

King Saud University
College of Languages and Translation

Comparative Constructions 2
LANE 125

2nd semester 1436 – 37

KSU - COLT - English Language and Translation Department

| | |
|-------------------------------|-----------------------------|
| Course Name | Comparative Constructions 2 |
| Course Code and Number | 125 Najd |
| Level | 4 (New Plan) |
| Contact Hours | 2 hours |
| Instructor | Sara A. Aldawood |
| Contact Information | saaldawood@ksu.edu.sa |

Course Goals:

The course aims to introduce students to the processes of comparing, contrasting, and formulating typical Arabic and English constructions through the general hands-on practical translation of sentences based on grammatical principles.

Course Objectives:

By the end of the course, students should be able to:

1. Discriminate between Arabic and English common constructions
2. Grasp the similarities and differences between Arabic and English constructions
3. Demonstrate skill in overcoming the word-for-word approach to finding equivalent English sentences for Arabic ones, and vice versa
4. Translate sentences from Arabic into English and vice versa for general and practical purposes

Course Description:

The course is at the intersection of grammar, writing, and translation. It seeks to enable students at this level (i.e., beginners) to move smoothly between English and Arabic, and vice versa. The course provides an opportunity for students to put side by side grammatically well-formed sentences of both languages. To do so, the course gives hands-on general practice in comparing, contrasting, formulating, and translating Arabic and English constructions based on grammatical principles.

Course Methodology:

Class work consists of hands-on experience with comparing/contrasting and translating both individually and as groups in the form of both class work and homework. In each lesson, translation should be tackled from English into Arabic and vice versa. Theory will be kept to the minimum.

Course Evaluation:

| | Date | Grade |
|----------------------------|-------------|--------------|
| First In-Term Exam | | 30% |
| Second In-Term Exam | | 30% |
| Final Exam | | 40% |

| Week | Gregorian | Hijri | Lesson |
|--------------------------------|------------------|-----------|---|
| 1 | Sun., Feb. 5 | 8/5/1438 | Registration week (dropping/adding courses) |
| 2 | Sun., Feb. 12 | 15/5/1438 | Introduction Punctuations |
| 3 | Sun., Feb. 19 | 22/5/1438 | Numbers |
| 4 | Sun., Feb. 26 | 29/5/1438 | Voice |
| 5 | Sun., Mar. 5 | 5/6/1438 | Superlative and comparative adjectives |
| 6 | Sun., Mar. 12 | 12/6/1438 | Conjunctions |
| 7 | Sun., Mar. 19 | 19/6/1438 | Mid-term 1 |
| 8 | Sun., Mar. 26 | 26/6/1438 | Nominal Sentences |
| MID-SEMESTER BREAK | | | |
| 9 | Sun., Apr. 9 | 12/7/1438 | Compound adjectives and nouns |
| 10 | Sun., Apr. 16 | 19/7/1438 | Adverbs and adverbials |
| 11 | Sun., Apr. 23 | 26/7/1438 | Relative clauses |
| 12 | Sun., Apr. 30 | 4/8/1438 | Negation |
| 13 | Sun., May 7 | 11/8/1438 | Mid-term 2 |
| 14 | Sun., May 14 | 18/8/1438 | Revision |
| 15 | Sun., May 21 | 25/8/1438 | COLT'S ORAL EXAMS WEEK |
| Sun., May 28 – Thurs., June 15 | | | EXAMS |
| Summer Break (Students) | | | Fri., June 16 – Sun. Sep., 10 th |

Punctuation

1. When to use a period?

- At the end of statements and indirect questions

The sun rises from the east.

The coach asked me whether I can swim or not.

- After an abbreviation

Dr. Ph.D. B.C. p.m. etc.

The meeting was scheduled at 10 a.m., but it was postponed to 11:30 a.m.

- After an initial

E.R.K.

- As a decimal point

It costs 10.50 SAR.

- After each number in a list

1. Verbs

2. Nouns

3. Adjectives

2. When to use an exclamation mark?

- At the end of a sentence, phrase, or word that indicates strong emotion

Ouch!

Poor John!

What a lovely weather!

3. When to use a question mark?

- At the end of a question

Are you a writer?

- At the end of a declarative statement that is meant to be a question

She is your sister?

4. When to use a comma?

- After each item in a series of at least three items

I went to Spain, Italy, Austria, and Germany.

- To set off interruptions in a sentence

We were, believe it or not, best friends.

My father, however, didn't agree.

Sarah, I think, deserves the promotion.

- Before the conjunction in a compound sentence

Ali is outgoing, but his brother is introvert.

- In quotes

The boy cried, "I want a new toy."

"I want a new toy," the boy cried.

- After interjections like *oh* or *well*

Oh, you surprised me.

- To separate 2 or more adjectives modifying the same noun

It is an expensive, ill-planned project.

He is a tall, handsome boy.

- Before tag questions

The weather is hot, isn't it?

- To set off abbreviations like etc., e.g., and i.e.

- After adverb clauses

Because she was late, she missed the exam.

- After introductory phrases

For the past decade, Dr. James worked at Kings Hospital.

- After the street address and city in an address

She studies in Los Angeles, California.

Mail the letter to Seed Brokers, Box 364, Holland, MI 30127.

- After every 3 digits in large numbers (*exception: years*)

That car costs 30,000 \$.

- After the greeting in personal letters

Dear sir, Dear Ann,

- After the closing in letters

Warm regards, Sincerely,

- After the day and the year in a date

November 30, 2013, is our wedding day.

5. When to use a semicolon?

- To join two independent clauses (no comma and conjunction are necessary)

Some painters influenced Picasso; others were influenced by him.

- To separate items in a series when they contain punctuation, such as commas

My favorite hobbies are going to the movies, especially comedies; reading novels, especially adventure books; and playing sports, both tennis and football.

6. When to use a colon?

- Between hours and minutes

It is 10:30 p.m.

- To introduce a list

Libraries have two kinds of periodicals: bound and current.

- After the greeting in business/professional letters

Dr. Smith:

- Between the title and the subtitle of a book

Man on Mars: Dream or Reality

- To introduce a long quotation

Helen Keller said:

Security is mostly a superstition. It does not exist in nature, nor do the children of men as a whole experience it. Avoiding danger is no safer in the long run than outright exposure. Life is either a daring adventure, or nothing.

7. When to use an apostrophe?

- In contractions

I can't speak French.

I wanna' shrimps an' oyster.

- Special plurals

He writes b's instead of p's.

The 60's were a time of great social unrest.

- To show possession

Sara's dress is fashionable.

8. When to use quotation marks?

- Before and after a direct quote

The boy cried, "I want a new toy."

- Around words, letters, or symbols that are slang or being used in a special way
"Fizbo" is a home that is for sale by owner.

- Use single quotation marks for quotation marks within quotations.

- Around titles of some works

"Heart of Darkness" is a masterpiece.

9. When to use ellipses?

- To indicate a pause

Juan thought and thought ... and then thought some more.

- To indicate omitted words in a quotation

According to Quirk and Greenbaum, the distinctions are unimportant ... for count nouns with specific reference to definite and indefinite pronouns.

10. When to use a hyphen?

- In compound adjectives

A light-footed burglar stole the store.

- To join a capital letter to a word

The doctor took an X-ray of my broken arm.

- At the end of the line, when dividing words

Selena's first year at college was full of pres-
sures and responsibilities.

10. When to use a hyphen?

- In compound numbers from twenty-one to ninety-nine

- Between the numbers in a fraction

Fill two-thirds of the cup with flour.

- In some compound words

Please remember that check-out is at 12 noon.

11. When to use parentheses?

- Around a word/phrase that adds information

His salary was 3,000 SAR (a quite comfortable wage at that time).

- No parentheses within parentheses - use brackets instead of the inner ones
- After, or before and after numbers or letters in text to list items

(1) (2) (A) (B)

You can change the size of the dress within (4) days.

12. When to use brackets?

- Around words you add to a quote
- Around words within parenthesized material

13. When to use underlining or italics (preferred)?

- Foreign words

Sharia forbids the acceptance of *riba* (usury).

- Words/numbers/letters used in a special way

She is a subject pronoun used with females.

علامات الترقيم

1. متى نستخدم علامات التنصيص؟ () تكتب أو " " أو << >>

• عند الاقتباس

قال الرسول صلى الله عليه وسلم: " الدين المعاملة."

• عناوين الكتب والمقالات

• عند مناقشة كلمة أو لفظ

"الرأسمالية" فكر غربي يقدم الفرد على المجتمع.

2. متى نستخدم الأقواس للحصر؟

• لتحديد معنى عام سابق لها (أي توفير معلومات إضافية)

• لشرح معنى غامض سابق لها

• للتمثيل لجملته سابقة لها

• للإشارة إلى مرجع في وسط الكلام

• للفت الانتباه لعبارة محددة

3. متى نستخدم علامة الحذف؟

• للدلالة على إسقاط لفظ أو أكثر من الاقتباس

4. متى نستخدم الشرطة؟

• لحصر الجملة الاعتراضية

الملك عبد العزيز – طيب الله ثراه – هو مؤسس المملكة العربية السعودية.

• للدلالة على الشرح

• للدلالة على الإضافة

• عند التعداد بالنقاط

أولا –

ثانيا –

5. متى نستخدم الفاصلة؟

- بين المعطوفات من مفردات أو عبارات
- أنواع المادة ثلاثة: أجسام صلبة، وأجسام سائلة، و أجسام غازية
- بين الجمل المعطوفة على بعضها
- إمداد الريف بالكهرباء يساعد على حفظ الأمن، ويرفع مستوى المعيشة، ويحد من الهجرة إلى المدينة.
- بعد حرف الجواب في أول الجملة
- نعم، التفاح مفيد للصحة.
- بعد المنادى
- يا علي، حان موعد السفر.
- لا توضع بين أركان الجملة

6. متى نستخدم الفاصلة المنقوطة؟

- بين جملتين لهما علاقة في المعنى كأن تكون الأولى مسببة للثانية أو العكس
- لم يحقق أخوك الدرجات العالية؛ لأنه لم يتأن في الإجابة؛ ولم يحسن فهم السؤال.
- لقد غامر بماله في مشاريع لم يخطط لها؛ فتبدد هذا المال.

7. متى نستخدم النقطة؟

- عند انتهاء جملة تم معناها وتكون الجملة التي تليها تطرق معنى جديداً.
- من فوائد الحليب تقوية العظام والأسنان، وتغذية الشعر، ومحاربة الأمراض. إلا أن الإكثار منه مضر للصحة.

8. متى نستخدم النقطتان الرأسيتان؟

- للتوضيح أو التفسير أو التمثيل
- في جسم الإنسان بعض المعادن، مثل: الحديد والفسفور والكبريت.
- توضع بين الشيء وأنواعه أو أقسامه
- أنواع المادة ثلاثة: أجسام صلبة، وأجسام سائلة، و أجسام غازية
- لنقل الكلام حرفياً
- قال علي بن أبي طالب رضي الله عنه: ((حد الحلم ضبط النفس عند الغضب.))

9. متى نستخدم علامة الاستفهام؟

- في نهاية السؤال سواء كانت أداة الاستفهام مذكورة أم لا

أهذا كتابك؟

أين يعمل أخوك؟

تسمع كلاما مكنوبا عني وتسكت؟

10. متى نستخدم علامة التعجب؟

- بعد أي صيغة تعجب أو انفعال أو دعاء أو دهشة أو استغاثة

ما أقسى ظلم القريب !

حفظ الله بلادنا !

يا لجمال الخضرة !

أيخون الرجل وطنه !

Punctuation – Practice

Add commas where necessary.

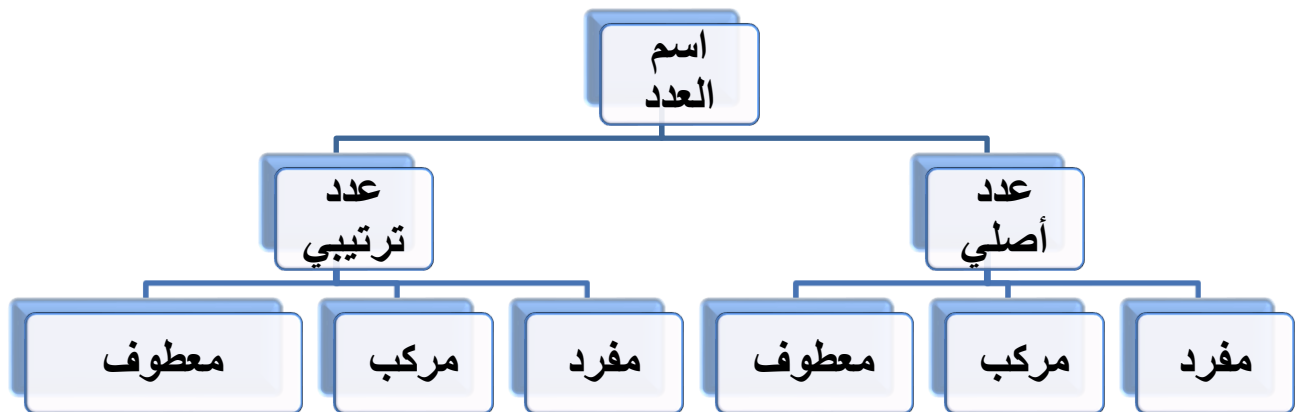
1. Oil which is lighter than water rises to the surface.
2. Madame de Stael was an attractive gracious lady.
3. *Nice* is a word with many meanings and some of them are contradictory.
4. The closet contained worn clothes old shoes and dirty hats.
5. After surviving this ordeal the trapper felt relieved.
6. Mark Twain's early novels I believe stand the test of time.
7. December 7 1941 will never be forgotten.
8. The field was safe enough wasn't it?
9. Write the editor of the *Atlantic* 8 Arlington Street Boston Massachusetts 02116.
10. He replied "I have no idea what you mean."
11. After a good washing and grooming the pup looked like a new dog.
12. Because of their opposition to institutions that force creatures to live in captivity some people refuse to go to the zoo.
13. Vests which were once popular have been out of vogue for several years.

Rewrite each group of words so that it contains the punctuation listed.

1. James said that he d missed the train got lost and been arrested (*one period, 2 commas, 1 apostrophe*)
2. When the bell rang our teacher stood up and said Stop writing (*one period, 2 commas, quotation marks*)
3. First of all this can be dangerous (*one comma, 1 period*)
4. Ann on the other hand did not agree (*2 commas, 1 period*)
5. Sara asked What time does the teacher usually get here (*1 comma, quotation marks, 1 question mark*)
6. The company produces 3 456 234 cars every year (*2 commas, 1 period*)

7. After the students finally stopped talking the teacher decided to give them a quiz (*1 comma, 1 period*)
8. We visited Los Angeles California Paris France and Cairo Egypt (*3 commas, 2 semi-colons, 1 period*)
9. Since class finishes at 10 30 we will be able to catch the 10 50 bus (*1 comma, 2 colons, 1 period*)
10. They usually don t do homework on Wednesday (*1 apostrophe, 1 period*)
11. The students grades on this exam were low (*1 apostrophe, 1 period*)
12. The X ray showed that Saras arm was broken (*1 hyphen, 1 apostrophe, 1 period*)

1. العدد والمعدود



العدد الأصلي

هو ما يدل على كمية الأشياء المعدودة. وأنواعه:

- العدد المفرد: سبع - واحد - أربعة
- العدد المركب: سبع عشرة - اثنا عشر
- العدد المعطوف: خمس وأربعون - ستة وتسعون

العدد الترتيبي

هو ما يدل على رتب الأشياء. وأنواعه:

- المفرد: الأول - الخامس
- المركب: الثاني عشر - السابعة عشرة
- المعطوف: الواحد والعشرون - السابعة والثمانون

توافق العدد الأصلي والمعدود

في اللغة العربية قد يوافق العدد الأصلي المعدود في التذكير والتأنيث، وقد يخالفه، ويسمى تمييزاً.

أولاً: الواحد والاثنان

- يوافقان المعدود في التذكير والتأنيث بجميع الأحوال

1. الأفراد: عندي كتاب واحد – حفظت سورتين اثنتين.

لا تميز لهما في حال الأفراد

2. التركيب: عندي أحد عشر كتابا- أمضيت اثنتي عشرة ليلة.

كلا الجزأين يوافقان المعدود.

3. المعطوف: قرأت واحدا وأربعين كتابا في عام- حفظت اثنتين وثلاثين سورة.

يوافقان المعدود في التذكير والتأنيث، أما العقود فلا جنس لها.

ثانياً: الأعداد من الثلاثة إلى التسعة

1. الأفراد: تخالف المعدود في التذكير والتأنيث.

وسخرها عليهم سبع ليالٍ وثمانية أيام حسوما.

2. التركيب: يخالف الجزء الأول المعدود في التذكير والتأنيث أما الجزء الثاني فتوافقه.

حفظت سبعة عشر سطراً - قرأت ثمان عشرة آية .

3. المعطوف: تخالف المعدود في التذكير والتأنيث.

أنفقت ستة وعشرين ديناراً - قرأت ثلاث وسبعين صفحة .

ثالثاً: العشرة

وله حالتان:

- إن استعمل وحده خالف المعدود في التذكير والتأنيث.

التقيت بعشرة مهندسين وعشر مهندسات.

- إن استعمل مركباً وافق المعدود في التذكير والتأنيث.

يضم منزلنا أربع عشرة غرفة وفيه أربعة عشر سريراً.

رابعاً: المائة والالف والمليون ومضاعفاتها

لها صورة واحدة مع المذكر والمؤنث.

- في المكتبة مائة كتاب ومائة وثيقة.

- في الجامعة ثلاثة آلاف طالب وخمسة آلاف طالبة.

خامساً: أَلْفَاظُ الْعُقُودِ

لا تختلف صيغة أَلْفَاظِ الْعُقُودِ من حيث التذكير والتأنيث.

- قرأت ثلاثين قصيدة وعشرين كتاباً.

الأعداد الترتيبية

هي صفات تصاغ من الأعداد على وزن فاعل، ومنها المذكر مثل: أول، ثاني، ثالث، خامس، ومنها المؤنث: ثانية، رابعة، خامسة، عاشرة.

و توافق المعدود في جميع الحالات:

ظهر العدد التاسع من المجلة.

نشر المقال في الصفحة الرابعة.

حفظت الجزء السابع عشر.

قرأت الصفحة الخامسة عشرة.

تمييز العدد

- تمييز الأعداد من 1 إلى 2: لا تمييز لهما

طالب واحد – قطتان اثنتان

- تمييز الأعداد من 3 إلى 10: جمع مجرور بالإضافة.

ثلاثة رجالٍ - عشر فتياتٍ

- تمييز الأعداد من 11 إلى 99: مفرد منصوب.

أحد عشر كتاباً - عشرون كتاباً - ثلاثة وأربعون كتاباً

- تمييز المئة والألف ومئتاها وجمعهما: مفرد مجرور بالإضافة.

مئة كتابٍ - ثلاثة آلاف كتابٍ - ألفاً/مئتا كتابٍ

تعريف العدد بـ أل

- المفرد: تدخل أداة التعريف على المعدود وليس العدد، مثل: حفظت ثلاث الآيات.

ويجوز كذلك: الثلاث آيات وأيضاً الثلاث الآيات.

- المركب: تدخل أداة التعريف على الجزء الأول من العدد فقط، مثال: قرأت الأحد عشر كتاباً.

- المعطوف: عند دخول آل التعريف على العدد المعطوف، تدخل على الجزأين بسبب أداة العطف، مثال: قرأت الستة والعشرين كتاباً.

- العقود: تدخل (ال) على لفظ العقد نفسه:

حل الطالب الثلاثين مسألة و أجاب عن العشرين سؤالاً التي وجهت إليه

جواز موافقة العدد لمعدوده

عند تقديم المعدود على العدد يكون التوافق في هذه الحالة جائزاً، مثال:

الطلاب الثلاثة أو الطلاب الثلاث

الطالبات الثلاث أو الطالبات الثلاثة

Numerals

There are two kinds of numerals:

- **Cardinal numbers:**

| | | | | | |
|---|-------|----|------------|------|----------------------|
| 1 | One | 14 | Fourteen | 100 | a/one hundred |
| 2 | Two | 26 | Twenty-six | 104 | One hundred and four |
| 3 | Three | 70 | Seventy | 2000 | Two thousand |

- **Ordinal numbers**

| | | | |
|-----------------|--------|-------------------|--------------|
| 1 st | first | 12 th | twelfth |
| 2 nd | second | 20 th | twentieth |
| 3 rd | third | 46 th | Forty- sixth |
| 8 th | eighth | 100 th | hundredth |

- In scientific and technical writing, figures (75) are more preferred to written-out numbers (seventy).
- Numbers from 1 to 9 are written as words, while others are written as digits.

Nine people were killed, and 112 were injured.

Numbers with many digits are written.

Million instead of 1,000,000

billion instead of 1,000,000,000

- However, if you start a sentence with a number, write it in words.

Seventy-four people were arrested.

One hundred books were sold.

- Also, write out round (approximate) numbers.

Over three thousand refugees crossed the borders.

Figures are used with:

- Addresses
- Dates, and years

- Measurements
- Fractions, decimals, and percentages
- Cardinal and ordinal numbers are used with both feminine and masculine nouns.

Thirty boys

Fourteen girls

Numbers – Practice

اكتب الأرقام التالية بالحروف:

1. زاد تعداد الشعب الإنجليزي 20 مليون نسمة في القرن 19، إلا أنه لم يعان من آثار الانفجار السكاني.
2. شاهدتُ الحلقة الـ 15 والأخيرة من المسلسل.
3. زرت 20 مدرسة.
4. تحتوي المجموعة الشمسية على 9 كواكب.
5. قرأ أحمد 10 قصصٍ أثناء العطلة الصيفية.

أدخلي ألد التعريف على الأعداد التالية واكتبها بالحروف:

1. قرأتُ 20 كتاباً.
2. قرأتُ 21 قصةً.
3. أحضرتُ 17 نسخةً.
4. سيحضر محمد 5 حقائب.

ضعي علامة صح أمام العبارات الصحيحة وعلامة خطأ أمام العبارات الخاطئة مع تصحيح الخطأ فيما يلي:

1. الطابق السابع عشر
2. الأحد العشرة دولة
3. 70 كتاباً
4. 36 جنيهات
5. 303 مليون سهم

ترجمي الجمل التالية من اللغة الإنجليزية إلى اللغة العربية:

1. She prepared dinner for the three children.
2. The students will read twenty-seven articles during the semester.
3. The classroom is on the thirteenth floor.
4. Sara is ten years old.
5. The bag costs one hundred riyals.

6. There are fifteen seats in the classroom.
7. I have seven blue pens at home.
8. Thirty people went to the zoo.

3. Voice

Active Voice

Active voice is preferable to passive in most nonscientific writing. Sentences in active voice are usually clearer and more direct than the long and complicated passive ones. In active voice, the subject of the sentence performs or causes the action expressed by the verb.

Passive Voice

The subject in the passive voice does not refer to the person or thing responsible for the action. The difference between the passive and active voice lies in the form of the verb and the positions of the subject and the object.

- a. John fired Mary
- b. Mary was fired by John

Both sentences have the same meaning with a slight difference. The subject of the sentence is the center of interest. So, if we want to make a noun the center of interest, we put it in the subject position. In (a) our interest is fixed more on John, whereas in (b) our interest is Mary.

- a. The tiger killed the hunter.
- b. The hunter was killed by the tiger.

In the active voice, the subject of the verb **carries** out some action e.g. *He hit the ball*. In the passive voice, the subject of the verb is the **receiver** of the action or state indicated by the verb, and the doer of the action becomes the object of the **preposition (by)**. The use of (by) phrase is optional. It can be omitted without affecting the meaning of the sentence.

Passive Voice

To form the passive, add the various tenses of the auxiliary (**be**) to the main verb in **the past participle**.

For example:

- a. David hired her.
- b. She was hired by David.
- a. Sara will sell the car next week.
- b. The car will be sold next week (by Sara)*.
- a. John is answering the question.
- b. The question is being answered by John.

Voice Formation

| Tense | Active | Passive |
|---------------------|--------------------|-------------------------|
| Present | Do/ does | Be/is/are/am done |
| Past | Did | Was/were done |
| Future | Will do | Will be done |
| Present perfect | Have/has done | Have/has been done |
| Past perfect | Had done | Had been done |
| Future perfect | Will have done | Will have been done |
| Past progressive | Was/were doing | Was/were being done |
| Present progressive | Am/is/are/be doing | Am/is/are/be being done |

Passive voice

In passive sentences, the **receiver** ,i.e., the person or object to whom the action is done occupies the **subject** position. Only **transitive** verbs can be used in the passive voice since they have one object or more. The direct and indirect objects can take the subject position.

- John sent a letter to sally.
- Sally was sent a letter by john.
- A letter was sent to sally by john.

When to Use the Passive Voice

1. When the agent is unknown or cannot easily be stated

He was captured in the battle.

2. When the subject is clear from the context.

He was sent to prison for three years.

3. To avoid the frequent use of the pronoun *I* that may imply egotism.

This point will be covered in our next lecture.

4. To show a great interest in the sufferer rather than the doer of the action.

My brother was hit by a car.

5. When the change to passive makes the transition from one part of a sentence to another easier.

He spoke for an hour ,and his remarks were received by the audience with applause.

6. To express a frequent or habitual action.

Millions of barrels of oil are exported annually.

7. In formal scientific writing.

The experiment was conducted last year.

Middle voice

Verbs that can be either **transitive** or **intransitive** are called **ergative** verbs. In intransitive constructions, the agent (doer) is not mentioned. So, the intransitive construction of an ergative verb is said to be in a middle voice.

1. a. the boy broke the window. voice
b. the window broke. voice
c. the window was broken. voice
2. a. The plane flew. voice
b. John flew the plane. voice
c. The plane was flown. voice

The Participle

A participle is a verb-form, which, in addition to its use in certain **tenses of verbs**, is used as an adjective. There are three tenses of the participle: the present, the past, and the present perfect.

- *Hurrying*, she ran to the classroom.
- The child had a *scratched* finger.

Transitive verbs have both active and passive forms of the participle.
Intransitive and linking verbs have only the active forms.

- The *studying* group meets every week.
(the group that meets to study together)
(Present participle in the active)
- The *anticipated* problem was solved wisely.
(the problem that the researchers anticipated)
(Past participle in the passive)

Past participle can be used as an adjective rather than a passive form.

- She was annoyed with the class.
- I'm worried about John.
- My teacher is pleased with my progress.

Voice: Nouns and Adjectives

Some nouns and adjectives have an active or passive meaning.

- Employer: the one who employs. (active)
- Employee: the one who is employed. (Passive)

| | |
|----------|-------------------|
| Active | Passive |
| Examiner | Examinee |
| Creator | Creature/Creation |
| Trainer | Trainee |

Voice in Arabic

تبنى الأفعال في اللغة العربية للمعلوم و المجهول، ومن تسميات نحاة العرب للفعل المبني للمعلوم: المبني على الفاعل، صيغة الفاعل، بناء الفاعل، فعل الفاعل، أما الفعل المبني للمجهول فيسمى أيضا بالمبني على المفعول، صيغة المفعول، فعل ما لم يسم فاعله. يتبع الفعل المبني للمعلوم الفاعل، أما الفعل المبني للمجهول فيتبعه نائب الفاعل.

○ رَكَلَ الولد الكرة.

○ رُكِلَتِ الكرة.

المبني للمجهول

○ أذاعت وكالات الأنباء الخبر. أنذع الخبر.

○ دافع المحامي دفاعا قويا. دوفع دفاعا قويا.

○ قضى المحامي يوما كاملا في المحكمة. قضى يوم كامل في المحكمة.

○ يحكم القاضي بالعدل. يحكم بالعدل.

في الجمل السابقة نائب الفاعل كان بالأصل مفعولا به أو مصدرا أو ظرفا أو جارا ومجرورا، في حال وجود المفعول به تجب إنابته دون غيره

شوهه المتهم في المحكمة أمام القاضي.

وفي حال تعدد المفاعيل ينوب المفعول الأول وقد ينوب المفعول الثاني.

وعد الله المؤمنين الجنة.

وعد المؤمنون الجنة.

وعدت الجنة للمؤمنين.

عندما يبني الفعل للمجهول يحذف الفاعل وتغير الحركات على حروف الفعل، إذا كان الفعل في الماضي ضم أوله وكسر ما قبل آخره، أما المضارع فيضم أوله ويفتح ما قبل آخره

| المعلوم | المجهول |
|----------|----------|
| كَتَبَ | كَتِبَ |
| يَكْتُبُ | يُكْتُبُ |

○ إذا كان الماضي مبدوءاً بهمزة وصل يضم أوله وثالثه:

أُبْدِئُ في تعليم الكبار منذ سنوات.

○ إذا كان الماضي مبدوءاً بتاء زائدة ضم أوله و ثانيه:

تَتَوَدَّى للجهاد في سبيل الله.

○ إذا كان الماضي أجوف غير ثلاثي على وزن افتعل

أُقْتِيدَ المجرم إلى السجن.

الفعل الأجوف:

يكسر أول الفعل في الزمن الماضي ويحول حرف العلة الى الياء.

زَارَ - زِيرَ نَالَ - نِيلَ بَاعَ - بَيْعَ هَابَ - هَيْبَ

يضم أول الفعل في الزمن المضارع ويحول حرف العلة الى الألف.

يُزَارُ - يُزَرُّ يُنَالُ - يُنَالُ يُبَاعُ - يُبَاعُ يُهَابُ - يُهَابُ

الفعل الناقص:

يضم أول ماضيه ويكسر أوسطه ويحول حرف العلة إلى الياء، مثل:

دَعَا - دُعِيَ رَضِيَ - رُضِيَ لَقِيَ - لُقِيَ

يضم أول مضارعه ويحول حرف العلة إلى الألف المقصورة، مثل:

يَدْعُو - يُدْعَى يَرْضَى - يُرْضَى يُلْقَى - يُلْقَى

يرد الفعل مبنيًا للمجهول في اللغة العربية بشكل أقل منه في اللغة الانجليزية، ولا يصح استخدامه في حال ذكر الفاعل (خاصة اذا كان إنساناً)، فنقول: (ضرب زيد حسن) أو (زيد هو الذي ضرب حسن)، ولا نقول (ضرب حسن من قبل زيد). إلا أن الترجمة الحرفية الحديثة أجازت استخدام المبني للمجهول متبوعاً بـ (من قبل) كمقابل لـ (by) في الانجليزية. وتسبق الأداة بحرف الباء، مثل: قَتَلَ بالسيف.

هناك أفعال مبنية للمجهول وليس لها مقابل مبني للمعلوم.

○ جُنَّ الرجل.

○ أغمي عليه.

○ سقط من يده. (بمعنى ندم)

- غُشِّيَ عليه.
- أُولِعَ بالفن.
- غم الهلال. (أي احتجب)

اسم الفاعل

- يعمل اسم الفاعل عمل فعله، وله أن يقترب بـ (ال) أو لا يقترب بها.
الرجل الشاكر ربه الصابر على بلائه مؤمن حقاً.
أراض أنت عن أخيك؟
وكلبهم باسط ذراعيه بالوصيد.
إني جاعل في الأرض خليفة.
سعاد مطيعة أمها.
- في حال عدم اقتران اسم الفاعل بـ (ال) فإنه لا يعمل عمل فعله إلا في حالتين:

1. أن يكون بمعنى الحال أو الاستقبال لا الماضي.
2. أن يتقدم عليه نفي أو استفهام أو موصوف.

اسم المفعول

- يعمل اسم المفعول عمل فعله في حالتين:
- 1. أن يكون بمعنى الحال أو الاستقبال لا الماضي.
- 2. أن يتقدم عليه نفي أو استفهام أو موصوف.

الله هو المتوكل عليه.

ما محترم الكذاب.

أخوك مرضي عنه.

الخطيب ملتف حوله.

Voice: Arabic and English

The Arabic passive voice is formed through case signs (حركات الاعراب), whereas the English passive voice is formed by the use of the different forms of the verb (to be) followed by the past participle.

Practice

Q1: Rewrite the following sentences to form the passive voice

a. The boy writes poems.

.....

b. The girl drove the blue car.

.....

c. They have answered many questions.

.....

d. They will open a new restaurant.

.....

e. They offered him a job.

.....

f. The man showed us the house.

.....

Q2: Indicate whether each of the following sentences is in the active voice, middle voice, or passive voice.

1. The sun evaporates water.

2. Water is evaporated (by the sun).

3. Water evaporates.

4. Someone dropped a pen.

5. A pen was dropped

6. A pen dropped.

(3) اَيْنَ الْأَفْعَالِ الْآتِيَةِ لِلْمَجْهُولِ:

| | | | |
|----------------------------|-------------------------|----------------------------|----------------------------|
| المُبْتَدِئُ لِلْمَعْلُومِ | المُبْنِي لِلْمَجْهُولِ | المُبْتَدِئُ لِلْمَعْلُومِ | المُبْتَدِئُ لِلْمَجْهُولِ |
| ضَرَبَ | | شَرَبَ | ..... |

| | | | |
|-------|----------|-------|----------|
| ..... | عَسَلَ | ..... | سَمِعَ |
| ..... | أَخَذَ | ..... | ذَبَحَ |
| ..... | سَأَلَ | ..... | بَنَى |
| ..... | يَفْهَمُ | ..... | وَلَدَ |
| ..... | يَخْلُقُ | ..... | يَعْبُدُ |
| ..... | يَأْخُذُ | ..... | يَسْأَلُ |

(4) ابن الأفعال في الجمل التالية للمجهول:

- (1) يَشْرَحُ المدرسُ الدرسَ مَرَّتَيْنِ.
- (2) ما صَلَبَ اليهودُ المسيحَ.
- (3) يَقْرَأُ الطالبُ الدرسَ بصوتٍ عالٍ.
- (4) يَعْبُدُ النَّاسُ الأوثانَ في كثير من البلاد.
- (5) مَنَعَ المديرُ الطلابَ المتأخرين من الدخول.
- (6) لم يَخْلُقِ اللهُ مثلهم في البلاد.
- (7) تَبْنِي الحكومةُ مسجداً جميلاً في حيناً.

(5) عين اسم الفاعل فيما يأتي:

- 1- الساعى الى الخير ينال الخير.....:
- 2- المصباح مضئ وسط الحجرة.....:
- 3- نحن سامعو كلام الأستاذ.....:
- 4- الأمة العربية منطلقة الى الوحدة.....:

(6) ماهو اسم الفاعل لكل من الأفعال التالية:

صام:

استمع:

سمع:

انقضى:

دعى:

أكل:

4. Comparative & Superlative adjectives

Comparative Adjectives

1. Comparative adjectives are used to compare two things.
2. Two common structures used to compare are:
 - as ... as (e.g., She is as smart as her sister.)
 - than (e.g., She is smarter than her sister.)
3. When comparing with *as ... as*, the form of the adjective does not change.
4. When comparing with *than*, the form of the adjective changes depending on the number of syllables it has.

Forming Comparative Adjectives

- Monosyllabic adjectives → add *-er*
 - Colder – hotter – taller
- Disyllabic adjectives ending in *-y* → drop the *-y* and add *-ier*
 - Happier – prettier – luckier – easier
- Disyllabic adjectives not ending in *-y* and trisyllabic adjectives → add *more*
 - More careful – more crowded – more important

Superlative Adjectives

1. Superlative adjectives are used to talk about one thing.
2. They are used to describe something as being the most of, e.g., the best, the worst, the most beautiful.

Forming Superlative Adjectives

- Monosyllabic adjectives → add *-est* and use *the* before the adjective
 - The coldest – the hottest – the tallest

- Disyllabic adjectives ending in -y → drop the -y and add *-iest* and use *the* before the adjective
 - The happiest – the prettiest – the luckiest – the easiest
- Disyllabic adjectives not ending in -y and trisyllabic adjectives → add *the most*
 - The most careful – the most crowded – the most important

Adjectives that Follow both rules

Some disyllabic adjectives follow two rules (i.e., they take -er and -est OR more/the most).
For example:

- Clever
- Gentle
- Friendly
- Quiet
- Simple
- Narrow

Irregular Comparative/Superlative Adjectives

- ▶ Good – better – the best
- ▶ Bad – worse – the worst
- ▶ Far – further – the furthest ← to refer to a greater degree (can be used adverbially to mean in addition) (e.g. That's the furthest for my mind)
- ▶ Far – farther – the farthest ← to refer to distance only (e.g. My house is farther from school than yours.)
- ▶ Old – elder – the eldest ← when referring to someone in the family
- ▶ Old – older – the oldest ← general use
- ▶ Little – less – the least
- ▶ Many – more – the most

Comparative/Superlative Adverbs

- Monosyllabic adverbs → add *-er / -est*
 - Faster – the fastest
 - Harder – the hardest
- Other adverbs → add *more / the most*
 - More quickly – the most quickly

Irregular Comparative/Superlative Adverbs

- Well – better – the best
- Badly – worse – the worst
- ▶ Far – farther – the farthest (distance) (e.g. She lives the farthest from school.)
- ▶ Far – further – the furthest (degree) (e.g. My son went the furthest of all the children in his education.)
- Little – less – the least

اسم التفضيل

يُستخدم اسم التفضيل للمقارنة بين اثنين (أو أكثر) اشتركا في صفة، و زاد أحدهما على الآخر في هذه الصفة.

- على سبيل المثال: أطول - أقصر - أنشط
- يُعرب حسب موقعه في الجملة.
- يُشتق اسم التفضيل على وزن «أفعل» للمذكر و «فُعلَى» للمؤنث من فعل:

1. ماضي

2. ثلاثي

3. مثبت

4. تام (الأفعال الناقصة : كان وأخواتها)

5. مبني للمعلوم

6. ليس الوصف منه على وزن «افعل» و «فعلاء» أحمر حمراء

7. قابل للتفاوت

في حال اختل أحد الشروط السابق ذكرها، لا يُصاغ اسم التفضيل من الفعل بشكل مباشر. إنما يُصاغ من المصدر مع كلمة مناسبة على وزن «أفعل»، مثل: أشد - أكثر - أقل - أدنى.

- يكون المصدر في هذه الحالة، تمييز منصوب.
- على سبيل المثال: أكثر ازدحاماً - أشد حمرةً - أقل دحرجةً

هناك ثلاثة أفعال تُحذف منها الألف عادة في صيغة التفضيل، هي: خير وشر وحب. مثلاً: خير منه أو شر منه

- وحب شيء إلى الإنسان ما منعاً
- الصدق خير من الكذب.
- بلال خير الناس وابن الأخير.

حالات اسم التفضيل

1. مجرد من أل ومن الإضافة ← يجب إفراده وتذكيره - المفضل إليه مسبق بحرف الجر من (ويجوز حذفه إذا كان مفهوماً من الجملة). مثال: أحمد أطول من أخيه.
2. مضافاً إلى نكرة ← يجب إفراده وتذكيره. مثال: الكتاب أفضل صديق.
3. معرفاً بـأل ← يجب أن يطابق المفضل في التذكير والتأنيث والعدد - لا يُذكر المفضل عليه بعده. أمثلة: محمد هو الأصغر سناً - مها هي الصغرى سناً - الأختان الفضليان - النساء الفضليات - الشباب الأفضلون
4. مضافاً إلى معرفة ← يجوز فيه: أن يطابق المفضل كالمعرف بـأل أو أن يكون مفرداً مذكراً كالمجرد من أل ومن الإضافة. يمتنع مجيء (من) والمفضل عليه بعده. أمثلة: محمد أفضل الرجال - فاطمة فضلى النساء أو فاطمة أفضل النساء.

Comparative & Superlative - Practice

Form the comparative and superlative forms for each of the following adjectives:

- Thin
- Dusty
- Hot
- Popular
- Useless
- Dark
- Long
- Quiet
- Intelligent
- Sad
- Exciting

Fill in the blanks using the correct form of adjective (comparative or superlative):

- My house is _____ (big) than yours.
- This is _____ (interesting) book I have ever read.
- A holiday by the sea is _____ (good) than a holiday in the mountains.
- Who is _____ (rich) woman in the world?
- He was _____ (clever) thief of all.
- The Tower of London is one of _____ (famous) sights in London.

Fill in the blanks using the correct form of adverb (comparative or superlative):

- I speak English _____ (fluent) now than I did last year.
- Could you write _____ (clear).
- Planes can fly _____ (high) than birds.
- He had an accident last year. Now, he drives _____ (careful) than before.

- He worked _____ (hard) than ever before.
- Jim runs _____ (fast) out of all the members of our team.
- She greeted me _____ (polite) of all.

Re-write the following sentences using the form of the adverb that is provided. Make any necessary changes.

- Margo lives the nearest to Grandma. (adverb)
- Kenneth arrived late to the award ceremony. (comparative adverb)
- Sam did better on the activity than Tony. (superlative adverb)
- Janine arrived late. (comparative adverb)

أكمل الجمل التالية باسم تفضيل مناسب:

- الشتاء ليلاً من الصيف.
- العلماء من غيرهم.
- الربيع أزهاراً من الشتاء.
- الأرض حجماً من الشمس
- نلت الدرجة في اختبار الشهر.
- النساء يحترمنهن الناس .

حددي اسم التفضيل وحالته في كل من الجمل التالية:

- الجندي العربي أشجع جندي.
- اليد العليا خير من اليد السفلى.
- أفضل الخلال حفظ اللسان.
- هذان المعلمان أعظم المعلمين خبرة.
- هذا العامل هو الأفضل في العمل.

5. Conjunctions

Conjunctions are words that link words, phrases and clauses. There are two classes of conjunctions: coordinators and subordinators. Coordinators link units of equal syntactic status. However, subordinators link units of unequal syntactic status.

Coordinators

- There are 7 simple coordinators in English: for, and, nor, but, or, yet, and so.
FANBOYS

| | |
|------------|---|
| For | Connects a reason to a result |
| And | Connects equal similar ideas |
| Nor | Connects two negative sentences |
| But | Connects equal different ideas. |
| Or | Connects two equal choices |
| Yet | Connects equal contrasting ideas |
| So | Connects a result to a reason |

- I am a little hungry, for I didn't eat breakfast this morning.
- John likes to fish and hunt.
- She doesn't eat meat, nor does she drink milk.
- I like to eat fish but not to catch them.
- Do you prefer coffee or tea?
- It is sunny yet cold.
- I didn't eat breakfast this morning, so I am a little hungry.

- Correlative coordinators are always in pairs. They connect grammatically equal elements. There are 5 correlative coordinators in English: both .. And, not only ... but also, either ... or, neither ... nor, whether ... or.

Both San Francisco and Sydney have beautiful harbors.

Japanese food is not only delicious to eat but also beautiful to look at.

Bring either a raincoat or an umbrella.

The old man can neither read nor write.

Ali can't decide whether to join the med school or to study engineering.

حروف العطف

هي حروف تعطف ما بعدها على ما قبلها، وهي: الواو والفاء و ثم و أو وحتى وأم المتصلة ولكن ولا.

الواو: تفيد الجمع والمصاحبة والمعية.

زارني محمد وخالد.

وإذ يرفع إبراهيم القواعد من البيت وإسماعيل.

• الفاء: تفيد الترتيب والتعقيب والتسبب.

شربت الماء فالقهوة.

وصلت الطائرة فنزل منها الركاب.

سها المصلي فسجد للسهو.

• ثم: تفيد الترتيب والتراخي.

كنت طفلاً ثم صبياً ثم غلاماً ثم شاباً.

• حتى: تفيد التدريج والغاية.

ركبت كل الوسائل حتى الطائرة.

صمد الجيش في المعركة حتى آخر رجل.

• أم المتصلة وتكون مسبوقة بهمزة استفهام وتسمى همزة التعيين وتفيد العطف للتعين.

أحب التفاح أم البرتقال؟

أيهمك رضا الله أم رضا الناس؟

• أو: تفيد التخيير والإباحة والشك والتشكيك والتقسيم.

التحق بالجامعة أو المعهد.

اشرب قهوة أو شاياً.

لبثنا يوماً أو بعض يوم.

وإنا وإياكم لعلى هدى أو في ضلال مبين.

الفعل ماضٍ أو مضارع أو أمر.

• لكن: تختلف عن (لكن) التي تفيد الاستدراك. وتأتي بعد نفي أو نهي.

ما أكلت عنباً لكن أكلت تفاحاً.

لا تصاحب الأشرار لكن الأخيار.

أنا لا أكره الناس لكن أحتقر المغتابين.

- لا: عكس لكن، تأتي بعد الإثبات أو الأمر أو النداء وتكون إقرارا لما قبلها.

يفوز الشجاع لا الجبان.

هذه قصة لا مقال.

يا محمد لا علي.

اشتر كتابا لا ملابس.

Conjunctions – Practice

Combine each pair of sentences by using a suitable coordinator.

- She is pretty.
- She is clever. (yet, for)
- You should follow the rules.
- You will be fined. (and, or)
- Sarah wanted to buy a new bag.
- She started to save money. (so, for)
- I have never visited Asia.
- I have never visited Africa. (either, neither)

Combine each pair of sentences by using suitable correlative coordinators.

- I spoke to the secretary.
- I spoke to the director. (both ...and, whether...or)
- I cannot play violin.
- I cannot play piano. (either ...or, neither ... nor)
- You can have some coffee.
- You can have some tea. (either ...or, whether...or)

أكمل الجمل التالية بحرف عطف مناسب:

- أنت محمد صديقان.
- أذهبت إلى المدرسة تغييت ؟
- احترم العلماء الجهلاء.
- صليت ركعتين ثلاث.
- حضر الضيوف تناولنا العشاء.
- صام الرجل عن الطعام مغيب الشمس.

حددي معنى حرف العطف في الجمل التالية:

- دخلت البصرة فالكوفة.
- نحترمكم حتى الأطفال.
- قرأت نحو لا أدبا.
- اشرب ماء أو لبنا.
- جاءني رجل أو امرأة.
- أكلت السمكة حتى رأسها.
- "أنتم أشد خلقا أم السماء بناها"
- الماء طاهر أو طهور أو نجس.

6. Nominal sentences

Nominal sentences are sentences that have a linking verb (or copula) between the subject and the compliment.

- Verb to be
- Stative verbs: become , seem , appear , get, turn, grow, feel, look, smell, taste, sound.

Translate the following sentences into Arabic:

- › She is a student at the school.
- › They seem upset because of what happened.
- › He appears to be interested in the conversation.
- › The food smells delicious.
- › The fruit looks fresh.
- › The sandwich tastes awful.
- › It sounds like they did not enjoy the trip.
- › The children feel happy.
- › The weather became cold.
- › The room got quiet when the teacher entered.
- › We grew tired as we were climbing the mountain.
- › Hajj is the fifth pillar of Islam.
- › Rome is the capital of Italy.
- › Oranges are a rich source of vitamin C.
- › Arabic is a beautiful language.
- › The weather turns hot in July.

الجملة الاسمية

تتكون الجملة الاسمية من مبتدأ وخبر، والمبتدأ غالبا اسم علم يسبق الخبر إلا في حالات معينة، وحكم المبتدأ والخبر الرفع.

العدل أساس الحكم

التلميذان مهذبان.

هذا كتاب.

الذين حضروا ناجحون.

الذهب لا يصدأ.

الجنة تحت أقدام الأمهات.

الرحمن علم القران.

الحديقة ثمارها ناضجة

يتقدم **الخبر** إذا كان المبتدأ نكرة أو أن يكون الخبر له صدارة الكلام كأسماء الاستفهام أو أن يكون جارا ومجرورا،

أين الكتاب؟

عندي كتاب.

في الفصل طلاب.

كان و أخواتها

كان وأخواتها أفعال ناقصة، ومنها: كان- أصبح- ما زال -صار- ظل- ليس -مادام -بات -أصبح -أمسى -ما برح -ما انفك - ما فتئ - كاد - أوشك - أضحى - ارتد.

تدخل كان على الجملة الاسمية فترفع المبتدأ ويسمى اسمها وتنصب الخبر ويسمى خبرها.

السما صافية.

كانت السماء صافية.

أمسى السحاب منقشعا.

ظل الجو صحوا.

ليس الشديد بالصرعة.

ارتد الأعمى بصيرا.

بات المريض متوجعا.

ما زال فضلك عامرا.

عسى الله أن يفرج كربتك.

إن و أخواتها

تدخل على الجملة الاسمية فتتصب الأول ويسمى اسمها وترفع الثاني ويسمى خبرها، ومنها: إن - أن- كأن-
ليت- لكن-لعل.

علمت أن الصديقين مخلصان.

إن مع العسر يسرا.

لعل الإصابة طفيفة.

كأن الفتاة قمر.

محمد غني لكن أخاه فقير.

ليت المال ينفق لإسعاد البشرية.

7. Compound adjectives & nouns

Compound adjectives

Compound adjectives are adjectives that are made up of two or more words. All the words in the compound adjective modify (i.e., describe) the same noun. Hyphens are used between the different elements of the compound adjective

Some combinations that make up compound adjectives:

1. Adjective + present participle → good-looking
2. Adverb + past participle → well-known / well-mannered / brightly-lit / well-balanced
3. Noun + past participle → tongue-tied / sun-dried
4. Adjective + past participle →

Short-lived / short-sighted / long-haired / old-fashioned

5. Noun + adjective → world-famous
6. Adjective + noun → deep-sea / last-minute
7. Noun + noun → part-time
8. Number + noun → two-door / forty-mile / three-page

Examples:

- This is a *six-page* document.
- She works as a *part-time* teacher at the school.
- This is an *all-too-common* mistake.
- The *fifteen-minute* presentation was boring.
- It is a *thirty-minute* walk from here to school.

Compound nouns

A compound noun is a noun that is made up of two or more words. A compound noun acts as a single unit. A compound noun can be modified. They are written with a space between them, a hyphen, or as one word (*check dictionary if in doubt*)

Some combinations that make up compound nouns are:

1. Noun + noun → toothbrush / classroom
2. Adjective + noun → blackboard / software / greenhouse
3. Present participle + noun → washing machine / swimming pool / ironing board / training wheels
4. Verb + noun → breakfast
5. Noun + verb → sunrise / haircut
6. Noun + present participle → bird watching
7. Verb + preposition → check-out / turnabout
8. Noun + prepositional phrase → mother-in-law
9. Preposition + noun → down stairs / underground / overcoat
10. Noun + adjective → mouthful / spoonful

How to translate them into Arabic?

عند ترجمة الصفات والأحوال المركبة أو الأسماء المركبة نبحث عن المرادف العربي الملائم للمعنى أو نستعمل أساليب التحويل المختلفة:

1. الإضافة

2. الحال

3. النعت

4. الجملة الاسمية

5. اسم الفاعل أو اسم المفعول

6. اسم (ذو)

7. جملة الصلة

The *fifteen-minute* presentation was boring.

كانت المحاضرة التي دامت 15 دقيقة مملة.

It is a *thirty-minute* walk from here to school.

المسافة من هنا إلى المدرسة 30 دقيقة.

This is an *all-too-common* mistake.

هذه غلطة شائعة.

This is a two-door building

هذا المبنى ذو بابين.

This is a *six-page* document.

هذا مستند مكون من ست صفحات.

She works as a *part-time* teacher at the school.

تعمل معلمة بدوام جزئي في المدرسة

She became tongue-tied after what happened.

أصبحت معقودة اللسان بعدما حدث.

انعقد لسانها بعد ما حدث.

The boy is good-looking.

الفتى حسن المظهر

This actor is well-known.

هذا الممثل مشهور جدا

This lady is well-mannered

هذه السيدة حسنة الخلق – مهذب- أخلاقها عالية الخلق

He advanced towards his enemy alone and open-handed.

تقدم نحو غريمه منفردا وباسطا يديه (ليظهر أنه لا يحمل أسلحة)

He was as close-mouthed as a rock.

كان كتوما كالصخرة.

He sat there close-mouthed and angry

جلس هناك غاضبا وزاما شفتيه رافضا للكلام مغلقا فاه

He wore an old-fashioned overcoat.

ارتدى معطفا قديم الطراز – ذو طراز قديم – ذو صيحة قديمة

He bought a rose-wood pipe.

اشترى غليوننا مصنوعا من خشب الورد.

he was brave and open-handed

كان شجاعا ومبسوط اليد (كريما – سخيا)

Compound nouns and Adjectives – Practice

Create the following compounds:

1. A room for stores →
2. A tape for measuring up to 300 cm →
3. The assistant manager of the restaurant →
4. A station for express trains →
5. Reduction in cost →
6. Two periods of three months →
7. Plugs with three pins →
8. Two steel boxes for tools →
9. Cables for telephones →
10. A country that speaks English →

8. Adverbials

Adverbs: a word that modifies a verb. Many - but not all - adverbs end in -ly. They explain manner, frequency, place, or time. Examples: well, carefully, suddenly, always, hardly, never, backwards, forwards, now, tomorrow, today, then, etc.

Adverbials: any structure that describes a verb regardless of its form. They are used to give more information about the verb. They are used to modify or describe verbs. They answer the questions: when, how, why, where, etc. They can be placed in different locations (most of the time). They can be: adverbs, infinitive phrases, prepositional phrases, noun clauses or subordinate clauses.

Common Types of Adverbials

- **Adverbial prepositional phrases:** a phrase that begins with a preposition. She sat in a dark corner.
- **Adverbial infinitive phrase:** a phrase that begins with an infinitive (to + base form of the verb). Ali plays to win.
- **Adverbial subordinate clause:** a dependent clause that starts with a subordinate conjunction. The most common subordinate conjunctions are: before, after, when, while, because, so, until/till, although, if, since, by the time, as, once, as soon as, and whereas.
- **Adjunctive adverbials:** they provide important information about the sentence. They show place, time, manner, reason/cause. Mainly, they are integrated in the sentence.

You can cut the apple with a knife.

I go to school by bus.

An adjunct can be a single word, a phrase, or an entire clause.

Single word

She will leave **tomorrow**.

Phrase

She will leave **in the morning**.

Clause

She will leave **after she has had breakfast**.

- **Conjunctive adverbials:** words that link sentences together. For example, therefore, first, second, third, however, in addition, furthermore, additionally, thus, etc. They are peripheral to the sentence.

Canada is a rich country. However, not all Canadians are rich.

Oranges are rich of vitamin C. Furthermore, they are good for your skin.

- **Disjunctive adverbials:** words that make comments or change the tone of the whole sentence. For example: unfortunately, basically, briefly, eventually, clearly, actually, etc. They are peripheral to the sentence.

Seriously, do you intend to retire?

Personally, I don't believe in ghosts.

Obviously, no one wanted her to attend the party.

Adverbials – practice

Underline the adverbial in each sentence and identify its form. What question does each adverbial answer and its type (adjunctive, conjunctive or disjunctive)?

- My friend works at the grocery store.
 - We went to the pool to swim.
 - I went to sleep after midnight.
 - Jack went outside for some fresh air.
 - After the show, we went skating.
 - She left with a smile.
 - She saw the cat on the porch.
 - My friend and I decided to take a walk this morning.
 - He will meet me here at 4 o'clock.
 - Beth cried because her cat died.
 - The dog barked all night while I was trying to sleep.
 - The boy laughed loudly.
-
- 1. *According to Jim*, Bob *often* solves the problems *quickly*.
 - 2. The huge stone, *in my opinion*, can be moved but only *somewhat slowly*.
 - 3. *As a consequence*, the rustlers *reluctantly* started moving *east*.
 - 4. *When the answer comes*, it comes *quite quickly*.
 - 5. The danger, *I think*, is that the whole building may *totally* collapse *at any time*.

Adverbs

I: In English, there are three types of adverbs with regards to form:

1. Simple → just - down - always - well - yet
2. Compound → somehow - therefore - downstairs
3. Derivational →
 - adjective + -ly: slowly - quickly
 - Noun + wise: clockwise - money-wise
 - Noun + ways: sideways
 - Noun + ward(s): backward(s) - forward(s)
 - Prefix (a) + noun: away - apart - abroad - aside - ashore
 - Be + adjective: below

II: Adverbs can perform a number of different functions:

1. Premodifiers of:
 - Adjectives: very good, quite right
 - Adverbs: very heavily
2. Postmodifiers

III: Some forms may be used as adverbs or adjectives:

- He is a *hard* worker.
- He works *hard*.
- This is a *fast* car.
- The car runs *fast*.

IV: Some adjectives have two forms of adverbs (different meaning):

- This is a *high* ceiling.
 - Jump as *high* as you can.
 - They think *highly* of you.
- Clear - clearly / direct - directly / slow – slowly
- Stand clear of the entrance - Write or speak clearly
 - He went direct/directly to the office - The street leads directly home

- Go slow with the experiment or you'll make a mistake / The computer is working slow.

V: Adverbs may occur in different positions in sentences:

- Initially: *Suddenly*, he fell on the floor.
- Medially: He *suddenly* left.
- Finally: John left *suddenly*.

VI: Types of adverbs:

1. Time: recently, now, tomorrow, late, afterwards, soon
2. Place: here, there, upstairs, between, outside, above
3. Manner: quickly, slowly, well, happily, fast
4. Frequency: always, usually, generally, seldom, never, once
5. Degree: pretty, so, very, almost, rather, quite

VII: Adverbs of frequency →

1. They may be:

- Definite: once - daily- weekly
- Indefinite: usually - rarely - often

2. Position:

- Sentence-medially: They are *never* late.
- Sentence-Finally: They visit *daily*.
- Some of them occur sentence-initially: *Never have I said such a thing / Generally*, they do not stay long.
- They precede the main verb: She *always* eats apples.
- They follow the copula BE: She is *always* late.
- They occur between the auxiliary and main verb: They will *always* help **us**.

أسماء المكان والزمان وظروف المكان والزمان

في اللغة العربية، تُستخدم أسماء الزمان والمكان وأظرف الزمان والمكان.

قد تأتي:

1. مبهمه، مثل: يوماً - أبداً - ساعة - شتاءً - فوق - أمام - ميلاً
2. مختصة، مثل: يوم (يوم الاختبار) - سبعاً (أي بمعنى سبع مرات) - البيت - المدرسة - الحديقة

كما قد تكون:

1. معربة ، مثل: يوم - البيت
2. مبنية، مثل: منذ - الآن - أمس - حيث - هنا - لدن

أسماء الزمان والمكان تدل على زمن حدوث الفعل أو مكان حدوث الفعل. تُشتق من الفعل الثلاثي على وزن مَفْعَل أو مَفْعِل. مثل: مأوى - مدرسة - مغرب - موعد. تُشتق من غير الثلاثي على وزن المضارع مع إبدال حرف المضارعة ميماً مضمومة وفتح ما قبل الآخر. مثل: مجتمع - منتهى - متفتح - ملتقى

• ظرفا الزمان والمكان يستخدمان للدلالة على زمن وقوع الفعل أو مكان وقوع الفعل.

• أمثلة على ظرفي الزمان والمكان:

• غداً - عشاءً - صباحاً - مساءً

• تحت - فوق - بين

• منذ - الآن - حيث - إذ

Adverbs of Frequency in Arabic

- | | |
|-------------|---------|
| • Always | دائماً |
| • Never | أبداً |
| • Often | غالباً |
| • Sometimes | أحياناً |
| • Seldom | قلماً |
| • Rarely | نادراً |

9. Relative Clauses

Relative clauses are subordinate clauses that function as **adjectives** by modifying a noun or a noun phrase.

— Relative clauses:

- A. Contain a subject and a verb
- B. Begin with a relative pronoun or relative adverb
- C. Function as adjectives

I have not read the magazine that is lying on the table.

The students who passed the exam will take the next level.

Restrictive vs. Non-Restrictive Relative Clauses

— **Restrictive Relative Clauses:**

- 1. Restrictive relative clauses provide essential information.
- 2. They are not set off by commas.

Do you know the girl who is talking to Sara?

The book that I read yesterday is interesting.

The professor who teaches my biology class won a Nobel prize.

—

— **Non-Restrictive Relative Clauses:**

- 1. They provide additional information
- 2. They are set off by commas.

Ali, who is an engineer, likes to organize things.

Paris, which is the capital of France, is a beautiful city.

Professor Jones, who teaches my biology class, won a Nobel prize.

Relative Pronouns

1. **Who** (subject or object - people)

I told you about the woman who lives upstairs.

The woman who I told you about lives upstairs.

2. **Which** (subject or object - animals and things)

Do you see the cat which is hiding under the table.

The course which I passed with D was difficult.

3. **Whose** (possession for people, animals, or things)

I met the boy whose mother is the famous surgeon.

I returned the book whose cover was torn to the library.

4. **Whom** (object pronoun - people)

I was invited by the teacher whom I met by chance.

5. **That** (subject or object pronoun - people, animals, or things, in restrictive relative clauses)

I bought the table that we eat on everyday.

Do you see the cat that is hiding under the table.

I told you about the woman that lives upstairs.

The woman that I told you about lives upstairs.

Subject vs. Object Relative Pronouns

- If the relative pronoun is followed by a verb, it is a subject pronoun. In this case, the relative pronoun must be used. For example: I ate the apple which is lying on the table.
- If the relative pronoun is not followed by a verb (i.e., by a noun or a pronoun), it is an object pronoun. In restrictive relative clauses, it may be omitted. For example:

I ate the apple which Sara put on the table OR

I ate the apple Sara put on the table.

Relative adverbs:

- Sometimes relative adverbs may be used instead of relative pronouns:

- When (in/on which - time)

The day was an unforgettable day.+ We met them on the day.

The day when we met them was an unforgettable day.

- Where (in/at which - place)

The library is more than 30 years old.+ We study at the library.

The library where we study is more than 30 years old.

- Why (for which - reason)

The reason is to graduate.+ We study for a reason.

The reason why we study is to graduate.

In Arabic:

- Relative clauses in Arabic are called جملة الصلة
- Relative pronouns introduce the relative clause, such as:

الذي - التي - اللذان - اللتان - الذين - اللاتي - اللائي - من - ما - ذا

جملة الصلة تُعرب على حسب موقعها من الجملة

عادة ما يكون هناك ضمير في جملة الصلة يربط بينها وبين ما تعود عليه

Arabic vs. English

- The relative clause in both English and Arabic occurs after the noun/pronoun it modifies.
- In English, relative clauses may modify a definite or an indefinite noun. For example:

The boy who plays football is sick.

A boy who plays football is sick.

- In Arabic, relative clauses modify definite nouns only. For example:

رأيت الولد الذي فاز

رأيت ولداً الذي فاز *

- In Arabic, the relative pronoun agrees with the noun it modifies in number, gender, and case.

Reducing Relative Clauses

Relative clauses with the pronouns who, which, and that as subject pronouns can be reduced into participial phrases.

How to reduce relative clauses:

In Relative clauses with verbs in the **active** voice, eliminate the connecting word (relative pronoun), and use the present participle of the main verb.

- **For example:**

I told you about the girl who lives next door.

I told you about the girl living next door.

A woman who was hurrying to catch the bus tripped and fell.

A woman hurrying to catch the bus tripped and fell.

Many students who study at this university are from foreign countries.

Many students studying at this university are from foreign countries.

How to reduce relative clauses:

In relative clauses with verbs in the passive voice, eliminate the connecting word (relative pronoun) and (is, was, were, are), and use the past participle of the main verb.

For example:

Only research papers that are handed in by Wednesday will be accepted.

Only research papers handed in by Wednesday will be accepted.

The languages that are spoken in Switzerland are German, French, and Italian.

The languages spoken in Switzerland are German, French, and Italian.

The ideas which are presented in that book are good.

The ideas **presented in that book** are good.

How to translate participial phrases

To translate participial phrases into Arabic, we use (اسم الفاعل) or (اسم المفعول)

I told you about the girl **living next door**.

المقيمة بجوارنا

Many students **studying at this university** are from foreign countries.

الدارسون

Only research papers **handed in by Wednesday** will be accepted.

المسلمة

The man **murdered in the park** was a doctor.

المقتول

The ideas **presented in that book** are good.

المعرضة

Relative Clauses – Practice

1. Indicate whether the following relative pronouns are subjective or objective:

- I saw the man who closed the door.
- The book which I read is good.
- We are studying sentences that contain relative clauses.
- The meeting which I went to was interesting.
-

2. Combine the following sentences using the second sentence as a relative clause:

- She lectured on a topic. I know very little about it.
- Yesterday I ran into an old friend. I hadn't seen him for years.
- I apologized to the woman. I spilled her coffee.
- I am reading a book. It was written by Jane Austen.
- The city is beautiful. We spent our vacation there.
- Monday is the day. We will come back then.
-

3. Identify the relative clause in each sentence. Then give the other possible patterns.

- The women that I was dancing with stepped on my feet.
- The dress which she is wearing is new.
- The people I was waiting for were late.
-

4. Circle the correct explanation of the meaning of each sentence.

There was a terrible flood. The villagers who had received a warning escaped to safety.

1. Some of the villagers received a warning and escaped.
2. All of the villagers received a warning and escaped.

The teacher thanked the students, who had given her the flowers.

The flowers were from some of the students.

The flowers were from all of the students.

5. Change the following relative clauses into phrases:

- Do you know the woman who is coming toward us?
- The children who attend that school receive a good education.
- I come from a city that is located in the southern part of the country.
- We have an apartment which overlooks the park.