ملخّص القواعد

GRAMMAR SUMMARY

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Transcription

In this Appendix, Arabic letters will be used to represent Arabic sounds whenever possible. However, in some cases a transcription system based on the roman alphabet will be employed to reflect a more accurate and consistent pronunciation of these sounds.

Transcription	Arabic Letter
' (the glottal stop)	أ، أ، ئـ، ئ، ؤ، ء (همزة)
aa	ا
b	ب
t	ت
th	ث
j	ج
H	ح
kh	خ
d	د
dh	ذ
r	ر
z	ز
s	س
sh	ش
S	ص
D	ض
T	ط
DH	ظ
'	ع
gh	غ
f	ف

	K	ق
	k	ك
	l	ل
	m	م
	n	ن
	h	هـ
مشهور	uu	و
يوم	oo	
ولد	w	
بعيد	ii	ي
بيت	ee	
يكتب	y	

Abbreviations

m. = masculine

f. = feminine

pl. = plural

s. = singular

1. The Definite Article and the Sun and Moon Letters

Definiteness in Arabic is expressed by attaching the prefix ال "the" to nouns and adjectives:

big door	baab kabiir	باب كبير
the big (the) door	albaab ilkabiir	الباب الكبير

(Note that الباب كبير is a full sentence that is translated as "The door is big".)

If ال is followed by a sun letter, it is assimilated to (becomes the same as) that letter, which results in a doubled consonant in pronunciation but not in writing, as in the following:

the sun	ashshams	الشمس
the watch, the hour, the time	assaa'a	الساعة
Tuesday	aththalaathaa	الثلاثاء

ل remains unchanged before moon letters, as in:

the moon	alKamar	القمر
Wednesday	al'arbi'aa'	الأربعاء
Thursday	alkhamiis	الخميس
Kuwait	alkuweet	الكويت

The following table shows the sun and moon letters:

Sun letters	Moon letters
ت، ث، د، ذ، ر، ز، س، ش، ص، ض، ط، ظ، ل، ن	أ، ب، ج، ح، خ، ع، غ، ف، ق، ك، م، ه، و، ي

As in English, nouns that are introduced for the first time do not take the definite article, and nouns that have been introduced take it:

This is a house. The house has four bedrooms.	هذا بيت. البيت فيه ٤ غُرف نوم.

There are at least four areas in which Arabic and English may differ.

a. After a demonstrative pronoun like *this*, *that*, etc., the definite article is not used in English but is used in the equivalent Arabic structure:

this house	هذا البيت
This is a house.	هذا بيت.

b. In definite adjective-noun phrases, the definite article appears only once in English, but as many times as there are adjectives and nouns in the phrase in Arabic:

The new Jordanian (female) student.	الطالبة الأردنيّة الجديدة.

c. Unlike English, an Arabic sentence cannot start with an indefinite noun. Compare the English sentences with their Arabic equivalents:

State schools are cheaper than private schools.	الجامعات الحكوميّة أرخص من الجامعات الخاصّة.
Arab food is tastier than American food.	الأكل العربي أطيب من الأكل الأمريكي.

d. The definite article appears in the names of some countries and cities but not others, as shown in the following table:

Without the Definite Article	With the Definite Article
سوريا، لبنان، مصر، بيروت، طرابلس، دمشق	السودان، الكويت، اليمن، اليونان، القُدس

As a foreign learner of the language, the best approach may be to memorize the names of the countries and cities that start with ال and the ones that do not.

Note that adjectives derived from these names behave like adjectives in general; they

agree in definiteness with the noun they modify (see the *nisba* adjective below):

<div dir="rtl">

جامعة سوريّة   a Syrian university

الجامعة السوريّة   the Syrian University

الرئيس المصري   the Egyptian President

</div>

Finally, a note about the spelling of ال. If the preposition ل "to, for" is attached to a word starting with the definite Article, like الجامعة (the university), then the ا of the definite article is deleted. So ل+الجامعة is written as للجامعة (to the university).

2. Gender

Arabic nouns are generally made feminine by attaching the suffix ة/ـة, called تاء مربوطة (taa' marbuuTa) to the masculine form, as shown in the following table:

	Feminine	Masculine
student	طالِبة	طالِب
doctor, physician	طبيبة	طبيب
engineer	مهندسة	مهندس

Adjectives modifying feminine nouns also end in ـة/ة, since adjectives agree in gender with the noun they modify, as shown in the following:

	Feminine	Masculine
new student	طالِبة جديدة	طالِب جديد
famous physician	طبيبة مشهورة	طبيب مشهور
an Iraqi engineer	مهندسة عراقيّة	مهندس عراقي

3. The *Nisba* (relative) Adjective

Many adjectives in Arabic are derived from nouns by suffixing the ending ي to the noun from which they are derived. To form the Nisba, add يّ to the end of the noun; if the noun has a

definite article or ends in a vowel or تاء مربوطة, they are dropped:

	Feminine	Masculine	Country
Egyptian	مصريّة	مصري	مصر
American	أمريكيّة	أمريكي	أمريكا
Sudanese	سودانيّة	سوداني	السودان
governmental	حكوميّة	حُكومي	الحكومة

Remember that nisba adjectives, like adjectives in general, agree in gender and definiteness with the noun they modify.

4. Number: Forms

A noun in Arabic can be *singular*, *dual*, or *plural*.

The singular

A singular noun refers to one item or one thing, like كتاب، مهندس، طالب. It is the noun in its simplest form.

The dual

The dual is expressed by attaching the suffix ين (*een*) to the noun. If the noun ends in التاء المربوطة, it is written and pronounced as ت when the dual suffix is added.

two books	kitaabeen	كتابين	كتاب
two female students	Taalibateen	طالبتين	طالبة

The Plural

Arabic plural formation is not as straightforward as dual formation. A noun is made plural in one of two ways:

a. By adding a suffix. This is called sound plural.

b. By an internal vowel change. This is called broken plural.

Sound plurals are of two types, too: masculine and feminine.

a. Masculine sound plurals are formed from nouns of masculine gender by adding the suffix ين (iin) to the noun. Most nouns pluralized in this way refer to humans. Many are derived from other words.

أردنّيّين	Jordanian	أردني
مهندسين	engineer	مهندس
معلّمين	teacher	معلّم

b. Feminine sound plurals, which are more common than masculine sound plurals, are formed from nouns of feminine gender, generally ending in التاء المربوطة by adding the suffix ات to the noun and dropping التاء المربوطة:

أردنيّات	Jordanian (f.)	أردنيّة
مهندسات	engineer (f.)	مهندسة
جامعات	university	جامعة
علامات	grade	علامة

Many masculine nouns are pluralized as sound feminine plurals.

مطارات	airport	مطار
امتحانات	test	امتحان

Broken plurals

These plurals are formed by changing the vowels of the word; the consonants are usually not affected. Think of the English words *goose-geese*, *foot-feet*, *woman-women*.

The use of the terms *sound* and *broken* to refer to plurals might be misleading, since it might suggest that sound plurals involve the majority of nouns. This is not the case, however. Broken plurals are at least as common as sound plurals and involve the most common types of nouns.

Broken plurals follow patterns, some of which are more widespread than others. Some of the more common types are represented by the following words:

الجمع	المُفرد	الجَمع	المُفرد
مطاعِم	restaurant مطعَم	مكاتِب	office مكتَب
مراكِز	center مركَز	مطابِخ	kitchen مَطبَخ
بُيوت	house بيت	شُهور	month شَهر
أيّام	day يوم	أولاد	boy وَلَد
أخبار	news item خَبَر	أفلام	film فِلم
دكاكين	shop دگّان	أسابيع	week أسبوع
مُدن	city مدينة	كُتُب	book كِتاب
كُتّاب	writer كاتِب	طُلّاب	student طالِب

At this stage it is easiest for you to simply memorize the plural forms. In time and as you continue building your vocabulary, you will develop intuitions for the correct broken plural patterns.

Number: Uses

The Singular

A book or one book is expressed as كتاب واحد or simply كتاب, with the number following the noun it refers to or no number at all. (Note that واحد كتاب* is ungrammatical.)

The Dual

"Two books" is expressed as كتابين. Simply attach the suffix to the singular noun. اثنين كتاب is ungrammatical. (One exception is discussed below.)

The Plural
"Universities" is expressed as جامعات. "3 Universities" is expressed as ثلاث جامعات.

Note the following about number:
a. For the numbers 3-10, the plural form of the noun is used and the noun follows the number.
b. In شامي the تاء مربوطة of these numbers is dropped before the noun.

three books	thalath kutub	ثلاث كتب
four books	'arba' kutub	أربع كتب
ten books	'ashar kutub	عشر كتب
three pages	thalath SafHaat	ثلاث صفحات
seven pages	sabi' SafHaat	سبع صفحات
ten pages	'ashar SafHaat	عشر صفحات

c. For the number 11 and above, the singular form of the nouns is used except if the digit before the last is zero: 1007 is read as ألف وسبع كتب while 1020 is read as ألف وعشرين كتاب.
d. The suffix رـ ar (a remnant of عشر) is added to the numbers 11-19 in شامي when a noun follows them.

11 books	iHdaashar kitaab	احداشر كتاب
19 students	tisi'Taashar Taalib	تسعطاشَر طالب
20 books	'ishriin kitaab	عشرين كتاب

1000 books	'alf kitaab	ألف كتاب
15 pages	khamisTaashar SafHa	خمسطاشر صفحة
1,000,000 pages	malyoon SafHa	مليون صفحة

e. The last number in the sequence determines agreement. So the plural form is associated with numbers like 103 and 9106 since the last digit in each of them takes the plural form.

١٠٣ طالبات (ميّة وثلاث طالبات)

٩١٠٦ دنانير (تسع آلاف وميّة وست دنانير)

(طالبات is the plural of طالبة and دنانير is the plural of دينار.)

٣٦٥ يوم (ثلاث ميّة وخمسة وستين يوم)

١٣٠ طالبة (ميّة وثلاثين طالبة)

٩١١٢ دينار (تسع آلاف وميّة و١٢ دينار)

In ٣٦٥ the last number mentioned is ستين, in ١٣٠, the last number mentioned is ثلاثين, and in ٩١١٢, the last number mentioned is اطناش, all of which require the singular form of the noun.

f. An exception to the above rules involves a few nouns mainly associated with foreign currencies (Dollar, Euro, Pound) and weights and measures (meter, kilometer, gram, kilogram) that violate this rule, as in the following examples:

اثنين كيلو، ثلاثة كيلو، أربعة دولار، عشرة يورو

g. After كم "how many", only the singular form of the noun is used:

How many boys (children) do you have?	كم ولد عندَك؟
How many rooms are in your house?	كم غرفة في بيتكم؟
How many brothers and sisters do you have?	كم أخ وأخت عندك؟

5. Possession

Possession in Arabic nouns is expressed by attaching a pronoun suffix to the noun:

his book	kitaab-uh	كتابُه	كتاب +ـه
her book	kitaab-ha	كتابها	كتاب +ها
their	kitaab-hum	كتابهم	كتاب+هم
your, m.s., book	kitaab-ak	كتابَك	كتاب +َك
your, f.s., book	kitaab-ik	كتابِك	كتاب +ِك
your, pl., book	kitaab-kum	كتابكم	كتاب+كم
my book	kitaab-i	كتابي	كتاب+ي

If the noun to which the pronoun suffix is attached ends in التاء المربوطة (ـة), then a ت replaces التاء المربوطة:

his car	sayyaara-t-uh	سيّارتُه	سيّارة +ـه
her car	sayyaara-t-ha	سيّارتها	سيّارة +ها
their car	sayyaara-t-hum	سيّارتهُم	سيّارة+هم
your, m.s. car	sayyaara-t-ak	سيّارتَك	سيّارة +ك
your, f.s. car	sayyaara-t-ik	سيّارتِك	سيّارة +ك
your, pl., car	sayyaara-t-kum	سيّارتكُم	سيّارة+كم
my car	sayyaara-t-i	سيّارتي	سيّارة +ي
our car	sayyaara-t-na	سيّارتنا	سيّارة+ي

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Possession with عند

The same set of suffixes used to express possession in nouns is also attached to the word عند to express possession in a way that parallels the use of the English verb *to have* in sentences like *I have a Japanese car* and *he has two sisters*.

he has	'ind-u	عنده
she has	'ind-ha	عندها
they have	'ind-hum	عندهُم
you, m.s., have	'ind-ak	عندَك
you, f.s., have	'ind-ik	عندِك
you, pl., have	'ind-kum	عندكم
I have	'ind-i	عندي
we have	'ind-na	عندنا

Note that عندنا is often pronounced عِنّا in شامي.

Possession with مع

Like عند, the preposition مع is used to express possession. The main difference is that عند expresses possession in general, while مع expresses possessing or having something at the moment.

عندي ألف دولار.
معي ألف دولار.

The following table shows مع in combination with the different pronouns:

he has	ma'u	مَعُه
she has	ma'ha	مَعْها
they have	ma'hum	مَعْهُم

you, m.s., have	maʿak	مَعَك
you, f.s., have	maʿik	مَعِك
you, pl., have	maʿkum	مَعْكُم
I have	maʿi	مَعي
we have	maʿna	مَعْنا

Possession with ل/إل

Both عند and مع are used as prepositions in addition to their use as possessive particles. عند is generally translated as "with" or "at", while مع as "with". A third preposition, ل or إل "for, to" is also used to indicate possession. There is a difference between فصحى and شامي in the way this particle is used, with شامي having two variants, one (لَ) used with nouns and another (إل) with attached pronouns, as shown in the following:

	فصحى		شامي	
(It belongs) to him	lahu	لَه	ilu	إله
(It belongs) to her	laha	لها	ilha	إلها
(It belongs) to them	lahum	لهُم	ilhum	إلهُم
(It belongs) to you, m.s	lak	لَك	ilak	إلَك
(It belongs) to you, f.s.	laki	لكِ	ilik	إلِك
(It belongs) to you, pl.	lakum	لكُم	ilkum	إلكُم
(It belongs) to me	li	لي	ili	إلي
(It belongs) to us	lana	لَنا	ilna	إلنا

When prefixed to a noun, the particle is realized as لِ (li) in فصحى and لَ (la) in شامي:

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	فصحى		شامي	
for Kariim, Kariim's	li-kariim	لِكريم	la-kariim	لَكريم
for the professor, the professor's	li-l'staadh	لِلأستاذ	la-l'staadh	للأستاذ

6. Wanting with بدّ

The word بدّ is used in شامي in combination with a pronoun suffix (the same set of suffixes that are used to indicate possession) to express the equivalent of the English verb *to want*:

he wants	bidd-uh	بدّه
she wants	bidd-ha	بدّها
they want	bidd-hum	بِدّهُم
you, m.s., want	bidd-ak	بدَّك
you, f.s., want	bidd-ik	بدِّك
you, pl., want	bidd-kum	بِدّكُم
I want	bidd-i	بدّي
we want	bidd-na	بدّنا

7. The Construct (الإضافة)

When two nouns are closely associated, as in the case of possession or something being part of something else, they form a special grammatical construction called *the construct* (إضافة). In an equivalent English phrase, the two nouns are joined by the possessive "'s" or the preposition "of", as in *the capital of Egypt* or *Egypt's capital*:

the student's book	كتاب الطالب

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The capital of Egypt, Egypt's capital	عاصِمة مصر

The following two points about الإضافة are important to remember. First, if the first word in the إضافة construction ends in تاء مربوطة, the تاء مربوطة is pronounced as a ت and not just a vowel:

The University of Texas	*jaami'at Texas*	جامعة تكساس
the capital of Syria	*'aaSimat suurya*	عاصمة سوريا
bedroom	ghurfat noom	غرفة نوم

Second, the first part of the إضافة never takes the definite article; it is made definite by association with the second part. So *الجامعة تكساس, *العاصمة سوريا, and *الغرفة نوم are ungrammatical.

Structurally, إضافة is closely related to possession. For example, the two points just mentioned about إضافة (the pronunciation of التاء المربوطة as ت and the absence of the definite article on the first term) also apply in the case of noun + possessive pronoun combinations as in عاصمتها (its capital, from عاصمة) and كتابه (his book, from كتاب), but not *العاصمتها or *الكتابه.

A common إضافة phrase is the one consisting of the word سنة "year" and a specific year, like سنة ١٩٦٧. Remember to pronounce the تاء مربوطة as ت in such phrases.

The إضافة, the adjective phrase, and the equational sentence
It is important to distinguish the إضافة from noun-adjective phrases and certain noun-noun and noun-adjective combinations that function as full sentences. The following examples illustrate the difference between these three types of structures:

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إضافة		عاصمة الدولة	the country's capital, the capital of the country
Noun-adjective phrase	definite	المدينة الكبيرة	the big city
	indefinite	مدينة كبيرة	a big city
Complete (equational) sentence		المدينة كبيرة	The city is big.

8. Subject/Person Markers

Arabic verbs have two tenses: the perfect and the imperfect. The perfect corresponds roughly to the past tense in English and generally indicates completed action, as in درس "he studied", and the imperfect corresponds to the present tense and indicates actions that have not been completed, as in أدرس "I study".

Subject/Person Markers on the Perfect Verb

Different persons are expressed on the perfect verb by attaching different suffixes to it, except in the case of the third person masculine singular (the one corresponding to he), where no suffix is attached:

he wrote	katab	كتب	─	هو
she wrote	katab-at	كتبَتْ	ـَت	هي
they wrote	katabu	كَتَبوا	ـوا	هُمَّ
you, m.s. wrote	katab-t	كتبْتْ	ـتْ	انتَ
you, f.s. wrote	katab-ti	كتبْتِ	ـتِ	انتِ
you, pl. wrote	katab-tu	كتبْتوا	ـتوا	انْتو
I wrote	katab-t	كتبْتْ	ـت	أنا
we wrote	katab-na	كتبْنا	ـنا	إحْنا

Note the following:

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1. The conjugations of انتَ and أنا in the perfect are identical.

2. In the Arabic grammar tradition, the conjugation of verbs proceeds from the third person to the second and first persons.

3. The third person singular masculine form, the هو (he) conjugation is the simplest.

Subject/Person Markers on the Imperfect Verb

Different persons are expressed in the imperfect verb by attaching a prefix or, in some cases, both a prefix and a suffix to the verb:

he writes, is writing	yi-ktub	يكتب	يِـ	هو
she writes, is writing	ti-ktub	تكتُب	تِـ	هي
they write, are writing	yi-ktub-u	يكتُبوا	يـ‍ـوا	هُمَّ
you, m.s. write, are writing	ti-ktub	تِكتُب	تِـ	انتَ
you, f.s. write, are writing	ti-ktub-i	تكتُبي	تِـي	انتِ
you, pl. write, are writing	ti-ktub-u	تكتبوا	تـ‍ـوا	انْتو
I write, am writing	aktub-'	أكتب	أ‍ـ	أنا
we write, are writing	ni-ktub	نكتُب	نـ‍	إِحْنا

The prefix b- is attached to imperfect verbs in شامي when these verbs are not preceded by another verb or words like بدّ:

He plays, is playing.	هو بيلعَب.
He likes to play.	هو بيحبّ يلعب.
if you want to eat	إذا بدّك تاكل

Note also that in place of the English infinitive Arabic uses fully conjugated verb forms (without ب):

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He likes to travel. (He likes he travels)	بيحب يسافر.
She likes to eat in the restaurant. (She likes she eats)	بتحب تاكل في المطعم.
We want to visit Egypt. (We want we visit)	بدنا نزور مصر.
She started to beat me (in a game).	بدأت تغلبني.
He might be there.	ممكن يكون هناك.

Root Types

Arabic words are divided into three main categories: verbs, nouns, and particles. Particles are words or parts of words like prepositions, conjunctions, the definite article, question words, and other "function" elements. Verbs and nouns are the main categories, which include the great majority of words in the language. All verbs and most nouns derive from three- or, less commonly, four-letter roots. The latter will be excluded because of their rare occurrence in this book.

Three-consonant roots are divided into the following five types:

Sound roots have three consonants in the three consonant positions, no doubling of any two consonants, and no ا, و, or ى in any of the three root positions. Roots like ك.ت.ب "to write", ع.ر.ف "to know", and س.م.ع "to hear" are sound roots.

Assimilated roots have و in the first root slot, as in و.ج.د "to find".

Hollow roots have و or ي in the second root slot, which is often realized as ا in the perfect tense of the verb:

	Verb	Root
to say	قال-يقول	ق.و.ل
to be	كان-يكون	ك.و.ن
to fly	طار-يطير	ط.ي.ر

Lame roots typically have ي or و in the third root slot, which are mostly realized as ى (الف مقصورة, pronounced exactly like ا) in the perfect form of the verb.

	Verb	Root
to walk	مشى-يمشي	م.ش.ي
to invite	دعا-يدعو/يدعي	د.ع.و
to speak	حكى-يحكي	ح.ك.ي

Doubled roots have the same consonant in second and third positions:

	Verb	Root
to pass	مرّ-يمُرّ	م.ر.ر
to like, love	حَبّ-يحِبّ	ح.ب.ب

All verbs derived from the same root type follow the same conjugation pattern. An example of the conjugation of verbs derived from sound roots was shown in the different forms of كتب above. Assimilated roots, which are quite rare, generally behave like sound roots, with an exception discussed below under The Imperfect of Assimilated Roots in فصحى. The conjugation of the verbs derived from the other roots types is shown in the following tables.

Doubled		Lame		Hollow		
Imperfect	Perfect	Imperfect	Perfect	Imperfect	Perfect	
يمُرّ	مَرّ	يمشي	مَشى	يشوف	شاف	هو
تمُرّ	مرَّت	تمشي	مَشَت	تشوف	شاﻓَت	هي
يمُرّوا	مَرّوا	يمشوا	مشوا	يشوفوا	شافوا	هم
تمُرّ	مَرّيتْ	تمشي	مَشيت	تشوف	شُفتْ	انتَ
تمُرّي	مَرّيتِ	تمشي	مشيتِ	تشوفي	شُفتِ	انتِ

تمُرّوا	مَرّيتوا	تمشوا	مشيتوا	تشوفوا	شُفتوا	انتو
أمُرّ	مَرّيتْ	أمشي	مشيت	أشوف	شُفتْ	أنا
نمُرّ	مَرّينا	نمشي	مشينا	نَشوف	كُنّا	احنا

Notes about the table

1. The ا of hollow verbs is deleted in the second (انتَ، انتِ، انتو) and first person conjugations (أنا، احنا) and is replaced by ـُ (ضمّة) in the perfect.

2. Whereas the vowel of the perfect of hollow verb is always ا, it can be realized as و, ا, or ي, in the imperfect depending on the individual verb. There is no general rule determining what vowel a certain hollow verb takes in the imperfect; there are و verbs as in قال-يقول "to say", ي verbs as in طار-يطير "to fly", and ا verbs as in نام-ينام "to sleep". In terms of frequency, و verbs are the most common, followed by ي and ا verbs, in that order.

3. Final ى of lame verbs is deleted in the third person conjugations (هو، هي، هم) and is changed to ي in the second and third persons in the perfect

4. Final ى of lame verbs is changed to ي in the imperfect, except in the cases where the plural suffix وا takes over.

جاء-يجيء/أجا ييجي

The verb أجا "he came"-ييجي "he comes", is one of the least regular verbs in Arabic. The best way to learn it at this point is simply to try to memorize its different conjugations. The following table shows its conjugation in both شامي and فصحى. (Note that انتم and نحن in فصحى are the equivalents of احنا and انتو in شامي, respectively.)

	شامي		فصحى	
	Perfect	Imperfect	Perfect	Imperfect
هو	أجا	ييجي	جاء	يجيء
هي	أجَت	تيجي	جاءت	تجيء
هم	أجوا	ييجوا	جاءوا	يجيؤُن/يجيؤا
انتَ	جيت	تيجي	جِئت	تجيء
انتِ	جيتِ	تيجي	جِئتِ	تجيئين/تجيئي

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تجيئون	جِئتُم	تيجوا	جيتوا	انتو/أنتُم
أجيء	جِئتُ	آجي	جيتْ	أنا
نجيء	جِئنا	نيجي	جينا	احنا/نحنُ

9. The Imperfect of Assimilated Verbs in فصحى

Assimilated verbs such as وقع "to be located", وصل "to arrive, reach", and وجد "to find" lose the initial و in the imperfect form of the verb in فصحى. A commonly used verb is يقع "is located", which derives from the root و.ق.ع. In شامي such verbs behave like sound verbs, as in يوجَد "he finds", and يوصَل "he arrives".

10. راح-يروح-رايِح

Whereas رُحت (I went), and أروح (I go) are verbs, the related word رايح is not. It is in fact a noun, "a goer", although the English translation may render it as verbal: "going". It is grammatically treated like a noun or an adjective and not a verb. That is why in a sentence like: إيش رايحة تدرسي؟ "What are you going to study?", رايحة ends in تاء مربوطة and does not have the prefix and suffix characteristic of the imperfect form of the verb. The following table compares the different forms of رايح as a noun with those of another noun مسافِر "traveler".

	pl.	f.s.	m.s.
traveler	مسافرين	مسافِرة	مُسافِر
going (a goer)	رايحين	رايحة	رايِح

The verb following رايح (or its derivatives) is in the imperfect tense and is fully inflected for person. It also carries future meaning such as "going to study".

رايح يدرس	هو
رايحة تدرس	هي
رايح تدرس	انتَ
رايحة تدرسي	انتِ
رايح أدرس	أنا

11. Referring to the Future

Future time is indicated in Levantine by placing the word رايح (going) before the imperfect form of the verb:

"I am going to see him."	رايح أشوفه
Are you going to by a bed today?	رايحة تشتري سرير اليوم؟

In فصحى, the future is formed by attaching the prefix س to the imperfect form of the verb or placing the word سوف before the verb. ستأخذ and سوف تأخذ mean the same thing: "she will take".

Reem will take the Tawjiihi exam in the month of June	ريم سوفَ تأخذ امتحان التوجيهي في شهر حُزيران.
They say that the weather will change in a month or two.	يقولون إنّ الطقس سيتغيّر بعد شهر أو شهرين.

12. Moving to the Past with كان

كان (with its conjugations) is used to "move" the time of an event or a situation to the past, as shown in the following examples:

كان عنده he had	عِنْده he has

كان معي (I had (with m	معي I have
كنت بدّي I wanted	بدّي I want
كُنت تعبان I was tired	أنا تعبان I am tired
كان لازم it was necessary, ought to	لازم, it is necessary that, must

When كان is followed by a verb in the imperfect, both كان and the following verb are conjugated and the combination is translated in the simple past or the past progressive:

I knew, used to know...	كُنْت أعرِف...
The driver was speaking...	كان السائق يتكلّم ...
I thought, I used to think	كنت أفكّر...
I wanted	كنت أريد...

13. قَد

This particle is found only in فصحى and has two distinct uses, one when followed by a verb in the imperfect and another when followed by a verb in the perfect tense. There are no examples of the first type in this book, so it will not be discussed any further.

When قد is followed by a verb in the perfect, it simply affirms that the action has taken place; it does not translate into anything in English, as in the following:

The students who studied فصحى only faced more difficulties than I did.	وقد واجه الطلاب الذين درسوا الفصحى فقط صعوبات أكثر منّي
as there were cultural differences...	...فقد كانت هناك اختلافات ثقافيّة...

14. ف

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The conjunction ف is similar in many respects to و "and". The main difference is that ف could also mean "so", "since" or "because", depending on the context.

The apartment is not very clean *as* books, clothes, cups, dishes [were] everywhere.	الشقّة ليست نظيفة كثيراً، فالكتب والملابس والكاسات والصحون في كلّ مكان.
But I did not find it, *so* I decided to call my number.	ولكنّي لم اجده، فقرّرت أن اتّصل برقمي.

ف is also used in conjunction with أمّا "as for" to express a contrast; in this sense, it does not have an English equivalent:

As for now, it is full of cars and high buildings.	أمّا الآن فهي مملوءة بالسيّارات والبنايات العالية

Note that أمّا and ف constitute one structure, so when you see أمّا look for ف, which will be prefixed to a word that follows in the sentence.

15. Separate and attached pronouns
Arabic distinguishes two sets of pronouns that are inflected for number (singular-plural) and gender (masculine-feminine):
The first set consists of personal pronouns, which are not attached to other words. These include:

هو، هي، هم، انتَ، انتِ، انتو (فصحى "أنتُم")، أنا، احنا (فصحى "نحنُ")

These pronouns are often omitted because subjects in Arabic are marked by prefixes and suffixes on the verb. So in a phrase like هو يدرس, the prefix ي of يدرس is sufficient to identify the subject of the verb and هو can be omitted.

The second set consists of pronouns that are always attached to a noun, a verb, a preposition, or another particle such as إنّ, لكن, لأن, عند, بدّ, etc. These pronouns cannot be omitted. They include:

ه، ها، هم، كَ، كِ، كُم، (ن)ي، نا

When attached to nouns, these pronouns convey the meaning of possession (his, her, etc.), as was seen above. When attached to verbs or prepositions, they function as object pronouns (him, her, etc.). When attached to conjunctions like لكن and لأنّ, they function as subjects of clauses following these conjunctions (لكنّه "but he", لأنّه "because he", etc.)

Pronouns attached to verbs
Perfect Verbs

	(هم) سألوا		(هو) سأل
	They asked		He asked
They asked him.	سألوه	He asked him.	سأله
They asked her.	سألوها	He asked her.	سألها
They asked them.	سألوهم	He asked them.	سألهُم
They asked you, m.s.	سألوك	He asked you, m.s..	سألَك
They asked you, f.s.	سألوكِ	He asked you, f.s.	سألِك
They asked them.	سألوهُم	He asked you, pl.	سألكُم
They asked me.	سألوني	He asked me.	سألني
They asked us.	سألونا	He asked us.	سألنا

Imperfect Verbs

	(هي) (ب)تحِبّ		(هم) (ب)يشوفوا
	She likes		They see
She likes him.	بتحبّه	They see him.	بيشوفوه
She likes her.	بتحبّها	They see her.	بيشوفوها
She likes them.	بتحبّهُم	They see them.	بيشوفوهُم
She likes you, m.s.	بتحبّك	They see you, m.s..	بيشوفوك
She likes you, f.s.	بتحبّك	They see you, f.s.	بيشوفوكِ

She likes you, pl.	بتحِبّكُم	They see you, pl.	بيشوفوكُم
She likes me.	بتحِبّني	They see me.	بيشوفوني
She likes us.	بتحِبّنا	They see us.	بيشوفونا

Note the following:

1. The object pronoun follows the subject marker. So think of the verb with the object pronoun as being constructed in two steps:

      a. construct the verb with its subject marker,

      b. attach the object pronoun.

2. The object pronoun for *me* is ني not just ي, as in the possessive: سألني "he asked me".

3. The ا at the end of the plural forms of the verbs is dropped when the object pronoun is attached: سألوها "they asked her".

4. When the verb ends in a vowel like سألوا "they asked", a كسرة is added to the feminine, singular, second person suffix (سألوكِ [sa'aluuki] "they asked you, f.s.)

5. When the subject marker تِ (you, f.s.) is followed by a suffix, the كسرة in it is lengthened to ي, as in the following:

you said to me قُلتيلي	you said it قُلتيه	you, f.s., said قُلتِ
you wrote to me كتبتيلي	you wrote it كتبتيها	you, f.s., wrote كتبتِ

Pronouns attached to prepositions

You have already seen tables which show pronouns attached to عند and مع, the same set of pronouns are attached to other prepositions like فيه، من, عن، على, ل/إل ,

The pronoun suffixes that are used to indicate possession (عندي، كتابها) are also attached to prepositions to express the equivalent of English constructions consisting of a preposition and an object pronoun such as *on it, in them, to you,* etc.

إحنا/نحنُ	أنا	انتو/انتُم	انتِ	انتَ	هم	هي	هو	

فينا	فيّ	فيكُم	فيكِ	فيك	فيهُم	فيها	فيه	في
علينا	عليّ	عليكُم	عليكِ	عليك	عليهُم	عليها	عليه	على
مِنّا	مِنّي	مِنكُم	مِنكِ	مِنك	مِنهُم	مِنها	مِنّه	من
عَنّا	عَنّي	عَنكُم	عَنّكِ	عَنكَ	عَنهُم	عَنها	عَنْه	عن
بعدنا	بعدي	بعدكم	بعدك	بعدك	بعدهم	بعدها	بعده	بعد
قبلنا	قبلي	قبلكم	قبلك	قبلك	قبلهم	قبلها	قبله	قبل

Pronouns Attached to Conjunctions

لكن "but," لأنّ "because," and إنّ "that" (as in "She said that …")

احنا/نحنُ	أنا	انتو/انتُم	انتِ	انتَ	هم	هي	هو	
إنّا	إنّي	إنّكُم	إنّك	إنّك	إنّهُم	إنّها	إنّه	إنّ
لأنّا	لأنّي	لأنّكم	لأنّك	لأنّك	لأنّهم	لأنّها	لأنّه	لأنّ
لكنّا	لكنّي	لكنّكُم	لكنّك	لكنّك	لكنّهم	لكنّها	لكنّه	لكن

16. The Arabic sentence and word order

Arabic sentences are of two general types: those with verbs and those without verbs. Sentences that have verbs are called *verbal sentences*, and sentences without verbs are generally referred to as nominal or *equational sentences*.

Equational sentences

التدخين ممنوع.	Smoking is prohibited.

Note the absence of the equivalent of the English verb *to be*. The Arabic sentence literally translates as *The smoking prohibited*.

Remember that you cannot start an Arabic sentence with an indefinite noun. One way to avoid this in an equational sentence that consists of an indefinite subject and an adverb or a prepositional phrase, is to place the indefinite subject after the adverb or prepositional phrase. Another way is to add هناك 'there is', before the indefinite noun.

| There are three bedrooms in the apartment. | في الشقّة ثلاث غرف نوم |
| There are many difficulties | هناك صعوبات كثيرة |

Pronouns of Separation
Equational sentences often have a pronoun that agrees with the subject in number and gender. This pronoun is called "pronoun of separation" because it separates the subject from the predicate. Pronouns of separation are generally found when the predicate of the sentence is a noun rather than an adjective. Note that the sentence is grammatical with and without the pronoun.

| The last type is service cars | والنوع الأخير هو سيّارات السرفيس. |
| The problem here is the scarcity of water. | المشكلة هنا هي قِلّة الماء. |

Verbal sentences
There is a certain amount of flexibility in the word order of verbal sentences: it is common for a verb to precede or follow its subject. The following two word orders are grammatical, both meaning "Many Jordanians own private cars".

يحكي الفلم قصّة سيّدة فلسطينية.
الفلم يحكي قصّة سيّدة فلسطينية.

Verb-object-subject order
An interesting word order in verbal sentences is observed when the object of a verb is a pronoun. The pronoun in such a case is attached to the verb, resulting in a verb-object-subject sequence.

The following three sentences are all grammatical:

The students study in the universities the sciences of the Islamic religion and the Arabic language.	يدرس الطلّاب في الجامعات علوم الدين الإسلامي واللغة العربية.
The students study in them the sciences of the Islamic religion and the Arabic language.	يدرس الطلّاب فيها علوم الدين الإسلامي واللغة العربية.
The students study in them the sciences of the Islamic religion and the Arabic language.	يدرس فيها الطلّاب علوم الدين الإسلامي واللغة العربية.

Non-human Plurals

Adjectives describing humans generally agree with the nouns they modify in gender, number, and definiteness:

an Arab male student	طالب عربي
an Arab female student	طالبة عربيّة
arab female students	طالبات عربيّات
the Arab (male) student	الطالب العربي
the Arab female student	الطالبة العربيّة
the government employees	الموظّفين الحكوميّين

Non-human plural nouns, particularly in فُصحى, are grammatically treated as singular feminine nouns:

(The) hotels are expensive.	الفنادق غالية
Inexpensive modern apartments	شقق رخيصة حديثة
These days (هذه=this, feminine)	هذه الأيّام

Verb-Subject (Dis)agreement

Arabic sentences may start with the verb or the subject. In فصحى, a verb that precedes the subject

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remains in the singular even when the subject is in the plural. (This rule does not apply in شامي.)

<div dir="rtl">

يقول الناس هنا إنّ امتحان التوجيهي مهمّ جدّاً.

يدرس فيها الطلّاب علوم الدين الإسلامي واللغة العربية.

</div>

If the subject-verb order is used, then the verb agrees in number with its subject:

<div dir="rtl">

الناس هنا يقولون إنّ امتحان التوجيهي مهمّ جدّاً.

الطلّاب يدرسون فيها علوم الدين الإسلامي واللغة العربية.

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17. Negation

Negation in شامي

A distinction is made between negation of verbs and non-verbal elements such as nouns, adjectives, adverbs and prepositional phrases. The general rule is that verbs are negated with ما and non-verbal elements are negated with مش.

He didn't travel	ما سافر	He traveled	سافر
He doesn't speak	ما بيحكي	He speaks	بيحكي

But,

not a student	مش طالب	student	طالب
not big	مش كبير	big	كبير
not here	مش هون	here	هون
not from New York	مش من نيويورك	from New York	من نيويورك

The main exceptions to these rules are the high-frequency words: عند "to have", بدّ "to want", مع "with as a preposition and in the sense of to have", and فيه "there is, there are". These words are not verbal but follow the verbal negation pattern, i.e. by using ما.

I don't have a big house.	ما عندي بيت كبير.
He doesn't have a lot of money.	ما معه فلوس كثير.
There is no airport in Irbid.	ما فيه مطار في إربد.
She doesn't want to go.	ما بدها تروح.

Negation in فُصحى

As in شامي, negation rules in فُصحى distinguish between two main categories: verbs and non-verbs (nouns, adjectives, prepositional phrases). Unlike شامي, which uses only ما to negate verbs regardless of tense, فُصحى uses different particles for the different tenses:

1. To negate verbs in the perfect (past) tense, either ما or, the more formal لم, is used. With ما, the verb remains in its perfect form. With لم, the imperfect form is used. This is similar to English negation of past tense verbs, as in *He traveled,* but *We didn't travel* (compare *traveled* with *travel*).

he did not travel	ما سافر	he traveled سافر
	لم يسافر	

The following changes accompany the use of لم:

1. Final ن is lost in plural verbs, as in لم يستطيعوا التحدّث مع الناس في البداية "they couldn't converse with people at the beginning". (The ن of يستطيعون is dropped and replaced by ا, which is silent.)

2. The long vowel of a hollow verb in the imperfect is shortened in pronunciation and dropped in writing (تكون is changed to تكُن).

The problem was not America or Israel or the refugees	المشكلة لم تكُن أمريكا أو إسرائيل أو اللاجئين

3. To negate verbs in the imperfect (present), لا is used:

I don't know what to do.	لا أعرف ماذا أعمل.

Nonverbal elements are negated by using ليس or غير, which correspond to مش in شامي. The particle غير is used only with adjectives, and ليس is used with adjectives, nouns, and prepositional phrases. Unlike the other negation particles, ليس is conjugated as a verb in the perfect tense. There are only a few instances of ليسَت "she, it is not" in the reading passages.

not known	غير معروف
This is not important for me.	هذا ليس مهمّا لي.
In my opinion, there is not a tastier dish than Egyptian fava beans.	في رأيي ليس هناك أكلة اطيّب من الفول المصري

18. Prepositions Followed by ما

Prepositions are generally followed by nouns. However, when prepositions such as قبل are followed by a verb, ما is inserted between the preposition and the verb::

قبل الظهر   before noon (preposition + noun)

but,

قبل ما وصل   before he arrived (preposition + vern)

ما does not add to the meaning of the preposition, so قبل and قبل ما mean exactly the same thing. Other words (prepositions and nouns functioning like prepositions) that behave in a similar way and that you will encounter in this book are: بعد "after", أوّل "first", بدل "instead", بدون "without", and مثل "like, as".

19. The Comparative and Superlative

The comparative and superlative forms of adjectives (equivalent to English *more* and *most*, respectively) have the same structure: أفعَل (’af‘al) of the corresponding adjective:

big-bigger, bigger	كبير-أكبَر
cold-colder, coldest	بارد-أبرَد,

The comparative is generally followed by the preposition مِن, and the superlative directly followed by the noun being compared, as shown in the following table:

Al-Salam Restaurant is cleaner than al-Sha‘b Restaurant.	مطعم السلام أنظف من مطعم الشعب.
Food in al-Quds Restaurant is the tastiest in Amman.	الأكل في مطعم القدس أطيب أكل في عمّان.

Note that the comparative/superlative form does not change as a function of gender (masculine/feminine) or number (singular/plural).

The vegetables here are tastier than the vegetables in America.	الخضار هنا أطيب من الخضار في أمريكا.
the biggest problem I faced	أكبر مشكلة واجهتها
Most of the passengers in these buses are government employees.	أكثر ركّاب هذه الباصات من الموظّفين الحكوميّين

Note that أقلّ (من) is the comparative/superlative form of قليل "few, little". It looks different from other comparative/superlative forms because it is derived from a "doubled" root in which the second and third consonants are identical.

A key distinction between the comparative and superlative usage is the place of the preposition من. When the comparative meaning is intended من follows the adjective. When من precedes the adjective it has the superlative meaning and the phrase translates as of the most, or among the most, as in the following:

Amman is bigger than Irbid.	عمّان أكبر من إربد.
Irbid is among the biggest cities in Jordan.	إربد من أكبر المُدُن الأردنيّة.
Among the most important and most ancient centers of learning in the Arab world are three universities.	من أهمّ وأقدم مراكز التعليم في العالم العربي ثلاث جامعات.

20. The Imperative (in شامي)

The imperative form of the verb in شامي is derived from the imperfect form following two steps:
    1. drop the imperfect prefix,
    2. insert a vowel if the resulting form begins with a two-consonant sequence.

Imperative form		removal of imperfect prefix		imperfect form	
قول	اكتُب	قول	كتُب	تقول	تكتُب
Kuul	iktub/uktub	Kuul	ktub	taKuul	tiktub
Say!	Write!			you, m.s. say	you, m.s. write

Three exceptions

Although the two verbs أخذ,"he took," and أكل,"he ate" generally behave like sound verbs in the perfect and imperfect conjugations, their imperative forms do not follow the rules above. On the other hand, the imperative form of the verb "to come" is not based on the verb أجا- يجي, but is derived from a different source altogether. All three imperative forms should be learned as exceptions.

Imperative	Perfect-imperfect
خُذ، خُذي	أخذ-ياخُذ
كُل، كُلي	أكل-ياكُل
تَعال-تَعالي	أجا-ييجي

21. The Case System

Nouns and adjectives in فُصحى may have one of three cases, depending on their function in the sentence: *nominative, accusative,* or *genitive.* The rules of case assignment are numerous and can be quite intimidating to the learner. Fortunately for you as an Arabic student, the colloquial varieties, such as شامي, do not have a case system. The relevance of the system increases as your writing skills develop because writing in Arabic is accomplished mainly in فصحى.

Different degrees of mastery are required for different functions and purposes. In this book, only those aspects of the case system which are believed to be clearly applicable and essential for reading and writing فُصحى will be presented. These include aspects of the system that affect the shape of the written word.

The accusative ending أ

Words ending in أ can be divided into two groups. The first group includes adverbs that never change: شكراً، عفواً، طبعاً، خصوصاً and similar adverbs of manner, place, and time. The second group are singular, masculine, indefinite nouns and adjectives when they function either, a. as the object of a verb in verbal sentences, as in قرأت إعلاناً في الجريدة "I read an ad in the newspaper" (إعلاناً is the object of the verb قرأ) or, b. as the second element in a nominal sentence (the predicate) when particles such as ليس، كان، صار are part of the sentence:

The weather was hot. كان الطقس حاراً.	The weather is hot. الطقس حار.
The weather became hot. صار الطقس حاراً.	

The weather is not hot. ليس الطقس حاراً.	

Plural case markings:

Words such as مسلم and لبناني have two possible plural suffixes ـين and ـون. The subject of a sentence usually takes the plural suffix ـون while the object of a verb or a preposition and the second element of a nominal sentence with كان، صار, or ليس takes the suffix ـين:

The Christians live in the eastern neighborhoods.	يسكن المسيحيّون في الأحياء الشرقيّة.
The inhabitatns of Jerash became Muslim(s).	صار سكّان جرش مسلمين.

22. Passive Voice in فصحى

Passive meaning can be expressed in فُصحى by changing the vowel patterns of verbs. Such passive formation does not exist in شامي, which expresses passive meaning by using certain verb forms and one nominal form. These forms, also used in فصحى will be discussed below in the sections on verb forms and noun patterns.

The following table shows the فصحى passive verbs with a changed vowel pattern found in this book and their active counterparts:

Active			Passive		
he built	banaa	بَنى	it was built	buniy	بُنِي
he considers	ya'tabir	يعتَبِر	it is considered	yu'tabar	يُعتَبَر
he allowed	samaH	سَمَح	it was allowed	sumiH	سُمِح
he mentioned	dhakar	ذَكَر	it was mentioned	dhukir	ذُكِر

23. Relative Pronouns

The word *who* in the sentence *The student who was first in the class received a prize* is called a relative pronoun. Other English relative pronouns include *which, that, whose*, and *whom*. The equivalent of all of these pronouns in شامي is اللي. In فصحى, distinctions are made between masculine and feminine and between singular, dual and plural relative pronouns. Only the three فصحى relative pronouns commonly used are introduced in this book. These are الذي, التي, and الذين.

Who, that, which (masculine, singular)	الذي
Who, that, which (feminine, singular)	التي
Who, that, which (masculine, plural)	الذين

One difficulty that students of Arabic often have involves what is called the resumptive pronoun. This pronoun appears in phrases like الأسئلة الكثيرة التي يسألها الناس "the many questions that people ask (them)" and تاكسي السرفيس الذي ركبته "the service taxi that I rode (it)".

Another difficulty for some learners lies in the use of the equivalent of English *that*. Consider the following two sentences:

| She said *that* she uses public transportation. | قالت انّها تستعمل المواصلات العامّة. |
| This is the bus *that* I take every day. | هذا هو الباص الذي (اللي) أركبه كلّ يوم. |

The meaning of *that* in the first sentence is quite different from its meaning in the second. In Arabic, the first *that* is translated as إنّ, while the second is translated as اللي (الذي in فصحى).

24. Roots and Patterns
Arabic verbs and nouns are derived from roots of three or four-letter. Four-letter roots have been excluded from the present discussion because of their rare occurrence.

Roots are the basic elements of meaning, and words derived from the same root represent extensions or modifications of the basic meaning of that root. For example, the root ك.ت.ب has the basic meaning of "writing". The following list includes some of the words derived from this

root and their meanings:

to correspond	كاتَب		he wrote	كتَب
writer	كاتِب		it was written	انْكَتَب
writing	كِتابة		something written, a letter	مَكتوب
booklet	كُنَيِّب		book	كِتاب
office	مَكتَب		correspondence	مُكاتَبة
old Qur'anic school	كُتّاب		library, bookshop	مَكتَبة

Derived words follow specific patterns, which are generally associated with specific meanings. For example, كاتِب follows the pattern of the doer of an action (writer); مكتوب the recipient or result of the action (written), and مكتَب the place of the action (office). Other words following the same pattern have corresponding meanings as in راكِب (rider, passenger), مركوب (ridden), مَركَب (raft).

The فعل Skeleton

When discussing verb and noun patterns, Arab grammarians use the three letter combination فعل to refer to the three letters of the root, ف for the first letter, ع for the second letter, and ل for the third. Patterns are created by adding specific consonants and vowels in specific places to these three root letters.

So كاتب and راكب belong to the فاعل pattern, مركوب and مكتوب to the مفعول pattern, and مكتب and مركب to the مفعل pattern.

This root and pattern system that Arabic (and other Semitic languages) has is particularly helpful in acquiring new vocabulary. A limited number of roots, combined with a limited set of patterns produce the great majority of words.

25. The Arabic Verb Forms

The thousands of verbs used in Arabic follow a surprisingly small number of patterns or forms. While examples of 15 verb forms can be found, only twelve are considered productive in Modern Arabic, ten based on three-consonant roots and two on four-consonant roots. Only the eight most commonly used forms, all based on three-consonant roots, will be presented here.

The most common verb form is the simplest, فَعَل. It consists of the consonants of the three-consonant root represented by فعل and accompanying short vowels, as in درس, بدأ, وصل, كان, كتب, etc.

Other forms are constructed by modifying the فعل structure in specific ways, such as doubling the second consonant, inserting ا between the first and second consonants of the root, adding a prefix, or a combination of these. The modification of the shape of the root generally corresponds to a modification in the meaning. So, for example, درَس, which is a فعل verb, is translated as "he studied", but درّس (created by doubling the middle consonant of the root), translated as "he taught or made someone study" is a فعّل verb, etc. فعّل verbs often have a *causative* meaning "to cause to study".

In place of فعل and its derivatives, used by grammarians working in the Arabic tradition, Western scholars of Arabic use a system of roman numerals I-X to refer to the different verb forms. According to this system, فَعَل is Form I, فعّل is Form II, تفعّل is Form V, etc. In some dictionaries, such as the one most commonly used by foreign students of Arabic, *A Dictionary of Modern Written Arabic*, only the form numbers are given under the root and the verb form itself or its فعل representation. For example, under the root علم, II refers to the Form II verb علّم "to teach" and V to Form V تعلّم "to learn".

The following table provides a summary of the verb forms introduced in this book with examples.

General Meaning/ Grammatical Function	Example		Imperfect		Perfect	Form #

No specific meaning or grammatical function	كتَب-يكتُب عرَف-يعرِف سمِع-يسمَع	yaf'ul yaf'il yaf'al	يفعُل يفعِل يفعَل	fa'al fa'il	فعَل فعِل	I
Often causative	علّم-يعلِّم	yufa''il	يُفعِّل	fa''al	فعَّل	II
Often associative	ساعَد-يساعِد	yufaa'il	يُفاعِل	faa'al	فاعَل	III
Historically causative of I	أعجب-يُعجِب	yuf'il	يُفعِل	'af'al	أفعَل	IV
Generally passive or reflexive of II	تعلّم-يتعلّم	yatafa''al	يتفعَّل	tafa''al	تفعَّل	V
Generally passive of I	انفجَر-ينفجِر	yanfa'il	ينفعِل	infa'al	انفعل	VII
Historically passive/ reflexive of I	اشتغل-يشتغِل	yafta'il	يفتعِل	ifta'al	افتعل	VIII
Historically reflexive of IV.	استغرَب-يستغرِب	yastaf'il	يستفعِل	istaf'al	استفعَل	X

26. Noun Patterns

As in the case of verbs, Arabic nouns (and adjectives) follow specific patterns of derivation which share similar meanings or grammatical functions. Whereas the number of verb patterns is limited to a dozen or so, the number of noun patterns is much higher. Some noun patterns are more common than others. Some of the most common noun types are participles and verbal nouns, which are derived regularly from certain verb patterns.

An *active participle* generally refers to the doer of an action, the *passive participle* the recipient or the result of the action, while the *verbal noun* refers to the action itself, as shown in the following:

Active participle	كاتب	writer

Passive participle	مكتوب	written
Verbal noun	كتابة	the act of) writing

The following table provides a summary of the most common patterns of active participles, passive participles, and verbal nouns introduced in this textbook with reference to the verb forms from which they are derived. The verbal noun patterns derived from Form I are too numerous to list, while the patterns that are rare or of which examples are not found in the textbook will be marked with an "x" in the corresponding cell.

Active Participles, Passive Participles, Verbal Nouns

Verbal Noun		Passive Participle		Active Participle		
many patterns		مكتوب written	مفعول maf'uul	كاتِب writer	فاعِل faa'il	I
تأسيس founding	تفعيل taf'iil	مؤسَّسة foundation	مُفَعَّل mufa''al	مؤسّس founder	مُفعِّل mufa''il	II
مساعَدة assistance	مفاعلة mufaa'ala	x	x	مساعِد helper	مفاعِل mufaa'il	III
إسلام Islam, submission	أفعال 'if'aal	x	x	مُسلِم Muslim	مُفعِل muf'il	IV
تخصّص specialization	تفعُّل tafa''ul	x	x	متخصّص specializing	متفعِّل mutafa''il	V
استِماع listening	افتعال ifti'aal	x	x	مستَمِع listener	مفتعِل mufta'il	VIII
استئجار	استفعال	x	x	مُستأجِر	مستفعِل	X

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				renting	istif'aal			tenant	mustaf'il	

An example of a set of adjectives that share one of the above patterns are the ordinal numbers 2nd through 10th. They are all based on the active participle pattern of Form I فاعِل, as shown in the following table:

عشرة	تسعة	ثمانية	سبعة	ستة	خمسة	أربعة	ثلاثة	اثنين
عاشِر	تاسِع	ثامِن	سابِع	سادِس	خامِس	رابِع	ثالِث	ثاني

Although ثاني and سادس might seem exceptional in certain respects, they both follow the same pattern as the rest of the numbers.

Other Noun Patterns

1. فَعْل or فَعَل: This is the noun counterpart of Form I verbs. It is the basic form for nouns and generally represents singular nouns that are not derived from other forms.

war حَرْب	day يَوْم	house بَيْت	month شَهْر
	thing شَيء	color لَون	boy, child ولَد

2. فُعول: Words in this form are plurals of singular nouns with the structure فَعْل/فَعَل.

wars حُروب	houses بيوت	months شُهور
plural of حرب	plural of بيت	plural of شهر

3. أفْعال: An alternative plural pattern for singular nouns with the structure فَعْل/فَعَل.

wars أشياء	houses ألوان	boys أولاد	days أيّام
plural of شيء	plural of لون	plural of ولد	plural of يوم

4. فَعيل (Feminine فعيلة): Words of this pattern are generally adjectives.

cheap, inexpensive رخيص	far بعيد	small صغير	big كبير

5. فَعْلان: Words of this pattern are generally adjectives describing temporary states.

hungry جوعان	upset زعلان	tired تعبان	thirsty عطشان

6. مَفعَل or مفعلة: Verbs that have this pattern often refer to places.

school مدرسة	bookstore, library مكتبة	office مكتب	restaurant مطعَم

7. مَفاعِل: Words that have this pattern are generally plurals of nouns of place with the structure مَفعَل(ة), described in 5.

restaurants مَطاعِم	schools مَدارس	offices مَكاتِب

8. أفعَل: This pattern refers to colors (masculine) and adjectives with a comparative/superlative meaning.

red أحمر	white أبيض	black أسود
better أحسَن	أرخَص cheaper	bigger أكبر

9. فِعالة: Words in this form generally refer to occupations.

industry, manufacturing صناعة	commerce تِجارة
agriculture زراعة	study دراسة