

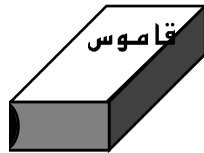
**FUNCTION E: EXPRESSING POSSESSION IN THE CLASSROOM**

**A REMINDER ABOUT FEMININE NOUNS** • Remember that most feminine nouns end in a *taa marbuuʿa* ة or ة which is pronounced as either ‘a’ or ‘e’.

**1. Say these words and write (f) next to all the feminine words in the list.**

<i>éstaaz (-e)</i>	a professor, teacher	أستاذ (-ة)
<i>saff</i>	a classroom	صف
<i>baab</i>	a door	باب
<i>shébbak</i>	a window	شباك
<i>kérsi</i>	a chair	كرسي
<i>taawle</i>	a desk	طاولة
<i>looh</i>	a board	لوح
<i>shanta, shantaaye</i>	a bag	شنطة، شنطاية
<i>ktab</i>	a book	كتاب
<i>qalam</i>	a pen	قلم
<i>warqa</i>	(a piece of) paper	ورقة
<i>daftar</i>	a notebook	دفتر
<i>qaamuus</i>	a dictionary	قاموس
<i>suura</i>	a picture	صورة
<i>jariide</i>	a newspaper	جريدة
<i>majalle</i>	a magazine	مجلة
<i>kaaseet</i>	a cassette tape	كاسيت

**2. Point to things in your own classroom and ask what the object is, for example.**



A *shu haada?*

أ شو هذا؟

B *haada qaamuus arabí-éngliizi.*

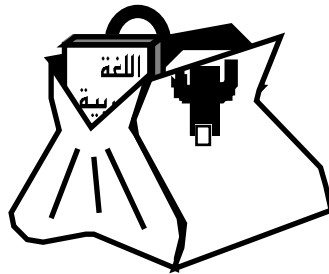
ب هذا قاموس عربي-إنكليزي.

A *w shu hayy?*

أ و شو هي؟

B *hayy shantaaye.*

ب هي شنطاية.



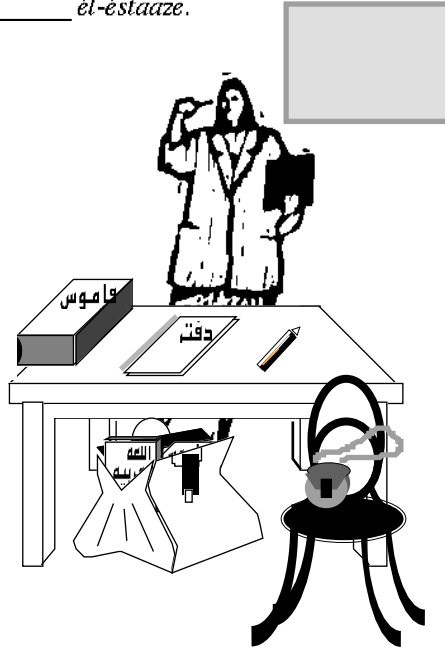
**PREPOSITIONS** ➔ Below are some useful prepositions for the classroom.

<i>b-</i>	on, in, at	بـ
<i>عala, عa (+l-)</i>	on	على، ع(الـ)
<i>talit</i>	under	تحت
<i>foa</i>	over	فوق
<i>qéddaam</i>	in front of	قدام
<i>wara</i>	behind	ورا
<i>janb</i>	next to	جنب
<i>been</i>	between	بين
<i>mwaajeh</i>	opposite	مواجه

عa, ع the abbreviated form of على *عala* (on), is used before a word beginning with *él-* الـ. If the word does not begin with *él-* الـ you must use the full word *عala* على.

**3. Look at the picture and complete the sentences using one a preposition, for example**

- eg *éd-daftar* عa-t-*taawle*. الدفتر عالطاولة.
- a. *él-qaamuus* \_\_\_\_\_ *éd-daftar*. القاموس \_\_\_\_\_ الدفتر.
- b. *éd-daftar* \_\_\_\_\_ *él-qaamuus w él-qalam*. الدفتر \_\_\_\_\_ القاموس و القلم.
- c. *ésh-shantaaye lé-kbiire* \_\_\_\_\_ *ét-taawle*. الشنتاية الكبيرة \_\_\_\_\_ الطاولة.
- d. *lé-ktaab* \_\_\_\_\_ *ésh-shantaaye lé-kbiire*. الكتاب \_\_\_\_\_ الشنتاية الكبيرة.
- e. *ésh-shantaaye lé-sghaire* \_\_\_\_\_ *él-kérsi*. الشنتاية الصغيرة \_\_\_\_\_ الكرسي.
- f. *él-kérsi* \_\_\_\_\_ *ét-taawle*. الكرسي \_\_\_\_\_ الطاولة.
- g. *él-éstaaze*, \_\_\_\_\_ *ét-taawle*. الأستاذة \_\_\_\_\_ الطاولة.
- h. *és-suura* \_\_\_\_\_ *él-éstaaze*. الصورة \_\_\_\_\_ الأستاذة.



**4. Now describe where people and things are in your own classroom.**

**MORE ADJECTIVES** • Below are some adjectives useful to describe your classroom, classmates and teacher.

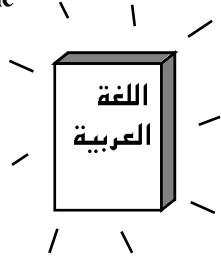
<i>tq̄iil / tq̄iile</i>	heavy	ثَقِيل / ثَقِيلَة
<i>khafūf / khafūife</i>	light	خَفِيف / خَفِيفَة
<i>smiik / smiike</i>	thick	سَمِيك / سَمِيكَة
<i>rqīiq / rqīiqa</i>	thin (non-human only)	رَقِيق / رَقِيقَة
<i>q̄adiim / q̄adiime</i>	old (non-human only)	قَدِيم / قَدِيمَة
<i>jdiid / jdiide</i>	new	جَدِيد / جَدِيدَة
<i>ʿariid / ʿariide</i>	wide	عَرِيض / عَرِيضَة
<i>dayyeq / dayyeqa</i>	tight, narrow	ضَيِّق / ضَيِّقَة
<i>waasaʿ / waasaʿa</i>	loose	وَاسِع / وَاسِعَة
<i>ghaali / ghaalye</i>	expensive	غَالِي / غَالِيَة
<i>rkhiiis / rkhiiisa</i>	cheap	رَخِيص / رَخِيصَة
<i>kbiir / kbiire</i>	big, old (human)	كَبِير / كَبِيرَة
<i>sghiir / sghiiire</i>	small, young (human)	صَغِير / صَغِيرَة
<i>ghani / ghaniyye</i>	rich	غَنِي / غَنِيَة
<i>faqiir / faqiira</i>	poor	فَقِير / فَقِيرَة
<i>smiin / smiine</i>	fat	سَمِين / سَمِينَة
<i>nahiif / nahiiife</i>	thin (human)	نَحِيف / نَحِيفَة
<i>tawiil / tawiile</i>	long, tall	طَوِيل / طَوِيلَة
<i>q̄asiir / q̄asiire</i>	short	قَصِير / قَصِيرَة
<i>hélú / hélwe</i>	beautiful, pretty, sweet	حَلْو / حَلْوَة
<i>bésh̄eʿ / bésh̄eʿa</i>	ugly	بَشَع / بَشَعَة
<i>zaki / zakiyye</i>	clever	ذَكِي / ذَكِيَة
<i>ghabi / ghabiyye</i>	stupid	غَبِي / غَبِيَة

**5. Circle the masculine or feminine form of the adjective to describe these items and people.**

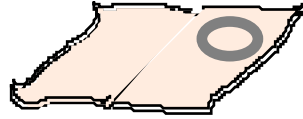
- eg *éstaaze: hélú / (hélwe)* أستاذة: حلو / حلوة
- a. *qaanuus: smiik / smiike* قاموس: سميك / سميقة
- b. *warāqa: rqīiq / rqīiqa* ورقة: رقيق / رقيقة
- c. *taawle: tq̄iil / tq̄iile* طاولة: ثقيل / ثقيلة
- d. *kérsi: khafūf / khafūife* كرسي: خفيف / خفيفة
- e. *majalle: ghaali / ghaalye* مجلة: غالي / غالية
- f. *q̄alam: rkhiiis / rkhiiisa* قلم: رخيص / رخيصة
- g. *suura q̄adiim / q̄adiime* صورة: قديم / قديمة
- h. *sh̄anta: jdiid / jdiide* شنتة: جديد / جديدة
- i. *éstaaz faqiir / faqiira* أستاذ: فقير / فقيرة
- j. *mʿallme: ghani / ghaniyye* معلمة: غني / غنية

**A REMINDER ABOUT NOUNS AND ADJECTIVES** ♦ Remember that adjectives follow the noun they describe and must match the noun exactly in gender (masculine or feminine), number (single or plural) and definiteness (*él-* or *non-él-*).

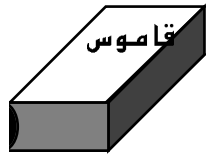
**6. Look at the pictures and describe the following items with an adjective, for example**



eg *ktab jdūd* كتاب جديد



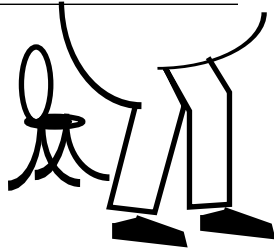
a. \_\_\_\_\_



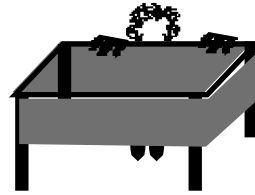
b. \_\_\_\_\_



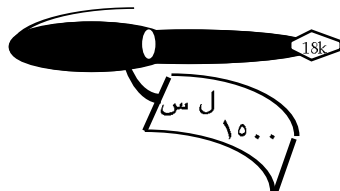
c. \_\_\_\_\_



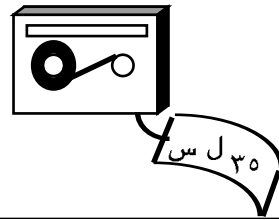
d. \_\_\_\_\_



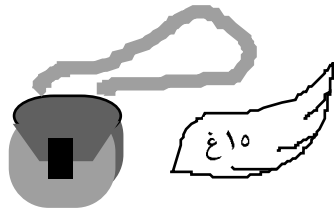
e. \_\_\_\_\_



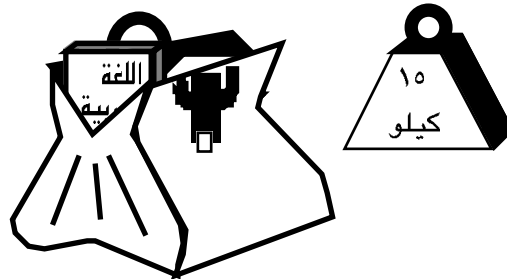
f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_

**POSSESSION USING THE IDArafa** ➔ One of the most common ways to express possession in Arabic is with an 'idaafa'. An *idaafa* is simply

NOUN + NOUN

*ktaab él-éstaaz*

the book of the teacher

كتاب الأستاذ

Note the first noun does not begin with *él-* ال- while the second one does. The sentence does not however mean "a book of the teacher". Even though the first noun of the *idaafa* looks indefinite (ie it does not begin with *él-* ال-), because the last noun is definite (ie it begins with *él-* ال- or is a proper name) the *idaafa* as a whole is considered definite. This means that if you wish to describe any part of it using an adjective, the adjective must be also definite, for example

*ktaab él-éstaaz lé-jdiid*

the new book of the teacher

كتاب الأستاذ الجديد

There is no limit to the number of nouns you can string together in an *idaafa*, for example

*ktaab éstaaz él-عarabi*

كتاب أستاذ العربي.

the book of the teacher of Arabic.

Note that no matter how many nouns you have in an *idaafa*, ONLY THE LAST NOUN BEGINS WITH *él-* ال-. Ideas such as "a book of a teacher", "a book of the teacher" or "the book of a teacher" are not expressed with a simple *idaafa* construction in Syrian Arabic.

The other very important characteristic of the *idaafa* is that if the a noun ends with a *taa marbuuta* ة or ؃, like *majalle* مجلة (a magazine), the *taa marbuuta* is pronounced as an 'et', for example

*majallet él-éstaaz*

the magazine of the teacher

مجلة الأستاذ

*majallet él-éstaaz lé-jdiide*

the new magazine

مجلة الأستاذ الجديدة

of the teacher

We have already come across several examples of this:

*saahet él-omawiyiin*

the square of the Omayyads

ساحة الامويين

*jaam'et Dimashq*

the university of Damascus

جامعة دمشق

*Dimashq* دمشق of course does not begin with *él-* ال- because it is a proper noun and is therefore already definite.

## 7. Look at the pictures and answer the questions, for example

A *qalam miin haada?*

أ قلم مين هذا؟

B *haada qalam él-éstaaze.*

ب هذا قلم الأستاذة.

a. *ktaab miin haada?*

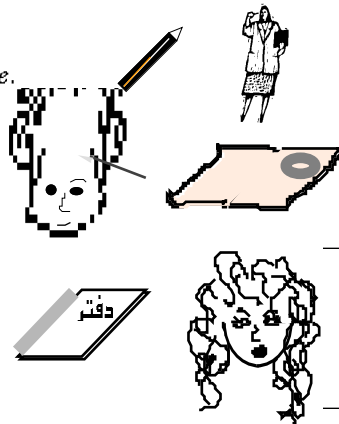
كتاب مين هذا؟

\_\_\_\_\_

b. *daftar miin haada?*

دفتر مين هذا؟

\_\_\_\_\_



c. *kérsi miin haada?*

\_\_\_\_\_

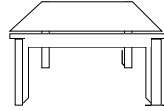


كرسي مين هدا؟

\_\_\_\_\_

d. *taawlet miin hayy?*

\_\_\_\_\_



طاولة مين هي؟

\_\_\_\_\_

e. *shantaayet miin hayy?*

\_\_\_\_\_

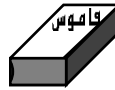


شنتاية مين هي؟

\_\_\_\_\_

f. *qaamuus miin haada?*

\_\_\_\_\_



قاموس مين هدا؟

\_\_\_\_\_

g. *kaasaat miin haada?*

\_\_\_\_\_



كاسيت مين هدا؟

\_\_\_\_\_

h. *suuret miin hayy?*

\_\_\_\_\_

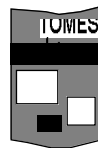


صورة مين هي؟

\_\_\_\_\_

i. *jariidet miin hayy?*

\_\_\_\_\_



جريدة مين هي؟

\_\_\_\_\_

j. *majallet miin hayy?*

\_\_\_\_\_



مجلة مين هي؟

\_\_\_\_\_

**THE IDAAFA VERSUS NOUN + ADJECTIVE** ♦♦ Compare NOUN + ADJECTIVE constructions with NOUN + NOUN *idaafas*

<i>ktaab jdiid</i>	a new book	كتاب جديد
<i>lé-ktaab lé-jdiid</i>	the new book	الكتاب الجديد
<i>ktaab él-éstaaze</i>	the book of the teacher	كتاب الأستاذة
<i>ktaab él-éstaaze lé-jdiid</i>	the new book of the teacher	كتاب الأستاذة الجديد

and with a feminine word ending in a *taa marbuuta*

<i>majalle jdiide</i>	a new magazine	مجلة جديدة
<i>él-majalle lé-jdiide</i>	the new magazine	المجلة الجديدة
<i>majallet él-éstaaz</i>	the magazine of the teacher	مجلة الأستاذ
<i>majallet él-éstaaz lé-jdiide</i>	the new magazine of the teacher	مجلة الأستاذ الجديدة

**SPLIT IDAAFAS** ♦♦ Sometimes it will not be clear which noun the adjective is describing, for example the sentences

*haada ktaab él-éstaaz lé-jdiid*      هذا كتاب الأستاذ الجديد.

could mean either “This is the new book of the teacher” or “This is the book of the new teacher” and,

*hayy sayyaaret él-éstaaze lé-jdiide.*      هي سيارة الأستاذة الجديدة.

could mean either “This is the car of the new teacher”, or “This is the new car of the teacher”. To avoid confusion the preposition *la-* (also pronounced *lé-*) لـ (to) is used to “split” the *idaafa*, for example

*haada lé-ktaab lé-jdiid l-él-éstaaz.*      هذا الكتاب الجديد للأستاذ.

This is the new book of the teacher.

or

*haada lé-ktaab l-él-éstaaz lé-jdiid*      هذا الكتاب للأستاذ الجديد.

This is the book of the new teacher.

and

*hayy és-sayyaara lé-jdiide l-él-éstaaze.*      هي السيارة الجديدة للأستاذة.

This is the new car of the teacher.

or

*hayy és-sayyaara l-él-éstaaze lé-jdiide .*      هي السيارة للأستاذة الجديدة.

This is the car of the new teacher.

Note that when *la-* لـ (to) is attached to a noun beginning with the definite article *él-* ال the *Alif* ا of the definite article is dropped in the Arabic, making the beginning of the word look like this:

*la + él + éstaaz = lé-l-éstaaz*

ل + ال + أستاذ = للأستاذ

*la + lé + mɛallem = lé-l-mɛallem*

ل + ال + معلّم = للمعلّم






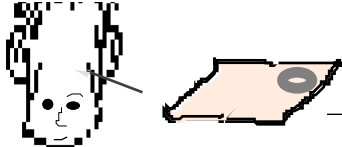
**MORE POSSESSION** ➔ The word *tabaʿ* تبع (belong) is commonly used to emphasise or clarify who owns something. You can use it with a proper noun, noun or attached pronoun, for example

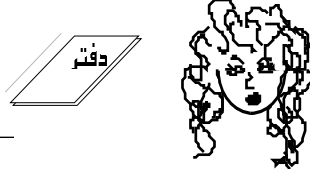
☐	<i>ha-lé-kaab...</i>	This book is...	...هالكتاب
	<i>...tabaʿ Emily</i>	...Emily's	...تبع إميلي
	<i>...tabaʿ lé-mʿallem</i>	...the teacher's	...تبع المعلم
	<i>...tabaʿ i</i>	...mine	...تبعي
	<i>...tabaʿ ak</i>	...yours (m)	...تبعك
	<i>...tabaʿ ek</i>	...yours (f)	...تبعكِ
	<i>...tabaʿ o</i>	...his	...تبعه
	<i>...tabaʿ (h)a</i>	...hers	...تبعها

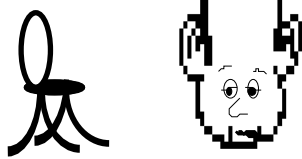
**9. Use *tabaʿ* تبع to explain to whom these items belong, for example**

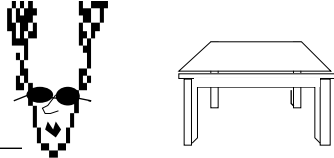
*él-ʿalam tabaʿ él-éstaaze.*

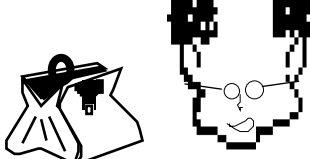
القلم تبع الأستاذة.

a.   \_\_\_\_\_

b.  \_\_\_\_\_

c.  \_\_\_\_\_

d.  \_\_\_\_\_

e.  \_\_\_\_\_

**QUESTION WORDS “WHO” AND “WHOSE”** ♦ You can use the question word

*mīin* who مین

after *tabaʕ* تابع or the preposition *la-* لـ (to) to ask “whose”, for example

*tabaʕ mīin ha-lé-ktaab?* whose book is this? تبع مین هالكتاب؟

*la-mīin ha-lé-ktaab?* whose book is this? لـ مین هالكتاب؟

These sentences literally translate as “to whom (is) this book?”.

**10. Work with a teacher or classmate and ask each other two whom these items belong, for example**

A *la-mīin ha-l-ʕalam?*

B *ha-l-ʕalam tabaʕ él-éstaaze.*



أ مین هالقلم؟

ب هالقلم تبع الأستاذة.

a. b.   
 c. d.   
 e. f.   
 g. h.   
 i. j.

Now ask about items in your own classroom.



11. Listen to the information given about a classroom and the objects in it. Listen to it four times. The first time write down all the items you hear, for example

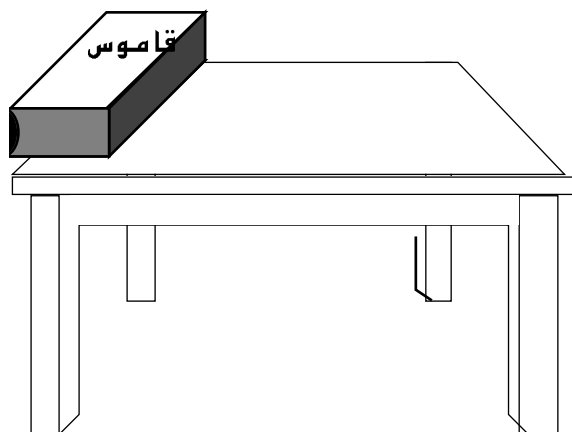
*qaamuus*

قاموس

The second time, note (or draw) where each of the items is located in the classroom, for example

*él-qaamuus ʿa-t-taawle.*

القاموس عالطاولة.



Cover the bottom half of this paper. The third time you listen, write down the owner of each item, for example

eg *él-qaamuus tabaε* *él-éstaaz*

القاموس تبع الأستاذ

a. *lé-ktaab tabaε* \_\_\_\_\_ الكتاب تبع

b. *él-qalam tabaε* \_\_\_\_\_ القلم تبع

c. *ésh-shantaaye tabaε* \_\_\_\_\_ الشنتاية تبع

d. *éd-daftar tabaε* \_\_\_\_\_ الدفتر تبع

e. *él-jariide tabaε* \_\_\_\_\_ الجريدة تبع

f. *él-majalle tabaε* \_\_\_\_\_ المجلة تبع

The last time you listen write the adjective you hear describing each item in the space below.

eg *qaamuus él-éstaaz* \_\_\_\_\_ قاموس الأستاذ

g. *ktaab ét-taalbe* \_\_\_\_\_ كتاب الطالبة

h. *qalam lé-mwazzaf* \_\_\_\_\_ قلم الموظف

i. *shantaayet ét-tabüib* \_\_\_\_\_ شنتاية الطبيب

j. *daftar éş-şahfî* \_\_\_\_\_ دفتر الصحفي

k. *jariidet lé-mhandes* \_\_\_\_\_ جريدة المهندس

l. *majallet lé-mmassel* \_\_\_\_\_ مجلة الممثل

**WHAT'S IT LOOK LIKE?** ➔ The expression *shu shaklo?* كيف شكله؟ literally means “what's its shape?” but is used to mean “what does it look like?” The attached pronoun is *-o* له- when talking about a masculine item and *-a* لها- when talking about a feminine item.

**12. Listen to the conversation and fill in the missing words.**

- A *ween* \_\_\_\_\_? وين \_\_\_\_\_؟  
 B *shu shaklo?* شو شكله؟  
 A *qaamuus* \_\_\_\_\_ قاموس  
 B *leeko* \_\_\_\_\_ ليكه

Now work with a teacher or classmate. Take it in turns to ask about these items. Refer to the notes you have just taken for your reply.

- |                                 |               |
|---------------------------------|---------------|
| a. <i>daftar éş-şahafi</i>      | دفتر الصحفي   |
| b. <i>qalam lé-mwazzaf</i>      | قلم الموظف    |
| c. <i>ktaab ét-taalbe</i>       | كتاب الطالبة  |
| d. <i>majallet lé-mmassel</i>   | مجلة الممثل   |
| e. <i>shantaayet ét-tabiiib</i> | شنتاية الطبيب |
| f. <i>jariidet lé-mhandes</i>   | جريدة المهندس |



**READING**

**1. Read the conversation out aloud and answer the questions.**

- مارك: تكسي! سفارة الصين إذا بتريد.  
 السائق: وين السفارة؟  
 مارك: قدام السفارة الأمريكية.  
 السائق: بأبو رمانة؟ تكرم عينك... هي سفارة الصين.  
 مارك: قديش بتريد؟  
 السائق: بس ٢٥ ليرة.

- a. وين سفارة الصين؟  
 b. قديش التكسي؟