ARABIC AND ENGLISH SENTENCE PATTERNS

A COMPARATIVE GUIDE

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INTRODUCTION

ABOUT THE BOOK

This text explores verb time, tense, aspect, and mood through comparison of Arabic and English sentence patterns. It includes examples of the Arabic patterns from classical and popular sources so that Arabic students can learn by explanation and example how to formulate cohesive and grammatically correct sentence structure.

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PURPOSE

In this guide are definitions, discussions, and charts displaying the form, function, and meaning of English and Arabic verbs in context as a reference for use with Modern Standard Arabic (MSA) textbooks. English is used as a starting point to establish a familiar foundation. Use of this reference will improve your reading and writing skills by enabling you better to understand the sentence structure of both languages especially with regard to verb time, tense, aspect, mood, and transitive/intransitive structures.

While this guide is intended mainly for English-speaking students studying Arabic, the charts also provide a quick reference of English sentence patterns for Arabic speakers.

1 DEFINITIONS AND TYPES OF VERBS

1.1 ENGLISH

Verbs are words that denote an action, event, process, or state of being, with reference to a subject.[1] Functionally, there are two types: Auxiliary (helping) and Lexical.

Auxiliary verbs have grammatical meaning related to their function but, as their name implies, do not stand on their own. The primary (non-modal) auxiliaries are *do*, *have*, and *be*. Like lexical verbs, these inflect (change their form) to varying degrees for tense, person, number, and mood. The modal auxiliaries are words such as *could*, *must*, *will*, and *used to*. The inflection of such verbs is extremely limited.

All other verbs are lexical[2]; they have complete meaning and thus can stand on their own or be used with auxiliaries.

The various forms of *have*, *do*, and *be* can be primary auxiliaries or lexical:

As primary auxiliary verbs:
"She *has* watched / She *does* watch / She *is* watching that film."

As lexical verbs:
"She *has* that film; She *does* the acting; She *is* the star."

1.2 ARABIC

Arabic verbs share the above definition but differ according to type. The two most common primary auxiliaries are كانَ and لَيْسَ[3]. Unlike English, however, only some of the Arabic primary auxiliaries fully inflect.

Modern Standard Arabic (MSA) has no modal auxiliaries (see p. 18). Consequently, almost all Arabic verbs are lexical, including كانَ and لَيْسَ when they function as main verbs.

2 TENSE AND TIME REFERENCE: ENGLISH AND ARABIC

Time, when it relates to language, is semantic. When we speak or write, we mean (refer to) past, present, or future. Tense is not consistently semantic; it is related to the form of the verb rather than to its meaning.[4] Consider the following sentences:

The meeting will begin (modal auxiliary and infinitive/uninflected verb) in two hours.
سَوْفَ يَبْدَأُ (particle and imperfect verb) الإجْتِماعُ بَعْدَ ساعَتَيْنِ.

The meeting begins (present tense verb) in two hours.
يَبْدَأُ (imperfect verb) الإجْتِماعُ بَعْدَ ساعَتَيْنِ.

The meeting is beginning (present tense primary auxiliary and present participle) in two hours.
الإجْتِماعُ بادِئٌ (active particle) بَعْدَ ساعَتَيْنِ.

If the meeting began (past tense verb) in two hours, I would be late.
إذا بَدَأَ (perfect verb) الإجْتِماعُ بَعْدَ ساعَتَيْنِ فَسَأَكونُ مُتَأَخِّرًا.

All of these sentences refer to future time, yet none uses a future verb form because there are no future tense verb forms in English[5] or Arabic. Thus, the

tense of the verb does not always determine the time of the sentence. Verb tense functions with adverbs of time and other elements to contribute to context,[6] the sole consistent determiner of sentence time.

3 TENSE AND ASPECT

3.1 ENGLISH

Traditionally, English has been characterized as having 12 tenses: simple past/present/future, past/present/future perfect, past/present/future progressive, and past/present/future perfect progressive. However, only *past* and *present* refer to tense. *Perfect* and *progressive* are also forms of the verb but refer to aspect rather than tense. Although the term *compound tenses* is sometimes applied to the combination of tense and aspect (such as past perfect or present progressive), a less ambiguous term for these 12 forms is *conjugations* (variations in form according to grammatical categories such as tense, person, and number).

Aspect generally refers to the manner in which an action or event is perceived or experienced, usually as completed[7] (*perfect/perfective*) or in progress[8] (*progressive/continuous*). Semantically, English aspect refers to the relationship of an event (E) to a point of reference (R).[9] An event, action, or process (and, under certain conditions, state) is perceived as a completed unit (perfect aspect) or an uncompleted/ongoing unit (progressive aspect) before, during, or after a point (period of reference) in the past, present, or future. Both event and reference are regarded from the vantage point of the present (P). The reference provides a backdrop against which to view more clearly the event from the present time, just as a stage background helps highlight the players for the audience.

Since we are only figuratively watching the event, we can (at least in the past and future perfect and progressive) use adverbials to change its position relative to the reference, as in the examples below. The perfect is marked by a form of the primary auxiliary verb *have* followed by a past participle[10], and the progressive by a form of the primary auxiliary verb *be* followed by a present participle. In both structures, the auxiliary verb is marked for tense. In many structures referring to future time, the modal auxiliary *will* or *shall* is included before the primary auxiliary. In such cases, the primary auxiliary is no longer marked for tense, as all modals are consistently followed by the infinitive form of the verb, which does not show tense (thus its designation as infinitive, or non-finite).[11] The auxiliary and participle (*had read*, *was reading*, etc.) always indicate the event (E). In the examples, (**E**) and (**R**) verbs are color designated.

PAST

PERFECT (Charts 2, 4):

past present future

---[E]---[R]----------[P]----------

1. I had read the book before the movie came out.[12]

---

past present future

---[E]---[R]----------[P]----------

2. I had read the book when the movie came out.

---

past present future

---[R /E/ R]--------[P]----------

3. I had read the book during the movie.

---

past present future

---R---E----------P----------

4. I had read the book after the movie came out.

PROGRESSIVE (Charts 3, 4):

past present future

---E[13]---R---------P----------

1. I was reading the book before the movie came out.

---

past present future

---E / R----------P----------

2. I was reading the book when the movie came out.

---

past present future

--R / E / R-----P----------

3. I was reading the book during the movie.

FUTURE

PERFECT (Charts 13, 15):

past present future

----------P----------E---R------

I will have read the book before the movie comes out.

PROGRESSIVE (Charts 14, 15):

past present future

----------P-------E---R------

I will be reading the book before the movie comes out.

The other future time references can be constructed using the same pattern, varying the relative placement of E and R.

Thus, English *tense* refers to past- and present-tense forms, and *aspect* to forms that indicate either complete or ongoing action. Both function within the time set by the context. Aspect, though, is a more consistent determiner of the "shape" or "cycle" of time (inception, progression, completion, etc.) than tense is of its location in the past, present, or future. That is, aspect more consistently indicates meaning. Whereas a past- or present-tense verb does not always indicate equivalent time, a perfect- or progressive-aspect verb nearly always indicates either completed or ongoing action.

The present perfect and progressive are more complex, primarily because R and P coincide.

PRESENT

PERFECT (Charts 7, 9):

past present future

---**E**----------**R/P**----------

I have read the book.

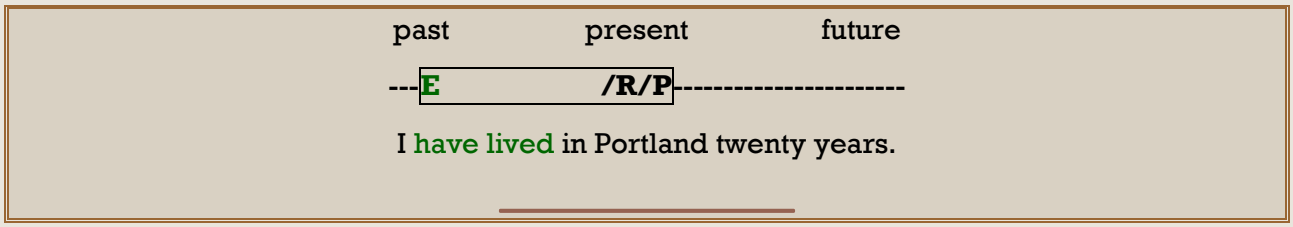
PROGRESSIVE (Charts 8, 9):

past present future

----------**E/R/P**----------

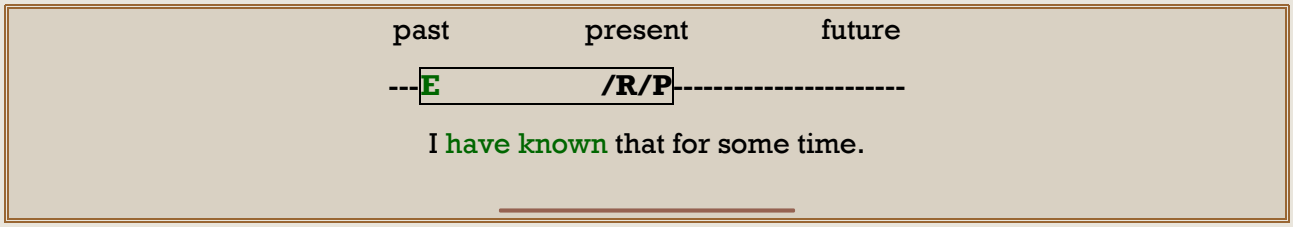
I am reading the book.

If R and P are coincident, we are now viewing the event on its own, almost as if no reference exists. This accounts for the occasionally ongoing appearance of the present perfect action. As in the following sentences, the event can extend to and include the present.



The coincidence of R and P can make the aspect seem ambiguous. The twenty years have been completed, but the action could continue, giving the present perfect a completed/uncompleted (ongoing) sense on occasion.

As in the following sentence, this is especially true with stative verbs, which denote "states (mental and physical), relations, and attributes," such as *know, believe, resemble, be hungry, own*.[14]



This same completed/ongoing sense is true of the perfect progressive aspect. In the sentence "Tom had been reading the book," Tom had probably ceased reading at the moment referred to, but we do not know for how long. He might have begun reading again.[15]

3.2 ARABIC

Arabic is generally characterized as having two basic tenses, perfect (الماضي) and imperfect (المُضارع).[16] These terms, however, relate more directly to aspect than to tense. As with English, *conjugation* or *form* is a clearer designation. We will continue to use *perfect* and *imperfect* for consistency with Arabic textbooks, with the following qualifications.

The Arabic perfect (فَعَلَ pattern) typically denotes a completed (finished) action, event, process, or state; the imperfect (يَفْعَلُ pattern) an action which is ongoing (unfinished) at some point or during some interval. These two forms, though,

can express the English simple[17], perfect, or progressive, depending on context, so aspect indication is only one of their functions. For example, the perfect دَرَسَ is usually translated "he studied," but "he has studied" is acceptable in certain contexts. Thus, both English simple past tense and present tense perfect aspect can be expressed by the Arabic perfect form. We cannot, then, equate the Arabic perfect with the English perfect, specifically because the Arabic perfect does not consistently have the reference that in English acts as background information for the event. MSA does have a structure that closely parallels the English perfect: a perfect verb is used with the particle قَدْ, adding the primary auxiliary كانَ for past or يَكونُ for future time (the latter most often preceded by the particle سَ or سَوْفَ).[18]

The student had studied.	كانَ الطّالِبُ قَدْ دَرَسَ.

The student has studied.	قَدْ دَرَسَ الطّالِبُ.

The student will have studied.	
سَوْفَ[19] يَكونُ الطّالِبُ دَرَسَ.* or سَيَكونُ الطّالِبُ قَدْ دَرَسَ.	

Similarly, the imperfect يَدْرُسُ is usually translated "he studies," but "he is studying" is also acceptable.[20] In this case, both English simple present tense and present tense progressive aspect are expressed by the Arabic imperfect form. As Arabic uses the term *imperfect* and English *progressive*, there is less confusion here. Again, MSA has another structure that parallels the English progressive form. The active participle[21] can be used, again adding the appropriate form of كانَ for time distinction.

The student was returning from Beirut.	كانَ الطّالِبُ راجِعًا مِنْ بَيْروتَ.

The student is returning from Beirut.	الطّالِبُ راجِعٌ مِنْ بَيْروتَ.

The student will be returning . . .	سَوْفَ / سَيَكونُ الطّالِبُ راجِعًا . . .

Thus, Arabic and English express perfect and progressive aspect in different ways at times; the word *perfect* does not always have the same meaning in the two languages. Despite other differences, the perfect aspect in both languages consistently refers to completed events. English begins with two tenses, past and present, and adds other verb forms to show changes in aspect. Arabic begins with the same two tenses but does not generally need to add other verb forms to indicate aspectual variation.

We cannot, however, refer to the Arabic perfect and imperfect as aspect forms alone; there are also tense/time distinctions, as in the following sentences.

"So Peace is on me the day I was born [perfect passive], the day that I die [imperfect active], and the day that I shall be raised up [imperfect passive] to life (again)." *The Qur'an*: 19:33 (emphasis mine)

"وَالسَّلامُ عَلَيَّ يَوْمَ وُلِدْتُّ وَيَوْمَ أَموتُ وَيَوْمَ أُبْعَثُ حَيّاً."

Here, the perfect has past meaning, and both imperfects have future meaning. The perfect can have future meaning as well:

If only I [could] get a job!	لَوْ حَصَلْتُ عَلى وَظيفَةٍ !

I wish he [would] call me!	لَوْ إتَّصَلَ بي !

This is the tense/time dissonance discussed earlier. When we use the terms *perfect* and *imperfect* for Arabic verbs, we are referring to relative tense/aspect forms,[22] and context is still the sole consistent determiner of time reference.[23] The manner in which Arabic expresses English perfect and progressive aspect is shown in the charts.

4 MOOD AND MODALITY: ENGLISH AND ARABIC

Mood, like tense and aspect, refers primarily to a form of the verb. Its semantic counterpart is modality, which refers to the conditionality of a clause, sentence, or other contextual unit: whether the speaker or writer is indicating such conditions as possibility, probability, certainty, advisability, necessity, desirability, permissibility, or obligation. Mood refers to verb forms such as indicative (simple statements/questions), subjunctive (wishes, suggestions, some conditions, etc.), imperative (commands), and jussive (some negative commands and past events).[24] Mood and modality differ in roughly the same way that tense differs from time reference and aspect differs from time shape or cycle: there is not a one-to-one correspondence between the two.[25]

MODALITY: DESIRABILITY

May your will be done. (subjunctive mood)

لِتَكُنْ مَشيئَتُكَ. (jussive mood : حالة الجزم)

He wanted (indicative mood) to sleep (infinitive form [not mood][26]).

أَرادَ (indicative mood : حالة الرفع) أَنْ يَنامَ. (subjunctive mood : حالة النصب)

MODALITY: OBLIGATION

Let the criminal be brought forward. (subjunctive mood)

فَلْيُحْضَرْ المُجْرِمُ إلى الأمام. (jussive mood : حالة الجزم)

Have him close the door. (subjunctive mood)

لِيُسَكِّرْ البابَ.* (jussive mood : حالة الجزم)

[27]

Comparing mood and modality in the sentences above confirms that context determines modality as it does time reference and cycle. Since modality is not

directly linked to any particular form, its various conditions can be expressed in numerous ways.

4.1 MODALS, MODALITY, AND MOOD

4.1.1 ENGLISH

Modal auxiliary verbs (*could*, *should*, *would*, *might*, *may*, *must*, etc.) are the most common means of expressing modality in English. Modals are not grammatically marked for specific moods but assist the reader or listener in discovering such elements as the opinion, intention, or feeling of the writer or speaker.

Some modals are marked for tense (*could*: past, *can*: present), but these markings are such inconsistent indicators of time reference that distinguishing between past- and present-tense modals is rarely worthwhile. One formal time reference does exist, incorrectly referred to in many textbooks as the *present perfect* or *modal perfect*. This form, a modal followed by *have* and a past participle, is a consistent indicator of past time but does not include perfect aspect. The present perfect, in a sentence such as "Martha has studied the lesson," has current relevance (viewing the action from the vantage point of the present). The modal past, however, in a sentence such as "Martha could have studied the lesson," refers to a specific point in the past when she had the opportunity and probably did not take it;[28] the current relevance of the perfect aspect is reduced or absent. Modals in past contexts indicate simple past time[29] and are therefore included in the charts under the *past tense/past time* reference rather than under *past tense/perfect aspect/past time*.[30]

Modality is also expressed by past tense verbs, as in "If he studied, he would succeed," the few remaining subjunctive mood forms, as in "So be it!,"[31] and certain adverbials, such as *perhaps*. The predominance of modals over these

forms has obscured the standard mood forms, as the verbs that follow modals are uninflected; they do not show mood.[32]

English is generally characterized as having three primary moods: indicative, subjunctive, and imperative (the infinitive and emphatic are sometimes included[33]). Except for the imperative (see below), these are mostly formal categories but are defined semantically, reminding us that the form/meaning distinction is here neither exact nor absolute.

The indicative refers to what is real or true, expressing everyday fact or routine using finite verbs (in this case, past or present forms), as in "Tom studies every day." It is also used for "real" conditions, situations which the writer or speaker considers possible or probable, such as "If he sits here, we can talk."

The subjunctive does not make specific truth claims but addresses hypothetical situations, such as "If I were president . . .," and situations in which action is advisable, such as "She suggested that he sit," using uninflected verb forms.[34] It is also used for "unreal" conditions, situations considered unlikely, such as "If you studied, you would succeed."

The imperative is the command form, using infinitive verbs to require action, as in "Study!" This is the single mood form in English with a one-to-one correspondence with modality: imperative verbs consistently indicate the modality of obligation, or command.

4.1.2 ARABIC

Unlike English verbs, all Arabic verbs in vowelled texts are marked for mood; there is no infinitive, or unmarked, form. The four primary moods are the indicative (الرَّفْع), subjunctive (النَّصْب), jussive (الجَزْم), and imperative (الأَمْر). The indicative is the only finite form (showing tense distinctions) and is the template for the other mood forms. The subjunctive, jussive, and imperative

moods are derived from the present-tense indicative but are not themselves marked for tense and do not locate the action in time. The time reference of these moods depends on indicative verbs and other sentence elements. Beginning with the indicative تَفْعَلُ (you [masc. sing.] do, make), vowel/affix changes signaling different moods are readily recognizable in the subjunctive تَفْعَلَ , jussive تَفْعَلْ , and imperative إِفْعَلْ. Other changes occur in order to agree with the noun to which the verb refers.[35] While English mood forms are most often defined semantically (narrowing the gap between mood and modality), Arabic mood forms are usually defined formally, with little reference to meaning. This is what we could expect, as the form of the Arabic verb is easy to describe. This concentration on form, though, widens the gap between mood and modality. With the exception of the imperative, which, as in English, consistently indicates the modality of obligation, Arabic mood forms have even less correspondence with modality than do English forms.

The Arabic and English indicative are similar in meaning.

She studies/is studying.	تَدْرُسُ.

The Arabic imperative also carries the same semantic weight as the English.

Study!	أُدْرُسي ! (أنتِ : 2nd Person, Singular, Feminine)

The Arabic jussive has no English parallel; it is most commonly used in the following ways:

Past Negation / النفي الماضي

She did not study/has not studied.	لَمْ تَدْرُسْ.

Negative Imperative / النهي

Don't study!	لا تَدْرُسي! (أنتِ : 2nd Person, Singular, Feminine)

Conditional Clauses / الشرط

No matter what the weather is (like), he goes out / is outside.

مَهْما يَكُنِ الطّقْسُ يَخْرُجْ / فَإِنَّهُ خارِجٌ.[36]

إنْ تَدْرُسْ تَنْجَحْ.	If you study, you (will) succeed.

The Arabic subjunctive is quite different from its modern English counterpart and is perhaps best categorized with classical languages such as Ancient Greek and Latin, in which the subjunctive subordinates a verb in a dependent (subordinate) clause to a verb in an independent clause.[37] Arabic subjunctive verbs nearly always follow this rule.

قامَ (لِ ، كَيْ ، لِكَيْ ، لِأنْ ، حَتّى) يُشاهِدَ.	He stood (up) in order to see.[38]

As mentioned earlier (p. 6), Arabic does not use modal auxiliary verbs to express modality.[39] Rather, forms such as the following are employed.

Active Participle / إسم الفاعل

مُمْكِنٌ	May, Might, Can, Could

Adjective / الصفة

ضَروري	Necessary

Fixed-Inflection Lexical Verb[40] / الفعل الغير معرب

يَجِبُ	Must
يُمْكِنُ	Can, Could

Noun / الاسم

ضَرورَةٌ	Necessity
بُدٌّ (as in لا بُدَّ)	Must

Particle / الأداة

سَوْفَ	Will, Shall

Passive Participle / اسم المفعول

Supposed (to)	مَفْروضٌ

The above forms are not directly marked for tense[41] and resemble English modals in not consistently affecting time reference.

TENSE AND TIME TENSE AND ASPECT MOOD AND MODALITY SENTENCE TYPES NOTES

5 CHARTS

5.1 FORMAT AND CONTENT

The charts follow a four-sentence format based on the assertive quality of the verb phrase. The sentences in the first chart, for example, are

1. The student studied. – positive assertive/declarative
2. The student did not study. – negative assertive
3. Did the student study? – positive non-assertive/interrogative
4. Didn't the student study? – negative non-assertive[42]

This format reveals the changes that occur when Arabic expresses the various English structures. As certain time/tense/mood combinations do not appear in all forms, some charts will lack one or more of the four structures. Included are: past, present, and future time; past and present tense; perfective and progressive aspect; indicative, subjunctive, and jussive mood. Most Arabic grammar texts include complete imperative mood forms, thus obviating the need to repeat them here.

Examples. Samples from classical and popular literature and media supplement the pattern sentences. The patterns in the charts are not exhaustive. Examples are provided as published, with or without internal voweling, and headlines are reproduced and translated without periods.

Structural Elements. Above each sentence is a list including parts of speech, tense, aspect, mood, and function[43] adhering to the following

abbreviations. Definitions are specific to the charts[44] and are provided for only those terms not discussed elsewhere in the text.

S = subject of main (independent) clause

S^2 = subject of subordinate (dependent) clause

V = verb or verb phrase

MOD = modal auxiliary

PRED = predicate: noun, adjective, or adverb phrase that follows a linking verb

PRI = primary auxiliary

DO = direct object: noun phrase that receives the action of a verb

IO = indirect object: noun phrase that indicates the recipient of a direct object

OC = object complement: word or phrase that describes or renames a direct object

ADJ = adjective: modifies/describes a noun

ADV = adverb/adverbial (incl. prepositional phrase): modifies/describes a verb, adjective, or other adverb

PREP = preposition or prepositional phrase

PART = participle

GER = gerund: noun that refers to action

PTL = particle (except interrogative): uninflected function word

INT = interrogative particle

CON = conjunction: connects sentence elements

NEG = negation

DEMO = demonstrative: pronoun or adjective that determines location or other quality of a noun phrase

CLS = clause marker or subordinator

pst = past tense

pre = present tense

pro = progressive aspect

per = perfective aspect

inf= infinitive

ind = indicative mood

sub = subjunctive mood

imp = imperative mood

jus = jussive mood

act = active voice

psv = passive voice

+ = contraction

Above the sentence "Didn't the student study?" you will see PRI pst + NEG – S – V inf. This indicates a primary auxiliary (*did*) in its past-tense form contracted with a negative adverb (*not*), then the subject, then the verb in its infinitive form.

Search Functions. If you are using this guide via computer, the search function (Ctrl + F on PC, Command + F on MAC) will enable you to locate structural specifics (e.g., "will have been") and view their Arabic equivalents.

Underlining. In order to highlight verb usage, underlining is limited to verbs (including primary and modal auxiliaries) and some participles. In the example sentences, negative adverbs are underlined in contractions such as *didn't* and *hadn't* to preserve the continuity of the word. In the list of structural elements, however, their NEG representation is not underlined. Particles also are underlined only when affixed to verbs, such as فَحَزِنَ , سَأَعْمَلُ , لِأَشْرَبَ. When separate, such as سوف , لن , لا , لم , قد , ما , particles are not underlined in either the example sentences or the structural elements list.

Overlap. In order to avoid multiple structural labels, elements are identified by the form or function most relevant to comparison. In the sentence "The student will study at nine o'clock this evening," *at nine o'clock* is labeled PREP due to the preposition *at* despite the phrase's adverbial function, while *this evening* is labeled ADV. Similarly, particles such as لن , لا , ما are labeled NEG rather than PTL to highlight their role of negation.

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5.2 TIME REFERENCE : PAST

1	TENSE : PAST	الزمن : الماضي أو المضارع المجزوم

TIME : PAST الزمن : الماضي

ENGLISH	العربية
1. S – V pst The student studied.	S – V pst[45] دَرَسَ الطّالِبُ.
2. S – PRI pst – NEG – V inf The student did not study. [46]	S – V jus – NEG لَمْ يَدْرُسِ الطّالِبُ. S – V pst – NEG ما دَرَسَ الطّالِبُ.
3. PRI pst - S – V inf Did the student study?	S – V pst - INT هَلْ دَرَسَ الطّالِبُ؟
4. PRI pst + NEG - S – V inf Didn't the student study?	S – V jus – NEG - INT أَلَمْ يَدْرُسِ الطّالِبُ؟

Since auxiliaries (in this case, the past-tense *did*) are consistently followed by fixed verb forms (in this case, the infinitive *study*), the English tense designation applies only to the auxiliary, which determines the time frame of the sentence. The same principle applies to all charts that include auxiliaries.

1 EXAMPLES

١. ((بَعْدَ أَنْ ماتَ الثَّوْرُ بَدَأَ الأَسَدُ يُفَكِّرُ في صاحِبِهِ السّابِقِ فَحَزِنَ.))

((الأسد والثور))

"After the bull died, the lion began thinking about his former friend and became sad."

Younes, *Kalila wa Dimna* 85.

٢. ((لم يكن عجيبا أن يعبد المصريون فرعون ، ولكن العجيب أن فرعون آمن حقاً بأنه إله.))

نجيب محفوظ

"It was not strange that the Egyptians worshiped pharaoh, but the strange thing is that pharaoh truly believed he was a god."[47]

٣. ((أَلَمْ تَرَ أيّهَا المَلِكُ المُرَجّى عَجائِبَ ما رأيْتُ منَ السّحابِ؟))

أبو الطيب المتنبي

"Didn't you see, O' King for whose favors (generosity) people hope, the wonders of what I saw from the clouds?"[48]

٤. ((ألم تكن تعلم أم أنك لم تكترث ؟))

"Did you not know, or did you just not care?"[49]

2	TENSE : PAST ASPECT : PERFECT	الزمن : الماضي أو المضارع المجزوم الناحية : الماضي50

TIME : PAST الزمن : الماضي

ENGLISH	العربية
1. S – PRI pst – PART pst – DO	DO – V pst – PTL – S – PRI pst
The student had studied the lesson.	كانَ الطّالِبُ قَدْ دَرَسَ الدَّرْسَ.
S – MOD pst – PRI inf – PART pst	V sub – PTL – PART act - PREP – S – PRI pst
The student could have studied.	كانَ الطّالِبُ مِنَ المُمْكِنِ أَنْ يَدْرُسَ.
2. S – PRI pst – NEG – PART pst	V pst – PTL – S – PRI pst – NEG
The student had not studied.	ما كانَ الطّالِبُ قَدْ دَرَسَ.
	PREP – S – V jus - NEG
	لَمْ يَدْرُسِ الطّالِبُ مِنْ قَبْلِ.
3. PRI pst – S – PART pst	V pst – PTL – S – PRI pst - INT
Had the student studied?	هَلْ كانَ الطّالِبُ قَدْ دَرَسَ؟
4. PRI pst + NEG – S – PART pst	PREP – S – V jus – NEG - INT
Hadn't the student studied?	أَلَمْ يَدْرُسِ الطّالِبُ مِنْ قَبْلِ؟

EXAMPLES

١. « أَجَابَ يَسُوعُ وَقَالَ لَهاَ: « لَوْ كُنْتِ تَعْلَمِينَ عَطِيَّةَ اللهِ، وَمَنْ هُوَ الَّذِي يَقُولُ لَكِ أَعْطِينِي لأَشْرَبَ، لَطَلَبْتِ أَنْتِ مِنْهُ فَأَعْطَاكِ مَاءً حَيًّا. » »

الكتاب المقدس : يوحنا ٤:١٠

"Jesus answered and said to her, 'If you knew the gift of God and who it is that asks you for a drink, you would have asked him and he would have given you living water.'"

The Bible: John 4:10.

٢. « لَهَدَأَتْ قَليلًا وَعِشْتَ مَعَها حَياةً سَعيدَةً . . . . لَما رَجَعَ إِلَيْكَ. »

«الأسد والثعلب والحمار»

"They would have calmed down a bit, and you would have lived with them happily [ever after] . . . . He would not have returned to you."

Younes, *Kalila wa Dimna* 48.

٣. « وَعَلَيْهِ غِطاءٌ مِنْ خَشَبٍ قَدْ كُسِرَ وَلَمْ يَهْتَمَّ أَحَدٌ بِإِصْلاحِهِ. »

«سيّدنا» لأحمد أمين

"On it was a wooden cover which had been broken, and no one had bothered to repair it."

Brinner 85.

٤. « كَانَ يُمْكِنُ أَنْ يُطْلَقَ هذَا الإِنْسَانُ لَوْ لَمْ يَكُنْ قَدْ رَفَعَ دَعْوَاهُ إِلَى قَيْصَرَ. »

الكتاب المقدس : أعمال الرسل ٢٦:٣٢

"This person could have been set at liberty if he had not appealed to Caesar."

The Bible: Acts 26:32.

3	TENSE : PAST ASPECT: PROGRESSIVE	الزمن : الماضي أو المضارع (المرفوع أو المجزوم) الناحية : المستمر

TIME : PAST الزمن : الماضي

ENGLISH	العربية
1. S – PRI pst – PART pre – CLS – S^2 – V pst	PREP – S^2 – V pst – CLS – V pre ind – S – PRI pst
The student was studying when he fell asleep.	كانَ الطّالِبُ يَدْرُسُ عِنْدَما غَلَبَ النَّوْمُ عَلَيْهِ.
	PART act – S – PRI pst
	كانَ الطّالِبُ ذاهِبًا.* 51
2. S – PRI pst – NEG – PART pre	V pre ind – S – PRI pst – NEG
The student was not studying.	ما كانَ الطّالِبُ يَدْرُسُ.
3. PRI pst – S – PART pre	V pre ind – S – PRI pst - INT
Was the student studying?	هَلْ كانَ الطّالِبُ يَدْرُسُ؟
4. PRI pst + NEG – S – PART pre	V pre ind – S – PRI jus – NEG - INT
Wasn't the student studying?	أَلَمْ يَكُنِ الطّالِبُ يَدْرُسُ؟

See Chart 1. In this case, the past-tense auxiliary *was* determines time reference and is followed by the present participle *studying* to achieve progressive aspect.

EXAMPLES

١. ((موسكو تقول إنها كانت تحمل مساعدات إنسانية))

"Moscow says that it [helicopter] was carrying humanitarian aid"[52]

٢. ((كانوا يعاملوننا كالعبيد))

"They were treating us like slaves"[53]

٣. ((اعتقدت أنها كانت تشارك بمزحة تلفزيونية))

"She believed that she was participating in a televised prank"

٤. ((وَفيما النّاسُ نِيامٌ . . . جاءَتْ ساحِرةٌ إِلَى المَدينَةِ.))

((الملك الحكيم))لِجُبران خليل جُبران

"While the people were sleeping . . . a witch came to the city."

Koury, *Reader* 47.

4	TENSE : PAST ASPECT: PERFECT PROGRESSIVE	الزمن : الماضي أو المضارع (المرفوع أو المجزوم) الناحية : الماضي المستمر

TIME : PAST الزمن : الماضي

ENGLISH	العربية

1. S – PRI pst – PRI/PART pst – PART pre – ADV

The student had been studying for three hours.

ADV – V pre ind – S – PRI pst - PTL

قَدْ كانَ الطّالِبُ يَدْرُسُ ثَلاثَ ساعاتٍ.

---

2. S – PRI pst – NEG – PRI/PART pst – PART pre

The student had not been studying.

V pre ind – S – PRI pst – PTL – NEG

ما قَدْ كانَ الطّالِبُ يَدْرُسُ. (قَدْ ما كانَ الطّالِبُ يَدْرُسُ.*)

---

3. PRI pst – S – PRI/PART pst – PART pre

Had the student been studying?

V pre ind – S – PRI pst – PTL – INT

أَقَدْ كانَ الطّالِبُ يَدْرُسُ؟

---

4. PRI pst + NEG – S – PRI/PART pst – PART pre

Hadn't the student been studying?

V pre ind – S – PRI jus – NEG - INT

أَلَمْ يَكُنِ الطّالِبُ يَدْرُسُ؟

EXAMPLES

١. ((لأَنَّهُ وَإِنْ كَانَ قَدْ صُلِبَ مِنْ ضَعْفٍ، لكِنَّهُ حَيٌّ بِقُوَّةِ اللهِ.))

الكتاب المقدس : ٢ كورنثوس ١٣:٤

"For if He has indeed been crucified in weakness, yet He lives by the power of God."

The Bible: 2 Corinthians 13:4.

٢. ((قد كانت الآمال معقودة))

"Hopes had been held high"[54]

٣. ((قد كان بعض الفلاسفة في القرون الوسطى في أوروبا قد اتجه إلى هذا النوع من التفكر.))

علي مصطفى مشرفة

"Some of the philosophers in the Middle Ages in Europe had been tending toward this sort of reflection."[55]

٤. ((فَقَدْ كانَ بِدُكَّانِهِ يَخيطُ ثَوْبًا عَلى ضَوْءٍ ضَعيفٍ.))

"He had been in his shop stitching a garment by a dim light."[56]

٥. ((فَإِنّي غَريبٌ ، وَقَدْ وَصَلْتُ الآنَ بِبِضاعَتي.))

"I am a stranger and have just now arrived with my belongings."[57]

5	TENSE : PRESENT	الزمن : المضارع المرفوع

TIME : PAST الزمن : الماضي

ENGLISH العربية

1. ADV – S – V pre ind – ADV – CON – ADV – V pre ind - DO

So, this student studies for three hours and barely passes the exam.

PREP – V pre ind – V pre ind – PTL – CON – ADV – S – V pre ind – PTL

فَيَدْرُسُ هذا الطّالِبُ ثَلاثَ ساعاتٍ ولا يَكادُ يَنْجَحُ في الإمْتِحانِ.

This is the "historical" or "dramatic" present, the context determining its past time reference.

5 EXAMPLES

١. ((بعد أن بدأ يمارس حياته بشكل طبيعي أحمد زكي يستأنف علاجه في باريس))

"After beginning to lead a normal life, Ahmed Zaki resumes his treatment in Paris"[58]

٢. ((عباس يعرض الاجتماع مع نتانياهو ويقول إنه يعمل على كبح الهجمات))

"Abbas presents his meeting with Netanyahu and says he is working to curb the attacks"[59]

٣. ((يتقدم ملاك من الملائكة ويقول . . .))

"One of the angels comes forward and says . . ."

Abboud, *Intermediate Arabic* 103.

5.3 TIME REFERENCE : PRESENT

6	TENSE : PRESENT	الزمن : المضارع المرفوع

TIME : PRESENT الزمن : الحاضر

ENGLISH	العربية
1. S – V pre ind – ADV The student studies diligently.	ADV – S – V pre ind تَدْرُسُ الطّالِبَةُ بِاجْتِهادٍ.
2. S – PRI pre – NEG – V inf The student does not study.	S – V pre ind – NEG لا تَدْرُسُ الطّالِبَةُ.
3. PRI pre – S – V inf Does the student study?	S – V pre ind – INT هَلْ تَدْرُسُ الطّالِبَةُ؟
4. PRI pre + NEG – S – V inf Doesn't the student study?	S – V pre ind – NEG – INT أَلا تَدْرُسُ الطّالِبَةُ؟

6 EXAMPLES

١. ((أقصى درجات السعادة هو أن نجد من يُحبنا فعلاً ، يُحبنا على ما نحن عليه.))

نجيب محفوظ

"The highest level of happiness is finding who really loves us, loves us for who we are."[60]

٢. ((لماذا يجب أن تتزوج فتاة تقرأ ؟))

"Why do you have to marry a girl who reads?"[61]

٣. ((لا يدرس دروسه قط.))

"He never studies his lessons."

Abboud, *Intermediate Arabic* 102.

٤. ((ماذا تفعلُ الكلماتُ في وجه الدّبابات؟))

"What do words accomplish in the face of tanks?"[62]

7	TENSE : PRESENT ASPECT : PERFECT	الزمن : الماضي أو المضارع المجزوم الناحية : الماضي

TIME : PRESENT الزمن : الحاضر

ENGLISH	العربية
1. S – PRI pre – PART pst The student has studied.	S – V pst – PTL قَدْ دَرَسَتِ الطّالِبَةُ.
2. S – PRI pre – NEG – PART pst The student has not studied.	S – V jus – NEG لَمْ تَدْرُسِ الطّالِبَةُ.
3. PRI pre – S – PART pst Has the student studied?	S – V pst – PTL – INT هَلْ قَدْ دَرَسَتِ الطّالِبَةُ؟
4. PRI pre + NEG – S – PART pst Hasn't the student studied?	S – V jus – NEG - INT أَلَمْ تَدْرُسِ الطّالِبَةُ؟

7 EXAMPLES

١. « أنا لم أستطع أن أفهم قط لماذا هناك ناس حالفهم الحظ بالقدر الكافي ليحيوا الحياة التي أعيشها، لينعموا بهذا الطريق في الحياة. »

خطاب أنجيلينا جولي (مترجم إلى اللغة العربية)

"I have never understood why some people are lucky enough to be born with the chance that I had, to have this path in life."[63]

٢. « هل من الطبيعي ألا يبدأ طفلي بالمشي وقد بلغ 12 شهراً من العمر؟ »

"Is it natural that my child has not started walking when he has turned 12 months old?"[64]

٣. « الآنَ طابَتْ نَفْسي وَزالَتْ هُمومي. »

« الحكواتي » لِمحمّد سعيد القاسمي

"Now my soul has recovered and my concerns have disappeared."

Koury, *Reader* 8.

٤. « لِأَنْ لَيْسَ إِسْمٌ آخَرُ تَحْتَ السَّماءِ قَدْ أُعْطِيَ بَيْنَ النّاسِ بِهِ يَنْبَغِي أَنْ نَخْلُصَ. »

الكتاب المقدس : أعمال الرسل ٤:١٢

"For there is no other name under heaven that has been given among men, by which we must be saved."

The Bible: Acts 4:12.

8	TENSE : PRESENT ASPECT: PROGRESSIVE	الزمن : المضارع المرفوع أو إسم الفاعل الناحية : المستمر

TIME : PRESENT الزمن : الحاضر

ENGLISH	العربية
1. S – PRI pre – PART pre	S – V pre ind
The student is studying.	يَدْرُسُ الطّالِبُ.
	PART act – S
The student is returning.	الطّالِبُ راجِعٌ.
2. S – PRI pre – NEG – PART pre	S – V pre ind – NEG
The student is not studying.	لا يَدْرُسُ الطّالِبُ.
	PART act – S – NEG
The student is not returning.	لَيْسَ الطّالِبُ راجعاً.
3. PRI pre – S – PART pre	S – V pre ind – INT
Is the student studying?	هَلْ يَدْرُسُ الطّالِبُ؟
4. PRI pre + NEG – S – PART pre	S – V pre ind – NEG - INT
Isn't the student studying?	أَلَا يَدْرُسُ الطّالِبُ؟

8 EXAMPLES

١. «وقال المشاركون في تداول الهاشتاغ إن طلبة السعودية الذين يدرسون على حسابهم الخاص في الأردن يعانون من تكاليف دراسية ومعيشة وسكنية مرتفعة.»

"Participants in the hashtag circulation said that the Saudi students who are studying at their own expense in Jordan are suffering from high tuition, living, and housing expenses."[65]

٢. « لِمَنْ تَتْرُكُنا ؟ »

«السّارق البازي» لِلمَقَّري

"To whom are you leaving us?"

Koury, *Reader* 44.

٣. «يأمل . . . أن يدخل الأخير التاريخ بصفته رمز التحوّل في علاج داء الزهايمر.»

"He is hoping . . . that the latter will go down in history as a symbol of transformation in the treatment of Alzheimer's disease."[66]

9	TENSE : PRESENT ASPECT: PERFECT PROGRESSIVE	الزمن : المضارع المرفوع الناحية : الماضي المستمر

TIME : PRESENT الزمن : الحاضر

ENGLISH	العربية
1. S – PRI pre – PRI/PART pst – PART pre – ADV The student has been studying for two years.	ADV – V pre ind – S – PRI pre - PTL قَدْ يَكونُ الطّالِبُ يَدْرُسُ لِسَنَتَيْنِ.
2. S – PRI pre – NEG – PRI/PART pst – PART pre The student has not been studying.	V pre ind – S – PRI pre – NEG – PTL قَدْ لا يَكونُ الطّالِبُ يَدْرُسُ.
3. PRI pre – S – PRI/PART pst – PART pre Has the student been studying?	V pre ind – S – PRI pre – PTL – INT أَقَدْ يَكونُ الطّالِبُ يَدْرُسُ؟
4. PRI pre + NEG – S – PRI/PART pst – PART pre Hasn't the student been studying?	V pre ind – S – PRI pre – NEG – PTL – INT أَقَدْ لا يَكونُ الطّالِبُ يَدْرُسُ؟

9 EXAMPLES

١. ((قد لا يكون الموت بتوقف النبض فقط))

"Death might not be caused by stoppage of the pulse only"[67]

٢. ((أعيش هنا منذ خمس سنوات.))

"I have been living here for five years."

Ryding, *Standard Arabic* 447.

٣. ((لا أَزالُ أَشْتَغِلُ مُتَرْجِماً مُنْذُ أَنْ تَخَرَّجْتُ مِنَ الْجَامِعَةِ.))

"I have been (and am still) working as an interpreter since I graduated from the university."

Schulz, *Standard Arabic* 319.

The construction قد يكون followed by a verb is somewhat uncommon. It is more usually followed by a nominal (including participles), a construction which carries the modality of uncertainty or possibility (as in the first example) rather than perfective aspect.

The paucity of exact literary equivalents for this pattern represents the tendency of Arabic writers to use less complex structures to achieve the present perfective. While such economy is the norm in the spoken language, it is something of an anomaly in written Arabic, which is well known for its periphrastic eloquence.

As the second and third examples illustrate, perfect progressive meaning is often understood from the context surrounding simple present verbs (especially cue words such as مُنْذُ).

5.4 TIME REFERENCE : FUTURE

10	TENSE : PAST	الزمن : الماضي أو المضارع المرفوع

TIME : FUTURE الزمن : المستقبل

ENGLISH	العربية

1. CLS – S^2 – V pst – S – MOD pst – V inf

If the student studied, she would succeed.[68]

V pst – S – V pst – PTL

لَوْ / إِنْ دَرَسَتِ الطّالِبَةُ نَجَحَتْ.

---

2. CLS – S^2 – V pst – MOD pst – S – V inf

If the student studied, would she succeed?

V pre ind – INT – S – V pst – PTL

لَوْ / إِنْ دَرَسَتِ الطّالِبَةُ هَلْ تَنْجَحُ؟

EXAMPLES

١. ((لو قلت نعم لوجبت.))

النبي محمد (صلّى اللهُ عليهِ وسلِّم)

"If I said yes, it would be a must."[69]

٢. ((لو قامت ثورة على النظام الحالى من أين سنأتي بحاكم؟))

"If a revolution erupts against the current regime, where will we find a leader?"[70]

٣. ((لو كان الفقر رجلا لقتلته.))

علي بن ابي طالب أو عمر بن الخطاب

"If poverty were a man, I would kill him."[71]

11	TENSE : PRESENT	الزمن : المضارع المرفوع

TIME : FUTURE الزمن : المستقبل

ENGLISH العربية

1. S – V pre ind – GER – ADV

The student begins studying at nine o'clock this evening.[72]

ADV – PREP – GER – S – V pre ind

يَبْدَأُ الطّالِبُ الدِّراسَةَ في السّاعَةِ التّاسِعَةِ هذا المَساءَ.

11 EXAMPLES

١. ((رونالدو قد يغيب عن مباراة الإياب أيضاً أمام مانشستر سيتي))

"Ronaldo might be absent for the return match vs. Manchester City"[73]

٢. ((اليوم .. تبدأ فعاليات الأسبوع التعريفي للأطباء الجدد))

"Today . . begins orientation week events for new doctors"[74]

٣. ((نَضيعُ بَعْدَك !))

((السّارق البازي)) لِلمَقَّري

"We are lost without you!" [after you are gone]

Koury, *Reader* 44.

12	TENSE : MODAL FUTURE[75]	الزمن : المضارع (المرفوع أو المنصوب)

TIME : FUTURE الزمن : المستقبل

	ENGLISH	العربية
1.	S – MOD pre – V inf – ADV The student will study tomorrow. [76]	ADV – S – V pre ind - PTL سَوْفَ تَدْرُسُ الطّالِبَةُ غَدًا. ADV – S – V pre ind تَدْرُسُ الطّالِبَةُ (غَدًا).
2.	S – MOD pre – NEG – V inf The student will not study.	S – V sub – NEG لَنْ تَدْرُسَ الطّالِبَةُ. S – V pre ind – NEG – PTL سَوْفَ لا تَدْرُسُ الطّالِبَةُ.
3.	MOD pre – S – V inf Will the student study?	S – V pre ind + PTL – INT هَلْ سَتَدْرُسُ الطّالِبَةُ؟
4.	MOD pre + NEG – S – V inf Won't the student study?	S – V sub – NEG – INT أَلَنْ تَدْرُسَ الطّالِبَةُ؟

EXAMPLES

١. ((قد يكون رأسمالك لا يتجاوز 20 ألف دولار.))

"Your capital might not exceed 20 thousand dollars."[77]

٢. ((لن تتقدم للأمام))

"You will not move forward"[78]

٣. ((سوف تعملان فقط على تحقيق الأهداف المشتركة فيما يتعلق بالملف النووي مع إيران.))

"They will work exclusively toward achieving the shared goals related to the nuclear issue with Iran."[79]

٤. ((أمي ألن تلعبي معي؟))

"Mommy, won't you play with me?"[80]

13	TENSE : MODAL FUTURE ASPECT : PERFECT	الزمن : الماضي أو المضارع (المرفوع أو المنصوب) الناحية : الماضي

TIME : FUTURE الزمن : المستقبل

ENGLISH	العربية
1. S – MOD pre – PRI inf – PART pst – DO - PREP	
The student will have finished his studies by the end of the summer.	PREP – DO – V pst – PTL – S – PRI pre – PTL سَيَكونُ الطّالِبُ قَدْ أَنْهى دِراسَتَهُ في نِهايَةِ الصّيفِ.
2. S – MOD pre – NEG – PRI inf – PART pst	
The student will not have studied.	V pst – PTL – S – PRI sub – NEG لَنْ يَكونَ الطّالِبُ قَدْ دَرَسَ. V pst – PTL – S – PRI pre – NEG – PTL سَوْفَ لا يَكونُ الطّالِبُ قَدْ دَرَسَ.
3. MOD pre – S – PRI inf – PART pst	V pst – PTL – S – PRI pre – INT
Will the student have studied?	هَلْ يَكونُ الطّالِبُ قَدْ دَرَسَ؟
4. MOD pre + NEG – S – PRI inf – PART pst	V pst – PTL – S – PRI sub – NEG – INT
Won't the student have studied?	أَلَنْ يَكونَ الطّالِبُ قَدْ دَرَسَ؟

13 **EXAMPLES**

١. ((لن يكون السكان قد أخلوا الشوارع))

"The residents will not have emptied the streets"[81]

٢. ((المغرب سيكون قد ضيع 30 سنة دون أي طائل إن لم يدفع بقضية الصحراء في هذا الاتجاه))

"Morocco will have lost 30 years in vain if it does not push the desert issue in this direction"[82]

٣. ((هل يتوجب على المحاسب ان يكون قد سبق له العمل فى مكاتب محاسبة لان يصبح مراجع حسابات فى اى شركة ام لا ؟))

"Will it be necessary for the accountant to have worked in accounting offices in order to become an auditor in any [other] firm?"[83]

See Chart 9 note.

14	TENSE : MODAL FUTURE ASPECT: PROGRESSIVE	الزمن : المضارع (المرفوع أو المنصوب) أو إسم الفاعل الناحية : المستمر

TIME : FUTURE الزمن : المستقبل

ENGLISH	العربية
1. S – MOD pre – PRI inf – PART pre	V pre ind – S – PRI pre – PTL
The student will be studying.	سَوْفَ يَكونُ الطّالِبُ يَدْرُسُ.
	PART act – S– PRI pre – PTL
The student will be returning.	سَوْفَ يَكونُ الطّالِبُ راجِعًا.
2. S – MOD pre – NEG – PRI inf – PART pre	V pre ind – S – PRI sub – NEG
The student will not be studying.	لَنْ يَكونَ الطّالِبُ يَدْرُسُ.
	V pre ind – S – PRI pre – NEG – PTL
	سَوْفَ لا يَكونُ الطّالِبُ يَدْرُسُ.
	PART act – S – PRI sub – NEG
The student will not be returning.	لَنْ يَكونَ الطّالِبُ راجعاً.
3. MOD pre – S – PRI inf – PART pre	V pre ind – S – PRI pre – PTL – INT
Will the student be studying?	أَسَوْفَ يَكونُ الطّالِبُ يَدْرُسُ؟
4. MOD pre + NEG – S – PRI inf – PART pre	V pre ind – S – PRI sub – NEG - INT
Won't the student be studying?	أَلَنْ يَكونَ الطّالِبُ يَدْرُسُ ؟

EXAMPLES

١. ((صنعوا منه إرثا قابلا للبقاء والتداول مستقبلا تقرأه أجيال لم تولد بعد.))

"They have made it a legacy worthy of permanence and future dissemination that will be read by generations not yet born."[84]

٢. ((قدرات الشفاء التي تحصل عليها عندما تكون تدرس شامبالا هي عباره عن نتيجة ثانوية.))

"The healing abilities you will receive when you are studying Shambhala are a byproduct."[85]

٣. ((يمكن أن نكون كلنا نفعل أشياء على الجانب.))

"We could all be doing something on the side."[86]

٤. ((لن تكون قادراً على الوصول إلى نفس النتائج.))

"You will never be able to achieve the same results."[87]

٥. ((نحن لن نكون بحاجة إلى خدماتك.))

"We will not be needing your services."[88]

See Chart 9 note.

15

TENSE : MODAL FUTURE ASPECT: PERFECT PROGRESSIVE	الزمن : المضارع (المرفوع أو المنصوب) الناحية : الماضي المستمر

TIME : FUTURE الزمن : المستقبل

ENGLISH	العربية
1. S – MOD pre – PRI inf – PRI/PART pst – PART pre – ADV (V pre ind)	
The student will have been studying for four years when she graduates.	
	(V pre ind) ADV – V pre ind – S – PRI pre – PTL – PTL
	سَوْفَ قَدْ تَكونُ الطّالِبَةُ تَدْرُسُ أَرْبَعَ سَنَواتٍ عِنْدَما تَتَخَرَّجُ.
2. S – MOD pre – NEG – PRI inf – PRI/PART pst – PART pre	
The student will not have been studying.	
	V pre ind – S – PRI pre – NEG – PTL – PTL
	سَوْفَ قَدْ لا تَكونُ الطّالِبَةُ تَدْرُسُ.
3. MOD pre – S – PRI inf – PRI/PART pst – PART pre	
Will the student have been studying?	
	V pre ind – S – PRI pre – PTL – PTL – INT
	أَسَوْفَ قَدْ تَكونُ الطّالِبَةُ تَدْرُسُ ؟
4. MOD pre + NEG – S – PRI inf – PRI/PART pst – PART pre	
Won't the student have been studying?	
	V pre ind – S – PRI pre – NEG – PTL – PTL – INT
	أَسَوْفَ قَدْ لا تَكونُ الطّالِبَةُ تَدْرُسُ؟
	أَقَدْ لَنْ تَكونَ الطّالِبَةُ تَدْرُسُ؟
V pre ind – S – PRI pre – NEG – PTL – INT	

15 EXAMPLES

١. ((بنكيران : إذا فشلت في اقتراع 7 أكتوبر ستكون حياتي السياسية قد انتهت))

"Benkirane: If I fail in the October 7 voting, my political life will have been finished"[89]

٢. ((في الفترة من آخر مارس أو نصف إبريل على أقصى تقدير ستكون الأزمة قد حلت.))

"In the period starting at the end of March or mid-April at the latest, this crisis will have been resolved."[90]

See Chart 9 note.

16

MOOD: SUBJUNCTIVE[91]

زمن الماضي أو صيغة المضارع المرفوع

TIME : FUTURE الزمن : المستقبل

ENGLISH

العربية

1. CLS – S – V sub – V inf – PREP - DO

"If God were to hasten for men the ill [they have earned] . . . . "
The Qur'an: 10:11

DO – PREP – S – V pre ind – PTL – CON

"وَلَوْ يُعَجِّلُ اللهُ لِلنَّاسِ الشَّرَّ . . . ."

القرآن الكريم: سورة يونس الآية ١١

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2. V imp – MOD pre – S – V inf – DO – OC

"Hush! May God render you ugly . . . !"

S – V pst – V imp

"صَهْ قَبَّحَكَ اللهُ . . . !" Brinner 39

EXAMPLES

١. ((لو يعلم الظالم ما أعده الله للمظلوم .. لبخل الظالم على المظلوم بظلمه له.))

الشعراوي

"If the oppressor were to know what God has prepared for the oppressed . . he would be miserly in his injustice [toward them]."[92]

٢. ((فقال: يا ريت الشباب يتعلمون منكم!))

"He said, 'I wish the young people would learn from you!'"[93]

6 SENTENCE TYPES

6.1 ENGLISH

In English, one of the most practical standards for classifying sentences is the presence of transition, or movement, from the verb to an object. A clause or sentence can usually be categorized by whether its main verb requires an object (transitive) or not (intransitive).[94] Within the transitive category is the sub-category active/passive, which is based on voice, the relationship of the subject to the verb.[95] In active sentences, the doer of the action is the subject; in passive sentences, the receiver of the action is the subject.

There are three basic types of transitive active sentences: 1) including a direct object; 2) including a direct and indirect object; 3) including a direct object and object complement (a word, phrase, or clause modifying the direct object). There is only one type of transitive passive sentence, in which the subject receives (rather than performs) the action of the verb.

There are two types of intransitive sentence: 1) including a linking verb such as *be*, *taste*, *smell*, *seem*, which connects the subject to a predicate noun, predicate adjective, or adverbial of place or time; 2) including a complete action, one in which there is no movement, and no connection with any object, predicate noun, or predicate adjective (adverbials can still be used).

6.2 ARABIC

Arabic sentences are most often categorized according to the placement of the verb. This system yields only two major types: verbal and nominal.[96] In MSA, verbal sentences begin with a verb; nominal sentences do not. Nominal sentences may include a verb after the subject, or have an implied verb. The latter structure is equivalent to the intransitive linking sentence in English and

is often referred to as equational (see examples below). It has no linking verb because Arabic does not generally use its "*be*" verb كانَ in positive, present-tense, equational sentences. When referring to past or future time, a form of كانَ is used, and the sentence type depends on the position of the verb, before the subject (verbal) or after the subject (nominal). Some texts, however, designate as verbal all sentences that include a linking verb such as كانَ or لَيْسَ as primary (non-auxiliary).

The Arabic verb has this mobility because the language (in its fully vowelled form, at least) is not primarily syntactic, as is English. In English, word order it highly important, and words are only slightly inflected (given affixes such as the *–ed* and *–s* suffixes). In Arabic, words are inflected much more consistently and thoroughly, allowing identification of their function with less dependency on their arrangement within the sentence.[97]

In addition to inflectional affixes indicating such grammatical relationships as person, number, gender, and mood, Arabic verbs also have derived forms, which have a wide range of semantic functions. They indicate that a verb in context is transitive or intransitive, active or passive, reciprocal, reflexive, and so forth. Thus, these grammatical relationships are expressed in Arabic primarily by form and meaning, in English primarily by syntax and meaning. The following examples illustrate some of these relationships.

I. TRANSITIVE

A. Active

1. S – V – DO	DO – S – V
A student read a book.	قَرَأَ[98] طالِبٌ (ما) كِتابًا (ما).
S – V – DO	**S - PREP**
The student has a book.	لِلطّالِبِ كِتابٌ.

2. S – V – IO – DO	DO – IO – S - V
The student gave his companion the book.	أَعْطى الطّالِبُ رَفيقَهُ الكِتابَ.

3. S – V – DO – OC

His companion considered the student a generous friend.

OC – DO – S – V

إِعْتَبَرَ رَفيقُهُ الطّالِبَ صَديقًا كَريمًا.

OC – S – DO - V

إِعْتَبَرَ الطّالِبَ رَفيقُهُ صَديقًا كَريمًا.*

B. Passive

S – V	S – V (نائِب الفاعِل : the "deputy" subject)
The book was read.	قُرِأَ الكِتابُ.

II. INTRANSITIVE

A. Linking

1. S – V – PRED NOUN	PRED NOUN – S
The student is a scholar/author.	الطّالِبُ أَديبٌ.

2. S – V – PRED ADJ	PRED ADJ – S
The student is kind.	الطّالِبَةُ لَطيفَةٌ.

3. S – V – PREP	PREP – S
The student is in the library.	الطّالِبُ في المَكْتَبَةِ.

B. Complete

1. S – PRI pre – PART pre	PART act – S or V - S
The student is studying.	الطّالِبُ دارِسٌ.* or الطّالِبُ يَدْرُسُ.

2. S – V	S – V
The students participated.	إشْتَرَكَ الطُّلّابُ.

* * * * *

7 NOTES

[1] This is a semantic, or meaning-based, definition. For structural definitions of verbs, see Martha Kolln, *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects* (New York: MacMillan, 1991) 217-18; Joseph Williams, *Style: Ten Lessons in Clarity and Grace*, 4th ed. (New York: HarperCollins College Publishers, 1994) 239-40.

In English and Arabic, verbs denote action with reference to, but not necessarily by, a subject (the subject is not necessarily the doer). For example, in the passive sentence, "The book was purchased," the subject receives the action; the purchaser is not identified.

[2] Randolph Quirk and Sidney Greenbaum, *A Concise Grammar of Contemporary English* (New York: Harcourt, Brace, Jovanovich, 1973) 26.

[3] There are other primary auxiliaries, such as كادَ ، عَسَى ، بَدَأ. Also, كانَ and لَيْسَ have "sisters," words whose subjects and predicates take the same case endings as those governed by كانَ and لَيْسَ , but these sisters often have different syntactic functions (such as the adverbial لا يَزَالُ , "still").

[4] Jeanette S. DeCarrico, "Tense, Aspect, and Time in the English Modality System," *TESOL Quarterly* 20:4 (Dec. 1986) 667; Roderick A. Jocobs, *English Syntax: A Grammar for English Language Professionals* (New York: Oxford UP, 1995) 189ff.

In many grammar books, tense and time reference are not clearly differentiated by form vs. meaning. This distinction is used here for clarification rather than classification, as changes in form usually signal changes in meaning. *Tense* and *aspect* refer primarily to form but do affect meaning within context.

[5] Unless the English *will* and *shall* are considered future tense forms. They consistently indicate future time, but that is not sufficient reason to call them future tense, as it would leave no reason for designating as past or present other forms such as *would* and *should*, which do not consistently indicate past and present time. See Quirk & Greenbaum, *Grammar* 57.

[6] *Context* here refers to a word within a clause, clause within a sentence, sentence within a paragraph, and so forth.

[7] Jacobs, *Syntax* 199; Quirk & Greenbaum, *Grammar* 40. For a discussion of Arabic aspect as perfective and imperfective, see Bernard Comrie, *Aspect: An Introduction To The Study Of Verbal Aspect and Related Problems* (Cambridge: Cambridge UP, 1976).

[8] "No complete aspectual description of any language exists. Nor does current aspectological theory provide an adequate theoretical base for such description."

Robert I. Binnick, *Time and the Verb: A Guide to Tense and Aspect* (New York: Oxford UP, 1991) 213. The current variety and lack of clarity in the literature on aspect support this claim.

[9] For a related discussion, albeit with different formulas and conclusions, see Binnick, *Time* 207-14.

[10] Participles are non-finite verb forms with a variety of functions. The usual English markers are *–ing* and *–ed* suffixes for present and past forms, respectively.

[11] See Tom McArthur, ed. *The Oxford Companion to the English Language* (Oxford UP, 1992) 1031.

[12] The particle *out* is included in the color designation because it is part of the phrasal verb.

[13] The larger box with space on both sides of the letter indicates the unfinished (progressive) nature of the action.

[14] Statives are not generally used with progressive aspect; we do not usually say "I am knowing Arabic" or "He is owning a car." The counterparts to stative verbs are dynamic verbs, "which signify actions, processes, and events, that is, situations in which something happens" ("I am learning Arabic."; "He is driving the car."). See Jacobs, *Syntax* 206ff; Quirk and Greenbaum, *Grammar* 46-7.

[15] See Jacobs, *Syntax* 209-10.

[16] Historically, there has been significant controversy over the characterization of verbs. Grammarians categorizing the present with the future referred to **الماضي** and **المستقبل** only, while others (the Basra school in particular) kept **الماضي** but used **المضارع** to combine the present and future into one category. The latter designation has become the standard. See Ja'far, *Time* 105-7.

[17] *Simple* refers to the verb form without explicit aspectual distinctions, for example *He writes* as opposed to *He has written*/*is writing*/*has been writing*. Semantically, the English simple tense can indicate aspect based on context, for example *He wrote* (completed action) or *He wrote for an hour* (ongoing action).

[18] Structures using **قَدْ** in this manner are not common in spoken Arabic. For spoken equivalents, see Gomaa, Lina. *From MSA to CA: A Beginner's Guide for Transitioning into Colloquial Arabic*. PDXOpen: 2015. http://pdxscholar.library.pdx.edu/pdxopen/8

[19] This is an uncommon structure in MSA; it might be encountered in writing but is not recommended for use. Similarly rare or archaic structures will also be identified with an *.

[20] This does not apply to all verbs. **يَذْهَبُ** , for example, does not generally mean "He is going"; the progressive meaning is usually expressed by the active participle **ذاهِبٌ** .

Peter Abboud, et al, eds., *Intermediate Modern Standard Arabic*, revised ed. (Ann Arbor, MI: University of Michigan, 1997) 102.

Arabic uses progressive aspect with stative verbs more persistently than does English. For example, **أنا عارِفٌ** , "I am knowing," and **أنا فاهِمٌ** , "I am understanding," are common.

[21] Arabic participles differ grammatically and semantically from their English counterparts. Arabic participles are generally considered nouns that "match" the verb either substantively, indicating the doer of an action (**هي كاتِبة**), or adjectivally, using the action to modify another noun (**الكلمة المكتوبة**). See Beeston, *Arabic* 25.

[22] Of the four most common methods of describing the Arabic perfect and imperfect, this seems the most appropriate. For a summary discussion of methods, see Binnick, *Time* 434-9; Comrie, *Aspect* 78-81. The fact that "the great majority of Arabic verbs are aspectually ambivalent" (Beeston, *Arabic* 67-8) can be viewed as liberating or restricting (Wright, *Grammar* (1967) 51).

[23] Another reason for using English as a starting point in the charts: we often lack the "sentence sense" necessary to understand consistently the Arabic context. Kolln, *Rhetorical Grammar* 4-5.

[24] The parentheticals are intended as general examples only since moods have multiple functions. Unlike some other Germanic languages, English has no jussive mood. Its use in Arabic is primarily formal (see p. 17).

[25] For a related discussion, see F. R. Palmer, *Mood and Modality, Cambridge Textbooks in Linguistics* (Cambridge: Cambridge UP, 1986) 21-23.

[26] Although the infinitive is sometimes referred to as a mood, it generally functions as a noun rather than as a verb, so *form* is perhaps a better designation than *mood*. See Ernest N. McCarus, *English Grammar for Students of Arabic*, (Ann Arbor, Michigan: The Olivia and Hill Press, 2007) 93.

[27] Although still used in certain texts (e.g., Mt. 6:9-10 in *The Bible*), this structure is generally considered archaic. Modern usage employs a direct, second-person imperative such as:

أُطْلُبْ مِنْهُ أَنْ تَغْلِقَ البابَ.

[28] Unless it is used to indicate lack of certainty with *could* replacing the more usual *might*.

[29] DeCarrico, "Modality" 671 and passim.

[30] There are a few exceptions to this rule. "I should have studied the lesson" is past tense perfect aspect, as the statement has current relevance.

DeCarrico, "Modality" 674.

[31] Quirk and Greenbaum, *Grammar* 51.

[32] Or tense (see p. 8).

[33] The emphatic form is at times referred to as a tense. See McCarus, *Grammar* 103.

[34] Jacobs, *Syntax* 86, 365, 367. For a discussion of real and unreal conditions, see Palmer, *Mood* 188-94.

[35] For conjugation charts, see Raymond Scheindlin, *201 Arabic Verbs* (New York: Barron's Educational Series, 1978); Peter F. Abboud, et al, eds. *Elementary Modern Standard Arabic 1* (1968: New York: Cambridge UP, 1995) 235, 263-66, 383-85, 484-91.

[36] The final jussive sukuun ْ on يَكُنْ is replaced by a helping vowel since there is a connection (وَصْلَة) with the following word.

[37] Binnick, *Time* 67.

[38] There is one notable exception: the future negating particle لَنْ takes a subjunctive verb and often functions in independent clauses.

[39] This relates to MSA modality (مَشْروطِيَّة) only. In colloquial Arabic, certain verbal forms (لازِم ، ضَروري ، مَفْروض ، يِمْكِن ، الخ) are used in a manner similar to English modals.

[40] Since Arabic is an inflected language, in which form identifies function, Arabic verbs are conjugated and nouns declined. Instructional texts, however, sometimes refer to verb conjugations as declensions due to the similarity of noun and verb markings. As Arabic has no uninflected verbs, terms such as *indeclinable* are often used.

[41] The tense marking of verbs such as يَجِبُ and يُمْكِنُ does not affect time reference, due to its fixed status. The particles لَنْ ، سَوْفَ ، لَمْ consistently indicate time (past, future, and future, respectively), although they are not marked for tense.

[42] Adapted from Quirk and Greenbaum, *Grammar* 24-25.

[43] This hodgepodge of form, function, and meaning provides the clearest chart format. A function (such as *subject* or *direct object*) labelled as a part of speech (such as *noun*) would be as ambiguous as a part of speech (such as *verb*) labelled as a function (such as *predicate*). Term usage is consistent throughout the guide.

[44] That is, they present only those facets which apply to their usage in the charts. For example, *predicate* in English is broadly defined in binary relationship to the sentence subject. In the charts, however, the predicate is only certain sentence elements that generally follow the linking verb.

[45] In English and Arabic, past-tense verbs do not show mood variations; they are consistently indicative. Thus, mood information is not included with the *V pst* designation in the charts. See also p. 16.

[46] See note 36. In this example, the helping vowel ِ replaces the ْ of the jussive on يَدْرُسْ to facilitate transition to the following word. The ِ is used because, unlike the ُ and َ, it is not a mood marker.

[47] https://www.goodreads.com/author/quotes/4273240

[48] https://goo.gl/VUjwV0

[49] https://goo.gl/5TpumG

[50] The separate aspectual designation in the charts is artificial. As noted in the text, Arabic employs what is best described as a combined tense/aspect system and thus does not separate the two as distinctly as does English. The Arabic categories are separated in the charts only to provide a more direct cross-reference to English.

There are a number of Arabic terms for *aspect* such as نقطة التركيز ، وجه . ناحية is used here to indicate *viewpoint/aspect*.

[51] The participle form of "study" is not semantically appropriate for this chart since, in general, only participles of motion carry progressive meaning; others are usually considered nominal. The pattern verb in this structure would mean "The student was a studier," the participle bearing agentive nominal meaning. See McCarus, *Grammar* 115-16.

[52] https://goo.gl/pSoHHX

[53] https://goo.gl/bB9zfa

[54] https://goo.gl/4YAH3y

[55] "مساهمة العلماء البريطانيين في تقدم العلوم." علي مصطفى مشرفة. ص. ٣٥ http://www.hindawi.org/books/50742631/

[56] CJKI Libera: "Ali Baba" Reading App, Sentence 6-16. https://goo.gl/45MOSI

[57] Libera: "Ali Baba," Sentence 8-19.

[58] http://alqabas.com/64557/

[59] https://goo.gl/ON1rbU

[60] https://www.goodreads.com/author/quotes/4273240

[61] https://goo.gl/sfLE6P

[62] https://goo.gl/SKX04v

[63] https://goo.gl/79CNIQ

[64] https://goo.gl/IZwuEv

[65] http://www.bbc.com/arabic/trending-39472277

[66] http://www.aljarida.com/articles/1490889875178340000/

[67] https://twitter.com/kanafani36/status/502725174756536321

[68] The future time reference here depends on the unfulfilled nature of the conditional.

[69] https://goo.gl/O0S9ic

[70] https://goo.gl/BhpfKA

[71] http://www.goodreads.com/quotes/975946. There is some dispute over attribution of this saying; thus the two names listed.

[72] The Chart 6 structure is repeated here to show the semantic flexibility of the Arabic simple present verb. The other sentence patterns follow those in Chart 6.

[73] https://goo.gl/SpIzYr

[74] http://2016.omandaily.om/?p=381118

[75] *Modal Future* is used here to express the combination of the present-tense modal *will* and the infinitive. It is a concession to the semantic futurity of the modal. See also note 5.

[76] Or سَتَدْرُسُ since the particle سَوْفَ and the prefix سَ are grammatically and semantically equivalent.

[77] https://goo.gl/kdGqGh

[78] https://goo.gl/hHFhwS

[79] https://goo.gl/h2JkwH

[80] http://www.saaid.net/daeyat/sara/3.htm?print_it=1

[81] https://goo.gl/V8e8bU

[82] https://www.anbaa.info/?p=29525

[83] https://goo.gl/TF6Hb5

[84] https://goo.gl/MI6aMa

[85] https://goo.gl/eJ90XN

[86] https://goo.gl/NSM8rZ

[87] https://goo.gl/OsJNhk

[88] https://goo.gl/XTZZuy

[89] http://www.akhbarona.com/politic/183664.html

[90] https://goo.gl/xzQKZq

[91] See pp. 14ff.

[92] http://www.hekams.com/?id=3514

[93] http://alqabas.com/382929/

[94] As in "The puppy slept" vs. "The puppy ate its food." Note that some verbs, such as *ate*, can be transitive, as in the latter example, or intransitive, as in "The puppy ate."

[95] Kolln, *Rhetorical Grammar* 218.

[96] Other sentence types include conditional and topic-comment.

[97] In English, the sentence “That man ate some chicken” varies dramatically in meaning from the same words arranged differently, “Some chicken ate that man.” In formal MSA, however, inflection can override syntactic norms so that "أكل ذلك الرجلُ بعضَ الدجاجِ" and "أكل بعضَ الدجاجِ ذلك الرجلُ" have the same meaning, “That man ate some chicken.”

[98] Since Arabic sentences rarely begin with indefinite subjects, verbal precedence is required here. The ما of “obscurity,” ما الإبْهامِيَّة , can be used with either or both nouns to indicate lack of specificity.

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