Arabic Grammar in Context offers a unique and exciting approach to learning grammar. It presents grammar as a necessary and essential tool for understanding Arabic and for developing comprehension and production skills.

Features include:

- authentic texts from a rich variety of sources, literary and non-literary, used as the starting point for the illustration and explanation of key areas of Arabic grammar
- clear and authoritative demonstration of the relevance of grammar for understanding and interpreting Arabic
- a wide range of appropriate exercises designed to consolidate learning
- fully vocalized exercises and texts
- a glossary of vocabulary and expressions provided at the end of the book
- audio readings of the texts available online for additional listening practice.

Suitable for class use and independent study, Arabic Grammar in Context is ideal for intermediate to advanced learners of Arabic.

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The Languages in Context series presents students with an engaging way of learning grammar while also acquiring cultural and topical knowledge. Each book in the series uses authentic texts, drawn from a generous variety of sources, as the starting point for the explanation of key areas of grammar. Grammar points are then consolidated with a wide range of exercises to test students’ understanding. Aimed at intermediate to advanced students, The Languages in Context series is suitable for both class use and independent study.

The following books are available in this series:

*Arabic Grammar in Context*
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*Spanish Grammar in Context*
*German Grammar in Context*
Arabic Grammar in Context

MOHAMMAD T. ALHAWARY
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This book is intended for intermediate and advanced learners of Arabic for understanding how Arabic functions within authentic texts as well as for developing comprehension and productive grammar skills. It can be used as a:

- main text for an Arabic grammar and structure course to develop or consolidate a robust knowledge of the grammar and structure in context
- supplementary text for Arabic language courses and programs during the first 2 to 5 years of Arabic
- main text in a bridging course intended to prepare students to tackle content-based courses taught exclusively in Arabic
- main text in a course of Arabic language through literature and culture due to the careful selection of its well over fifty authentic texts and the attention given to vocabulary, with a glossary of vocabulary and expressions provided at the end of the book
- self-study source, with the texts and exercises being fully vocalized and an answer key of all the exercises provided.


Each chapter contains two authentic texts: one beginning the chapter and another concluding it. The first text is intended to highlight the grammar point in focus. The concluding text is intended to serve the learning objectives of a given chapter. It is provided unvocalized in order to serve additionally as a review text of the preceding chapters incrementally. All texts are graded (in terms of both structure and vocabulary) according to proficiency (from the intermediate to the advanced level and beyond), according to frequency (from the more frequent to the less frequent), and according to communicative functions (from the more basic to the more formal). Since texts are graded, this means that exposure to the grammar points presented throughout the book is incremental; subsequent texts recycle previous grammar points so that any given text can also be used for additional practice and/or homework assignments of points presented in a previous text or texts. This feature will additionally aid in grammar learning and retention.

The texts are by different authors (both male and female) from across the Arab world and from different genres (literary and non-literary). Apart from some texts selected from the Medieval period, the majority of texts are from roughly the past 100 years. To preserve the authenticity of the texts, no significant alterations of vocabulary and structures are made and almost all modifications, when necessary to control for length, are in the forms of omissions. A few structures (such as adverbs) explained in subsequent chapters are left deliberately for foreshadowing and to preserve the authenticity of the text.
Following the first text, each chapter contains three sections to explain the grammar points highlighted in the text: “Form,” “Use,” and “Other points to note.” The third section is intended to explain secondary points in the text or relevant points not in the text. Cross-references are made to relevant sections of other grammar points within the book. References to the relevant sections of the reference grammar book mentioned above are provided under the heading “See for further information.” These four sections are then followed by five exercises (including the concluding text), which aim at developing comprehension and production grammar skills. The exercises recycle both vocabulary and structure presented in previous chapters so that the book makes it possible to learn vocabulary while learning grammar robustly.

To aid the intermediate learner (in the first 15 chapters) and help avoid any confusion to do with verb conjugations or derivations of certain words (such as derived verbal nouns), texts and exercises are fully vocalized at the word level whether or not a light/eliding hamza (word initially preceded by a vowel) is present or where a helping vowel would be needed. Beyond Chapter 15, the reading rules are incorporated including the omission of the vowel of the light/eliding hamza and the addition of helping vowels. These rules are explained in Chapter 1 of the reference grammar book. However, some learners may not have been exposed to such rules. Reading rules are essential in the ability to read at the sentence level; i.e., beyond the word level.

In addition to grammar, attention is also paid to vocabulary—beyond the selection of texts with level-appropriate vocabulary. To make the texts widely accessible and to aid in the learning and retention of vocabulary, a glossary of words, idiomatic expressions, and collocations is provided at the end of the book. The words and expressions are arranged alphabetically for easy access, taking into account the intermediate learner in particular. When a verb in either of the two texts of a given chapter occurs, the verb is provided in the dictionary in its past and present form together with its verbal noun and preposition, if a particular one is used. A noun or adjective occurring in the singular is provided with its plural form and vice versa, unless such a word is rarely used. In the event a given word has two different meanings, the different meanings are separated by a semicolon; so are expressions from words. Words which have more frequently used synonyms are signaled by including the more frequently used words preceded by the “=” symbol in parentheses.

Additionally, seven review texts are included in a final chapter. These review texts provide the learner with an opportunity to review and integrate all the points learned in the preceding chapters. They are also added to further tap the rich variety of sources and genres of Arabic and for the learner to develop appreciation of such texts. Since such texts presuppose advanced levels of proficiency, meanings of only key vocabulary in the texts are provided. Each text has a different set of brief analytical questions to help the learner apply again what they have learned and to further develop appreciation of grammar and understanding how grammar contributes to meaning.

The book is by no means an exhaustive coverage of all Standard Arabic grammar. However, it contains a significant amount of the grammar which students find difficult to learn. It is also hoped that once learners work through the contents of the book, they will be able to transition to using and understanding language functions and use on their own and with a great deal of confidence.
This work is done at the request of many, including students, colleagues, and even publishers. Special thanks go to Samantha Vale Noya of Routledge for her vision and support of the project from the outset. Many of my students helped in different ways; in particular, Saeed Al Alaslaa and Ali Al Midhwah read an earlier draft and made valuable comments. Saeed also volunteered graciously to obtain copyright permissions. Thanks also to my colleague, Dr. Abdulkareem Said Ramadan, for discussing and suggesting some of the possible sources for texts. Special thanks go to Saeed Al Alaslaa, Ali Al Midhwah, Dr. Wijdan Alsayegh, and Dr. Sabri Alhussein for recording the audio versions of the texts. My children’s support and patience were instrumental in making this book possible. Not only did they bear with me during the different stages of the writing of the book, but they also helped with typing some of the texts. Zaynab, Fatimah, Aishah, and Amr: any benefit to be gained from this book owes in no small measure to you all.

My utmost gratitude goes to the authors and publishers of the texts included in this book. All of the texts included in the book are here acknowledged and listed (alphabetically) together with their publication information. Works which are in the public domain are also listed with specific modern publications to aid the reader in readily accessing the texts and their larger contexts.

المؤثرات: مصطفى لطفي المنفلوطي، دار الأفاق الجديدة، بيروت، 1982، ج 1، ص 195–196.


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http://www.aljazeera.net/news/arabic/2014/10/29/

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http://www.aljazeera.net/news/arabic/2014/10/29/
من على جسر بروكلن: أمين الريحاني، الريحانيات، مؤسسة هنداوي - القاهرة، 2014، ص. 50-55.
موسم الهجرة إلى الشمال: الطيب صالح، دار الجنوب للنشر - تونس، 1979، ص. 31-32.
نثر الدر: أبو سعد منصور بن الحسين الأبي، دار الكتب العلمية - بيروت، 2004، ص. 141.

http://www.albawabhnews.com/312526: جبران خليل جبران
https://nizariat.com/poetry.php?id=103: نزار قباني
The following extract is from the fables of »KLILAT«. As you read the text, look at the way in which words are used with and without the definite article.

Text 1

زَعَموا أنَّ نَعْلَيْا أَتَى غَابَةً فِيهَا طَبْلٍ مُعَلَّقٌ عَلَى شَجَرَةٍ. وَكَلَّما هَبَّ الْرَيْحُ عَلَى فِضْيَانٍ ثَلْثُ الشَجَرَةِ حَرَّكَتْهَا فَضْرَبَتْ الطَبْلَ قَضْبَانِ تَلِﻚَ عَلَى فَضِيعٍ. فَتَوجَّهَ الثَعْلَبُ نَحْوُهُ لَأَجِلَّ مَا سَمِعَ مِنْ عَظِيمٍ صَوْطِهِ. فَلَمّا أتاه وَجْهَهُ ضَحَحاً، فَأَيْقَنَ فِي نَفْسِهِ بِكَثْرَةِ شَيْءٍ فِيهِ. ثُمَّ قَالَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ لِثَعْلَبِهِ أَجْوَفَ وَفَعَلَهُ حَتَّى شَقَّهُ. فَرَآهُ أُجْوَفَ لا ّالْلَحْمِ وَالشَّحْمِ إِنَّكَ أَجْوَفَ وَلَا ّالْرَيْحُ وَلَا الْمَأْسِرُ. ثُمَّ قَالَ L

The following extract is from an autobiographical work: »RASWAA MUN RASOÖWAA«. As you read the text, look at the way in which words exhibit definite and indefinite use:

Text 2

مساءً الخمسة، السادس عشر من أبريل، أي بعد أسبوع من أحداث الكاتدرائية، أتصلت بزمليتي الدكتور تفاتين مرسى. كانت الساعة تقارب الثامنة مساءً. أخبرتني أنها غادرت الجامعة للتنو، وهي في طريقها إلى المنزل، فعادة ما تنتهي المحاضرات في الكلية بعد الظهر، وأذكروا أنني لعدة أعوام كنت أذهني محاضراتي لطلاب الدراسات العليا.
FORM

Apart from pronouns and proper names which are definite, words in Arabic (nouns and adjectives) are marked for definiteness or indefiniteness. Indefiniteness is zero-marked in pause form (i.e., without grammatical/case endings) or with تَنْوين nunation in full forms in the singular and irregular/broken plural (except for diptotes: see Chapter 22) with three possible endings. Accordingly, four forms are possible (see also Chapter 2 for other endings in the dual, sound masculine plural, and sound feminine plural):

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Accusative</th>
<th>Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pause Form:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular:</td>
<td>شَجَرَة</td>
<td>شَجَرَة</td>
<td>شَجَرَة</td>
</tr>
<tr>
<td>Irregular/broken plural:</td>
<td>أَشْجار</td>
<td>أَشْجار</td>
<td>أَشْجار</td>
</tr>
<tr>
<td><strong>Full Form:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular:</td>
<td>شَجَرَةٍ</td>
<td>شَجَرَةٍ</td>
<td>شَجَرَةٍ</td>
</tr>
<tr>
<td>Irregular/broken plural:</td>
<td>أَشْجارٍ</td>
<td>أَشْجارٍ</td>
<td>أَشْجارٍ</td>
</tr>
</tbody>
</table>

Naturally, use of a pronoun suffix marks nouns for definiteness (such as كِتابي “my book” and كِتابُها “her book”). However, definiteness is mainly marked by the definite article الـ تَّعْريف “the” (without تَنْوين nunation). When a definite noun is modified by an adjective, the adjective is also marked by the definite article. However, when modified by another noun such as in an 'iDaafa structure, only the second/last noun within an 'iDaafa structure is marked by the definite article (or a pronoun) and the whole construction would then be considered definite:
a Generally speaking, use of the indefinite and definite in Arabic is more transparent and straightforward than that of English (see especially g below).

b In Arabic, indefinite use of nouns—whether in the singular or plural—is very straightforward and follows one general rule: first mention of a specific entity or entities (i.e., being newly introduced information) in the discourse, such as: "a fox," "a forest," "a drum," "a tree," "a great sound" (Text 1: lines 1–2), "a week" (Text 2: line 1) "after a week," and "a number of years" (Text 2: line 5).

c Once nouns are re-introduced into the discourse, they become defined as old or already known information. Therefore, when such nouns are re-introduced, they exhibit definite use, such as the three nouns used again: "the tree," "the drum," and "the fox" (Text 1: lines 2–3).

d The above rule does not apply to unique nouns such as "the wind" (Text 1: line 1). Such nouns are instead used with the definite article even if they are introduced for the first time in the discourse. Similar nouns include: "the sun," "the moon," (not in texts), and "the winter" (Text 2: line 6), etc. Other nouns include: days of the week (الخميس "Thursday"), ordinal numbers (السادس عشر "the sixteenth"), time and hour (الساعة "the time," "the eighth hour"), and time periods (الظهير "[the] noon") (Text 2: lines 1–4).

e By the same token, nouns that involve shared knowledge among speakers (i.e., nouns that are easily/uniquely identifiable by speakers and hearer or writer and reader) exhibit definite use within a certain context. Such nouns include الكاتدرائية "the cathedral," الجامعة "the university," المنزل "the house," and المبنى "the building" (Text 2: lines 2–4, 7). Note, by contrast, since it may not be assumed (among Arabic speakers) that a building has a side door, باب جانبي صغير "a small side door" is expressed in the indefinite (Text 2: line 9).

f Similarly, nouns (whether concrete or abstract and whether singular or plural) having a generic meaning/reference (i.e., not referring to any specific entity/entities but rather to all members of the class/set or category of such entities in general) are expressed in the definite. For example, consider the following examples:
“أُحِبُّ السِّباحَةَ”  
“I like [the] swimming.”

“أُحِبُّ اللَّحْمَ”  
“I like [the] meat.”

where “swimming” (which is a verbal noun مصدر and “meat” are used with the definite article, since both are used to refer to “swimming” and to “meat” in general. Hence, اللَّحْم “the meat,” the fat” (Text 1: line 4), the lectures “the graduate studies,” the ascending “the moving,” the descending, and the ascending “the ascending” are all used with the definite article (Text 2: lines 4–5, 7).

g To avoid confusion, in part due to the complexity with which the concept is expressed in English, consider the following four sentences expressing a general statement about foxes (i.e., with no particular reference to any particular fox or foxes) being smart animals, where only the first two are grammatical (the ungrammatical sentences are marked by an asterisk):

الثَّعْلَبُ حَيَوانٌ ذَكِيٌّ  
“The fox is a smart animal.”

الثَّعالِبُ حَيَواناتٌ ذَكِيَّةٌ  
“A fox is a smart animal.”

ثَعالِبُ حَيَواناتٌ ذَكِيَّةٌ  
* “Foxes are smart animals.”

The last two sentences are ungrammatical, since a statement is made about all foxes in general, but “fox” and “foxes” are used in the indefinite. (Note, in addition, MSA does not allow indefinite subjects in sentence initial position.) On the other hand, consider the following four sentences expressing the same general statements about foxes, but only the first three are grammatical, and the fourth is not, since definiteness use in English is not as transparent and straightforward:

The fox is a smart animal.

A fox is a smart animal.

Foxes are smart animals.

*The foxes are smart animals.

h Finally, titles occur with the definite article, as “the professor/the doctor” (Text 2: line 2).
Other points to note

• As stated above, although the first noun in an 'iDaafa structure always occurs without the definite article, it inherits the definite article from the second/last noun of the 'iDaafa structure and therefore is treated as definite for the reasons stated above, as in:

- قُضْبان تَلْك الشَّجَرَة “the sticks/branches of that tree” (Text 1: line 2),
- مَساء الخَمْيس “the evening of Thursday/Thursday evening” (Text 2: line 1)
- أَحْداث الكَانِدِرَائيِّة “the events of the cathedral/the cathedral events” (Text 2: lines 1–2)
- طِلَاب الدراسات الغَلِيّا “the students of the graduate studies/the graduate students” (Text 2: line 5)
- فَصْل الشَّتاء “the season of winter/the winter season” (Text 2: line 6)
- مَخارِج الكُلِّيَّة “the exits of the college/the college exits” (Text 2: line 8)

• Proper names and nouns containing a possessive pronoun suffix are already definite and, therefore, the definite article is implied and not needed, as in رَئِيس مَصر “the president of Egypt” and اِقْتِصاد بَلْدِي “the economy of my country.”

• Since names of languages are unique, all names of languages are definite whether or not the word اللغة is used, as in: العَرَبيَّة “[the] Arabic language” and الإِنْجِليزيَّة “[the] English language.”

See for further information:
Alhawary, Sections 3.3–4 on 'iDaafa structure
Alhawary, Sections 4.2.1.4 on indefinite subjects
Alhawary, Section 14.2 on verbal nouns
Alhawary, Section 22.2.3 on diptotes

**EXERCISES**

1 Write the definite article in the blank where necessary.

1. أَكْلَتُ بِرَتِقالَةٍ قَبْلَ ساعَةٍ
2. والدتي مَريضَةٌ ولا تَسْتَطيعُ أنْ تَأْكُلَ
3. أَكْلُ بْيِضاً عَلَى الفطورِ كُلْ صَباحٍ
4. أَحْبُ قَراءَةٍ
5. لا يُحِبُّ والدِي قَراءَةٍ قَصَصَ.
1 لا يستطيع أخي دراسة في بيت.

2 يدرس أخي في مكتبة جامعة عادة.

3 في الصباح، حضرت إلى نادي متأخراً.

4 نريد سفر إلى شرق أوسط.

5 كل يوم، أغادر بيت في ساعة ثامنة وأعود في خامسة.

2 Translate the sentences below into Arabic.

i He speaks Spanish and Italian.

ii I eat lunch at a restaurant.

iii She came to class late.

iv I ate a banana at noon.

v My father does not like tea.

vi She likes drinking coffee.

vii He likes going to the cinema.

viii They go to school in the morning.

ix Last week, we went to Chicago.

x Studying at home is boring.

3 Identify the errors, if any, and provide the necessary corrections.

1 يحبٌ أصدقاءيأكل في المطعم.

2 هوايتى قراءة مجلات.

3 أذهب إلى الجامعة بالسيارة.

4 تتكلّم والدتي لغة فرنسية.

5 أحتاج إلى المساعدة في واجب الكيمياء. أريد أن أذهب إلى مكتبة أستاذ.

6 سافرت إلى كاليفورنيا سنة مضت.

7 لا يجبون محاضرات في صباح.

8 والده مختص في اقتصاد أوروبا.

9 يريد صديقي التخصص في دراسات عربية.
10 تُحبُ صديقتِي زيارة آثار بلدها وآثار العالم.

4 **Fill in the blank (in the passage below from «كَليْلَةٌ وِدْمَانَة») with the definite article where necessary.**

زَعُمَوا أنَّ _أسد_ كان في _غابة_ مَجاورَة لِطَريقِ من_طُرُق_ ناس، وكان لَهُ _ أصحاب_ ثلاثة: _ذئب_ و_غراب_ و_ابن آوى، وأن_ _رِعاة_ مُروا بذلك_ _طَريق. فَخْلَف_ _جمَل، فدُخَل_ _غابة_ حتَّى جاء إلى _أسد. فقال_ لَهُ _أسد: مَنْ أيْنَ جَنِتْ؟ فقال_ _جمَل: مَنْ مَوْضِعٍ كَذا.

5 **Fill in the blank (in the passage below from «أَنْثِلُ مِنْ رَضْوَى») with the definite article where necessary.**

كَبَّرَتْ «مي». تَحَصَّلَتْ في _لغَة_ صينيَّة. وأُصِبَّتْ _مُتَرِجمَة. وكَبَّرَتْ _مَهَا. دُرَسَتْ _اقتصاد وتَزْوَجَتْ وأَتَجَبَتْ _ولَديْن. و«هنَّد» أيَّضاً تَحَرَّجَتْ من_ _جامعة، دُرَسَتْ _لغَة_ إنْجِليزِيَّة وآدابها وأُصِبَّتْ _مُدرِّسة، وتَزْوَجَتْ و«مُصْطَفَى» الذي كان يَجْلِسُ عَلَى _دَرَجَةٍ من_ _دَرَجات_ سَلَم، يَنْهَمُ في _قراءَة_ قِصَصٍ مَعَامَرات، نِنْداً عَلَى لِتَنَاوِل_ عَدَاءٍ فيّشيٍّ _بالْطَّرِيْق. لَنْ _كتَابُ الْذِّي فِي يَدُهِ مَفْتَوحٌ أَمَامَ عَيْنَيْهِ، يَوَاصِلُ _قراءَةٍ فِيهِ. كَبَّرَ _مُصْطَفَى» وَتَخْرَجَ مِنْ _كِلِّية_ هَندِسَة.
References