

East Arabic C

Jane Wightwick and

Illustrations by

McGraw

New York Chicago San Francisco
Miami New Delhi San Juan

Also in this series

Easy Arabic Script, Jane Knightwick and Mahmoud Gaafar

Copyright © 2005 by McGraw-Hill Publishing. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

First published in North America 2005 by McGraw-Hill

First published in Great Britain 2005 by Palgrave Macmillan, Basingstoke, Hampshire RG21 6XS

ISBN: 0 07 146210 4

This book is printed on paper suitable for recycling and made from fully managed and sustained forest sources.

Library of Congress Catalog Card Number: On file

Printed and bound in China

Acknowledgements

Introduction

Fundamentals

Unit 1 The

Unit 2 Co

Unit 3 J

Unit 4 Pr

re

Unit 5 Pl

Unit 6 D

Unit 7 A

Unit 8 D

Unit 9 Fe

Unit 10 Po

on

Unit 11 Pl

Unit 12 C

Unit 13 H


Arabic verbs

Unit 14 Po

Unit 15 Pr

Unit 16 In



Unit 17	Forms of the verb	108
Unit 18	Making verbs negative	117
Unit 19	Nouns and adjectives formed from verbs	123
Unit 20	Dual verbs	133
	Answers to activities	135

Acknowledgements

We would like to thank the following for their help in the preparation of this book. In particular, the staff of the Department of Oriental and African Studies at the University of London were invaluable in making the book possible, and the trickier grammar points were clarified by their help.

Thank you also to Helen Bugler at American University in Washington DC for her help in the preparation of the book, and to Helen Bugler and Isobelle Bugler for their enthusiasm and help in the preparation of the book.

Introduction

What is Arabic 'grammar'?

Arabic 'grammar' will mean different things to different people.

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

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

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

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

Levels of formality

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

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

This book includes Case Notes sections with additional explanations and activities covering the grammatical case

endings used in formal grammatical cases as in German or Russian, pronounced in less formal contexts without reference to the formal endings. To acquire a more general understanding, study the Case Notes sections. This is an aspect of Arabic grammar for the beginning.

How to use this book

This is a reference and a learning book for intermediate students, to be used by themselves. The book is designed to improve understanding and to provide an overview of the structure of Arabic.

The book has a built-in self-learning system. The activities draw only on the material of the units. Work your way through the book progressively step by step. As you progress through Arabic you can use the book for practice on a particular point.

The main part of the book is divided into units, concentrating on one particular feature:

- clear structural explanations
 - more than 100 structured grammar points
 - optional Case Notes (see above)
 - end-of-unit In Summary sections covering the main points of the unit
- Answers to all the activities are given in the section of the book.

Arabic script

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

<i>final</i>	<i>medial</i>	<i>initial</i>	<i>isolated</i>	<i>letter</i>
ا	ا	ا	ا	ألف alif
ب	ب	ب	ب	باء ba'
ت	ت	ت	ت	تاء tā'
ث	ث	ث	ث	ثاء thā'
ج	ج	ج	ج	جيم jim
ح	ح	ح	ح	حاء ḥā'
خ	خ	خ	خ	خاء khā'
د	د	د	د	دال dal
ذ	ذ	ذ	ذ	ذال dhāl
ر	ر	ر	ر	راء rā'
ز	ز	ز	ز	زاي zāy
س	س	س	س	سين sin
ش	ش	ش	ش	شين shīn
ص	ص	ص	ص	صاد ṣād
ض	ض	ض	ض	ضال ḍad
ط	ط	ط	ط	طاء ṭā'
ظ	ظ	ظ	ظ	ظاء ḏā'

final *medial*

ع ع

ف ف

ق ق

ك ك

ل ل

م م

ن ن

ه ه

و و

ي ي

فتحة fatha a d

ضممة damma a d

كسرة kasra a d

سكون sukūn a s

شدة shadda a s

مدّة madda a s

(Note: These symbols

written Arabic. This h



Funda Arabic



The Arabic root system

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

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

 journey	سَفَرٌ <i>satar</i>
 he travels	يَسَافِرُ <i>yusāfir</i>
 ambassador	سَافِرٌ <i>safir</i>
 traveller	مَسَافِرٌ <i>musāfir</i>
 embassy	سَفَارَةٌ <i>sifāra</i>

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

The emphasis on especially short vowel pronunciation often and spoken dialects. pronounced *yaktub* in *yiklib* in dialect. The consonants rather than

Much of Arabic grammar manipulated to create become more familiar be more able to identify yourself.

Activity 1

Can you identify the sets of words? What could be?

- 1 bank
office
writer/clerk
library
- 2 lesson
teacher
study
school

3	broken	مكسور maksūr
	fragmentation	تكسير takṣīr
	it was broken	انكسر inkasara
	nut cracker:	كسارة kassara
4	player	لاعب lāʿib
	playing field	ملعب maʿlab
	toy	لعبة luʿba
	games	ألعاب alʿab

Words with doubled root letter

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

جديد jadīd (new) = root letters ج/د/د j/d/d

كل kull (all) = root letters ك/ل/ل k/l/l

Words with four root letters

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

Words of foreign origin

Generally loan words such as راديو radyu (radio) or إنترنت intarnat (internet) fall outside the Arabic root system.



In summary

- Most Arabic consonants form the core meaning of a word.
- Vowels and shadda are used to create related words.
- The most common root letters are س and ت.
- Some words have more than three root consonants.
- Roots are the basis of the Arabic vocabulary.

Gender: masculine and feminine

Gender: masculine and feminine

In addition, there are feminine and don't fit in these categories. Most of the features or parts of the

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

كرسي	chair (masculine)	كُرْسِي	kursi
طاولة	table (feminine)	مَائِدَة	ma'ida

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

1 Words with the feminine ending *sa* (ta' marbuta), for example:

سيارة	car	سَيَّارَة	sayyāra
حقيبة	bag	حَقِيبَة	ḥaqība
خالَة	aunt (maternal)	خَالَة	khāla
ممرضة	nurse (female)	مُمْرِضَة	mumarrīḍa

2 Words referring to female people but not ending in *sa*, for example:

فتاة	girl	بِنْت	binat
أم	mother	أُم	umm

رجل	leg
شمس	sun
صحراء	desert
مصر	Egypt

Activity 1

Decide if these words are masculine or feminine and tick the correct box.

- 1 كتاب *kitāb*
- 2 أخت *ukht*
- 3 بيت *bayt*
- 4 قميص *qamīṣ*
- 5 دجاجة *dajaja*
- 6 أب *ab*
- 7 ولد *walad*
- 8 العراق *al-irāq*
- 9 شارع *shāriḥ*
- 10 صورة *ṣūra*
- 11 عين *ayn*
- 12 اجتماع *ʿitimaʿ*

Case Notes

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

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

a boy	وَلَدٌ <i>waladun</i>
a girl	بِنْتٌ <i>bintun</i>

If a noun ends in ة (lā' marbūʿa), the *i* is pronounced before the **تنوين** (tanwīn):

a car	سَيَّارَةٌ <i>sayyaratun</i>
a nurse	مُمَرِّضَةٌ <i>mumarridatun</i>

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

Optional Activity

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

1 صورة	1 قميص
2 سيارة	2 حاجة
3 عين	3 بيت



fn summary

- Arabic has b
- Most femini
not, they ret
- Other nouns
- In more form
additional g
heard on Ara



الـ al- (the)

Arabic has no separate word for 'a' or 'an', as in 'a chair' or 'an apple'. So كتاب (kitāb) means 'a book', مكتب (maktab) 'an office', etc.

To make a noun *definite* ('the book', 'the office', etc.), you need to add الـ (al-) meaning 'the'. الـ (al-) is written *joined* to the word it refers to and is the same for both masculine and feminine:

- ولد walad (a boy) → الولد al-walad (the boy)
- بنت bint (a girl) → البنت al-bint (the girl)
- قميص qamis (a shirt) → القميص al-qamis (the shirt)
- حقيبة haqiba (a bag) → الحقيبة al-haqiba (the bag)

Sun letters الحروف الشمسية and moon letters الحروف القمرية

Nouns starting with certain letters of the Arabic alphabet cause the pronunciation of الـ (al-) to change. The 'l' is assimilated and instead the initial letter of the noun is pronounced twice – and written with a shadda (ّ) if the vowel marks are included:

- سيارة sayyara (a car) → السَّيَّارة as-sayyara (the car)
- نهر nahr (a river) → النَّهر an-nahr (the river)

الـ al (the)

The letters which cause this change are called 'sun letters', الحروف الشمسية. ش (sh:n) is itself an exception: its pronunciation is unaffected and doesn't change. Hal...

The remainder of the lesson (al-hurūf al-qamriyya)...

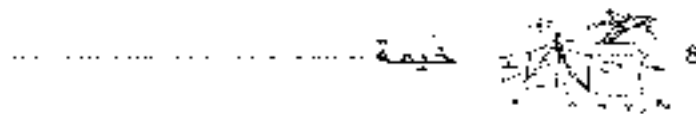
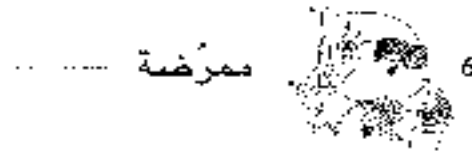
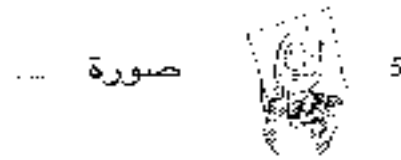
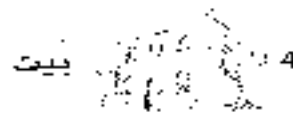
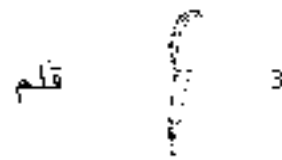
ظ ل ن
ي

Activity 1

Write these nouns with the definite article (al-), as in the examples.

(al-k...)

(as-sa...)



الـممرّيدة
(the nurse)

Case Notes

When a noun is made definite (al-), the neutral (*nomina*) becomes a *damru* (in *ā*):

a boy ولدًا *waladā*

a car سيارةً *siyārā*

Optional Activity

Put the definite new words in the box for Activity 1 and say them.

المفتاح *al-miftāḥ*



In summary

- الـ (al-) is the definite article. It is written joined to the noun (house); البيت *al-bayt*.
- There is no 'a' in the definite article.
- Half the letter 'ayn' (ع) of 'al-' is written.
- The 'a' of 'al-' is written only when the noun ends in a vowel.

Elision

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

البيت *al-bayt*
(the house)

في البيت *fi l-bayt*
(in the house)

Pronouns (singular) and non-verbal sentences

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

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

Singular pronouns

Here are the singular pronouns.

أنا	أنا	ana
أنت (masculine)	أنت	anta
أنت (feminine)	أنتِ	anti
هو (masculine)	هو	huwa
هي (feminine)	هي	hiya

Activity 1

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

هو (masculine)	أنتِ
أنا	أنا
هي (feminine)	هو
أنت (masculine)	هي
أنت (feminine)	أنت

Non-verbal sentences

You can construct non-verbal sentences which do not require the equivalent of a verb. Here are some examples of non-verbal sentences:

أنا ياسين	I [am] Yasine
يوسف	Yousef [is a]
أختي	My aunt Na
الكلب	The dog [is]
أنت ياسين	You [are] A

Activity 2

Fill in the gaps, as in the example.



أم سارة.

Activity 3

Write out these sentences again using **هو** or **هي**, as in the example.

- هو مدرس. 1 أحمد مُدرّس.
- 2 ياسمين ممرضة.
- 3 الكلب في الشارع.
- 4 السيارة في الشارع.
- 5 الولد في الحديقة.
- 6 البيت في السيارة.

**In summary**

- هو huwa m...
هي hiya m...
- There are m...
أنت anta (m...)
- There is no...
(verb 'to be')
- Sentences c...
هو مدرس.

Case Notes

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

He's a teacher. هو مدرس. huwa mudarrisun

You're a nurse. أنت ممرضة. anti mumarridatan

The girl is in the house. البيت في البيت. al-bintu fi bayti

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



Plurals and plural pronouns

Many aspects of elementary Arabic grammar are straightforward, but plurals require explanation and practice.

The first point to make is that Arabic plurals refer only to three or more people or items. For two people or items, there is a separate dual form, although this is not always used in less formal Arabic. The dual form is covered separately in Unit 13.

Plural pronouns

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

we	نَحْنُ nahnu
you (masculine plural)	أَنْتُمْ antum
you (feminine plural)	أَنْتُنَّ antunna
they (masculine)	هُم hum
they (feminine)	هُنَّ hunna

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

Plural nouns: int

Arabic nouns can be

- By adding a suffix (the way English adds to 'box' to produce (al-jam' as-salim مع التكسير at-taksir
- By changing the in similar to the way 'man' into 'men'. However, whereas the broken plural is a majority of plurals, the simpler sound broken plural in Unit

Sound plurals

There are two sound p

- sound masculine plu
- sound feminine plu

Sound masculine

The sound masculine ين -in to the singular

مُدَرِّسٌ mudarris (male teacher)

The alternative ين in which will be explain

The sound masculi with words describing females, for example

مُحَاسِبٌ muḥāsib (accountant)

عِرَاقِيٌّ ʿirāqīy → (Iraqi)

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

Activity 1

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

engineer	مُهَنْدِسٍ muhandis
carpenter	نَجَّارٍ najjār
oaker	خَبَّازٍ khabbāz
Egyptian	مِصْرِيٍّ miṣriyy
French	فَرَنْسِيٍّ faransiyy

هم مدرسون -



Sound feminine plural

The sound feminine plural (SFP) is formed by adding *-at* to the singular. If the singular word ends with the feminine *-a* (ة), this should be removed before the SFP is added:

جُنَيْهَة junayh (pound) → جُنَيْهَات junayhāt (pounds)

مُمَرِّضَة mumarriḍa (nurse) → مُمَرِّضَات mumarriḍāt (nurses)

سَيَّارَة sayyāra (car) → سَيَّارَات sayyārāt (cars)

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

SFP with all-female groups of people

The SFP is used for groups of three or more females

مُدَرِّسَة mudarrisa (female teacher) → مُدَرِّسَات mudarrisāt (female teachers)

عِراقِيَّة irāqiyya (female Iraqi) → عِراقِيَّات irāqiyāt (female Iraqis)

Activity 2

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

هَم مَدْرَسُون. هُنَّ مَدْرَسَات.

1 هَم مُحَاسِبُون.

2 نَحْنُ عِراقِيُون.

3 هَم فَرَنسِيُون.

4 أَنْتُمْ مِصرِيُون؟

5 لَآ، نَحْنُ كَويْتِيُون.

6 هَم مَهْنِسُون.

SFP with masculine nouns

The SFP is commonly used with masculine nouns referring to people

رُجَاة rujāja (the

اجْتِمَاع ijtimāʿ (the

حَيَوَان hayawān (the

لُغَة luḡha (language)

سَيَّارَة sayyara (car)

ثَلَاجَة thallāja (the

Unfortunately there are some nouns which use the SFP which you may not know the meaning of. You can find your own knowledge of the meaning of these words by looking them up in a dictionary. You will learn each word individually.

In informal contexts you may hear words with the SFP used to refer to

تَلِفُون tīlfun (telephone)

كُمبِيوتَر kumbyūtar (computer)

Non-human plurals

Plural pronouns such as *hum* (they) are used when referring to human beings (they're teachers). With non-human plurals the feminine singular pronoun *hiya* (she) is used (the book is on the table, the apple is in the fridge).

This feature extends to *all* grammatical structures, such as verbs and adjectives (which will be covered in later units). The feminine singular is used with all non-human plurals whether the nouns are originally masculine or feminine in the singular.

Activity 3

Make sentences using هو huwa, هي hiya, هم ham or هن hunna, as in the example.



2



هي ممرضات.



5. أين القلم؟



4



3



7. أين السيارات؟



6. أين المعلمة؟

Case Notes

Plural nouns also have a case ending for the sound masculine singular nouns:

nurses

the nurses

However, the nominative case ending for both indefinite and definite plural nouns is:

teachers

the teachers

The sound masculine plural case ending being universally pronounced in all dialects.

Optional Activity

Make these words plural in the sound masculine case ending.

(male engineer)

(car)

(female teacher)

(meeting)



In summary

- There are two types of plural in Arabic, external 'sound' plurals and internal 'broken' plurals. There are no precise rules governing which plural is used for a particular noun.
- The sound masculine plural (SMP) is formed by adding *ون /ون* *un/-in* to the singular and is used with nouns referring to groups of people.
- The sound feminine plural (SFP) is formed by adding *ات* *āt* to the singular (after any *ة tā marbuta* has been removed). The SFP is used with groups of females and to make certain other masculine and feminine nouns plural.
- Arabic grammar treats any non human plural as *feminine singular*. So you must use the feminine singular pronoun *هي hiya* with the plural of objects:

أين السيارات؟ هي في الشارع.

(Where are the cars? **They** are in the street.)



Demonstratives are the 'that', as in 'this house'. Arabic demonstratives describing a feminine

this (*masculine*)

this (*feminine*)

that (*masculine*)

that (*feminine*)

The demonstratives of *الـ (al)*:

هذا

this boy

هذه

this girl

ذلك

that house

تلك

that city

Notice how the *a* of *الـ* in a vowel (see Unit 3)

Activity 1

Fill in the gaps with the correct Arabic demonstrative to match the English, as in the example:

this man	الرجُل	هذا	1
this bag	الحَقِيبة		2
that newspaper	الجَرِيدة		3
that teacher	المُدْرَس		4
that nurse	المُمْرُضة		5
this pen	القَلَم		6
this river	النَهْر		7
that shirt	القَمِيص		8

If you want to say 'This' or 'That' in Arabic, you use the demonstrative *huwa* (masculine) or *hiya* (feminine).

- 1 This [is] the bag.
- 2 This [is] the bag.
- 3 That [is] the man.
- 4 That [is] the man.

Activity 2

Write sentences to match the pictures, paying special attention as to whether you mean 'this' or 'that'.



3



6

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

This [is a] boy. هذا ولد. *hadha walad.*

That [is a] city. تلك مدينة. *tilka madīna.*

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

a) this book هذا الكتاب *hadha l-kitāb*

b) This [is a] book. هذا كتاب. *hadha kitab.*



Case Notes

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

This is a boy. هذا ولدٌ. *hāḍha waladun.*

This man is an engineer. هذا الرجلُ مهندسٌ.
hāḍha r-rajulu muhandisun.

That is a river. ذلك نهرٌ. *dhalika nahrun.*

Remember that if a noun ends in ة (tā marbūṭa), the tā becomes "united" before a case ending and is pronounced as a 't' (see Unit 2):

That girl is a nurse. تلك البنتُ ممرضةٌ.
tilka l-bintu mumarriḍatun.

This city is large. هذه المدينةُ كبيرةٌ.
hāḍhihi l-madīnata kabīratun.

Optional Activity

Put the case endings on these sentences:

- 1 هذا قلمٌ.
- 2 ذلك ولدٌ.
- 3 هذا الرجلُ خبّانٌ.
- 4 هذه مدرّسةٌ.
- 5 تلك الحقيبةُ كبيرةٌ.

Demonstratives v

Remember that Arabic has human plurals. Non-human plurals are the same as the feminine singular (see Unit 2).

So, for non-human plurals, the feminine singular demonstratives are used:

هذه الاجتماعاتُ. *hāḍhihi al-ijmā'āt.* These meetings.

هذه الزجاجاتُ. *hāḍhihi al-zujājāt.* These are bottles.

تلك السياراتُ. *dhalika al-sayāراتُ.* Those cars are cars.

تلك الفواكهُ. *dhalika al-fawākih.* Those are fruits.

تلك الفواكهُ. *dhalika al-fawākih.* Those are fruits.

When talking about plurals of demonstratives:

هذه (الإنسان) هؤلاء. *hāḍhihi (al-insān) hāulāʾ.* these (human) plurals

تلك (الإنسان) أولئك. *dhalika (al-insān) ulūk.* those (human) plurals

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* these nurses

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers







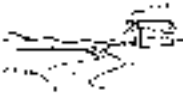

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

هذه (المرضى) هؤلاء. *hāḍhihi (al-marḍā) hāulāʾ.* These are the teachers

تلك (المرضى) أولئك. *dhalika (al-marḍā) ulūk.* Those are the teachers

Activity 3

Look at the pictures and decide if the sentences are true or false, as in the example:

	x	1 هذا قلم.
		2 هذه جريدة.
	-	3 هذا قميص.
		4 ذلك الرجل مدرس.
		5 هذه سيارات.
		6 هؤلاء مدرسون.
		7 ذلك بيت.
		8 أولئك ممرضات.



في summ

- Arabic demonstratives indicate whether the noun is singular, plural, masculine or feminine.
- The most common demonstratives are:
 - المذمور *masculine singular* هذا hādha
 - المذمورة *feminine singular* هذه hādhihi
 - المذمورين *masculine plural* هؤلاء hā'ulā'
 - المذمورات *feminine plural* هن hān
- Plural demonstratives referring to females are used for both females and males.
- The meaning of the demonstrative noun has the same effect on the verb.

هذا الولد

هذا ولد.

Adjectives and descriptive sentences

Descriptive words such as 'beautiful', 'new' or 'heavy' are known in English as *adjectives*.

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

جميل	beautiful	jamil	جميل
قبيح	ugly	qabīḥ	قبيح
جديد	new	jadīd	جديد
قديم	old	qadīm	قديم
ثقيل	heavy	thaqīl	ثقيل
خفيف	light	khafīf	خفيف
كبير	big/large	kabīr	كبير
صغير	small	ṣaghīr	صغير
طويل	tall/long	ṭawīl	طويل
قصير	short	qaṣīr	قصير

Adjectives also often begin with *م* ma- or *م* mu- (the equivalent of the English past participle as in 'broken' or 'burnt' – see Unit 19):

- كسر
 - كسر
 - كسر
 - كسر
 - كسر
 - كسر
- broken
happy
famous
married
suitable

Position and agreement

In English, adjectives describe: 'beautiful river' words are placed after other words, if the noun made feminine, usually

- كسر
 - كسر
 - كسر
 - كسر
 - كسر
- (a) beautiful river
(a) beautiful girl
(a) new teacher
(a) new car

These descriptive words are in the above examples as the *predicative* of a *ḥabār*, 'the news' that carries the information

- كسر
 - كسر
 - كسر
 - كسر
 - كسر
- The river [is] beautiful
The car [is] new

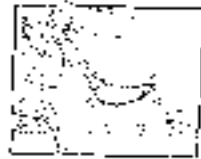
Activity 1

Look at the list of adjectives on pages 34-5 and then fill in the gaps to match the pictures, as in the example. (There may be more than one possible answer.)



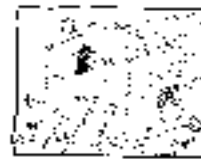
3

هذا الولد



2

هذه الحقيبة



1

هذا البيت قديم



6

هذا



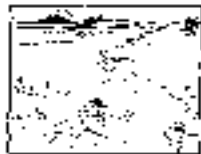
5

الزجاجة



4

هذه



8



7

الخيمة

Adjectives with definite nouns

If an adjective is describing a definite noun with **الـ** al ('the') as in **البيت** al-bayt (the house), then the adjective must also have **الـ** al:

- the new teacher al-mudarris al-jadid المدرّس الجديد
the beautiful picture aṣ-ṣūra al-jamīla الصورة الجميلة

When a noun has a prefix (e.g. **البيت** bayt al-jadid 'the new house'), the noun is definite. In this case, the ad-

- درسة الكبيرة.
bayt al-jadid
My new house

More details on possessive

If there is more than one

the noun, usually separated

a large new school

the beautiful old

You need to be very careful

هذه/هذا hadha/hadha meaning, will be affected

a beautiful river

the beautiful river

The river is beautiful

This is a beautiful

This river is beautiful

- [Lost In Italy book](#)
- [download online The Medium of Contingency: An Inverse View of the Market](#)
- [read God's Debris: A Thought Experiment online](#)
- [read online The Making of Totalitarian Thought](#)
- [read online Casino Royale \(James Bond, Band 01\)](#)
- [*What Great Brands Do: The Seven Brand-Building Principles that Separate the Best from the Rest for free*](#)

- <http://www.uverp.it/library/Lost-In-Italy.pdf>
- <http://honareavalmusic.com/?books/Crude-Existence--Environment-and-the-Politics-of-Oil-in-Northern-Angola--Global--Area--and-International-Archive>
- <http://twilightblogs.com/library/A-Boy-and-a-Bear-in-a-Boat.pdf>
- <http://aircon.servicessingaporecompany.com/?lib/Light-of-the-World--Dave-Robicheaux--Book-20-.pdf>
- <http://crackingscience.org/?library/The-Semantics-Pragmatics-Controversy.pdf>
- <http://www.gateaerospaceforum.com/?library/World-of-Warcraft-and-Philosophy--Wrath-of-the-Philosopher-King--Popular-Culture-and-Philosophy-.pdf>