THE
M.E.C.A.S. GRAMMAR
OF
MODERN LITERARY ARABIC

COMPILED BY
THE MIDDLE EAST CENTRE FOR ARAB STUDIES
SHEMLAN, LEBANON

1965
KHAYATS
Beirut
PREFACE

Several good grammars of modern Arabic are already on the market; without wishing to make invidious comparisons we might mention in particular David Cowan's "Modern Literary Arabic", and, for those who prefer the "direct" or inductive method of teaching, "An Introduction to Modern Arabic" by Farhat J. Ziadeh and R. Bayly Winder.

For various reasons, however, none of the existing grammars has proved suitable for use at the Middle East Centre for Arab Studies. As we explained in the preface to our Selected Word List of Modern Literary Arabic, we attach considerable importance to the principle that in learning a language as rich as Arabic vocabulary should be acquired in a regulated manner. This principle was followed in our reading book "The Way Prepared", and it has also been applied in teaching Arabic grammar at this Centre. In the present Grammar, which is the fourth recension of a text-book that has been used in the Centre for several years, the words used in the explanatory text and in the Exercises are closely related to the Selected Word List and The Way Prepared. For example, Chapters and Exercises numbers I to VI use only words from Section 1 of the Selected Word List, numbers VII to XIII use only words from Section 2, and so on. Only occasionally have we found it necessary to illustrate a point of grammar with a word not to be found in the appropriate Section of the Selected Word List. Where words not in the Selected Word List are used in an Exercise, they are listed at the head of the Exercise.

Naturally enough, no other grammar is so related to the Selected Word List and The Way Prepared.

Other factors have shaped this Grammar. The most important is that the students who attend this Centre are of widely varying
ages, nationalities, backgrounds and linguistic ability, the only common denominator being a knowledge of English - the language of instruction. This has had two results. First, we have avoided as far as possible the use of grammatical terms the meaning of which would have to be explained to most students before they could be understood, and in general we have tried to explain points of grammar in the way that will be least difficult for English-speaking students: the grammarian or the Arabist will thus miss many terms of art employed in other grammar books. Secondly, our experience leads us to believe that the majority of students learn Arabic grammar more quickly when taught by the traditional method - that is to say by the laying down of rules followed by practice with sentences exemplifying those rules - than by the inductive method, in which sentences are set out and then a grammatical analysis provided. Our Grammar therefore follows the traditional method.

Another important consideration is that this Centre exists to teach modern literary Arabic, that is to say the language of present-day newspapers, books, periodicals and wireless broadcasts. For this reason, although we have tried to indicate the best practice where more than one modern usage exists, we have not altogether ignored the less preferable. Purists may not approve of everything we say, but we have felt it necessary to inform our students of many usages that are now frequently met with in practice.

This is of course primarily designed as a teaching grammar, intended for the beginner who is undergoing a formal course of instruction with a teacher - indeed we do not believe that it is possible for any but the most gifted and dedicated student to teach himself Arabic. This means that, for example, little is to be found in the Grammar about pronunciation.

It means, also, that the general scope of the Grammar is the minimum necessary to enable the student to write modern Arabic without grammatical mistakes and to understand the grammar of what he reads in the newspapers, etc. However, this "minimum" has, we believe, been set out sufficiently fully for the book to be
useful as a work of reference to those who have learnt modern Arabic but need from time to time to check points of grammar.

For the student who wishes to deepen his grammatical knowledge, or to move from modern to classical Arabic, W. Wright's "Grammar of the Arabic Language" is indispensable.

We hope that the present Grammar will prove helpful to many who have begun the study of modern literary Arabic, and that teachers will find it, in conjunction with the Selected Word List and The Way Prepared, a useful aid to their teaching programmes.

Middle East Centre for Arab Studies,
1965
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## M.E.C.A.S. GRAMMAR

### INTRODUCTION

#### The Alphabet

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Standing alone</th>
<th>Joined to a preceding letter</th>
<th>Joined to a preceding and following letter</th>
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<td>ba'</td>
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xiii
<table>
<thead>
<tr>
<th>Name of letter</th>
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<tr>
<td>همزة</td>
<td>See note (g) below</td>
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</table>

Note (g): 
See note (g) below
Notes:

(a) Arabic script runs from right to left.

(b) Of the letters listed, َوَ and ِيَ are said to be weak. Although they represent the consonants w and y, they are associated with the vowel sounds u and i and are frequently modified and sometimes even dropped in pronunciation and writing.

(c) At the end of some words the letter ٍ is written َى and in known as alif maqṣura.

(d) The vowels, which are normally omitted in writing, are:—

(ٌ) (a) (fatha)

(ٍ) (i) (kasra)

(١) (u) (damma)

When they are inserted they are written above or, in the case of the kasra, below the letter they follow.

(e) To form long vowels, fatha, kasra and damma are followed by the letter associated with them, i.e.

\[ \overline{\text{ٍ}} \quad \overline{\text{ا}} \]

\[ \text{و} \quad \overline{\text{ٍ}} \]

\[ \text{ٓ} \quad \overline{\text{ٍ}} \]

(f) The diphthongs au and ai are formed when damma or fatha are followed by a vowelless َوَ or ِيَ, i.e.

\[ \text{ٓو} \quad (\text{see paragraph 2(d)}) \]

\[ \text{ٓي} \quad (\text{see paragraph 2(d)}) \].
(g) Hamza (ا) is of two kinds, the “cutting” and the “joining” hamza (hamzat-al-qat’ and hamzat-al-wasl). The first is pronounced as a glottal stop. The second, which is found only at the beginning of a word, is elided in pronunciation with the final vowel of the preceding word. Where there is no such vowel one has to be supplied.

In vowelled writing this elision is shown by the sign (ـ). The hamzat-al-qat’ behaves in every respect as a consonant, with the additional characteristic that the letter on which it is written varies. Rules for writing hamza will be found in Appendix D, together with a list of those hamzas that are hamzat-al-wasl.

(h) The letter ـ, which is frequently found in feminine endings, is called ta marbuta. It consists of a ha’ with the two dots of a ta’ written over it. It is pronounced as ta’ except at a pause, when it is pronounced like ha’.

(i) Where the letter ى occurs at the end of a word and is preceded by a syllable carrying a fatha and has no vowel of its own it is written without its two dots and pronounced “a” e.g. ﻋ (ala). Such a ى is known as alif maqṣura bi surat al yā, or simply alif maqṣura (i.e. “shortened alif” as it is pronounced short). If alif maqṣura is preceded by the letter ی it is written as an ordinary alif, e.g. ﺟ.

Orthographic Signs

2. (a) Sukūn. Consonants that have no vowel are marked with the sign (sukūn). Whenever a word ending in sukūn is followed by hamzat-al-wasl the sukūn has to be replaced by a vowel.
(b) *Tanūn*. The vowels may be written doubled as the case ending at the end of a word, and they are then pronounced as follows: "" or "" (un), "" (an), and "" (in). Frequently "" (an) is written with an added alif, e.g. ُلِكَ (malikan). The commonest exceptions to this are where "" is written over ُل (ta marbuta) e.g. ُلِكَةَ (malikatan); where it is written over hamza preceded by an alif, e.g. ُل (ma'an); and when followed by alif maqṣura e.g. ُفَ (fatan).

(c) *Sha'āda*. When there is no vowel to separate two identical consonants only one of these is written, with the sign "" (shadda) placed above it. Sometimes two similar consonants are treated as identical and are combined under a shadda, e.g. مَيْنُ (instead of مَيْنُ). The process of putting a shadda on a letter is known as tashdīd (literally ""strengthening"). When a weak letter (i.e. و or ي) is marked with a shadda, it ceases to be weak. When a letter marked with a shadda is vowelled with a kasra, the kasra is often written between the letter and the shadda. Fatha is always written over the shadda.

(d) *Madda*. Where two alifs follow one another in the same word only one is written, with the sign "" (madda) placed over it.

(e) In certain words a long ًa is represented by a downstroke over the letter it follows, e.g. حَدَّ (hadhā).
3. (a) A system of transliteration that is adequate (if inelegant) for all normal purposes, and that has the advantage that it can be reproduced by an ordinary typewriter, may be devised by using, for the consonants, the first letter (or two letters where they are underlined) from the descriptions in the “Name of letter” columns above, e.g. ﺪ will be t, ﻦ will be th, ﺪ will be dh, ﻦ will be Dh, and ﺪ will be 9. Hamza will be ' (i.e. the first letter of ‘alif). Ta marbuta may be rendered by h where it is not pronounced and by t where it is.

(b) The short vowels may be rendered by a, i, and u, and the long vowels by writing a line over or under the short. The diphthongs will then be ay and aw.

(c) In this Grammar, however, in which comparatively few transliterated words appear, we have not troubled to use a full system of transliteration, but have been satisfied with any transcription that appeared adequately to render the Arabic original without complicating the task of the printer or distracting the eye of the student.
CHAPTER I

The Definite Article; Gender; Case; Number, Sound Plurals; Adjectives.

_The Definite Article._

Most nouns in Arabic are indefinite in form and meaning and may be made definite by prefixing of the article ﴿أَلَّا﴾. Most classes of noun end in tanwin when they are indefinite, e.g. “a house”, ﴿بيت﴾. When such a noun is defined it loses its tanwin, e.g. “the house”, ﴿المَبيت﴾.

2. The hamza of the definite article is hamzat-al-wasl. The ﴿ا﴾ of the article is assimilated when followed by any of the letters ﴿ل، ط، ض، ص، ش، س، ز، ر، ذ، ث، ث، ث﴾ and these letters are the written with shadda, e.g.

The sugar ﴿الْسَكْر﴾

The table ﴿الطاوْلا﴾

The meat ﴿الْلَحم﴾

Note that three ﴿ا﴾s cannot be written together in Arabic. Where a word that begins with ﴿ا﴾ is prefixed by the ﴿ا﴾ of the definite article and by the preposition ﴿إِ﴾ (meaning “to”) the second ﴿ا﴾ is assimilated in accordance with the above rule and written with a shadda, e.g.
To the butcher

To a butcher

3. Nouns denoting abstract things or whole classes of things generally take the definite article in Arabic, e.g.

Science

Womankind

Dogs are animals

Gender

4. Arabic has a masculine and a feminine gender. The commonest indication of a feminine noun or adjective is the ending *ة*, e.g. “king”, “queen”, “small (m.)”, “small” (f.)

(Note: a list of other feminine forms and categories is in Appendix A).

Cases.

5. Three cases exist: the nominative, accusative and genitive. They are distinguished by the final vowel, e.g.

<table>
<thead>
<tr>
<th>Indefinite</th>
<th>Definite</th>
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<tbody>
<tr>
<td>nom.</td>
<td>مَلِكَةُ َبيتٍ</td>
</tr>
</tbody>
</table>
| acc. ٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍ_2

Number.

6. There are three numbers: singular, dual and plural.

7. The dual is formed by dropping the case ending of the singular
and adding the suffix أَلِينٍ (which becomes أَلِينَ in the accusative and genitive), e.g.

nom. Two kings مُلُكَانُ Two queens مُلُكَتَانِ

acc. and gen.

Two kings مِلْكِيَانِ Two queens مِلْكِيَتَانِ

Notes:

(a) If a singular ends in ی، the ی becomes ی in the dual e.g. مَقِينَانُ (two coffee-houses), فَتَىَانُ (two young men), مُسْتَقِيمَانِ (two hospitals).

(b) If a singular ends in ١، the ١ becomes ٩ in the dual, e.g. عَصَوانِ (two sticks).

(c) If a feminine singular ends in أَفِ (Appendix A)، the hamza becomes أَفِ in the dual, e.g. صَحْرَآَوْأَلْوَانٍ (two deserts).

8. There are two types of plural: “sound” and “broken”. The latter, which are much the more common, are discussed in Chapter IV.

9. The masculine sound plural, which is hardly found except with some nouns and adjectives denoting male human beings, is formed by dropping the case endings of the singular and adding the suffix أَلِينٍ accusative and genitive أَلِينَ، e.g.

A parent (father) وَأَبِيَاءَلْدَاءَ Parents (fathers) وَأَبَائِينَوْنَ

acc. and gen. وَأَبَائِينَ

10. The feminine sound plural, which is found with many nouns
including verbal nouns and passive participles), is formed by adding أَتْ (acc. and gen. أَتِ) to the singular after dropping the ta marbuta if there is one, e.g.

A mother وَالِدَةٌ
Mothers وَالِدَاتٌ
(acc. and gen.)

Drinks, وَالِدَاتٌ
beverages وَالِدَاتٌ
(acc. and gen.)

Adjectives.

11. Adjectives normally follow their nouns and agree with them in gender, number, case and definition, except that when the nouns refer to things or animals in the plural the adjective is put in the feminine singular (for an exception to this rule see Chapter XVIII), e.g.

A small boy وَلَدٌ صَغِيرٌ
The small island (accusative) الجَزِيرَةُ الصَّغيرةُ
The difficult years (accusative) السَّنَوَاتُ الصَّعِيْبَةُ
Two good carpenters (nominative) نِجَارانٌ طَبَّانٌ

Mixed company is masculine, e.g.

The good boys and girls الأَوَلَادُ وَالِدَاتُ الطَّيِّبَانُ

12. However, a definite noun may be followed by an indefinite adjective (or noun), and the result is a complete sentence in Arabic. The verb “to be” is seldom used in the present tense and a sentence such as “the butcher is rich” is translated اللحَامُ غَنِيّ.

Examples.
The mother is a teacher آَمُ مَعْلِمَةْ
The donkey is an animal أحَْمَّارُ حُيَوانٌ
CHAPTER 1

(Word List, Section 1)

EXERCISE 1:

The Definite Article; Gender; Case;
Number; Sound Plurals, Adjectives.

A poor baker. The short letter. The new house is small. Strong governments. Societies are rich. The municipalities are weak. The drinks are ready. The two boys are present and the two girls are absent. Long sessions. The butcher is a strong man. The mothers and fathers are present. A large hand. The lady teachers are away today. Sheep are animals.
CHAPTER II

Tenses; The Perfect Active of the Simple Verb; The Negative of the Perfect; Concord of Verb and Subject; Word Order; The Conjunction “And”

Tenses

Verbs in Arabic are conjugated in only two tenses: perfect and imperfect. Primarily these indicate complete and incomplete action respectively, and so the perfect can be rendered by the English past definite or perfect (i.e. “I took” or “I have taken”).

The Perfect Tense

2. The 3rd person singular active of the perfect is taken as the basic form of the Arabic verb and dictionaries conventionally use this to identify the verb, e.g. the verb “to write” in Arabic dictionaries is represented by كتاب, “he wrote”.

3. The most frequent pattern of verb in Arabic consists of three letters or “radicals”, and this simple form of the verb is often called the First Form. The root فعل is often used as a meaningless type root, ف ع ل and representing respectively the first, second and third radicals. كتاب is said to be of the pattern فعل، فعل of the pattern كتاب، فعل of the pattern فعل، فعل، etc.

4. The middle vowel of the verb may be fatha, kasra or damma and must be learnt for each verb separately.
5. The numbers and persons of the perfect, here illustrated by the verb شرب, "to drink", are as follows:

| 3.m.s. | شرب | He drank |
| 3.m.du. | شرببا | They two drank |
| 3.m.pl. | شرُبْوا | They drank |
| 3.f.s. | شربت | She drank |
| 3.f.du. | شربتَا | They two drank |
| 3.f.pl. | شرَبْنَانِئ | They drank |
| 2.m.s. | شربت | You drank |
| 2.m.du. | شربتما | You two drank |
| 2.m.pl. | شربتم | You drank |
| 2.f.s. | شربت | You drank |
| 2.f.du. | شربتما | You two drank |
| 2.f.pl. | شربَنَانِئ | You drank |

1.m.s. and f.s. شربت | I drank
1.m.pl. and f.pl. شربُنا | We drank

Note: When the 3rd person feminine singular or 2nd person masculine plural are followed by hamzat-al-wasl their terminal sukun is replaced by kasra and damma respectively, e.g.

She drank the milk شربت أَلْحِيْب
You drank the milk شربتم أَلْحِيْب

**Negative of the perfect.**

6. The particle م placed before the perfect makes it negative, e.g. "he did not go out", م خرج

**Word Order.**

7. The normal order of a verbal sentence is verb; subject; object: object or predicate. Even in unwovelled Arabic قَتَلَ أَنْجُلَ أَوْلَدَ could only mean "The man killed the child". However, when the subject is indefinite it often follows the predicate, e.g.
A man entered the house  

Concord of Verb and Subject.

8. In an Arabic sentence containing a verb the verb is normally put first. In such sentences (called verbal sentences) the verb is singular when the subject is a noun, even a plural noun, e.g.

The children rode the horses  

They rode the horses  

9. If the subject is singular or dual, the verb follows the grammatical gender, e.g.

The girl went out and the two boys returned  

The boy went out and the two girls returned  

10. If the subject is plural and denotes things or animals, the verb is feminine singular, e.g.

The books arrived  

The mares did not drink the water  

The dogs ate the meat  

11. If the subject is plural and denotes persons, the verb follows the sex (mixed company being masculine) e.g.

The teachers came in and the (female) teachers went out  

The parents (both sexes) were present  

Other concordances may be found but they are archaic.
12. If for any reason the subject precedes the verb, the verb agrees with the subject in number as well as gender, with the proviso that things or animals in the plural (not the dual) are grammatically feminine singular, e.g.

The teachers went in and the lady teachers came out

المعلمون دخلوا ومعلمتان خرجتا

The two dogs killed the sheep

الكلبان قتلا الخروف

The two boys went and the two girls returned

الولدان ذهبوا وألفتتان رجعتا

The dogs and cows ate a great deal

الكلاب والبقارات أكلت شيئا كثيرا

13. In such sentences (called nominal sentences) the subject is usually a definite noun. With an indefinite subject it is normally better to use a verbal sentence (paragraph 7 above).

The Conjunction “And”

14. The word و, which is the commonest way of expressing “and” in Arabic, must be written as though it were a part of the word that follows it, e.g.

The boy and the girl

والولد وألبيت

15. The substitution of في for و either shews a closer connexion (sometimes causal) between what precedes and follows it than would be signified by و, or expresses an order of events, e.g.

He heard and (so) understood

سمع قدس م خدل أصيب فألبيت

The boy entered and then the girl
CHAPTER II

(Word List, Section 1)

EXERCISE 2:

Tenses; The Perfect Active of the Simple Verb;
The Negative of the Perfect; Concord of Verb and Subject:
The Conjunction "And"

جَلَّسَ الْأَوَّلَادُ — دَخَلَ الْفُرْجَةُ وَمَا دَخَلَ — شَربَ حَليباً
وَمَا شَربَ مَا — خَدَمَ الْفَقِيرَانَ — عُقِّدَنَا جَلْسَتُ طَويلَةً
حَضَرَتْ أَجْمَاعَاتٌ قَصِيرَةً — قَلَمُ الْكِلَابِ — عَرَفَنَا
الْمَوْضُوعَ — ذَهَبَ الْآبَاءَ — الْأَمْهَاتُ — أَلْمَعْتُ — ذَهَبُوا
وَالْأَثَّنِيَّةُ جَلَّسُوا — كَبِنُوا الْمُكَانَىَّةَ — حَضَرَمُ الْأَجْمَاعَ
— شَربُوا أَطْهَرَةً — تركُ الْمَكْتَبَةَ طَالِبٌ.

He ate the food. They mentioned the society. You (m.s.) left the house. They (m.du.) did not write the letter. You (m.pl.) killed the big donkey. We rode horses. They (f.pl.) did not go. You (m. and f.du.) drank tea. The boys and girls knew the teacher. I attended long sessions. The woman did not go out. The lady teacher has found the book. A dog drank the water. A politician published the long article. The teacher entered and the pupils stood up. You (f.s.) arrived yesterday.
CHAPTER III

Use of the Accusative and Genitive Cases

The Accusative

The accusative is used for the object of transitive verbs. Other uses will be dealt with in later chapters.

The Genitive

2. The genitive is used after all prepositions, e.g.

To the school إِلَى الْمَرْصَدَة
In the house فِي الْبَيْت
From the office مِنْ أَلْمَكْتُب

3. It is also used for the second of two nouns placed in what is called the “construct state”, which expresses possession. In the construct state the first noun is defined by the fact of its being put in construct: it cannot therefore also be defined by the definite article (but see Chapter XIX), e.g.

The top of the mountain رَأسُ الْجَبَل
The door of the house بَابُ الْبَيْت

4. The only words that may be placed between the governing noun and the following genitive in the construct state are the demonstratives هَذَا, هَذِها, etc. (Chapter V), e.g.
The top of this mountain رأس هذا الجبل
The door of this house باب هذا البيت

5. Thus an adjective qualifying the governing noun must be placed after the governed, e.g.

The poor friend of the minister صديق الوزير الفقير
(This rule is sometimes broken in modern Arabic when the adjective in question goes very closely with its noun, as in مدير عام, "Director-General", but the student should stick to the rule).

6. If there is more than one governing noun in a construct, it is preferable to put one only before the governed genitive and to add the other(s) with the appropriate pronominal suffix (Chapter V), e.g.

The roads, streets and markets of the city (lit. the roads of the city and its streets and its markets)
طرقات المدينة وشوارعها وأسوارها

7. It is sometimes not clear to which noun the adjective in a construct applies, e.g. ذهب إلى صديق الوزير الفقير might mean either "he went to the minister's poor friend" or "he went to the poor minister's friend". This ambiguity can be avoided by breaking the construct and using the preposition ل e.g.

ذهب إلى صديق الوزير الفقير

can only mean "he went to the minister's poor friend"; or by such a circumlocution as ذهب إلى صديق الفقير من أصدقاء الوزير i.e. he went to the poor friend from (among) the minister's friends.

8. Where the governing noun is in the dual or sound masculine
plural it loses its final ن before the following genitive, e.g.

The butcher's two sheep

خُمْصَةَ الْبَيْطَام

For the boys' fathers

لَاوْلِيَةِ الأَوْلَادِ

9. As the governing noun is defined by its inclusion in the construct, the phrase كتاب المعلم means "the teacher's book". In order to render the phrase "a book of the teacher's" it is necessary to use the construction "A book of the books of the teacher".

10. The genitive may also be used for the material of which something is made; the whole of which something is a part; or the purpose for which something is used, e.g.

A piece of cloth

قطعة قماش

The iron gate

باب الحديد

A cup of tea or a tea cup

قِنْجَان شاهي

Note that in this usage the first noun is not made definite by being put before the second (c.f. paragraph 3 above): whether or not its meaning is definite depends on whether or not the second is defined. These are in effect compound nouns.
CHAPTER III

EXERCISE 3:

Use of the Accusative and Genitive Cases

The professor wrote a very long letter. I asked the ambassador’s servant for the old books. You (f.s.) took one of the newspapers from the president’s office. They went to a distant village. We searched for the baker’s son. The carpenters of the village are few. The gardens of the minister’s big houses are very beautiful. She took the books from the Mayor’s (the head of the municipality’s) son. The road from here to the sea is very short. The senator’s parents owned the town’s large coffee houses. The restaurant is near the main street of the village. The Ambassador held the council’s annual session in the Embassy library.
CHAPTER IV

Collectives; Plurals; قَاطِض etc.;
Relative Adjectives; Nouns of Time, Place and Instrument; Diminutives

Collectives

There are many words in Arabic that are collective in meaning, e.g. “trees”, شَجَرَة; “apples”, فَطَح. The singular of most of these collectives is formed by adding ة, e.g. “a tree”, شَجَرَة; and from this a plural can also be formed (sometimes sound, sometimes broken) which is used when referring to a definite number rather than to the object in general. Some collectives have both a sound and a broken plural, e.g. trees, which has which is used when referring to a definite number of trees and which is used to denote trees of several sorts as opposed to trees in general. In some cases, such as “horses”, خِيل, “flocks”, عَنَم, and “camels”, إِنْي, no singular is found.

2. Collectives are masculine where the object is inanimate, feminine where it is animate but has no singular, and common where it is animate and has a singular form, e.g.

Sweet apples

Many horses

Many bees

15
Plurals

3. Most nouns and many adjectives have broken plurals. These plurals are formed on various patterns, which are given in Appendix B. The broken plurals of adjectives may be used with nouns denoting male and female human beings. Examples are:

- River  رIVER\textsuperscript{plural} رقَبَة or رقَبَة
- Month  شه\textsuperscript{plural} شهور or شه\textsuperscript{plural}
- Town  بل\textsuperscript{plural} بلدة
- City  م\textsuperscript{plural} مدينَة

4. It is necessary to learn the appropriate plural(s) of each word individually.

5. Broken plurals referring to other than human beings are grammatically feminine singular. However, even the broken plurals of nouns denoting human beings are sometimes found qualified by feminine singular adjectives (c.f. Chapter I, paragraph 11), e.g.

\text{The light infantry}  آل\textsuperscript{collective} المشاة الخفيفة

where  المشاة is thought of as a collective.

\text{e.g.} قاضٍ

6. Definite nouns and adjectives that end in ي preceded by kasra (e.g. “the judge”, قاضٍ) replace the ي in the nominative and genitive singular of the indefinite by tanwin of kasra, e.g.

\text{A judge (nom. and gen.)} قاض

The accusative is formed regularly, e.g.
The 


 is retained when the noun is definite, but there is no terminal vowel to indicate the nominative or genitive cases, e.g.

The judge (nom. and gen!)

(acc.)

The judge of the city

7. Many broken plurals are of similar pattern, e.g.

Lands

Coffee-houses

Nights

except that in the indefinite accusative they take the form 

, etc.

8. Most nouns of the pattern 

 are active participles (see Ch. XI) and so may be used as nouns or as adjectives. They may have a feminine form (e.g. 

) and may be given the sound masculine and feminine plurals. When used as nouns they have broken plurals, e.g.

The judges

Relative Adjectives

9. An adjective may be formed from a noun by the addition of 

 to its singular, e.g. 

, "wood"; 

, "wooden". If the noun ends with 

this is dropped, e.g. 

, "nature"; 

, "natural".
Note that the د of the relative adjective takes the normal three case endings because the tashdid makes it behave like an ordinary strong letter (Introduction, paragraph 2 «b»).

10. The feminine form of the relative adjective is often used as an abstract noun, e.g. /gin, "socialist"; ُدشِر، "socialism".

**Nouns of Time and Place**

11. The prefix ُدشِر is used to form nouns denoting the place or time at which an action occurs. The patterns ُدشِر and ُدشِر occur, e.g.

- Entrance ُدشِر
- Factory ُدشِر
- Appointment, appointed time or place, rendezvous ُدشِر
- Time or place of rising (of stars, etc.) ُدشِر
- School ُدشِر

**Nouns of Instrument**

12. The prefix ُدشِر is used to form nouns of instrument. The patterns ُدشِر, ُدشِر, or ُدشِر occur. The dictionary will tell you which is used for a given root, e.g. ُدشِر, "broom"; ُدشِر, "key"; ُدشِر, "file".
**Diminutives**

13. Diminutives are formed by changing the vowelling of the first syllable of a noun to (ٛ) and of the second to the diphthong ١، e.g. 

١، "a little mountain"; ٧، "a little child".

14. Where the second syllable contains a long vowel this changes to ٠، e.g.

<table>
<thead>
<tr>
<th>Small</th>
<th>صغير</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very small</td>
<td>صغیر</td>
</tr>
<tr>
<td>A book</td>
<td>کتاب</td>
</tr>
<tr>
<td>A little book</td>
<td>کتاب النجح</td>
</tr>
</tbody>
</table>

15. In nouns with four letters the vowel on the third radical is changed to (ٛ)، e.g. 

٢، "little scorpion", from ٢، "a scorpion", or to ١، if the vowel it replaces is long, e.g. "a garden", ٢، "a small garden", ٢، "بستان".
The olive tree is short and the palm tree is very high. I ate a big fish. The government of the kingdom is in the hands of the king. The judge of the city is absent. The minister owned many cafés and much land. The professor held the annual session of the council in the society's office. We left the mountain village at the end of last month. The library of the city is near the gardens. The workers' demands are many. The entrance to the Prime Minister's office is beautiful. A man sat on a chair in the restaurant and asked for a cup of tea. The clerk of the society went out through the main exit. A servant killed the little dog.
CHAPTER V

Personal Pronouns; Pronominal Suffixes and Possessive Pronouns; Demonstrative Pronouns

**Personal Pronouns**

1. The personal pronouns in the nominative case are:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>أَنْتُ</td>
<td>You (m. s.)</td>
</tr>
<tr>
<td>They (m. du.)</td>
<td>أَنْتُمَا</td>
<td>You (m. du.)</td>
</tr>
<tr>
<td>They (m. pl.)</td>
<td>أَنْتُمُونَ</td>
<td>You (m. pl.)</td>
</tr>
<tr>
<td>She</td>
<td>أَنْتُهَا</td>
<td>You (f. s.)</td>
</tr>
<tr>
<td>They (f. du.)</td>
<td>أَنْتَهُمَا</td>
<td>You (f. du.)</td>
</tr>
<tr>
<td>They (f. pl.)</td>
<td>نَحْنُهُمَا</td>
<td>You (f. pl.)</td>
</tr>
<tr>
<td>I</td>
<td>أَنَا</td>
<td>We</td>
</tr>
</tbody>
</table>

2. In the accusative and genitive cases they are suffixes added to words as follows:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m. s.</td>
<td>أَنْتُ</td>
<td>2. m. s.</td>
</tr>
<tr>
<td>3. m. du.</td>
<td>أَنْتُمَا</td>
<td>2. m. du.</td>
</tr>
<tr>
<td>3. m. pl.</td>
<td>أَنْتُمُونَ</td>
<td>2. m. pl.</td>
</tr>
<tr>
<td>3. f. s.</td>
<td>أَنْتَهَا</td>
<td>2. f. s.</td>
</tr>
<tr>
<td>3. f. du.</td>
<td>نَحْنُهُمَا</td>
<td>2. f. du.</td>
</tr>
</tbody>
</table>
Suffixed to nouns they are considered to be in the genitive case (i.e. in construct) and are equivalent to the possessive pronouns in English, e.g.

His office

Suffixed to verbs they are considered as direct objects in the accusative case, e.g.

He took it

They may also be suffixed to prepositions, e.g.

From them

Notes:

(a) With verbs and the prepositions عن and من the first person singular suffix ي becomes ن, e.g. حني، تركبي، يه.  

(b) The suffixes هم، هما، هو become هم، هم، هما when preceded by ي or a kasra, e.g. كتايسهم، كتاهه.

(c) كم and كي become هم and هم when followed by hamzat-al-wasl, and هيم should become هيم. There is tendency, presumably on grounds of euphony, to make the vowel of elision a kasra with هيم but the damma is the vowel used in the Qur’an.

(d) When a suffix is added to the second person masculine
plural of the perfect tense, the ending تَمُّومُ becomes تَمُومُ، e.g.

You taught us علماء

(e) When a suffix is added to the third person masculine plural of the perfect tense the final alif is dropped, e.g.

They drank it شربوها

(f) When a suffix is added to the dual or the sound masculine plural of a noun the final ن is dropped (c.f. Chapter III, paragraph 9), e.g.

Their teachers علموهُم

Our two teachers (acc. and gen.) علمائينا

(g) The letter ي is the “strongest” of the weak letters (c.f. Appendix D, paragraph 4 «c»), and when it is used as the first person singular suffix it dominates the preceding vowel, which becomes a kasra no matter what the case, e.g.

My boy وايُ

With me معي

(h) The suffix ي becomes ي when preceded by ي or ي، and in the latter case the two letters are assimilated under a shadda, e.g.

My two hands (nom.) يدَي

My two hands (acc. and gen.) يدَي
(i) Where the first person singular suffix يّ is added to a sound masculine plural from which the ن has been dropped in accordance with note (f) above, the preceding و in the nominative is replaced by a يّ, e.g.

My teachers (nom.) مُعَلِّمٍ does not differ from.

My teachers (acc. and gen.) مُعَلِّمٍ

(j) Whenever a suffix is added to a word ending in يّ (alif maqṣura) this alif is written as a long alif, e.g.

The young man الفتى

but Her young man فتى

He protected him حماه (from حميّ, to protect)

(k) Whenever a suffix is added to a preposition ending in alif maqṣura, this alif maqṣura changes into the diphthong يّ e.g.

to إلى on على

to me إلى يّ on it عليه

(l) The preposition لّ becomes لّ with all suffixed pronouns except the first person singular, e.g.

لا تَ ، لّ ، لّكّ etc.

3. Pronouns are often used for emphasis, and to avoid ambiguity in sentences that have no verb, e.g.

She loves me (not anybody else) تَحبّيّي أنا
The minister is the spokesman

4. بِينَ، "between", must be used twice if either part of the phrase is a pronoun, e.g.

Between the minister and the employee وَالْمُوظِّف

Between the minister and us وَنَا

Between you and me وَنَا

5. إِبَا with an attached pronominal suffix forms an independent accusative pronoun:

<table>
<thead>
<tr>
<th>Case</th>
<th>1. s.</th>
<th>1. pl.</th>
<th>2. m. s.</th>
<th>2. m. du.</th>
<th>2. m. pl.</th>
<th>2. f. s.</th>
<th>2. f. du.</th>
<th>2. f. pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.</td>
<td>إِبَايْنَى</td>
<td>إِبَايْنَا</td>
<td>إِبَاكَمَا</td>
<td>إِبَاكَمُنْ</td>
<td>إِبَاكُمْ</td>
<td>إِبَاكُنْ</td>
<td>إِبَاكُمُ</td>
<td>إِبَاكمُنْ</td>
</tr>
<tr>
<td>du.</td>
<td>إِبَاهُمْ</td>
<td>إِبَاهِمُ</td>
<td>إِبَاكِمَا</td>
<td>إِبَاكِمُنْ</td>
<td>إِبَاكُمْ</td>
<td>إِبَاكُنْ</td>
<td>إِبَاكُمُ</td>
<td>إِبَاكمُنْ</td>
</tr>
<tr>
<td>pl.</td>
<td>إِبَاهُمْ</td>
<td>إِبَاهِمْ</td>
<td>إِبَاكِمَا</td>
<td>إِبَاكِمُنْ</td>
<td>إِبَاكُمْ</td>
<td>إِبَاكُنْ</td>
<td>إِبَاكُمُ</td>
<td>إِبَاكمُنْ</td>
</tr>
<tr>
<td>s.</td>
<td>إِبَايْنَى</td>
<td>إِبَايْنَا</td>
<td>إِبَاكَمَا</td>
<td>إِبَاكَمُنْ</td>
<td>إِبَاكُمْ</td>
<td>إِبَاكُنْ</td>
<td>إِبَاكُمُ</td>
<td>إِبَاكمُنْ</td>
</tr>
</tbody>
</table>

These forms are employed:

(a) When two pronominal suffixes are needed with the same verb, e.g.

He taught her it

He killed him and her

(b) as the object of a verbal noun, e.g.
Because of his killing her

(c) when a transitive verb requires a direct and indirect object both of which are pronouns. In such a case either of the following is possible:

He prepared it for me  利إِيْهَا حَصْرَتُ لي  or  حَصْرَتُ لي إِيْهَا

Note that إِيْهَا replaces the direct object. It cannot be used to replace the indirect object ( لِي in the above sentence).

(d) for emphasis with verbs that take a direct object, e.g.

I served him  إِيْهَا خَدَمَتُ

The Demonstrative Pronouns

6. The demonstrative pronouns are:

Singular: "This", all cases, masc.  هذَا

» » » , fem.  هذِه

Dual: "These two", nom. masc.  هذَاان

» » acc. and gen. masc.  هذِين

» » uom. fem.  هذَاان

» » acc. and gen. fem.  هذِان

Plural: "These", all cases, masc. and fem.  هؤلاء

Singular: "That", all cases, masc.  ذَلِك

» » » fem.  ذَلِك
Dual: "Those two", nom. masc.
   » acc. and gen. masc. دَنيَّكَ
   » nom. fem. تُنَّكَ
   » acc. and gen. fem. أُنِّكَ

Plural: "Those", all cases, masc. and fem. أَوْلَكَ

Notes:
(a) With nouns denoting things and animals in the plural the feminine singular forms يُلُكَ, هُمْ, are used (c.f. Chapter I, paragraph 11).

(b) Where the demonstrative is used to define a noun the noun follows it and is definite, e.g. "this man", هُذَا رَجُلٌ. If in this sentence the noun had not been defined the meaning would have been "this is a man", هُذَا رَجُل. In order to produce the meaning "this is the man" a personal pronoun agreeing with the subject in number and gender is inserted between the demonstrative and the noun and the latter is made definite (see paragraph 3 above), e.g.

These are the teachers هُوَلاَهُمُ الْمَلَكُوُنَ

Those are the two girls كُلَّانِكَ هُمَا الْبَيْتَانِ

(c) In order to describe a noun that is in construct, the demonstrative is put after the whole phrase, e.g.

"this minister of the government", وَزِيرُ الْهُكْمَةِ هَذَا

(هَذَا وَزِيرُ الْهُكْمَةِ) means "this is the minister of the government";

"this teacher of the girl", مَعِلَمَةُ الْبَيْتِ هَذِهِ
"this book of yours",  
**هذا كتابك**  
( **هذا**  
means “this is your book”  
)  

Sometimes the pronoun is inserted for emphasis in sentences of the latter pattern, e.g. “**this is your book**”,  
**هذا هو كتابك**.
EXERCISE 5:

Personal Pronouns; Pronominal Suffixes and Possessive Pronouns; Demonstrative Pronouns

I am present and my sister is absent. You (f. s.) are a teacher in our village. They are ambassadors in your kingdom. The little girl knew the cow by its eyes. Your (f. pl.) old books are in this library.
They (m. pl.) looked for you today and did not find you (m. pl.). I asked those two boys for the book. These letters of yours (m. s.) arrived two days ago. The coffee-houses are near the sea. Those demands of yours (m. pl.) are always in the daily newspapers. Those men are rich and those women are poor. You (f. pl.) put the table in his room. My teachers (m. pl.) left us in the street and went home (to the house). These are difficult times. She collected these things from her old house. They (m. pl.) mentioned it at their meeting. The girl went with the student's mother. They held a meeting with the minister and his friends in their coffee-house. My teacher taught me it.
CHAPTER VI

The Nouns أَبُّ، أَخُ etc.

In the nouns:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>أَبُّ</td>
<td>أَبَّانٍ</td>
<td>أَبُّانٍ</td>
</tr>
<tr>
<td>Brother</td>
<td>أَخُ</td>
<td>أَخَانِ</td>
<td>أَخَانِنِ</td>
</tr>
<tr>
<td>Father-in-law</td>
<td>أَخَا</td>
<td>أَخَانِ</td>
<td>أَخَانِنِ</td>
</tr>
</tbody>
</table>

the letters, ٍ, ُ, ٌ and يُ replace the ordinary case endings in the singular when followed by a genitive, and the words are then written أَبُّ (nom.), أَخَا (acc.), and أَخَا (gen.), e.g.

He struck the boy’s brother ُلِبَ أَخَا أَبُّهُ

He went to the President’s father ُلُب إِلَى أَبِ أَرْضَ

The dual and plural behave regularly in all respects, e.g.

She taught his two brothers ُلُمُت أَخَانِهِ

I spoke with their fathers (p.l.) ُكَلَمْتُ مَعَ أَبَائِيْنِ

2. When the possessive pronouns are suffixed the long vowels are retained except in the first person singular (see Chapter V, paragraph 2, Note «g»), e.g.

Her father (nom.) أَبُوْهَا

Your (m. pl.) brother (acc.) أَخَاكُمْ

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His father-in-law (gen.)

My father nom.
My brother acc. gen.

3. The word "possessor, owner", ّعوأ, resembles ٍعٍأ and in the masculine. It also has a feminine form. Its full declension is as follows.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ذو</td>
<td>ّذاتٍ</td>
</tr>
<tr>
<td>Acc.</td>
<td>ذا</td>
<td>ّذاتٍ</td>
</tr>
<tr>
<td>Gen.</td>
<td>ذي</td>
<td>ّذاتٍ</td>
</tr>
<tr>
<td>Dual</td>
<td>ذوٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Nom.</td>
<td>ذوٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Acc.</td>
<td>ذويٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Gen.</td>
<td>ذويٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Plural</td>
<td>ذوٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Nom.</td>
<td>ذوٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Acc.</td>
<td>ذويٍ</td>
<td>ّذوّاتٍ</td>
</tr>
<tr>
<td>Gen.</td>
<td>ذويٍ</td>
<td>ّذوّاتٍ</td>
</tr>
</tbody>
</table>

ذو is used only in construct (and in the singular and dual with nouns only, not with suffixes). When ذو and the noun it governs
form a compound adjective the noun should agree in definition with the noun being described, e.g.

Of importance  

A learned man  

The learned man  

A two-legged beast

4. The word "mouth", فمُُ (plural أَفَوَآء) is irregular in that it has an alternative set of case endings for use in construct only, in which the م is replaced by the letters و, و, and ي, i.e.

nom.  

acc.  

gen.  

e.g. The child's mouth

These forms are archaic, however. In everyday writing and speech the word فمُُ is used with normal case endings whether in construct or not, e.g.

The child's mouth is big

The father opened the child's mouth

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CHAPTER VI

EXERCISE 6:

The Nouns أبُ، أخُ etc.

Her brother teaches in our town. My brother was absent from school today. His father came to us and asked us for his letter. My father wrote it to me. We taught him and his brother. She did not mention the subject to her brother, so we discussed it with him. He got in touch with their father. The servant asked their brothers for a drink. Good mares have (ذو) long legs. The boy has a (ذو) a big head.

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CHAPTER VII

The Interrogative: The Vocative; “All”, “Some” and “Both”

The Interrogative

A sentence can be made interrogative by introducing it by ﺟُوٓ or ﺟُوٓ، except that ﺟُوٓ is not ordinarily used in a sentence that starts with a word beginning with hamzat-al-wasl, and that ﺟُوٓ is not ordinarily used with a negative question, e.g.

Did you open the door? ﺟُوٓ ﺟُوٓ ﺟُوٓ؟

Did you open the door?

Is the book on the table? ﺟُوٓ ﺟُوٓ ﺟُوٓ؟

Did you not ask him?

أَما سَأَلْتَهُ؟

2. The particle ﺟُوٓ asks the question about the word immediately following it, e.g.

Did you open the door? ﺟُوٓ ﺟُوٓ ﺟُوٓ؟

Did you open the door?

Did you open the door?

Note.

In the second example ﺟُوٓ is used, for emphasis, with a hamzat-al-wasl, which is elided.

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3. ﺩِإ‍ ﺮَأِإ‍ ﻨَأ‍ may combine with the negative particle ﻻ ﺮَأِإ‍ ﻨَأ‍ to form ﺩِإ‍ ﺮَأِإ‍ ﻨَأ ﻦَّم‍ which introduces the question "Why did not...?", e.g.

Why did you not come? ﺩِإ‍ ﺮَأِإ‍ ﻨَأ ﻦَّم‍ حَضَرَت‍؟

4. In addition there are various interrogative pronouns and adverbs. The following are indeclinable:

Who, whom? ﻢَن ﻢَن
What? ﻢَدَأ‍, ﻢَدَأ‍ (مَدَأ ﻢَدَأ) is used mainly before verbs, which helps to avoid confusion with the negative use of ﻢَأ ﻢَأ).

Why? ﻞِمَدَأ‍, ﻞِم ﻞِم ﻞِم
Where? ﺑَأ‍ ﺑَأ ﺑَأ
When? ﻢُمِّي ﻢُمِّي ﻢُمِّي
How? ﻦِتِّي ﻦِتِّي ﻦِتِّي
How many? ﻮُم‍ ﻮُم‍ ﻮُم‍ followed by an indefinite singular accusative, e.g. How many sisters have you? ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم
How much ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم ﻮُم 
Whose? ﻢَن ﻢَن, or ﻢَن ﻢَن in construct, e.g.

Whose is this book? ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن 
Whose son are you? ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن ﻢَن 

5. "Which", ﺕَأ ﺕَأ (m.) and ﺕَأ ﺕَأ (f.) is declinable. It is used either with definite plural, indefinite plural, or indefinite singular nouns in the genitive, or with ﻢَأ ﻢَأ, e.g.
Which teacher attended the meeting?

أي معلم حضر الاجتماع؟

Which of the teachers attended the meeting?

أي المعلمين حضروا الاجتماع

Which teachers attended the meeting?

أي المعلمين حضروا الاجتماع

Which meeting did you attend?

أي الاجتماع حضرت

Which of the girls did you know?

أي من البنات عرفت

6. أي and أيَا mean "any" if they are not interrogative, e.g.

From any book

من أي كتاب

In any case (state of affairs)

في أي حال

The Vocative

7. The vocative particles in Arabic are يا and أيَا (f. أيَا )

8. يا is followed by a noun in the nominative case without either tanwin or definite article, e.g.

O director

يا مدير

O aunt

يا حالة

O Jerusalem

يا قدس

O teachers (m.)

يا معلمون

O you two boys

يا ولذان

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Where the noun addressed is defined by a following genitive (i.e. is in the construct state) it is put into the accusative case, e.g. “Your Excellency”, بِسَمَتِ الْإِلْهَ‌. This accusative is occasion-ally found even where there is no introductory particle, e.g.

O sons of my country بَنِي وَطِنِّي (from بَنِونَ)

9. آبَاهَا and آبَيْنِي are followed by the noun in the nominative case but with the definite article, e.g.

O men آبَیْنِي الْجَانَانَ

O teachers (f.) آبَیْنِي الْمَعَالِمَاتُ

آبَاهَا cannot be followed by the construct state.

10. يا and آبَهَا or آبَيْنِي are often used in combination. يا is then always placed first and the noun is governed by the rule for آبَهَا, e.g.

O aunt يَآبَیْنِي الْحَالَةُ

“All” and “Some” بَعْضُ – جَمِيعُ – كُلُ

11. “All” is generally rendered by كُلُ, which is a noun meaning “the whole”. It is used in four ways:

(a) followed by an indefinite noun in the genitive singular, when it means “each”, “every”, e.g.

Each man كُلُ رَجُل

Every city كُلُ مدِينة
(b) followed by a definite noun in the genitive singular, e.g.

All the wood  
كلُّ أَلْحَشَبَ

The whole world  
كلُّ الْعَالَمِ

(c) followed by a definite noun in the genitive plural, e.g.

All the birds  
كُلُّ الطِّيْورَ

All the small chairs  
كُلُّ أَلْكَرِيْبِيَّاتِ الصَّبِيرَةِ

(d) alone, with the article or occasionally without it, when it mean “everybody”, or “everything”, e.g.

This is known to everybody  
هذَا مَعْرُوفٌ عَنْ أَكْلِكُ

12. جَمِيعُ is a frequent synonym of كُلُّ in senses (c), and (d) above, and بَعْضُ is used in similar constructions to mean “some”, e.g.

Sometimes  
فِي بَعْضٍ مُنْ أَلْوَقَاتِ

They killed one another  
فَقَتَلَ بَعْضُهُمُ الْبَعْضُ (أو بَعْضَهَا)
(lit: some of them killed others of them)

They feared one another (f.pl.)  
حَافَتْ بَعْضُهُمْ مِنْ أَلْبَعْضِ (أو مِنْ بَعْضِهَا)

13. In senses (b) and (c), جَمِيعُ and بَعْضُ may follow a noun and have a pronoun suffixed to them referring to that noun, e.g.

All the men came  
جَاءَ أَلْجَالُ كُلُّهُمُ

In all these countries  
فِي هذِهِ الْبَلَدَانَ كُلُّهَا (أو جَمِيعَهَا)

He visited some of the cities  
زَارَ أَلْمُدِينَ بَعْضَهَا
14. كُلُّ (not جَمِيع) followed by مِن means "each one of....", e.g.:
Each of the children ate an apple

أَكَلَّ كُلُّ مِنَ الْأَوْلَادِ قَلْحَةً

15. جَمِيع and بَعْضُ are declinable. Since they are grammatically masculine singular a verb preceding them might be expected to be masculine singular. In fact the sense usually decides the gender of the preceding verb, and after them the logical gender and number are followed, e.g.

All the girls went and took their books with them

ذَهَبْتُ كُلُّ الْبَنَاتِ وَأَخْذَتْ كُلُّهُنَّ مَعَهُنَّ

Some of the ministers sat down

جَلَسَ بَعْضُ الْأَسْرَاءِ

All their plans succeeded

تَحْتَ جَمِيعُ مَشْارِئِهِم

He listened to all the children present

إِسْتَمَعَ إِلَى كُلُّ الْأَوْلَادِ أَلْحَاضِرِينَ

The same applies to a number of words with similar meanings, such as كَلَّا, "all (of)", and أَغْلِيْة, "(the) majority (of)".

"Both"

16. كُلَّا (feminine كُلَّة), "both", can be used only in the construct state. It is indeclinable with nouns but declinable (on the regular dual pattern) with pronouns, e.g.

Both the men

كَلَّا الْجَمِيْهِينَ

Both the schools

كُلَّةَ الْمُدْرَسَتَيْنَ

In both countries

في كُلَا الْبَلَدَيْنَ

In both of them

في كُلَّيْمَا
I knew both of them

I knew both of them

or كلاً كلاً are normally singular (on the basis that "both of them" means "each one of them"), e.g.

Both boys are tall كلاً أطول من طويل

Both the trees are big كلاً أضخم من كبيرة
CHAPTER VII

EXERCISE 7:

The Interrogative; The Vocative; “All”, “Some” and “Both”.

Did you (m. s.) find an important post during your visit to France last month? What are the relations between you and your father?
Which universities have established relations with universities in foreign countries? With whom did they (f. pl.) return home from the market? Which servant worked for (served) you last year? Are some of the journalists present at the meeting of this council? Why did the authorities forbid both the foreign correspondents to enter the country? Which of the subjects did you not understand? Both these books are very expensive. Are the drinks ready? Are all these delegates experts? Whose carpet is this? O king of the Arabs, I and my friends are your servants. O fathers and mothers, did you not hear anything about your children? From whom did you (f. s.) hear the news? Has he opened all the doors? No, he has opened some of them. Some of the pupils visited each other. O my aunt!
CHAPTER VIII

Diptotes: The Comparative and Superlative of Adjectives

Diptotes

Some Arabic nouns and adjectives, called diptotes by European grammarians, do not take tanwin and have only two case-endings when they are indefinite: ( ) in the nominative and ( ) in the genitive and accusative, e.g.

Idle  
Schools (nom.)  
( )

( )

( )

In (some) schools  
في مدارس

When they are defined, whether by the definite article or by being put in construct, they take the usual three case-endings, e.g.

In the schools of the city  
في مدارس المدينة

In an unwovelled text, therefore, the only occasion on which a diptote will "show" is in the accusative indefinite, e.g.

He built schools  
بني مدارس

A list of the categories of words that are diptotes is in Appendix C.

2. A few nouns and adjectives are not declined at all. The commonest are those ending in ى (alif maqṣura), e.g.

A coffee-house (all cases)  
مقهى

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The coffee-house (all cases)  

A stay or sojourn (all cases)

Where the alif maqṣūra is the final root letter of the word (as in مَسْتَي above) it carries tanwin of fatha when it is undefined.

Where the alif maqṣūra is an added letter (as in سَكْنَة above) it does not.

3. There are also many indeclinable proper names.

*The Comparative and Superlative.*

4. The comparative form of the adjective is of the pattern أَفْعَلُ، and is the same for all genders and numbers. All comparatives are diptotes, e.g.

Good  

حسنَ   

Better  

أَحْسَنُ   

He is better than his brother  

هو أَحْسَنُ مِنْ أَخِيه  

She is better than her sister  

هي أَحْسَنُ مِنْ أَختِهَا  

In better times  

في أَوَّلَاتِ أَحْسَنَ

5. The superlative is formed by making the comparative definite, either by putting it in construct, or by adding the definite article, e.g.

The smallest  

الأَصْغَرُ  

The smallest boy  

أَصْغَرُ الْأَوْلَادِ  

الأَوْلَادُ أَصْغَرُ
though where the context requires it a defined comparative may still have a comparative meaning, e.g.

The boy who is older than his sister

6. The patterns وأصغر الأولاد and وأصغر البنات may always be used regardless of gender, e.g.

The smallest girl

For this reason the student need never use the constructions described in paragraph 8 to 10 below, though he will need to be able to recognise them.

7. Some superlatives have a feminine form of the pattern الفعل.
The commoner of these are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأكبر</td>
<td>الأكبرُ</td>
<td>The largest</td>
</tr>
<tr>
<td>الصغير</td>
<td>الصغرى</td>
<td>The smallest</td>
</tr>
<tr>
<td>الأعلى</td>
<td>العلیا</td>
<td>The highest</td>
</tr>
<tr>
<td>الأأثنى</td>
<td>الدنیا</td>
<td>The lowest</td>
</tr>
<tr>
<td>الأول</td>
<td>الأولُ</td>
<td>The first</td>
</tr>
<tr>
<td>الأولى</td>
<td>الفیصلََ</td>
<td>The best</td>
</tr>
<tr>
<td>الأأحسنُ</td>
<td>العظمى</td>
<td>The greatest</td>
</tr>
<tr>
<td>الأأقصى</td>
<td>القَصوى</td>
<td>The farthest</td>
</tr>
<tr>
<td>الأأطولُ</td>
<td>الطولى</td>
<td>The longest</td>
</tr>
</tbody>
</table>
8. In expressions of the pattern الْبَنَّى أَصْغَرَى (i.e. a feminine noun followed by a superlative, each defined by the definite article) the feminine form of the superlative must be used if it exists. If it does not exist, the masculine form may be used, e.g.

The smallest island الجَزِيرَة أَصْغَرَى

The most beautiful girl البَنَّى أَجْمَلَى.

9. The feminine form may also be used before a genitive plural provided the latter is defined, e.g.

The smallest (sing.) of the girls صَغْرَى أَبْنَاتٍ.

10. Superlatives are sometimes found in the sound masculine and feminine plurals. These are normally only used in the following pattern:

They are the best teachers أَفْضَلُونَ أَلْمَعَّاْنُ

The smallest girls البَنَّات أَصْغَرَاتٍ.

11. Like the masculine singular superlative (paragraph 4 above), the feminine singular and masculine and feminine sound plurals may stand on their own with the definite article if the noun to which they refer has already appeared or is clearly understood, e.g.

She is the smallest (or youngest) أَصْغَرَى.

They are the best (men) أوْفِضَلُونَ أوْمَعَيْنُ.

They are the smallest (or youngest) (women) أَصْغَرَاتِ.

12. Some superlatives have broken plurals. Usually their meanings are idiomatic and should be learnt individually, e.g.

They are the great men of the party أَكَابِرُ أَلْيَزِبٍ.
The high seas

13. Where an adjective (or a participle used as an adjective) is of a form that does not permit a comparative of the pattern الفعل أَكْثَرُ أَشْدُدُ، the comparative is formed by using أَكْثَرُ or أَشْدُدُ with a noun (usually a verbal or abstract noun) in the accusative, e.g.

His school is more advanced than mine

مَدْرَسَتُهُ أَكْثَرُ تَقدِّمًا مِنَ مَدْرَسَتِي

He is more industrious than I am

هو أَكْثَرُ آثِبَيْدًا مِنِّي

The superlative is formed by adding the definite article to the comparative or by putting it in construct, e.g.

They are the most industrious

هم أَكْثَرُ آثِبَيْدًا

My sister is the most industrious pupil

أخي أَكْثَرُ آثِبَيْدًا مِنْ أَختِي

On the same patterns the comparative "less" can be formed by using أَقْلُ، e.g.

She is less frank than her sister

هي أَقْلُ فَرَاحَةٌ مِنْ أَختِي

(For this use of the accusative see also Chapters IX and XVIII).

14. The above constructions are to be preferred to the more colloquial usage in which أَكْثَرُ (or an equivalent) is placed after the adjective, e.g.

His school is more advanced than mine

مَدْرَسَتُهُ مَتَقدِّمَة أَكْثَرُ مِنَ مَدْرَسَتِي

15. Adjectives of colour or defects are of the form الفعل، e.g.
<table>
<thead>
<tr>
<th>Color</th>
<th>Masculine</th>
<th>Dual</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>أحمر</td>
<td>آحمراً</td>
<td>أحمراً</td>
</tr>
<tr>
<td></td>
<td>Mensuelle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>أسود</td>
<td>أسودان</td>
<td>أسودان</td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>أبيض</td>
<td>أبيضان</td>
<td>أبيضان</td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lame</td>
<td>أعمى</td>
<td>أعميان</td>
<td>أعميان</td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blind</td>
<td>عمي</td>
<td>عميان</td>
<td>عميان</td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparative of such adjectives is formed by using أَشَدُّ, e.g.

- A whiter house: بِيَتُ أَشَدُّ بِيَضًا
- A redder house: بِيَتُ أَشَدُّ حُرَّة
- The deafest teacher: المُعْلِمُ أَشَدُّ عَرْشًا

Apart from the common exceptions “whiteness”, بِيَضُّ, and “blackness”, أسودُ, the verbal nouns for the colours are on the form فعل, and for the defects on the form فعل.

16. Where a subject is compared to itself in some respect a pronoun has to be suffixed to the من, e.g.
Beirut is more Western than Eastern

The weather to-day is better than (it was) yesterday

17. The nouns خير, “good”, and شر, “evil”, are used as comparatives and superlatives without change of form, e.g.

Prayer is better than sleep

He is one of the worst pupils

The government adopted the best policy

Neither خير nor شر has a feminine form.
CHAPTER VIII

EXERCISE 8:

Diptotes; The Comparative and Superlative of Adjectives

We discussed difficult subjects. He did not listen to the lazy pupils. The Minister of Public Works put many questions to the council.
The facts appeared from the government's declarations. O women, why are you sad? The President lived in the White House. The Mayor is tired after the long session. Her eyes are blacker than her brother's. The ambassadors lived in old residences. This is the most important of the new arrangements. He set up a more liberal government. The inhabitants of this house are blind. The weather today is colder than yesterday. From my point of view the execution of these arrangements in winter is more difficult than in summer. The lame girl is kinder than her sister. They are more intelligent than last year's students, thank God. The ambassador's daughter is the most beautiful lady in the room. The light is strongest on the eastern wall. The busiest dignitaries are members of the municipality.
CHAPTER IX

Adverbs

Arabic has few adverbs as such. An adverb is usually an adjective or noun in the accusative, e.g.

He wrote to me officially

\[
\text{كَتَبَ لِي رَسْمِيَّا}
\]

He went immediately

\[
\text{ذَهَبَ حَالَّا}
\]

2. There are accusatives of time (ظرف زمن)، place (ظرف مكان)، manner (حَالُ)، reason (المَعْنُوْلِ لِأَجْلِهِ) and specification (الْمُنْتَبِهِ)، and they are in answer to questions asking when, where, how, why and in what respect, e.g.

He went in the morning

\[
\text{ذَهَبَ صَبَاحًا}
\]

They assembled outside the house

\[
\text{إِجْتَمَعُوا خَارِجَ الْبَيْتِ}
\]

He returned sadly

\[
\text{رَجَعَ حَزِينَا}
\]

The army advanced in accordance with the general’s policy

\[
\text{مُثْمَدَ الْجَيْشُ تَنْفِيذًا لِسَيْاسَةٍ الْفَرْيقِ}
\]

He is more (in respect of) understanding

\[
\text{وَهُوَ أَكْثَرُ فَهْمًا}
\]

3. Two common adverbs with a nominative form are بعد، “yet”, and حسب or فحسب، “only”, e.g.

He has not gone yet

\[
\text{مَا ذَهَبَ بَعْدً}
\]

53
He understood not only easy the subjects but the difficult ones as well.

4. Some indeclinable particles are also used as adverbs, e.g.

Only

قَطْ

Thus

هَكَذَا

e.g. The man is only a poor scholar

إِنَّا أَلَٰحَلَ عَالِمَ فَقِيرٌ

He has not left his country finally; he has only gone abroad for a short visit

مَا تَرَكَ بَلَدَهُ بِهِ بَيْنَهَا إِنَّا سَافَرْنَاهُ إِلَى الْبَرْجِ فِي رِبَاطٍ قَصِيرٍ

He has written only one book

كَتَبَ كَتِبًا وَأَحِدَّ فَقِطْ

Is that the way you eat your food?

أَمْكُنَّكَ تَأْكُلَ الْطَّعَامَ ؟

5. Often an adverb in English will become a prepositional phrase in Arabic, e.g.

He easily solved the problem

(literally with ease)

حلَّ الْمَسْأَلَةَ بِسُهُوَلَة

6. Further adverbial usages are given in Chapters XII and XVIII.
The journalist fell dead (killed) on the floor. Your sister has gone down from the mountain. Your brother has not yet gone down. He not only heard the news but discussed it with his friends. The press attacked foreign companies this morning. Summer is hotter than autumn and spring is much less cold than winter. He worked to realise (in realisation of) the company’s policy. He has carried out his duties with effect (beginning) from last month. These men are wealthy, especially the merchants among them. We returned from the counsellor’s residence by night. He did not go out today, he only (إمّا) stayed at home because of illness.
CHAPTER X

The Imperfect Active of the Simple Verb;
The Future; قُدْ; The Negative of the Imperfect

**Imperfect Active**

The imperfect tense expresses an action still unfinished and therefore refers to present, continuing or future action, e.g. يَكُتِّبُ can mean “he writes”, “he is writing”, or “he will write”.

2. The conjugation of the imperfect indicative active of قَيمَ is as follows:

<table>
<thead>
<tr>
<th></th>
<th>m. s.</th>
<th>m. du.</th>
<th>m. pl.</th>
<th>f. s.</th>
<th>f. du.</th>
<th>f. pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>قَيْمٍ</td>
<td>شَكَّلَانَ</td>
<td>قَيمُونَ</td>
<td>شَكْلٍ</td>
<td>شَكَّلاً</td>
<td>قَيمَنَ</td>
</tr>
<tr>
<td>2.</td>
<td>قَيْمٌ</td>
<td>شَكَّلُ</td>
<td>قَيمَنَ</td>
<td>شَكْلٍ</td>
<td>شَكْلٌ</td>
<td>قَيمَ</td>
</tr>
</tbody>
</table>

1. m. s. and f. s. 
1. m. pl. and f. pl.

3. As in the perfect, each verb has a characteristic vowel for the middle radical. Like the middle vowels of the perfect these are best learned individually. However, virtually, all verbs that take kasra
in the perfect take fatha in the imperfect, and damma in the perfect remains damma in the imperfect.

**Future**

4. In order to leave no doubt when the imperfect is being used to express the future tense, the particle سُوْف or the prefix سَوْف are used, e.g.

He will write

\[
\text{سُوْفَ يَكْتَب} \quad \text{سَوْفَ يَكْتَب}
\]

**Use of قَد**

5. قَد with the perfect tense tends to emphasise the finality or completeness of the action, though it frequently adds nothing whatsoever to the meaning. قَد with the imperfect tense, however, emphasizes the incompleteness or tentativeness of the action, e.g.

We found (once and for all) قَدْ وَجَدْنَا

We may return; perhaps we will return قَدْ تُرجَعُ

**Negative of the Imperfect**

6. The negative particle used with the imperfect is لَأ e.g.

He does not look at her لَأ يَنْظُر إِلَيْهَا

7. The negative particle مَا is used to negate the actual present, e.g.

He is not looking at her (now) مَأ يَنْظُر إِلَيْهَا
8. The prefix ﺪـ may not accompany a negative but the particle ﺪـ may. “He will not write” is therefore ﺪـ. (A better way of expressing the future negative is with the particle ﺪـ — see Chapter XV paragraph I «i».)

9. ﺪـ cannot be used with a negative in the past tense but may with the present tense, e.g.

Perhaps we will not come back, or ﺪـ ﻻ تُرِجَعُ
We may not come back

and with compound tenses, e.g.

He may not have gone out ﺪـ ﻻ ﻲـﻛُونُ ﻡَوْحَجَ
CHAPTER X

(Word List, Section 2)

EXERCISE 10:

The Imperfect Active of the Simple Verb;

The Future, قد ; The Negative of the Imperfect

يردو الْفَلْسُ وَتُؤْلِلُ الأَمْطَارُ فِي فَصِّ الْعَشَاءِ يُسْمَعُونَ نَاسٍ من وُرَاءِ الْأَبْابِ وَلَا نَسْمَاعُهُمْ - كَمْ نَزْرَكْ جَمِيعُ الْجَيْشِ اَلْبَلَادِ فِي أَسْتَمْهَةِ الأَلْفَوْمَةِ ؟ - يَصِرُّ الْكَسَالُ أَوْقَانُهُمْ - يَدُونُ عَلَى أَيْ أَسْاسٍ يَمْتَعُونَ نَكْمٌ مِنْ زِيَارَةِ أَفْرَايْبَانِكُمْ ؟

تَطْلِبُ مِبَادِعٌ الأَشْتَرَاكِيَّةِ حُرَّيَّةِ جَمِيعِ الشُّعُوبِ - إِلَى أَيْنَ تَدْهِبُ أَخْتُكَ كُلُّ أَسْوَعَ ؟ - كَلْ يُنْتِفِخُ هَذَا الأَرْضُ كَلْبًا رَجُلٌ وَاحِدٌ ؟ - سَيَرْجَعُونَ مِنْ فَرْنَاسٍ إِلَى أَوَّلِ الْحَزَفِ -

سَتَغْرَبُ وَجْهُهُ نَظُرًا عَلَى أَمْهَا لَدَى وَصُوْفِهَا إِلَى الْمَزْلَم -

سَوْفَ تَعْرُفُونَ أَثْقَاقَيْكَ عِنْدَمَا نَشْرُ الصُّحْفُ التَّصَرِّيح - إِنْ شَاءُ اللَّهُ تَرْجَعُونَ إِلَيْنَا مِنْ أُورَايْبَ بِصَحْبِ حَيَاةٍ - قَدْ حَضَرَ الْإِجْتِمَاعُ كَثِيرُ مِنْ أَلْقاَسٍ - قَدْ قَامَ الرَّيْبَنِ بِأَقْتَانَةِ الجُلَاةِ بِعَدْدِ رُجُوُعِهِ مِنْ زِيَارَةِ الْبَلَادِ อَلْغَرَبِيَّةِ - قَدْ نَبَحَتَ الْحُكْوَمَةُ فِي أَلْبَاطِخِ أَنْتَاِ إِجْتِمَاعُ جَلِيلِ الْأُزْوَارِ -

قَدْ يَدْرُسُ أَسْبَأْطِلَوْنَ مَشْرُوعَ السُّكَنِ الْجَدِيدِ - لَا يَفْتَحُ أحَامِلَ الْبَابِ إِلَّا عِنْدَمَا يَحْضُرُ رَيْسُ السَّكَنِ الأَلْمَكْتَيْةٍ - يَا أُحْمَدَ
The newspapers discuss today the question of relations between Egypt and the other Arab countries. Where do you live (m.s.) at present? My two little daughters understand politics better than some ministers. When do you reach your office every day? The mayors are going to hold a special session at the end of next month. God willing, you will understand the truth of the matter. You will hear your friend's point of view at noon on your return from your office. When you go to them they will mention to you the names of some English correspondents. The people demonstrated against the government's socialist plan. I may write an article about the situation in Syria. The small boy is not writing because it is very cold (because of the severity of the cold). The chairman does not understand your point of view. The British forces will not leave the country for (before) a fortnight. The authorities may not prevent us from publishing the news about the recent events. She may not understand your plan properly.
CHAPTER XI

The Passive; The Participles;  
The Impersonal Use of the Passive

The Passive

The passive differs in form from the active only in having different vowels.

2. It is used much less than in English because good literary Arabic has no preposition corresponding with the English "by" to indicate the door of an action. When the agent is known the active should be used, e.g. "this was written by Milton" should be rendered "Milton wrote this". (Modern journaelese, however, often uses the compound preposition من قبل to express the agent).

3. The Perfect Passive of ِفِيمَت

<table>
<thead>
<tr>
<th>Case</th>
<th>1. m.s.</th>
<th>2. m.s.</th>
<th>2. m.du.</th>
<th>2. m.pl.</th>
<th>2. f.s.</th>
<th>2. f.du.</th>
<th>2. f.pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. m.s. and f.s. ِفِيمَت

1. m.pl. and f.pl. ِفِيمَتْا
The Imperfect Passive

<table>
<thead>
<tr>
<th>1. m.s.</th>
<th>2. m.s.</th>
<th>3. m.s.</th>
<th>4. m.s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
</tr>
<tr>
<td>1. m.du.</td>
<td>2. m.du.</td>
<td>3. m.du.</td>
<td>4. m.du.</td>
</tr>
<tr>
<td>يفهمان</td>
<td>يفهمان</td>
<td>يفهمان</td>
<td>يفهمان</td>
</tr>
<tr>
<td>1. m.pl.</td>
<td>2. m.pl.</td>
<td>3. m.pl.</td>
<td>4. m.pl.</td>
</tr>
<tr>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
</tr>
<tr>
<td>1. f.s.</td>
<td>2. f.s.</td>
<td>3. f.s.</td>
<td>4. f.s.</td>
</tr>
<tr>
<td>يفهمين</td>
<td>يفهمين</td>
<td>يفهمين</td>
<td>يفهمين</td>
</tr>
<tr>
<td>1. f.du.</td>
<td>2. f.du.</td>
<td>3. f.du.</td>
<td>4. f.du.</td>
</tr>
<tr>
<td>يفهمان</td>
<td>يفهمان</td>
<td>يفهمان</td>
<td>يفهمان</td>
</tr>
<tr>
<td>1. f.pl.</td>
<td>2. f.pl.</td>
<td>3. f.pl.</td>
<td>4. f.pl.</td>
</tr>
<tr>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
<td>يفهمون</td>
</tr>
</tbody>
</table>

Participles

4. In Arabic the active participle indicates the door of an action and the passive participle indicates that to which something is done. The terms “present” and “past” should out be used, for Arabic participles basically contain no idea of tense. They are thought of as nouns or adjectives and they have sound plurals.

5. The active participle of First Form verbs is of the pattern فاعل, e.g. فاعل, “one who understands”; عامل, “doing, one who does, a factor or an agent” (the translation depends on the English idiom).

6. Although the active participle is a noun/adjecuve, it has verbal force except when it is in construct, e.g.

   They wrote to us expressing their readiness

   كتبو عتنت استعدادهم

   He is the one who knows the truth

   هو الماعرف أحقاقة

62
but
He is the rider of the horse

7. However, participles properly indicate states, not actions, and the active participle should not be used in literary Arabic to translate the English continuous present of a transitive verb such as “I am writing”. This should normally be translated by the imperfect, أَكْتَبْ which means “I am a writer”.

8. The passive participle is of the form مَعْوَلَةٌ, e.g. مَعْوَلَةٌ, “that which is written”, hence “letter, missive”; مَفْهُوم, “understood”; مَفْهُوم, “killed”.

_The Impersonal Use of the Passive._

9. Verbs that govern through prepositions are often used impersonally in the passive, e.g.

The problem was investigated

10. Particularly common is the impersonal use of the passive participle governing through a preposition, e.g.

The condemned man

The man of whom something is requested

Note that the participle, being used impersonally, remains masculine singular whatever its noun, e.g.

The plans agreed upon

The deceased (lit: the one to whom forgiveness has been given)

The deceased (f. s.)
and bears the case appropriate to its function in the sentence, e.g.

The deceased (m.pl.) left a great deal of money

He went to the house of the deceased (f.s.)

11. Where the verb is transitive, taking a direct object without preposition, the passive participle is an ordinary noun subject to the ordinary rules of agreement, e.g.

The deceased (lit: the one to whom mercy has been shown)

He went to the house of the deceased (f.s.)

The deceased (m. pl.) left a great deal of money
They were killed after they entered the borders at night. It was learned from the newspapers that the government had forbidden
the entry of books published outside the country. The rider of the horse fell to the ground. The judge is sitting to hear the evidence. The sick man is able to go home. Demonstrations were prohibited during the night for the reasons mentioned. The presence of members of many famous societies has been requested. The matter will be investigated and a report published. The committee has been asked to hold a special session which all members will be permitted to attend. The men who were asked to participate in the meeting have arrived.
CHAPTER XII

The Verbal Noun; The Absolute Object;

The verbal noun (مصدر) of First Form verbs must be learned individually (the pattern فعل is common for transitive verbs and فعل for intransitive). The verbal noun of a transitive verb may be active or passive, e.g. قتل الرجل may mean either "the killing by the man" or "the killing of the man" according to context; but with intransitive verbs the meaning must be active, e.g. قدوم ألوذٌ can only mean "the boy's arrival".

2. If both subject and object are mentioned, the subject is put in the genitive and the object is indicated by the accusative or by the preposition ل with the genitive, e.g.

The boy's taking of the apples

If the verb governs its object through a preposition, then that preposition is used instead of ل, e.g.

His indication of the entrance

67
The Absolute Object.

3. An adverbial meaning can be achieved by the construction known as that of the absolute object (أَلْفَّاسُوْلُ أَمْلَّلُ), where a verb takes its own verbal noun as an indefinite object. Where the context warrants it, this construction adds force to the verb, e.g.

He beat him soundly

The army broke up completely

4. The verbal noun in constructions of this sort may be qualified by an adjective or by being placed in construct, e.g.

He opposed them violently

He opposed them most violently

He looked like a sick man

5. A verb may take the verbal noun of a different Form of the same verb as its object, e.g.

He worked very hard

"Lack".

6. The words "لَاك (of)", "لَاك (in)", "lacking (in)", have the peculiarity that they must be followed by a verbal noun in the genitive. They often provide in this way the equivalents of words in English beginning with "un-", "in-", etc. e.g.

Inexperience

Incapable
7. The word عَرْبٍ followed by a genitive is often used to make participles, nouns, pronouns and adjectives negative, e.g.

Unable, incapable

Not (nom.) Arab

She struck somebody else (not him)

At some other time

8. Such a compound is made definite by putting the article in front of the participle, not in front of عَرْبٍ. Although the latter usage may occasionally be seen it should not be imitated. The participle agrees with the noun in number and gender and carries the case appropriate to its position in the sentence, e.g.

The two unknown boys

He listened to the unsuccessful students (m. pl.)

He visited the undesirable persons (m. pl.)

9. The only occasion when عَرْبٍ must be written with the definite article is in the expression عَرْبٍ, meaning "others", e.g.

Do to others as you would wish them to do to you
CHAPTER XII

(Word List, Section 2)

EXERCISE 12:

The Verbal Noun; The Absolute Object;

غيره؛ عادمُ

عَقَدُ الأَرْضَ، أُشْتِبَاعًا بَعْدَ تَبَاحَتْهُ مَعَ الأَزْوَارَةِ فِي سَائِلَةٍ
تَقَبَّلَتْ الْجَلَّةُ — أَعْلَنَ الأَزْوَارُ عَنِ اسْتَخْدَامِ مُؤَظَّنِينِ لِلْيَدِ
فِي وُسْعِ أَسَاسٍ لِإِقْصَادِ الْمَلَأِ — سَبَبَ طُوُولَةُ الْجَلِيلِ كَمْر
رَجِلِهُ — حَمَّلَ الْصَّحَاةَ عَلَى الْفُكْرُ والمَعْرَضَةِ فِي هَذَا نُشُورُ
ماضَتِهَا — كَلْ مِنْ أَمْسِهِ عَلَى الْأَجْتِمَاعِ فِيهِمْ
أَسْبَابُ الْكَوْفَةِ فِي هَهَا جِيْدَاً؟ — نُزِّلْتَا إِلَى الْكَفْرِ. فَأَكَلْتَا أَكْلاً
وُسَّعَتَا شَراً — دَخَلَا الْمَجْلِسَ وَجَلَّسَا جُلْوسَ الْوَجْهَاءِ
الْكَيْلَاءِ — مِنْهُمْ مِنْ دُخُولِ غُرْفَةِ الْمُسْتَقَارِينَ شَرَّ مَنْعٍ
قُلْلَ شَرَّ قَلِلَ — سَبَبُ خُروْجِهِ مِنَ الْغُرْفَةِ هُوَ عَادمُ مَعْرَفَهُ
لِالْمَعْرَفَةِ الَّذِي تَبَاحَثَهُ فِيهِ — وَصَلَّوا إِلَيْنَا أَوْمُ لَعَدَمْ
مَكْتُوبَ مِنْ أَلْدَابِ إِلَى الْجِزَاءِ — مَنْعُ الْبُبَابِ الْمُسْتَقَارِ
مِنْ دُخُولِ الْمَجْلِسِ لَكَأنَّهُ عَدِيدُ الْجِزَاءِ — التَّقْسِيْرُ غَيْرُ
مُذْكُورِ فِي الْمَضْمُومِ الْبَيْنِيَّة — مُعْجِبُ لِيْغِيْرَةَ بِالْدَّهَابِ إِلَى
الْمَدِينَةِ — اَتْبَعَ دُرُوسُ الأَطْلَابِ غَيْرِ الْقَادِرِينَ عَلِىْ الْدِّجَاجِ.

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We go to school to study the Arabic language. The ministers’ discussions caused a report to be drafted (وضع) and presented to the Chamber (the drafting of a report and its presentation). Listening to news bulletins taught us to understand the political situation clearly. Dirt is the reason for the spreading of many diseases and cleanliness prevents some of them. They discussed the question thoroughly. The press attacked the government violently yesterday. He was foully done to death. The whole country - government, Parliament and people - strongly opposed the foreign experts’ projects. Lack of industry prevented the officials from taking the required decisions. They have not left the factory yet because they are unable to finish their work before noon. (use (1) كُدَم and (2) غمّر). The deaf man is unable to hear (lacking in hearing). In Lebanon the winter season is not hot. His declaration is not true. He did not listen to other people’s questions. Journalism is an occupation which is not always understood among the people.
CHAPTER XIII

The Perfect and Imperfect of the Verb َكَانَ, "To be"; Tenses: "To have"

َكَانَ "To be".

The verb "to be" is a regular specimen of a "hollow" verb (see Chapter XXX); it is introduced here because of its usefulness.

**Perfect:**

<table>
<thead>
<tr>
<th></th>
<th>3. m. s.</th>
<th>2. m. s.</th>
<th>3. m. du.</th>
<th>2. m. du.</th>
<th>3. m. pl.</th>
<th>2. m. pl.</th>
<th>3. f. s.</th>
<th>2. f. s.</th>
<th>3. f. du.</th>
<th>2. f. du.</th>
<th>3. f. pl.</th>
<th>2. f. pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>َكَانَ</td>
<td>َكُنَتْ</td>
<td>َكَانَ</td>
<td>َكُنَتْ</td>
<td>َكَانَوا</td>
<td>َكُنَتُوا</td>
<td>َكَانَتْ</td>
<td>َكُنَتْ</td>
<td>َكَانَتْ</td>
<td>َكُنَتْ</td>
<td>َكُنُنَّ</td>
<td>َكُنُنَّ</td>
</tr>
</tbody>
</table>

1. m. s. and f. s. َكُنُنَّ
1. m. pl. and f. pl. َكُنُنَّ

**Imperfect:**

<table>
<thead>
<tr>
<th></th>
<th>3. m. s.</th>
<th>2. m. s.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>َيُكْنَى</td>
<td>َيُكْنُى</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3. m. du.</th>
<th>2. m. du.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>َيُكُنُّوَنَى</td>
<td>َيُكُنُّوَنَى</td>
</tr>
</tbody>
</table>

72
3. m. pl. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
2. m. pl. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
3. f. s. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
2. f. s. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
3. f. du. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
2. f. du. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
3. f. pl. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
2. f. pl. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
1. m. s. and f. s. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ
1. m. pl. and f. pl. نَكُونُ نَكُونُ نَكُونُ نَكُونُ نَكُونُ

2. The predicate of كَانَ is in the accusative, e.g.

Muhammad was a teacher
كان محمد معلماً
We were seated
كُنا جالسين
but Muhammad is a teacher
محمد معلماً
(See Ch. I para. 12)

Note: the expression "there was" in English frequently leads to confusion over the predicate. In the sentence "there was a carpet on the floor in the office", "carpet" is the grammatical subject, not the predicate, and will be in the nominative case in Arabic, e.g.
كان في المكتبة على الأرض.

3. When كَانَ is negative it may also take its predicate in the genitive after بـ، e.g.

We were not present
ما كُنا يضريين
Some other verbs that share one or more of the characteristics of كَانَ will be found in Chapter XXXIV.

4. Since the present tense of "to be" is generally expressed with-
out a verb, the imperfect of كاَن normally indicates "will be" (see next paragraph), e.g.

This will be good

but This is good

**Tenses.**

5. The verb كاَن can be used to form tenses in addition to the perfect and imperfect. The full range of tenses in Arabic is as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>He writes</td>
<td>كَتَبَ</td>
</tr>
<tr>
<td>He is writing</td>
<td></td>
</tr>
<tr>
<td>He will write, or</td>
<td>كَانَ كَتَبَ</td>
</tr>
<tr>
<td>He is going to write</td>
<td>كَانَ كَتَبَ</td>
</tr>
<tr>
<td>He will be writing</td>
<td>كَانَ كَتَبَ</td>
</tr>
<tr>
<td>He was writing</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He used to write</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He wrote habitually</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He wrote (once)</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He has written</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He will have written</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
<tr>
<td>He had written</td>
<td>كَأَنَّ كَتَبَ</td>
</tr>
</tbody>
</table>

6. The subject usually comes between كاَن and the main verb, and the rules for agreement of subject and verb given in Chapter II apply, e.g. كاَن أَلْوَادُ يَكَتَبُانِ.
“To have”.

7. Arabic lacks any verb corresponding with the English “to have” indicating possession. Instead it uses the prepositions لـ, or مَعَ, e.g.

The lady has the eggs
(lit. the eggs are with the lady)

I have children (lit. to me are children)

I did not have time

I had a large house in those days

8. There are certain distinctions to be observed in the use of these prepositions. لـ indicates intimate possession or ownership; مَعَ and لـَدَي possession of the object not actually on the person or in his company; مَعَ possession on the person or in his company.

Note: the second example above (ٖلِي أُولَاد) is an example of a sentence consisting of an indefinite subject and a prepositional phrase but with no verb. In such sentences the subject must follow the predicate (c.f. Chapter II, paragraphs 7 and 13).

There are many rooms in that house

There is a car at the door
CHAPTER XIII

(Word List, Section 3)

EXERCISE 13:

The Perfect and Imperfect of the Verb كان، “To be”; Tenses; “To have”

كانت العصافير على الأشجار - كنت سعداء لما كنت صغاراً - كانت حريته الصافية متوعدة قبل سينين كبيرة - كان الأولاد جالسين في حديقة البلدة - كنت غائباً عندما حضرنا إليك - سنكون غداً في أميركا إن شاء الله - بعض السيدات بلبس ثياباً طويلة عندما يكون الطقس باردًا - قد يكون من الصعب ألقاون معهم بسب آفروقي الكبير بيننا وبينهم - سيكون رئيس المستشارين يعمل على كتابة التقرير عندما يكون الأعضاء في طريقهم إليها - كان يقصد من تصريحه إظهار أسباب أرقام السرايب المحلي - كان المعلمون والمعلمات قد صرفوا أطلال بعد ظهر ذلك اليوم - ستكتب له مكثوحاً طولًا بعدما يكون قد بحثا الموضوع بعناية - كانت المقالات قد نشرت في جمع الجرائد العربية - كان معنى كتابٌ عربي واحد وكان معله كتابان إنكلزيان - خلَّل الموظف مباحًا.
The aim of the demonstration was to prevent the authorities from carrying out their decisions. The rain (pl.) was very heavy (violent) yesterday evening. We were going to the Ministry of Economy when you (pl.) were on your way home. It might be easier for you (f.pl.) to establish a ladies' committee in your village than to take part in our meetings. By the time (when) the minister goes to the Assembly, the session will have been convened. Your friend Ahmad will have served two years in the army in one month's time (after one month). Your father had spent everything before he asked us for help. The merchant has close (strong) relations with the local authorities. I had no time to visit the patient. What will be your responsibility towards your children? The director of the company has great influence on the government's arrangements for the execution of some projects. There are many fish in the river. The President has many responsibilities. She had not only dogs but other animals in her house as well.
CHAPTER XIV

Conjugation of the Indicative, Subjunctive,
Jussive and Imperative; The Emphatic

The imperfect has four moods: indicative, indicating actions that actually take place; subjunctive, indicating expected or hypothetical action; jussive, primarily indicating indirect commands; and imperative, expressing commands. The following table shows the changes in form involved:

<table>
<thead>
<tr>
<th>Person</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m. s.</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
</tr>
<tr>
<td>3. m. du.</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
</tr>
<tr>
<td>3. m. pl.</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
</tr>
<tr>
<td>3. f. s.</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
</tr>
<tr>
<td>3. f. du.</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
<td>َيَكُبُ</td>
</tr>
<tr>
<td>3. f. pl.</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
<td>َيَكُبُونَ</td>
</tr>
<tr>
<td>2. m. s.</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
</tr>
<tr>
<td>2. m. du.</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
<td>َكُبُنَ</td>
</tr>
<tr>
<td>2. m. pl.</td>
<td>َكُبُونَ</td>
<td>َكُبُونَ</td>
<td>َكُبُونَ</td>
<td>َكُبُونَ</td>
</tr>
<tr>
<td>2. f. s.</td>
<td>َكُبَيْنَ</td>
<td>َكُبَيْنَ</td>
<td>َكُبَيْنَ</td>
<td>َكُبَيْنَ</td>
</tr>
<tr>
<td>Person</td>
<td>Impf. Indic.</td>
<td>Subjunctive</td>
<td>Jussive</td>
<td>Imperative</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>2. f. du.</td>
<td>تَكُنْ</td>
<td>تَكُنْ بْا</td>
<td>تَكُنْ</td>
<td>تَكُنْ</td>
</tr>
<tr>
<td>2. f. pl.</td>
<td>تَكُنِّنَّ</td>
<td>تَكُنِّنَّ</td>
<td>تَكُنِّنَّ</td>
<td>تَكُنِّنَّ</td>
</tr>
<tr>
<td>1. s.</td>
<td>أَكْبُرْ</td>
<td>أَكْبُرْ</td>
<td>أَكْبُرْ</td>
<td>أَكْبُرْ</td>
</tr>
<tr>
<td>1. pl.</td>
<td>نَكُنُّ</td>
<td>نَكُنُّ</td>
<td>نَكُنُّ</td>
<td>نَكُنُّ</td>
</tr>
</tbody>
</table>

The imperative is formed by dropping the initial ٌ of the 2nd person of the jussive. If what is left begins with a vowelled consonant (as is the case with some weak verbs and some derived forms), it is the imperative. If it does not, a hamzat-al-wasl (أ) must be added. The vowel on this hamza is kasra unless the characteristic vowel of the verb is damma, in which case it is damma, e.g.

| نَذَكُرُ | ٌذَكُرُ | ٌذَكُرُ |

The only exception to this rule is that the imperative of the Fourth Form verb (Chapter XXI) begins with hamzat-l-qat' and carries a fatha.

*The Emphatic*

3. The emphatic form of the verb, which is very little used in modern Arabic, is formed by adding َن or ُن to the jussive. It is used for strong commands and, with ُن, for strong statements, e.g.

Never say that

\[
\text{لا تَّعْوَلُنِّ ذِلِّكَ} \\
\text{لا تَعْوَلُنِّ ذِلِّكَ}
\]

I promise you

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CHAPTER XV

Use of the Subjunctive and Jussive;
The Jussive and Imperative of كَانَ

Use of the Subjunctive

The subjunctive is used after the following particles:

(a) أَنْ “that” or “to” He asked me to go
     (that I should go)

(b) لَنْ We sat down in order to listen to him

(c) لَنْ “in order to” We sat down in order to listen to him

(d) لَهُ “so that, in order to, until”

(f) حَتَّى They beat them in order to kill them

but when حَتَّى means “until”

and refers to an already completed action, the verb is in the perfect tense; e.g.

They beat them until they killed them

(g) أَلَّا “that...not” He asked me not to go

(h) أَلَّا “so that...not, lest” We went out so that we should not hear them

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2. It is often possible and frequently better style to avoid using the subjunctive by using the verbal noun, e.g.

I asked him to go

\[
\text{طلبت منه أن يذهب}
\]

or

\[
\text{طلبت ذهابه}
\]

I ordered her to look for it

\[
\text{أمرتها بأن تبحث عنه}
\]

or

\[
\text{أمرتها بالبحث عنه}
\]

Use of the Jussive

3. The jussive is used:

(a) with \(\text{لم} \) to express the negative in the past, e.g.

We have not eaten it or

\[
\text{لم نأكله}
\]

This negative with \(\text{لم} \) and the jussive is used more frequently than the perfect with \(\text{ما} \), which can at times be ambiguous (Chapter II, paragraph 6, and Chapter VII, paragraph 4).

(b) with the particle \(\text{لم} \), to mean "not yet", e.g.

He has not gone yet

\[
\text{لم يذهب}
\]

(c) with \(\text{لا} \) for prohibitions, e.g.
Don’t leave me

لا تتركني

Don’t (masc. pl.) do that

لا تعملوا ذلك

(d) in indirect commands. The jussive used in this way is always preceded by the particle لـ and this in turn may be preceded by و or فـ "so", in which case the لـ loses its vowel, e.g.

Let it be so

ليكن ذلك or فليكن ذلك

He ordered us to go,
so let’s go

أمرنا بالذهاب فلندىدهب

Let him go and hang himself

ليدهب وليشق نفسه

(e) A negative indirect command is formed by لـ with the jussive, e.g.

Let us not go

لا نذهب

(f) after the expression مـا لم. This is one way of rendering “unless” in the sense of “as long as...not”, e.g.

I shall not sit unless you sit too

لا أجلس مـا لم تجلس أنت أيضا

i.e. as long as you do not sit

Note:

(a) The sukun of the jussive changes to kasra before hamzat-al-wasl, e.g.

He did not write the lesson

لم يكتب الدرس

(b) Do not confuse لـ + jussive, “not yet”, with +
perfect meaning "when". خَلَّا يَنْجَحُ فِي مَشْرُوعِهِ means
"he has not yet succeeded in his plan". In order to express
"when he succeeds in his plan" use حين or حينما. عندمما.
Reserve لما in the sense of "when" for use with the perfect
tense, e.g.
When he succeeded in his plan لما نَجَحَ فِي مَشْرُوعِهِ

**Jussive and Imperative of كَانَ.**

4. The jussive of كَانَ is يَكُنَ (for the full conjugation see
Chapter XXX, Hollow verbs). The imperative is derived from the
jussive in accordance with the rule, i.e. كَنَّ (masculine singular),
كُونِي (feminine singular) etc.
CHAPTERS XIV AND XV

(Word List, Section 3)

EXERCISES 14 AND 15:

Use of the Subjunctive and Jussive;
The Imperative; The Jussive and
Imperative of َكَانَ

طلَبَ وزِيرُ العَمَلِ مِنَ الفِلَاحِيِّينَ أن يَقْبَلُوا مَشْروْعَ الْحُكُومَةِ
الجَدِيدَ ذَهَبَ جَمِيعُ مُتَمَثِّلُ العَمَالِ والإِبْنِيَاءِ إِلَى الْقِيَامَةِ الْعَالِيَةِ
لِكِي يَغْفِرُوا مَتَالِيْهِمْ أَمَرَ الْمَطَابِعُ البَرْليِّسِ أَلَا يَسْمَعَ
لِلْجُمْهُورِ بِالْخُلُوْلِ إِلَى مَنْطَقَةِ آبَرِ آلِيْتِ – عَمَلَتِ الْحُكُومَةِ
عَلَى الْمُحَافَظَةِ عَلَى حُقُوقِ أَلْعَالِمِ إِنْ لَا تَتَحَدَّثُ أُضْرَابُاتُ فِي
المَنْطَقَةِ لَا سَيْمَا فِي الْقَطَاعِ الجَنوْبِيِّ لَنْ نَشْرَ المَقَالَةَ فِي
رُجُوعِ الْمَعْلِمِ مِنْ يَسَرْ – لَمْ تَقْرِرْ عَلَى زِيَادَةِ الْعَاصِمَةِ
سَبْبِ الْمَظَاهِرَاتِ الْسِياسِيَّةِ لَا طَلَبُ مِنْكُمْ عَدْمَ الْإِسْتِمرَارِ
فِي مَثْلِ هَذِهِ السِياسَةِ لَنْ طَلَبُ مِنْكُمْ أَنْ لَا تُقْرِرُوا فِيْ
تَدْرُسُوْهَا دِرَسًا تَأْمَمًا وَتَعْفُرُوا فَائِدَتَهَا لِصَلْحِ السُّعْبِ
وَهُوَ عَدْمُ الْلِحْيَةِ فِي الْشُوْرَانِ السِياسِيَّةِ وَلَذِلِكْ لَنْ يَنْجِحَ فِي عَلِهِ
كُحَامْ – لَمْ تَسْتَدِرَ أَيْةً جَرِيدَةً أَمْسِ سَبْبِ الْعَيدِ أَلْيَمْ
– لَا أَشْهُرْ لَكَ بِالْحُروِّوجِ مِنْ بَيْنِنا مَا لَمْ نُشْرِبْ يَنْبَاتَ.
The agency will move its centre to another place so as to be near the capital. No law has yet been issued to prevent the raising of the prices of foodstuffs. Coffee is ready so let us drink it before it gets cold. The armies will be forbidden to carry out any military movements until orders are issued to them. The chairman of the committee held a meeting with the doctors' delegation in order to discuss with them some matters concerning health in schools and institutes. Let us go up the mountain to look for some snow. Let us cross the river (let the crossing of the river be) from the northern side. With effect from the first of next month there will

Note: In this exercise do not use the verbal noun to avoid the subjunctive.
be no voluntary military service. The conference will not succeed unless it is convened on a large scale and is attended by representatives of the people of all districts. Disturbances of this sort have never happened before in this country. Let us go to the President of the Republic so that he may hear our problems. Be (m. pl.) kind to (مع) all people, especially to the poor and weak. Let us not be sad, let us eat, drink and be merry.
CHAPTER XVI

The Particles لَكَنْ , أَنْ , أَنَّ , إِنْ , etc;
Sequence of Tenses; The لَّ of Categorical Negation

The particles إِنْ and its sisters are normally followed immediately by the subject of the sentence, which may be a noun or a pronominal suffix. This goes into the accusative case, and the predicate is then put into the nominative.

2. Sentences in Arabic are often introduced by إِنْ, which need seldom be translated, and especially not by “Verily”. Where it is used in the Arabic text to lend emphasis it may perhaps safely be rendered by “Indeed”. The predicate is sometimes preceded by the particle لَلَّ though its use is optional. It usually has little effect, but in some cases it too may add emphasis, e.g.

His two sons are indeed big إِنَّ وَلَدَيْهِ بَشْرَانَ

3. أَنْ is a particle expressing the conjunction “that” introducing a subordinate clause, e.g.

I know that the problem is صعوبة أَعْرِفُ أَنَّ الْمُشْكِلَةَ صَعَبَةٌ

and, like إِنْ, it is followed by its subject in the accusative and its predicate in the nominative. It frequently has pronominal suffixes attached to it (أَنْهَا , أَنْهُ etc.), e.g.
I know that he is an ignorant man.

(Note that in this sentence it is the pronominal suffix that is the subject of the subordinate clause and that is, therefore, in the accusative case.)

4. In sentences in which إن or أن are not followed at once by the subject in the accusative, they may take a suffixed ُه، َه، e.g.

I know that nothing like
this is found in English

However, where a sentence that begins with إن or أن consists only of an indefinite subject and a prepositional phrase it is better if the prepositional phrase precedes the subject (c.f. note in Chapter XIII, paragraph 8), e.g.

There is a man in the house

I know that there is a man in the house

5. When the first personal pronominal suffixes are added to either إنْ or أنْ, two alternative forms are found:

إنْ إنا

إنْ إنا

etc.

6. إنْ (Chapter XV, paragraph 1 (a) ) is used instead of أنْ to mean "that" after verbs expressing doubt, hope, fear, intention, command or necessity. As stated in Chapter XV, it is then followed by the subjunctive, e.g.
I knew that you would go but I was afraid that you would go

7. من may also be followed by the perfect to begin a clause referring to past time, e.g.

I heard that the doctor had fallen ill

8. The verb قال, "to say", provides an exception to these rules, as it is followed by إن to introduce indirect speech, e.g.

He said that the ship had arrived

9. It is also preferable to use إن rather than بعد and حتي, "since", and حتى, "until", so much so that.

10. A clause introduced by إن or من may be considered the equivalent of a verbal noun, and so may be preceded by a preposition, e.g.

He ordered me to go

He told me that my father had gone

However, words that govern through prepositions frequently drop them before إن and من.
11. Other words or compounds of إنّ and أنّ that follow the same rules are: لّكِنَّ (usually but), فِيّنّ (for), لّاّنَّ, “because”; أَنّ, “as if”; أَلّاّ (perhaps); أَلّيّ, “would that, if only”, e.g.

The mother came but her son did not

Don’t go away from here, for the director may ask about you

He did not succeed because he did not study

He looked at me as though he did not know me

(God) makes clear his marvels to men, that they may perhaps be mindful (Quran 2:221)

If only (i.e. I wish) you would leave me

Sequence of Tenses

12. The tense of the verb in a subordinate clause is related to the time in which the action in the main clause takes place, e.g.

He looked at me as though he did not know me

He said that he would go home every day at one o’clock

He said that he had seen me

Note:

It is impossible to tell whether the second example means
"He said that he would go home" or "He said that he went home" (i.e. habitually). The insertion of سَفَوْفُ or سَفَوْفُ would make it clear if a future meaning were intended (قَالَ إِنَّهُ سَفَوْفُ) and the use of the perfect in the subordinate clause (قَالَ إِنَّهُ كَانَ يَذْهَبُ) would show a past meaning. But the ambiguity is often left unresolved in Arabic.

The لَا of Categorical Negation (لَا أَثَانِيَةً لِلِّجِنْسِ) (لَا أَثَانِيَةً لِلِّجِنْسِ).

13. This لَا is usually followed immediately by an indefinite accusative but without tanwin and is generally to be translated "there is no/not...", e.g.

There is no god but Allah

لا إِلهَ مَعَ اللَّهِ

There is no man in the house who knows the truth

لا رَجُلٌ فِي الْبَيْتِ يَعْرِفُ الْحَقَّةَ

There is not the least doubt

لَا أَدْرَمُ شَكًّا

As in the latter example لَا is not followed by an indefinite accusative the basic rule is broken. Although this construction may be found it should not be imitated.

14. Where such an accusative noun is qualified by an adjective, or where the لَا is repeated, various vowellings are possible, but it is safe to stick to the single fatha, e.g.

There is no important man in the house

لا رَجُلٌ كَبِيرٌ (كَبِيرُ) (كَبِيرًا) فِي الْبَيْتِ

There is neither a man nor a child in the house

لا رَجُلٌ وَلَا وَلَدٌ (ولَدًا) فِي الْبَيْتِ
15. Where the $\overline{لا}$ is not repeated, however, one of the following two possibilities must be used:

\[
\text{لا في البيت وولد في البيت وولد}
\]

16. If the predicate comes in between the $\overline{لا}$ and its noun the nominative reappears, and where there is more than one noun the $\overline{لا}$ must be repeated, e.g.

\[
\text{لا في البيت رجل ولا ولد}
\]

17. For a full treatment of the $\overline{لا}$ of Categorical Negation see Wright’s Arabic Grammar Vol. II pages 94-98.
CHAPTER XVI

(Wood List, Section 3)

EXERCISE 16:

The Sisters of  إنَّ ; Sequence of Tenses;

The لَّ of Categorical Negation
It is understood here from official sources that with effect from the first part of next year there will be diplomatic representation between the Iraqi Republic and Kuwait. It was alleged in the Chamber of Deputies yesterday by the former President of the Republic that our propaganda in the Middle East is useless. Have you heard that the new school will be open during the whole of next summer? A government spokesman said yesterday that the movement of all military vehicles will be forbidden for a period of two weeks. The government's lawyers have requested that all taxes be paid at once, but up to now the companies are refusing this request. It appears from the statement that the transfer of military camps to the mountainous areas will be in the interest of the peasants. Perhaps the governor will be able to obtain new terms for neighbouring tribes. If only they would abandon their bad habits. She asked simple questions about the country as if she were a foreigner. He told them that the country's present economic
problems resulted from the lack of world demand for her products. His proposal was not accepted because it was not reasonable. There is no doubt that the artificial moon will be of great advantage to man. There is no problem in this case unless something else (other) happens. No great man would act in such a way.
CHAPTER XVII

Relative Sentences; The Relative Pronoun

Relative Sentences

There are two types of relative sentence in Arabic, indefinite and definite. An example of the first is “I saw a house which Ahmad built”; in Arabic this would be “I saw a house Ahmad built it”, رأيتُ بيتاً بناهُ أحمد. In the second case, when “house” is definite, e.g. “I saw the house that Ahmad built”, the sentence in Arabic becomes “I saw the house which Ahmad built it”, رأيتَ البيتَ الذيّ بناءً أحمد.

Note that in a relative clause that has both verb and subject, the former must precede the latter.

The Relative Pronoun

2. Masculine Feminine

<table>
<thead>
<tr>
<th>Singular (all cases)</th>
<th>الذي</th>
<th>التي</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual nom.</td>
<td>الذان</td>
<td>التنان</td>
</tr>
<tr>
<td>gen. &amp; acc.</td>
<td>الذين</td>
<td>اللائي</td>
</tr>
<tr>
<td>Plural (all cases)</td>
<td>الذين</td>
<td>اللائي</td>
</tr>
</tbody>
</table>

The plural forms are, as usual, restricted to human beings.

Examples

Where is the box in which you left the money

أين الصندوق الذي تركت فيه ألذاراهم
3. ٌمَّنَ, "he/him/who/whom" etc. (persons), which may be followed by a singular or plural verb, and مَّا, "that which, what" etc. (things) which may be followed by a singular verb only, are used indefinitely, e.g.

She found someone who owned a yacht

واجِدَتْ مِنْ يَمِيلُكُ يَحْتَا

Take such money as he has (lit. what is with him of money) — this is a very frequent usage

هَذَا مِمَّا (مِنْ مَا) سَيِّعُتُهُ

This is (part of) what I heard

4. ٌمَّا and مَّنَ share the peculiarity that after them the pronoun in the relative clause may be omitted provided that the verb in this clause does not take a preposition, e.g.

This is what we wrote

هَذَا مَا كَتَبَنا (أَوْ كَتَبَهَا)

These are the people I mentioned

هَوَلاَاءَ مِنْ ذَكَرَتِهِمْ (أَوْ ذَكَرَتِهِمْ)

but

هَذَا مَا حَصِلَتْ عَلَيْهِ

This is what I got

5. When "which" refers not to an individual word or words but to the whole concept contained in the preceding clause, it may be
translated by فَمَا الامَّرُ الَّذِي

He was in a hurry, which made him run

He was delayed for a long time, which caused him to miss the prize

6. ما or some other suitable verb may be placed in construct with a superlative to form expressions of the “as .... as possible” type, e.g.

He is as like as could be to a person from another world

He is going as quickly as possible
CHAPTER XVII

EXERCISE 17:

Relative Sentences; The Relative Pronoun

عرفت جميع الأشخاص الذين قدموا من المدينة المُجازورة ما هي ألقاها التي صدرت من القيادة العالية للجيش؟ كانت أمّته التي تم فيها صنع الثماني قصيرة جداً كانت الأنظمة التي تịch من الظاهرة سابقاً في وسط البلاد تحت حكم عسكري لا قائدة من رفضهم دفع الضريبة عن السيارات التي وصلتموها أخيراً في بيوت تقوم ببيعها لها شربة واسعة في أكبر عواصم العالم - هذا ما تم من أعمال في عهد الحكومة الحاضرة - عرض النواب على مجلس كل ما عندهم من مقتراحات - كل يتحدث، يا إخوان، من لا يحضر الاحتفال بأعياد القومي لجمهوريةينا لا يعرف شيئاً عمداً كتب في تحرير ليديز أبلونسي ونما بلغهم أن عوائد الجيش القريب من الحدود قد بدأت منذ شهر وصلتمها دعونا نُكم إليها على حفلة عيد - خملت الصحافة في دعايتها علينا حماة شديدة لطمها إياه ضد قرارات
The rules laid down by the General Headquarters for the selection of men for the naval forces have been issued. A man who did not mention his name to me asked me for work. They have offered us all the experience they have. This country has a great reputation of which its own people are unaware. The case the lawyer is investigating has two main parts. With whom did the Government break (cut) off diplomatic relations? They broke off relations with the states that had recently attacked their policies. Many of the expressions that are mentioned in schoolbooks are not understood by all the pupils. This is something I cannot do. Do some deputies (are there among the deputies some who do) not attend all the meetings of the council? The two soldiers who were killed in defence of their homeland left many children. The infants whose mothers died used to be taken to special institutes. Would your friend refuse to eat this kind of food? No, get it ready for him at once. Where did you learn Arabic? A teacher taught me it in Shemlan. He did not give it to you because he had taken it with him. The house that the Druze initiate was living in was as near as could be to mine.
CHAPTER XVIII

More Adverbs: The Hal and Tamyiz

The hal (حَالٍ) and the tamyiz (تَمْيِيزًا) mentioned briefly in Chapter IX, are among the most distinctively Arabic uses of the accusative case. The first example in Chapter IX, كَتَبَ لِي رَسِيْمًا, is an example of a hal, because رَسِيْمًا defines the way in which “he wrote to me”. An example of a tamyiz is the sentence هو أكثر أَجْهَادًا مِنْي, “he is more industrious than I am”, because أَجْهَادًا specifies the quality in respect of which he is greater (see Chapter VIII, paragraph 13, and Chapter IX, paragraph 2).

The Hal.

2. The hal
(a) must be an addition to an already complete sentence;
(b) may be an adjective, participle, or noun;
(c) must be indefinite.

More examples:

He went to America poor and returned rich
دَفَعَ إِلَى أَمِيرٍ كَفِيرًا وَرَجَعَ غَنيًّا

He entered the city riding on a horse
دَخَلَ الْمَدِينَةِ رَكِيْبًا حَصُانًا

The professor taught him the lesson word by word
عَلَّمَهُ الْأَسْتَاذُ الْدَّرْسَ كُلَّمَةَ كُلَّمَةٍ
The Waw of the Hal.

3. A clause describing the state or hal of something mentioned in or connected with the preceding clause may be introduced by (وَأَوْ أَلْحَالٍ) وَ. This is generally followed by a pronoun or noun in the nominative, by ُقَدْ or negative ما with the perfect, or by ُلَمْ with the jussive, e. g.

He came into the room angry

I knew him when he had come to the end of his power

They mounted before the sun was up

The Verbal Hal.

4. The same effect is produced in a clause introduced by the imperfect with no وَ (known as a verbal hal), e. g.

He came into the room looking for his book

The Tamyiz.

5. The tamyiz
(a) must be a noun;
(b) must be indefinite,

More examples:

He is more strong-willed than his brother

He attended the meeting on behalf of his chief

In his capacity as a minister
Adverbial use of Adjectives.

6. Adjectives or participles are sometimes used where adverbs would be used in English, e. g.

Intentionally difficult terms

Obviously good results
CHAPTER XVIII

EXERCISE 18:

The Hal and Tamyiz

في الربيع ينزل المطر خفيفاً - تركت وصلي إلى أوروبا طلباً للعلم - بعد أن سافر في الليل رجع مريضاً - نظر إلى أمه حزينًا وقال إنه لا يرجع إلى البيت - رجع أخى سعيداً إلى البيت بعد غياب سنة - كتب المراسيل جيداً عن مبدأ الامتياز كتب في ذلك البيت - ما عمل في هذه الشركة فحسب بل عمل في شركات كبيرة غيرها - أكمل تفاحة واحدة فقط - أنت مسؤول لدى الشركة عن أكمل الأعمال فقط - ما أكمل شيئًا إننا شرب القهوة - دخل البريطاني وكان قد ترك الخدمة العسكرية - سافر إلى الخارج وهو في حالة حزن شديد - عندما قابلت الوزير الجديد وجدته أكثر تفاؤماً من الوزير القديم - الاستجار في الربيع أحمد خضر مني - في الخريف - السفر في الصباح أقل صعوبة منه في المساء - كم تأثوا حضر تلك الجملة أتاجرية - كم نعمذاً يدرس اللغة العربية في مدرستكم؟

Her husband fell dead on the floor but she returned home safely.
He went to the city in search of a job but returned sadly to his
own village. He went to bed tired. We visited him while he was sick. We watched them studying their lessons but we left before they had completed their work. Summer is hotter than autumn and spring is much less cold than winter. This expression is much more used than that. He is not so industrious as his brother and much weaker-willed. He is sometimes generous, even in his capacity as an official. Many of these examples are intentionally difficult.
CHAPTER XIX

Improper Annexation; Attraction

Improper Annexation.

A variant of the tamyiz construction (Chapter XVIII) is the so-called "improper annexation" (الإضافنة غير الحقيقية), where a compound adjective is formed from an adjective (or particle) apparently in construct with a defined noun (or verbal noun), e.g. كَبِيرُ الدَّمَّار. The noun plays the part of the tamyiz accusative in "specifying" the application of the adjective. In this usage the rule of the construct state (Chapter III, paragraph 3) does not apply, and the adjective may have the definite article added to it, e.g.

The wealthy man
الرجلُ أَكْثِرُ مَالًا

From the wealthy girl
مِن أَبْنَى أَكْثِرُ مَالًا

A kind-hearted man
رَجُلُ طَيِّبُ قُلُبٍ

The girl is broken-hearted
البَنَّىَ مَكْسَومَةُ قُلُبٍ

2. In order to form the comparative and superlative of this sort of compound adjective the procedure described in paragraph 12 of Chapter VIII is used, e.g.

The man is wealthier than I am
الرَجُلُ أَكْثَرُ مِنِي مَالًا

The wealthiest man
الرَجُلُ أَكْثَرُ مَالًا

A wealthier man
رَجُلُ أَكْثَرُ مَالًا
3. In some circumstances the ordinary rule that an adjective agrees with its noun in number, gender, case and definition is modified. In certain compound adjectival phrases the adjective is attracted into agreement in case and definition with a preceding noun that it does not qualify, though it remains in agreement with its own noun in gender, e.g.

I read a publication with a beautiful cover

From the two books previously mentioned

4. In such constructions the adjective is always singular, except that it may be put in the plural if the following noun is a plural relating to human beings, e.g.

From the two publications with beautiful covers

From the publications with beautiful covers

To the man whose sons are intelligent

In this kind of phrase the second part in effect forms a verbal sentence, with the adjective acting as verb: hence the noun in the second part is always nominative (as the subject of the sentence). Hence, also, if the adjective follows its noun instead of preceding it, it ceases to act like a verb, the sentence becoming a nominal one, and so it agrees with its noun according to the normal use, e.g.

I read a publication with a beautiful cover

قَرَأْتُ نَشَأةً غِلَافًا جَيْلًا
CHAPTER XIX

(Word List, Section 4)

EXERCISE 19:

Improper Annexation; Attraction

...
The rivers in Palestine have few fish in them. Important decisions are difficult to carry out (of execution) in these times. The deputies who are inexperienced in these problems are not fitted to be members of a committee which is expected to deal with them. Some things are more difficult to understand than others. It is easy to travel in a country with good roads. In the far-horizoned desert a man feels smaller than he does in a heavily populated city. Most people are at least superficially good-hearted. The wealthiest people are not always the happiest. It was clear from the circumstances already mentioned that even the most industrious pupils would not succeed. It is essential to complete this important project.
CHAPTER XX

The Derived Forms of the Trilateral Verb

The system of derived or increased forms is one by which modifications to the First Form of a verb are accompanied by modifications in the meaning.

2. Dictionaries and grammars attach conventional numbers to these forms, up to XV, but only numbers II-VIII and X are in common use. The dictionary will indicate which forms are in use, and their meanings. No verbs occur in all the derived forms, and it is not permissible to invent forms that do not already exist for a particular verb.

THE PATTERNS OF THE
DERIVED FORMS OF THE TRILITERAL VERBS

<table>
<thead>
<tr>
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<th>Form</th>
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<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
<th>Verbal Noun</th>
<th>Participle</th>
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<td>ْيَفَعَلْ</td>
<td>يَفَعَلْ</td>
<td>ْفَعَلُ</td>
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<td>ْيَفَعَلْ</td>
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**Passive**

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<td>مُفَعَلُ</td>
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<td>مُفَعَلُ</td>
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<td>مُتَفَعَلُ</td>
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<td>VII</td>
<td>Wanting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Wanting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Wanting</td>
<td></td>
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<tr>
<td>X</td>
<td>استَفَعَلُ</td>
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</table>

**Notes:**

(a) The perfect, imperative and verbal noun of VII-X begin with hamzat-al-wasl bearing (ـ) in the active and (ـ) in the passive. The kamza of form IV is hamzat-al-qat'.

(b) IX follows the rules for doubled verbs (Chapter XXVII). Most verbs that exist in this form have meanings connected with colours or defects.
(c) Verbal nouns of increased forms generally take the sound feminine plural, and participles the sound plurals according to gender, observing the usual principle that inanimate objects are treated as feminine, and that the sound masculine plural is reserved for male persons.

(d) The subjunctive and jussive of the imperfect passive are formed regularly from the indicative.

3. In the derived forms the noun of time or place is formed on the pattern of the passive participle (c.f. Chapter IV, paragraph 11), e.g., مَتَصَفُّ "middle"; مستقبل "future".
CHAPTER XXI

Derived Forms II, III and IV

Conjugation of Verb حَضَرَ, "to bring, fetch".

<table>
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<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
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<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
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<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
<td>حَضَرَ</td>
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<td>حَضَرَ</td>
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<td>حَضَرَ</td>
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<td>حَضَرَ</td>
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Participle  Verbal Noun

Passive

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</tbody>
</table>

**Participle**

حضر

The most frequent meaning of a Second Form verb is causative, e.g. علم, “he knew”; علما, “he made him know, i.e. taught him”; قدم, “he came forward”; قدم, “he put forward, or offered”; عرف, “he knew”; عرف, “he informed”. But note كذب, “he lied”; كذب, “he gave the lie (to) or disbelieved”.

It is sometimes intensive or emphatic, e.g. كسر, “to break”; كسر, “to smash to pieces”; نقض, “to shake”; نقض, “to shake violently”.

**FORM III**

Conjugation of Verb كتب Form III: كتب, “to write to someone”.

### Active

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<td>كتابن</td>
<td>كتابي</td>
<td>كتاب</td>
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<td>كتابن</td>
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<td>كتاب</td>
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<td>كتاب</td>
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Participle | Verbal Noun

مكتب

Passive

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<tr>
<td>3. f.s.</td>
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<tr>
<td>2. f.s.</td>
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</tr>
<tr>
<td>1. s.</td>
<td>كتب</td>
<td>أنكتب</td>
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</tbody>
</table>

Form III usually takes a direct object, which is almost always a person.

(a) Where the First Form takes a preposition, the Third has the same meaning, but takes as a direct object what was formerly governed by the preposition, e.g.

كتب إليه = كتبه

"he wrote to him"

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A common reversal of this rule is the verb "to keep or preserve", حَفَظَ. The First Form usually takes a direct object and the Third Form usually takes the preposition عَلَى.

(b) Where the First Form indicates a quality or state, the Third indicates that one person displays that quality towards another, e.g.

لَطِيفٌ, "to be kind, gentle"; لَطِيفٌ, "to treat kindly";
جَالِلٌ, "to be graceful, proper"; جَالِلٌ, "to be polite or courteous to".

**FORM IV**

Conjugation of Verb خَرَجَ, "to bring or send out, expel"

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Participle  Verbal Noun

\[ \text{خُرجُ} \quad \text{خُرجُ} \]

### Passive

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<td>أُخْرجَ</td>
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Participle

\[ \text{خُرجُ} \]

Like Form II, IV is frequently causative, e.g. جُلِسَ, “to sit”; أَجَلَسْ, “to seat (someone)”; أُسْعَدَ, “to go up”; أُصْعَدَ, “to cause to go up”. Only the dictionary will show whether a given root has II alone (e.g. أَظُهَرَ, “to clean”), or IV alone (أَوْقَفَ, “to show”), or both more or less indifferently (أَوْقَفَ وَأَقْفَ, “to halt, arrest”), or both with distinct meanings (أَعْلَمَ, “to teach”; أَعْلَمَ, “to inform”; أَصْلِحَ, “to repair”; أَصْلِحَ, “to reform”).

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CHAPTERS XX AND XXI

EXERCISES 20-21:

Derived Forms II, III and IV

نَفَّذَ أَلْصَابُطَ جُمِعَ الأُوْلَايَ الَّذِي أَصْدَرْهَا إِلَيْهِمُ الْحَاكِمُ
الْعَسْمِكَرِيُّ - تَعَاوَضُ بَعْضُ الأَحَدَّرَاءِ إِخْرَاجٌ أَنْتَشَارٌ
الأَجَانِبِ مِنَ الأَلْبَادِ قَوْاينُ الإِسْلَامِ الإِدَادُ صَعْبَةٌ
الْتَّفَنَّيْدُ فِي هَذِهِ الْفَرَوْفُ - لَقَدْ أَعْجَبَى دِفَاعُ الْمَحَمِيمِينَ عِنِ
الْعَهْدِ - لَا نَفْكَرُوا فِي الْمَسَالِخِ كُبْرِاً فَإِنَّهَا بَسِيطةٌ جَدَّاً
شَكِّتُ جَمِيعَهُ بِشِلَالٍ بِأَمْرِ جَمِيعِهِ أَصْدَرْهَا إِلَيْهَا إِلْبَارٌ - إنَّ
الْفَرْسِ الْمُقْدَمَةَ لْكُمُ مُسْتَسْلِمًا جَدًّا فَلَا تَثْرُكُوهَا بِدُونِ الْحُصُولِ
عَلَى فَوَائِدٍ مِنْهَا - كَأَنْ تُوَعِّبَ أَنْبِعَتْنَا وَأَخْبَرْتُ أَمْنَا يُكَتِّبُ
عَنْدَكُمْ - يَفْعَلُ أَمْدَارُ أَلْدَائِلِهِ عَلَى صَحِيحٍ مُّلَّاِيْهِ مَحَافِظَةٌ
شَرَيْدَةً - إنْ شُعْبَ أَلْدَائِلِ الْعَرَبِيَّةِ يُعْلَقُ أُمَهِيَّةً كِبْرَىً
عَلَى هَذَا المَشْرَعُ - لَقَدْ أَلْبَغْتُ أَلْفَادَ أنْ تَصْلِحَ أَلْدَائِلَ
فِي مَرَايِكُهَا غَيْرَ مُمْكِنٍّ - سَاتَحْوَلُ أَنْ أَرْسِلْ يُكْلِمُ مَا
تُلْبِّسْ أَبْعَسُ رَخَّصَةٍ - رَضِيَ الْمُحْلِّوْنَ أَنْ يِتَقَدْ أَلْفَادَ
أَلْدَايِدِ الْأَلْدَائِلِ الْأَصْدَرِ أَلْبَارٌ - سَتَبَأْسُنَّكَ فِي الْمَوْضُوعِ نَبَارٌ
عَدَّ أَمَّا الْيَوْمِ فَإِنَّهُ لَا يُمْكِنُنِي أَنْ أَعْبَرُ عَنْ آرَايِيْ بِكِلَّمَاتِ
Do these deputies represent your provinces? A great number of lawyers went on strike against the teaching of law in the new institutions. What are the fruits that Lebanon exports? It has been noticed that production this year will be high. The oil fields in Kuwait produce a great deal of oil every day. The problem was not difficult for the engineer and so he was able to do all the repairs very easily. The Commander in Chief (أقدام العالم) ordered that the heavy guns should be sent to the frontiers. Think (م. pl.) of your own affairs and do not think of anything else. The municipal council thought highly of the Chief Engineer's proposals. The decisions were carried out as a result of his revelation of the facts. She expressed to me the opinion that England would improve her relations with the Arab countries and particularly with Lebanon and Egypt. Greet (f. s.) my brother and sister when you go to visit them. The leader of the opposition informed the Prime Minister that his party would help in preserving public security. The Minister of Trade declared that he intended to export all the oil produced this year to the markets of western Europe. After considering the matter for a long time, he appointed an engineer as chairman of the board.
CHAPTER XXII

Derived Forms V, VI, and VII

Conjugation of Verb 

Form V: 

"to remember".

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>يتذكَرُ</td>
<td>يتذكَرُ</td>
<td>يتذكَرُ</td>
<td>يتذكَرُ</td>
<td>يتذكَرُ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>يتذكَرت</td>
<td>يتذكَرت</td>
<td>يتذكَرت</td>
<td>يتذكَرت</td>
<td>يتذكَرت</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>يتذكَرَ</td>
<td>يتذكَرَ</td>
<td>يتذكَرَ</td>
<td>يتذكَرَ</td>
<td>يتذكَرَ</td>
</tr>
<tr>
<td>2. f.s.</td>
<td>يتذكَرت كَي</td>
<td>يتذكَرت كَي</td>
<td>يتذكَرت كَي</td>
<td>يتذكَرت كَي</td>
<td>يتذكَرت كَي</td>
</tr>
<tr>
<td>1. s.</td>
<td>يتذكَرَ كَي</td>
<td>يتذكَرَ كَي</td>
<td>يتذكَرَ كَي</td>
<td>يتذكَرَ كَي</td>
<td>يتذكَرَ كَي</td>
</tr>
</tbody>
</table>

Participle: 

Verbal Noun: 

 moetzk*er

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>يتذكَرُ</td>
<td>يتذكَرُ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>يتذكَرت</td>
<td>يتذكَرت</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>يتذكَرَ</td>
<td>يتذكَرَ</td>
</tr>
</tbody>
</table>
Person  |  Perfect  |  Impf. Indic.
--- | --- | ---
1. s.  |  أَتُّذِكْرَ  |  أَتُذْكُرَ
2. f.s.  |  نَذِكْرَ  |  نَذْكُرَ
Participle  |  مُذَكَّرَ  |  مَذْكُورَ

Note:

The table of the Passive has been included for the sake of completeness. In practice Form V verbs are not much used in the passive except impersonally, e.g.

"It was remembered"  
نَذَكَرَ

Forms V and VI are often reflexive, passive, or reciprocal in meaning but these ideas, particularly in V, are often not obvious, especially in the more commonly used verbs, e.g.

نَذَكَرَ, "to remember"; تَعْلَمُ, "to learn". Other examples are  
نَفَرَ, "to be dispersed, to disperse (intrans.)"; اِنْفَرَضَ, "to be exposed"; تَفْقَدُ, "to advance (intrans.)"; تَفْرَطُ, "to be honoured"; تَشَعَّبَ, "to ramify, branch out". Frequently the Fifth Form provides the intransitive equivalent of the Second Form, e.g.

"to develop (trans.)", تَطْوِرُ; "to develop (intrans.)", تَطْوَرُ.

Form VI

Conjugation of Verb بَادَلَ, "to exchange with one another".
The meaning is generally reciprocal, e.g. قامَا نُباخِثًا, "they fought with each other"; قامَا نُباخِثًا, "they discussed with each
other'; "they beat each other''; تَبْوَدُونَ إِنْ تَبْوَدُوْنَا, "there was an exchange of fire". The idea of reciprocity is not always found, e.g. تَقَاَعَدُ, "to pretend, demonstrate (politically)'';

tَقَاَعَدُ, "to retire (on pension)".

Another possible meaning for a Form VI verb is pretence, e.g. مَرِضٌ, "to be ill"; تَمَارِضُ, "to feign illness".

FORM VII

Conjugation of Verb أُهِزَمَ Form VII: أُهِزَمَ, "to be routed, defeated"

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
</tr>
<tr>
<td>2. f.s.</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
</tr>
<tr>
<td>1. s.</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
<td>أُهِزَمَ</td>
</tr>
</tbody>
</table>

Participle | Verbal Noun
------------------
أُهِزَمَ | أُهِزَمَ

The passive of Form VII is not used.
The meaning is often the passive of the First Form, e.g. 
أَهْلَسَمُ, “to be devided”; أَنْكَسَرُ, “to be broken”; 
“to go away” (one of the meanings of صَرَفَ is “to divert”, dis-
suade or dismiss”).

The connexion with the First Form is not always obvious, e.g. 
أَنْتُجَفُّ, “to deviates”; أَنْتُجَفَ, “to rush” (though also “to be 
pushed”).
CHAPTER XXII

(Word List, Section 4)

EXERCISE 22:

Derived Forms V, VI, and VII

هل تمكننت من زيارة بريطانيا عندما كنت في أوروبا هذه السنة؟ أخبرنا مراينا السبب في القاهرة أن رئيس الجمهورية السورية سيباحم خلال الأسبوع القادم مع السلطات المسؤولة في بعض المساعدين الروسية للجيش من أولاً أن تكون العلاقات بيننا وبينكم طيبة، فلناحاول أن نصل على الاتفاق أثناء في كل المسائل التي تنطلق بحثنا염نن من نشر الأخبار العربية أن المرافع الجنرالي في البعثات حول الجالية يحسن بعض البيئة، طلب مدير الحدود من كل أفراد أنت يتعاونوا مع الإدارة على مواجهة المشاكل المتنوعة الخاصة بواقعها الحالي تستغرق الأيام مكتوبًا من جبران ناصر يفتح أساطير الآن في إنكلترا، نبعوا فيه عن نهجهم من عدم قصد الإبداع في الدراسات العربية كننا دائما نظل أن وانضاط عن المدافعين الفيلة الجديدة وغيرها من الشؤون
Were you not surprised when you received our invitation? Army H. Q. has undertaken to cooperate on a large scale with the police in the event of demonstrations in the capital. The Lebanon is trying to develop her trade with Europe but recent events there have complicated (Second Form of عند) the problem. I have not been able to remember all your suggestions in regard to the reform of our technical schools. The two delegations have discussed with complete frankness all questions connected with the progress of the oil industry. He alleged that the policy of the Nationalist Party depended chiefly on the opinions of foreigners. I was not able to speak fluently (with ease) but we were able to understand each other. Lebanon is divided into several regions, the most important of which are the mountainous and the coastal ones. The key broke when the girl tried to open the door.
CHAPTER XXIII

Derived Forms VIII, IX and X

Conjugation of Verb "حُبَّس" Form VIII: "to consider"

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indid.</th>
<th>Sub-junctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>2. f.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>1. s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
</tbody>
</table>

Participle: حُبَسَ
Verbal Noun: حُبَس

Passive

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>حُبَسَ</td>
<td>حُبَسَ</td>
</tr>
</tbody>
</table>

127
In certain cases the first radical and the characteristic د of the Eighth Form interact:

(a) if the first radical of the verb is ت the two coalesce, e.g. تبع (root تبع), "to follow".

(b) if the first radical is ص، ط، ض، or the becomes ط، اضطرب، "to manufacture"; ط، "to be disturbed, excited". Where the first radical is ط the two letters are written as one with shadda, e.g. اطلاع (على) "to become aware (of)".

(c) if the first radical is ت، ز، or the becomes د، e.g. ازدحم، "to crowd (intrans.)". Where the first radical is د or ز the two letters are written as د with shadda, e.g. إدخر، إدعم، "to be supported"; ذخر، "to save up, store" (root ذخر).

The meaning of the eighth Form is often either:
(a) reflexive: ﺍْحِجْمَعَ, "to gather together, assemble";
 ﺍَﺷْتَعَلَ, "to busy oneself, work"; ﺍَﻏْيَسَلَ, "to wash (oneself)"

or (b) passive: ﺍَنْتَشَرَ, "to be bound"; ﺍَرْتَبَتَ, "to be spread".

Conjugation of Verb ﻹِصْفَرَ, "to become yellow (pale)"

<table>
<thead>
<tr>
<th>Active</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Perfect</td>
<td>Imperfect</td>
<td>Subjunctive</td>
<td>Jussive</td>
</tr>
<tr>
<td>1.s.</td>
<td>أَصْفَرْ</td>
<td>أَصْفَرَ</td>
<td>أَصْفَرْ</td>
<td>أَصْفِرْ</td>
</tr>
<tr>
<td>2.f.pl.</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
<td>أَصْفِرْنِ</td>
</tr>
<tr>
<td>2.f.s.</td>
<td>إِصْفَرْ</td>
<td>إِصْفَرْ</td>
<td>إِصْفَرْ</td>
<td>أَصْفِرْنِ</td>
</tr>
<tr>
<td>2.m.pl.</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
<td>أَصْفِرْنِ</td>
</tr>
<tr>
<td>2.m.s.</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>أَصْفِرْنِ</td>
</tr>
<tr>
<td>3.f.pl.</td>
<td>إِصْفَرُنِ</td>
<td>إِصْفَرُنِ</td>
<td>إِصْفَرُنِ</td>
<td>أَصْفِرْنِ</td>
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<tr>
<td>3.m.pl.</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
<td>إِصْفَرُوا</td>
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<tr>
<td>3.m.s.</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>أَصْفِرْنِ</td>
</tr>
<tr>
<td>3.m.du.</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>إِصْفَرَ</td>
<td>أَصْفِرْنِ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participle</th>
<th>Verbal Noun</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>أَصْفَرُ</td>
<td>أَصْفَرَ</td>
<td></td>
</tr>
</tbody>
</table>
This form, being rarely encountered, is included here only for the sake of completeness. It is normally formed from those roots from which colour-or-defect adjectives are derived, but is not in practice formed from all of these. One Ninth Form verb in use that is not formed from such a root is أَرْفَقَ، “to break up or dissolve”. The Ninth Form conjugation is that of a regular doubled verb (Chapter XXVII).

The Ninth Form verbal noun is often used with أَشْدُ or أَكْرُ in forming the comparative, instead of the First Form verbal noun (see Chapter VIII paragraph 15), e.g. أَشْدُ أُحْضِرُ أَراً or أَكْرُ حُضْرَةً.

Conjugation of Verb أَسْتَخْدَمُ, “to use, employ”

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
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<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
</tr>
<tr>
<td>3. f.du.</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
</tr>
<tr>
<td>2. f.du.</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
<td>أَسْتَخْدَمُوا</td>
</tr>
<tr>
<td>1. pl.</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
<td>أَسْتَخْدَمُ</td>
</tr>
</tbody>
</table>

Participle | Verbal Noun

أَسْتَخْدَمُ | أَسْتَخْدَمُ
Amongst the meanings of the Tenth Form are:

(a) to take, seek or ask for what is meant by the first form, e.g. استراح, "to take one's ease, rest"; استعفر, "to ask pardon"; استأذن, "to ask permission";

(b) to attribute to something the quality shown by the First Form, e.g. استحسن, "to consider good, approve of"; استملح, "to find heavy, think a bore".
CHAPTER XXIII

EXERCISE 23:

 Derived Forms VIII, IX and X
The government of one of the countries taking part in the project will suggest the formation of a ministerial council to draw up a common policy. He expects the basis of commercial and economic relations between the eastern countries to improve. The acting minister received the leaders of the demonstration and said he would remember the demands they submitted to him. By this means the President of the Republic will be able to prevent those who cause disturbances from entering the country and thus he will maintain its security and independence. The idea had spread amongst some western nations that they had the same rights in the Middle East as the peoples of the area. His job requires him to move from one place to another at least once a month. The girl blushed when she heard the words of the taxi-driver. All the necessary measures have been taken to amend the law for agricultural reform. The technical advisers of the Ministry of Public Works have suggested a plan for the extraction of certain kinds of stone from the mountainous northern areas.
CHAPTER XXIV

Conditional Sentences

A conditional sentence consists of two parts: the condition (أَلْفَّارْطُ) and the answer (الجِوابُ) or statement of what will happen if the condition is fulfilled.

2. Conditional sentences may be introduced by the particles إنُ, إِذَا, or لَوُ, “if”.

3. إنُ is followed by the perfect or jussive in both parts of the sentence, e.g.

If he says that, he is lying

(الْبِكْرَى، كَذَّبَ)

(إنَّ قَالَ ذَلِكَ كَذَّبَ)

(إنَّ يَقُلُ ذَلِكَ يَكُذِّبُ)

(the perfect may occasionally be found in one part and the jussive in the other.)

4. إِذَا, which originally meant “when” but is now commonly used as a synonym for إنُ, normally takes the perfect in both parts, e.g.

If (when) she comes I will go

(إِذَا جَاءَتْ ذَهَبْتُ)

5. لَوُ is used only for conditions the fulfilment of which is impossible or doubtful. It takes the perfect in both parts and the second part should be introduced by لِ, e.g.

134
If I had wings I would fly

If she went she would see them

If the condition is a nominal sentence it may begin with ًلَوْ أنً،
e.g.

If man could govern himself he would not need any government

6. The tense of a conditional sentence must be judged from the context, as the verb will normally be in the perfect or the jussive.

The sentence ُبَذَبْ ذَلِكَ قَالِ ٌإنً could mean

If he said that, he was lying,
If he says that, he is lying,
or If he says that, he will be lying.

However, the modern tendency is to use the perfect for past conditions and the jussive for future, though the use in the answer of ُعَلَى تَفْسِيرٍ أَلَا ُتَحْكِيمَةً with an imperfect indicative tense is becoming increasingly common for future conditions. In order to leave no doubt that a past tense is intended the verb ُكَانَ can be used with the perfect tense (and this is also better style), e.g.

If he said that, he was lying ُقَالَ ذَلِكَ قَدْ كَذَبْ ِنْ يَكَانَ

If she had gone she would have seen them

In order to resolve all ambiguity it may sometimes be necessary to paraphrase or expand a sentence.

7. If the condition is introduced by ُإِذًا or ُإِنً and the first
word of the answer is anything except a verb in the perfect or jussive, the answer must be introduced by َفَقُولُوا, e.g.

If he says that, he is a liar

If he resists you, hit him

If he refuses, what will you do?

If he told you that, he lied

If you want to go, there is nothing to prevent you

If he comes I shall not speak to him

Note that though َلَيْسَ has the form of a perfect verb it is technically incomplete (Chapter XXXIV) and so needs to be preceded by َفَ in the second part of a conditional sentence.

8. Sentences in Arabic that begin with such indefinite words as "whoever", َمَنْ; "whatever", َكُيْفَما; "wherever", َأَيْنَما or َكُيْفَما; "however", َكُيْفَما etc. are treated as conditional sentences, e.g.

He who hesitates is lost

Wherever you go I will go with you

Whatever the circumstances your conduct is inexcusable
9. Occasionally the condition may be implied in an imperative, e.g.

Seek and you shall find | i.e. طلبوا تجدوا

In such cases the second verb follows the normal rules and is in the jussive.

10. Where the two halves of a conditional sentence are reversed the normal rules are no longer binding. They are, however, usually followed in the condition, e.g.

We shall support you | ستؤيدكم مما كانت سيؤيدكم

11. Negative conditions normally take the jussive in the first part, but otherwise follow the normal rules, e.g.

إن لم توقف ضربتك | إن لم تقف أضربك

If you don't stop I will hit you

إن لم تقف فأضربك

If you had not arrived I should have killed myself

لَوْ كَمْ تصل لا تحررت

Note that إذا ما is normally used as the equivalent of إذا and should not therefore be used as a negative (c.f. Chapter XV, paragraph 3 «a»), e.g.

إذا ما توجبنا إليه ساعدنا

12. The following two constructions are also to be found in conditional clauses:

(a) لَا meaning “if not”, “otherwise”, e.g.

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Give me what I ask, otherwise I shall resign

أعطني ما طلبت، وإلا أستقلت

(أو وإلا فإني ساسقين)

(b) لولا meaning “but for”, followed by a noun in the nominative or a pronominal suffix, and then by an answer obeying the rules of لولا clauses, e.g.

But for the doctor’s arrival
she would have died

لولا وصول الطبيب لما تدلت

But for you I should have succeeded

لولا لنجحت
CHAPTER XXIV

(Word List, Section 4)

EXERCISE 24:

Conditional Sentences

إن تستعمل الوسائل الزراعية الحديثة بكثر من المشروع قليلاً — إن استمع الطلاب إلى توجيهات أستاذهم يجدوا — إن كانت قد تركت المدرسة في غفلة — إذا أصرعم فقد نظرهم أصدقاؤكم في المحلة قبلاسب — اعتراوي صديقاً أتعلمو معكم — من يبحث ينجح ومن لم يبحث فهو المسؤول عن عدم نجاحه — لا خوف عليك فحينما تكن تضمن للفك مستقبل سعيداً — منها تشمل هذه المنظمة من جنبات خائفة فإن الظروف مخفوطة فهي — لو احترم الالستور لحدثت أزمة شديدة في البلاد — إن خسر الالستور اليوم فإذا فعل محاسب الالستورة — لو أكمل دراسته لما وقف أي حجر ثور في طريق تقدمه — أينما تذهب في الشرق الأوسط تقابل بفرح جيد من هذا المغاد — سنسرح معكم منها كانت الظروف — ربما يكون من أمر فإن تطبق القانون على جميع الطبقات السكان ضروري جداً — سوف تعلمون على آثار القديمة إن قضمت عليها بالطريقة — إذا
If you study the Arabic language you will be able to understand the customs of the Arab peoples. If the enemy attacks our territory we shall seek the help of our neighbours. However quick the porters are, they will not be able to load the ship before noon. If the laws which the parliament recently issued are applied severely no one will contravene them. If the parliament refuses to cooperate with the present ministers what will be their policy? But for your help I should not have succeeded in the examination. Whenever you feel (that you are) tired, thirsty or hungry, wash yourself and then sit down for a while before you do anything else. Were it not for them, the rumours would have spread and the results would have been very bad. The inspector will take severe measures against the butchers if they do not reduce the price of meat. If Musa comes across an experienced driver let him bring him to me. Whatever the case may be, compulsory education will be one of the articles of the constitution. We shall go to meet him at the airport whatever his feelings towards us may be.
CHAPTER XXV

Exceptive Sentences

The particle 

is commonly used with a following noun to mean “except”. Where the main sentence is negative, the case of the noun is determined by its function in the sentence, e.g.

There is no god but Allah

He only ate a little

None of the ministers was present except the Prime Minister

Where, however, the main sentence is affirmative any exception to it should be put into the accusative, e.g.

All the ministers were present except the Prime Minister

2. Other words for “except” are عَيْبٌ (plus the genitive), حَلَا (plus the accusative or genitive), and ما حَلَا (plus the accusative), e.g.

All the ministers were present except the Prime Minister

None of the ministers was present except the Prime Minister

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Nobody attended except your brother

He ate all the apples except two

Note that the case of 

is determined by the same rules as those that govern the case of a noun after 

(see also Chapter XII paragraph 8). All the other words given above are indeclinable.

3. , with a following sentence or phrase, means "only".

In a verbal sentence modifies the verb, e.g.

I only drank (i.e. all I did was drink) coffee

In a nominal sentence modifies the predicate, e.g.

He does not know Arabic: he is only clever at mathematics
CHAPTER XXV

(Wood List, Section 5)

EXERCISE 25:

Exceptional Sentences

contravention or misdemeanour (legal)

traffic law

well and good

ستكون جميع مَواضيع الأَمنِّيَّات الأَختِيارِيّةِ إِلا أَحسَبٌ- لا تَسْمِعُ المحكمة إِلا مَحاكَاتٍ قَوانِينِ السِّيرِ - إِستَملَّ يُبَنِيْنَ إِلا كَانَنِينَ - لا يَنَتَي دِينُ لِبنانِ فِي سياسِتهِ - لا حِبٌّ جِيرافِيّ مِن أَلَّلِدانِ الأَرْضِيّ - زُرِعَت كُلُّ أَلِرَاضِيِّ الجَبِيلِيّ بِالأَشِجارِ غَيْرِ الأَجْنِيِّةِ مِنْ أُجُورٍ - مَا أُخْرِجَ مِنَ الأَجْمَاعِ سَوِى أَخِيكَ - أُرَغِّبُ كُلُّ أَسْفِن مَا عُدَا سَفِينَةَ وَاحِدَةَ - تَحتِلُّ الأَفْوَضِيّاتِ الأَجْنِيِّةِ بِأَعِيادِ أَلِلِدانِ الرَّسِيِّمِ - مَا خَلَّ أَعِيد رأس أَسْفِن مَحِيضُ الْجِلْسَةِ - حَصَرَ الجَلْسَة جَمِيعُ المَندُوبِينَ عَدِيدًا مَنْدُوبِي نَا - كُنْ في أَلْكَبِ عَدَا - وَالْقَطْفُ بِمَا سُوَاكَ - لَوْلا مَرْضِهِ لَما تَقَاعد إِلا بعْدْ سَبَنِ - لأَلَّا كُلُّ وَاحِدٌ أَلِلِدانِ الرَّسِيِّمِ - عِيدُ دِرْسٍ وَاحِدٌ - صَحْبَة جَبَّة - إِنّما يَشُعُّ بَرَدُّ في جَسَمِهِ مَن وَقَتَ إِلَى أَخِرَ - السَّبِبُ أَرْهَبِيُّ في عَدِيدٍ تَوَحِيدِ أَلِلِدانِ إِنّما هُوَ الأَخِلاَفُ
بين الأحزاب - الوسيلة الوحيدة لتنظيم السيطرة في بيروت
إنها هي محافظ الديموقراطية على القوانين - لا كلام للناس إلا عن الأزمة الحكومية.

I know nothing about the Arabs except some customs of the beduins who dwell in the desert. People are talking about nothing these days except the relations between Church and State. Nothing kills man in the desert except hunger and thirst. The port is open to ships at all times of the year except during the winter months. There is no place left except this seat. It is only to hospitals and clinics for the poor that the government gives financial assistance. Nothing but oil is extracted from the land of Kuwait. I understand the meaning of all the words in this book except those of the preface. The World Bank will only give assistance if the money is necessary in order to improve the economy of the country.
CHAPTER XXVI

Numbers

The following are the *Cardinal Numbers*:

<table>
<thead>
<tr>
<th>Number</th>
<th>Forms used with the masculine</th>
<th>Forms used with the feminine</th>
<th>Declension</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>صفر</td>
<td>صفر</td>
<td>Declinable</td>
<td>Noun used as an adjective or noun</td>
</tr>
<tr>
<td>1</td>
<td>واحدة</td>
<td>واحدة</td>
<td>(indecl.)</td>
<td>Used as noun only</td>
</tr>
<tr>
<td>2</td>
<td>إثنان</td>
<td>إثنان</td>
<td>Declinable</td>
<td>Used as an adjective or noun</td>
</tr>
<tr>
<td>3</td>
<td>ثلاثة</td>
<td>ثلاثة</td>
<td></td>
<td>Nouns used with a following genitive plural (but see also Notes (b) and (c) (ii))</td>
</tr>
<tr>
<td>4</td>
<td>أربعة</td>
<td>أربعة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>خمسة</td>
<td>خمسة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ستة</td>
<td>ستة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>سبعة</td>
<td>سبعة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ثمانية</td>
<td>ثمانية</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>نINE</td>
<td>نINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>عشرة</td>
<td>عشرة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>إحدى عشرة</td>
<td>أحدث عشرة</td>
<td>Indenclable</td>
<td>used with a following acc. sing. (but see also Note (b))</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Forms used with the masculine</th>
<th>Forms used with the feminine</th>
<th>Declension</th>
<th>Construction used with a following acc. sing. (but see also Note (b))</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 إِثْنَانِ عَشُرَةَ</td>
<td>إِثْنَانِ عَشُرَةَ</td>
<td>Oblique cases</td>
<td>❄</td>
</tr>
<tr>
<td>13 ثَلَاثَ عَشُرَةَ</td>
<td>ثَلَاثَ عَشُرَةَ</td>
<td>Indecinable</td>
<td>❄</td>
</tr>
<tr>
<td>14 أَرْبَعَ عَشُرَةَ</td>
<td>أَرْبَعَ عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>15 خَمْسَ عَشُرَةَ</td>
<td>خَمْسَ عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>16 سِتَّ عَشُرَةَ</td>
<td>سِتَّ عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>17 سَبَعَ عَشُرَةَ</td>
<td>سَبَعَ عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>18 ثَمانَى عَشُرَةَ</td>
<td>ثَمانَى عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>19 سَمَعَ عَشُرَةَ</td>
<td>سَمَعَ عَشُرَةَ</td>
<td>❄</td>
<td>❄</td>
</tr>
</tbody>
</table>

Forms used with masculine and feminine

<table>
<thead>
<tr>
<th>Declinable as sound plurals</th>
<th>❄</th>
<th>❄</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 عِشْرَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>30 ثَلاَثَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>40 أَربعَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>50 خَمْسَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>60 سِتَّونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>70 سَبَعَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>80 ثَمانَى عَشَرَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
<tr>
<td>90 سَمَعَونَ</td>
<td>❄</td>
<td>❄</td>
</tr>
</tbody>
</table>
### Forms used with masculine and feminine Declension Construction

<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>Declinable</th>
<th>Noun used with a following genitive singular (but see also Note (b))</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>مائةٌ، مَتَّةٌ</td>
<td>Declinable</td>
<td>Noun used with a following genitive singular (but see also Note (b))</td>
</tr>
<tr>
<td>200</td>
<td>(plur.: مَسْتَمَتٍ، مَتَّاتٍ)</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>306</td>
<td>ثَلَاثَ مَتَّةٍ</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>400</td>
<td>أَرْبَعَ مَتَّةٍ</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>Declinable</th>
<th>Noun used with a following genitive singular (but see also Note (b))</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>ألفٌ</td>
<td>Declinable</td>
<td>Noun used with a following genitive singular (but see also Note (b))</td>
</tr>
<tr>
<td>2000</td>
<td>ألفان</td>
<td>(pl. ألف or ألف)</td>
<td>(pl. ألف or ألف)</td>
</tr>
<tr>
<td>3000</td>
<td>ثلاث آلاف</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>4000</td>
<td>أربعة آلاف</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>Declinable</th>
<th>Noun used with a following genitive singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000,000</td>
<td>مِلْيَونٌ</td>
<td>Declinable</td>
<td>Noun used with a following genitive singular</td>
</tr>
<tr>
<td>6,000,000</td>
<td>سِتَّةٌ مِلْيَانٍ</td>
<td>(see Note e (ii))</td>
<td>(see Note e (ii))</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

**Notes:**

(a) After compound numbers the case of the following noun depends on the last figure of the compound, e.g.

- 106 books

- 170 ambassadors
(b) All numbers may be used adjectivally after the noun they qualify, e.g.

Her three sons visited her  
His three daughters visited him

To four men

For eleven men

For the fourteen children

(c) *The number one*:

(i) The forms *واحد* and *واحدة* may be used as nouns or as adjectives, e.g.

One plan

Between one and the other

At one o’clock

Count from one to twenty

(ii) The forms *أحد* and *إحدى* are used only as nouns, never as adjectives. They, not *واحد* and *واحدة*, must be used in construct, whether with a noun or pronoun, e.g.

One of the observers

One of them (f.)

(iii) *أحد* is also used after a negative to denote “nobody”, e.g.

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I knew nobody

Nobody appeared

Nobody is at home

The feminine form لَأَحَدُّ في أَئِذٍ cannot be used in this way.

(d) *Two* is ordinarily translated by the dual, e.g. 

اثْنَانِ كِتَابٍ, “two books”. However, اثنان* is very occasionally used for emphasis, e.g.

I took only two books

اثْنَانِ كِتَابٌ أَحَدَتَ كِتَابٍ أَئِذٍ

is most commonly found in compound numbers, e.g. in 12, 22, 32 etc., and in the word يَوْمُ اضْعَفُ أَئِذٍ, “Monday”.

(e) The numbers from 3 to 10:

(i) The gender of the numbers from 3 to 10 is determined by the gender of the noun in question in the singular not the plural, and the noun goes in the genitive plural, e.g.

Four animals

حُيوانٌ أَوْ بُعْثُ حُيواناتِ (from حَيْوَانَ)

Five legations

مُفَضَّتَانِ اخْمَسُ مُفَضَّتَانِ (from مُفَضَّتَ)

The nine women

الْسَّابِعُ نِسَاءٌ

الْسَّابِعُ الْسَّاءُ (b) above

(ii) المَتَوْنَ is an exception to the rule that the numbers from 3 to 10 are followed by the genitive plural: it is put in the genitive singular, e.g.

مَتَوْنَ تِلَّاثٍ
(iii) The plural of عشرات, عشرة, is used idiomatically in the sense of the English “dozens”, e.g.

I have dozens of books

(f) The numbers from 11 to 19:

(i) Both parts of the number are vowelled in the accusative without tanwin, and are indeclinable with the exception of 2 in the compound 12.

(ii) The number 10 in the compound agrees in gender with the noun, and the other part of the compound (the units digit) is subject to the rules for 1, 2 and 3 to 9 already set out. The following noun is in the accusative singular, e.g.

احد عشر سعّة

(i) The multiples of 10 are treated as sound masculine plurals.

(ii) The conjunction و is inserted between the units and tens. The units precede the tens, e.g.
The noun is in the accusative singular, e.g.

إِحْدَىٰ وَتَلَاثُونَ بَنَتَىٰٰ — أَحَدٌ

إِثْنَانِٰ وَأَرَبَعٌٰ أَمَا — إِثْنَانِٰ وَحُصُونُ شَجَرَةٌ (nom.)

ثَمَانِٰٰ وَعَشِرونَ حَقِيقَةٌ (gen.)

الْحَقَائِقُ التَّنِينَيْ وَالْعَشِرَونَ (nom.)

الْحَقَائِقُ التَّنِينَيْ وَالْعَشِرَونَ (acc.)

الْحَقَائِقُ التَّنِينَيْ وَالْعَشِرَونَ (gen.)

(латَّسِينَ وَحُصِّينَ وَلَا يَّةٌ الصِّيَغَةُ)

(لَبَّسِينَ وَحُصِّينَ وَلَا يَّةٌ الصِّيَغَةُ)

(Note how adjectives are vowelled when they qualify nouns governed by numbers e.g. صِيَغَةٌ in the last two examples above. When the number is indefinite, the adjective is indefinite and agrees with the noun in case; when the number is definite, the adjective is definite and agrees with the number in case. Likewise من أَرَبَعِ عَشَرَةِ مَسَاءَةٍ سَلَٰٓئٍ (من أَرَبَعِ عَشَرَةِ مَسَاءَةٍ سَلَٰٓئٍ) and)

The numbers 100, 1000, 1000,000:

(i) أَلْفُ مِثَالًا (pl. مِثَالٌ), أَلْفُ مِثَالًا (pl. مِثَالٌ)

(مِلْيُونٌ, مِلْيُونٌ, مِلْيُونٌ, مِلْيُونٌ)

take the noun after them in the genitive singular, e.g.

100 trees
1000 women

One million soldiers

(ii) In compound numbers they are treated as ordinary nouns subject to the rules in the preceding notes, e.g.

101 مئة و ثلاثية
102 مئة و أثنتان
114 سبع مائتان

700 سبع مائة

501 books

814 schools

During the last 312 years

1001 nights

80 million dollars

The 16 million

Note that the plural آلَاف is used when the number is stated and آلُوَف with when it is indefinite, e.g.

Ten thousand men

but Thousands of men

Note also that the hundreds from 300 to 900 are often written as one word.
2. The following are the *Ordinal Numbers*:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Declension</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>الأولي</td>
<td>Declinable</td>
<td>Used as adjectives with a following genitive plural.</td>
</tr>
<tr>
<td>2nd</td>
<td>الثاني</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>الثالث</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>السادس</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>الثامن</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 10th</td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>الحادي عشر</td>
<td>Indec-</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>الثاني عشر</td>
<td>linalbe</td>
<td></td>
</tr>
<tr>
<td>13th</td>
<td>الثالث عشر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14th</td>
<td>الرابع عشر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 19th</td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20th</td>
<td>العشرون</td>
<td>Declinable</td>
<td></td>
</tr>
<tr>
<td>21st</td>
<td>الحادي والعشرون</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100th</td>
<td>المئة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101st</td>
<td>المئة وآلاف</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000th</td>
<td>الآلف</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1001st</td>
<td>الآلف وآلاف</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:

(a) Although the ١١ا and ١٢ا are indeclinable in "11th" and ١٢ا are indeclinable in 12th, they decline like ١١ا when followed by و, e.g.

\begin{align*}
\text{الحادي والخمسون} & \quad \text{(nom.)} \\
\text{التاني والاربعين} & \quad \text{(gen.)} \\
\text{الحادي والسناون} & \quad \text{(nom.)} \\
\text{التاني والستين} & \quad \text{(gen.)}
\end{align*}

(b) Each figure in an ordinal number is definite with the exception of عشرة or عشر in the ordinals from 11th until 19th, e.g.

- The 3rd man 
  
- The 3rd woman 
  
- The 3rd of the men 
  
- The 3rd of the women 
  
- The 14th year 
  
- The 46th plan (nom.) 
  
- The 100th law (acc.)
  
- The 104th (gen.)
  
- The 201st
The 100th night:

الليلة الأولى بعد ألف

The 3654th (m.):

الثلاثة آلاف السبعون وألف وأربع وألف

In the 1614th year:

في السنة ألف وألف وألف وألف وستر عشرة

3. The following are the *fractions from a half to a tenth*:

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>1/2</td>
<td>نصف</td>
</tr>
<tr>
<td>1/3</td>
<td>1/3</td>
<td>ثلاثة</td>
</tr>
<tr>
<td>1/4</td>
<td>1/4</td>
<td>ربع</td>
</tr>
<tr>
<td>1/5</td>
<td>1/5</td>
<td>خمس</td>
</tr>
<tr>
<td>1/6</td>
<td>1/6</td>
<td>سدس</td>
</tr>
<tr>
<td>1/7</td>
<td>1/7</td>
<td>سبع</td>
</tr>
<tr>
<td>1/8</td>
<td>1/8</td>
<td>ثامن</td>
</tr>
<tr>
<td>1/9</td>
<td>1/9</td>
<td>نهم</td>
</tr>
<tr>
<td>1/10</td>
<td>1/10</td>
<td>عشرين</td>
</tr>
</tbody>
</table>

Examples of their use are as follows:

\[
\frac{2}{3} \quad \text{ثلث} \\
\frac{7}{8} \quad \text{سبعة أثمانٍ}
\]

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If the denominator is greater than ten, the prepositions or, are used, or, more stylistically, the phrase (a part or fraction of), e.g.

\[
\begin{align*}
\frac{1}{19} & \quad \frac{1}{19} \\
\text{(على) سَعْة عشر} & \quad \text{جزء من سَعْة عشر} \\
\frac{2}{19} & \quad \frac{2}{19} \\
\text{(على) سَعْة عشر} & \quad \text{جزء من سَعْة عشر} \\
\frac{3}{19} & \quad \frac{3}{19} \\
\text{سَعْة عشر} & \quad \text{جزء من سَعْة عشر} \\
\frac{13}{19} & \quad \frac{13}{19} \\
\text{سَعْة عشر} & \quad \text{جزء من سَعْة عشر}
\end{align*}
\]

4. It will be seen that figures, unlike words, are written from left to right.

5. The decimal point is normally written as a comma (،)، e.g.

8.25

٨٢٥

As, however, a comma may also be used to divide thousands, and as a point is sometimes used for this purpose and as a decimal point, particular care is needed in the reading of numbers.
6. Percentages are expressed by the phrases في أليّة باليّة or or (٪)، e.g.

4% of the pupils

7. Adjectives of the “double, two-fold” type are formed on the pattern مُفَعَّل, e.g.

Triple, three-fold, a triangle مثلث

8. Adjectives of the “bilateral” type are formed on the pattern فِعَالٍ, e.g.

Trilateral, triliteral, tripartite ثلاثي

9. Dates may be expressed in the following way:

في السنة الثالثة اليوم الثاني في
ألف وعشرين من شهر
كأن تكون الأول ستة ألّف
وتسعة وثلاث وثلاثين

At 3 o’clock on Sunday the
29th of December, 1963

Note that the names of most of the months are diptotes.

10. Such phrases as “the 60’s” may be expressed as follows:

The ‘60’s

العقد السابع (من القرن العشرين)
11. "some" ("an unspecified number between 3 and 10"), follows the rules for numbers between 3 and 10, but it must precede its noun, e.g.

A few books

A few hours

expresses an unspecified number over 10, e.g.

There are some thousand (a thousand-odd) books in my library
EXERCISE 26:

Numbers

Jerusalem Shilling

B.C. Q. M.

A.D.

Century Piastre

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I have been in America for the last three months. The coalition government includes six ministers from the four main parties in the country. That building is (دَانِي) eight storeys high. The eleven girls have eleven books. Twenty-one aircraft arrived today at the international airport. There were six Ministers and eighty-seven Deputies at the Council. There are ten word lists in this book each of which contains about three hundred words. The cost of the project that the engineer suggested will amount to thousands of pounds. Last year, the National Bank paid the Municipality of
Beirut the sum of L.L. 1,732,268. What was the name of the King who ruled France in the last part of the eighteenth century? The first day of the Second World War was the 3rd of September one thousand nine hundred and thirty nine. When he was seven years old (in the seventh year of his age) he ate seven apples in a single morning. The British Embassy opens at 8 a.m. The editor wrote several articles the most important of which was the sixth one. Do you know what happened in Jerusalem in the year 70 A.D.? Three fourths of a Jordanian pound are seventy-five piastres. Add $\frac{7}{16}$ and $\frac{6}{2}$ (write the fractions out in full). 16% of the students in this boarding school do not like coffee.
CHAPTER XXVII

Doubled Verbs

Doubled verbs are those the second and third radicals of which are identical. In certain circumstances these radicals are run together.

Conjugation of Doubled Verbs

(to stretch out)

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect Indic.</th>
<th>Subjunctive and Jussive (uncontracted)</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>ینُمَدنَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ</td>
</tr>
<tr>
<td>3. m.du.</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
</tr>
<tr>
<td>3. m.pl.</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
</tr>
<tr>
<td>3. f.du.</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
</tr>
<tr>
<td>3. f.pl.</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
<td>ینَمَدنَّ</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
</tr>
<tr>
<td>2. m.du.</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
<td>ینَمَدنَّ مَدَّ</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive and Jussive</th>
<th>Jussive (uncontracted)</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. f. s.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>2. f. du.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>2. f. pl.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>1. s.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>1. pl.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
</tbody>
</table>

Parnciple  Verbal Noun

Passive

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive and Jussive</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m. s.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>3. m. du.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>3. m. pl.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>3. f. s.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>3. f. du.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>3. f. pl.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
<tr>
<td>2. m. s.</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
<td>مَنْمَثَّل</td>
</tr>
</tbody>
</table>

etc.  etc.

Participle

مَنْمَثَّل

etc.

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Note that both jussive and imperative can have two forms. The contracted forms are normally used in present-day Arabic.

**Conjugation of Derived Forms of Doubled Verbs**

<table>
<thead>
<tr>
<th>Active</th>
<th>Form</th>
<th>Perfect</th>
<th>Imperf.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
<th>Participle</th>
<th>Verbal Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II</td>
<td>غَرَّرْ</td>
<td>فُرَرْ</td>
<td>يُقْرَرْ</td>
<td>يُقْرَرْ</td>
<td>فُرَرْ</td>
<td>غَرَّرْ</td>
<td>غَرَّرْ</td>
</tr>
<tr>
<td>To decide</td>
<td>III</td>
<td>مُضَادٌ</td>
<td>صَادٌ</td>
<td>يُضَادٌ</td>
<td>يُضَادٌ</td>
<td>صَادٌ</td>
<td>مُضَادٌ</td>
<td>مُضَادٌ</td>
</tr>
<tr>
<td>To oppose</td>
<td>IV</td>
<td>عَمَّى</td>
<td>أَحَبٌ</td>
<td>يُحَبٌ</td>
<td>يُحَبٌ</td>
<td>أَحَبٌ</td>
<td>عَمَّى</td>
<td>عَمَّى</td>
</tr>
<tr>
<td>To love</td>
<td>V</td>
<td>تَرَدِّدٌ</td>
<td>مَرَدِّدٌ</td>
<td>يُرَدِّدٌ</td>
<td>يُرَدِّدٌ</td>
<td>تَرَدِّدٌ</td>
<td>تَرَدِّدٌ</td>
<td>تَرَدِّدٌ</td>
</tr>
<tr>
<td>To hesitate</td>
<td>VI</td>
<td>مُضَادٌ</td>
<td>صَادٌ</td>
<td>يُضَادٌ</td>
<td>يُضَادٌ</td>
<td>صَادٌ</td>
<td>مُضَادٌ</td>
<td>مُضَادٌ</td>
</tr>
<tr>
<td>To oppose each other</td>
<td>VII</td>
<td>إِحْلَالٌ</td>
<td>إِحْلَالٌ</td>
<td>يُحْلِلُ</td>
<td>يُحْلِلُ</td>
<td>إِحْلَالٌ</td>
<td>إِحْلَالٌ</td>
<td></td>
</tr>
<tr>
<td>To be solved</td>
<td>VIII</td>
<td>إِضْطَرَارٌ</td>
<td>إِضْطَرَارٌ</td>
<td>يُضْطَرَرُ</td>
<td>يُضْطَرَرُ</td>
<td>إِضْطَرَارٌ</td>
<td>إِضْطَرَارٌ</td>
<td></td>
</tr>
<tr>
<td>To compel</td>
<td>X</td>
<td>إِسْتَفْعَارٌ</td>
<td>إِسْتَفْعَارٌ</td>
<td>يُستَفْعَرُ</td>
<td>يُستَفْعَرُ</td>
<td>إِسْتَفْعَارٌ</td>
<td>إِسْتَفْعَارٌ</td>
<td></td>
</tr>
<tr>
<td>To excite, provoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Passive

<table>
<thead>
<tr>
<th>Form</th>
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<th>Subjunctive</th>
<th>Jussive</th>
<th>Participle</th>
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<td>مقرر مقرر قرار</td>
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<td>يضدا يضدا ضداد</td>
<td>ضودا ضودا ضداد</td>
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<td>يحب يحب حب</td>
<td>أحب أحب حب</td>
<td>يحب يحب حب</td>
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<td>يتردد يتردد</td>
<td>تردد تردد</td>
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<td>تطؤود تطؤود</td>
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</tr>
</tbody>
</table>

**Note:**

(a) the difference between the subjunctive and jussive reappears in the Second and Fifth Forms, where the final consonant is not doubled.

(b) the passives of Forms V and VI have been included but these will not be met with except impersonally, e.g.

There was hesitation about taking a decision

\[\text{تردد في أتخاذ قرار} \]
CHAPTER XXVII

EXERCISE 27:

Doubled Verbs

دَنْذَلْ الْأَلْلَهَاءِ مِنْ لَنْدِنَّ عَلَى أَنَّ الْحُكْمَةَ الْبَرِّيْزِيَّةَ بَعْدَ أَنْ
تَقْلِلَ المَقْاوِضَاتُ الْتَنَاهِيَةِ مَعَ الْوَفَّادِينَ الْإِلْصَرِّيَّ وَالْعَزَّازِيَّ فَيَسْكُنُ
قَدْ حَقَّقَ كُلُّ أَهَمَّةِ فِي الْمُسْتَقِيمِ الْأَوْسَطَ - هُلْ تُظْنُّ أَنَّهُ
يُمَكِّنَ كَانَ تَحْلُّ هَذِهِ أَفْتَاقُ كَلُّ الْمُخْتَلِفَةِ الْعَالِدَةَ بَيْنَ تَحْقِيقِ
أَسْتِقْلَالِ أَلْوَاقِ الْعَزِيزِ ؟ - فِي مَثِلِ هَذِهِ الْأَفْتَاقِ تُحْبُّ بَعْضُ
الْجَرَاءِدِ دَائِمًا عَلَى دَخَلُ الْعَسَأَةِ الْإِلْجَرَأِيَّةِ - لَا يُهْمِهُ
الْعَدَادَةُ وَلَا حُبُّ الْدِّيمُقْرَاطِيَّةَ وَلَا أَشْعُورُ مَعَ أَصْحَابِهِ
الْمَسْوُعِيِّينَ فَلَمْ لَا تَشْيِدَ إِلاّ بَيْنَهُ وَأَحَدٌ وَهُوَ أَنْ يُصَبِّرُ بِقُدْرَ
مَا يُمْكِنُ يَمْتَسَالُ الْعَلْبِ - صَرَحَ الْمُحْتَدَّ بِأَنَّ الْحُكْمَةَ
بِأَنَا مُسْتَعِدَةٌ لِمِقْاَوَةِ كُلِّ الْمُهْدِيدِاتِ - تَمُّ حَيَاةُ الإِلْسَانِ
بِدُرَّاجٍ كَثِيرٍ مِنْ الْعَدَادَةِ، وَلْكَنَّ أَهْيَا بَيْنُ شَقِّ الْأَرْوَاجِ،
فَإِنَّ الإِلْسَانَ يَجْرِرُ نَفْسَهُ بِرِكَانَ الْوَسَيْلَةِ مِنْ سِجَنِ الْحُرِّيَّةِ
وَيَدْخُلُ سَجَنًا آخَرَ يُسِرُّ يَبْعُضُ السَّجْنَاءِ كُلُّ السَّحْرِ يُؤْقَرُ
عَلَى قَدْرِ بِنَاطِلِ مَدْ رَجْلِيَّكَ - مَا رَدُّتْ عَلَيْهِ عَنْدَا سَأَلَى
The Prime Minister took great interest in the plan that was put forward by the financial committee. The hotel managers were compelled to limit the hours of work in accordance with the Labour Code in case the servants protested to the Ministry of Social Affairs about their conditions of work. I was very pleased when I received your kind letter. A man’s face usually indicates his origin. The Labour Party has decided to continue with (in) its present policy for a period of a year. My complaint will harm no one and it may benefit other guests in the future. We hesitated to accept the responsibility for the decision because we doubted its soundness. We like them for their readiness to carry out what they are asked to do. Count (m.s.) the books in the other room, which your brother did not (لم) count.
CHAPTER XXVIII

Conjugation of Hamzated Verbs

Rules for the writing of the “seat” of hamza will be found in Appendix D, but many will find it simpler just to learn the words.

First Radical Hamza

\( \text{أَسَرُّ} \), “to capture, take prisoner”

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
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<th>Imperative</th>
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<td>يَأْسِرُ</td>
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<td>يَأْسِرُوا</td>
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<tr>
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<td>يَأْسِرُتْ</td>
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<td>أَسِرَتْ</td>
<td>أَسِرَتْ</td>
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<td>يَأْسِرُ</td>
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<td>أَسِرَ</td>
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<td>إِسْرَتْ</td>
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</tr>
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<td>تَأْسِرَ</td>
<td>تَأْسِرُ</td>
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<td>1. pl.</td>
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<td>تَأْسِرُ</td>
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### Participles and Verbal Nouns

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<th>Imperfect</th>
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<td>أَسَرِتْ</td>
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<td>3.m.du.</td>
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<td>3.m.pl.</td>
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### Conjugation of the Imperatives of أَسَرُّ

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<td>مُرَبَّنَ</td>
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</table>
Second Radical Hamza

\[ سَأَلُ، "to ask" \]

### Active

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<td>سَأَلَ سَأَلَ</td>
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<td>سَأَلَ سَأَلَ</td>
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### Participle | Verbal Noun

\[ سَأَلَنَّ, سَأَلاًّ \]

### Passive

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**Participle**

مسؤوِل

**Note:** سَأَلُ has alternative jussives and imperatives:

سَلْ إِسْأَلْ; يَسَّأَل

**Third Radical Hamza**

قرأ، “to read”

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<td>---------</td>
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<td>نقرأ</td>
<td>قرأً</td>
<td>قرأَ</td>
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<td>نقرأ</td>
<td>قرأَ</td>
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<td>قرأوُن</td>
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Participle: قارِء
Verbal Noun: قارَأَة

Passive

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<td>ُقُرِيَّة</td>
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Participle: مُقَرِّوَة

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<td>To blame</td>
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<tr>
<td>IV</td>
<td>مُؤَهِّرُ</td>
<td>أَمَنَّ إِبْنَ</td>
<td>يَوْرُ</td>
<td>مُؤَهِّرُ</td>
<td>أَمَنَّ إِبْنَ</td>
</tr>
<tr>
<td></td>
<td>To believe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>مُؤَهِّرُ</td>
<td>تَأْكُدُ</td>
<td>يَوْرُ</td>
<td>مُؤَهِّرُ</td>
<td>تَأْكُدُ</td>
</tr>
<tr>
<td></td>
<td>To be convinced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>مُؤَهِّرُ</td>
<td>تَأْلِفُ</td>
<td>يَوْرُ</td>
<td>مُؤَهِّرُ</td>
<td>تَأْلِفُ</td>
</tr>
<tr>
<td></td>
<td>To be attuned to (each other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>No common verbs of this Form exist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مُؤَهِّرُ</td>
<td>إِتْلَفَ</td>
<td>يَأْتِلِفَ</td>
<td>مُؤَهِّرُ</td>
<td>إِتْلَفَ</td>
</tr>
<tr>
<td></td>
<td>(إِتْلَفَ)</td>
<td></td>
<td></td>
<td>(إِتْلَفَ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be united (c.f. App. D para. 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مُؤَهِّرُ</td>
<td>إِتْلَفَ</td>
<td>يَأْتِلِفَ</td>
<td>مُؤَهِّرُ</td>
<td>إِتْلَفَ</td>
</tr>
<tr>
<td></td>
<td>To adopt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>مُؤَهِّرُ</td>
<td>إِسْتَأْجِرَ</td>
<td>إِسْتَأْجِرَ</td>
<td>مُؤَهِّرُ</td>
<td>إِسْتَأْجِرَ</td>
</tr>
<tr>
<td></td>
<td>To (take on) rent</td>
<td></td>
<td></td>
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</table>
Passive

<table>
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<th>Impf.</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>موَتُرُ يَوَدُ اِئِرُ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>موَأْخَذُ بِأَخْذٍ أَوْخَذُ</td>
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<td></td>
</tr>
<tr>
<td>IV</td>
<td>موُذْنَ بِأَذْنٍ أُوُذَّنَ</td>
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<td></td>
</tr>
<tr>
<td>V</td>
<td>مُتَأَطَّ بُتَأَطُّ بُطَّ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be carried under the arm

VI No common verbs of this Form exist

VIII موُنَمُ بِونَمٍ أُوُنَّمَ

To be trusted

VIII مُتَحَدٌ بُتَحَدُّ بُتَخَذُ

X مُسْتَأْجِرٌ بُسُتَّأْجِرُ أُسْتوُجِرُ

Note: The Eighth Form of أَخْذٍ is irregular, being written أَخَذٍ.

Derived Forms of the Hamzated Verbs

Second Radical Hamza

Active

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<tr>
<th>Form</th>
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<th>Verbal Noun</th>
<th>Participle</th>
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<td></td>
<td>مُرَسُّ تُريِسُ يُرِسُ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To appoint as leader

III سَائِلٌ مَساَئِلٌ سَائِلٌ يُسَائِلُ

To question

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<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Imper.</th>
<th>Imperative</th>
<th>Verbal</th>
<th>Participle</th>
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<tr>
<td>IV</td>
<td>مُكَبِّبٌ</td>
<td>أَكَبُ</td>
<td>يُكَبِّبُ</td>
<td>أَكَبُ</td>
<td>مُكَبِّبٌ</td>
</tr>
<tr>
<td></td>
<td>To distress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>مُتَقَّبِلٌ</td>
<td>يَّرَأَسُ</td>
<td>يُتَقَّبِلُ</td>
<td>يَّرَأَسُ</td>
<td>مُتَقَّبِلٌ</td>
</tr>
<tr>
<td></td>
<td>To be head of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>مُقَافِلٌ</td>
<td>يَّرَأَسُ</td>
<td>يُقَافِلُ</td>
<td>يَّرَأَسُ</td>
<td>مُقَافِلٌ</td>
</tr>
<tr>
<td></td>
<td>To be optimistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مُتَقَافِلٌ</td>
<td>يَّرَأَسُ</td>
<td>يُتَقَافِلُ</td>
<td>يَّرَأَسُ</td>
<td>مُتَقَافِلٌ</td>
</tr>
<tr>
<td></td>
<td>To be convened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>مُتَقَافِلٌ</td>
<td>يَّرَأَسُ</td>
<td>يُتَقَافِلُ</td>
<td>يَّرَأَسُ</td>
<td>مُتَقَافِلٌ</td>
</tr>
<tr>
<td></td>
<td>To ask to be merciful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**Passive**

<table>
<thead>
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<th>Imperfect</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>مُوَاسَسٌ</td>
<td>يَرَأَسُ</td>
<td>مُسَاءَلٌ</td>
</tr>
<tr>
<td>III</td>
<td>مُوَاسَسٌ</td>
<td>يَرَأَسُ</td>
<td>مُسَاءَلٌ</td>
</tr>
<tr>
<td>IV</td>
<td>مُوَاسَسٌ</td>
<td>يَرَأَسُ</td>
<td>مُسَاءَلٌ</td>
</tr>
<tr>
<td>V, VI</td>
<td>No common examples to be found. If required they would be formed regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

**Derived Forms of the Hamzated Verbs**

**Third Radical Hamza**

**Active**

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Imper.</th>
<th>Imperative</th>
<th>Verbal</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>مُبِينٌ</td>
<td>يَبِينُ</td>
<td>مُبِينٌ</td>
<td>يَبِينُ</td>
<td>مُبِينٌ</td>
</tr>
<tr>
<td></td>
<td>To inform</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Form | Perfect | Imperf. Indic. | Imperative | Verbal Noun | Participle
---|---|---|---|---|---
III | كافٍا | مُكَافَاءَة | كافٍا | مُكَافَاءَة |

To compensate

IV | مُنشَأ | إنشاء | نشأ | إنشاء |

To construct

V | مُنبِتُا | نبتا | بِنَبْتَا | بِنَبْتَا |

To forecast

VI | مُبَاطِئَ | بَاطِئَة | بِبَاطِئْا | بِبَاطِئْا |

To be slow

VII | مُنْكِفَة | انْكِفَاء | ينْكِفُي | انْكِفَاء |

To be overturned

VIII | مُبَتِّدِئَة | إِبْتِدَأَة | يبتَديء | إِبْتِدَأَة |

To begin

X | مُسْتَبِيثَة | إِسْتَبِيثَة | يسْتَبِيثُ | إِسْتَبِيثَة |

To ask for news

Note: that when the final radical is hamza the verbal noun of the Second Form is of the pattern تَفْعَيل not تَفْعَیلة .

Passive

Form | Perfect | Imperfect | Participle
---|---|---|---
II | بِنَبْتَا | مَبْتَ | بِنَبْتَا |

III | بِكَا فَأَ | مُكَا فَآة | بِكَا فَأَ |

IV | أَنشَأ | مُنشَأ | أَنشَأ | مُنشَأ |
<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>مُتَبَّأّا</td>
<td>(not used)</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>نُبَتِّيَلا</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مُبَدِّأ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>مُستَبِّأ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER XXVIII

(Word List, Section 5)

EXERCISE 48:

Hamzated Verbs

إِسْتَفْتَهَ
to resume

حكم وأشرب بحريئة فإن الأكلات والمشروبات
حكمها على حساب الشركة - آلا يمكن تأجيل
مؤتمراً استجابةً على تأييد الحكومة للسياسة الفرنسية في
الأمم المتحدة؟ - لقد تسلمنا مكتوبكم اللطيف المورث
في 13 تموز - أتمنى مهَّلْكَ كبيرة اليوم فلا تتأخر في الرجوع
من دواوين الأمان العام - استوفت الملفات عند بناءة
الإضراب - نُعم حزيناً بوحدة العالم العربي - لم تسألين
عن نتائج الإضراب - يدرون أن همتي بأسبابه؟ - عندما
كنت دائماً قرأت كتاب تاريخ وكتبي هذا، حفظته
أيضاً - لم تعيد السلطات اللبنانية إلى إنهاء ميناء فقط،
بل ألقى مطرار أيضاً لاستقبال المسافرين وهو في أحد
وقع ممكن - يبدأ فصل المدرسة الجديدة في أول يوم من
الشهر القادم - بدأ أتفاض يقرأ الوثيقة الأولى يصوت

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The Ministry of Public Works has decided to establish a new office in the port area. We shall take all measures necessary to achieve our aims. Take this meat and tell the butcher that we cannot eat it. The government spokesman declared that the formation of another party would not be allowed at the present time. The Technical Agriculture Board has decided to put off the execution of its plan for another year; work will be resumed next spring. The Society for the Protection of Authors' Rights has protested to the Minister of the Interior against the increasing influence of the censorship (قائمة وقائية). I intend to order the transfer of all our troops to the two main bases. I have asked him not to be late for the meeting. He will order all members of the Liberal Party to support the coalition government.
CHAPTER XXIX
Assimilated Verbs

Assimilated verbs are those the first radical of which is ُوُي or ُيُو. All verbs in common use with first radical ُوُي drop it in the imperfect active of the First Form, but verbs with first radical ُيُو retain it. There are some modifications in the Fourth Form, which are given in detail below. The Seventh Form does not exist. In the Eighth Form the initial ُوُي or ُيُو is assimilated to the characteristic ُيُو, e.g. ُيُوُسُ from ُيُسُ and ُوُصُ from ُوُصُ. In the Fourth and Tenth Forms an initial ُوُي in the verbal noun changes to ُيُو, e.g. ُوُفُدُ, "to delegate", ُإِفَادُ, "to deposit", ُإِسِيَدُ, "to love, like", the initial ُوُي is not dropped.

**Conjugation of Assimilated Verbs**

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m. s.</td>
<td>ُيُعْدُ</td>
<td>ُيُعْدُ</td>
<td>ُيُعْدُ</td>
<td>ُوُعْدُ</td>
<td>ُوُعْدُ</td>
</tr>
<tr>
<td>Person</td>
<td>Perfect</td>
<td>Impf. Indic.</td>
<td>Subjunctive</td>
<td>Jussive</td>
<td>Imperative</td>
</tr>
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<td>--------</td>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. m.du.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. f.s.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. f.du.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>2. f.pl.</td>
<td>تعيد</td>
<td>تعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>1. s.</td>
<td>أعود</td>
<td>أعود</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
</tr>
<tr>
<td>1. pl.</td>
<td>نعيد</td>
<td>نعيد</td>
<td>عد</td>
<td>عد</td>
<td>عذد</td>
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</tbody>
</table>

**Participle** | **Verbal Noun**
---|---
وعدد | وعد

---

**Passive**

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<td>وعد</td>
<td>وعد</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>وعد</td>
<td>وعد</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>وعد</td>
<td>وعد</td>
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<tr>
<td>2. f.s.</td>
<td>وعد</td>
<td>وعد</td>
</tr>
<tr>
<td>1. s.</td>
<td>وعد</td>
<td>وعد</td>
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</table>

**Participle**

 وعدود
(٧٠) يَبِس

"to be dry or brittle"

**Active**

<table>
<thead>
<tr>
<th>Person</th>
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<th>Impf.</th>
<th>Sub-</th>
<th>Jussive</th>
<th>Imper-</th>
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<tr>
<td>3. m. s.</td>
<td>يِبِسْنَ</td>
<td>يِبِسْنَ</td>
<td>يِبِسْنَ</td>
<td>يِبِسْنَ</td>
<td>يِبِسْنَ</td>
</tr>
</tbody>
</table>

Participle | Verbal Noun
--- | ---

No Passive

أَوْفَدُ

**Form IV, “to delegate”**

**Active**

<table>
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<tr>
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<th>Impf.</th>
<th>Jussive</th>
<th>Imper-</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m. s. :</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
</tr>
<tr>
<td>3. m. pl. :</td>
<td>أَوْفَدُوا</td>
<td>أَوْفَدُونَ</td>
<td>أَوْفَدُوا</td>
<td>أَوْفَدُونَ</td>
</tr>
<tr>
<td>3. f. s. :</td>
<td>أَوْفَدْتَ</td>
<td>أَوْفَدْتَ</td>
<td>أَوْفَدْتَ</td>
<td>أَوْفَدْتَ</td>
</tr>
<tr>
<td>3. f. pl. :</td>
<td>أَوْفَدُنَّ</td>
<td>أَوْفَدْنَ</td>
<td>أَوْفَدُنَّ</td>
<td>أَوْفَدْنَ</td>
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<tr>
<td>2. m. s. :</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
<td>أَوْفَدْ</td>
</tr>
<tr>
<td>2. m. pl. :</td>
<td>أَوْفَدُوا</td>
<td>أَوْفَدُونَ</td>
<td>أَوْفَدُوا</td>
<td>أَوْفَدُونَ</td>
</tr>
<tr>
<td>2. f. s. :</td>
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Participle | Verbal Noun
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مُوَفَدُ

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### Passive

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**Participle**

َيُقَطَّ، Form IV, “to awaken” (trans.)

### Active

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Participle

موقَفتْ
CHAPTER XXIX

(Word List, Section 5)

EXERCISE 29:

Assimilated Verbs

\( \text{ودَعَ (ب)} \) 
\text{to let; allow; abandon}

\( \text{ورَثَ (ب)} \) 
\text{to inherit}

\( \text{توَفَّرَ لِ} \) 
\text{to be provided, available}

\( \text{يُؤْمَرُ} \)

\( \text{ودُ.} \) 
\text{to like, wish}

\( \text{مَرَّ بُعُدْ} \) 
\text{square}

\(~\text{مُنَّ أَلْوَاهُ} \) 
\text{On our shoulders}

\(~\text{فِى هَذَا} \) 
\text{in this}

\(~\text{حِينَ} \) 
\text{when}

\(~\text{نَلِّي} \) 
\text{will}

\(~\text{إِلَى} \) 
\text{towards}

\(~\text{بُعَّادَةً} \) 
\text{the return}

\(~\text{أَلْوَاهِي} \) 
\text{our Lord”}

\(~\text{أَن} \) 
\text{that}

\(~\text{لَمَّا} \) 
\text{when}

\(~\text{كُلُّ} \) 
\text{every}

\(~\text{مَشَى} \) 
\text{walked}

\(~\text{فِى} \) 
\text{in}

\(~\text{الْأَمْسِيَّةَ} \) 
\text{the evening}

\(~\text{الْأَوْتَارَ} \) 
\text{the arrows}

\(~\text{مُأْثِرَةً} \) 
\text{with preference}

\(~\text{فِى} \) 
\text{on}

\(~\text{الْأَوْتَار} \) 
\text{the arrows}

\(~\text{أَلْوَاهِي} \) 
\text{our Lord”}

\(~\text{لَمُّ} \) 
\text{would not}

\(~\text{يَوْمُ} \) 
\text{the day}

\(~\text{الْأَمَسِ} \) 
\text{the evening}

\(~\text{خَاَمَسَ} \) 
\text{five times}

\(~\text{الْأَمَسِ} \) 
\text{the evening}

\(~\text{مُؤْمِنُ} \) 
\text{believer}

\(~\text{مُؤْمِنُ} \) 
\text{believer}

\(~\text{وَ} \) 
\text{and}

\(~\text{أَّمَّا} \) 
\text{if}

\(~\text{يُوْفِقُ} \) 
\text{would be successful}
In unity is strength. As a result of the programme of economic assistance that the parliamentary mission has laid down, the island will move rapidly towards complete independence. I cannot find any link between the present financial crisis and the operations of the money-changers. It is expected that the import of oil will be forbidden after today. That decision will probably bring all survey operations to a halt immediately. We must do our best
to unite the two companies. As a result of the porters' strike the distribution of recent imports of coffee has stopped. Protests are reaching the government from all sides, but there is no member of the cabinet who will take any practical steps. Wake me up at six in the morning, as I want to be at the clinic at a quarter past eight.
CHAPTER XXX

Hollow Verbs

Hollow verbs are verbs that have و or ي as their middle radical. They are of three types:

(a) قال; imperfect characteristic (')
(b) صاح; » (')
(c) خاف; » (')

The rules governing the changes that occur in the weak letters of these verbs will be found in Appendix E.

Of the derived forms of hollow verbs, the Second, Third, Fifth and Sixth are regular. Examples of the modifications that occur in forms Four, Seven, Eight and Ten are given in this Chapter.

Conjugation of Hollow Verbs

"to drive"

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**Participle**

- **Verbal Noun**: ساق، ساقة، ساق

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**Participle**

- **Passive**: مسوق
Note the reversal of the normal vowelling pattern in the perfect passive (see Appendix E).

"to sell"

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**Participle**

"to fear"

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**Passive**

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<td>حَفِّنَ</td>
</tr>
<tr>
<td>1. pl.</td>
<td>حَفَتْنَا</td>
<td>حَفِّنَا</td>
</tr>
</tbody>
</table>

**Participle**

حَفَفُ

Note that in verbs with characteristic kasra and fatha in the imperfect, there is no difference between the Active and Passive of the Perfect in the First and Second Persons and the Third Person Feminine Plural (i.e. the contracted forms). Some people make a difference by pointing the Active with kasra and the passive with dhamma (e.g. بَعِيْتُ and بَعُثْ) and this is a useful distinction; but there is no warrant for it (see Wright, Volume I p. 85 paragraph 156).

**Derived Forms of the Hollow Verbs**

<table>
<thead>
<tr>
<th>Derived Verbs</th>
<th>Active</th>
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<tbody>
<tr>
<td>Perfect</td>
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<tr>
<td>II</td>
<td>تُوْعِيْنُ</td>
</tr>
<tr>
<td>III</td>
<td>مَبَيِّعُ، مَبَايِعْ</td>
</tr>
<tr>
<td>IV</td>
<td>أَرَادَ</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Jussive</th>
<th>Imperative</th>
<th>Participle</th>
<th>Verbal Noun</th>
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<tbody>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be accustomed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To cooperate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To side with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To rest</td>
<td></td>
<td></td>
<td></td>
<td></td>
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**Passive**

<table>
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<th>Perfect</th>
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<th>Participle</th>
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</thead>
<tbody>
<tr>
<td>II</td>
<td>موَعْد</td>
<td>رَوَعْ</td>
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</tr>
<tr>
<td>III</td>
<td>مُبَاعْ</td>
<td>بَيْعُ</td>
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</tr>
<tr>
<td>IV</td>
<td>مُرَادْ</td>
<td>أَرَادْ</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>يَتَعَوْدُ</td>
<td>(not used)</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>يَتَعاوْنُ</td>
<td>(not used)</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>(does not exist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مُحْتَاجٌ</td>
<td>أَحْتَاجَ</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>مُسْتَرَاحٌ</td>
<td>أَسْتَرَاحَ</td>
<td></td>
</tr>
</tbody>
</table>

*Note: although the passive of تَعاوْنُ and إِسْتَرَاحَ could*
only be used impersonally, the passive participles may be found as nouns of place, e.g. مَسْتَرَاعُ, "a rest-room or latrine".

\[
\text{Form IV,} \quad \text{"to benefit"}
\]

<table>
<thead>
<tr>
<th>Person</th>
<th>Active</th>
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<tbody>
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<td>Perfect</td>
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<td>يُقِدْ</td>
<td>أَفَاد</td>
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<td>3. f. pl.</td>
<td>يُقِدْنَ</td>
<td>أَفَدُن</td>
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<td>2. m. s.</td>
<td>يُقِدْ</td>
<td>أَفَدُت</td>
</tr>
<tr>
<td>2. m. pl.</td>
<td>يُقِدُونَ</td>
<td>أَفَدُمُ</td>
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<td>أَفَادُ</td>
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<td>3. f. pl.</td>
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<td>أَفَدُن</td>
</tr>
<tr>
<td>2. m. s.</td>
<td></td>
<td>أَفَدُت</td>
</tr>
<tr>
<td>2. m. pl.</td>
<td></td>
<td>أَفَدُمُ</td>
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<table>
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<th>Verbal Noun</th>
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<tbody>
<tr>
<td>مُقيِدُ</td>
<td>إِفَادَة</td>
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</tbody>
</table>
Form VII, إختار، "to side (with)"

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<th>Imperative</th>
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<td>يختار</td>
<td>يختارون</td>
<td>إختاروا</td>
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<td>يختارن</td>
<td>يختارن</td>
<td>يختارن</td>
<td>إختارن</td>
</tr>
<tr>
<td>2. m. s.</td>
<td>يختار</td>
<td>يختارون</td>
<td>إختارون</td>
<td>إختاروا</td>
</tr>
<tr>
<td>2. m. pl.</td>
<td>يختارون</td>
<td>يختارون</td>
<td>إختارون</td>
<td>إختاروا</td>
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</tbody>
</table>

Participle: مختار
Verbal Noun: إختار

Form VIII, إختار، "to choose"

<table>
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<th>Imperative</th>
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<td>يختار</td>
<td>يختارون</td>
<td>إختاروا</td>
</tr>
<tr>
<td>3. f. pl.</td>
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<td>يختارن</td>
<td>يختارن</td>
<td>إختارن</td>
</tr>
<tr>
<td>2. m. s.</td>
<td>يختار</td>
<td>يختارون</td>
<td>إختارون</td>
<td>إختاروا</td>
</tr>
<tr>
<td>2. m. pl.</td>
<td>يختارون</td>
<td>يختارون</td>
<td>إختارون</td>
<td>إختاروا</td>
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</tbody>
</table>

Participle: مختار
Verbal Noun: إختار

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### Form X, "to seek help"

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<tr>
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<td>غنَّتُ</td>
<td>غنَّتُ أَسْتَعِنَّ</td>
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<td>غنَّتُنْ</td>
<td>غنَّتُنْ أَسْتَعِنُّنْ</td>
</tr>
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<td>غنَّتَ</td>
<td>غنَّتَ أَسْتَعَنَّ</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>غنَّنْتُنْ</td>
<td>غنَّنْتُنْ أَسْتَعِنُّنْ</td>
</tr>
</tbody>
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<table>
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<th>Imperative</th>
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</thead>
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<td>أَسْتَعَنَّ</td>
<td>أَسْتَعَنَّ</td>
</tr>
<tr>
<td>3. f.pl.</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>أَسْتَعَنَّ</td>
<td>أَسْتَعَنَّ</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
</tr>
</tbody>
</table>

<table>
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<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>أَسْتَعَنَّ</td>
<td>أَسْتَعَنَّ</td>
<td>أَسْتَعِنَّ</td>
<td></td>
</tr>
<tr>
<td>3. f.pl.</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
<td></td>
</tr>
<tr>
<td>2. m.s.</td>
<td>أَسْتَعَنَّ</td>
<td>أَسْتَعَنَّ</td>
<td>أَسْتَعَنَّ</td>
<td></td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
<td>أَسْتَعِنُّنْ</td>
<td></td>
</tr>
</tbody>
</table>

Participle: أَسْتَعَنٌ

Verbal Noun: أَسْتَعَنٌ
Person  Perfect  Impf. Indic.

2. m. s.  أَسْتَعَنَّ  نُسْتَعَنُّ

2. m. pl.  أَسْتَعَنُّم  نُسْتَعَنُّونَ

Participle  نُسْتَعَنُّ

Note: the verbal nouns of the Fourth and Tenth forms of hollow verbs have an added ta marbuta. However, the middle radical in a Tenth Form hollow verb sometimes remains strong, e.g. أَصْبَحَ, “to consider correct”; and sometimes both strong and weak forms exist from the same root, e.g. أَسْتَجِبَ, أَسْتَجِبَّ “to respond” and أَسْتَجِبَّ “to interrogate”. When the weak letter remains strong in this way the verbal noun does not take ta marbuta, e.g. أَسْتَصْوَأَب “approval” and أَسْتَجِوَأَب “interrogation”.

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CHAPTER XXX

(Word List, Section 5)

EXERCISE 30:

Hollow Verbs

to be aligned  

to prevent

أريد أن أقام ساعة أو ساعتين بعد أن آتيت من اليوم تزداد أجرى المفر في كل الطائرات التابعة للشركات

الدولية - تزيد قيمة الألواحات على قيمة الصادرات - إن البرامج التي تدأ من تلك الحالة الأجنبيّة تزيد الموقف

خطورة - حاورت أن أستثمر الفنصل بخصوص هذه النقطة

لكني لم أستطيع أن أصل به - دار الحديث ليلة أمس

في بيتنا حول العالم الذي نعيش فيه ، فأجتمعنا على أنه يتغير يومًا بعد يوم ويسير بعد فئل غير مناسب للحضارة

الإنسانية القديمة - وعد مدمر أعمر أن يقوم بإثارة مفيدة مع الأساليب بعد أن يعود من زيارته لإنكلترا

أضاف المذيع قائلا: إن الهولندي غير النظامي يبذل جهداً جماهيرًا للحيلولة دون وقوع حرب ذريعة - تُمسك الأشياء
What will you say when the girl’s father asks you about your intentions? The professor says that he intends to resign because, without previous consultation, the Minister of Education intends to prevent his project for the teaching of Middle East history from being put into effect. When I was a young man I liked visiting the monastery next to my uncle’s house to photograph the statues in the courtyard. During the attack the hospital was hit by fire (plur.) from the enemy’s guns. How many men will volunteer for the Arabic language course? The number of students who have registered their names has increased this year, but they are an undistinguished lot and will not derive any benefit from the instruction. We have advised the Foreign Office to change its policy. I referred to this point in an article of mine in the university magazine. Sell me your carpets at once: are you not afraid that the tax will be increased.
CHAPTER XXXI

Defective Verbs

Defective verbs are those the last radical of which is و or ي. The various patterns of these verbs are listed below with notes on their peculiarities.

Active

<table>
<thead>
<tr>
<th>Person</th>
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<th>Sub-junctive</th>
<th>Jussive</th>
<th>Imperative</th>
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</thead>
<tbody>
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<td>مَرَجَ</td>
<td>مَرَجَ</td>
<td>مَرَجَ</td>
<td>مَرَجَ</td>
<td>مَرَجَ</td>
</tr>
<tr>
<td>3. m. du.</td>
<td>مَرَجْوَا</td>
<td>مَرَجْوَا</td>
<td>مَرَجْوَا</td>
<td>مَرَجْوَا</td>
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</tr>
<tr>
<td>3. m. pl.</td>
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<td>مَرَجْوُونَ</td>
<td>مَرَجْوُونَ</td>
<td>مَرَجْوُونَ</td>
<td>مَرَجْوُونَ</td>
</tr>
<tr>
<td>3. f. s.</td>
<td>مَرَجَتِي</td>
<td>مَرَجَتِي</td>
<td>مَرَجَتِي</td>
<td>مَرَجَتِي</td>
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</tr>
<tr>
<td>3. f. du.</td>
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<td>مَرَجْوَا رَجْتَا</td>
<td>مَرَجْوَا رَجْتَا</td>
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<td>مَرَجْوُونَ رَجَوْنَ</td>
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<td>أَرَجَ</td>
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</tr>
</tbody>
</table>
Note: the short vowel of the middle radical is retained when it is fatha (ـ)، e.g. رَجَوُا، “they hoped” (not رُجُوا).

<table>
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<td>يُرِمُي</td>
<td>يُرِمِي</td>
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<td>أَرِمُي</td>
<td>أَرِمُي</td>
<td>أَرِمِي</td>
<td>رَمِي</td>
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</tr>
<tr>
<td>2. f. s.</td>
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<td>أَرِمُي</td>
<td>أَرِمِي</td>
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</tr>
<tr>
<td>2. f. pl.</td>
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<td>أَرُوُي</td>
<td>أَرِمِي</td>
<td>رُوَي</td>
<td>رُوَي</td>
</tr>
<tr>
<td>1. s.</td>
<td>أَرُمُي</td>
<td>أَرُمُي</td>
<td>أَرِمِي</td>
<td>رَمِي</td>
<td>رَمِي</td>
</tr>
<tr>
<td>1. pl.</td>
<td>أَرُمُوَا</td>
<td>أَرُمُوَا</td>
<td>أَرِمِي</td>
<td>رُوَوَا</td>
<td>رُوَوَا</td>
</tr>
</tbody>
</table>

Note: when a suffix is added to the past tense the ي becomes ی، e.g. “he threw it”، رَمَاهُ.
### to forget

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect Indic.</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>ينسى</td>
<td>ينسى</td>
<td>نسيت</td>
<td>نسيت</td>
<td>نسيت</td>
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<tr>
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<td>ينسا</td>
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<td>نسيت</td>
<td>نسيت</td>
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<td>نسيت</td>
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<tr>
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<td>ينسى</td>
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<tr>
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<td>نسيت</td>
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<td>تنسين</td>
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<td>نسيت</td>
<td>نسيت</td>
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<td>ينسى</td>
<td>نسيت</td>
<td>نسيت</td>
<td>نسيت</td>
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<tr>
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<td>ينسًا</td>
<td>نسيت</td>
<td>نسيت</td>
<td>نسيت</td>
</tr>
</tbody>
</table>

### to endeavour, run.

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect Indic.</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
</tr>
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<td>يسعي</td>
<td>سعيًا</td>
<td>سعيًا</td>
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<td>يسعًا</td>
<td>سعيًا</td>
<td>سعيًا</td>
<td>سعيًا</td>
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<td>يسعون</td>
<td>يسعون</td>
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<tr>
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<td>Impf. Indic.</td>
<td>Sub-junctive</td>
<td>Jussive</td>
<td>Imperative</td>
</tr>
<tr>
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<td>---------</td>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
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<tr>
<td>3. f. s.</td>
<td>سَعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
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<tr>
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<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
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<td>3. f. pl.</td>
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<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
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<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
<td>سُعَى سُعْى</td>
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<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
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<td>سُعيْنَ سُعيْن</td>
<td>سُعيْنَ سُعيْن</td>
<td>سُعيْنَ سُعيْن</td>
<td>سُعيْنَ سُعيْن</td>
</tr>
<tr>
<td>1. s.</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
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<td>سُعَيْنَ سُعيْن</td>
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<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
<td>سُعَيْنَ سُعيْن</td>
</tr>
</tbody>
</table>

"to be satisfied"
Note: although the last radical of ٌدَعَى was originally a و (as can be seen, for example, from its verbal noun ٌدَعُونَ) there is no surviving difference between its conjugation and that of ٌنِسِيَ.

**Passive**

In the passive all five kinds of defective verb are conjugated on the same pattern.

ٌدَعَى, "to summon"

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Subjunctive</th>
<th>Jussive</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. m.s.</td>
<td>ٌدَعَى ٌدَعَى ٌدَعَى</td>
<td>ٌدَعَى ٌدَعَى ٌدَعَى</td>
<td>ٌدَعَى ٌدَعَى ٌدَعَى</td>
<td>ٌدَعَى ٌدَعَى ٌدَعَى</td>
</tr>
<tr>
<td>3. m.pl.</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
</tr>
<tr>
<td>3. f.s.</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
</tr>
<tr>
<td>3. f.pl.</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
</tr>
<tr>
<td>2. m.s.</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
</tr>
<tr>
<td>2. m.pl.</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
<td>ٌدَعَوُا ٌدَعَوُا ٌدَعَوُا</td>
</tr>
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<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
<td>ٌدَعَت ٌدَعَت ٌدَعَت</td>
</tr>
</tbody>
</table>

etc. etc.

**The Active and Passive Participles.**

The participles of defective verbs are formed in accordance with the same principles as those of strong verbs but the weak letter as the third radical makes some changes necessary in declining them.
The active participle of all kinds of defective verb (including the derived forms) is declined on the pattern of قَاضٍ (Chapter IV), e.g., from رَجُو، رَجَا:

<table>
<thead>
<tr>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masc. sing. nom. and gen.</strong></td>
<td>رَجِي</td>
</tr>
<tr>
<td>acc.</td>
<td>رَجِياً</td>
</tr>
<tr>
<td><strong>Masc. dual nom.</strong></td>
<td>رَجِيان</td>
</tr>
<tr>
<td>acc. and gen.</td>
<td>رَجِيين</td>
</tr>
<tr>
<td><strong>Plural nom.</strong></td>
<td>رَجَون</td>
</tr>
<tr>
<td>acc. and gen.</td>
<td>رَجَين</td>
</tr>
</tbody>
</table>

The feminine sing. رَجِية (plural رَجِيَات) is regular.

The passive participle follows two patterns: verbs of the pattern رَجَا have a passive participle مُرَجَجُو; all others are of the pattern مُرَجِي. Both decline regularly.

**The Derived Forms of Defective Verbs**

The conjugation of all the derived forms of all defective verbs is on the same pattern as the Derived Forms of رَجِي، رَجِي except that, as in the First Form, the short vowel of the middle radical is never lost when it is fatha.
### Active

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Imperf. Subjunctive</th>
<th>Jussive</th>
<th>Imperative</th>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>لَا يَبْعِثُ يُبْعِثُ يَدْعُ</td>
<td>مُتَّبَعَةُ</td>
<td>يَدْعِي</td>
<td>To bring up, rear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>يَا یَدَاءَ یَدَاءَ یَدَاءَ یَدَاءَ</td>
<td>مُتَّبَعَةُ</td>
<td>يَدُاءُ</td>
<td>To call or summon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>إِعْطَاءُ</td>
<td>يُعْطِي یُعْطِي یُعْطِي یُعْطِي یُعْطِي</td>
<td>یُعْطِي</td>
<td>To give</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>تَمْسَ یَتَمْسَ یَتَمْسَ یَتَمْسَ یَتَمْسَ یَتَمْسَ</td>
<td>تَمْسُ</td>
<td>یَتَمْسُ</td>
<td>To take a walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>تَنَاسُ يَنَاسُ يَنَاسُ يَنَاسُ يَنَاسُ يَنَاسُ</td>
<td>تَنَاسُ</td>
<td>يَنَاسُ</td>
<td>To pretend to forget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>إِقْتَضَاءُ</td>
<td>يَقْتَضِی یَقْتَضِی یَقْتَضِی یَقْتَضِی یَقْتَضِی یَقْتَضِی</td>
<td>يَقْتَضِی</td>
<td>To be ended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>أَدْعَ</td>
<td>يَدُعُ یَدُعُ یَدُعُ یَدُعُ یَدُعُ یَدُعُ</td>
<td>یَدُعُ</td>
<td>To allege, claim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Wanting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>استَعْنِ</td>
<td>یَسْتَعْنُ یَسْتَعْنُ یَسْتَعْنُ یَسْتَعْنُ یَسْتَعْنُ یَسْتَعْنُ</td>
<td>یَسْتَعْنُ</td>
<td>To dispense with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Active participle: see note on previous page.

### Passive

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Imperf. Subjunctive</th>
<th>Jussive</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>لَا يَبْعِثُ لَا يَبْعِثُ لَا يَبْعِثُ</td>
<td>مُرَجَّتْ</td>
<td>مُرَجَّتْ</td>
<td>مُرَجَّتْ</td>
</tr>
<tr>
<td>III</td>
<td>يَا یَدَاءَ يَا یَدَاءَ يَا یَدَاءَ يَا یَدَاءَ</td>
<td>مُرَجَّتْ</td>
<td>مُرَجَّتْ</td>
<td>مُرَجَّتْ</td>
</tr>
<tr>
<td>IV</td>
<td>إِعْطَاءُ إِعْطَاءُ إِعْطَاءُ إِعْطَاءُ إِعْطَاءُ</td>
<td>مُعْطَی</td>
<td>مُعْطَی</td>
<td>مُعْطَی</td>
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<tr>
<td>V</td>
<td>تَمْسَ تَمْسَ تَمْسَ تَمْسَ تَمْسَ تَمْسَ</td>
<td>مُتَمْسَی</td>
<td>مُتَمْسَی</td>
<td>مُتَمْسَی</td>
</tr>
<tr>
<td>VI</td>
<td>تَنَاسُ تَنَاسُ تَنَاسُ تَنَاسُ تَنَاسُ تَنَاسُ</td>
<td>مُتَنَاسُی</td>
<td>مُتَنَاسُی</td>
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</table>

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<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect</th>
<th>Impf.</th>
<th>Subjunctive</th>
<th>Jussive</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>does not exist</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>VIII</td>
<td>مَدَعِي</td>
<td>يُدْعَى</td>
<td>يُدْعِي</td>
<td>مَدَعِي</td>
<td>يُدْعِي</td>
</tr>
<tr>
<td>X</td>
<td>مُسْتَعِي</td>
<td>يُسْتَعْنَ</td>
<td>يَسْتَعْنَ</td>
<td>مُسْتَعِي</td>
<td>يُسْتَعْنَ</td>
</tr>
</tbody>
</table>

The Passive Participles of the derived forms are indeclinable in the masculine singular. When indefinite they have tanwin of fatha and when definite fatha only, e.g. أَلْقَى (to throw) gives مُلْقَى and أَلْقَيْنِ for all cases. The feminine, e.g. مُلْقَاتُ, is regular.
لا ننس أننا نسعى دائماً للمحافظة على مصالحكم - تذكروا أن نبقى في أوطان نشتركون في بناء نظام اجتماعي جديد على أساس التعاون والعدل - تردد الحكومة المصرية أن تبني خوانانا جبالا في جنوب الفطر المصري، وإليها نمط لدى الآن عائلات مساحة تضفي بعد أنتيباتا إلى وضع الأنس للسند الحاصل في الذي ذار أجديد حوله في كل محال أوروبا منذ سنة كاملة - ستقلب الوزير غداً محاكمة عن البرنامج الجديد الذي تقوم به مصلحة الأطلال كالبرانين في المنطقة الجنوبيه وعدد أشياع وحدات الجيش مضى ألفاً يقول إن الجيش مستعد للقتال أي أعداء على أرض الوطن وارد المعتدين إلى ما وراء حدودهم - ستستغرق زوجي سبارة من ألمانيا تسوق بها إلى فرنسا لزيارتها وإليها لم يستدع ألمانيا من روسيا كما أنه لم تجر أيه محادات معه سوف نتقعي عدة في مuelle عند البحر تليبة لدخوته تقلناها من...
Why did you not summon all the members of the committee to the special meeting? I was unable to give my secretary anything this year. I have told her to complain to the department of taxes. You ought not to sign any document without reading it. Please buy some stamps for this letter. We cannot do without passports on this journey. Negotiations are now under way between the oil companies and the Ministry of Finance. The workmen have complained that their wages are not sufficient to meet all their needs. I have invited them to discuss the matter with me, but I fear they will not be satisfied with their present standard of living. Anyway, I have not yet (لم ... بعد) received their reply.
CHAPTER XXXII

Doubly Weak Verbs

Doubly weak verbs follow the rules for assimilated, hamzated and defective verbs. A root that is hollow and defective is treated as defective only, its middle radical being treated as strong, e.g. أُؤُيْ, يُؤُيْ, زَوِي.

The following are examples of the conjugation of some of the commoner patterns of doubly weak verbs and their derived forms:

(َـ) جَآءٌ, “to come”

<table>
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<tr>
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<th>Imperative</th>
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<td>جَآءٌ جَآءٍ</td>
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<td>سئة</td>
<td>سو</td>
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Participle: ساء (indef.)
Verbal Noun: سوء (def.)

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**Active**

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Participle: سوء (indef.)
Verbal Noun: سوء (def.)

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٢١١
### Passive

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(ٍـٌ) آبَ، "to return"

### Active

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### Participle

| Verbal Noun | إِبَابُ |

### Passive

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212
"to come"

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213
(ـ) وَقَى，“to protect”

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214
"to intend"

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<td>تَنْوَيْ</td>
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<td>تَنْوَيْ</td>
<td>تَنْوَيْ</td>
</tr>
</tbody>
</table>

Participle | Verbal Noun

いただける (indef.)

いただける (def.)

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### Passive

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Imperfect</th>
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<tbody>
<tr>
<td>3. m.s.</td>
<td>نَحَيْتَهُ</td>
<td>نَحْيَتْهُ</td>
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</table>

### Participle

- نَحَيْتَهُ

*or هُنَّا (حَيْتَهُ) "to live"

### Active

<table>
<thead>
<tr>
<th>Person</th>
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<th>Imperf. Indic.</th>
<th>Jussive</th>
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<tr>
<td>3. m.s.</td>
<td>حَيْتَهُ (حَيْتَهُ)</td>
<td>مَحْيَا</td>
<td>حَيْتَا</td>
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<td>حَيْتُهُنَّ</td>
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<td>حَيْتَهُ (حَيْتَهُ)</td>
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<td>حَيْتَا</td>
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<td>مَحْيَا</td>
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<td>مَحْيَا</td>
<td>حَيْتُهُم</td>
<td>حَيْتُهُم</td>
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</tbody>
</table>

### Participle

- حَيْتَهُ (نَحَيْتَهُ)

### Verbal Noun

- حِيَاءُ (not used)

*Note:* the active participle of حَيَّةُ is not found. Instead the adjective حَيَّةُ, "alive", "living", is used.
Derived Forms of Doubly Weak Verbs

<table>
<thead>
<tr>
<th>Active Form</th>
<th>Perfect Indic.</th>
<th>Imper. / Jussive</th>
<th>Imperative</th>
<th>Verbal Noun</th>
<th>Participle</th>
<th>Def. Participle</th>
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<td>دَعَىْ</td>
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<td>دَعِيَةً</td>
<td>دَعِيَةً</td>
<td>دَعِيَةً</td>
<td>دَعِيَةً</td>
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<tr>
<td></td>
<td>To support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>مَوَّلَتْ</td>
<td>مَوَاَةً</td>
<td>مَوَاَةً</td>
<td>مَوَاَةً</td>
<td>مَوَاَةً</td>
<td>مَوَاَةً</td>
</tr>
<tr>
<td></td>
<td>To level</td>
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<td></td>
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</tr>
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<td>IV</td>
<td>مَضِيْعٌ</td>
<td>مَضْيِعٌ</td>
<td>مَضْيِعٌ</td>
<td>مَضْيِعٌ</td>
<td>مَضْيِعٌ</td>
<td>مَضْيِعٌ</td>
</tr>
<tr>
<td></td>
<td>To light, illuminate</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>أَحْيَاْ</td>
<td>أَحْيَىْ</td>
<td>أَحْيَىْ</td>
<td>أَحْيَىْ</td>
<td>أَحْيَىْ</td>
<td>أَحْيَىْ</td>
</tr>
<tr>
<td></td>
<td>To give life to, revive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>مُتَوَلِّيْ</td>
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<td>مُتوَّلٌ</td>
<td>مُتوَّلٌ</td>
</tr>
<tr>
<td></td>
<td>To undertake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>مُتَوَالِيْ</td>
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<td>مُتَوَالٌ</td>
<td>مُتَوَالٌ</td>
<td>مُتَوَالٌ</td>
<td>مُتَوَالٌ</td>
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<tr>
<td></td>
<td>To follow in succession</td>
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<td></td>
<td></td>
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<tr>
<td>VII</td>
<td>مَنَزُوْرٌ</td>
<td>مَنْزِرٌ</td>
<td>مَنْزِرِيْ</td>
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<td>مَنْزِرِيْ</td>
<td>مَنْزِرِيْ</td>
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<tr>
<td></td>
<td>To retire, withdraw</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>VIII</td>
<td>مَتَقِيٌّ</td>
<td>مَتَقِيٌّ</td>
<td>مَتَقِيٌّ</td>
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<td>مَتَقِيٌّ</td>
<td>مَتَقِيٌّ</td>
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<tr>
<td></td>
<td>To be pious, godfearing</td>
<td></td>
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<td></td>
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<tr>
<td>X</td>
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<td>مَتَوَّلٌ</td>
<td>مَتَوَّلٌ</td>
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<tr>
<td></td>
<td>To take possession of</td>
<td></td>
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Passive

<table>
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<td>مُسَوِّيَّدُ</td>
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<td>مُسَوِّيَّدُ</td>
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<td>مُضِئٌ</td>
<td>مُضِئٌ</td>
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<td>no common examples to be found</td>
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<td>VII</td>
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<td>مَتَّى</td>
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<td>مُسَتَّوِلٌ</td>
<td>مُسَتَّوِلٌ</td>
</tr>
</tbody>
</table>

"رَأَيَ, "to see"

The common verb رَأَيُ (imperfect رَأَي) is abnormal in that it drops its hamza in the imperfect of the First Form and in both perfect and imperfect of Form IV. It has no other irregularity.

Active

<table>
<thead>
<tr>
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<th>Imperative (rarely used)</th>
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<td>رَأِّيٌ</td>
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<td>رَوُنَّ</td>
<td>رَوُنَّ</td>
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<thead>
<tr>
<th>Person</th>
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<th>Jussive</th>
<th>Imperative (rarely used)</th>
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<td>رَأَيْتُنَّ</td>
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<tr>
<td>2. m. s.</td>
<td>رَأَيْتُ</td>
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<tr>
<td>2. m. du.</td>
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<td>2. m. pl.</td>
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<tr>
<td>2. f. s.</td>
<td>رَأَيْتُ</td>
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<tr>
<td>2. f. du.</td>
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<td>رَأَيْتُنَّ</td>
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Participle  Def. Partic.  Verbal Noun

 Passive

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<tr>
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<td>3. f. pl.</td>
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<td>تَرَّبَّى</td>
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</tr>
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<td>تَرَّبَّى</td>
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<tr>
<td>2. f. pl.</td>
<td>رَّبِّيُّنُ</td>
<td>تَرَّبُّنَّ</td>
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</tbody>
</table>

Participle
مرت

Form IV, "to show" (transitive)

<table>
<thead>
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<tr>
<td>3. m. s.</td>
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<td>مَرَّ،</td>
<td>أَرِإِيَ،</td>
<td>أَرَى</td>
<td>أَرَى</td>
<td>إِرَى،</td>
</tr>
</tbody>
</table>
CHAPTER XXXII

(Wood List, Section 6)

EXERCISE 32:

Doubly Weak Verbs

to contain

لَن حَوَى عَلَى
to impede, obstruct

تَعْرَض لِـ
to light; kindle

آب. يَوَاب. إِبَاب

to return

to greet

جَيَّلَة

to fold

طُالِبٌ (ـ)

to complain of

شَكَّةٌ (و) من. شِكَاية

Iَنتَخَب

to elect

come! (imperative m. s.)

إِسْتَوْلَى عَلَى

to take possession of

لا يُقْتَفِل أن يُبَدِّي رَأْيَهُ في الْمَوْضُوعِ إِلَّا بَعْدِ إِبَاهِهِ

فِي الْبَلَادِ — خَلَوْا الْأَوْزَاقَ وَأَلْقُوا بِهَا بِيَبَاءِ فِي الْقَصْدُوْقِ

لَيَلْهُمْ يَنْبُؤُونَ أَنْ يُقِالُوا الْإِنْتِخَابَاتِ — إِسْتَرْدُتْ قُوُاطُنَا كُلُّ

مَا أَسْتَوْلَى عَلَيْهِ الْغَدُورُ مِن أَرْضِ دَاخِلِ الْحُدُودِ — جَنِتْ

أَلْيَوْمٍ مَتَأَخَّرَةً عَنِ امْعَاذٍ، فَأَلْمَرْجُوهُ أَلَا تَحْيَى مَتَأَخَّرَةً نَهَارٍ

غَدُ — بَلْ أَرْمُ مِن الْفَقَعَاتِ أَلَّا تَعْرَضَ لِلْمُحَاذَاتِ تَمْكَنَ

أَطْرَفَانِ مِن أَنْ يُسْوَى الْمَتَأَخَّرَةُ نَسْوَيَةً تَقُسُ — إِحْنَوْتُ

تَمَّ أَنْ تَمَّ أَلْفَاهَا فِي الْجَمِيعَةِ عَلَى نِقَاطٍ، تَوَّدُ حُسَنَهُ وَتُضَرُّ

يُسُرِف وَطَلِيهِ — تُثُبِّتْ حَطَّةً الْإِذَاذَةُ هَذِهِ الْأَلَسَةُ كُلِّ يَوْمٍ
We are trying to raise the standard of living in our country. You must use your troops to strengthen the defences of the police post. I did not see any British tourists at the Exhibition. His health was not strong enough to bear the difficulties of life on the coastal plain, so his doctors advised him to come to the mountains and live in this village. The details of our proposals are as follows. We intend to support the principles of justice and freedom. God willing, all the parties of the right will support us. We shall welcome your friend the singer when she comes to broadcast, provided that she keeps her promise and does not complain about her fee. Tell the barber to come at the appointed time; let him bring his glasses with him.
CHAPTER XXXIII

Quadriliteral Verbs

Quadriliteral verbs are those that have four radicals. With slight exceptions their vowel patterns follow those of Forms II, V, and X of triliteral verbs.

**Quadriliteral Form I**

\[ 
\text{ترجم، "to translate"} 
\]

### Active

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
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<tbody>
<tr>
<td>3. m. s.</td>
<td>ترجمه</td>
<td>بيترجمه</td>
<td>نترجمه</td>
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<td>ترجمه</td>
</tr>
<tr>
<td>3. f. s.</td>
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**Participle**

\[ 

tترجم
\]

**Verbal Noun**

\[ 

مترجم
\]

### Passive

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<tr>
<td>etc.</td>
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<td>etc.</td>
</tr>
</tbody>
</table>

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Participle

A common pattern of these First Form quadrilateral verbs is the onomatopoeic type in which the first two radicals are repeated, e.g. َوَسُوَسُ، "to whisper (evil)".

Quadriliteral Form II

تَبَعَرُ، "to be scattered"

Active

<table>
<thead>
<tr>
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<th>Sub-junctive</th>
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</tbody>
</table>

Participle | Verbal Noun

participant | َتَبَعَرُ |

Participle

participant | َتَبَعَرُ |

No passives of increased forms of quadrilateral verbs exist.

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Quadriliteral Form III

"to feel at ease, tranquil"

<table>
<thead>
<tr>
<th>Person</th>
<th>Perfect</th>
<th>Impf. Indic.</th>
<th>Subjunctive</th>
<th>Jusive</th>
<th>Impetative</th>
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<tr>
<td>3. m.s.</td>
<td>ِطاَمَّن</td>
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<td>ِطاَمَّن</td>
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</tbody>
</table>

Participle  Verbal Noun

ِطاَمَّن   ِطاَمَّن

It will be seen that this resembles the conjugation of a doubled verb.

There is also a Fourth Form on the pattern ِفعلَتَ, but there are no words of this Form in common use (a typical example is ِحوَلَصل, "to puff out the crop").
CHAPTER XXXIII

(Word List, Section 6)

EXERCISES 33:

Quadrilateral Verbs

جَّعَاتٍ to prove  بَرُكَتْنِيَّهُ جَاتٍ to bribe
سَيْطَرَ عَلَى to rule over, dominate, control
(إِنْ) بَرَطُلُ جَرَبَاطِيلُ to feel confident, secure (in)
تَجمَّرُ to gather, flock together
زَفَظُ to chirp
تَلَفَّسَ to roll, roll down (trans.)
نَغَفَلُ (فِي) to penetrate, meddle (in)
مُتَفَقُّ to retreat, withdraw, deteriorate
هُدوّزُ to sink, slump, be overthrown
تَزَرَّعُ to budge (intrans.)
تَرِزَّجُ to shake, be convulsed
تَرِزَّعُ to shake, be convulsed
تَزَرَّعُ to be hindered, impeded
تَرِفَكَلُ to shudder, shiver (because of)
تَصِيَّرُ from to detest, feel disgust at
طَمَانٌ (عُنْ) to calm, appease reassure (about)
فَلَسَفَ to philosophise
عَطَالٌ بَرَطُلُ bribe
زَزَرُونُ to shake (intrans.)

إلى أسفلٍ فدُعِئوا أنتُ نورٌ من ألوُسُولِ إِلَى موْضِعٍ -
بِعَرْيَةٍ أَلْمَرَ أَرْضُ فِقَالَ أنَّا حَبَّا شِيداً - إنَّ الْبَعْثَةَ
على تَوْزِيعٍ الأَوْصَاطِ السَّياسِيَةُ فِي الْبَلَدٍ هُوَ تَغْلَعُ الأَغْناَيْرَ
الشَّيْرِيَّةُ فِي مَنْطَقَاتِ الْبَدْنَا - لُقْدَ يَرْتَهِتْ الْبَعْثَةُ أَلْلَهْ.
حَضْرَتْ مَوْئِلَ الْأَطْبَاءِ إِنَّها جَنِيدَةٌ بِكَلِّ تَقْدِيرٍ - حَوَّلَ
السَّجْناءَ أنْ يَرْتَفُّوا أَلفَ يَوْمٍ يَمْلِغُ حَسْبَةَ جَنِينَاتٍ لِكَيْ يَسْمَعُ
هُمْ بَقَانَةً فِي نَجْغِيَّمْ خَارِجَ السَّجْن - لَا تَطْمِئْنُ إِلَى الْمَعَاهِدَ
أَلِينَ يِمْكُرُ أَلْتَوْفِعٍ عَلَيْهَا فِي الْبَرْزَلَانِ غَداً - إِنَّ أَطْلَابَ
مُشْتَهَرَوْنَ مِنْ الأَعْمَالِ الأَوْزِيَّةُ أَلِينَ يَلْقَوْنَهَا مِنْ بَعْضٍ الأَوْلَادِ.
CHAPTER XXXIV

The Sisters of كَانَ; Some Useful Verbs and Auxiliaries

The Sisters of كَانَ:

The following common verbs, known as sisters of كَانَ, share with that verb the characteristic that their predicate is put into the accusative:

To become

To become (or to be in the morning)

To become (or to be in the evening)

To become (or to pass the night)

To remain

To remain

To last

As long as, since

Not to be (see paragraphs 3-7 below)

To be no longer (see paragraph 8 below)

To continue, still to be (see paragraph 9 below)
Note: ُعَادَ and ُزَالَ on their own mean “to last”, “to return”, and “to cease to be” respectively. ُعَادَ followed by the imperfect means “to resume” or “to continue”, e.g.

They resumed searching for him in the afternoon

2. As well as being followed by a predicate in the accusative, sisters of ُكَانَ may be followed by a verb in the imperfect, e.g.

Since he is poor we will help him

So long as he asks us for help we will give it him

3. The verb ُلَيْسَ, “not to be”, is conjugated like a perfect, but its meaning is present:

He/it is not ugly
She/it is not beautiful
You are not ready
etc.

4. It may take its predicate either in the accusative or, in the genitive after ُبِ, e.g.

You are not pleased
They are not soldiers
5. "There is no....." may be translated لَئِسَ مِنْهُ, e.g.

There is no professor who knows that better than I

6. لَئِسْ is commonly used to express the negative of the verb "to have", e.g.

We have no bananas

The students have no holiday today

Note from the second example above that when a feminine subject in a verbal sentence does not immediately follow its verb, the latter may be masculine (c.f. Chapter II, paragraph 10). This practice is seldom followed in modern Arabic except with لَئِسْ and in some idioms.

7. لَئِسْ is also used instead of لَا to make the negative of the imperfect, but is more intensive than لَا, e.g.

She has no idea what she's doing

8. The English "no longer" or "not again" is expressed by مَا عَادَ, e.g.

He no longer lives in Beirut

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She will no longer teach us

Do not do that again

He is no longer rich

9. The English "still" may be expressed by مَا زَالَ, which is used in the same ways as مَا عَادَ, e.g.

He is still sad

He still lives in Beirut

We were still at home

10. Synonyms of مَا زَالَ, used in the same way and also sisters of كَانَ, are مَا فَتَى, مَا بَرَّحَ, and مَا أَنْفَكَ.

Useful Auxiliary Verbs.

11. مَا عَادَ, followed by a defined verbal noun in the accusative, means "to do again", and often does the work of the English prefix "re-", e.g.

He wrote his lesson again
(or he re-wrote his lesson)

They asked me to revise the project
12. 
(1) ( 
is used to express “almost”, and in the negative “scarcely, hardly”. It is generally followed by the imperfect (occasionally by 
with the subjunctive), e.g.

I almost died of hunger

Hardly had he left the country when his brother returned

He will hardly finish what he is doing before sunset

13. 
with the perfect is also used in the sense of “hardly”, “almost”, e.g.

Hardly had he left the country when his brother returned

14. 
, an impersonal indeclinable verb meaning “it may be, perhaps, it is hoped that”, is followed mostly by 
and the subjunctive or rarely by the imperfect indicative, e.g.

Perhaps he will come

Of what use could this possibly be?

15. A pronoun may be attached to 
as a suffix, e.g.
May be she will go
I may see you this afternoon
I trust you are well

أُتُّبِعَةَ أَنْ نَذَهَبُ
أَعْنَانِي أَرَاكُمْ أَلَيْمَ أَلَيْمَ بَعْدَ الْظُّهْرِ
أَعْنَانِي أَرَاكُمْ بَعْدَ الْظُّهْرِ

16. أُتُّبِعَةَ, “to be on the point of”, is used personally or impersonally with أن followed by the subjunctive (or sometimes with على plus a verbal noun), e.g.

The plane was about to take off
I was on the point of falling

أُتُتَّبِعَةَ أَنْ تُقَلَّعْ
أُتُتَّبِعَةَ أَنْ تُقَلَّعْ اَلْطَّائِرَةَ
أُتُتَّبِعَةَ أَنْ أُقَعَ

17. But more common than the verb is the phrase على وشاك followed by a verbal noun or by أن with the subjunctive, e.g.

The workers were about to strike

كَانَ الْعَمَالُ عَلَى وشاكِ الإِسْتِراَبِ

طَالَالاً.

18. Followed by a verb in the perfect, طَالَالَا means “for a long time, often”: followed by a nominal clause or a verb in the imperfect it means “as long as”, e.g.

For a long time imports exceeded exports

طَالَالَا زَاذَتْ أَلْوَارُ الْأَلْصَادِرَاتِ عَلَى أَلْصَادِرَاتِ
As long as your brother is with us we will watch over him

طالماً أَخْوَكَ عِنْدَا تَحَرَّسْهُ

As long as you stay here, I shall stay

طالماً نَبَقِيَ هَنَا أَيْمَّا أَنَا

"Already".

19. The English "already" may be expressed by the verb, سَبِّقَ، e.g.

The Ambassadress had already held a conference

سَبِّقَ أَنْ عَقِدتْ أَسْفَرَةَ مَوَامِرًا

Impersonal Verbs.

20. In the above two examples, the subject of سَبِّقَ is the clause (Chapter XVI, paragraph 10). However, some verbs, of which the most common are وَجَبَ and أَمْكَنَ، are used impersonally, e.g.

We ought to read the press daily

بِجَبُ عَلَيْنَا قِرَاءَةُ الصُّحُفِ يَوْمًٍ

Can you help them?

يُسَمِّكُكُمْ مُسَاءَدَهُمْ

"To begin".

21. In addition to بدَا، a number of other verbs mean in the perfect "to begin", among the commoner being بَعَلَ (ٖ)، أَخَذَ (ٖ)، قَامَ (ٖ)، أَصْبَحَ (ٔ)، شَرَعَ (ٔ)، إِنْطَلَقَ (ٗ)، they are followed by the imperfect, e.g.

He began to laugh at him

أَخَذَ يُضَحَّكُ عَلَيْهِ

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I began to read the book

All these verbs are, in this sense, used in the perfect only, and may retain some connexion with their original meaning. It would, for example, be more reasonable to translate "I began to feel sleepy by

 fåت مناطق أشر بانعاس than to use بدت أشر بانعاس or

Intransitive Verbs with Passive Meanings

22. Some intransitive verbs, e.g. صدر, "to issue", are best translated by an English passive, e.g. "Orders were issued to the generals" صدرت الأوامر إلى القواد.

The land was reclaimed

The verb زاد, "to increase", is either transitive or intransitive, e.g.

The Government increased the taxes زادت الحكومة أضرائب

The cost of living has gone up lately زادت تكلفة المعيشة أخيراً
CHAPTER XXXIV

EXERCISE 34:

The Sisters of جَلَّ; Some
Useful Verbs and Auxiliaries

هذا الكوكبي ليس مرجى، إذن يأْخِر جديد من المخزون -
لستنا مسؤولين عن يبيع المطبوعات، هذا من اختصاص
القادر ومدير المطبعة - ليس من المسموح به أن يدخل
التعليم الجامعة وهو لم يعتر به مرحلة التعليم الابتدائي -
عندما ذهبت لزيارة صديق قديم قبل لي إنه لم يعد يسكن
في نفس البلد - بعد أن كبر لم يعد يأكل كنا كان يفعل
في الماضي - ما زال جدًّي يمشي مسافات طويلة كل يوم
من بيته إلى مكان عمله - كنا لا نزال في بيوتنا عندما
سمعنا خبر إعلان الحرب - لم نزل نغفو وقد آمنت أمه
كبرة في العمر - بعدما أطلحل العلم على درس التمديد أمره
بإعادة كتابته - كنا نستومن من الزائفة الرديدة التي
انشرت في الغربة - ما كنا كنا يشاهدوننا حتى استقبلنا
إسفين لا خارف - ما أن أجمع المندوبون على تأييد القرار
حتى أزعمت الأصوات من الخارج. تصبح فلسطين الوطن -

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لا تكاد نصف ساعة تكمني في عرف الآخرين بعضهم على بعض فكيف يبدو إلى عقد جلسة لمدة نصف ساعة فقط؟ عسى أن يزور وفاة أبي يبكيها ما عساه أن يفعل إذا تنازل أخوه مع خصيبي؟ بدأ سؤالي كلك أَرْسَائِل عسى أن يكونوا في أمّ الصالحة أوشتك أن يتمَّ جموع الفصاريف لبناء المسجد ثلاث مئة ألف جنيه أوشتك أن يقع بعدما قام من فرائه في المستشفى غضب الفلاحون حتى أصبحوا على وشيك الانضمام عندما أعلن وزير التربية أن رواتهم لن يرفع سير بيني في الحكم طالما هو يحكم قيادة العقلية سبق لي أن أخبرتهم عن الاضطلاع في البلاد بعدما بدأ يشمل دوله أخذ الجميع يضحكون عليه قام الوزير يدرس المناهاج الجديد بعد عودته من فرائه يسرع سكان الجبال باستئجار البيت في المدن عند نهاية فصل الصيف.

The first stage of constructing the High Dam is no easier than the second one. The commander has no desire to continue the operations which he began. We hope that the patrol will have found the aircraft that crashed. No sooner did the editor finish his story than the publisher took it to the press. Hardly had we fallen asleep when the watchman came and woke us up. Nearly all the engineers’ operations were exposed to danger. The student began to
speak the Arabic language like a native (one of its sons) after studying it for six months. The watchman seized the thief and began to shout, "Come! (m. pl.) Help me!" The inhabitants of Beirut began renting houses in the mountainous regions at the beginning of last summer. We shall fight such things as long as we live. I was on the point of forgetting the carpets I had left at the Customs. It is hoped that they will soon begin to fight illiteracy in the country. Hardly had the enemy entered the country when our troops forced them to halt. He was still unable to read Arabic well, although he was on the point of leaving the university.
CHAPTER XXXV

Exclamations: Wishes

Sentences such as "How pretty she is", "How kind they are!" are generally rendered in Arabic by using the 3rd person masc. sing. of the Fourth Form verb with ْمَا ْأَشْدَد ْسَوَادَهُ, followed by an accusative, e.g. ْمَا أَشْدَدَ ْسَوَادَهُ. This construction cannot be used where the adjective is of the colour-and-defect type. In these cases, and where the word after "how" is an adverb, the sentence must be changed, e.g.

How black it is!

ما آشدَ سوادُهُ

How quickly they walk!

ما أسرعَ مشيهمُ

These expressions may be given a past meaning by inserting ْعَرَفَ ْأَنَّ ْمَا ْأَشِدَ ْمَا, e.g.

How quickly they walked

ما عرفَ أنّ ما أشدَ ما

2. Another way of constructing such sentences is to prefix ْمَا ْأَشْدَدَ ْمَا ْيَبْكي to a sentence, e.g.

How he cries!

ما آشدَّ ما يبكي

What a lot of nonsense he talked!

ما أكبرَّ ما طلقَ بكلام فارغ

How quickly she used to run!

ما أسرعَ ما كانت ترقصُ

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3. "How" or "how many", etc., in an exclamatory sense may also be rendered by starting a sentence with كمُ. This كمُ is normally followed by (a) a nominal sentence, (b) من plus an indefinite singular or plural noun (sometimes the من is understood) or (c) a verb in the imperfect, e.g.

- كمُ هي ضعيفة! 
  How weak she is!
- كمُ (من) حصان رأهنتُ عليه وَلم أكسبُ فَلسًا! 
  How many horses have I bet on and never won a penny!
- كمُ أكون سعيداً لذى رُؤيتِك! 
  How happy I shall be to see you!

4. "What" in an exclamatory sense may be rendered by من...يَا لَى... , e.g.

- يا لله من كاذِب! 
  What a liar, he is!
- يا للزُعمَ من رجل شجاع! 
  What a brave man the brigadier is!

Wishes.

5. Wishes may be expressed by the perfect tense. The negative is formed by using لا , e.g.

- رَحْنَةٌ اللَّه! 
  God have mercy on him!
- لا سَمَحَ اللَّه! 
  God forbid!
CHAPTER XXXV

(Word List, Section 6)

EXERCISE 35:

Exclamations; Wishes

ما أتمنى منظر السُنَوْلِ في فصل أولَيْنِ — ما أتمنى أهميّة
المعارض لتجارة الْبَلَادِ وصُناعتها — كم من سنة حاصِب
الَّذِينِ أُجِرَاءَا وَمَا يُسَلَّمُ هُوَلاً! — كم مَرْوَة
اعترضت على تقديمك الاستقلال من العمل! — كم هي وثيقة
روابط الصداقة بين لبنانِ والْبَلَادِ الغرَّبةِ الأخري! — كم
تحت مغفرةً فوق ملكُكم عليلنا، يا إخوان! — يا له بِن تغيير
جري على التعلم وأساليبه! — يا المستوصف هذا من بناء
صخم! — يا لكم من رجال جمي! — أيها الأُمَهَاتِ، كم
أنتُنَّ فرُحاتٌ يُتَبَجِّجُ أولاً! — كم سؤال وجهت إليه
ولم يَعْطِ جوابًا! — ما أتمنى ما هو عليه مستوى مشتبه! —
ما كان أَفْضَح لسانُ المُحاَضِرِ! — ما أشرِف ما يُعامل القائد
جنودًا! — ما أُجِرَاء كم بالاستغتال عن مساعدةٍ! — ما أشد
ما كنّهم تعلّقوهم أهميّة على إنشاء جمعية لِلسِّدَاتِ! — ما أقل
ما تكون قاصدة على التمام بوِجَابَانِك* إذا لم تسريحي

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How many articles he translated into English! How many chances (opportunities) you (m.s.) missed to obtain a rank worthy of your abilities. For a long time I sent letters to you but you did not reply! How grateful we are to you for your kindness to us when we were with you and for the assistance you offered us without hesitation! What intelligent men they are who know exactly what to do in order to raise the standard of living amongst their people! What a clever photographer your neighbour is! How bad the weather was yesterday and how beautiful it is today!

What bad consequences resulted from the weakness of electric power.
APPENDIX A

The Feminine

The following types of nouns are feminine in Arabic:

(a) Nouns ending in ة (ta marbuta) other than those applying specifically to males, e.g.
    ملكة, "queen" (but خليفة, "caliph", masculine).

(b) Nouns ending in ُي or ٌ، where this is not one of their radicals, e.g.
    ذكرى, "memory" and الدنيا, "the world".

(c) Nouns ending ٠، where the hamza is not one of their radicals, e.g.
    صحرأ، "desert".

(d) Nouns that can only refer to females, e.g.
    أم, "mother".

(e) Most proper names of countries, e.g.
    مصر, "Egypt". (Common exceptions are العراق, لبنان، الجزاير).

(f) Many nouns referring to parts of the body that occur in pairs, e.g.
    يد, "hand".

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2. A number of nouns are feminine though they cannot be classified by type. The most common are:

- the sun: الشمس
- staff: عصَّا
- axe: قَأس
- Paradise: الفَيْرَدَوْسُ
- cup: كَأس
- razor: مُوسِي
- fire: ثَار
- sole: تَمْل
- earth, ground, floor: أَرض
- well: نَبِر
- war: حَرَب
- wine: كَرْه
- bucket: دَلَو
- house: دَار
- mill: رَسِي
- wind: رِيح
- soul: نَس

3. A large number of nouns may be either masculine or feminine. Common examples are:

- state, condition: حَال
- market: سَوق
- road, way: طَرِيق
APPENDIX B

Broken Plurals

The following are the main broken plural forms, in the order given in Wright’s Arabic Grammar:

<table>
<thead>
<tr>
<th>No.</th>
<th>Arabic</th>
<th>English</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>فعال</td>
<td>صور</td>
<td>صورة</td>
</tr>
<tr>
<td>2.</td>
<td>فعال</td>
<td>حمز</td>
<td>أحمز</td>
</tr>
<tr>
<td>3.</td>
<td>فعال</td>
<td>مدن</td>
<td>مدينة</td>
</tr>
<tr>
<td>4.</td>
<td>فعال</td>
<td>ملل</td>
<td>ملة</td>
</tr>
<tr>
<td>5.</td>
<td>فعال</td>
<td>صغار</td>
<td>صغير</td>
</tr>
<tr>
<td>6.</td>
<td>فعال</td>
<td>جيوش</td>
<td>جيش</td>
</tr>
<tr>
<td>7.</td>
<td>فعال</td>
<td>خضع</td>
<td>خضع</td>
</tr>
<tr>
<td>8.</td>
<td>فعال</td>
<td>نواب</td>
<td>نائب</td>
</tr>
<tr>
<td>9.</td>
<td>فعال</td>
<td>كتب</td>
<td>كتب</td>
</tr>
<tr>
<td>10.</td>
<td>فعال</td>
<td>فضاة</td>
<td>قاض</td>
</tr>
<tr>
<td>11.</td>
<td>فعال</td>
<td>فيلة</td>
<td>فيل</td>
</tr>
<tr>
<td>12.</td>
<td>فعال</td>
<td>إخوة</td>
<td>أخ</td>
</tr>
<tr>
<td>13.</td>
<td>فعل</td>
<td>ألسن</td>
<td>لسان</td>
</tr>
<tr>
<td>14.</td>
<td>فعل</td>
<td>أبواب</td>
<td>باب</td>
</tr>
</tbody>
</table>
The following are the broken plurals of nouns or adjectives with more than three radicals:

1. e.g. َكَوْأَكِبَ from َكَوْنَ
2. e.g. َضَصَايِرُ from َعُصِيَّرُ
3. e.g. َفَلَسَفَةُ from َقِيلْسَوَفُ

Note: forms marked with an asterisk are diptotes.
APPENDIX C

Diptotes (المَمْتَوَعَانُ مِنْ أَلْسَفٍ)

The following are the most important classes of words that are diptotes:

(a) Nouns or adjectives, singular or plural, masculine or feminine, ending in ِء or ِي, e.g.

- خَتَّرَةٌ, "virgin" (sing.)
- خَتَّرَةٌ, "green" f.
- قَتْنِي, "killed" (pl.) (persons)
- سَكْرَئٍ, "drunk" f.s.
- سَكْرَئٍ (pl.), "drunk" m. & f.
- أُخْرَى, "other, another" f.
- دُكْرَى, "remembrance" (Note: as nouns ending in ِي are indeclinable, their classification as diptotes is academic).

This rule does not apply to cases in which the hamza or ِي are radical, or are converted from the weak letters و or ِي, e.g.

- شَرَى, "buying", from قَرَا "readers", from قَرَا "heaven", from سَمَا "meaning", from كَفْنِي

But, أَشَابْهَا, "things", the plural of شَيْءٌ, is a diptote in the Qur'an.

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(b) Adjectives of colours and defects and the comparative of adjectives, e.g.

أَخْضَرَّ, “green” m.
أَخْرَبُ, “red” m.
أَكْبَرُ, “bigger” m.
أُوْزُرُقُ, “blue” m.
أَخْرَحُ, “other, another” m.

(c) Adjectives ending in أن (alif maqṣura), the feminine form of which ends in ي (alif maqṣura), e.g.

سَكَرَّتُ, "sugar" (f. سَكَرُّ), "drunk" (f. سَكَرُّ).
لاَكِسَةُ, "lazy" (f. لَاكِسَةُ).
نَأَمَانُ, "naked" m. (f. نَأَمَانَةُ).
عَرَايْتُ, "regretful, sorry"
مُ. (f. عَرَايْتَةُ).

(d) Some broken plurals, as shown in the table in Appendix B.

(e) Many proper names, e.g. مِصْرُ, “Egypt”; بيروتُ, “Beirut”; عمرُ, “Omar”; and especially:

(i) foreign, e.g.
باريسُ, “Paris”; غلادستونُ, “Gladstone”;
هِمالَايَا, “Himalaya”; لَندَنُ, “London”;

(ii) those that resemble verbal forms, e.g.
أَحْمَدُ, “Ahmad”; يَزِيدُ, “Yazid”;

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(iii) those that are necessarily feminine by form or meaning, e.g.

Mary, Leila; Marim, Lili; Fatima, Aisha

(iv) those that end in ان, e.g.

خُمُدَانِ; عَمَّانُ; بُلُوْذُانُ (بُضَمُّانُ)

(v) those that end in ة, e.g.

مُعاوِيةُ; وَرَدةُ; مكةً
APPENDIX D

Hamza

Hamzat-al-Wasl

In the following cases the hamza is hamzat-al-wasl:

(a) in the definite article;

(b) in the imperative of sound First Form verbs;

(c) in the perfect, imperative and verbal nouns of Seventh, Eighth, Ninth and Tenth Form verbs;

(d) In the following words:

ابن, son

ابنتا, daughter

اثنان, two (m.)

اثنتان, (f.)

امرأة, woman

اسم, name

اسط, buttock

2. Where the letter preceding the wasla has no vowel it is normally given a kasra. The commonest exception to this is the preposition من, which takes a fatha whenever it is followed by the definite article, e.g. من الصبب. Where من is followed by a word beginning with hamzat-al-wasl other than that of the definite article it elides with a kasra, e.g.

From the neighbour’s son من ابن آلجرار

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Where the preceding syllable is a diphthong, َوَ is given a dhamma and َيَ a kasra, e.g.

The chosen ones of God مَصْطَفَّوُوُ آللٰٓهٰ

The director's two sons اَبَنَا أَلْمُدْيِرِ

A common exception to this rule is ُأَوَ which elides with kasra, e.g. اَلْوَلْدُ أَوْ إِلْيَٰتُ. Damma is commonly used to provide the elision with hamzat-al-wasl with suffixed personal pronouns and verb endings in ُمَ (Chapter V).

Hamzat-al- Qaṣṣ

3. Apart from a few abnormalities hamza regularly undergoes a phonetic change in one case only: when a short vowel occurs between two hamzas of which the second has sukun, the second hamza is converted into the appropriate long vowel, e.g. إِعْبَارُ has plural عَلَامُ; the verbal noun of the Fourth Form of أَمْرٌ is إِعْبَارٌ (IV). This rule means that in Form VIII two patterns will be found, e.g. إِيَتْمَنّ إِيَتْمَنّ and إِيَتْمَنّ إِيَتْمَنّ “to be entrusted”. The pattern إِيَتْمَنّ can only be found as the very first word in a sentence.

Rules for determining the “seat” of hamza.

4. A. At the beginning of a word the seat of hamza is always alif, and if it is followed by long َ, or unvowelled hamza after ( َ ) َ, َ is written, e.g.
B. At the end of a word it is written on the seat appropriate to the preceding vowel, e.g. أ after (ً) , و after (ُ) , and ي (without dots) after (ٍ) (but see C (c) below). If there is no vowel, there is no seat. A long vowel is regarded as an unvowelled consonant for this purpose, e.g.

لِقَاءٍ ; جُرَاءٍ ; نُشُوهٍ ; بَذَهٍ ; نُنَبَّهٍ ; قَرْيِهٍ ; نَشاً.

When a word ends in tanwin of fatha, the hamza is properly written upon the stroke joining the preceding consonant with the alif, e.g. عَبْنًا ; شَيْتًا ; عِبْنًا ; شَيْتًا. Words ending in -ādān (آدًا) (with tanwin of fatha) do not have the alif that normally follows that tanwin, e.g. مَهَّة ; نَداً (Introduction, paragraph 2 (a)).

C. In the middle of the word the hamza is written on the seat appropriate to the preceding vowel, or to the vowel it carries itself. If there is both a preceding vowel and a vowel on the hamza the seat is determined by the stronger vowel, (ٍ) being stronger than (ُ) , and (ُ) being stronger than (ً) , e.g.

مَسَأَلَةٍ ; مُوسَفٍ ; رَأَسٍ ; قَافِمٍ ; رَؤوسٍ ; رَيْسٍ ; سِيلٍ.

There are exceptions to this rule:

(a) where the hamza is preceded by a و or an ِ and bears a fatha (i.e. ًأ ، وَة ، or وَْة) there is normally no seat, e.g.
(b) the imperfect, etc., of verbs such as قرأ, with hamza as last radical, may be written تَقَرِّبَونَ or تَقْرَونَ.

(c) when the hamza occurs between two long alifs it is written without a sega, e.g. إِجْرَاءاتٌ.

D. In most cases a prefix attached to a word does not alter its spelling, e.g. فَإِنْ, but note لِنَّا. A suffix has the effect of removing a final hamza to the middle of the word and so brings into effect the rules in C, e.g. مَاتِهِمْ but مَاء but بَدُوَّهُ, أمَّا أَوْهُ.

This does not always apply when the hamza is that of a word ending in أ, e.g. يَقُراً or مَبْدِىً or مُبَدَّاً.

5. The above rules will cover the vast majority of patterns involving hamza, but variations can often be found in the writings of reputable authors even in common words, e.g. مَايَنِي for مَايَنِي or ﻣَارَأَنِ or ﻣَأَرَأَنِ; ﻣَوَايَنِ for ﻣَوَايَنِ.

and the increasing use of the typewriter and linotype machine is leading to the frequent appearance of such short cuts as ﻣُوَروُنَ for ﻣُوَروُنَ.
APPENDIX E

Rules for Changes in Hollow Verbs

There are three main rules for the contraction or modification of hollow verbs:

(a) a weak letter preceded and followed by a short vowel becomes a long vowel, e.g. قَالَ becomes قَالَ. If the weak letter is preceded by ( ' ) , the change is to and, if not, the change is to يُ , e.g.

\[ \begin{align*}
\text{خَافُ} &= \text{خَوَف} ; \\
\text{بَع} &= \text{يُبع} \\
\text{خَيَف} &= \text{خُوَف}
\end{align*} \]

(b) if the weak letter is preceded by a vowelless consonant and carries a short vowel, the weak letter falls out and the vowel becomes long, e.g. يَخَافُ = يَخَوَفُ.

(c) a long vowel followed by a vowelless consonant becomes short, e.g. يَكُونُ = يَكُون.

2. In those persons of the conjugation of the perfect active of Form I in which the first radical is not followed by a long alif the vowel changes to ( ' ) if the middle radical is و and the imperfect is of the pattern يَفْعَلُ ; otherwise it changes to ( ' ) , e.g. كَتُب* (يَخَافُ/خَاف) (يَكُونُ/كَانَ) (يَفْعَلُ).
3. The 

 of the passive participle of Form I (مفعول) is dropped, together with the vowel of the weak radical. The first radical receives the characteristic vowel, i.e. (') from و and (') from

، e.g. خُفَف and مُسَبِع .
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