bigger*; أَشَقَرٌ *blond*;



[Back to the Exercise](#)



[Contents](#)

29. DIPTOTES (3)

(٢٩) الْمَنْوَعُ مِنَ الصَّرْفِ (٣)

أَحْدَبٌ *hunchback*; أَحْمَقٌ *stupid, silly*.

7) Most proper names, whether personal or geographical, e.g.

أَحْمَدُ *Ahmad*; سُلَيْمَانُ *Sulaiman*;

عَائِشَةُ *A'isha*; سَعَادٌ *Su'ad*;

مِصْرٌ *Egypt*; بَارِيسٌ *Paris*.

8) Adjectives of the form

فَعْلَانٌ whose feminine is فَعْلَانِي, e.g.

جَوْعَانٌ *hungry*, whose feminine is جَوْعَانِي

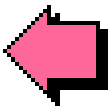
9) The numerals which end in ة when used alone as pure numbers, e.g.

سِتَّةٌ ضِعْفُ ثَلَاثَةٍ 6 is the double of 3.

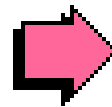
سَبْعَةٌ أَكْثَرُ مِنْ سِتَّةٍ بِوَاحِدٍ 7 is more than 6 by one.

10) Distributive numerals of the form

مَفْعَلٌ and فُعَالٌ, e.g.



Back to the Exercise



Contents

29. LES DIPTOTES (4)

(٢٩) الْمَنْنُوعُ مِنَ الصَّرْفِ (٤)

مَثْنِيّ *two by two*, ثُلَاثِيّ *three by three*.

11) In compound proper names of the class called

مُرَكَّبٌ مَزْجِيٌّ *compound*, the first word is usually not declined at all,

and the second follows the diptote declension, e.g.

بَعْلَبَكُّ *Baalbek*; حَضْرَمَوْتُ *Hadhramaut*;

بَيْتَ لَحْمٍ or بَيْتَلَحْمٌ *Bethlehem*.

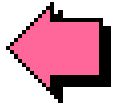
Note that diptotes are treated as triptotes when they are made definite by the article, by an affixed pronoun or by annexation, e.g.

Nom. الْمَكَاتِبُ، مَكَاتِبِكُمْ، مَكَاتِبُ الْبَرِيدِ

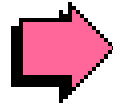
Acc. الْمَكَاتِبَ، مَكَاتِبِكُمْ، مَكَاتِبَ الْبَرِيدِ

Gen. الْمَكَاتِبِ، مَكَاتِبِكُمْ، مَكَاتِبِ الْبَرِيدِ

the offices, your offices, post offices.



[Back to the Exercise](#)



[Contents](#)

30. THE COMPLEMENT OF CAUSE

(٣٠) الْمَفْعُولُ لِأَجْلِهِ

المَفْعُولُ لِأَجْلِهِ the **Complement of cause** is a verbal noun in the accusative mentioned after the verb to express *aim* or *purpose*. It is the answer to the question *why?* e.g.

لَا يَلْعَبُ الطِّفْلُ مَعَ الْكَلْبِ خَوْفًا مِنْهُ

the child does not play with the dog, because he is afraid of him.

يَجْتَهِدُ الطَّالِبُ فِي دُرُوسِهِ أَمَلًا فِي النَّجَاحِ فِي الْإِمْتِحَانِ

the student studies hard hoping to pass the exam.

يَكْذِبُ النَّاسُ خَجَلًا مِنْ قَوْلِ الْحَقِّ

people lie because they are ashamed to tell the truth.

يَعْمَلُ الْمَرْءُ كَسْبًا لِقُوتِ يَوْمِهِ

one (man) works in order to earn one's (his) livelihood.

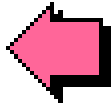
يَتَظَاهَرُ الشَّعْبُ احْتِجَاجًا ضِدَّ الْحُكُومَةِ

the people demonstrate in order to protest against the government.

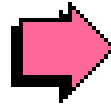
تَمْنَحُ الدَّوْلَةُ الطَّلِبَةَ مِنْحًا دَرَسِيَّةً تَشْجِيعًا لَهُمْ عَلَى الدَّرَاسَةِ

the State grants a scholarship to students in order to encourage

them to study.



[Back to the Exercise](#)



[Contents](#)

31. THE ABSOLUTE OBJECT

(٣١) الْمَفْعُولُ الْمَطْلُوقُ

الْمَفْعُولُ الْمَطْلُوقُ the **Absolute object** is a verbal noun in the accusative repeated after the same verb in order to:

1) give stress, e.g.

يَعْمَلُ عَمَلًا *he does work.*

2) describe the manner of the action, qualified by an adjective, e.g.

اسْتَقْبَلَهُ اسْتِقْبَالًا حَارًّا *he welcomed him warmly (lit. he welcomed him a warm welcome).*

In this connection, it must be mentioned that Arabic has no adverbs.

The adverbial concept is obtained by using adjectives mostly and nouns in the accusative case, e.g.

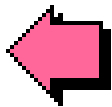
دَائِمًا *always*, from the adjective دَائِمٌ *lasting, perpetual, permanent.*

قَرِيبًا *soon, shortly*, from the adjective قَرِيبٌ *near, close.*

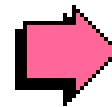
طَوِيلًا *a long time*, from the adjective طَوِيلٌ *long.*

حَقًّا *really, truly*, from the noun حَقٌّ *truth, right.*

طَبَعًا *of course! certainly!* from the noun طَبْعٌ *natural disposition, temper, nature, character.*



[Back to the Exercise](#)



[Contents](#)

32. THE CONCOMITATE OBJECT

(٣٢) الْمَفْعُولُ مَعَهُ

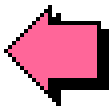
الْمَفْعُولُ مَعَهُ the **Concomitate object** or *the object in connection with which something is done* is a noun in the accusative, put after وَ used to mean *with, by* or *during*, as:

أَتَجَوَّلُ وَالْبُحَيْرَةَ *I walk along the lake.*

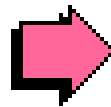
أَدْرُسُ وَاللَّيْلَ *I study during the night.*

يُسَافِرُ الْأَوْلَادُ وَوَالِدِيهِمْ *children travel along with their parents.*

لَا يَذْهَبُ الْمُوظَّفُ وَزَمِيلَهُ فِي الْمَكْتَبِ فِي عُطْلَةٍ *the employee does not go on vacation at the same time as his colleague at work.*



[Back to the Exercise](#)



[Contents](#)

33. THE VOCATIVE

الْمُنَادَى (٣٣)

الْمُنَادَى the person or the thing called, or the **Vocative**, is generally preceded by one of the حُرُوفُ النِّدَاءِ *interjections*. The most common is يَا . It requires after it a noun not defined by the article, and which is put sometimes in the nominative, sometimes in the accusative.

1) It is put in the nominative without *tanwīn* :

a) If it is a proper name, e.g.

يَا مُحَمَّدٌ *O Muhammad!* يَا فَاطِمَةَ *O Fāṭimah!*

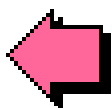
b) When the particular person or thing called is indefinite and directly addressed, e.g.

يَا وَكْدٌ *O boy!* يَا سَيِّدٌ *O Mister!*

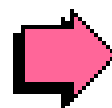
2) It is put in the accusative:

a) If it is followed by a genitive, e.g.

يَا مُعَلِّمَ الْعَرَبِيَّةِ *O Arabic teacher!*



[Back to the Exercise](#)



[Contents](#)

33. THE VOCATIVE (2)

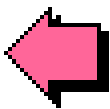
(٣٣) الْمُنَادَى (٢)

b) If it is assimilated to the noun annexated, e.g.

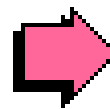
يَا قَارِئاً كِتَاباً *O you who are reading a book!*

c) When the person or the thing called is indefinite and is not directly addressed, e.g.

يَا مُسَافِراً أَحْجِزْ تَذَكَّرْتِكَ مُسَبِّقاً
O traveller, make your reservations in advance!



[Back to the Exercise](#)



[Contents](#)

34. EXCEPTION

(٣٤) اَلْاِسْتِثْنَاءُ

The commonest way of expressing **Exception** اَلْاِسْتِثْنَاءُ is by using the particle اِلَّا .

In *Exception*, two important elements are involved: the thing or person excepted and the *Generality*, e.g.

جَاءَ الطُّلَابُ إِلَّا فَرِيداً *the students came, apart from Farīd.*

Thus, *Farīd* is the *exception*, and *the students* are the *generality*.

The exception, as regards cases, is considered of three kinds:

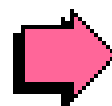
1) It is put in the accusative, when the proposition is in the affirmative, and the general term is mentioned, as shown in the previous example.

2) the exception may be put either in the accusative, or in the same case as the generality, when the preposition is negative and the generality is mentioned, e.g

مَا جَاءَ الطُّلَابُ إِلَّا فَرِيداً أَوْ فَرِيداً *no students came apart from Farīd.*



[Back to the Exercise](#)



[Contents](#)

35. *LĀ* THAT DENIES THE WHOLE GENUS

(٣٥) لَا النَّافِيَةُ لِلْجِنْسِ

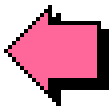
Lā that denies the whole genus, in the same way that *Īn* introduces the subject of the nominal sentence in the accusative, is called the *noun of lā*. It is always indefinite with no *tanwīn*. The predicate may be omitted, when it has been sufficiently indicated, as when one asks:

هَلْ هُنَاكَ أَحَدٌ فِي الْمَنْزِلِ؟ *is there anyone in the house?* or

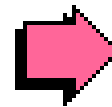
هَلْ هُنَاكَ شَيْءٌ؟ *is there something?*

and you reply:

لَا أَحَدًا ، لَا شَيْءًا *nobody, nothing.*



[Back to the Exercise](#)



[Contents](#)

36. EXCLAMATION

٣٦) التَّعَجُّبُ

The Arabic language possesses two forms for expressing

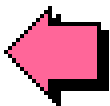
التَّعَجُّبُ *surprise or wonder*, i.e. **Exclamation:**

1) The third person masculine singular perfect of the verb of the form أَفْعَلَ, (which is the same as the form of the comparative in the accusative case) preceded by مَا followed by the subject in the accusative, i.e. the object that causes surprise, wonder or exclamation, e.g.

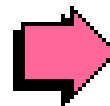
مَا أَحْسَنَ الْوَرْدَ فِي الْحَدِيقَةِ! *what nice roses there are in the garden!*

2) The second person masculine singular imperative of the form أَفْعَلْ followed by the preposition بِ with the genitive, e.g.

أَكْرَمِ بِصَدِيقِكَ! *what a generous person your friend is!*



[Back to the Exercise](#)



[Contents](#)

37-38-39. THE ABBREVIATED, THE PROLONGED AND THE DEFECTIVE

الْأَلْفُ الْمَقْصُورَةُ وَالْمَمْدُودُ وَالْمَنْقُوصُ (٣٧-٣٨-٣٩)

1) الْأَلْفُ الْمَقْصُورَةُ The **Abbreviated** is a noun ending with الْمَقْصُورَةُ *'alif maqṣūra*, *'alif* that can be abbreviated, which can be a regular *'alif* as in عَصَا a staff or an *'alif maqṣūra* as in صَدَى an echo.

The *'alif maqṣūra* is ي without the two dots, put at the end of a word, after a *fatḥa* pronounced like *'alif*, e.g.

رَأَى to see; مَشَى to walk; مَتَى when; عَلَى on.

However, it turns into a) a real ي, with two dots if it is followed by a pronoun, in a preposition, or b) into a regular *'alif*, e.g.

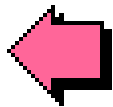
a) أَكْتُبُ إِلَيْهِ I write to him; b) نَرَاهُ we see him.

The abbreviated stays the same in all cases, e.g.

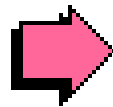
(i) مَنْ هُوَ هَذَا الْفَتَى? who is this young man?

(ii) أَعْرِفُ ذَلِكَ الْفَتَى. I know that young man.

(iii) أَتَكَلَّمُ مَعَ الْفَتَى. I speak with the young man.



[Back to the Exercise](#)



[Contents](#)

37-38-39. THE ABBREVIATED, THE PROLONGED
AND THE DEFECTIVE (2)

(٣٧-٣٨-٣٩) الْمَقْصُورُ وَالْمَمْدُودُ وَالْمَنْقُوصُ (٢)

2) الْمَمْدُودُ the **Prolonged** is a noun ending in a **hamza**, preceded

by an **alif**. It declines regularly, e.g.

السَّمَاءُ صَافِيَةٌ *the sky is clear.*

أَتَمَنَّى لَكَ شِفَاءً عَاجِلاً *I wish you a speedy recovery.*

نَسْتَمِعُ إِلَى الْأَنْبَاءِ *we listen to the news.*

3) الْمَنْقُوصُ the **Defective** is a noun ending in **ي**, e.g.

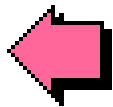
قَاضِي *judge*; مُحَامِي *lawyer*; غَالِي *expensive.*

In the nominative and genitive cases, the **ي** of the defective, when indefinite, disappears but reappears in the accusative, e.g.

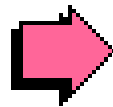
يَتَكَلَّمُ قَاضٍ *a judge speaks.*

أَعْرِفُ قَاضِيًا *I know a judge.*

أَتَكَلَّمُ مَعَ قَاضٍ *I speak with a judge.*



[Back to the Exercise](#)



[Contents](#)

37-38-39. THE ABBREVIATED, THE PROLONGED
AND THE DEFECTIVE (3)

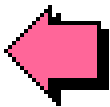
(٣٧-٣٨-٣٩) الْمَقْصُورُ وَالْمَمْدُودُ وَالْمَنْقُوصُ (٣)

When defined by the article **أَلْ** or by annexation, the **ي** of the defective is written, but is not expressed in the nominative and genitive. It is expressed only in the accusative, e.g

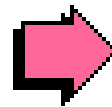
يَتَكَلَّمُ الْقَاضِي أَوْ قَاضِي الصُّلْحِ *the judge or the justice of the
peace speaks.*

أَتَكَلَّمُ مَعَ الْقَاضِي أَوْ قَاضِي الصُّلْحِ *I speak with the judge or the
justice of the peace.*

أَعْرِفُ الْقَاضِيَّ أَوْ قَاضِيَّ الصُّلْحِ *I know the judge or the justice of
the peace.*



[Back to the Exercise](#)



[Contents](#)

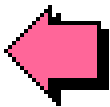
40. SPECIFICATION OR PARTICULARISATION

٤٠. الأختصاصُ

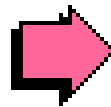
الأختصاصُ **Specification** is the name given to a noun in the accusative preceded by a pronoun - generally of the first, rarely of the second person - referring to it, without any verb intervention. The specification or the particularisation is the noun which the pronoun represents and to which the statement made refers. It is to be explained by an ellipsis of **أَعْنِي** *I mean*, or **أَخُصُّ** *I specify*. It must always be determined by the article or by annexation, e.g.

نَحْنُ الطُّلَابُ *we, the students.*

نَحْنُ طُلَابُ اللُّغَةِ العَرَبِيَّةِ *we, the students of Arabic.*



[Back to the Exercise](#)



[Contents](#)

41-42. NOUN OF TIME AND PLACE

٤١-٤٢) اِسْمُ الزَّمَانِ وَالْمَكَانِ

اِسْمُ الزَّمَانِ وَالْمَكَانِ The **Noun of time and place** expresses the place where the action of the verb is accomplished, or the time or occasion of the action.

It is formed like the imperfect active of the first form of the verb, by substituting the syllable مَ for the prefix, and giving to the second radical *fatha*, if the imperfect has *fatha* or *damma*; and *kasra*, if the imperfect has *kasra*, or if the verb has و *wāw* as a first radical. Such nouns are nearly always of the form

مَفْعَلٌ or مَفْعَلَةٌ, or مَفْعَلَةٌ, e.g.

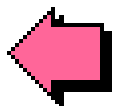
مَكْتَبٌ *office*, from كَتَبَ *to write*.

مَعْمَلٌ *factory*, from عَمَلَ *to work*.

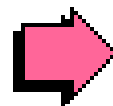
مَدْرَسَةٌ *school*, from دَرَسَ *to study*.

مَنْزَلٌ *house*, from نَزَلَ *to descend*.

مَوْضِعٌ *place*, from وَضَعَ *to place*.



[Back to the Exercise](#)



[Contents](#)

41-42. NOUN OF TIME AND PLACE (2)

(٤١-٤٢) إِسْمُ الزَّمَانِ وَالْمَكَانِ (٢)

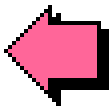
مَوْعِدٌ *appointment*, from وَعَدَ *to promise*.

مَغْرِبٌ *West*, from غَرَبَ *to set (sun)*.

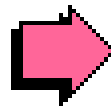
For the derived forms, the passive participle takes the place of the noun of time and place, e.g.

مُلْتَقَى *a meeting place*, from اَلْتَقَى *to meet*.

مُسْتَشْفَى *a hospital*, from اَسْتَشْفَى *to seek a cure*.



[Back to the Exercise](#)



[Contents](#)

43. THE NOMINA VICIS

(٤٣) إِسْمُ الْمَرَّةِ

إِسْمُ الْمَرَّةِ **Nomina vicis**, is a noun that expresses the doing of an action once. Or again, it is a noun that indicates the number of times the action has taken place.

1) If derived from the simple trilateral verb, it has the form of **فَعْلَةٌ**,

e.g.

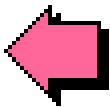
نَظَرَ إِلَيْهِ نَظْرَةً *he looked at him once.*

دَقَّ الْهَاتِفُ ثَلَاثَ دَقَّاتٍ *the telephone rang three times.*

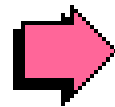
2) It is derived from the augmented forms by adding the feminine termination ة to the verbal noun, e.g.

يَسْتَعْمَلُهُ اسْتِعْمَالَاتٍ كَثِيرَةً *he gets many uses out of it.*

يَنْتَقِدُ انْتِقَادَاتٍ مُتَعَدِّدَةً *he makes many criticisms.*



[Back to the Exercise](#)



[Contents](#)

44. THE NOUN OF KIND OR THE NOUN OF MANNER

(٤٤) إِسْمُ النَّوْعِ أَوْ إِسْمُ الْهَيْئَةِ

إِسْمُ النَّوْعِ أَوْ إِسْمُ الْهَيْئَةِ the **Noun of kind** or the **Noun of manner** is a noun that indicates the manner of doing what is expressed by the verb. Or again, it indicates the manner in which the action takes place.

1) It is derived from the simple trilateral verb, and has the form of **فَعْلَةٌ**, e.g.

يَضْحَكُ ضِحْكَةَ الْوَلَدِ *he laughs like a child.*

تَنْظُرُ إِلَى كُلِّ طِفْلِ نِظْرَةِ الْأُمِّ

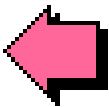
a mother.

2) It is derived from the derived forms by adding the feminine termination ة to the verbal noun, e.g.

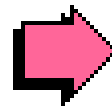
اسْتَقْبَلَهُ اسْتِقْبَالَ الْأَمِيرِ *he welcomed him like a prince.*

انْتَفَضَ الشَّعْبُ بِكَامِلِهِ انْتِفَاضَةَ الرَّجُلِ الْوَاحِدِ

rose up like one single man.



[Back to the Exercise](#)



[Contents](#)

45. THE CONNECTED ADJECTIVE

(٤٥) النَّعْتُ السَّبْبِيَّةُ

النَّعْتُ السَّبْبِيَّةُ the **Connected adjective**. The adjective may refer to the substantive either directly (in which case it is a simple adjective), e.g.

هُوَ وَكَدٌ مَهْدَبٌ *he is a well-educated boy;*

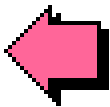
or indirectly, by virtue of a following word which is connected with it, e.g.

هُوَ وَكَدٌ مَهْدَبَةٌ أُمُّهُ *he is a boy whose mother is well educated.*

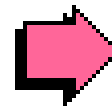
In the latter case, the adjective belongs, as a prefixed predicate, to the following noun with which it agrees only in gender; whereas it agrees with the preceding substantive in case and in respect of the indefinite and the definite, only by attraction. Yet the adjective is still left in the singular, even if the following noun to which it belongs is in the dual or plural, just like a verb, when it precedes the subject, agrees with it only in gender, not in number, e.g.

هِيَ إِمْرَأَةٌ مَتَعَلِّمٌ إِبْنَاهَا / إِبْنَاهَا / أَبْنَاؤُهَا

she is a woman whose son/two sons/sons are educated.



[Back to the Exercise](#)



[Contents](#)

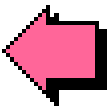
45. THE CONNECTED ADJECTIVE (2)

(٤٥) النَّعْتُ السَّبْبِيَّةُ (٢)

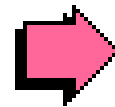
The following noun must contain an affixed personal pronoun. Otherwise, the connected adjective becomes a simple adjective, as in:

هُوَ وَكَدُّ أَبَوَيْهِ كَرِيمٌ *he is a boy whose father is generous.*

On the other hand, if the substantive precedes the adjective, as in the previous example, the second substantive and the adjective which follows it really form together a nominal sentence, of which the substantive is the subject, and the adjective the predicate; and consequently both remain in the nominative, as in a regular nominal sentence.



[Back to the Exercise](#)



[Contents](#)

46. *MAṢḌAR* VERBAL NOUN OR INFINITIVE

(٤٦) الْمَصْدَرُ

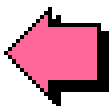
المَصْدَرُ *Maṣḍar* means an origin, a source, the place from where anything goes forth, where it originates, because most Arab grammarians derive the compound idea of the finite verb from the simple idea of the substantive. We may compare with it the Greek infinitive used with the article as a substantive.

This word designates an abstract declinable verbal noun, which, in general, has no dual, nor plural, and which expresses an action or a manner of being with no idea of time, number or person.

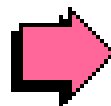
It is so termed because some grammarians consider it as the source from which the verb derives. However, other grammarians consider the verb in the perfect, mainly the 3rd person masculine singular, as being the etymological root, because it contains only the radical letters, e.g. دَخَلَ *he entered, he has entered*, whereas the verbal noun not infrequently has a letter or more of increase, e.g. دُخُولٌ which is the verbal noun of دَخَلَ .

It is called a verbal noun, because, again, it has two uses:

1) **As a verb**, it has its own object, e.g.



[Back to the Exercise](#)



[Contents](#)

46. **MAṢḌAR**

VERBAL NOUN OR INFINITIVE (2)

(٤٧) الْمَصْدَرُ (٢)

الْمُعَلِّمُ مَسْرُورٌ لِفَهْمِ الطَّالِبِ الدَّرْسَ *the teacher is pleased, because the student understands the lesson* (lit. *the teacher is pleased for the understanding of the student the lesson*).

The verbal noun **فَهْمٌ** *understanding* has both a subject **الطَّالِبُ** *the student*, and an object **الدَّرْسَ** *the lesson*. While the subject is put in the genitive, the object goes into the accusative.

2) **As a noun**, because in modern Arabic, we may speak about **تَنْسِيقٌ** *coordination*, but it is really the verbal noun of **نَسَقَ** *to coordinate*.

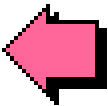
There is also an in-between stage, in which the **Masdar** acts grammatically exactly as a noun, though the verbal force is not absent, e.g.

مَمْنُوعُ الدُّخُولِ وَالتَّدخينِ وَالبصاقِ وَوَقُوفِ السَّيَّاراتِ
No admittance, no smoking, no spitting, no parking.

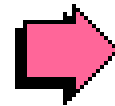
In other words, it is called a verbal noun, because it has a double meaning both as a noun (substantive) and as a verb, e.g.

أَحِبُّ الإِقْتِصَادَ meaning at the same time : *I like economics, economy* and *I like to economize*, as **اِقْتِصَادٌ** means both *economy* and *to economize*.

Instead of using a verbal noun, we have the alternative of



[Back to the Exercise](#)



[Contents](#)

46. **MAṢḌAR**

VERBAL NOUN OR INFINITIVE (3)

(٤٧) الْمَصْدَرُ (٣)

using a verb conjugated in the same person, in the subjunctive, preceded by the subjunctive particle **أَنَّ**, e.g.

أُرِيدُ أَنْ أَكْتُبَ *I want to write* (lit. *I want that I write*).

أُرِيدُ أَنْ أَكْتُبَ رِسَالَةً *I want to write a letter* (lit. *I want that I write a letter*).

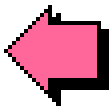
Instead, a verbal noun can be used, e.g.

أُرِيدُ الْكِتَابَةَ *I want to write* (lit. *I want the writing*);

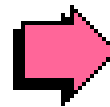
أُرِيدُ كِتَابَةَ رِسَالَةٍ *I want to write a letter* (lit. *I want the writing of a letter*).

The Arab lexicographers give the **Masdar** the third place, by enouncing it, in the accusative, after the verb in the 3rd person masculine singular, in the perfect and the imperfect, e.g.

كَتَبَ يَكْتُبُ كِتَابَةً *he wrote or he has written, he writes or he will write, writing*.



[Back to the Exercise](#)



[Contents](#)

47. THE USE OF *KULLUN*

(٤٧) حُكْمُ كُلِّ

1) If the leading substantive is definite and signifies something single and indivisible, **كُلٌّ** means **whole**, as in

كُلُّ الْبِلَادِ *the whole country.*

2) If the leading substantive is definite, but a plural or collective, **كُلٌّ** means **all**, as in

كُلُّ الطُّلَابِ *all the students.*

كُلُّ النَّاسِ *all mankind.*

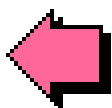
3) If the leading substantive is indefinite, **كُلٌّ** means **each, every**, as in

كُلُّ طَالِبٍ *every student, each student.*

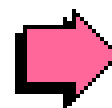
كُلٌّ may precede or follow a definite substantive.

a) When preceding, it declines as if it were the leading substantive, which itself then follows in the genitive, e.g.

يَدْرُسُ كُلُّ الطُّلَابِ *all the students study.*



[Back to the Exercise](#)



[Contents](#)

47. THE USE OF *KULLUN* (2)

(٤٧) حُكْمُ كُلِّ (٢)

يَعْرِفُ كُلَّ الطُّلَابِ *he knows all the students.*

يَتَكَلَّمُ مَعَ كُلِّ الطُّلَابِ *he speak with all the students.*

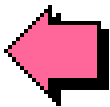
b) When the substantive is put first, *كُلِّ* is placed after it and agrees with it. However, it must be annexated to a pronominal suffix agreeing with the leading substantive, e.g.

يَدْرُسُ كُلُّ الطُّلَابِ كُلَّهُمْ *all the students study (all of them).*

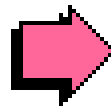
يَعْرِفُ الطُّلَابَ كُلَّهُمْ *he knows all the students (all of them).*

يَتَكَلَّمُ مَعَ الطُّلَابِ كُلَّهُمْ *he speaks with all the students (all of them).*

(See also Chap. 114).



[Back to the Exercise](#)



[Contents](#)

48. THE USE OF *KILĀ* AND *KILTĀ*

(٤٨) حُكْمُ كِلَا وَكِلْتَا

كِلا for masculine and كِلْتَا feminine, **both, a pair**. They are always used annexated to a dual, a pronoun or a definite noun in the genitive.

1) If annexated to a noun, they do not decline, e.g.

Nom. يَدْرُسُ كِلَا الطَّالِبَيْنِ *both students study.*

Acc. أَعْرِفُ كِلَا الطَّالِبَيْنِ *I know both students.*

Gen. أَتَكَلَّمُ مَعَ كِلَا الطَّالِبَيْنِ *I speak with both students.*

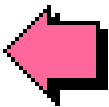
2) If annexated to a pronoun, they decline as the dual, e.g.

Nom. يَتَكَلَّمُ الطَّالِبَانِ كِلَاهِمَا *both students speak.*

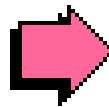
Acc. أَعْرِفُ الطَّالِبَيْنِ كِلَيْهِمَا *I know both students.*

Gen. أَتَكَلَّمُ مَعَ الطَّالِبَيْنِ كِلَيْهِمَا *I speak with both students.*

(See also Chap. 114).



[Back to the Exercise](#)



[Contents](#)

49. THE USE OF *BA'ḌUN, BID'UN AND BID'ATUN*

(٤٩) حُكْمُ بَعْضٍ وَبِضْعٍ وَبِضْعَةٌ

1) بَعْضٌ *a part, a portion, some, a few, a little of* takes a definite noun in the genitive, mostly in the plural, e.g.

بَعْضُ الطُّلَابِ *some or a few students.*

It can also be used sometimes in the singular, e.g.

إِنَّ بَعْضَ الشَّرِّ أَهْوَنُ مِنْ بَعْضِ

بَعْضٍ may be reflexive and reciprocal, having the meaning of *each other*, where it is used twice, playing, at the same time, the role of a

subject and a direct or indirect object. The first بَعْضٌ must always be

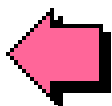
appended to a pronominal suffix, e.g.

يُحِبُّ الطُّلَابُ بَعْضُهُمْ بَعْضًا *the students (masc.) like each other.*

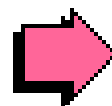
يَتَكَلَّمُ بَعْضُهُمْ مَعَ بَعْضٍ *they speak with each other.*

If the verb بَعْضٌ governs precedes it immediately, it should be masculine singular, no matter what the noun it represents is, e.g.

يُحِبُّ بَعْضُهُنَّ بَعْضًا *they (fem.) like each other.*



[Back to the Exercise](#)



[Contents](#)

49. THE USE OF *BA'ADUN*, *BID'UN* AND *BID'ATUN* (2)

(٤٩) حُكْمُ بَعْضٍ وَبِضْعٍ وَبِضْعَةٌ (٢)

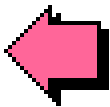
2) *بِضْعَةٌ*, *بَعْضٌ* *some, a few, several* are construed like the numbers from 3 to 10 which they represent. Generally, their gender is reversed; however, the masculine form *بِضْعٌ* may be used for both genders, when unaccompanied by another number and signifying from 3 to 10, e.g.

بِضْعٌ رِجَالٌ *a few men*; *بِضْعٌ نِسَاءٌ* *a few women*.

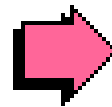
But

بِضْعَةٌ عَشْرَ رِجَالًا *some ten men*.

بِضْعٌ عَشْرَةَ إِمْرَأَةً *some ten women*.



[Back to the Exercise](#)



[Contents](#)

50. THE USE OF 'AHADUN AND 'IHDĀ

٥٠. حُكْمُ أَحَدٌ وَإِحْدَى

أَحَدٌ وَإِحْدَى *one, someone, somebody.*

1) أَحَدٌ masc. is used like وَاحِدٌ ; but the latter is more commonly used as an adjective, e.g.

رَجُلٌ وَاحِدٌ *a single man, one man;*

the former is used as a substantive, and takes a definite noun in the genitive, e.g.

أَحَدُ الطُّلَابِ *one of the students.*

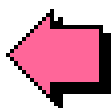
أَحَدُهُمْ *one of them.*

أَحَدٌ may be used either positively, meaning *someone, somebody, anyone*, e.g.

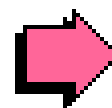
هَلْ يَسْكُنُ أَحَدٌ فِي هَذَا الْمَنْزِلِ؟ *does anyone live in this house?*

أُرِيدُ أَنْ أَتَكَلَّمَ مَعَ أَحَدٍ *I want to speak with someone,*

or negatively, e.g.



[Back to the Exercise](#)



[Contents](#)

50. THE USE OF 'AHADUN AND 'IHDĀ (2)

(٥٠) حُكْمُ أَحَدٌ وَإِحْدَى (٢)

لَا أَحَدًا فِي الْمَنْزِلِ *there is no one in the house.*

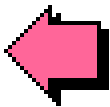
لَا أَعْرِفُ أَحَدًا فِي هَذِهِ الْمَدِينَةِ *I do not know anyone in this town.*

2) أَحَدٌ fem. is used like **وَإِحْدَى** and treated the same as **أَحَدٌ** ,
except that it does not decline but remains the same in all the cases, e.g.

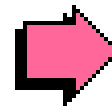
تَتَكَلَّمُ إِحْدَى الطَّالِبَاتِ *one of the students (fem.) speaks.*

أَعْرِفُ إِحْدَى الطَّالِبَاتِ *I know one of the students.*

أَتَكَلَّمُ مَعَ إِحْدَى الطَّالِبَاتِ *I speak with one of the students.*



[Back to the Exercise](#)



[Contents](#)

51. THE USE OF *NAFSUN*

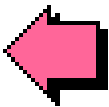
(٥١) حُكْمُ نَفْسٍ

نَفْسٌ *the same*, may precede or follow the noun. Here we deal with it only when it precedes the noun (See Chap. 114).

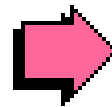
As regards gender, it is used invariably when annexated to a noun. However, it declines as if it were the leading substantive. The following noun may be singular or plural. But it must be definite, and put in the genitive, e.g.

Nom.	نَفْسُ الطَّالِبِ / الطُّلَابِ / الطَّالِبَةِ / الطَّالِبَاتِ
Acc.	نَفْسَ الطَّالِبِ / الطُّلَابِ / الطَّالِبَةِ / الطَّالِبَاتِ
Gen.	نَفْسِ الطَّالِبِ / الطُّلَابِ / الطَّالِبَةِ / الطَّالِبَاتِ

The same student(s) masc. and fem.



[Back to the Exercise](#)



[Contents](#)

52. THE USE OF *KATIRUN* AND *QALILUN*

٥٢ حُكْمُ كَثِيرٍ وَقَلِيلٍ

katirun and *qalilun* are used:

1) as **adverbs**, invariably, e.g.

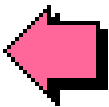
يَعْمَلُ كَثِيراً وَيَتَكَلَّمُ قَلِيلاً *he works a lot and speaks very little.*

2) as **nouns** followed by the leading substantive which must be plural, definite, and in the dative. They are joined to it by means of the preposition **مِنْ**.

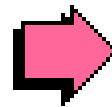
As regards gender, they are invariable. However, they decline as if they were the leading substantive which follows in the dative, after **مِنْ**, e.g.

Nom.	كَثِيرٌ/قَلِيلٌ مِنْ الطُّلَابِ/الطَّالِبَاتِ
Acc.	كَثِيراً/قَلِيلاً مِنْ الطُّلَابِ/الطَّالِبَاتِ
Dat.	كَثِيرٍ/قَلِيلٍ مِنْ الطُّلَابِ/الطَّالِبَاتِ

many/less students, masc. and fem.



[Back to the Exercise](#)



[Contents](#)

53. THE WRITING OF *HAMZA*

(٥٣) كِتَابَةُ الْهَمْزَةِ

كِتَابَةُ الْهَمْزَةِ **the Writing of *hamza***. The rules for the writing of *hamza* are as follows:

1) At the beginning of a word.

a) It is written on *ʿalif*, if it has *fatha* or *ḍamma* as a vowel;

b) it is written under *ʿalif*, if it has *kasra* as a vowel, e.g.

أَبٌ *a father*; أُمٌّ *a mother*; إِنْسَانٌ *man*.

2) In the middle of a word.

a) Preceded by a lengthening letter *ʿalif*.

(i) it is written on the line, if it has *fatha* as a vowel;

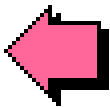
(ii) it is written on *wāw*, if it has *ḍamma* as a vowel;

(iii) it is written on *yā* (without the two dots), if it has *kasra* as a

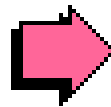
vowel, e.g.

تَسَاءَلَ *to ask oneself*; تَفَاؤُلٌ *optimism*; دَائِمًا *always*.

b) Not preceded by any lengthening letter.



[Back to the Exercise](#)



[Contents](#)

53. THE WRITING OF *HAMZA* (2)

(٥٣) كِتَابَةُ الْهَمْزَةِ (٢)

(i) it is written on *yā'*, if one of the two vowels (the one *hamza* has and the other preceding) is *kasra*, and the other is *ḍamma*, *fatḥa* or *sukūn*, e.g.

بِئْرٌ *a well*; فِئَةٌ *a group*; سُئِلَ *to be asked*.

(ii) it is written on *wāw*, if one of the two vowels is *ḍamma* and the other is *fatḥa* or *sukūn*, e.g.

سُؤَالٌ *a question*; مَسْئُولٌ *responsible*.

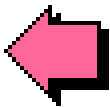
(iii) it is written on *ʿalif*, if both vowels are *fatḥa*, or one is *fatḥa*, and the other is *sukūn*, e.g.

سَأَلَ *to ask*; مَسْأَلَةٌ *a question*.

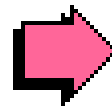
3) At the end of a word.

a) Preceded by a lengthening *ʿalif*, *wāw* or *yā'*, it is written on the line, e.g.

مَاءٌ *water*; هَدُوءٌ *quiet*; بَطِيءٌ *slow*.



[Back to the Exercise](#)



[Contents](#)

53. THE WRITING OF *HAMZA* (3)

(٥٣) كِتَابَةُ الْهَمْزَةِ (٣)

b) Not preceded by a lengthening letter.

(i) it is written on *'alif*, if it is preceded by *fatha*;

(ii) it is written on *wāw*, if it is preceded by *damma*;

(iii) it is written on *yā'*, if it is preceded by *kasra*, e.g.

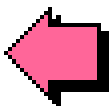
نَبَأٌ *news*; تَنْبُؤٌ *prediction*; مُخْطِئٌ *to be wrong*.

c) Preceded by *sukūn*, it is written on the line, e.g.

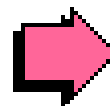
جُزْءٌ *a part*; شَيْءٌ *a thing*.

Note that if the preceding letter is a *yā'* and *hamza* has *tanwīn*, it is written on *yā'* and *tanwīn* is written on *'alif*, e.g.

شَيْئاً فَشَيْئاً *bit by bit, little by little*.



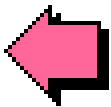
[Back to the Exercise](#)



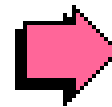
[Contents](#)

54. Tme - Hours – الساعة – الوقت (٥٤)

Time - Hours	الأعدادُ الترتيبيةُ	Ordinal numbers	الأعدادُ الأصليةُ	Cardinal numbers
1 o'clock	الوَاحِدَةُ	1st	أَوَّلُ	1 وَاحِدٌ ١
2 o'clock	الثَّانِيَةُ	2nd	ثَانِي	2 اِثْنَانِ ٢
3 o'clock	الثَّالِثَةُ	3rd	ثَالِثُ	3 ثَلَاثَةٌ ٣
4 o'clock	الرَّابِعَةُ	4th	رَابِعٌ	4 أَرْبَعَةٌ ٤
5 o'clock	الخَامِسَةُ	5th	خَامِسٌ	5 خَمْسَةٌ ٥
6 o'clock	السَّادِسَةُ	6th	سَادِسٌ	6 سِتَّةٌ ٦
7 o'clock	السَّابِعَةُ	7th	سَابِعٌ	7 سَبْعَةٌ ٧
8 o'clock	الثَّامِنَةُ	8th	ثَامِنٌ	8 ثَمَانِيَةٌ ٨
9 o'clock	التَّاسِعَةُ	9th	تَاسِعٌ	9 تِسْعَةٌ ٩
10 o'clock	العَاشِرَةُ	10th	عَاشِرٌ	10 عَشْرَةٌ ١٠
11 o'clock	الحَادِيَةَ عَشْرَةَ	11th	حَادِي عَشَرَ	20 عَشْرُونَ ٢٠
12 o'clock	الثَّانِيَةَ عَشْرَةَ	12th	ثَانِي عَشَرَ	30 ثَلَاثُونَ ٣٠
				40 أَرْبَعُونَ ٤٠
				100 مِائَةٌ ١٠٠
				1000 أَلْفٌ ١٠٠٠



Back to the Exercise



Contents

55. إِذَا AND لَوْ

(٥٥) إِذَا وَ لَوْ

إِذَا and لَوْ *if* are mostly used not as jussive, but only as conditional particles.

1) إِذَا The verb immediately following إِذَا is used in the past tense, i.e. perfect, to mean the future. The second verb is used in the present-future, i.e. imperfect, e.g.

إِذَا سَافَرْتُ أَكْتُبُ إِلَيْكَ *if I travel, I will write to you.*

إِذَا دَرَسْتَ هَذِهِ اللُّغَةَ بَجِدِّ تَتَعَلَّمُهَا *if you study this language earnestly, you will learn it.*

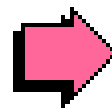
2) لَوْ. With لَوْ both tenses, perfect and imperfect, can be used. However, when the verbs are used in the perfect, لَ is prefixed to the second verb, or to مَا, *negative particle*, if the verb is negative, e.g.

لَوْ أَتَكَلَّمْتُ أُخْطِئُ *if I speak, I will make mistakes.*

لَوْ لَا أَتَكَلَّمْتُ لَا أُخْطِئُ *if I do not speak, I will not make mistakes.*



Back to the Exercise



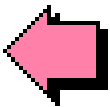
Contents

55. **IDA AND LAW** (2)

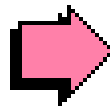
(٥٥) إِذَا وَ لَوْ (٢)

لَوْ سَافَرْتُ لَكَتَبْتُ إِلَيْكَ *had I travelled, I would have written*
to you.

لَوْ لَمْ أَفْعَلْ شَيْئًا لَمَا أَخْطَأْتُ عَلَى الْإِطْلَاقِ *had I not done*
anything, I would not have made any mistake at all.



[Back to the Exercise](#)



[Contents](#)

تمارين قواعد اللغة العربية
Arabic Grammar Exercises
Based on the Textbook:

Abdallah Nacereddine. *A New Approach
to Teaching Arabic Grammar.*
Bloomington, IN: AuthorHouse, 2009.

© Abdallah Nacereddine 2010
www.a-nacereddine.com



HOW TO USE THE EXERCISES

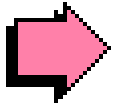
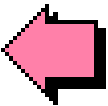
To do the exercise, click on a box.

If your reply is correct,
a tick will appear in the box.

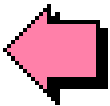
If not, click on Grammar,
check the rule, and try again.



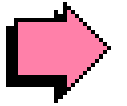
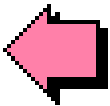
Sujet	ص P	الموضوع
1. The Separate personal pronouns	7	(١) الضمائر المنفصلة
2. The Affixed personal pronouns	9	(٢) الضمائر المتصلة
3 The Perfect	10	(٣) الماضي
4. The Imperfect	11	(٤) المضارع
5.The Impérative	12	(٥) الأمر
6. The Subject	13	(٦) لفاعل
7. The Direct object	14	(٧) المفعول به
8. The Indirect object	15	(٨) المجرور
9. The Annexation	16	(٩) الإضافة
10. The Demonstrative pronouns	17	(١٠) اسم الإشارة
11. The Relative pronouns	18	(١١) اسم الموصول
12. The Subjonctive	19	(١٢) نصب المضارع
13. The Jussive	20	(١٣) جزم المضارع
14. 'Inna' and its sisters	21	(١٤) إن وأخواتها



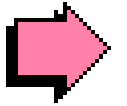
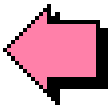
Subject	P	الموضوع
15. 'Kana' and its sisters	22	(١٥) كان وأخواتها
16. The Cardinal numbers	23	(١٦) الأعداد الأصلية
17. The Ordinal numbers	24	(١٧) الأعداد الترتيبية
18. Agreement of the adjective	25	(١٨) مطابقة النعت
19. The Elative	26	(١٩) اسم التفضيل
20. Agreement of the verb	27	(٢٠) مطابقة الفعل
21. The five nouns	28	(٢١) الأسماء الخمسة
22. The Adverb of time	29	(٢٢) ظرف الزمان
23. The Adverb of place	30	(٢٣) ظرف المكان
24. The Adverb of state	31	(٢٤) الحال
25. The Specificative	32	(٢٥) التمييز
26. The Active participle	33	(٢٦) اسم الفاعل
27. The Passive participle	34	(٢٧) اسم المفعول
28. The Noun of instrument	35	(٢٨) اسم الآلة



Subject	ص P	الموضوع
29. The Diptote	36	(٢٩) الممنوع من الصرف
30. The Complement of cause	37	(٣٠) المفعول لأجله
31. The Absoltue object	38	(٣١) المفعول المطلق
32. The Concomitate object	39	(٣٢) المفعول معه
33. The Vocative	40	(٣٣) المنادى
34. The Exception	41	(٣٤) المستثنى بإلا
35. 'la' that denies the whole genus	42	(٣٥) لا النافية للجنس
36: The Excalamative	43	(٣٦) التعجب
37. The Abbreviated	44	(٣٧) المقصور
38. The Defective	45	(٣٨) المنقوص
39. The Prolonged	46	(٣٩) الممدود
40. The Spacification	47	(٤٠) الاختصاص
41. The Noun of place	48	(٤١) اسم المكان
42. The Noun of time	49	(٤٢) اسم الزمان



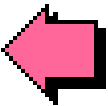
Subject	ص P	الموضوع
33. The Nomina vicis	50	(٤٣) اسم المرة
44. The Noun of manner	51	(٤٤) اسم الهيئة
45. The Connected adjective	52	(٤٥) النعت السببي
46. The Use of 'Masdar' (verbal noun)	53	(٤٦) حكم المصد
47. The Use of 'kullu'	54	(٤٧) حكم كل
48. The Use of 'kila' and 'kilta'	55	(٤٨) حكم كلا وكلتا
49. The Use of 'ba'dhu'	56	(٤٩) حكم بعض
50. The Use of 'ahadu' and 'ihda'	57	(٥٠) حكم أحد وإحدى
51. The Use of 'nafsu'	58	(٥١) حكم نفس
52. The Use of 'kathirun' and 'qalilun'	59	(٥٢) حكم كثير وقليل
53. The Writing of hamza	60	(٥٣) كتابة الهمزة
54. Time	61	(٥٤) الوقت
55. <i>Iḍ</i> and Miscellaneous	62	(٥٥) إذا ومواضيع مختلفة



1. The Separate personal pronouns - الضمائر المنفصلة

7

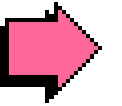
- (1) ----- معلمة .
هي هو
هذا أنتَ
- (2) أنا
درس باب
تلميذة (ة) مفتاح
- (3) ----- معلم .
هي أنتَ
هذه أنتِ
- (4) هو
تلميذة ولد
معلمة بنت



Contents



Grammar



(5) ----- معلمون .

هم هما أنتن هن

(6) أنتم ----- .

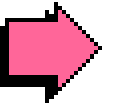
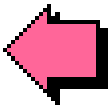
طالبان طالبات طلاب بنات

(7) ----- تلاميذ .

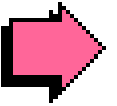
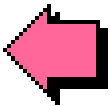
نحن أنا هو أنتَ

(8) أنتن ----- .

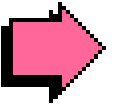
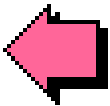
تلاميذ معلمات طلاب أولاد



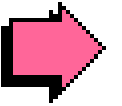
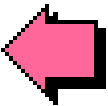
- (5) ----- مع صديقي .
تكلّمتُ تكلّمتُ
تكلّمتُ
- (6) ----- لغتكم .
تعلمتُن تعلمتُم
تعلمنا
- (7) ----- درسها .
كتب كتبتُ
كتبتُ
- (8) ----- كتابهن .
قرأتُن قرأتُم
قرأنا



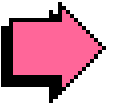
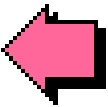
- (5) ----- مع زميلي .
تتكلم أتكلم تتكلمين يتكلم
- (6) ----- على كرسيك .
تجلس أجلس تجلسين يجلس
- (7) ----- مكتبنا .
نفتح تفتحون تفتحن يفتحون
- (8) ----- كتابكن .
تقرآن يقرآن يقرؤون تقرؤون



- (1) ----- درسك .
اكتبني اكتباً اكتبوا اكتبوا
- (2) ----- لغتكما .
تعلمنا تعلمن تعلموا تعلمي
- (3) ----- في مكتبك .
اعملوا اعمالا اعملوا اعملن
- (4) ----- مع أمكن .
تكلمن تكلموا تكلموا تكلمنا

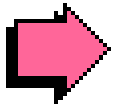
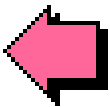


- (1) يدرس ----- .
الطالبِ طالبُ الطالبُ الطالبُ
- (2) يتكلم ----- مع أمهما .
الولدان الولدين الولد الأولاد
- (3) تكتب ----- .
التلميذاتُ التلميذةُ التلميذاتِ تلميذاتُ
- (4) يعمل ----- في مكاتبهم .
الموظفين المظفان الموظفون الموظف



7. The Direct object - المفعول به

- (1) يفتح الولد . ----- باباً البابُ البابُ
- (2) يسأل المعلم ----- عن زميلهما الطالبين الطالبات الطلاب الطالب
- (3) تحب الأم ----- . بنتها بنتها بنتها
- (4) هل تعرفون ----- الجد ؟ المعلمون المعلمين المعلم المعلمان



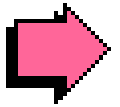
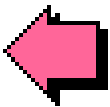
8. The Indirect object - المجرور

(1) هناك طلاب في
 الفصلُ الفصلِ الفصلِ الفصلِ

(2) تتكلم المعلمة مع
 الوالدين وبناتهما الوالدين وبناتهما الوالدين وبناتهما الوالدين وبناتهما

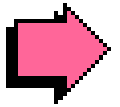
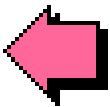
(3) نجلس مع
 المعلمون والطلابِ المعلمون والطلابِ المعلمون والطلابِ المعلمون والطلابِ

(4) ندرس في جديدة .
 مدرسة مدرسة المدرسة مدرسة

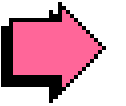
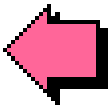


الإضافة - 9. the Annexation

- (1) هذا ----- الفصل .
بابُ بابُ بابُ بابُ
- (2) يتكلم المعلم مع ----- التلميذ .
والدين والدي والوالدان الوالدين
- (3) هي بنت ----- .
المعلمة المعلمة المعلمة المعلمة
- (4) تجلسين مع ----- .
صديقك صديقك صديقك صديقك

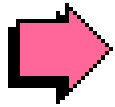
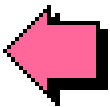


- (1) ----- الأنسة زميلتي في العمل .
ذلك هذه هذا هذيه
- (2) ----- المعلم جديد .
هذا تلك ذلك هذ
- (3) هل قرأت كل ----- الكتب ؟
هؤلاء هذا ذلك هذه
- (4) من هما ----- السيدان ؟
ذانك هاتان هذين أولئك



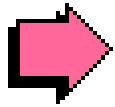
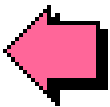
اسم الموصول - 11. The Relative pronouns

- (1) أعرف الطالب _____ يدرس هنا .
 التي الذي الذي
- (2) أعرف البنيتين _____ أتكلم معهما .
 اللتان اللتين اللتين
- (3) نحب اللغات _____ ندرسها .
 الذين التي التي
- (4) من هم الطلاب _____ يدرسون هنا ؟
 اللذين اللذان اللذان



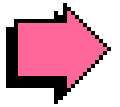
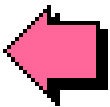
12. The Subjunctive - المنصوب

- (1) أريد أن ----- معك قليلا .
 أتكلمُ أتكلمُ أتكلمُ أتكلمُ
 تتكلمُ تتكلمُ تتكلمُ تتكلمُ
- (2) تفضلين أن ----- بالطائرة .
 تسافرين تسافري تسافري تسافري
 تسافري تسافري تسافري تسافري
- (3) أود أن ----- إلى تناول طعام الغداء معي .
 أدعوك أدعك أدعك أدعك
 أدعوك أدعوك أدعوك أدعوك
- (4) لماذا تريدين أن ----- هذا الكتاب ؟
 تشتري تشتري تشتري تشتري
 تشتري تشتري تشتري تشتري



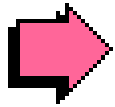
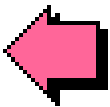
المجزوم - 13. The Jussive

- (1) لم ----- أمس إلى المكتب .
 أذهبُ أذهبُ أذهب
 ذهبت
- (2) لم ----- الفستان بعد إلى أمك .
 تشتري تشتري تشتري
 اشتريت
- (3) لم ----- صديقنا منذ مدة طويلة .
 نرى نرى نرى
 رأينا نرى
- (4) لم ----- قَطُّ (أبدا) .
 ننسك ننسى ك ننسى ك
 ننسناك



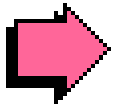
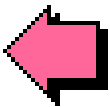
14. 'Inna' & its sisters - إن وأخواتها

- (1) إن ----- بارد جدا اليوم .
الطقسُ طقساً طقسُ الطقسُ
- (2) لعل الموظف ----- مشغول .
الجديدُ جديدٌ الجديدُ جديداً
- (3) كأن ----- توأمان .
هذان الطفلان هذين الطفلين هذان الطفلين هذين الطفلين
- (4) إن السلام والأمن ----- مهددان .
العالميان عالميان العالميين عالميين



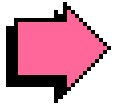
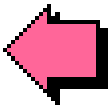
15. 'Kana' & its sisters - كان وأخواتها

- (1) كان الجوُّ ----- جداً أمس .
بارداً بارداً بارداً بارداً
- (2) صارت الأمهات ----- اليوم لأنه عيدهن .
مسرورةً مسروراتٌ مسروراتاً مسروراتٍ
- (3) مازالت هذه السيارات ----- .
جديدةً جديدةً جديدةً جديدةً
- (4) ليست هذه اللغة ----- صعبة .
الأجنبيةُ الأجنبيةُ الأجنبيةُ الأجنبيةُ



16. The Cardinal numbers - الأعداد الأصلية

- (1) أعمل خمسة ----- في الأسبوع .
يومٌ أياماً يوماً أيامٍ
- (2) أتكلم ----- لغات أجنبية .
ثلاثة ثلاث ثلاثاً ثلاثاً
- (3) يوجد في هذه العمارة ----- شقة .
خمسة عشر خمس عشرة خمسة عشر
- (4) يدرس في هذه المدرسة مائة ----- .
طلابٍ وطالباتٍ طلابٍ وطالباتٍ طالبٍ وطالبةٍ طالباً وطالبةً



17. The Ordinal numbers - الأعداد الترتيبية

(1) أسافر في ----- من هذا الشهر .

الخامس الخمسة الخامسة الخميس

(2) أبدأ العمل في ----- صباحا .

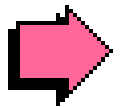
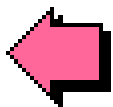
الثامن الثامنة الثمانية الثمينة

(3) هذه هي ----- مرة أراه فيها .

أولى الأولى الأول أول

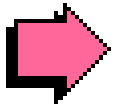
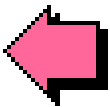
(4) أتغدى في الساعة ----- .

الثانية عشرة الثاني عشر الثانية عشر الثانية عشرة



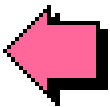
18. The Agreement of the Adjective - مطابقة النعت

- (1) أسكن في منزل ----- .
 جميل جميل الجميل جميلاً جميلٌ
- (2) يعرف الطلاب معلمة المدرسة ----- .
 الجديدَ الجديداً الجديدةَ جديدةٌ
- (3) نعرف هؤلاء المعلمات ----- .
 الجديداً الجديداً الجديدةَ جديدةٌ
- (4) يتعلم الموظفون لغات ----- .
 أجنبيةً أجنبياتاً أجنبيةً أجنبياتٌ



19. the Elative (Comparative and Superlative) أفعل التفضيل

- (1) البنت ----- من أختها .
 أجملُ أجملُ أجملُ أجملُ
- (2) الصغار ----- من الكبار .
 أنشطُ أنشطُ أنشطون أنشطُ
- (3) تحب الأم بنتيها ----- .
 أكبرين أكبرين أكبرتين أكبرتين
- (4) الأمم المتحدة هي ----- في العالم .
 أكبر منظمة أكبر المنظمة أكبر منظمة أكبر منظمة



20. The Agreement of the verb - مطابقة الفعل

(1) ----- المعلمون إلى الفصل ----- .

يدخل ويجلس يدخل ويجلسون يدخلون ويجلسون يدخلون ويجلس

(2) ----- الطالبات ----- .

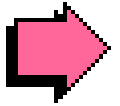
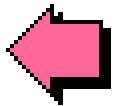
تدرس وتعمل يدرسن ويعملن تدرس ويعملن يدرسن وتعمل

(3) ----- الطالبان ----- درسهما .

يجلس ويكتبان يجلسان ويكتبان يجلس ويكتب يجلسان ويكتب

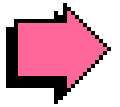
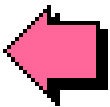
(4) ----- الكلاب ----- .

ينبح ينبح ينبحون ينبحن



21. The five nouns - - الأسماء الخمسة

- (1) ----- زميله في العمل طبيب .
 أَخَا أَخُو أَخُ أَخٌ
- (2) أعرف ----- جيدا .
 أَبَاهُ أَبَهُ الأَبُ الأَبَاهُ
- (3) يتكلم المعلم مع ----- تلميذه .
 أَبِ أَبِي الأَبِ أَبِ
- (4) ----- طبيبة .
 أُمُّهُ الأُمُّه أُمَّهُ أُمَّهُ



22. The Adverb of time - ظرف الزمان

(1) الطقس بارد جداً .

هذا الصباحُ هذا الصباحُ هذا الصباحُ هذا صباحاً

(2) مكتب البريد مفتوح .

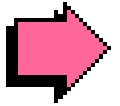
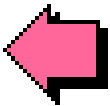
صباحُ يومِ السبتِ صباحُ يومِ السبتِ صباحُ يومِ السبتِ صباحُ يومِ السبتِ

(3) تشرق الشمس .

كُلُّ يومٍ كُلُّ يومٍ كُلُّ يومٍ كُلُّ يوماً

(4) أنتهي من العمل في الساعة السادسة .

مساءً مساءً في المساءِ في المساءِ



23. The Adverb of place - ظرف المكان

(1) لو كنت ----- لا أفعل ذلك .

مكانك مكانك مكانك مكانك

(2) أنظر ----- .

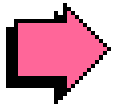
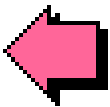
يمينٌ وشمالٌ يمينٌ وشمالٌ يميناً وشمالاً يميناً وشمالاً

(3) هذا الكاتب معروف ----- .

شرقاً وغرباً شرقاً وغرباً شرقاً وغرباً شرقاً وغرباً

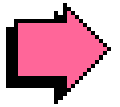
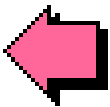
(4) يصل بعض الموظفين إلى المكتب ----- .

قبل الوقت قبل الوقت قبل الوقت قبل الوقت



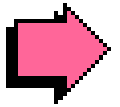
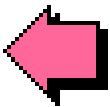
24. The Adverb of manner - الحال

- (1) لا تترك الباب ----- عندما تخرج .
المفتوحُ مفتوحٌ المفتوحُ مفتوحاً
- (2) لماذا تنامين ----- .
واقفاً واقفةً واقفةً واقفٌ
- (3) يعود العمال إلى المنزل ----- مساءً .
متعبين متعبون المتعبون المتعبين
- (4) تسافرن ----- أليس كذلك ؟
مسروراتٌ مسروراتاً مسروراتٌ مسرورةً



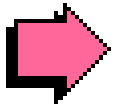
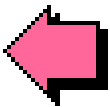
25. The Specificative - التمييز

- (1) آسيا أكثر ----- من أوروبا .
 سكاناً سكانُ سكانُ السكانُ
- (2) كم ----- لك ؟
 ولدٌ أولاداً أولاداً أولادُ
- (3) اشتريت رطلا ----- .
 لحمٍ لحماً لحمُ اللحمُ
- (4) عمر ابنه ثلاث وعشرون ----- .
 سنوَاتُ سنَةٌ سنَةٌ سنوَاتُ



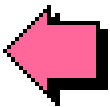
اسم الفاعل - 26. The Active participle

- (1) من هو ----- هذا التقرير .
 كاتب مكتب مكتوب كتاب
- (2) أنت هي ----- لهذا المؤتمر ؟
 المنظمة المنظمة النظام التنظيم
- (3) هل أنتم ----- في الاجتماع ؟
 مشتركون مشتركون اشتراكيون شركاء
- (4) ما هي الدول ----- للأمم المتحدة ؟
 المؤسسات المؤسسات المؤسسات المؤسسة



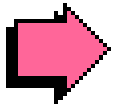
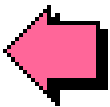
27. The Passive participle - اسم المفعول

- (1) ليس هذا المنزل ----- الآن .
 ساكناً مسكوناً مسكيناً
 مسكيناً
- (2) هذه السيدة ----- جداً .
 منظمّة النظام منظمّة
 تنظيم
- (3) إنها كاتبة ----- عليها .
 معتمدة المعتمدة معتمد
 المعتمد
- (4) هم رجال ----- بهم .
 موثوق موثوقون موثوقة
 الموثوقون



28. The Noun of instrument - اسم الآلة

- (1) أفتح الباب بـ
 مفتوح مفتاح فتاحة فاتحة
- (2) أفتح العلبة بـ
 مفتوح مفتاح فتاحة فاتحة
- (3) أٌصعد إلى الدور الخامس في
 مُصعد مَصعد مصعد صعود
- (4) أكنس بـ
 مكنسة كناس كنيسة كنييس



29. The Diptote - الممنوع من الصرف

(1) أَكْتُبُ بِقَلَمٍ ----- عَلَى وَرْقَةٍ ----- .

أَسْوَدَ / بَيْضَاءَ أَسْوَدٍ / بَيْضَاءٍ أَسْوَدًا / بَيْضَاءً أَسْوَدَ / بَيْضَاءٍ

(2) نَأْكُلُ أَحْيَانًا فِي ----- شَرْقِيَّةٍ .

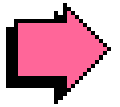
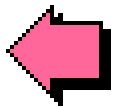
مَطَاعِمٍ المَطَاعِمِ المَطَاعِمِ مَطَاعِمٍ المَطَاعِمِ

(3) سَأَسَافِرُ هَذِهِ السَّنَةَ إِلَى ----- .

الرِّبَاطَ وَعَمَانَ الرِّبَاطِ وَعَمَانِ الرِّبَاطِ وَعَمَانَ الرِّبَاطِ وَعَمَانَ الرِّبَاطَ وَعَمَانَ

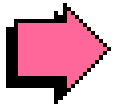
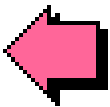
(4) يَعْمَلُونَ فِي ----- الْبَرِيدِ .

مَكَاتِبٍ مَكَاتِبِ مَكَاتِبِ المَكَاتِبِ المَكَاتِبِ



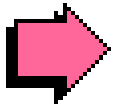
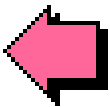
المفعول لأجله - 30. Complement of cause

- (1) لا يلعب الطفل مع الكلب ----- منه .
 خوفٌ خوفٌ خَوْفًا الخوفُ
- (2) ندرس العربية ----- في التكلم بها .
 رغبةٌ رغبةٌ رَغْبَةً الرغبةُ
- (3) يتظاهر الشعب ----- ضد الحكومة .
 احتجاجٌ احتجاجاً احتِجاجًا الاحتجاجُ
- (4) أركب الطائرة بدلاً من القطار ----- للوقت .
 كسبٌ كسبٌ كَسَبًا الكسبُ



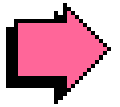
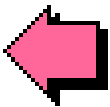
31. The Absolute object - - المفعول المطلق

- (1) أقيم في هذا البد ----- دائمة .
 إقامة إقامة إقامة
 الإقامة
- (2) يستقبل صديقه ----- حاراً .
 استقبالا استقبال استقبال
 الاستقبال
- (3) يمكن الاعتماد عليه ----- كلياً .
 الاعتماد اعتماد اعتماد
 اعتماد
- (4) أعرفه ----- شخصية .
 معرفة معرفة معرفة
 المعرفة



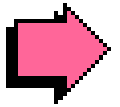
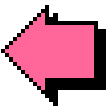
32. The Concomitate object - المفعول معه

- (1) تعمل الممرضات ----- .
والليلَ و ليلاً والليلُ و ليلُ
- (2) أتجول ----- .
والبحيرةُ و البحيرةُ و بحيرةٌ و بحيرةٌ
- (3) يسافر الأولاد ----- .
ووالداهم ووالديهم ووالداهم ووالديهم
- (4) لا يذهب الموظف ----- في المكتب في العطلة .
وزميله و زميله و زميلته و زميلته



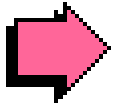
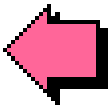
33. The Vocative - المنادى

- (1) يا ----- ما معنى هذه الكلمة ؟
 معلمٌ معلمٌ معلماً المعلمُ
- (2) صباح الخير، يا ----- المدرسة.
 مديرٌ مديرٌ مديراً المديرُ
- (3) التدخين ممنوع هنا، يا ----- .
 مدخنٌ سكاراً مدخنٌ سكاراً مدخناً سكاراً
- (4) يا ----- احجز تذكرتك مسبقاً .
 مسافرٌ مسافراً مسافراً المسافرُ



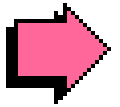
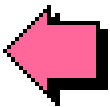
34. The Exception - الاستثناء

- (1) عاد الموظفون إلى عملهم إلا
 واحدٌ واحداً واحدٌ الواحدُ
- (2) ما عاد الموظفون إلى عملهم إلا
 واحدٌ واحداً واحدٌ الواحدُ
- (3) ما عاد إلى عملهم إلا
 واحدٌ واحداً واحدٌ الواحدُ
- (4) لا أعرف من الموظفين إلا
 واحدٌ واحداً واحدٌ الواحدُ



35. 'La' that denies the whole genus - لا النافية للجنس

- (1) لا تحت الشمس .
 جيدٌ جيداً جيدٌ جيدٌ
- (2) لا شيء
 مهمٌ مهماً مهمٌ مهمٌ
- (3) لا في المدرسة .
 معلماتٍ معلماتٍ معلماتٍ معلماتٍ
- (3) لا شيء رخيص .
 ثمينٌ ثميناً ثمينٌ ثمينٌ



36.The Exclamative - التعجب

(1) ما ----- الطقس هذه الأيام !

أبردُ أبردَ أبردِ بارد

(2) ما أطول ----- اليوم !

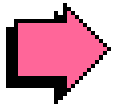
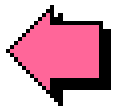
الدرسِ الدرسُ الدرسُ الدرسَ

(3) ما أجمل هؤلاء ----- !

البناتِ البناتَ البناتُ بناتُ

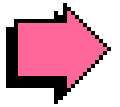
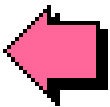
(4) ما ألطف ----- !

هذان الولدين هذين الولدين هذان الولدان هذين الولدان



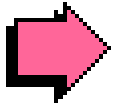
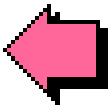
المقصور - 37. The Abbreviated

- (1) هذا ----- جامعي .
 مستشفى مستشفى مستشفى مستشفى
 مستشفى مستشفى مستشفى مستشفى
- (2) أعمل في هذا ----- .
 المبني المبني المبني المبني
 المبني المبني المبني المبني
- (3) ما ----- هذه الكلمة ؟
 معنى معنى معنى معنى
 معنى معنى معنى معنى
- (4) لهذين الكلمتين معنى ----- .
 واحدٌ واحدٌ واحدٌ واحدٌ
 الواحدُ الواحدُ الواحدُ الواحدُ



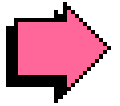
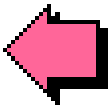
38. The Defective - المنقوص

- (1) أبوه ----- جدا .
 محاميٌ محامٌ محاماً
 محاماً
- (2) ليس هذا القميص ----- .
 غاليٌ غالياً غالٍ
 غالٍ
- (3) أعرف هذا ----- .
 القاضي القاضي القاضي
 القاضي
- (4) السماء ----- اليوم .
 صافيةٌ صافيةٌ صافيةٌ
 صافيةٌ



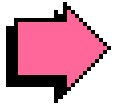
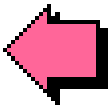
39. The Prolonged - الممدود

- (1) أَشْرِبُ ----- البَارِدَ .
 الماءُ الماءُ الماءُ ماءٌ
- (2) ----- زُرْقَاءَ اليَوْمِ .
 السماءُ السماءُ السماءُ السماءُ
- (3) نَعْمَلُ مِنَ الصَّبَاحِ إِلَى ----- .
 المساءُ المساءُ المساءُ مساءٌ
- (4) لِكُلِّ دَاءٍ ----- .
 دواءٌ دواءٌ دواءٌ الدواءُ



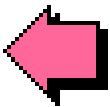
الاختصاص - 40. The Specification

- (1) نحن ----- العربية ندرس أكثر من غيرنا .
 طلابٌ طلاباً طلابٌ طلابٌ
- (2) نحن ----- التلميذ .
 والديّ والدين والدا والدان
- (3) نحن ----- نحب عملنا .
 المعلمون المعلمين المعلمان معلمين
- (4) أنتن ----- لكن عمل كثير .
 المعلماتُ المعلماتُ معلماتاً المعلماتِ



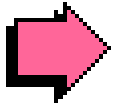
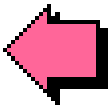
اسم المكان - 41.The Noun of place

- (1) نعمل في ----- .
 مكتب كتاب كاتب كتابة
- (2) يدرس الطلاب صباحا في ----- اللغة.
 مَحْتَبِر مَحْتَبِر مَحْتَبِر مَحْتَبِر
- (3) هو عربي من ----- .
 الشرق المشرق الشرقي الشروق
- (4) له صديق عربي من ----- .
 المغرب الغرب الغريب الغروب



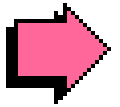
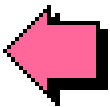
42. The Noun of time - اسم الزمان

- (1) يأكل الصائم عند ----- .
 الغروب الغرب الغريب المغرب
- (2) تقابلنا في ----- المحدد .
 الموعد الوعد الوعيد الميعاد
- (3) ----- مكان يُقام فيه صيفا .
 المصيف الصيف الصيفي الصيفاء
- (4) ----- مكان يُقام فيه شتاء .
 الشتاء المُشتى المُشتى الشتوي



اسم المرة - 43. The Nomina vicic

- (1) طرق الباب ----- .
 طَرْقَةٌ طَرْقَةٌ طَرْقًا طَرْقَةٌ
- (2) دق الهاتف ثلاث ----- .
 دقتان دقةٌ دقاتٌ دقاتٌ
- (3) يخفق القلب ثمانين ----- في الدقيقة الواحدة.
 خفقةٌ خفقةٌ خفقاتٌ خفقاتٌ
- (4) صرخ الطفل ----- .
 صرختان صرخةٌ صرختين صرخٌ



44. The Noun of manner - - اسم الهيئة

(1) تنظر هذه المرأة إلى كل الأطفال ----- أم .

نَظْرَةٌ نَظْرَةٌ نَظْرَةٌ نَظْرَةٌ

(2) يلعب ----- القط والفأر .

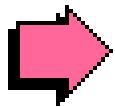
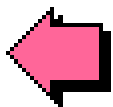
لَعِبَةٌ لَعِبَةٌ لَعِبَةٌ لَعِبَةٌ

(3) يضحك ----- الطفل .

ضُحْكَةٌ ضُحْكَةٌ ضُحْكَةٌ ضُحْكَةٌ

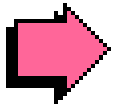
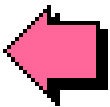
(4) استقبله ----- الأمير .

اسْتِقْبَالٌ اسْتِقْبَالٌ اسْتِقْبَالٌ اسْتِقْبَالٌ



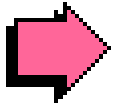
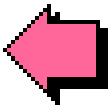
45. The Connected adjective - - النعت السببي

- (1) هو ولد ----- أمه .
 موظفة موظف وظيفة توظيف
- (2) أعرف المرأة ----- أبنائها.
 متعلم المتعلم المتعلمين متعلمين
- (3) أتكلم مع الرجل ----- أبوه .
 كريم كريم الكريم الكريم
- (4) هؤلاء كتاب ----- أسموهم .
 معروفون معروف معروفة معروفة



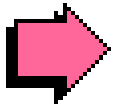
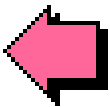
46. The Use of 'Masdar' - حكم المصدر

- (1) أحب ----- كثيراً .
 قراءةً القراءةً قراءةً قرأ
- (2) أريد ----- إلى صديقي .
 كتابةً رسالةً الكتابةً رسالةً كتابةً رسالةً
- (3) يجب علي ----- إلى مكتب البريد الآن .
 الذهابُ الذهابُ ذهاباً الذهابُ
- (4) تشكر الأم المعلمة تعليم ابنها ----- .
 عربيةً العربيةً العربيةً العربيةً



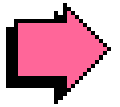
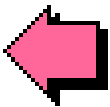
47. The Use of 'kullu' - حكم كل

- (1) يكتب كلٌ ----- درسه .
 ولدٌ ولدٌ الولدُ الولدُ
- (2) يجب كلٌ ----- اللغة التي يدرسونها .
 طلابٌ طلابٌ الطلابُ الطلابُ
- (3) قرأت كلٌ ----- .
 الكتابُ الكتابُ الكتابُ الكتابُ
- (4) ليس الموظفون ----- من بلد واحد .
 كلٌ كلُّهم كله كلكم



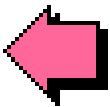
48. Use of 'kila' & 'kilta' - حكم كلا و كلتا

- (1) وصل ----- .
 كلا القطاران كلا القطارين كلي القطاران كلي القطارين
- (2) أعرف ----- .
 كلي الرجلين كلا الرجلين كلا الرجلان كلي الرجلان
- (3) أتكلم مع المرأتين ----- .
 كلتاها كلاهما كلتيهما كلتاها
- (4) تدرس ----- في هذه المدرسة .
 كلتا البتين كلتا البتان كلتي البتان كلتي البتين



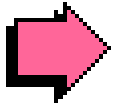
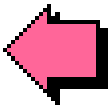
49. Use of 'ba'dhu' - حكم بعض

- (1) يعرف ----- الناس في هذ المدينة .
 بعضٌ بعضٌ بعضٌ بعضٌ
- (2) يعرفه ----- الناس في هذ المدينة .
 بعضٌ بعضٌ بعضٌ بعضٌ
- (3) ----- بعضنا بعضا.
 نحب يحب تحب تحبون
- (4) ----- بعضكن مع بعض .
 تتكلم تتكلمن يتكلم يتكلمن



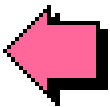
50. The Use of 'ahadu' & 'ihda' - حكم أحد وإحدى

- (1) يتكلم ----- مع المعلم .
 واحد من طلابٍ أحدُ طلابٍ واحدٌ من الطلابِ أحدُ الطلابِ
- (2) هل هناك ----- في المنزل ؟
 أحدٌ واحدٌ أحدٌ واحدٌ
- (3) هل تعرف ----- هنا ؟
 أحداً واحدٌ أحدَ واحدُ
- (4) تسافر الموظفة مع ----- في المكتب .
 إحدى زميلات إحدى زميلات واحدة من زميلات واحدة من الزميلات



51. The Use of 'nafsu' - حكم نفس

- (1) ندرس أنا و صديقي في ----- .
 النفس المدرسة نفس مدرسة النفس مدرسة نفس المدرسة
- (2) يسأل دائماً ----- .
 النفس السؤال نفس السؤال نفس سؤالاً نفس سؤالٍ
- (3) أعرف الممثلين ----- .
 أنفسهم نفوسهم نفسهم نفسهم
- (4) قرت الكتب ----- .
 نفسه نفسها أنفسها نفوسها



52. The Use of 'kathirun' & 'qalilun - حكم كثير وقليل

(1) قرأت كثيرا من ----- هذه السنة.

الكتب كتاب كتب الكتاب

(2) دعوت أصدقاء ----- إلى تناول طعام العشاء .

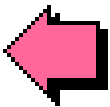
كثيراً كثيراً كثيرين كثيرين

(2) يعمل موظفون ----- في هذه المكتبة .

قليلاً قليلاً قليلين قليلين

(4) أنتم ----- العمل هذه الأيام .

قليلوا قليلاً قليلون قليلاً



(1) يتأثر الأنسان ----- التي يعيش فيها .

بالبيئة بالبيئة بالبيئة بالبيئة

(2) لا أستطيع أن أجيب على هذا ----- .

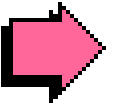
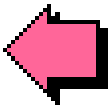
السؤال السؤال السؤال السؤال

(3) يتكلم مع ----- في المكتب .

زملاؤه زملاءه زملائه زملاؤه

(4) لست على علم بهذه ----- .

المسئلة المسئلة المسئلة المسئلة



54. Time - الوقت

(1) ----- الآن، من فضلك ؟

كم ساعةً كم الساعة ما الساعة في أي ساعة

(2) ----- تبدئين العمل ؟

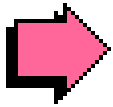
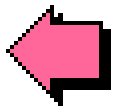
كم ساعةً كم الساعة ما الساعة في أي ساعة

(3) ----- تعمل في اليوم ؟

كم ساعةً كم الساعة ما الساعة في أي ساعة

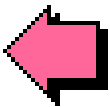
(4) أنتهي من العمل في الساعة ----- .

الخَمِيسَةُ الخَمِيسَةُ الخَامِيسَةُ الخَمِيسَةُ



55. *Īḍ* and Miscellaneous - إذا ومواضيع مختلفة

- (1) سمعتهن ----- مع معلمتهن .
 تتكلم تكلمن تتكلمن يتكلمن
- (2) رأيتكم ----- في الشارع .
 مَشَيْتُمْ مَشَيْتُمْ تَمْشُونَ تَمْشُونَ
- (3) ----- في هذا المطعم الجديد .
 سبق أن أكل سبق أن أكل سبق أن أكل يسبق أن أكل
- (4) إذا ----- إليك رسالة .
 سافرت أرسلت سافرت أرسل أسافر أرسل أسافر أرسلت



Contents



Grammar

