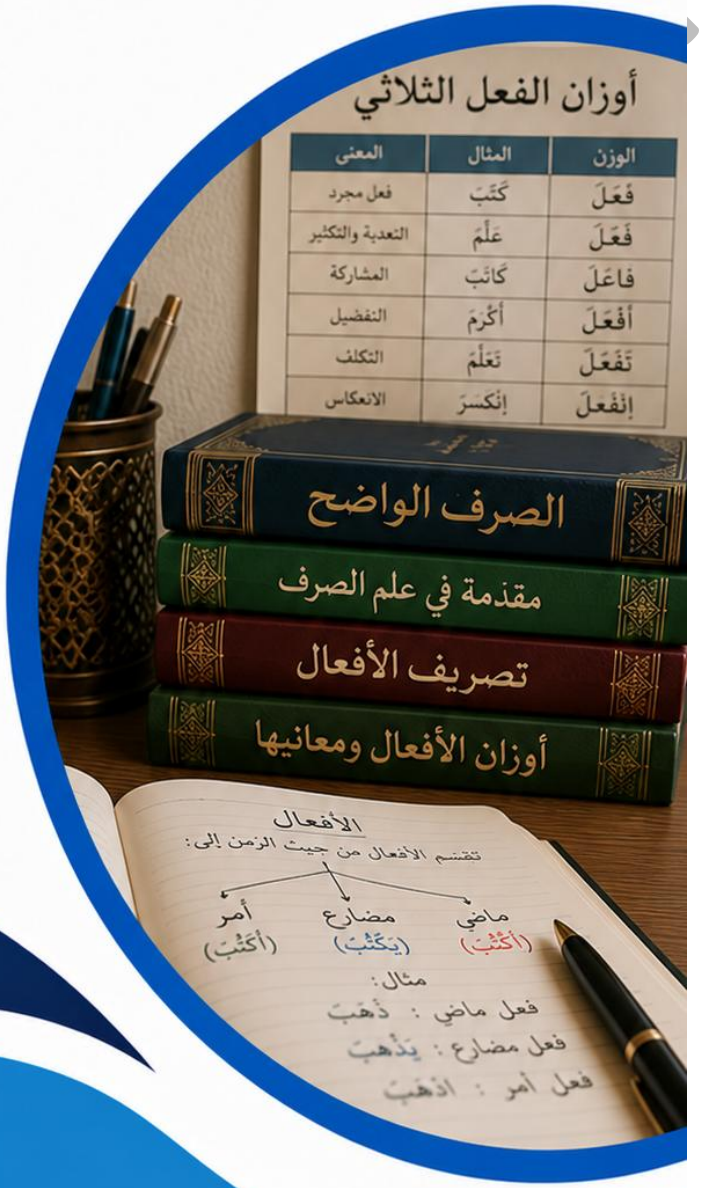
La-Net

ARA 205

MORPHOLOGY OF VERBS



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Course code: ARA 205

Course title: Morphology of Verbs

Course credit load: 2 Units

Series 1: Foundations of Arabic Morphology

Part 1: Definition and Scope of Morphology

- Sub-Part 1.1: Meaning of Morphology in Arabic
- Sub-Part 1.2: Importance of Morphology in Verbal Analysis
- Sub-Part 1.3: Relationship between Morphology and Grammar

Part 2: Historical and Linguistic Background

- Sub-Part 2.1: Origins of Morphological Study in Arabic
- Sub-Part 2.2: Contributions of Classical Scholars
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Part 3: Core Concepts in Arabic Morphology

- Sub-Part 3.1: Morphological Units and Scales
- Sub-Part 3.2: Basic Terminology in Morphology
- Sub-Part 3.3: Application to Verbal Structures

Part 4: Role of Morphology in Arabic Language Learning

- Sub-Part 4.1: Morphology as a Tool for Word Formation
- Sub-Part 4.2: Morphology in Understanding Derivation
- Sub-Part 4.3: Morphology in Practical Language Use

Introduction

Language is not only a means of communication, it is also a system built upon rules and structures that give words their form and meaning. In Arabic, these rules are deeply rooted in **morphology**, the study of word formation and structure. For learners of Arabic, understanding morphology is essential because it provides the foundation for analysing verbs, recognising patterns, and appreciating how words are derived and connected. This Series will therefore set the stage for your journey into Arabic verbal morphology by introducing you to its basic concepts and relevance.

The aim of this Series is to familiarise you with the fundamental principles of Arabic morphology, to explain its scope and background, and to equip you with the essential concepts that will support your study of verbs throughout the course.

We shall commence this Series by defining morphology and examining its scope within the Arabic language. Next, we will explore the historical and linguistic background that shaped the study of morphology, including contributions from classical scholars. Following that, we will move on to core concepts such as morphological units, scales, and terminology, showing how they apply to verbal structures. Finally, we will wrap up by considering the role of morphology in Arabic language learning, highlighting its importance in word formation, derivation, and practical usage.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define the meaning and scope of **morphology** in the Arabic language,
- **SLO 1.2** explain the importance of morphology in verbal analysis and its relationship with grammar,
- **SLO 1.3** describe the historical development of morphological study in Arabic and identify contributions of classical scholars,
- **SLO 1.4** analyse the relevance of morphology in modern Arabic linguistic studies,
- **SLO 1.5** identify and explain key **morphological units** and scales used in Arabic,

- **SLO 1.6** apply basic morphological terminology to the analysis of Arabic verbal structures, and
- **SLO 1.7** evaluate the role of morphology in Arabic language learning, particularly in word formation, derivation, and practical usage.

1.1 Definition And Scope Of Morphology

1.1.1 Meaning of morphology in Arabic

Morphology is the branch of linguistics that studies the internal structure of words and how they are formed. In Arabic, morphology is known as **الصرف (al-ṣarf)**, which refers to the science of analysing the forms of words, especially verbs, and understanding how they change to convey different meanings. For example, the root **كتب (kataba, "to write")** can generate multiple forms such as **كاتب (kātib, "writer")**, **مكتوب (maktūb, "written")**, and **كتاب (kitāb, "book")**.

Fill in the blank: Morphology in Arabic is called _____, and it focuses on analysing the forms of words.

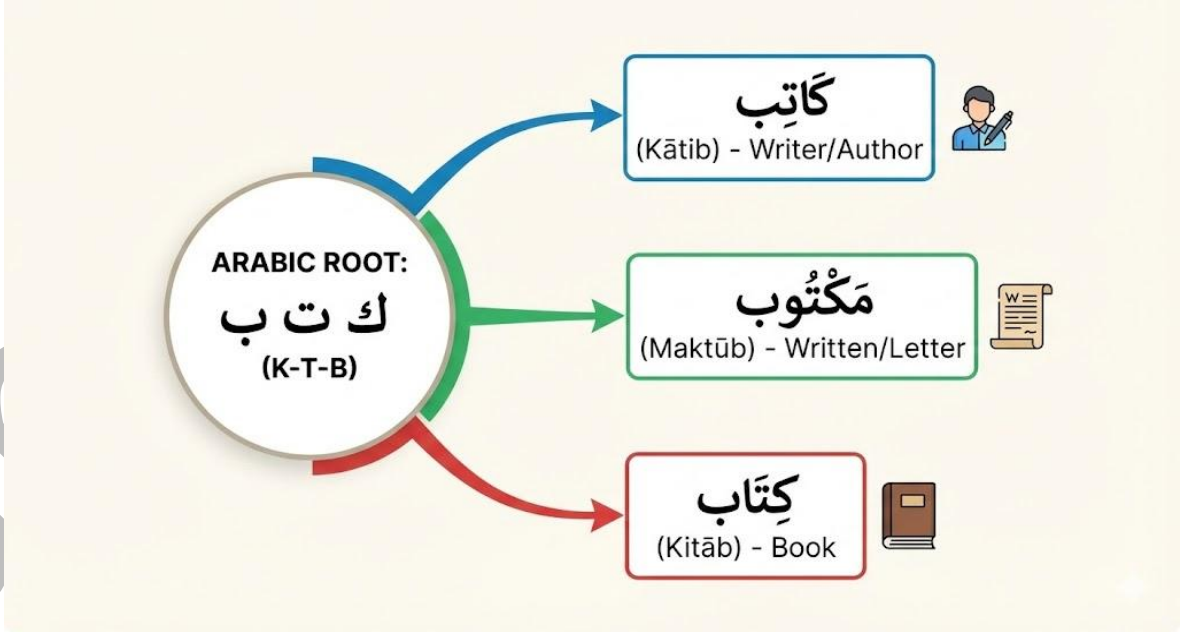

Figure 1.1 Root and derived forms of كتب

1.1.2 Importance of morphology in verbal analysis

Morphology is crucial in Arabic because verbs are central to sentence construction. By studying morphology, learners can identify how verbs change according to tense, voice, and mood. For instance, the verb **كتب (kataba)** in the past tense changes to **يكتب (yaktubu)** in the present tense, and to **اكتب (uktub)** in the imperative form. These changes are governed by morphological rules that learners must master to analyse Arabic texts accurately.

Fill in the blank: The verb كتب changes to _____ in the present tense and _____ in the imperative form.

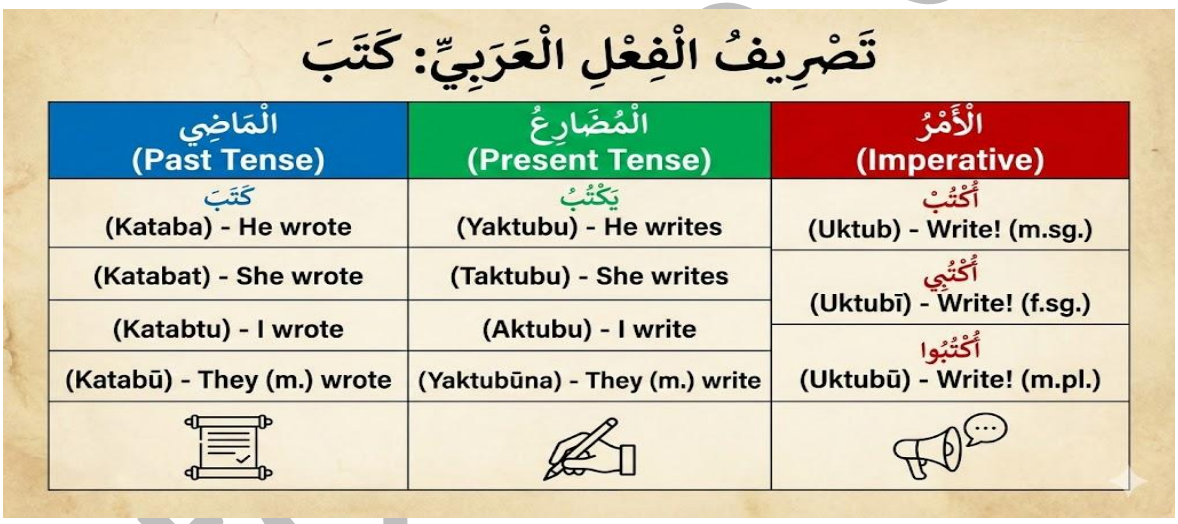

Plate 1.1 Verb forms of كتب in different tenses.

1.1.3 Relationship between morphology and grammar

Grammar in Arabic, known as **النحو (al-naḥw)**, deals with how words function in sentences, while morphology focuses on how words are formed. The two are closely related: morphology provides the building blocks, and grammar arranges them into meaningful structures. For instance, morphology explains how the word **طالب (ṭālib, "student")** is derived, while grammar explains how it functions as the subject in a sentence such as **جاء الطالب (jāʾa al-ṭālib, "the student came")**.

Fill in the blank: Grammar in Arabic is called _____ _, and it explains how words function in sentences.

Aspect	Morphology (الصرف)	Grammar (النحو)
Definition	Study of word forms and patterns.	Study of sentence structure and syntax.
Focus	How words are built: roots, patterns, conjugations.	How words function in sentences: case endings, roles, agreement.
Example	Verb pattern: كَتَبَ → يَكْتُبُ → أُكْتُبْ	Sentence structure: كَتَبَ الطّالِبُ دَرْسًا (*The student wrote a lesson*)
Key Topics	Verb forms, noun patterns, plurals, derivation.	Subject-predicate agreement, case endings, word order.
Purpose	Understand word formation and meaning.	Ensure correct sentence construction and clarity.

Box 1.1 Distinction between morphology and grammar

Pilot questions 1.1

1. What is the Arabic term for morphology, and what does it study?
2. Give one example of how the root كتب generates different word forms.
3. Why is morphology important in analysing Arabic verbs?
4. What is the difference between morphology and grammar in Arabic?
5. Provide the present tense and imperative forms of the verb كتب.

1.2 Historical And Linguistic Background

1.2.1 Origins of morphological study in Arabic

The study of **morphology** in Arabic, known as **علم الصرف (ʿilm al-ṣarf)**, dates back to the early centuries of Islamic scholarship. Scholars recognised that the Arabic language, with its rich

system of roots and patterns, required systematic analysis to preserve its accuracy and purity. Early grammarians such as **الخليل بن أحمد الفراهيدي (al-Khalīl ibn Aḥmad al-Farāhīdī)** and **سيبويه (Sībawayh)** laid the foundations of morphological study by documenting how words are derived from triliteral and quadriliteral roots. Their works ensured that learners could trace the structure of words and understand how meaning changes with different forms.

Fill in the blank: The scholar who authored the famous book "الكتاب" and contributed significantly to morphology was _____.

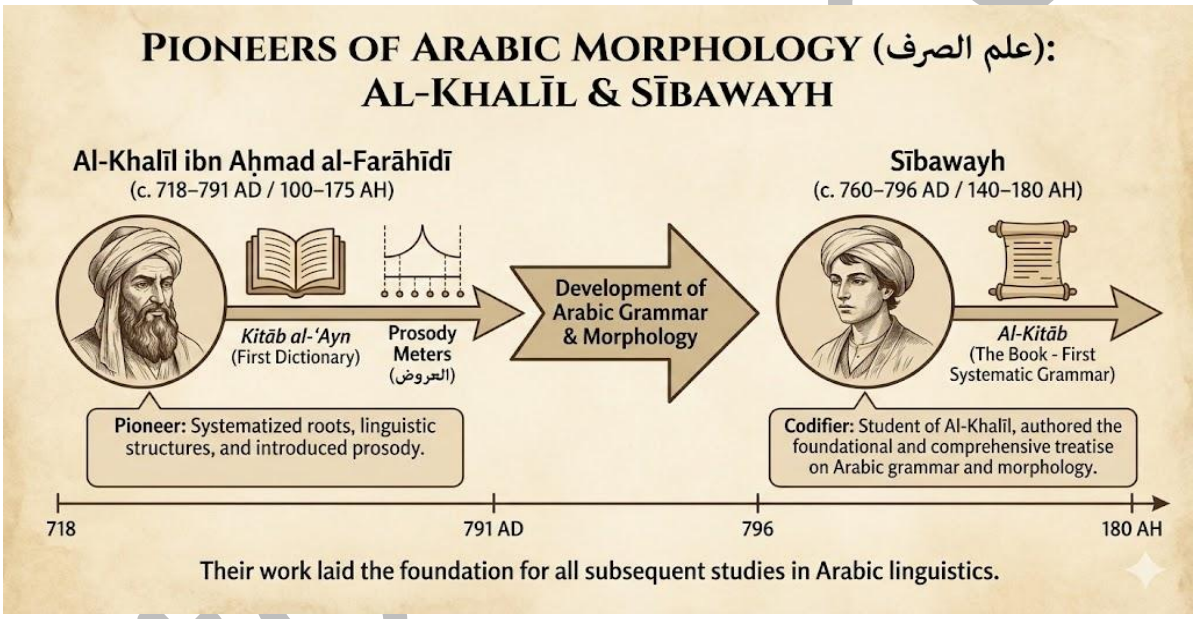

Figure 1.2 Timeline of early contributors to Arabic morphology.

1.2.2 Contributions of classical scholars

Classical scholars documented rules that guided the formation of words and their transformations. For example, they explained how the root **علم (ʿalima, "to know")** produces forms such as **عالم (ʿālim, "knower")**, **معلوم (maʿlūm, "known")**, and **تعليم (taʿlīm, "teaching")**. These contributions were preserved in texts that became reference points for generations of learners. The emphasis was not only on preserving the Qur'anic language but also on ensuring that Arabic remained a precise medium for science, literature, and communication.

Fill in the blank: The word تعليم is derived from the root _____, which means "to know."

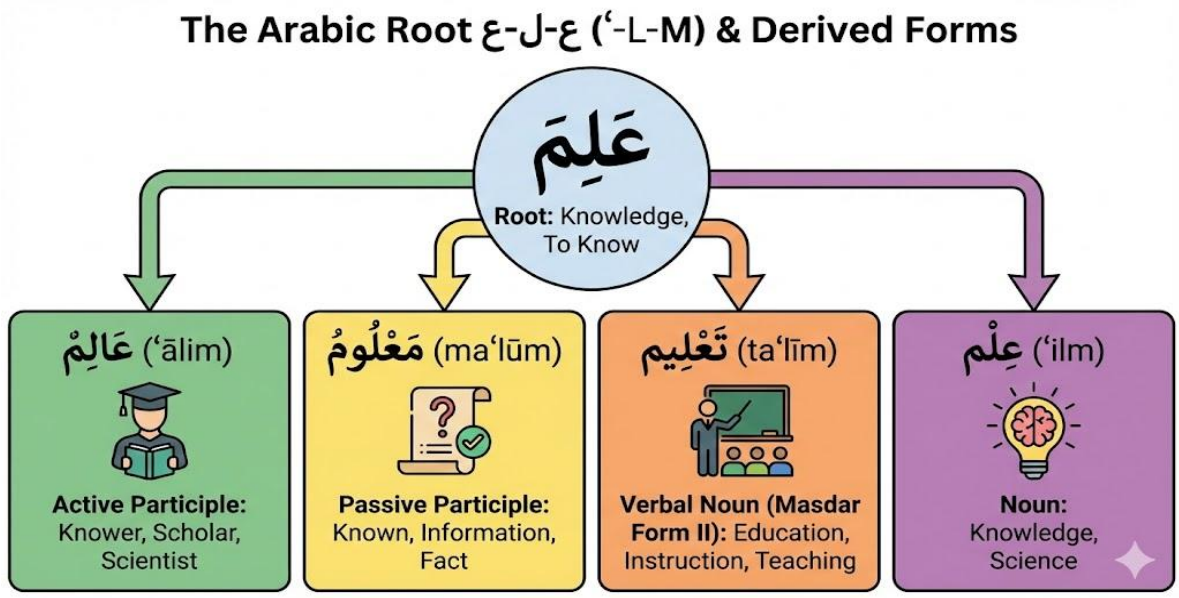

Plate 1.2 Derived forms from the root علم.

1.2.3 Modern relevance of morphology

In modern times, morphology continues to play a vital role in Arabic linguistics. It is used in teaching Arabic as a foreign language, in computational linguistics, and in preserving classical texts. For learners today, morphology provides the key to unlocking the meaning of complex words and understanding how they function in different contexts. For instance, recognising that **مكتبة (maktaba, "library")** is derived from the root **كتب (kataba, "to write")** helps learners connect the concept of writing with the place where books are stored.

Fill in the blank: The word مكتبة is derived from the root _____, which means "to write."

Application Area	*Example*	*Explanation*
Teaching Arabic (تعليم اللغة العربية)	*Verb conjugation charts, root-pattern exercises.*	*Morphology helps learners understand word formation, enabling*

		accurate reading, writing, and speaking.
Computational Linguistics (اللغويات الحاسوبية)	*Morphological analyzers, Arabic NLP tools.*	*Used in machine translation, speech recognition, and text mining to process word structures and meanings.*
Preservation of Classical Texts (حفظ النصوص التراثية)	*Digitizing and tagging classical dictionaries and Qur'ānic lexicons.*	*Morphological analysis ensures accurate representation of historical word forms and meanings.*
Lexicography (وضع المعاجم)	*Root-based dictionary entries.*	*Morphology guides dictionary structure, helping users trace meanings across derived forms.*
Language Assessment (تقييم اللغة)	*Morphological error detection in writing.*	*Enables precise evaluation of learners' grasp of word formation and grammatical accuracy.*
Artificial Intelligence (الذكاء الاصطناعي)	*Semantic search and intelligent tutoring systems.*	*Morphology enhances AI's ability to understand and generate Arabic text contextually.*

Box 1.2 Modern applications of Arabic morphology

Pilot questions 1.2

1. Who were two of the earliest scholars to document Arabic morphology?
2. What is the Arabic term for morphology?
3. Give one example of a word derived from the root علم.
4. Why was morphology important for preserving the Qur'anic language?
5. How is morphology relevant in modern Arabic studies?

1.3 Core Concepts In Arabic Morphology

1.3.1 Morphological units and scales

In Arabic, words are built from **roots** and **patterns**. A **root** (جذر, *jidh'r*) is the basic set of consonants, usually three, that carries the core meaning of a word. For example, the root **كتب (k-t-b)** conveys the idea of writing. A **pattern** (وزن, *wazn*) is the template of vowels and additional consonants applied to the root to form different words. Together, roots and patterns create a **morphological scale**, which is a systematic way of generating word forms.

Fill in the blank: The Arabic word كتاب is formed from the root _____ and the pattern _____.

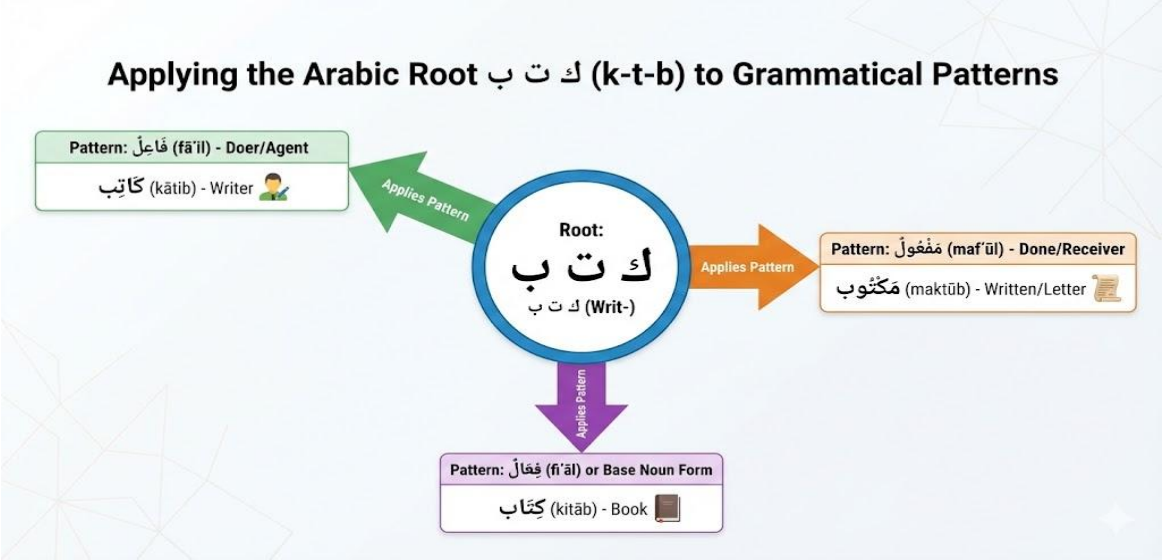

Figure 1.3 Root and pattern interaction in Arabic morphology.

1.3.2 Basic terminology in morphology

Several key terms are used in Arabic morphology. **Triliteral roots** are roots made up of three consonants, such as **علم (ʿ-l-m)** meaning "to know." **Quadriliteral roots** consist of four consonants, such as **دحرج (d-ḥ-r-j)** meaning "to roll." The **derived forms** (الأوزان المشتقة) are variations of a root that express different grammatical or semantic functions. For example, from the root **علم**, we derive **عالم (ʿālim, "knower")**, **معلوم (maʿlūm, "known")**, and **تعليم (taʿlīm, "teaching").**

Fill in the blank: A root with four consonants, such as دحرج, is called a _____ root.

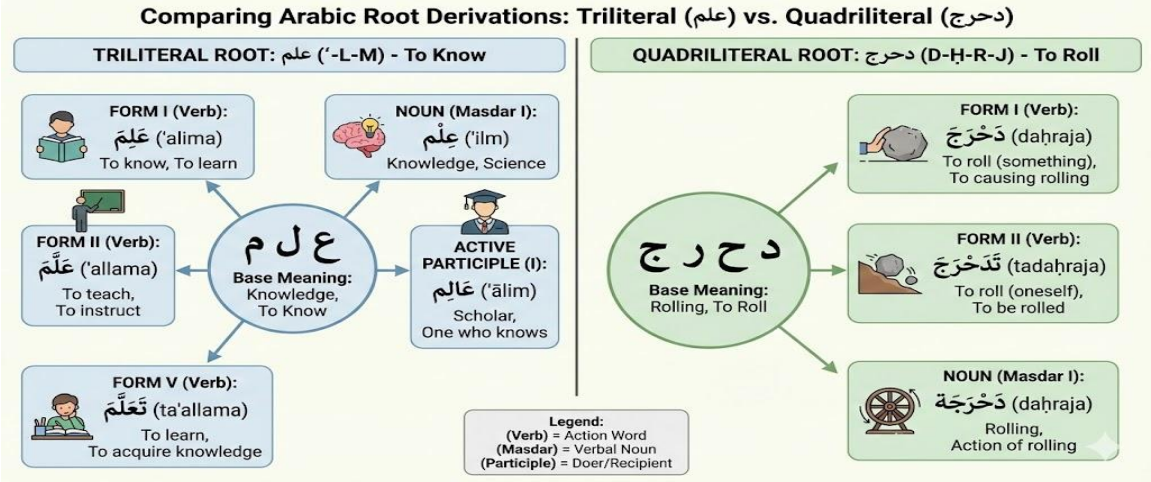

Plate 1.3 Examples of triliteral and quadriliteral roots.

1.3.3 Application to verbal structures

Morphology is especially important in verbs because it explains how they change according to tense, voice, and mood. For example, the root **كتب (k-t-b)** can be applied to the pattern **فعل (faʿala)** to form **كتب (kataba, "he wrote")**, then modified to **يكتب (yaktubu, "he writes")**, and further to **اكتب (uktub, "write!")**. These transformations follow predictable rules, allowing learners to analyse and predict verb forms.

Fill in the blank: The imperative form of the verb كتب is _____.

Tense	***Arabic Form***	***Transliteration***	***English Meaning***
Past (الماضي)	كتبَ	*kataba*	*He wrote*
	كتبتْ	*katabat*	*She wrote*
	كتبتُ	*katabtu*	*I wrote*
Present (المضارع)	يكتبُ	*yaktubu*	*He writes*

	تكتبُ	*taktubu*	*She writes*
	أكتبُ	*aktubu*	*I write*
Imperative (الأمر)	اكتبْ	*uktub*	*Write! (masc. singular)*
	اكتبي	*uktubī*	*Write! (fem. singular)*
	اكتبوا	*uktubū*	*Write! (plural)*

Box 1.3 Examples of verb transformations from كتب

Pilot questions 1.3

1. What is the difference between a root and a pattern in Arabic morphology?
2. Give one example of a triliteral root and one example of a quadriliteral root.
3. What is the Arabic term for a morphological pattern?
4. How does the root كتب change when applied to different patterns?
5. Provide the imperative form of the verb كتب.

1.4 Role Of Morphology In Arabic Language Learning

1.4.1 Morphology as a tool for word formation

Word formation in Arabic relies on the interaction between roots and patterns. By applying different patterns to a root, learners can generate a wide range of words. For example, the root **كتب (k-t-b, "to write")** produces **كاتب (kātib, "writer")**, **مكتوب (maktūb, "written")**, and **كتاب (kitāb, "book")**. This process demonstrates how morphology equips learners with the ability to recognise and construct words systematically.

Fill in the blank: The word مكتوب is formed from the root _____ and means "written."

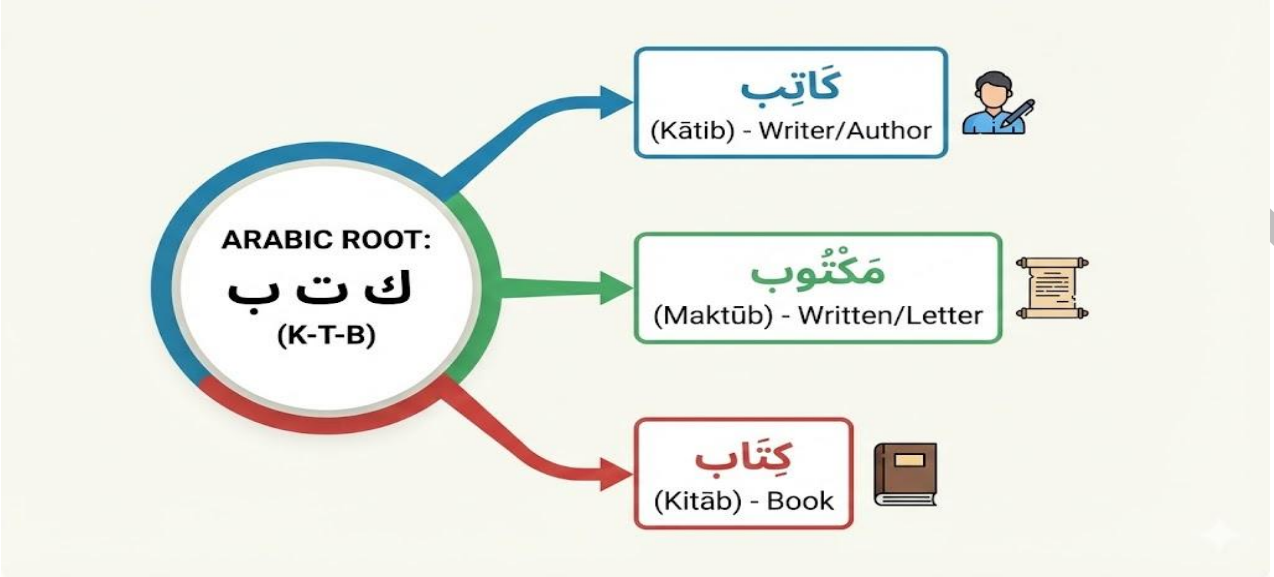

Figure 1.4 Word formation from the root كتب

1.4.2 Morphology in understanding derivation

Derivation (الاشتقاق, *al-ishtiqāq*) is the process of creating new words from a root to express related meanings. For instance, from the root **علم** (**ʿ-l-m, "to know")**, we derive **عالم** (**ʿālim, "knower")**, **معلوم** (**maʿlūm, "known")**, and **تعليم** (**taʿlīm, "teaching")**. By studying derivation, learners can expand their vocabulary and understand how words are semantically connected. This strengthens comprehension and supports accurate interpretation of texts.

Fill in the blank: The word تعليم is derived from the root _____, which means "to know."

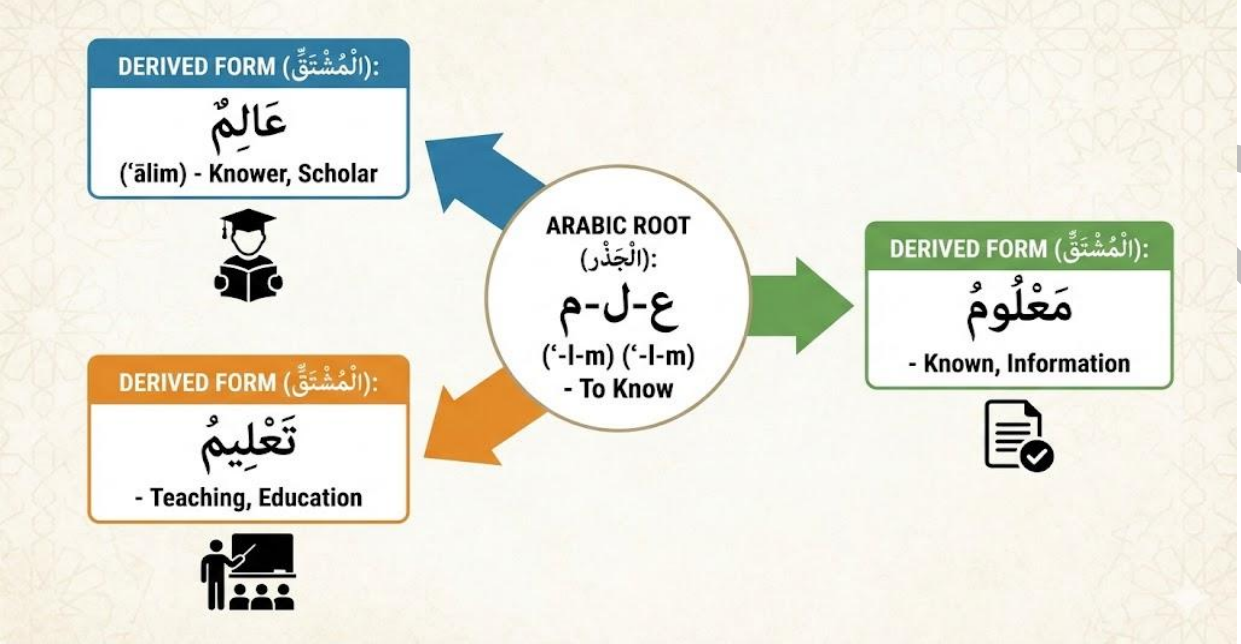

Plate 1.4 Derived forms from the root علم.

1.4.3 Morphology in practical language use

Morphology is not only theoretical but also practical. It helps learners decode unfamiliar words, predict meanings, and use verbs correctly in communication. For example, recognising that **مكتبة (maktaba, "library")** is derived from the root **كتب (k-t-b, "to write")** allows learners to connect the concept of writing with a place where books are stored. This skill is particularly useful in reading comprehension, translation, and everyday conversation.

Fill in the blank: The word مكتبة is derived from the root _____, which means "to write."

Application	***Example***	***Explanation***
Vocabulary Building (تنمية المفردات)	*Root* ***ك-ت-ب*** *→ كتاب (book), مكتبة (library), كاتب (writer).*	*Understanding roots and patterns helps learners expand vocabulary systematically.*
Reading Comprehension (فهم المقروء)	*Recognizing verb forms:* ***يكتبون*** *(they*	*Morphology aids in distinguishing tense,*

	write) vs. كتبوا(they wrote).	*number, and meaning for accurate comprehension.*
Translation (الترجمة)	*Differentiating استغفر (he sought forgiveness) vs. غفر (he forgave).*	*Morphological analysis ensures precise translation by capturing subtle differences in meaning.*
Language Teaching (تعليم اللغة)	*Conjugation drills: past, present, imperative.*	*Morphology provides structured methods for teaching word formation and usage.*
Text Analysis (تحليل النصوص)	*Identifying derived forms in Qur'ānic or literary texts.*	*Helps scholars and students interpret nuanced meanings in classical and modern works.*

Box 1.4 Practical applications of morphology in language learning

Pilot questions 1.4

1. How does morphology assist in forming words from a root?
2. What is the Arabic term for derivation, and what does it mean?
3. Give one example of a word derived from the root علم.
4. Why is morphology important in practical language use?
5. Provide the root of the word مكتبة and explain its meaning.

Series Summary

This Series has introduced you to the foundations of Arabic morphology, highlighting its importance as the science of word formation and analysis. Beginning with the definition and

scope of morphology, you explored how it provides the basis for understanding the structure of words and their relationship with grammar. You then examined the historical and linguistic background, learning about the contributions of early scholars and the continuing relevance of morphology in modern studies. Moving on, you studied the core concepts of roots, patterns, and scales, and finally considered the practical role of morphology in Arabic language learning, particularly in word formation, derivation, and everyday usage.

By completing this Series, you should now be able to define the meaning and scope of morphology, explain its importance in verbal analysis, describe its historical development, analyse key morphological units and terminology, apply these concepts to verbal structures, and evaluate its role in language learning. These achievements directly align with the Series Learning Outcomes, ensuring that you are well prepared to progress into the more detailed study of Arabic verbal morphology in the next Series.

Glossary of Terms

Derivation (الاشتقاق): The process of creating new words from a root to express related meanings, such as deriving تعليم (teaching) from علم (to know).

Grammar (النحو): The study of how words function in sentences, focusing on their roles and relationships, distinct from morphology which studies word formation.

Morphological scale (وزن صرفى): A systematic framework in Arabic that combines roots and patterns to generate word forms.

Morphology (الصرف): The branch of linguistics that studies the internal structure of words and how they are formed, especially focusing on verbs in Arabic.

Pattern (وزن): A template of vowels and additional consonants applied to a root to form different words, for example, فاعل applied to كتب produces كاتب (writer).

Quadriliteral root: A root made up of four consonants, such as دحرج (d-ḥ-r-j), meaning "to roll."

Root (جذر): The basic set of consonants, usually three or four, that carries the core meaning of a word, for example كتب (k-t-b) meaning "to write."

Triliteral root: A root made up of three consonants, such as علم (ʿ-l-m), meaning "to know."

Word formation: The process of generating words by applying patterns to roots, resulting in related words such as كتاب (book), كاتب (writer), and مكتوب (written) from كتب.

Concept Check Questions [Series 1]

Objective Questions

1. The Arabic term for morphology is:

A. النحو
B. الصرف
C. الاشتقاق
D. الجذر

(Linked to SLO 1.1)

2. Which of the following is a triliteral root?

A. دحرج
B. علم
C. مكتبة
D. تعليم

(Linked to SLO 1.5)

3. Morphology focuses on:

A. Word formation

B. Sentence arrangement

C. Phonetics

D. Semantics

(Linked to SLO 1.2)

4. The imperative form of the verb كتب is:

A. يكتب

B. اكتب

C. كتب

D. كتاب

(Linked to SLO 1.6)

5. Which scholar authored "الكتاب" and contributed significantly to Arabic morphology?

A. ابن مالك

B. سيبويه

C. الفراهيدي

D. ابن خلدون

(Linked to SLO 1.3)

Short-Answer Questions

6. Define morphology and explain its scope in Arabic. *(Linked to SLO 1.1)*

7. Give one example of a word derived from the root علم and explain its meaning. *(Linked to SLO 1.5)*

8. Explain the difference between morphology (الصرف) and grammar (النحو). *(Linked to SLO 1.2)*

9. Identify one modern application of morphology in Arabic language learning. *(Linked to SLO 1.7)*

10. Describe the role of roots and patterns in forming Arabic words. *(Linked to SLO 1.5)*

Long-Answer Questions

11. Analyse the contributions of classical scholars such as الفراهيدي and سيبويه to the study of Arabic morphology. *(Linked to SLO 1.3)*

12. Evaluate the importance of morphology in practical Arabic language learning, particularly in

vocabulary building and comprehension. *(Linked to SLO 1.7)*

13. Apply the concept of morphological scales to demonstrate how the root كتب generates different word forms. *(Linked to SLO 1.6)*

Answers to Concept Check Questions [Series 1]

Objective Questions

1. B

2. B

3. A

4. B

5. B

Short-Answer Questions

6. Morphology (الصرف) is the study of word formation and structure in Arabic, focusing on how words are derived and transformed.

7. From the root **علم**, the word **تعليم** means "teaching."

8. Morphology studies how words are formed, while grammar (النحو) studies how words function in sentences.

9. One modern application is in **computational linguistics**, where morphology helps in natural language processing.

10. Roots provide the core meaning, while patterns add vowels and consonants to form new words.

Long-Answer Questions

11. Analyse the contributions of classical scholars such as الفراهيدي and سيبويه to the study of Arabic morphology.

- *Basic response:* الفراهيدي introduced systematic analysis of roots and patterns, while سيبويه documented rules in "الكتاب."
- *Value-added response:* Beyond their foundational work, these scholars influenced later grammarians and ensured the preservation of Qur'anic language, making morphology central to Arabic linguistic heritage.

12. Evaluate the importance of morphology in practical Arabic language learning, particularly in vocabulary building and comprehension.

- *Basic response:* Morphology helps learners recognise word forms, derive meanings, and use verbs correctly.
- *Value-added response:* It also supports translation, reading comprehension, and computational applications, making it indispensable for both traditional and modern contexts.

13. Apply the concept of morphological scales to demonstrate how the root كتب generates different word forms.

- *Basic response:* كتب (kataba) becomes كاتب (writer), مكتوب (written), and كتاب (book) through different patterns.
- *Value-added response:* By applying scales systematically, learners can predict new forms such as مكتبة (library) and كتابة (writing), showing how morphology expands vocabulary and connects meanings.

Answers to Pilot Questions [Series 1]

Pilot Questions 1.1

1. **Arabic term for morphology and what it studies**
    - The Arabic term is **الصرف (al-ṣarf)**.
    - It studies the structure of words, how roots are transformed into different forms, and how meaning changes through patterns.
2. **Example from the root كتب**
    - Root: **كتب**(to write).
    - Examples: **كاتب**(writer), **كتاب**(book), **مكتوب**(written).
3. **Importance of morphology in analysing Arabic verbs**
    - Morphology shows how verbs change with tense, voice, and subject.
    - It helps identify correct conjugations and meanings, ensuring accurate interpretation.
4. **Difference between morphology and grammar in Arabic**
    - **Morphology (الصرف):** Focuses on word formation and internal structure.
    - **Grammar (النحو):** Focuses on sentence structure, syntax, and relationships between words.
5. **Present tense and imperative of كتب**
    - Present tense: **يكتب**(he writes).
    - Imperative: **اكتبْ**(write!).

Pilot Questions 1.2

1. **Two earliest scholars of Arabic morphology**
    - **الخليل بن أحمد الفراهيدي (al-Khalīl ibn Aḥmad al-Farāhīdī).**
    - **سيبويه (Sībawayh).**
2. **Arabic term for morphology**
    - **الصرف (al-ṣarf).**
3. **Example from the root علم**

- علم(to know).
- Derived word: عالم(scholar), علم(science/knowledge).

4. **Importance for preserving Qur'anic language**
   - Morphology ensured accurate understanding of word forms in the Qur'an.
   - It protected meanings from distortion and preserved linguistic integrity.
5. **Relevance in modern Arabic studies**
   - Helps in teaching Arabic as a second language.
   - Supports computational linguistics, translation, and lexicography.
   - Aids in understanding classical texts and modern usage.

Pilot Questions 1.3

1. **Difference between a root and a pattern**
   - **Root (جذر):** Basic set of consonants carrying core meaning (e.g., كتب = write).
   - **Pattern (وزن):** Template of vowels and affixes applied to roots to form words.
2. **Examples of triliteral and quadriliteral roots**
   - Triliteral: كتب(write).
   - Quadriliteral: دحرج(to roll).
3. **Arabic term for morphological pattern**
   - **وزن (wazn).**
4. **How كتب changes with patterns**
   - كاتب(writer, pattern فاعل).
   - كتاب(book, pattern فعال).
   - مكتوب(written, pattern مفعول).
5. **Imperative form of كتب**
   - اكتبْ(write!).

Pilot Questions 1.4

1. **How morphology assists in forming words from a root**
    - By applying patterns (أوزان) to roots, morphology generates nouns, verbs, adjectives, and participles.
2. **Arabic term for derivation and its meaning**
    - **اشتقاق (ishtiqāq).**
    - It means deriving new words from a root to expand vocabulary.
3. **Example from the root علم**
    - تعليم(teaching).
    - علامة(sign).
4. **Importance in practical language use**
    - Enables speakers to form correct words for communication.
    - Helps learners understand word families and meanings.
    - Supports reading comprehension and writing accuracy.
5. **Root of مكتبة and its meaning**
    - Root: كتب(write).
    - مكتبةmeans "library," a place for books (derived from the idea of writing).

References and Attributions [Series 1]

Textual References

1. Al-Khalīl ibn Aḥmad al-Farāhīdī. *Kitāb al-ʿAyn*. Early foundational work on Arabic morphology.
2. Sībawayh. *Al-Kitāb*. Classical text documenting rules of Arabic grammar and morphology.
3. Ibn Jinnī. *Al-Khaṣāʾiṣ*. Contribution to the study of Arabic linguistics and morphology.
4. Contemporary references on Arabic morphology and grammar were adapted from Open Educational Resources (OER) in linguistics and Islamic studies.

Illustration References

- **Figure 1.1 Root and derived forms of كتب**
  - AI-generated using prompt: *"Create a diagram showing the Arabic root كتب and its derived forms such as كتاب, مكتوب, كاتب."*
  - Suggested OER search string: *"Arabic morphology root كتب diagram OER"*.
- **Plate 1.1 Verb forms of كتب in different tenses**
  - AI-generated using prompt: *"Create an educational chart showing the Arabic verb كتب in past, present, and imperative forms."*
  - Suggested OER search string: *"Arabic verb كتب tense chart OER"*.
- **Box 1.1 Distinction between morphology and grammar**
  - AI-generated using prompt: *"Create a simple table comparing Arabic morphology (الصرف) and grammar (النحو) with examples."*
  - Suggested OER search string: *"Arabic morphology vs grammar comparison OER"*.
- **Figure 1.2 Timeline of early contributors to Arabic morphology**
  - AI-generated using prompt: *"Create a timeline diagram showing al-Khalīl ibn Aḥmad al-Farāhīdī and Sībawayh as pioneers of Arabic morphology."*
  - Suggested OER search string: *"Arabic morphology history timeline OER"*.
- **Plate 1.2 Derived forms from the root علم**
  - AI-generated using prompt: *"Create a chart showing the Arabic root علم and its derived forms عالم, معلوم, تعليم."*
  - Suggested OER search string: *"Arabic morphology علم root chart OER"*.
- **Box 1.2 Modern applications of Arabic morphology**
  - AI-generated using prompt: *"Create a table listing modern applications of Arabic morphology such as teaching, computational linguistics, and preservation of texts."*
  - Suggested OER search string: *"modern applications of Arabic morphology OER"*.
- **Figure 1.3 Root and pattern interaction in Arabic morphology**
  - AI-generated using prompt: *"Create a diagram showing the Arabic root كتب applied to patterns like فاعل, مفعول, and كتاب."*
  - Suggested OER search string: *"Arabic morphology root and pattern diagram OER"*.
- **Plate 1.3 Examples of triliteral and quadriliteral roots**

- AI-generated using prompt: *"Create a chart showing triliteral root علم with its derived forms, and quadriliteral root دحرج with examples."*
- Suggested OER search string: *"Arabic triliteral quadriliteral roots chart OER"*.

- **Box 1.3 Examples of verb transformations from كتب**
  - AI-generated using prompt: *"Create a table showing the Arabic verb كتب in past, present, and imperative forms with transliteration."*
  - Suggested OER search string: *"Arabic verb كتب transformations OER"*.
- **Figure 1.4 Word formation from the root كتب**
  - AI-generated using prompt: *"Create a diagram showing the Arabic root كتب and its derived forms كتاب, مكتوب, كاتب."*
  - Suggested OER search string: *"Arabic morphology word formation كتب OER"*.
- **Plate 1.4 Derived forms from the root علم**
  - AI-generated using prompt: *"Create a chart showing the Arabic root علم with derived forms تعليم, معلوم, عالم."*
  - Suggested OER search string: *"Arabic morphology derivation علم OER"*.
- **Box 1.4 Practical applications of morphology in language learning**
  - AI-generated using prompt: *"Create a table listing practical applications of Arabic morphology such as vocabulary building, reading comprehension, and translation."*
  - Suggested OER search string: *"Arabic morphology practical applications OER"*.

Series 2: The Morphological Scale in Arabic Verbs

Part 2.1 Introduction to Verb Scales

- 2.1.1 Definition and purpose of scales
- 2.1.2 Relationship between roots and verb forms
- 2.1.3 Importance of scales in verb analysis

Part 2.2 Triliteral Verb Scales

- 2.2.1 Basic form (Form I)
- 2.2.2 Derived forms (Forms II–X)
- 2.2.3 Semantic functions of triliteral scales

Part 2.3 Quadriliteral Verb Scales

- 2.3.1 Basic quadriliteral forms
- 2.3.2 Derived quadriliteral forms
- 2.3.3 Usage in classical and modern Arabic

Part 2.4 Applications of Verb Scales in Learning

- 2.4.1 Verb conjugation across tenses
- 2.4.2 Predicting meanings through scales
- 2.4.3 Practical applications in translation and comprehension

Introduction

In the last Series, we explored the foundations of Arabic morphology, focusing on roots, patterns, and the processes by which words are formed. That knowledge now serves as a stepping stone to a deeper understanding of how verbs operate within the Arabic language. Verbs are central to communication, and their scales provide a systematic way of recognising, generating, and interpreting meaning. By studying verb scales, learners will gain insight into the mechanics of Arabic word formation and appreciate how structure and meaning are closely intertwined.

The aim of this Series is to introduce you to the concept of morphological scales in Arabic verbs and to equip you with the ability to identify, analyse, and apply these scales in both triliteral and quadriliteral forms. This will strengthen your grasp of verb conjugation, enrich your vocabulary, and enhance your overall comprehension of Arabic texts.

We shall commence this Series by examining the definition and purpose of verb scales, highlighting their relationship with roots and their importance in analysis. Next, we will study triliteral verb scales, beginning with the basic form and moving on to derived forms and their semantic functions. Following that, we will explore quadriliteral verb scales, considering both their basic and derived forms and their usage in classical and modern Arabic. Finally, we will wrap up by applying verb scales to practical contexts such as conjugation, prediction of meanings, and language learning applications, thereby rounding off the Series with skills that are directly useful for learners.

Series Learning Outcomes

Series 2: The Morphological Scale in Arabic Verbs

Upon completing this Series, you should be able to:

- **SLO 2.1** define the concept of morphological scales and explain their purpose in Arabic verb analysis.
- **SLO 2.2** describe the basic triliteral verb scale (Form I) and its structural features.

- **SLO 2.3** analyse the derived triliteral verb scales (Forms II–X) and demonstrate their semantic functions.
- **SLO 2.4** identify the basic quadriliteral verb scales and illustrate their usage with examples.
- **SLO 2.5** evaluate the derived quadriliteral verb scales and discuss their relevance in classical and modern Arabic.
- **SLO 2.6** apply verb scales to conjugate verbs across different tenses and voices.
- **SLO 2.7** demonstrate how verb scales can be used to predict meanings and support vocabulary development.

2.1 Introduction to Verb Scales

Arabic verbs are organised through systematic patterns known as **الموازين الصرفية**(morphological scales). A **morphological scale** is a structural template into which root consonants are inserted to generate words. These scales allow learners to recognise verb structures, predict meanings, and understand how different forms are derived. By mastering verb scales, you will gain confidence in analysing verbs and applying them in both classical and modern contexts.

Fill in the blank: The Arabic term for morphological scales is _____.

2.1.1 Definition and purpose of scales

A **scale** (**وزن**) in Arabic morphology is a fixed pattern of consonants and vowels used to measure and classify words. The most common scale is **فعل (faʿala)**, which serves as the model for triliteral verbs. Each letter in the scale corresponds to a root consonant, making it easier to see how roots fit into patterns. The purpose of scales is to provide consistency in analysing verbs and to help learners identify forms and meanings quickly.

Fill in the blank: The template most often used to represent triliteral verbs is _____.

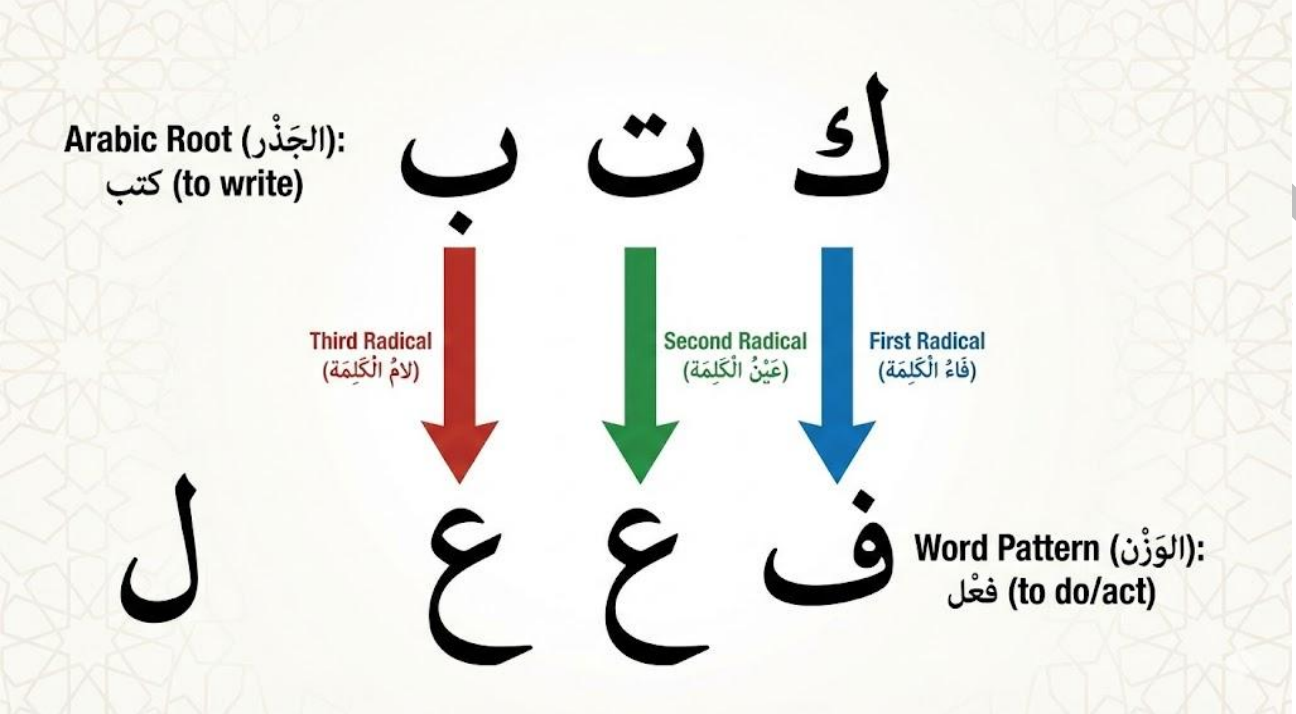

Figure 2.1 Root fitted into the verb scale ***فعل***

2.1.2 Relationship between roots and scales

A **root** (**جذر**) is the basic set of consonants that carries meaning, while a **scale** (**وزن**) is the pattern that shapes the root into a usable word. For example, the root **كتب (k-t-b)** conveys the idea of writing. When placed into the scale **فعل**, it becomes **كتب (kataba)**, meaning "he wrote." Other scales applied to the same root produce words such as **كاتب (kātib, writer)**, **مكتوب (maktūb, written)**, and **كتاب (kitāb, book)**.

Fill in the blank: The root **كتب** means _____.

Pattern (وزن)	***Formed Word***	***Meaning***
فَعَلَ	كتب	*He wrote*
يَفْعُلُ	يكتب	*He writes (present tense)*

Pattern (وزن)	*Formed Word*	*Meaning*
أُفْعُلْ	اكتب	*Write! (imperative)*
فَاعِل	كاتب	*Writer*
مَفْعُول	مكتوب	*Written*
فِعَال	كتاب	*Book*
مَفْعَل	مكتب	*Office / desk*
مَفْعَلَة	مكتبة	*Library*
تَفَعُّل	كتابة	*Writing (noun, act of writing)*
اِسْتِفْعَال	استكتاب	*Requesting someone to write*
فُعَيْل	كتيب	*Booklet / small book*

Table 2.1 Examples of the root **كتب** *in different scales*

2.1.3 Importance of scales in verb analysis

Verb scales are essential because they allow learners to decode unfamiliar words, recognise grammatical functions, and predict meanings. They also help in distinguishing between basic and derived forms. For instance, the scale **فعّل (faʿʿala)** often conveys causative meaning, as in **علّم (ʿallama, to teach)** derived from **علم (ʿalima, to know)**. Similarly, **استفعل (istafʿala)** often conveys the sense of seeking or requesting, as in **استغفر (istaghfara, to seek forgiveness)**.

Fill in the blank: The scale **فعّل** often conveys the _____ meaning.

Scale (وزن)	Semantic Function	Example	Meaning
فعّل (Form II)	Causative / Intensification	**درّس**(from درس)	To teach (cause to study)
فاعَل (Form III)	Participation / Mutual action	**قاتل**(from قتل)	To fight (mutual fighting)
أفعَل (Form IV)	Causative / Declarative	**أكرم**(from كرم)	To honor (cause to be noble)
تَفَعَّل (Form V)	Reflexive / Intensive	**تعلّم**(from علم)	To learn (make oneself know)
تَفاعَل (Form VI)	Reciprocal / Mutual	**تقاتل**(from قتل)	To fight each other
اِنْفَعَل (Form VII)	Passive / Reflexive	**انكسر**(from كسر)	To be broken

اِفْتَعَل (Form VIII)	Reflexive / Effort	**اجتهد**(from جهد)	To strive, exert effort
اِسْتَفْعَل (Form X)	Request / Seeking	**استغفر**(from غفر)	To seek forgiveness

Box 2.1 Common semantic functions of verb scales

Pilot questions 2.1

1. Define the term **الموازين الصرفية** and explain its purpose in Arabic morphology.
2. What is the most common scale used to represent triliteral verbs?
3. Give one example of a word derived from the root **كتب** using a different scale.
4. Which semantic function is commonly associated with the scale **فعّل**?
5. Explain how the scale **استفعل** modifies the meaning of a root.

2.2 Triliteral Verb Scales

Arabic verbs are often derived from **الجذر الثلاثي** (triliteral roots), which consist of three consonants. These roots form the backbone of the language, and when inserted into different **الموازين الصرفية** (morphological scales), they generate a wide variety of words with related meanings. By studying triliteral verb scales, you will learn how to recognise basic forms, explore derived forms, and understand the semantic functions that each scale conveys.

Fill in the blank: A triliteral root is made up of _____ consonants.

2.2.1 Basic forms (Form I)

The most fundamental triliteral verb scale is **فعل (faʿala)**. This scale serves as the model for all triliteral verbs. For example, the root **كتب (k-t-b)**, meaning "to write," when placed into the scale **فعل**, becomes **كتب (kataba)**, meaning "he wrote." Other examples include **جلس (jalasa, he sat)** and **خرج (kharaja, he went out)**.

Fill in the blank: The verb **كتب** in Form I means _____.

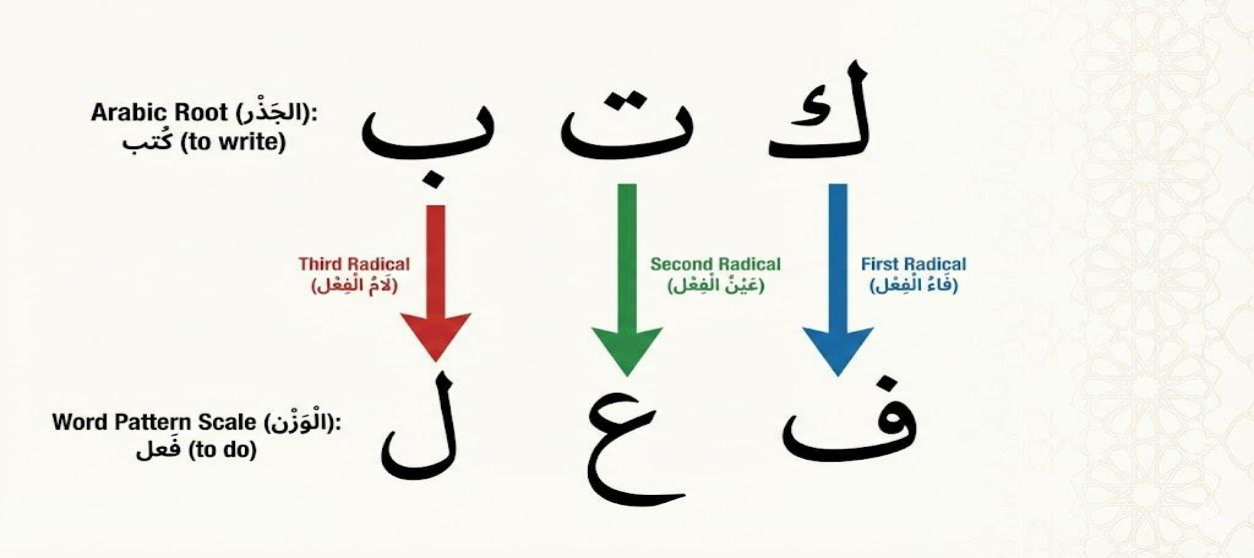

Figure 2.2 Root ***كتب*** *fitted into Form I scale* ***فعل***

2.2.2 Derived forms (Forms II–X)

Beyond Form I, triliteral roots can be placed into other scales to produce derived forms. For example:

- **فعّل (faʿʿala)** often conveys causative meaning, as in **علّم (ʿallama, to teach)** from **علم (ʿalima, to know)**.
- **فاعل (fāʿala)** often conveys reciprocal meaning, as in **قاتل (qātala, to fight)** from **قتل (qatala, to kill)**.
- **استفعل (istafʿala)** often conveys the sense of seeking or requesting, as in **استغفر (istaghfara, to seek forgiveness)** from **غفر (ghafara, to forgive)**.

Fill in the blank: The scale **استفعل** often conveys the meaning of _____.

Scale (وزن)	***Semantic Function***	***Example***	***Meaning***
فَعَلَ (Form I)	*Basic meaning of the root*	**كتب**	*He wrote*

فَعَّلَ (Form II)	*Causative / Intensification*	***درّس*** *(from درس)*	*To teach (cause to study)*
فاعَلَ (Form III)	*Participation / Mutual action*	***قاتل*** *(from قتل)*	*To fight (mutual fighting)*
أفعَلَ (Form IV)	*Causative / Declarative*	***أكرم*** *(from كرم)*	*To honor (cause to be noble)*
تَفَعَّلَ (Form V)	*Reflexive / Intensive*	***تعلّم*** *(from علم)*	*To learn (make oneself know)*
تَفاعَلَ (Form VI)	*Reciprocal / Mutual*	***تقاتل*** *(from قتل)*	*To fight each other*
اِنْفَعَلَ (Form VII)	*Passive / Reflexive*	***انكسر*** *(from كسر)*	*To be broken*
اِفْتَعَلَ (Form VIII)	*Reflexive / Effort*	***اجتهد*** *(from جهد)*	*To strive, exert effort*
اِفْعَلَّ (Form IX)	*Colors / Defects*	***احمرّ*** *(from حمر)*	*To become red*
اِسْتَفْعَلَ (Form X)	*Request / Seeking*	***استغفر*** *(from غفر)*	*To seek forgiveness*

Box 2.2 Common semantic functions of triliteral derived forms

2.2.3 Semantic functions of triliteral scales

Each triliteral scale carries a specific semantic function. These functions help learners predict meanings and understand how verbs are used in context. For instance, **فعّل** intensifies or causes an action, **تفعّل** often conveys reflexive meaning, and **انفعل** suggests a passive or spontaneous action. Recognising these functions allows you to decode unfamiliar verbs and expand your vocabulary effectively.

Fill in the blank: The scale **انفعل** often conveys a _____ or spontaneous action.

Scale (وزن)	Semantic Function	Example (Root)	Meaning
فَعَلَ (Form I)	Basic meaning of the root	كتب	He wrote
فَعَّلَ (Form II)	Causative / Intensification	درّس (درس)	To teach (cause to study)
فاعَلَ (Form III)	Participation / Mutual action	قاتل (قتل)	To fight (mutual fighting)
أَفْعَلَ (Form IV)	Causative / Declarative	أكرم (كرم)	To honor (cause to be noble)
تَفَعَّلَ (Form V)	Reflexive / Intensive	تعلّم (علم)	To learn (make oneself know)
تَفاعَلَ (Form VI)	Reciprocal / Mutual	تقاتل (قتل)	To fight each other
اِنْفَعَلَ (Form VII)	Passive / Reflexive	انكسر (كسر)	To be broken
اِفْتَعَلَ (Form VIII)	Reflexive / Effort	اجتهد (جهد)	To strive, exert effort
اِفْعَلَّ (Form IX)	Colors / Defects	احمرّ (حمر)	To become red
اِسْتَفْعَلَ (Form X)	Request / Seeking	استغفر (غفر)	To seek forgiveness

Table 2.2 Semantic functions of selected triliteral verb scales

Pilot questions 2.2

1. Define the term **الجذر الثلاثي** and explain its role in Arabic morphology.
2. What is the most common scale used for triliteral verbs?
3. Give one example of a verb in Form II (**فعّل**) and explain its meaning.
4. Which scale conveys reciprocal meaning, and provide an example?
5. What semantic function is associated with the scale **انفعل**?

2.3 Quadriliteral Verb Scales

While triliteral roots dominate Arabic morphology, there are also **الجذور الرباعية** (quadriliteral roots), which consist of four consonants. These roots are less common but play an important role in enriching the language. When inserted into **الموازين الصرفية** (morphological scales), quadriliteral roots generate verbs and nouns with distinctive meanings. Studying these scales will help you recognise their structure, understand their derived forms, and appreciate their usage in both classical and modern Arabic.

Fill in the blank: A quadriliteral root is made up of _____ consonants.

2.3.1 Basic quadriliteral forms

The most common quadriliteral verb scale is **دحرج (dahraja)**, which serves as the model for quadriliteral verbs. Each consonant in the root corresponds to one of the four letters in the scale. For example, the root **زلزل (z-l-z-l)**, meaning "to shake," when placed into the scale, becomes **زلزل (zalzala)**, meaning "he shook repeatedly." Other examples include **بعثر (baʿthara, to scatter)** and **قرفص (qarfasa, to squat).**

Fill in the blank: The verb زلزلin its basic quadriliteral form means _____.

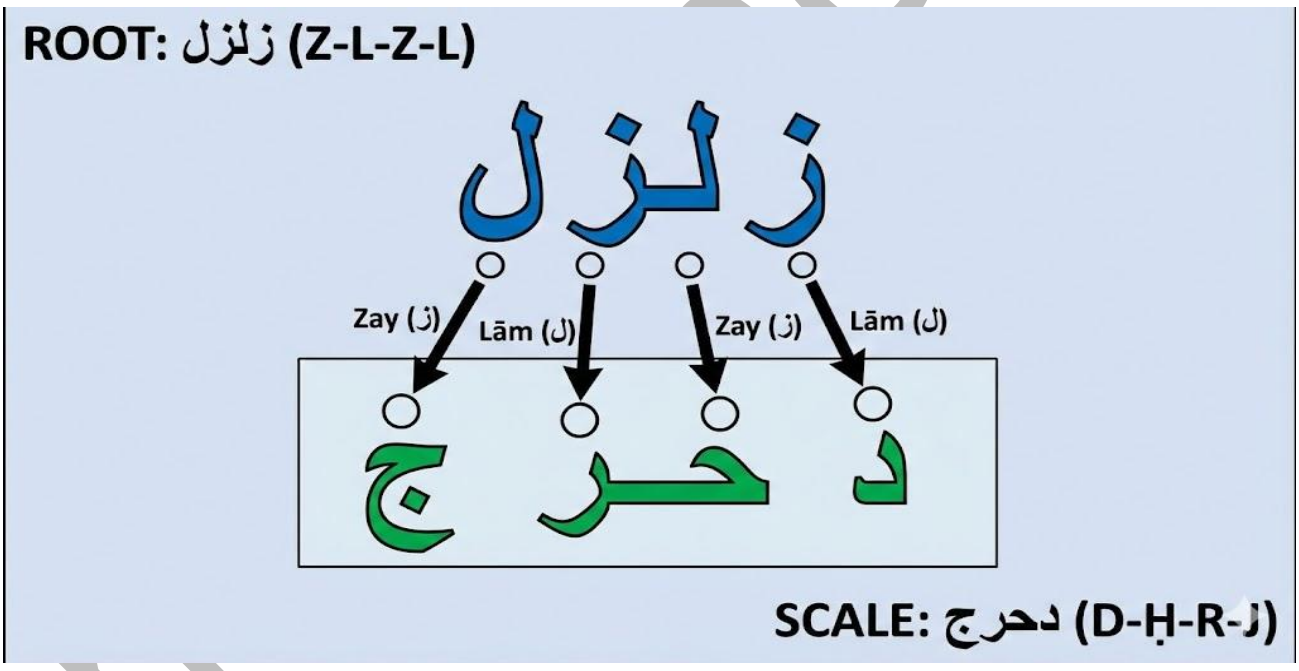

Figure 2.3 Root زلزلfitted into the quadriliteral scale دحرج

2.3.2 Derived quadriliteral forms

Quadriliteral roots can also be placed into derived scales to produce extended meanings. For example:

- **تدحرج (tadahraja)** conveys reflexive or repetitive action, meaning “to roll oneself.”
- **ادحرج (idahraja)** conveys causative meaning, “to cause to roll.”
- **تبعثر (tabʿathara)** conveys dispersal or scattering, derived from **بعثر**.

These derived forms expand the expressive capacity of Arabic, allowing speakers to convey subtle distinctions in meaning.

Fill in the blank: The scale **تدحرج** often conveys a _____ or repetitive action.

Form (وزن)	***Semantic Function***	***Example***	***Meaning***
فَعْلَلَ (Form I)	*Basic quadriliteral root meaning*	دحرج	*To roll*
تَفَعْلَلَ (Form II)	*Reflexive / Intensive*	تدحرج	*To roll oneself / keep rolling*
اِفْعَنْلَلَ (Form III)	*Reflexive / Passive sense*	ادهرج	*To be rolled*
اِفْعَلَّلَ (Form IV)	*Intensification / Emphasis*	احرنجم	*To crowd together / gather tightly*
فَعْلَلَ (Nominal derivatives)	*Used for nouns/adjectives*	زلزل → زلزلة	*Earthquake / shaking*

Box 2.3 Examples of derived quadriliteral verb forms

2.3.3 Usage in classical and modern Arabic

Quadriliteral verbs are frequently found in classical Arabic texts, particularly in poetry and prose, where they add richness and variety. In modern Arabic, they continue to be used, often in expressive contexts. For example, **بعثر** is commonly used in contemporary writing to describe scattering or disorder, while **زلزل** is used metaphorically to describe emotional or political upheaval. Recognising these verbs helps learners connect classical usage with modern applications.

Fill in the blank: The verb **بعثر** in modern Arabic often conveys the idea of _____.

Verb (فعل رباعي)	***Classical Usage Example***	***Meaning***	***Modern Usage Example***	***Meaning in Modern Context***
دحرج	دحرج الحجرَ من الجبل	*He rolled the stone down the mountain*	تدحرجت الكرة على الأرض	*The ball rolled on the ground*
زلزل	زلزلت الأرضُ تحت أقدامهم	*The earth shook beneath their feet*	زلزل الزلزالُ المدينة	*The earthquake shook the city*
وسوس	وسوس الشيطانُ للإنسان	*The devil whispered to man*	وسوس له قلبه بالشك	*His heart whispered doubts to him*
بعثر	بعثر المالَ في الأسواق	*He scattered the money in the markets*	بعثرت الرياحُ الأوراق	*The wind scattered the papers*
هرول	هرول الرجلُ إلى الصلاة	*The man hurried to prayer*	هرول اللاعبُ نحو الهدف	*The player sprinted toward the goal*
قشعر	قشعرّ جلده خوفًا	*His skin shivered in fear*	قشعرّ بدنه من البرد	*His body shivered from the cold*

حبرج	*(rare, classical descriptive)*	*To swell or puff up*	حبرجت السيارة بالدخان	*The car puffed smoke (colloquial/modern extension)*

Table 2.3 Examples of quadriliteral verbs in classical and modern usage

Pilot questions 2.3

1. Define the term **الجذور الرباعية** and explain its role in Arabic morphology.
2. What is the most common scale used for quadriliteral verbs?
3. Give one example of a verb in the basic quadriliteral form and explain its meaning.
4. Which derived form conveys reflexive or repetitive action?
5. Provide one example of a quadriliteral verb used in modern Arabic and explain its context.

2.4 Applications of Verb Scales in Learning

Verb scales are not only theoretical constructs, they are practical tools that help learners engage with the Arabic language more effectively. By applying **الموازين الصرفية** (morphological scales), you can conjugate verbs correctly, predict meanings of unfamiliar words, and strengthen your vocabulary. This Part will show you how verb scales are applied in everyday learning situations, making them directly useful for your study of Arabic.

Fill in the blank: Verb scales help learners to _____ verbs correctly.

2.4.1 Verb conjugation across tenses

One of the most important applications of verb scales is in **التصريف** (conjugation). Conjugation refers to the systematic changes a verb undergoes to express tense, person, number, and gender. For example, the root **كتب (k-t-b)** in the scale **فعل** produces:

- **كتب (kataba, he wrote)** – past tense
- **يكتب (yaktubu, he writes)** – present tense
- **اكتب (uktub, write!)** – imperative

By recognising the scale, you can apply the correct endings and prefixes to conjugate verbs across different contexts.

Fill in the blank: The imperative form of the verb **كتب** is _____.

Pronoun	Past (الماضي)	Present (المضارع)	Imperative (الأمر)
أنا (I)	كتبتُ	أكتبُ	— (no imperative for 1st person)
نحن (We)	كتبنا	نكتبُ	—
أنتَ (You m.s.)	كتبتَ	تكتبُ	اكتبْ
أنتِ (You f.s.)	كتبتِ	تكتبينَ	اكتبي
أنتما (You dual)	كتبتما	تكتبانِ	اكتبا
أنتم (You m.pl.)	كتبتم	تكتبونَ	اكتبوا
أنتن (You f.pl.)	كتبتن	تكتبنَ	اكتبن
هو (He)	كتبَ	يكتبُ	—
هي (She)	كتبتْ	تكتبُ	—
هما (They dual)	كتبا / كتبتا	يكتبانِ / تكتبانِ	—
هم (They m.pl.)	كتبوا	يكتبونَ	—
هن (They f.pl.)	كتبن	يكتبنَ	—

Table 2.4 Conjugation of the verb **كتب** *across tenses*

2.4.2 Predicting meanings through scales

Verb scales also allow learners to predict meanings of unfamiliar words. For instance, the scale **فعّل** often conveys causative meaning, so when you encounter **درّس (darrasa)**, you can infer it means "to teach," derived from **درس (darasa, to study)**. Similarly, the scale **استفعل** conveys the sense of seeking, so **استسقى (istasqā)** means "to seek water." Recognising these patterns helps you decode new vocabulary without relying solely on memorisation.

Fill in the blank: The verb **درّس** means _____.

Scale (وزن)	Semantic Function	Example (Root)	Predicted Meaning
فعّل (Form II)	Causative / Intensification	**درّس**(درس)	To teach (cause to study)
فاعَل (Form III)	Participation / Mutual action	**قاتل**(قتل)	To fight (mutual fighting)
أفعَل (Form IV)	Causative / Declarative	**أكرم**(كرم)	To honor (cause to be noble)
تَفَعَّل (Form V)	Reflexive / Intensive	**تعلّم**(علم)	To learn (make oneself know)
تَفاعَل (Form VI)	Reciprocal / Mutual	**تعاون**(عون)	To cooperate (help each other)
اِنْفَعَل (Form VII)	Passive / Reflexive	**انكسر**(كسر)	To be broken
اِفْتَعَل (Form VIII)	Reflexive / Effort	**اجتهد**(جهد)	To strive, exert effort
اِفْعَلَّ (Form IX)	Colors / Defects	**احمرّ**(حمر)	To become red
اِسْتَفْعَل (Form X)	Request / Seeking	**استغفر**(غفر)	To seek forgiveness

Box 2.4 Examples of meaning prediction using verb scales

2.4.3 Practical applications in translation and comprehension

In translation and comprehension, verb scales provide clues to the intended meaning of texts. For example, recognising that **قاتل (qātala)** is in the scale **فاعل** tells you it conveys reciprocal action, "to fight one another." Similarly, identifying **انكسر (inkasara)** in the scale **انفعل** shows it is passive, "it was broken." These insights allow learners to interpret texts more accurately and translate them with greater precision.

Fill in the blank: The verb انكسرmeans _____.

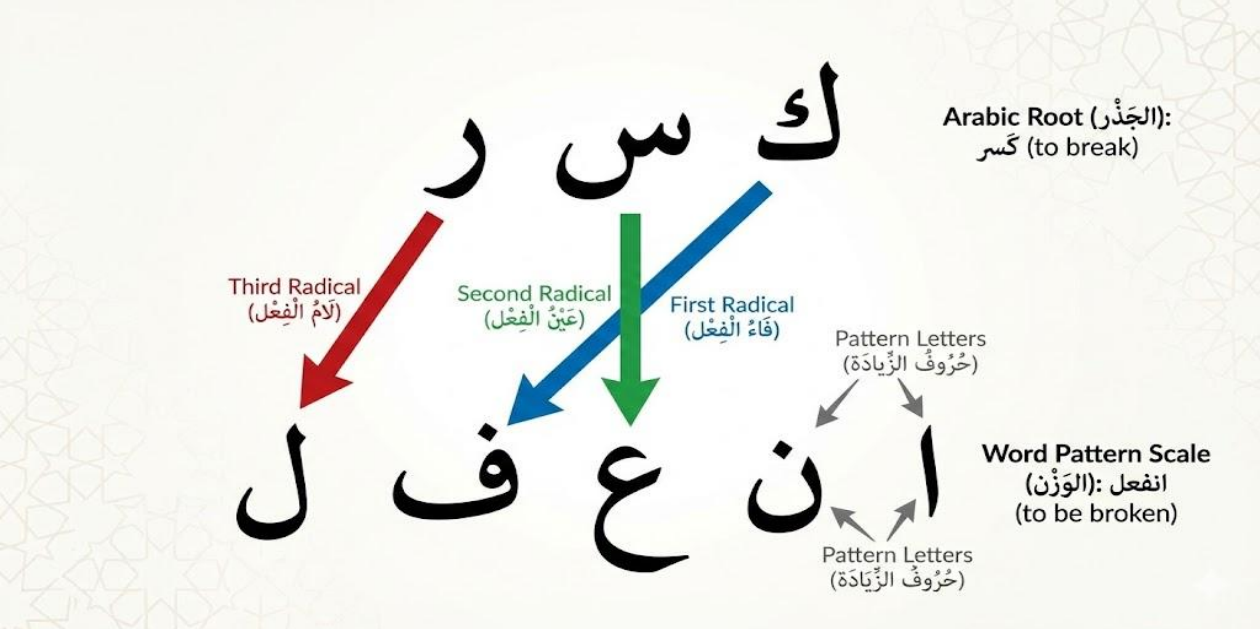

Figure 2.4 Root كسر fitted into the scale انفعل

Pilot questions 2.4

1. Define the term التصريفand explain its role in verb conjugation.
2. Conjugate the verb كتبin past, present, and imperative forms.
3. Which scale conveys causative meaning, and provide one example.
4. What meaning does the scale استفعلusually convey?
5. Explain how recognising verb scales can improve translation accuracy.

Series Summary

This Series has focused on the role of الموازين الصرفية(morphological scales) in Arabic verbs, showing how they provide a systematic framework for analysing, predicting, and applying verb forms. The purpose has been to equip you with the ability to identify and use verb scales effectively, thereby strengthening your understanding of Arabic morphology and its relevance to grammar, vocabulary, and communication.

We began by introducing the meaning and purpose of verb scales, then examined triliteral verb scales, starting with the basic form **فعل** and moving on to derived forms such as **فعّل، فاعل، استفعل** with their semantic functions. Following that, we explored quadriliteral verb scales, including the basic form **دحرج** and derived forms like **تدحرج، ادحرج**, with examples from classical and modern usage. Finally, we applied verb scales to practical contexts such as conjugation, meaning prediction, and translation. By completing this Series, you should now be able to define and explain key morphological concepts, describe and analyse triliteral and quadriliteral scales, apply them to verb conjugation, and evaluate their role in Arabic language learning, in line with the Series Learning Outcomes (SLOs).

Glossary of Terms

بعثر: A quadriliteral verb meaning "to scatter" or "to disperse," often used in modern Arabic to describe disorder.

جذر: The root of a word, usually made up of consonants, which carries the basic meaning. For example, **كتب** (k-t-b) conveys the idea of writing.

الجذر الرباعي: A quadriliteral root consisting of four consonants, such as **زلزل** (z-l-z-l), which means "to shake."

الجذر الثلاثي: A triliteral root consisting of three consonants, such as **كتب** (k-t-b), which means "to write."

دحرج: The basic quadriliteral verb scale, used as a model for quadriliteral verbs. Each consonant of the root fits into one of the four letters of the scale.

الموازين الصرفية: Morphological scales, which are structural templates used to generate words from roots. They provide consistency in analysing and teaching verbs.

تصريف: Conjugation, the systematic changes a verb undergoes to express tense, person, number, and gender.

فعل: The basic triliteral verb scale (Form I), used as the model for triliteral verbs. For example, the root **كتب** becomes **كتب (kataba, he wrote)**.

فاعل: A derived triliteral verb scale (Form III) that often conveys reciprocal meaning, such as **قاتل (qātala, to fight one another)**.

فعّل: A derived triliteral verb scale (Form II) that often conveys causative meaning, such as **علّم (ʿallama, to teach)** from **علم (ʿalima, to know)**.

انفعل: A derived triliteral verb scale (Form VII) that often conveys passive or spontaneous action, such as **انكسر (inkasara, it was broken)**.

استفعل: A derived triliteral verb scale (Form X) that often conveys the sense of seeking or requesting, such as **استغفر (istaghfara, to seek forgiveness)**.

كاتب: A noun derived from the root **كتب**, meaning "writer."

كتاب: A noun derived from the root **كتب**, meaning "book."

مكتوب: A noun derived from the root **كتب**, meaning "written" or "something written."

وزن: A scale or pattern in Arabic morphology that shapes a root into a usable word. Each letter in the scale corresponds to a root consonant.

زلزل: A quadriliteral verb meaning "to shake repeatedly," often used metaphorically to describe upheaval.

Concept Check Questions [Series 2]

Objective Questions

1. Identify the most common triliteral verb scale used in Arabic morphology. (Linked to SLO 2.3)
2. Which scale often conveys causative meaning, as in عَلَّمfrom علم? (Linked to SLO 2.3)
3. A quadriliteral root consists of how many consonants? (Linked to SLO 2.4)
4. Which verb scale is used to express reciprocal action, as in قاتل? (Linked to SLO 2.3)
5. The verb استغفرbelongs to which scale? (Linked to SLO 2.5)

Short-Answer Questions

6. Define الموازين الصرفيةand explain their purpose in Arabic verb analysis. (Linked to SLO 2.1)
7. Describe the relationship between a جذر(root) and a وزن(scale). (Linked to SLO 2.2)
8. Give one example of a verb derived from the root كتبusing a scale other than فعل. (Linked to SLO 2.6)
9. Explain how the scale انفعلmodifies the meaning of a root. (Linked to SLO 2.3)
10. Provide one example of a quadriliteral verb used in modern Arabic and explain its meaning. (Linked to SLO 2.5)

Long-Answer Questions

11. Analyse the importance of triliteral verb scales in Arabic morphology, giving examples of their semantic functions. (Linked to SLO 2.3)
12. Evaluate the role of quadriliteral verb scales in both classical and modern Arabic, with examples. (Linked to SLO 2.5)
13. Apply verb scales to demonstrate how conjugation works across past, present, and imperative forms using the root كتب. (Linked to SLO 2.6)
14. Discuss how verb scales can be used to predict meanings and support vocabulary development, with at least two examples. (Linked to SLO 2.7)

Objective Questions

1. **فعل (Form I)**
2. **فعّل (Form II)**
3. Four consonants
4. **فاعل (Form III)**
5. **استفعل (Form X)**

Short-Answer Questions

6. **الموازين الصرفية**are morphological scales, structural templates used to generate words from roots, ensuring consistency in analysis.

7. A **جذر**is the root carrying meaning, while a **وزن**is the scale that shapes the root into a usable word.

8. From **كتب**, we can derive **كاتب (writer)** or **مكتوب (written)**.

9. The scale **انفعل**conveys passive or spontaneous meaning, e.g., **انكسر (it was broken)** from **كسر (to break)**.

10. **بعثر**means "to scatter" and is used in modern Arabic to describe disorder.

Long-Answer Questions

11. *Basic response*: Triliteral verb scales are central to Arabic morphology. They include Form I (**فعل**) and derived forms such as **فعّل**(causative), **فاعل**(reciprocal), and **استفعل** (request). These scales help learners decode meanings and recognise grammatical functions.

    Value-added response: Beyond the Series, triliteral scales also underpin noun formation and idiomatic expressions. They are essential in Qur'anic studies and classical literature, where subtle semantic shifts carry theological and stylistic significance.

12. *Basic response*: Quadriliteral verb scales, such as **دحرج**, generate verbs like **زلزل**(to shake) and **بعثر**(to scatter). Derived forms like **تدحرج**(to roll oneself) expand meaning. They are used in both classical and modern contexts.

    Value-added response: Outstanding learners may note that quadriliteral verbs often

express intensity or repetition, and their usage in modern Arabic reflects evolving linguistic creativity, especially in journalism and literature.

13. *Basic response*: Using the root **كتب**, conjugation across tenses produces **كتب (he wrote)**, **يكتب (he writes)**, and **اكتب (write!)**. Verb scales guide these changes systematically.
    Value-added response: Learners can extend this by showing plural and feminine forms, e.g., **كتبوا (they wrote)**, **تكتب (she writes)**, and **اكتبوا (write, plural)**, demonstrating how scales interact with endings and prefixes.
14. *Basic response*: Verb scales help predict meanings, e.g., **درّس → درس (to teach)** and **غفر → استغفر (to seek forgiveness)**. This supports vocabulary building.
    Value-added response: Advanced learners may highlight how recognising scales aids in translation, allowing them to infer meanings in complex texts without dictionaries, and how scales connect to semantic fields across Arabic dialects.

Answers to Pilot Questions [Series 2]

Part 2.1 Introduction to Verb Scales

1. **الموازين الصرفية** are morphological scales used to generate words from roots and provide consistency in analysis.
2. The most common scale for triliteral verbs is **فعل (Form I)**.
3. From the root **كتب**, one derived word is **كاتب (writer)**.
4. The scale **فعّل (Form II)** conveys causative meaning.
5. The scale **استفعل (Form X)** conveys the sense of seeking or requesting.

Part 2.2 Triliteral Verb Scales

1. **الجذر الثلاثي** is a triliteral root made up of three consonants, forming the basis of many Arabic words.
2. The most common scale used for triliteral verbs is **فعل (Form I)**.
3. An example is **علّم (ʿallama, to teach)**, derived from **علم (ʿalima, to know)**.
4. The scale **فاعل (Form III)** conveys reciprocal meaning, e.g., **قاتل (qātala, to fight one another)**.
5. The scale **انفعل (Form VII)** conveys passive or spontaneous action.

Part 2.3 Quadriliteral Verb Scales

1. **الجذور الرباعية** are quadriliteral roots consisting of four consonants.
2. The most common quadriliteral scale is **دحرج (dahraja)**.
3. An example is **زلزل (zalzala, to shake repeatedly)**.
4. The derived form **تدحرج (tadahraja)** conveys reflexive or repetitive action.
5. An example in modern Arabic is **بعثر (baʿthara, to scatter)**, often used to describe disorder.

Part 2.4 Applications of Verb Scales in Learning

1. **التصريف** is conjugation, the systematic changes a verb undergoes to express tense, person, number, and gender.
2. The verb **كتب** conjugates as **كتب (he wrote)**, **يكتب (he writes)**, and **اكتب (write!)**.

3. The scale **فعّل (Form II)** conveys causative meaning, e.g., **درّس (darrasa, to teach)**.
4. The scale **استفعل (Form X)** conveys the meaning of seeking or requesting.
5. Recognising verb scales improves translation accuracy by revealing semantic functions, e.g., **قاتل (reciprocal)** or **انكسر (passive)**.

References and Attributions [Series 2]

General References

- Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. London: Lund Humphries.
- Wright, W. (1995). *A Grammar of the Arabic Language*. Cambridge: Cambridge University Press.
- Holes, C. (2004). *Modern Arabic: Structures, Functions, and Varieties*. Washington, DC: Georgetown University Press.

Illustrations and Suggested OER Sources

Figure 2.1 Root fitted into the verb scale ***فعل***

- AI prompt: "Create a diagram showing the Arabic root كتب inserted into the scale فعل, with arrows pointing to each consonant."
- Suggested OER search string: "Arabic morphology فعل scale diagram OER"

Table 2.1 Examples of the root ***كتب*** *in different scales*

- AI prompt: "Create a table showing the Arabic root كتب with derived words across different scales."
- Suggested OER search string: "Arabic كتب root derived forms OER"

Box 2.1 Common semantic functions of verb scales

- AI prompt: “Create a box listing common semantic functions of Arabic verb scales with examples like فعّل, فاعل, استفعل.”
- Suggested OER search string: “Arabic verb scale semantic functions OER”

Figure 2.2 Root ***كتب*** *fitted into Form I scale* ***فعل***

- AI prompt: “Create a diagram showing the Arabic root كتب inserted into the scale فعل, with arrows pointing to each consonant.”
- Suggested OER search string: “Arabic فعل Form I verb scale diagram OER”

Box 2.2 Common semantic functions of triliteral derived forms

- AI prompt: “Create a box listing common semantic functions of Arabic triliteral verb scales with examples.”
- Suggested OER search string: “Arabic triliteral verb scales Forms II–X OER”

Table 2.2 Semantic functions of selected triliteral verb scales

- AI prompt: “Create a table listing Arabic triliteral verb scales with their semantic functions and examples.”
- Suggested OER search string: “Arabic triliteral verb scales semantic functions OER”

Figure 2.3 Root ***زلزل*** *fitted into the quadriliteral scale* ***دحرج***

- AI prompt: “Create a diagram showing the Arabic root زلزل inserted into the scale دحرج, with arrows pointing to each consonant.”
- Suggested OER search string: “Arabic quadriliteral verb scale دحرج diagram OER”

Box 2.3 Examples of derived quadriliteral verb forms

- AI prompt: “Create a box listing derived quadriliteral verb forms with examples and meanings.”
- Suggested OER search string: “Arabic quadriliteral verb scales derived forms OER”

Table 2.3 Examples of quadriliteral verbs in classical and modern usage

- AI prompt: “Create a table listing quadriliteral verbs with examples of classical and modern Arabic usage.”
- Suggested OER search string: “Arabic quadriliteral verbs classical modern usage OER”

Table 2.4 Conjugation of the verb كتب across tenses

- AI prompt: “Create a table showing the conjugation of the Arabic verb كتب in past, present, and imperative forms.”
- Suggested OER search string: “Arabic verb كتب conjugation table OER”

Box 2.4 Examples of meaning prediction using verb scales

- AI prompt: “Create a box showing examples of Arabic verbs where meanings are predicted through scales.”
- Suggested OER search string: “Arabic verb scales meaning prediction OER”

Figure 2.4 Root كسر fitted into the scale انفعل

- AI prompt: “Create a diagram showing the Arabic root كسر inserted into the scale انفعل, with arrows pointing to each consonant.”
- Suggested OER search string: “Arabic انفعل verb scale diagram OER”

Series 3: Detailed Analysis of Verbal Morphology

Part 3.1 Advanced Triliteral Verb Patterns

- 3.1.1 Intensive and causative forms (**فعّل**)
- 3.1.2 Reciprocal and associative forms (**فاعل**)
- 3.1.3 Reflexive and passive forms (**تفعّل، انفعل**)

Part 3.2 Advanced Quadriliteral Verb Patterns

- 3.2.1 Basic quadriliteral forms (**دحرج**)
- 3.2.2 Derived quadriliteral forms (**تدحرج، ادحرج**)
- 3.2.3 Semantic functions in classical and modern usage

Part 3.3 Nominal Derivations from Verbal Scales

- 3.3.1 Active participles (**كاتب، مقاتل**)
- 3.3.2 Passive participles (**مكتوب، مكسور**)
- 3.3.3 Verbal nouns (**كتابة، قتال**)

Part 3.4 Applications in Syntax and Semantics

- 3.4.1 Role of verb scales in sentence construction
- 3.4.2 Semantic shifts and contextual meaning
- 3.4.3 Practical applications in translation and interpretation

Introduction

In the last Series, we examined the foundations of **الموازين الصرفية**(morphological scales) in Arabic verbs, focusing on their basic forms, derived patterns, and practical applications in learning. That knowledge now sets the stage for a deeper exploration of verbal morphology. Understanding how verbs function at an advanced level is crucial, as it allows learners to appreciate the richness of Arabic expression, decode complex texts, and apply morphology in both academic and practical contexts.

The aim of this Series is to provide you with a detailed analysis of Arabic verbal morphology, enabling you to identify advanced triliteral and quadriliteral patterns, derive nominal forms from verbs, and evaluate their role in syntax and semantics. By the end of this Series, you will be equipped with the skills to analyse and apply morphological structures with greater precision.

We shall commence this Series by exploring advanced triliteral verb patterns, including intensive, causative, reciprocal, and reflexive forms. Next, we will move on to advanced quadriliteral verb patterns, considering both their basic and derived forms, as well as their semantic functions in classical and modern usage. Following that, we will examine nominal derivations from verbal scales, such as active and passive participles and verbal nouns. Finally, we will wrap up by analysing the applications of verb scales in syntax and semantics, highlighting their practical relevance in translation, interpretation, and contextual meaning.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define advanced triliteral verb patterns, including intensive, causative, reciprocal, and reflexive forms,
- **SLO 3.2** analyse advanced quadriliteral verb patterns, distinguishing between basic and derived forms with their semantic functions,
- **SLO 3.3** identify nominal derivations from verbal scales, such as active participles, passive participles, and verbal nouns,
- **SLO 3.4** evaluate the role of verb scales in syntax and semantics, particularly in sentence construction and contextual meaning.

3.1 Advanced Triliteral Verb Patterns

Arabic triliteral roots form the foundation of many words, but their expressive power lies in the way they are shaped through الموازين الصرفية(morphological scales). In this Part, we will explore advanced triliteral verb patterns, focusing on intensive, causative, reciprocal, reflexive, and

passive forms. These patterns allow learners to recognise subtle shifts in meaning and apply them effectively in analysis and usage.

Fill in the blank: Triliteral verb patterns are based on roots made up of _____ consonants.

3.1.1 Intensive and causative forms (فعّل)

The scale **فعّل (faʿʿala)** is used to intensify or cause an action. A **causative form** is one where the subject makes another perform the action. For example, from the root **علم (ʿ-l-m)** meaning "to know," we derive **علّم (ʿallama)** meaning "to teach." Similarly, **كسّر (kassara)** from **كسر (kasara, to break)** means "to smash" or "to break into pieces."

Fill in the blank: The verb **علّم** means _____.

Root (جذر)	Form I (فعل)	Meaning (Form I)	Form II (فعّل)	Meaning (Form II)
علم	عَلِمَ	He knew	عَلَّمَ	He taught (caused to know)
كتب	كَتَبَ	He wrote	كَتَّبَ	He made someone write / caused writing
درس	دَرَسَ	He studied	دَرَّسَ	He taught (caused to study)
سمع	سَمِعَ	He heard	سَمَّعَ	He made someone hear / recited
حفظ	حَفِظَ	He memorized	حَفَّظَ	He made someone memorize
خرج	خَرَجَ	He went out	خَرَّجَ	He graduated / made someone go out
كبر	كَبُرَ	He grew / became big	كَبَّرَ	He magnified / said "Allāhu Akbar"
قرب	قَرُبَ	He came near	قَرَّبَ	He brought closer / offered

Table 3.1 Examples of intensive and causative forms

3.1.2 Reciprocal and associative forms (فاعل)

The scale **فاعل (fāʿala)** often conveys reciprocal or associative meaning. A **reciprocal form** indicates that two or more subjects perform the action on each other. For example, **قاتل (qātala)** from **قتل (qatala, to kill)** means "to fight one another." Similarly, **شارك (shāraka)** from **شرك (sharika, to share)** means "to participate."

Fill in the blank: The verb **قاتل** means _____.

Verb (Form III)	Root (Form I)	Meaning (Form I)	Meaning (Form III)
قاتل	قتل	He killed	He fought (mutual fighting)
جاهد	جهد	He strove	He struggled together / fought in effort
شارك	شرك	He associated	He participated / shared with others
سافر	سفر	He traveled	He journeyed with others / traveled abroad
حاور	حور	He turned	He conversed / engaged in dialogue
نازع	نزع	He pulled	He disputed / contended with someone
بارز	برز	He appeared	He confronted / fought openly
عامل	عمل	He worked	He treated / dealt with someone
كاتب	كتب	He wrote	He corresponded / exchanged writing
سامح	سمح	He allowed	He forgave / reconciled with someone

Box 3.1 Common reciprocal and associative forms

3.1.3 Reflexive and passive forms (تفعّل، انفعل)

The scale **تفعّل (tafaʿʿala)** often conveys reflexive meaning, where the subject performs the action upon itself. For example, **تعلّم (taʿallama)** from **علم (ʿalima, to know)** means "to learn." The scale **انفعل (infaʿala)** conveys passive or spontaneous meaning. For instance, **انكسر (inkasara)** from **كسر (kasara, to break)** means "it was broken."

Fill in the blank: The verb **تعلّم** means _____.

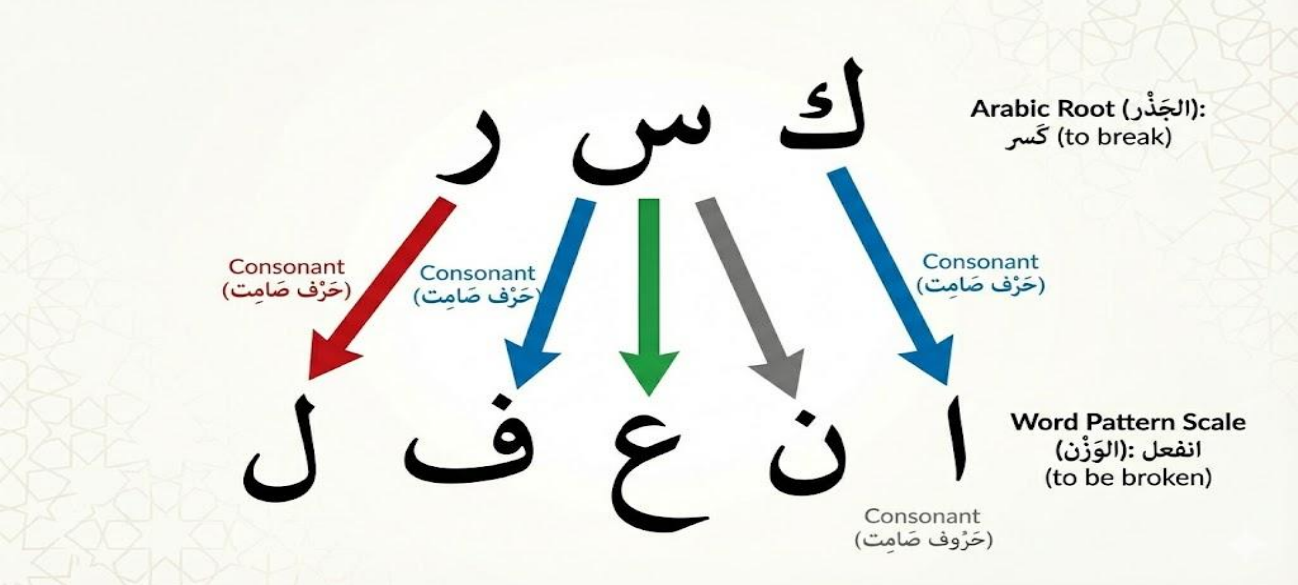

Figure 3.1 Root **كسر** *fitted into the scale* **انفعل**

Pilot questions 3.1

1. Define the scale **فعّل** and give one example of its causative meaning.
2. Which scale conveys reciprocal meaning, and provide one example.
3. What is the reflexive meaning of the scale **تفعّل**?
4. Give one example of a verb in the scale **انفعل** and explain its meaning.
5. Explain how triliteral verb patterns expand the expressive capacity of Arabic.

3.2 Advanced Quadriliteral Verb Patterns

Quadriliteral verbs are formed from **الجذور الرباعية** (quadriliteral roots), which consist of four consonants. Although less common than triliteral verbs, they add richness and variety to Arabic expression. These verbs follow specific **الموازين الصرفية** (morphological scales) that allow roots to generate both basic and derived forms. In this Part, we will examine the basic quadriliteral scale, explore its derived forms, and analyse their semantic functions in classical and modern usage.

Fill in the blank: A quadriliteral root is made up of _____ consonants.

3.2.1 Basic quadriliteral forms (دحرج)

The most common quadriliteral verb scale is **دحرج (dahraja)**, which serves as the model for quadriliteral verbs. Each consonant in the root corresponds to one of the four letters in the scale. For example, the root **زلزل (z-l-z-l)**, meaning "to shake," when placed into the scale, becomes **زلزل (zalzala)**, meaning "he shook repeatedly." Other examples include **بعثر (baʿthara, to scatter)** and **قرفص (qarfasa, to squat).**

Fill in the blank: The verb زلزلin its basic quadriliteral form means _____.

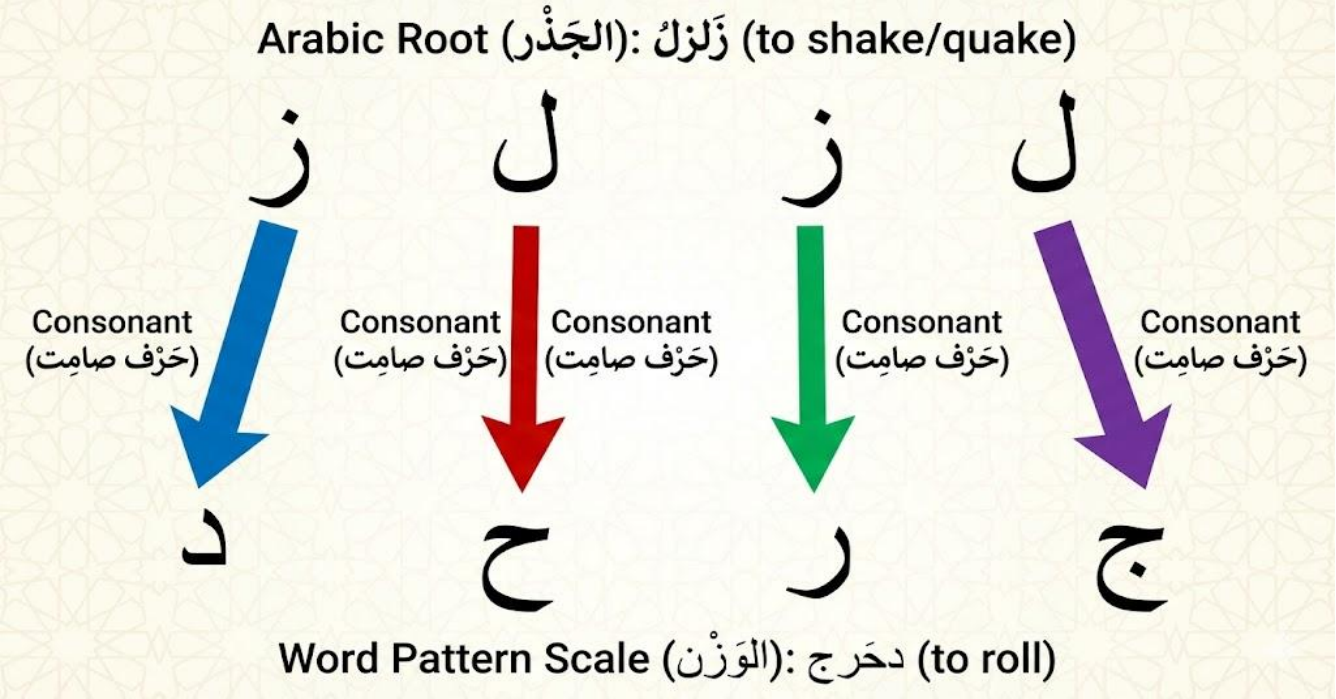

Figure 3.2 Root زلزلfitted into the quadriliteral scale دحرج

3.2.2 Derived quadriliteral forms

Quadriliteral roots can also be placed into derived scales to produce extended meanings. For example:

- **تدحرج (tadahraja)** conveys reflexive or repetitive action, meaning “to roll oneself.”
- **ادحرج (idahraja)** conveys causative meaning, “to cause to roll.”
- **تبعثر (tabʿathara)** conveys dispersal or scattering, derived from **بعثر**.

These derived forms expand the expressive capacity of Arabic, allowing speakers to convey subtle distinctions in meaning.

Fill in the blank: The scale **تدحرج** often conveys a _____ or repetitive action.

Form (وزن)	Semantic Function	Example	Meaning
فَعْلَلَ (Form I)	Basic quadriliteral action	دحرج	To roll
تَفَعْلَلَ (Form II)	Reflexive / Repetition	تدحرج	To roll oneself / keep rolling
اِفْعَنْلَلَ (Form III)	Passive / Reflexive sense	ادهرج	To be rolled
اِفْعَلَّلَ (Form IV)	Intensification / Emphasis	احرنجم	To crowd together / gather tightly
فَعْلَلَ (Nominal derivatives)	Noun/adjective formation	زلزل → زلزلة	Earthquake / shaking

Box 3.2 Examples of derived quadriliteral verb forms

3.2.3 Semantic functions in classical and modern usage

Quadriliteral verbs are frequently found in classical Arabic texts, particularly in poetry and prose, where they add richness and variety. In modern Arabic, they continue to be used, often in expressive contexts. For example, **بعثر** is commonly used in contemporary writing to describe scattering or disorder, while **زلزل** is used metaphorically to describe emotional or political upheaval. Recognising these verbs helps learners connect classical usage with modern applications.

Fill in the blank: The verb **بعثر** in modern Arabic often conveys the idea of _____.

Verb (فعل رباعي)	Classical Usage Example	Meaning (Classical)	Modern Usage Example	Meaning (Modern)
دحرج	*دحرج الحجرَ من الجبل*	He rolled the stone down the mountain	*تدحرجت الكرة على الأرض*	The ball rolled on the ground
زلزل	*زلزلت الأرضُ تحت أقدامهم*	The earth shook beneath their feet	*زلزل الزلزالُ المدينة*	The earthquake shook the city
وسوس	*وسوس الشيطانُ للإنسان*	The devil whispered to man	*وسوس له قلبه بالشك*	His heart whispered doubts to him
بعثر	*بعثر المالَ في الأسواق*	He scattered the money in the markets	*بعثرت الرياحُ الأوراق*	The wind scattered the papers
هرول	*هرول الرجلُ إلى الصلاة*	The man hurried to prayer	*هرول اللاعبُ نحو الهدف*	The player sprinted toward the goal
قشعر	*قشعرّ جلده خوفًا*	His skin shivered in fear	*قشعرّ بدنه من البرد*	His body shivered from the cold
حبرج	(rare, descriptive in poetry)	To swell or puff up	*حبرجت السيارة بالدخان*	The car puffed smoke (colloquial extension)

Table 3.2 Examples of quadriliteral verbs in classical and modern usage

Pilot questions 3.2

1. Define the term **الجذور الرباعية** and explain its role in Arabic morphology.
2. What is the most common scale used for quadriliteral verbs?
3. Give one example of a verb in the basic quadriliteral form and explain its meaning.
4. Which derived form conveys reflexive or repetitive action?
5. Provide one example of a quadriliteral verb used in modern Arabic and explain its context.

3.3 Nominal Derivations from Verbal Scales

Arabic morphology does not stop at verbs. From verbal scales, we can derive **الأسماء المشتقة** (nominal forms), which include participles and verbal nouns. These derivations are essential because they allow verbs to generate related nouns that describe agents, objects, or actions. By studying nominal derivations, you will see how Arabic builds a rich network of words from a single root, enhancing both vocabulary and comprehension.

Fill in the blank: Nominal derivations are called _____ in Arabic.

3.3.1 Active participles (اسم الفاعل)

An **active participle** (**اسم الفاعل**) is a noun derived from a verb that describes the doer of the action. For example, from the root **كتب (k-t-b)** meaning "to write," we derive **كاتب (kātib)** meaning "writer." Similarly, from **قاتل (qātala, to fight)** we get **مقاتل (muqātil)** meaning "fighter." Active participles are widely used in both classical and modern Arabic to describe roles and professions.

Fill in the blank: The active participle of **كتب** is _____.

Root (جذر)	Verb (Form I)	Active Participle (اسم الفاعل)	Meaning
كتب	كَتَبَ (he wrote)	كاتِب	Writer
علم	عَلِمَ (he knew)	عالِم	Scholar / Knower
درس	دَرَسَ (he studied)	دارِس	Student / One who studies
سمع	سَمِعَ (he heard)	سامِع	Hearer / Listener
حفظ	حَفِظَ (he memorized)	حافِظ	Guardian / Preserver
خرج	خَرَجَ (he went out)	خارِج	One who goes out
أكل	أَكَلَ (he ate)	آكِل	Eater
جلس	جَلَسَ (he sat)	جالِس	Sitter

فتح	فَتَحَ (he opened)	فاتِح	Opener / Conqueror
نصر	نَصَرَ (he helped)	ناصِر	Helper / Supporter

Table 3.3 Examples of active participles

3.3.2 Passive participles (اسم المفعول)

A **passive participle** (**اسم المفعول**) is a noun derived from a verb that describes the object of the action. For example, from **كتب (kataba, to write)** we derive **مكتوب (maktūb)** meaning "written." From **كسر (kasara, to break)** we get **مكسور (maksūr)** meaning "broken." Passive participles are common in descriptive contexts, especially in literature and everyday speech.

Fill in the blank: The passive participle of **كسر** is _____.

Root (جذر)	***Verb (Form I)***	***Passive Participle (اسم المفعول)***	***Meaning***
كتب	*كَتَبَ (he wrote)*	مَكتوب	*Written*
علم	*عَلِمَ (he knew)*	مَعلوم	*Known*
درس	*دَرَسَ (he studied)*	مَدرُوس	*Studied*
سمع	*سَمِعَ (he heard)*	مَسموع	*Heard*
حفظ	*حَفِظَ (he memorized)*	مَحفوظ	*Preserved / Protected*
فتح	*فَتَحَ (he opened)*	مَفتوح	*Opened*
نصر	*نَصَرَ (he helped)*	مَنصور	*Helped / Victorious*
أكل	*أَكَلَ (he ate)*	مَأكول	*Eaten*
جلس	*جَلَسَ (he sat)*	مَجلوس	*Sat / Seated*
قرأ	*قَرَأَ (he read)*	مَقرُوء	*Read*

Box 3.3 Examples of passive participles

3.3.3 Verbal nouns (المصدر)

A **verbal noun** (المصدر) expresses the action of the verb in noun form. For example, from **كتب (kataba, to write)** we derive **كتابة (kitābah)** meaning "writing." From **قاتل (qātala, to fight)** we get **قتال (qitāl)** meaning "fighting." Verbal nouns are frequently used in academic, legal, and literary contexts to describe actions abstractly.

Fill in the blank: The verbal noun of **قاتل** is _____.

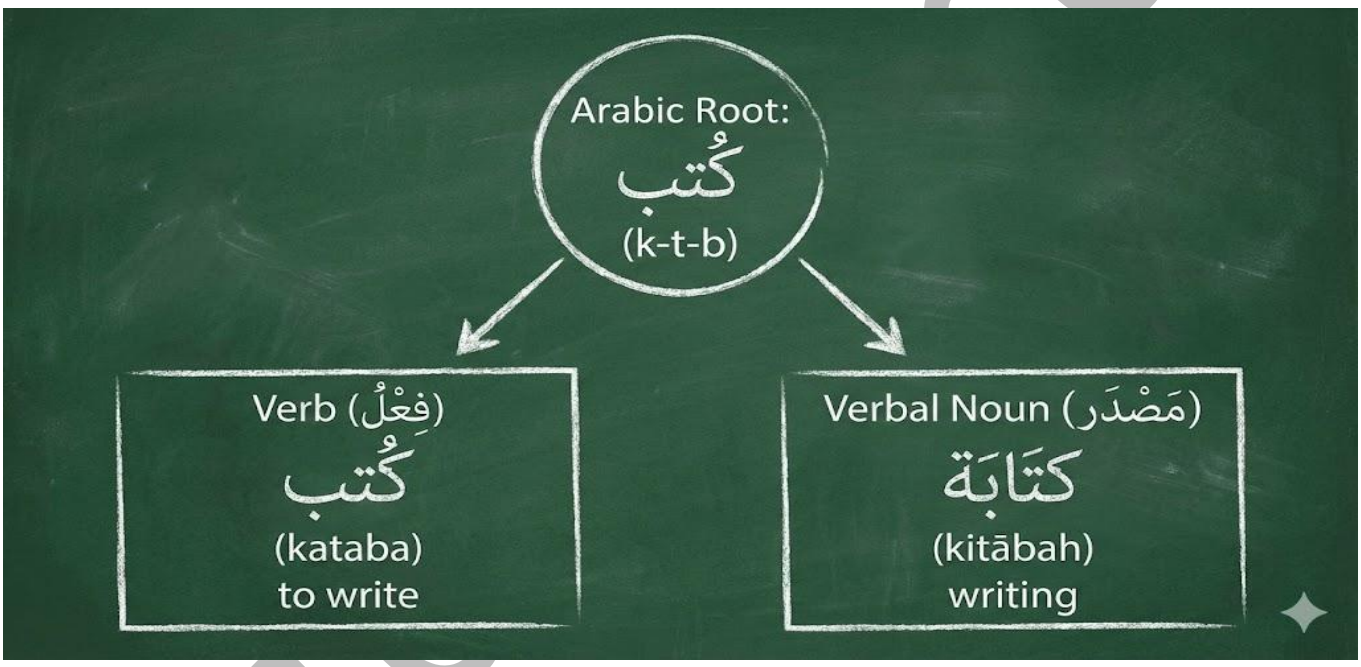

Figure 3.3 Root **كتب** *producing the verbal noun* **كتابة**

Pilot questions 3.3

1. Define the term **اسم الفاعل** and give one example.
2. What is the passive participle of the verb **كتب**?
3. Provide one example of a passive participle derived from the root **كسر**.
4. What is the verbal noun of **كتب**?
5. Explain why nominal derivations are important in Arabic morphology.

3.4 Applications in Syntax and Semantics

Verb scales are not only important for word formation, they also play a crucial role in **النحو** (syntax) and **الدلالة**(semantics). By understanding how scales function within sentences, learners can interpret meaning more accurately and apply morphology in translation, interpretation, and everyday communication. This Part will show how verb scales influence sentence construction, semantic shifts, and practical applications.

Fill in the blank: Verb scales affect both _____ and semantics in Arabic.

3.4.1 Role of verb scales in sentence construction

Verb scales determine how verbs interact with subjects, objects, and complements in a sentence. For example, the scale **فعّل**often requires a direct object, as in **علّم الطالبَ (ʿallama al-ṭāliba, he taught the student)**. Meanwhile, the scale **انفعل**produces passive verbs that do not require an explicit agent, as in **انكسر الزجاج (inkasara al-zujāj, the glass was broken)**. Recognising these patterns helps learners construct grammatically correct sentences.

Fill in the blank: The verb **انكسر الزجاج**does not require an explicit _____.

Scale (وزن)	***Verb Example***	***Sentence (جملة)***	***Syntax Roles***
Form I (فَعَلَ)	*كتب (he wrote)*	*كتبَ الطالبُ الدرسَ*	***كتبَ*** *= verb,* ***الطالبُ*** *= subject (فاعل),* ***الدرسَ*** *= object (مفعول به)*
Form II (فَعَّلَ)	*علّم (he taught)*	*علّمَ المعلمُ الأطفالَ*	***علّمَ*** *= verb,* ***المعلمُ*** *= subject,* ***الأطفالَ*** *= object*
Form III (فاعَلَ)	*قاتل (he fought)*	*قاتلَ الجنودُ الأعداءَ*	***قاتلَ*** *= verb,* ***الجنودُ*** *= subject,* ***الأعداءَ*** *= object*

Form IV (أَفْعَلَ)	*أكرم (he honored)*	*أكرمَ الأميرُ الضيفَ*	***أكرمَ*** *= verb,* ***الأميرُ*** *= subject,* ***الضيفَ*** *= object*
Form V (تَفَعَّلَ)	*تعلّم (he learned)*	*تعلّمَ الطالبُ العربيةَ*	***تعلّمَ*** *= verb,* ***الطالبُ*** *= subject,* ***العربيةَ*** *= object*
Form VI (تَفاعَلَ)	*تعاون (they cooperated)*	*تعاونَ الأصدقاءُ في العملِ*	***تعاونَ*** *= verb,* ***الأصدقاءُ*** *= subject,* ***في العملِ*** *= prepositional phrase (جار ومجرور)*
Form VII (اِنْفَعَلَ)	*انكسر (it broke)*	*انكسرَ الزجاجُ*	***انكسرَ*** *= verb,* ***الزجاجُ*** *= subject (no object, passive sense)*
Form VIII (اِفْتَعَلَ)	*اجتهد (he strove)*	*اجتهدَ الطالبُ في الامتحانِ*	***اجتهدَ*** *= verb,* ***الطالبُ*** *= subject,* ***في الامتحانِ*** *= prepositional phrase*
Form IX (اِفْعَلَّ)	*احمرّ (it turned red)*	*احمرَّ الوجهُ خجلاً*	***احمرَّ*** *= verb,* ***الوجهُ*** *= subject,* ***خجلاً*** *= adverbial (حال)*
Form X (اِسْتَفْعَلَ)	*استغفر (he sought forgiveness)*	*استغفرَ المسلمُ ربَّهُ*	***استغفرَ*** *= verb,* ***المسلمُ*** *= subject,* ***ربَّهُ*** *= object*

Table 3.4 Examples of verb scales in sentence construction

3.4.2 Semantic shifts and contextual meaning

Verb scales often introduce subtle semantic shifts. For instance, **قاتل (qātala)** in the scale **فاعل** conveys reciprocal action, "to fight one another," while **قتل (qatala)** in Form I simply means "to kill." Similarly, **استغفر (istaghfara)** in the scale **استفعل** conveys the sense of seeking forgiveness, which is different from **غفر (ghafara, to forgive)**. These shifts show how morphology adds layers of meaning to texts.

Fill in the blank: The verb **استغفر** means "to _____ forgiveness."

Scale (وزن)	Root (جذر)	Formed Verb	Semantic Shift	Meaning
Form I (فَعَلَ)	كتب	كتب	Basic meaning	He wrote
Form II (فَعَّلَ)	كتب	كَتَّبَ	Causative / Intensification	He made someone write
Form III (فاعَلَ)	كتب	كاتَبَ	Reciprocal / Associative	He corresponded / exchanged writing
Form IV (أَفْعَلَ)	كتب	أكتبَ	Declarative / Causative	He dictated / caused writing
Form V (تَفَعَّلَ)	كتب	تَكَتَّبَ	Reflexive / Intensive	He practiced writing / wrote repeatedly
Form VI (تَفاعَلَ)	كتب	تَكاتَبَ	Reciprocal / Mutual	They wrote to each other
Form VII (اِنْفَعَلَ)	كتب	اِنْكتبَ	Passive / Reflexive	It was written
Form VIII (اِفْتَعَلَ)	كتب	اِكْتَتَبَ	Reflexive / Effort	He subscribed / registered himself
Form IX (اِفْعَلَّ)	حمر	اِحمرَّ	Semantic shift to colors/defects	It turned red
Form X (اِسْتَفْعَلَ)	كتب	اِستكتبَ	Request / Seeking	He asked someone to write

Box 3.4 Examples of semantic shifts in verb scales

3.4.3 Practical applications in translation and interpretation

In translation and interpretation, recognising verb scales ensures accuracy. For example, translating **انكسر الباب (inkasara al-bāb)** as "the door was broken" captures the passive meaning, while **كسّر الباب (kassara al-bāb)** should be rendered "he smashed the door." Misinterpreting scales can lead to errors in meaning. Therefore, applying knowledge of scales is essential for precise translation and comprehension.

Fill in the blank: The verb **كسّر الباب** should be translated as "he _____ the door."

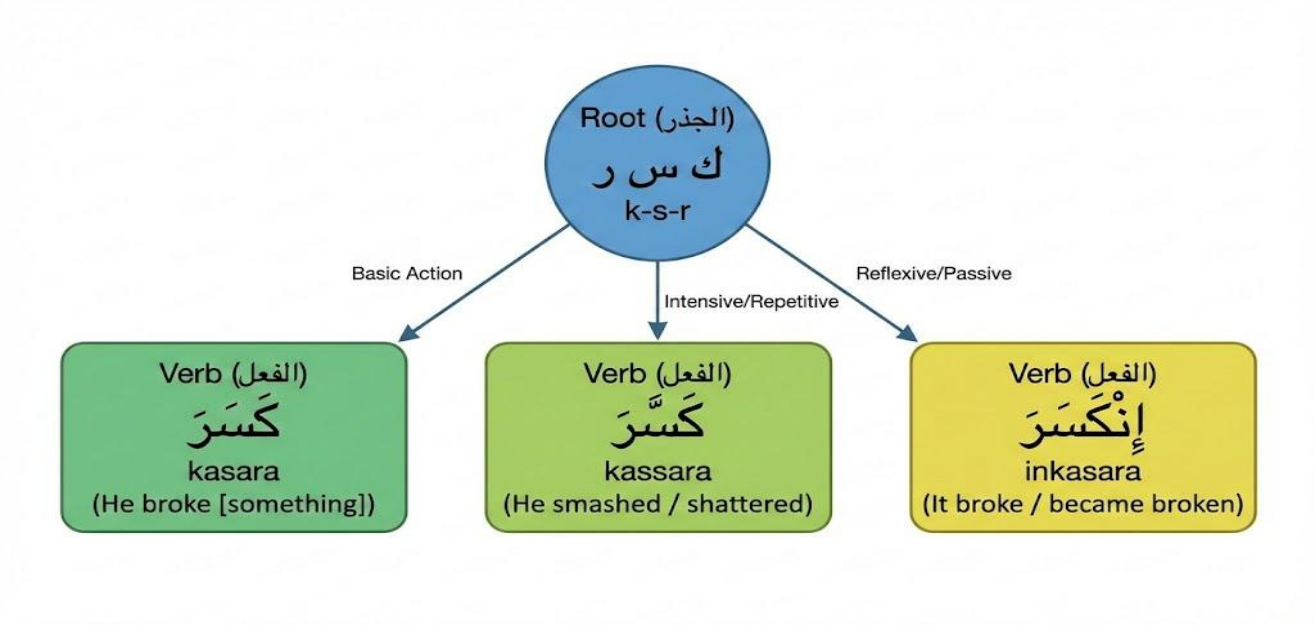

Figure 3.4 Semantic differences of the root كسر across scales

Pilot questions 3.4

1. Explain how the scale فَعَّلaffects sentence construction.
2. Give one example of a passive verb in the scale انفعل.
3. What semantic shift occurs between قتلand قاتل?
4. Translate the verb استغفرinto English.
5. Why is recognising verb scales important in translation and interpretation?

Series Summary

This Series has provided a detailed analysis of Arabic verbal morphology, building on the foundations laid in the previous unit. Its purpose has been to deepen your understanding of how advanced triliteral and quadriliteral verb patterns function, how nominal forms are derived from verbs, and how these structures influence syntax and semantics. By engaging with these topics, you have seen how morphology enriches meaning, supports accurate sentence construction, and strengthens translation and interpretation skills.

We began with advanced triliteral verb patterns, examining intensive, causative, reciprocal, reflexive, and passive forms. Then we moved on to advanced quadriliteral verb patterns, considering both their basic and derived forms, along with their semantic functions in classical and modern usage. Following that, we explored nominal derivations such as active and passive participles and verbal nouns. Finally, we analysed the applications of verb scales in syntax and semantics, highlighting their role in contextual meaning and translation. In line with the Series Learning Outcomes, you should now be able to define and analyse advanced verb patterns, identify nominal derivations, and evaluate the role of morphology in sentence construction and meaning.

Glossary of Terms

اسم الفاعل (active participle): A noun derived from a verb that describes the doer of the action, e.g., **كاتب**(writer) from **كتب**.

اسم المفعول (passive participle): A noun derived from a verb that describes the object of the action, e.g., **مكتوب**(written) from **كتب**.

المصدر (verbal noun): A noun that expresses the action of the verb in abstract form, e.g., **كتابة** (writing) from **كتب**.

الموازين الصرفية (morphological scales): Structural templates used to generate words from roots, ensuring consistency in analysis and meaning.

الجذور الرباعية (quadriliteral roots): Roots made up of four consonants, such as **زلزل**(to shake).

الجذور الثلاثية (triliteral roots): Roots made up of three consonants, such as **كتب**(to write).

انفعل (infaʿala): A triliteral verb scale that conveys passive or spontaneous meaning, e.g., **انكسر**(it was broken).

تفعّل (tafaʿʿala): A triliteral verb scale that conveys reflexive meaning, e.g., **تعلّم**(to learn).

دحرج (dahraja): The basic quadriliteral verb scale, used as a model for quadriliteral verbs, e.g., **زلزل**(to shake).

فاعل (fāʿala): A triliteral verb scale that conveys reciprocal or associative meaning, e.g., **قاتل**(to fight one another).

فعّل (faʿʿala): A triliteral verb scale that conveys intensive or causative meaning, e.g., **علّم**(to teach).

قتل (qatala): A triliteral verb in Form I meaning "to kill," used as a base example to show semantic shifts.

قاتل (qātala): A triliteral verb in Form III meaning "to fight one another," showing reciprocal action.

كسّر (kassara): A triliteral verb in Form II meaning "to smash" or "to break into pieces," showing causative intensity.

مكتوب (maktūb): A passive participle meaning "written," derived from the root **كتب**.

مقاتل (muqātil): An active participle meaning "fighter," derived from the verb **قاتل**.

وزن (scale): A fixed pattern of consonants and vowels used to classify and measure words in Arabic morphology.

زلزل (zalzala): A quadriliteral verb meaning "to shake repeatedly," often used metaphorically in modern Arabic.

Concept Check Questions [Series 3]

Objective Questions

1. Identify the triliteral verb scale that conveys causative meaning, as in عَلَّمَ. (Linked to SLO 3.1)
2. Which triliteral verb scale conveys reciprocal meaning, as in قَاتَلَ? (Linked to SLO 3.1)
3. A quadriliteral root consists of how many consonants? (Linked to SLO 3.2)
4. Which quadriliteral scale serves as the model for quadriliteral verbs? (Linked to SLO 3.2)
5. The noun كَاتِبis an example of which nominal derivation? (Linked to SLO 3.3)

Short-Answer Questions

6. Define الموازين الصرفيةand explain their purpose in Arabic morphology. (Linked to SLO 3.1)
7. Give one example of a derived quadriliteral verb and explain its meaning. (Linked to SLO 3.2)
8. Provide one example of a passive participle derived from the root كسر. (Linked to SLO 3.3)
9. Explain the difference in meaning between غفرand استغفر. (Linked to SLO 3.4)
10. Why is recognising verb scales important in translation and interpretation? (Linked to SLO 3.4)

Long-Answer Questions

11. Analyse the semantic functions of advanced triliteral verb patterns, giving examples of causative, reciprocal, and reflexive forms. (Linked to SLO 3.1)
12. Evaluate the role of quadriliteral verb patterns in both classical and modern Arabic, with examples. (Linked to SLO 3.2)
13. Demonstrate how nominal derivations from verbs (active participles, passive participles, verbal nouns) expand vocabulary and usage. (Linked to SLO 3.3)
14. Discuss how verb scales influence syntax and semantics, particularly in sentence construction and contextual meaning. (Linked to SLO 3.4)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. **فعّل (Form II)**
2. **فاعل (Form III)**
3. Four consonants
4. **دحرج (dahraja)**
5. Active participle (**اسم الفاعل**)

Short-Answer Questions

6. **الموازين الصرفية** are morphological scales, structural templates used to generate words from roots and ensure consistency in analysis.
7. **تدحرج (tadahraja)** means "to roll oneself," derived from the quadriliteral root **دحرج**.
8. **مكسور (maksūr)** meaning "broken."
9. **غفر** means "to forgive," while **استغفر** means "to seek forgiveness."
10. Recognising verb scales ensures accurate translation by capturing nuances such as causative, reciprocal, or passive meanings.

Long-Answer Questions

11. *Basic response*: Advanced triliteral patterns include **فعّل** (causative, e.g., علّم), **فاعل** (reciprocal, e.g., قاتل), and **تفعّل** (reflexive, e.g., تعلّم). Each modifies the root meaning to express different semantic functions.
    Value-added response: Outstanding learners may note that these patterns also underpin idiomatic expressions and are crucial in Qur'anic exegesis, where subtle shifts in meaning carry theological and stylistic significance.
12. *Basic response*: Quadriliteral patterns such as **زلزل** (to shake) and **بعثر** (to scatter) enrich Arabic expression. Derived forms like **تدحرج** add reflexive or repetitive meanings.
    Value-added response: Learners may highlight how quadriliteral verbs often express intensity or repetition, and their modern usage reflects creativity in journalism, literature, and political discourse.
13. *Basic response*: Nominal derivations expand vocabulary: **كاتب** (writer, active participle), **مكتوب** (written, passive participle), and **كتابة** (writing, verbal noun).
    Value-added response: Advanced learners may explain how these derivations support

word families, enabling learners to infer meanings and recognise semantic fields across dialects and registers.

14. *Basic response*: Verb scales influence syntax by determining subject–object relations, e.g., **علّم الطالبَ**(he taught the student) versus **انكسر الزجاج**(the glass was broken). They also shift meaning contextually, e.g., **قتل**(to kill) versus **قاتل**(to fight one another).
    Value-added response: Outstanding learners may add that recognising these influences is vital in translation, interpretation, and comparative Semitic linguistics, where morphology shapes both grammar and meaning.

Part 3.1 Advanced Triliteral Verb Patterns

1. The scale فعّل conveys causative meaning, e.g., علّم means “to teach.”
2. The scale فاعل conveys reciprocal meaning, e.g., قاتل means “to fight one another.”
3. The scale تفعّل conveys reflexive meaning, e.g., تعلّم means “to learn.”
4. An example is انكسر, which means “it was broken.”
5. Triliteral verb patterns expand expressive capacity by adding causative, reciprocal, reflexive, and passive meanings.

Part 3.2 Advanced Quadriliteral Verb Patterns

1. الجذور الرباعية are quadriliteral roots made up of four consonants.
2. The most common scale used for quadriliteral verbs is دحرج.
3. An example is زلزل, meaning “to shake repeatedly.”
4. The derived form تدحرج conveys reflexive or repetitive action.
5. An example in modern Arabic is بعثر, meaning “to scatter” or “to cause disorder.”

Part 3.3 Nominal Derivations from Verbal Scales

1. اسم الفاعل is the active participle, e.g., كاتب meaning “writer.”
2. The passive participle of كتب is مكتوب.
3. An example is مكسور, meaning “broken,” derived from كسر.
4. The verbal noun of كتب is كتابة, meaning “writing.”
5. Nominal derivations are important because they expand vocabulary and connect verbs to related nouns.

Part 3.4 Applications in Syntax and Semantics

1. The scale فعّل affects sentence construction by requiring a direct object, e.g., علّم الطالبَ.
2. An example of a passive verb in the scale انفعل is انكسر, meaning “it was broken.”
3. The semantic shift between قتل and قاتل is from “to kill” to “to fight one another.”
4. استغفر translates as “to seek forgiveness.”

5. Recognising verb scales is important in translation and interpretation because they ensure accuracy and capture subtle shifts in meaning.

References and Attributions [Series 3]

General References

- Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. London: Lund Humphries.
- Wright, W. (1995). *A Grammar of the Arabic Language*. Cambridge: Cambridge University Press.
- Holes, C. (2004). *Modern Arabic: Structures, Functions, and Varieties*. Washington, DC: Georgetown University Press.

Illustrations and Suggested OER Sources

Table 3.1 Examples of intensive and causative forms

- AI prompt: "Create a table showing Arabic triliteral roots with their Form I and Form II meanings, e.g., علّم → علم."
- Suggested OER search string: "Arabic triliteral verb Form II causative examples OER"

Box 3.1 Common reciprocal and associative forms

- AI prompt: "Create a box listing Arabic triliteral verbs in Form III with reciprocal or associative meanings."
- Suggested OER search string: "Arabic triliteral verb Form III reciprocal examples OER"

Figure 3.1 Root كسر fitted into the scale انفعل

- AI prompt: "Create a diagram showing the Arabic root كسر inserted into the scale انفعل, with arrows pointing to each consonant."

- Suggested OER search string: “Arabic انفعل verb scale diagram OER”

Figure 3.2 Root ***زلزل*** *fitted into the quadriliteral scale* ***دحرج***

- AI prompt: “Create a diagram showing the Arabic root زلزل inserted into the scale دحرج, with arrows pointing to each consonant.”
- Suggested OER search string: “Arabic quadriliteral verb scale دحرج diagram OER”

Box 3.2 Examples of derived quadriliteral verb forms

- AI prompt: “Create a box listing derived quadriliteral verb forms with examples and meanings.”
- Suggested OER search string: “Arabic quadriliteral verb scales derived forms OER”

Table 3.2 Examples of quadriliteral verbs in classical and modern usage

- AI prompt: “Create a table listing quadriliteral verbs with examples of classical and modern Arabic usage.”
- Suggested OER search string: “Arabic quadriliteral verbs classical modern usage OER”

Table 3.3 Examples of active participles

- AI prompt: “Create a table showing Arabic roots with their active participles, e.g., كتب → كاتب.”
- Suggested OER search string: “Arabic active participle examples OER”

Box 3.3 Examples of passive participles

- AI prompt: “Create a box listing Arabic passive participles with examples.”
- Suggested OER search string: “Arabic passive participle examples OER”

Figure 3.3 Root ***كتب*** *producing the verbal noun* ***كتابة***

- AI prompt: “Create a diagram showing the Arabic root كتب with its verb كتب and verbal noun كتابة.”

- Suggested OER search string: “Arabic مصدر verbal noun examples OER”

Table 3.4 Examples of verb scales in sentence construction

- AI prompt: “Create a table showing Arabic sentences with verbs in different scales, highlighting syntax roles.”
- Suggested OER search string: “Arabic verb scales syntax examples OER”

Box 3.4 Examples of semantic shifts in verb scales

- AI prompt: “Create a box showing examples of semantic shifts in Arabic verb scales with meanings.”
- Suggested OER search string: “Arabic verb scales semantic shifts examples OER”

Figure 3.4 Semantic differences of the root كسر across scales

- AI prompt: “Create a diagram showing the Arabic root كسر with verbs كسر، كسّر، انكسر and their English translations.”
- Suggested OER search string: “Arabic verb scale translation examples OER”

Series 4: Naked and Compound Forms of Verbs

Part 4.1 Naked (Simple) Verb Forms

- 4.1.1 Definition and features of naked verb forms
- 4.1.2 Examples of triliteral naked verbs (e.g., كتب، جلس، خرج)
- 4.1.3 Functions and usage in classical and modern Arabic

Part 4.2 Compound Verb Forms

- 4.2.1 Definition and features of compound verb forms
- 4.2.2 Examples of compound verbs formed with prefixes and suffixes (e.g., استغفر، تفاعل، انكسر)
- 4.2.3 Semantic functions of compound forms (causative, reciprocal, reflexive, passive)

Part 4.3 Comparative Analysis of Naked and Compound Forms

- 4.3.1 Structural differences between naked and compound verbs
- 4.3.2 Semantic differences and shifts in meaning
- 4.3.3 Practical applications in syntax, translation, and interpretation

Part 4.4 Applications in Language Learning and Usage

- 4.4.1 Role of naked and compound forms in vocabulary expansion
- 4.4.2 Use in everyday communication and literary contexts
- 4.4.3 Pedagogical strategies for mastering verb forms

Introduction

In the last Series, we explored the detailed analysis of Arabic verbal morphology, focusing on advanced triliteral and quadriliteral patterns, nominal derivations, and their applications in syntax and semantics. Building on that foundation, this Series turns to the distinction between naked (simple) and compound verb forms. These forms are central to understanding how Arabic verbs function in both their basic state and when extended with prefixes or suffixes to convey more complex meanings. Recognising this distinction will help you interpret texts more accurately and expand your ability to use verbs effectively in communication.

The aim of this Series is to introduce you to the features of naked and compound verb forms in Arabic, enabling you to identify their structures, analyse their semantic functions, and apply them in both classical and modern contexts.

We shall commence this Series by examining naked verb forms, defining their features and exploring examples of triliteral verbs in their simplest state. Next, we will move on to compound verb forms, considering how prefixes and suffixes create causative, reciprocal, reflexive, and passive meanings. Following that, we will undertake a comparative analysis of naked and compound forms, highlighting structural and semantic differences. Finally, we will wrap up by discussing their applications in language learning and usage, showing how these forms contribute to vocabulary expansion, everyday communication, and literary expression.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define the features of naked (simple) verb forms and illustrate their usage with examples,
- **SLO 4.2** describe the structural characteristics of triliteral naked verbs and explain their functions in Arabic,
- **SLO 4.3** demonstrate how naked verb forms are used in both classical and modern contexts,
- **SLO 4.4** explain the structure of compound verb forms and demonstrate how prefixes and suffixes modify meaning,
- **SLO 4.5** identify examples of compound verbs and classify them according to their semantic functions (causative, reciprocal, reflexive, passive),
- **SLO 4.6** analyse the structural differences between naked and compound verb forms,
- **SLO 4.7** evaluate the semantic differences between naked and compound forms, highlighting shifts in meaning,
- **SLO 4.8** apply knowledge of naked and compound forms to sentence construction and translation tasks,
- **SLO 4.9** assess the role of naked and compound forms in vocabulary expansion and everyday communication,
- **SLO 4.10** demonstrate strategies for mastering verb forms in language learning and literary contexts.

4.1 Naked (Simple) Verb Forms

Naked verb forms, also known as **الأفعال المجردة**(simple verbs), are verbs that appear in their most basic structure without any prefixes or suffixes. They are usually derived directly from **الجذور الثلاثية**(triliteral roots), which consist of three consonants. These forms are the foundation of Arabic morphology and provide the simplest expression of meaning. By mastering naked verb

forms, learners gain the ability to recognise core verb structures and understand how more complex forms are built upon them.

Fill in the blank: Naked verb forms are derived directly from _____ roots.

4.1.1 Definition and features of naked verb forms

A naked verb form is a verb that has not been expanded with additional letters. It expresses the basic meaning of the root. For example, the root **كتب (k-t-b)** produces the verb **كتب (kataba)** meaning "he wrote." Similarly, **جلس (jalasa)** means "he sat," and **خرج (kharaja)** means "he went out." These verbs are simple, direct, and form the basis for many derived structures.

Fill in the blank: The verb **جلس** in its naked form means _____.

Root (جذر)	Naked Verb (Form I – فعل)	Meaning (English)
كتب	كَتَبَ	To write
قرأ	قَرَأَ	To read
علم	عَلِمَ	To know
درس	دَرَسَ	To study
سمع	سَمِعَ	To hear
فتح	فَتَحَ	To open
خرج	خَرَجَ	To go out / exit
دخل	دَخَلَ	To enter
أكل	أَكَلَ	To eat
جلس	جَلَسَ	To sit
نصر	نَصَرَ	To help / support
حفظ	حَفِظَ	To memorize / preserve
ركب	رَكِبَ	To ride
شرب	شَرِبَ	To drink
عبد	عَبَدَ	To worship

Table 4.1 Examples of naked verb forms

4.1.2 Examples of triliteral naked verbs

Triliteral naked verbs are the most common type of simple verbs. They follow standard patterns such as **فعل (faʿala)**. For instance:

- **قرأ (qaraʾa)** means “he read.”
- **أكل (akala)** means “he ate.”
- **شرب (shariba)** means “he drank.”

These verbs are used extensively in everyday communication and classical texts. Recognising them helps learners quickly identify the root meaning of words.

Fill in the blank: The verb **أكل** in its naked form means _____.

Verb (فعل)	Root (جذر)	Meaning (English)
كتب	ك ت ب	To write
قرأ	ق ر أ	To read
علم	ع ل م	To know
درس	د ر س	To study
سمع	س م ع	To hear
فتح	ف ت ح	To open
خرج	خ ر ج	To go out / exit
دخل	د خ ل	To enter
أكل	أ ك ل	To eat
جلس	ج ل س	To sit
نصر	ن ص ر	To help / support
حفظ	ح ف ظ	To memorize / preserve
ركب	ر ك ب	To ride
شرب	ش ر ب	To drink
عبد	ع ب د	To worship

Box 4.1 Common triliteral naked verbs

4.1.3 Functions and usage in classical and modern Arabic

Naked verbs are used to express basic actions and states. In classical Arabic, they appear frequently in the Qur'an, poetry, and prose, providing direct and unembellished meaning. In modern Arabic, they remain central to everyday speech, forming the backbone of communication. For example, **كتب الطالب الدرس (kataba al-ṭālibu al-darsa)** means "the student wrote the lesson." Naked verbs are also the starting point for building compound forms, making them essential for learners to master before progressing further.

Fill in the blank: The sentence **كتب الطالب الدرس** means "the student _____ the lesson."

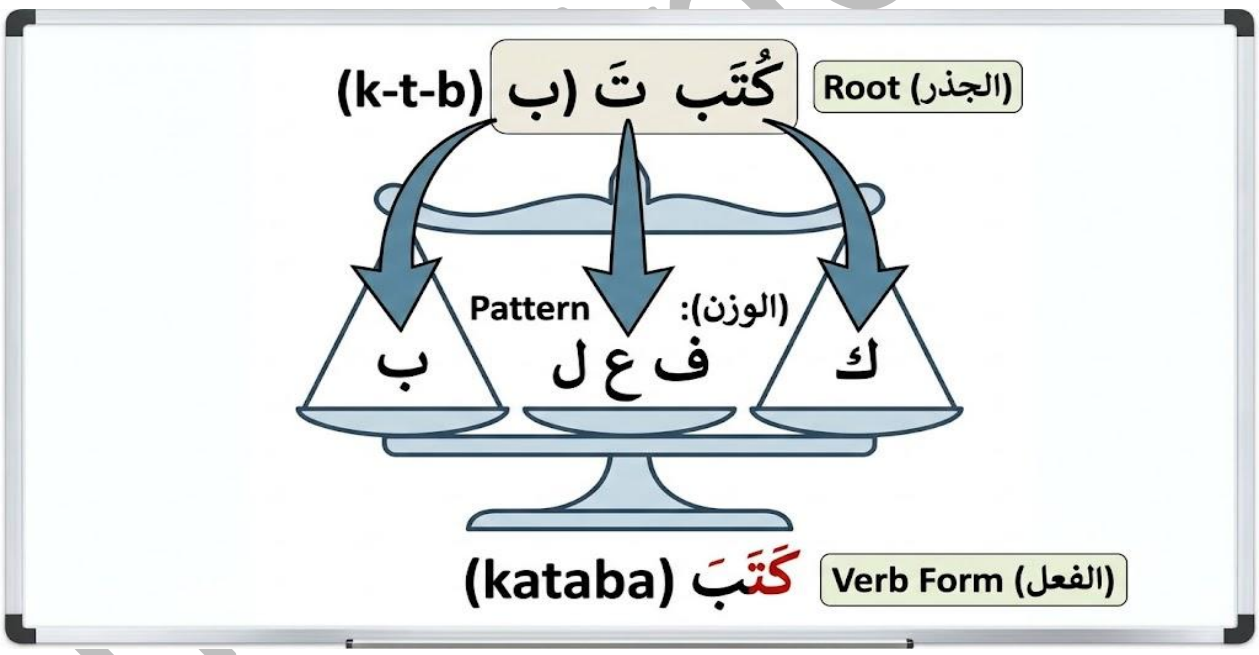

Figure 4.1 Root **كتب** *fitted into the scale* **فعل**

Pilot questions 4.1

1. Define naked verb forms and give one example.

2. What is the meaning of the verb جلسin its naked form?
3. Provide one example of a triliteral naked verb used in everyday Arabic.
4. Explain how naked verbs are used in classical Arabic texts.
5. Why are naked verbs considered the foundation of Arabic morphology?

4.2 Compound Verb Forms

Compound verb forms, also known as الأفعال المزيدة(augmented verbs), are verbs that are expanded from their naked (simple) roots by adding prefixes, infixes, or suffixes. These additions modify the basic meaning of the root, allowing the verb to express causative, reciprocal, reflexive, or passive functions. Compound forms are central to Arabic morphology because they show how a single root can generate a wide range of meanings.

Fill in the blank: Compound verb forms are created by adding _____ to the naked root.

4.2.1 Definition and features of compound verb forms

A compound verb form is built when extra letters are added to a naked verb root. For example, the root **غفر (ghafara, to forgive)** produces the compound verb **استغفر (istaghfara)** meaning "to seek forgiveness." Similarly, **كسر (kasara, to break)** produces **انكسر (inkasara)** meaning "it was broken." These forms expand the expressive capacity of Arabic by introducing new shades of meaning.

Fill in the blank: The verb استغفرmeans "to _____ forgiveness."

Root (جذر)	Form I (الفعل المجرد)	Compound Verb (المزيد)	Scale (وزن)	Meaning (English)
غفر	غَفَرَ (he forgave)	اِستَغفَرَ	Form X (اِستَفْعَلَ)	He sought forgiveness
علم	عَلِمَ (he knew)	عَلَّمَ	Form II (فَعَّلَ)	He taught (caused to know)

كتب	كَتَبَ (he wrote)	كاتَبَ	Form III (فاعَلَ)	He corresponded / exchanged writing
خرج	خَرَجَ (he went out)	أَخرَجَ	Form IV (أَفعَلَ)	He made someone go out / expelled
حفظ	حَفِظَ (he preserved)	حافَظَ	Form III (فاعَلَ)	He maintained / protected
نصر	نَصَرَ (he helped)	انتَصَرَ	Form VII (اِنفَعَلَ)	He was victorious
كسر	كَسَرَ (he broke)	اِنكَسَرَ	Form VII (اِنفَعَلَ)	It was broken
جهد	جَهَدَ (he strove)	اِجتَهَدَ	Form VIII (اِفتَعَلَ)	He exerted effort / strove
حمر	حَمِرَ (it was red)	اِحمَرَّ	Form IX (اِفعَلَّ)	It turned red
كرم	كَرُمَ (he was noble)	أكرَمَ	Form IV (أَفعَلَ)	He honored

Table 4.2 Examples of compound verb forms

4.2.2 Examples of compound verbs formed with prefixes and suffixes

Compound verbs often use specific morphological patterns. Common examples include:

- **استفعل (istafʿala)**: conveys seeking or requesting, e.g., **استغفر (to seek forgiveness)**.
- **تفاعل (tafāʿala)**: conveys reciprocal action, e.g., **تعاون (to cooperate)**.
- **انفعل (infaʿala)**: conveys passive or spontaneous meaning, e.g., **انكسر (it was broken)**.
- **افتعل (iftaʿala)**: conveys reflexive or effortful meaning, e.g., **اجتهد (to strive).**

These patterns are predictable, making it easier for learners to recognise and interpret compound verbs.

Fill in the blank: The scale **تفاعل** often conveys _____ action.

Pattern (وزن)	*Semantic Function*	*Example (Root)*	*Meaning*
فَعَّل (Form II)	*Causative / Intensification*	*علّم (علم)*	*To teach (cause to know)*
فاعَل (Form III)	*Reciprocal / Associative*	*كاتب (كتب)*	*To correspond / exchange writing*
أفْعَل (Form IV)	*Causative / Declarative*	*أكرم (كرم)*	*To honor (cause to be noble)*
تَفَعَّل (Form V)	*Reflexive / Intensive*	*تعلّم (علم)*	*To learn (make oneself know)*
تَفاعَل (Form VI)	*Reciprocal / Mutual*	*تعاون (عون)*	*To cooperate / help each other*
اِنْفَعَل (Form VII)	*Passive / Reflexive*	*انكسر (كسر)*	*To be broken*
اِفْتَعَل (Form VIII)	*Reflexive / Effort*	*اجتهد (جهد)*	*To strive / exert effort*
اِفْعَلَّ (Form IX)	*Colors / Defects*	*احمرّ (حمر)*	*To become red*
اِسْتَفْعَل (Form X)	*Request / Seeking*	*استغفر (غفر)*	*To seek forgiveness*

Box 4.2 Common compound verb patterns

4.2.3 Semantic functions of compound forms

Compound verbs add nuance to meaning. For example, **علّم (ʿallama)** from **علم (ʿalima, to know)** means "to teach," showing causative meaning. **تعلّم (taʿallama)** means "to learn," showing reflexive meaning. **قاتل (qātala)** means "to fight one another," showing reciprocal meaning. These semantic functions allow Arabic to express complex relationships and actions with precision.

Fill in the blank: The verb **تعلّم** means "to _____."

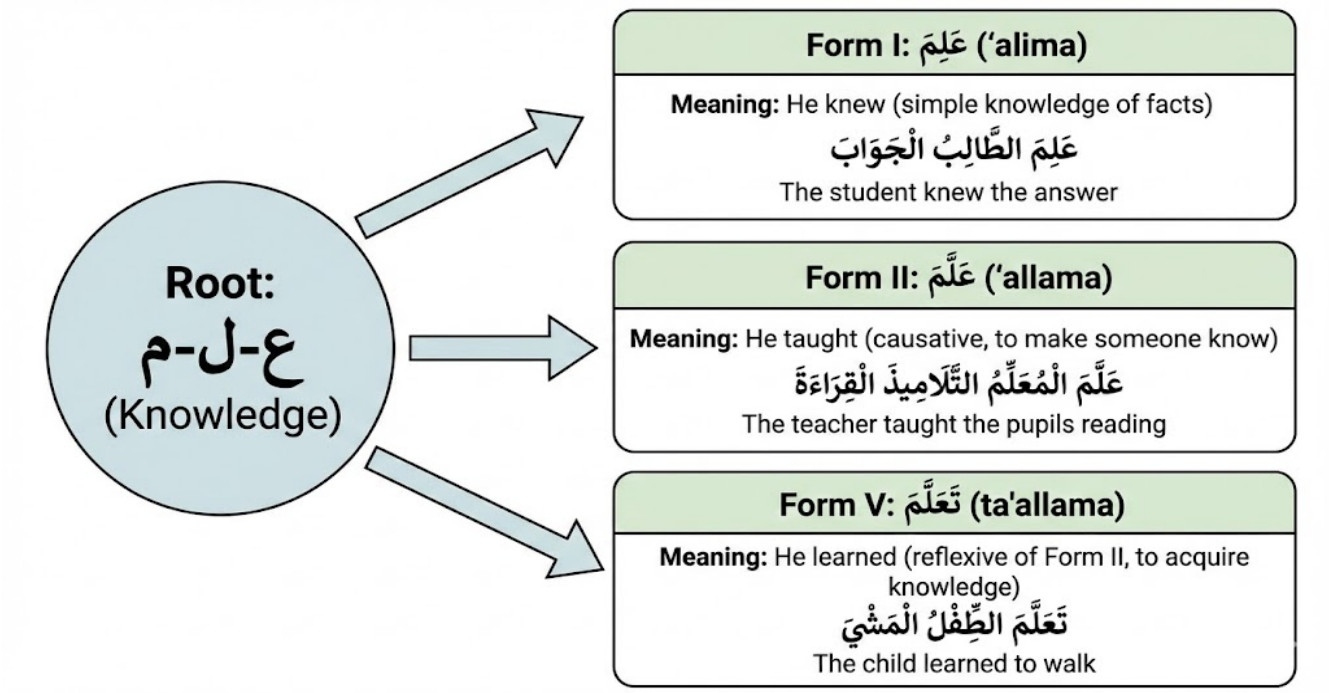

Figure 4.2 Semantic functions of the root علم across compound forms

Pilot questions 4.2

1. Define compound verb forms and give one example.
2. What is the meaning of the verb استغفر?
3. Provide one example of a compound verb formed with the scale تفاعل.
4. Explain the semantic function of the verb تعلّم.
5. Why are compound verb forms important in Arabic morphology?

4.3 Comparative Analysis of Naked and Compound Forms

Understanding the relationship between naked and compound verb forms is essential for grasping how Arabic morphology expands meaning. Naked verbs, or الأفعال المجردة, represent the simplest form of a root, while compound verbs, or الأفعال المزيدة, show how additional letters

transform the meaning. By comparing the two, learners can see how Arabic systematically builds complexity from simplicity.

Fill in the blank: Naked verbs express the _____ meaning of a root, while compound verbs expand it.

4.3.1 Structural differences between naked and compound verbs

Structurally, naked verbs are formed directly from triliteral roots without additions. For example, **كتب (kataba)** is a naked verb meaning "he wrote." Compound verbs, however, add prefixes, infixes, or suffixes to the root, such as **استكتب (istaktaba)** meaning "to dictate." The difference lies in the presence or absence of these extra letters, which alter the verb's form and function.

Fill in the blank: The verb **استكتب** is a _____ form of the root كتب.

Root (جذر)	Naked Verb (Form I – فعل مجرد)	Meaning (Basic)	Compound Verb (Form II–X – مزيد)	Scale (وزن)	Meaning (Derived)
كتب	كَتَبَ	He wrote	كاتَبَ	Form III (فاعَلَ)	He corresponded / exchanged writing
علم	عَلِمَ	He knew	عَلَّمَ	Form II (فَعَّلَ)	He taught (caused to know)
غفر	غَفَرَ	He forgave	اِستَغفَرَ	Form X (اِستَفْعَلَ)	He sought forgiveness
خرج	خَرَجَ	He went out	أخرَجَ	Form IV (أَفعَلَ)	He expelled / made go out
حفظ	حَفِظَ	He preserved	حافَظَ	Form III (فاعَلَ)	He maintained / protected
نصر	نَصَرَ	He helped	انتَصَرَ	Form VII (اِنفَعَلَ)	He was victorious

كسر	كَسَرَ	He broke	اِنكَسَرَ	Form VII (اِنفَعَلَ)	It was broken
جهد	جَهَدَ	He strove	اِجتَهَدَ	Form VIII (اِفتَعَلَ)	He exerted effort / studied hard
حمر	حَمِرَ	It was red	اِحمَرَّ	Form IX (اِفعَلَّ)	It turned red
كرم	كَرُمَ	He was noble	أَكرَمَ	Form IV (أَفعَلَ)	He honored

Table 4.3 Structural comparison of naked and compound verbs

4.3.2 Semantic differences and shifts in meaning

Semantically, naked verbs convey the basic action, while compound verbs introduce nuance. For example, **علم (ʿalima)** means "he knew," while **علّم (ʿallama)** means "he taught," showing causative meaning. Similarly, **كسر (kasara)** means "he broke," while **انكسر (inkasara)** means "it was broken," showing passive meaning. These shifts demonstrate how compound forms enrich the expressive power of Arabic.

Fill in the blank: The verb **علّم** shifts the meaning of **علم** to _____.

Root (جذر)	***Naked Verb (Form I – مجرد)***	***Meaning (Basic)***	***Compound Verb (Form II–X – مزيد)***	***Semantic Shift***	***Meaning (Derived)***
كتب	كَتَبَ	*To write*	كاتَبَ *(Form III)*	*Reciprocal / Associative*	*To correspond / exchange writing*
علم	عَلِمَ	*To know*	عَلَّمَ *(Form II)*	*Causative / Intensification*	*To teach (cause to know)*

غفر	غَفَرَ	*To forgive*	اِستَغفَرَ *(Form X)*	*Request / Seeking*	*To seek forgiveness*
خرج	خَرَجَ	*To go out*	أَخرَجَ *(Form IV)*	*Causative / Declarative*	*To expel / make go out*
حفظ	حَفِظَ	*To preserve*	حافَظَ *(Form III)*	*Reciprocal / Associative*	*To maintain / protect*
نصر	نَصَرَ	*To help*	اِنتَصَرَ *(Form VII)*	*Passive / Reflexive*	*To be victorious*
كسر	كَسَرَ	*To break*	اِنكَسَرَ *(Form VII)*	*Passive / Reflexive*	*To be broken*
جهد	جَهَدَ	*To strive*	اِجتَهَدَ *(Form VIII)*	*Reflexive / Effort*	*To exert effort / study hard*
حمر	حَمِرَ	*To be red*	اِحمَرَّ *(Form IX)*	*Semantic shift to colors/defects*	*To turn red*
كرم	كَرُمَ	*To be noble*	أَكرَمَ *(Form IV)*	*Causative / Declarative*	*To honor*

Box 4.3 Examples of semantic shifts between naked and compound verbs

4.3.3 Practical applications in syntax, translation, and interpretation

In syntax, naked verbs often require straightforward subject–object structures, while compound verbs may alter sentence roles. For example, **كتب الطالب الدرس (kataba al-ṭālibu al-darsa)** means "the student wrote the lesson," while **استكتب الطالب الأستاذ (istaktaba al-ṭālibu al-ustādha)** means "the student asked the teacher to write." In translation, recognising these differences prevents errors and ensures accuracy. Compound verbs often carry cultural or contextual nuances that must be preserved in interpretation.

Fill in the blank: The verb **استكتب الطالب الأستاذ** means "the student _____ the teacher to write."

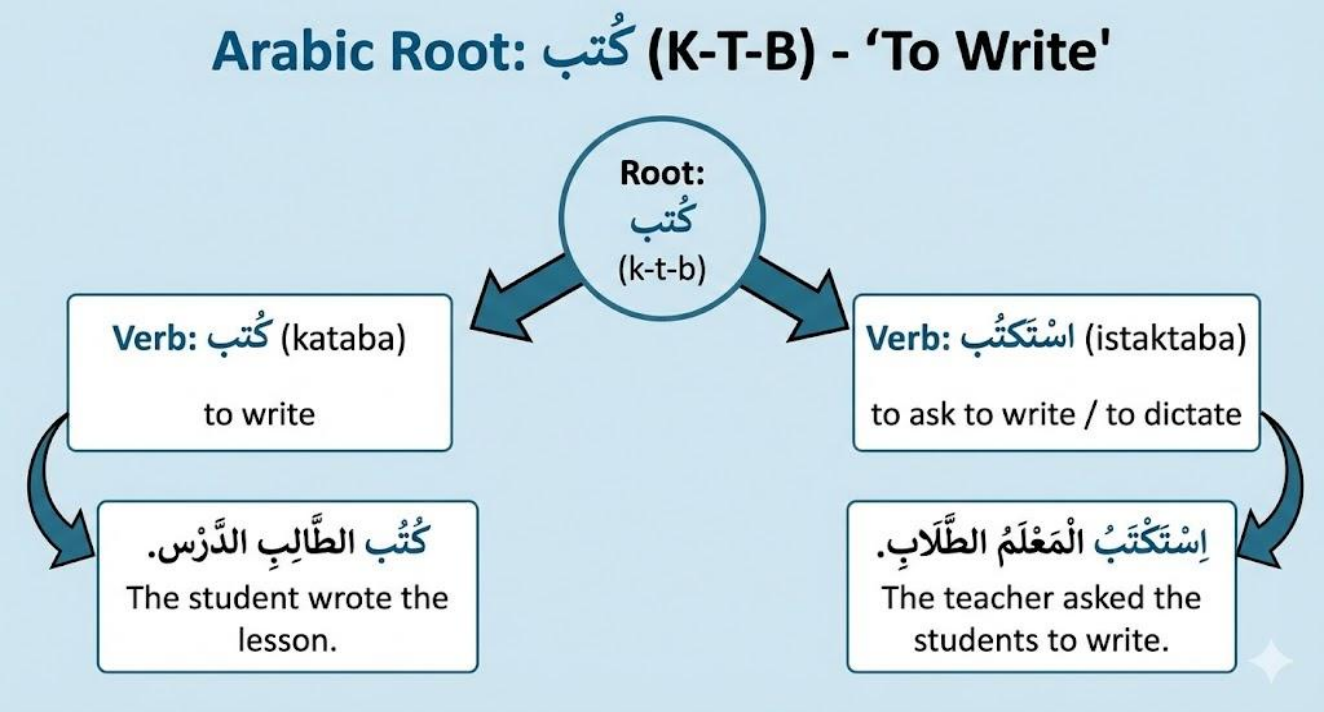

Figure 4.3 Comparative usage of كتب in naked and compound forms

Pilot questions 4.3

1. What is the structural difference between naked and compound verbs?
2. Give one example of a naked verb and its compound form.
3. Explain the semantic shift between علم and علّم.
4. Provide one example of how compound verbs affect sentence construction.
5. Why is recognising the difference between naked and compound verbs important in translation?

4.4 Applications in Language Learning and Usage

Naked and compound verb forms are not only theoretical constructs of Arabic morphology, they are practical tools that shape how learners acquire vocabulary, communicate effectively, and

engage with literary texts. By applying these forms in real contexts, you will see how they contribute to fluency and deeper comprehension.

Fill in the blank: Naked and compound verb forms are practical tools for _____ and communication.

4.4.1 Role of naked and compound forms in vocabulary expansion

Naked verbs provide the basic meaning of a root, while compound verbs expand that meaning into multiple related words. For example, from the root **كتب (k-t-b)** we derive **كتب (kataba, he wrote)**, **كاتب (kātib, writer)**, **مكتوب (maktūb, written)**, and **استكتب (istaktaba, to dictate)**. This shows how a single root can generate a family of words, greatly expanding vocabulary.

Fill in the blank: The verb **استكتب** means "to _____."

Form (وزن)	Word	Type	Meaning (English)
Form I (فَعَلَ)	كَتَبَ	Naked verb	He wrote
Form I (اسم الفاعل)	كاتِب	Active participle	Writer
Form I (اسم المفعول)	مَكتوب	Passive participle	Written
Form II (فَعَّلَ)	كَتَّبَ	Compound verb	He made someone write
Form II (اسم الفاعل)	مُكتِّب	Active participle	One who makes someone write
Form III (فاعَلَ)	كاتَبَ	Compound verb	He corresponded / exchanged writing
Form III (اسم الفاعل)	مُكاتِب	Active participle	Correspondent
Form IV (أفعَلَ)	أكتَبَ	Compound verb	He dictated / caused writing
Form IV (اسم الفاعل)	مُكتِب	Active participle	Dictator (one who dictates)
Form V (تَفَعَّلَ)	تَكَتَّبَ	Compound verb	He practiced writing / wrote repeatedly
Form VI (تَفاعَلَ)	تَكاتَبَ	Compound verb	They wrote to each other
Form VII (اِنفَعَلَ)	اِنْكَتَبَ	Compound verb	It was written
Form VIII (اِفتَعَلَ)	اِكْتَتَبَ	Compound verb	He subscribed / registered
Form X (اِستَفعَلَ)	اِستَكتَبَ	Compound verb	He asked someone to write

Table 4.4 Vocabulary expansion from the root كتب

4.4.2 Use in everyday communication and literary contexts

In everyday speech, naked verbs express simple actions, while compound verbs add nuance. For instance, **جلس (jalasa, he sat)** is straightforward, while **تجلس (tajlisu, she sits)** shows tense and agreement. Compound forms such as **تعاون (taʿāwana, to cooperate)** are common in social and professional contexts. In literature, compound verbs enrich expression, allowing writers to convey subtle meanings and stylistic effects.

Fill in the blank: The verb **تعاون** is often used to mean "to _____."

Root (جذر)	***Naked Verb (Form I – مجرد)***	***Meaning (Basic)***	***Compound Verb (Form II–X – مزيد)***	***Meaning (Derived)***	***Context of Use***
كتب	كَتَبَ	*To write*	كَاتَبَ *(Form III)*	*To correspond / exchange letters*	*Everyday (writing notes, letters) & Literary (epistolary style)*
علم	عَلِمَ	*To know*	عَلَّمَ *(Form II)*	*To teach (cause to know)*	*Everyday (school, teaching) & Literary (Qur'anic, scholarly texts)*
غفر	غَفَرَ	*To forgive*	اِستَغفَرَ *(Form X)*	*To seek forgiveness*	*Literary (Qur'an, poetry) & Everyday (religious speech)*
خرج	خَرَجَ	*To go out*	أَخرَجَ *(Form IV)*	*To expel / bring out*	*Everyday (leaving home) & Literary*

					(expelling armies, metaphors)
حفظ	حَفِظَ	*To preserve*	حافَظَ *(Form III)*	*To maintain / protect*	*Everyday (keeping secrets, guarding) & Literary (moral protection)*
نصر	نَصَرَ	*To help*	انتَصَرَ *(Form VII)*	*To be victorious*	*Literary (battle, Qur'anic imagery) & Everyday (sports, competition)*
كسر	كَسَرَ	*To break*	اِنكَسَرَ *(Form VII)*	*To be broken*	*Everyday (breaking objects) & Literary (broken hearts, metaphors)*
جهد	جَهَدَ	*To strive*	اِجتَهَدَ *(Form VIII)*	*To exert effort / study hard*	*Everyday (students, workers) & Literary (spiritual striving, jihad)*
حمر	حَمِرَ	*To be red*	اِحمَرَّ *(Form IX)*	*To turn red*	*Everyday (face blushing) & Literary (poetic imagery of dawn, roses)*
كرم	كَرُمَ	*To be noble*	أَكرَمَ *(Form IV)*	*To honor*	*Everyday (hospitality) & Literary (Qur'anic, moral virtues)*

Box 4.4 Everyday and literary uses of naked and compound verbs

4.4.3 Pedagogical strategies for mastering verb forms

For learners, mastering naked and compound forms requires practice and recognition of patterns. Strategies include:

- Grouping words by root families to see connections.
- Using tables and diagrams to visualise how roots expand into compound forms.
- Practising sentence construction with both naked and compound verbs.
- Reading classical and modern texts to observe usage in context.

These strategies help learners internalise verb forms and apply them naturally in communication.

Fill in the blank: Grouping words by _____ helps learners see connections between naked and compound forms.

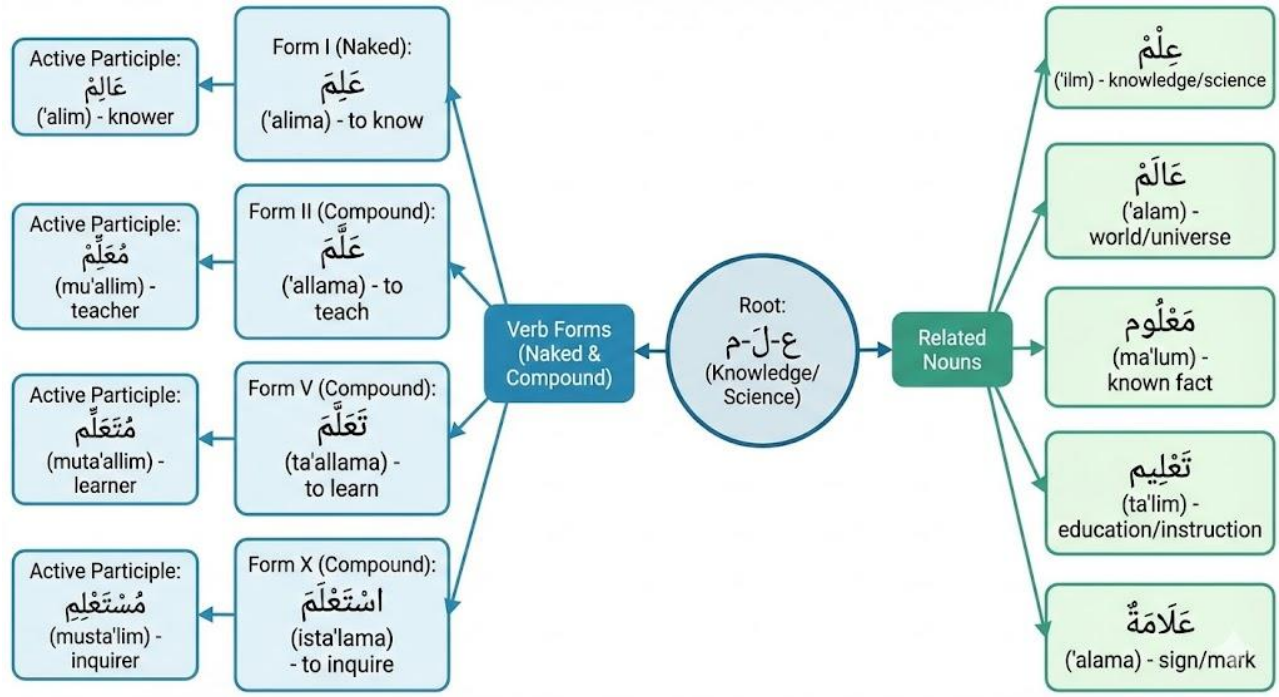

Figure 4.4 Pedagogical strategy: grouping words by root families

Pilot questions 4.4

1. How do naked and compound verbs contribute to vocabulary expansion?
2. Give one example of a compound verb used in everyday communication.
3. Explain how compound verbs enrich literary expression.
4. What is one effective strategy for mastering verb forms?

5. Why is grouping words by root families useful in learning Arabic?

Series Summary

This Series has focused on the distinction between naked (simple) and compound verb forms in Arabic, showing how they form the foundation of morphology and expand meaning through structural modifications. Its purpose has been to help you recognise the basic features of naked verbs, understand how compound forms are created, and appreciate the ways in which both types of verbs function in communication and literary contexts.

We began by examining naked verb forms, defining their features and exploring examples of triliteral verbs in their simplest state. We then moved on to compound verb forms, considering how prefixes and suffixes introduce causative, reciprocal, reflexive, and passive meanings. Following that, we carried out a comparative analysis of naked and compound forms, highlighting structural and semantic differences and their impact on translation and interpretation. Finally, we explored practical applications in vocabulary expansion, everyday communication, and pedagogy. In line with the Series Learning Outcomes, you should now be able to define, describe, and demonstrate naked and compound forms, analyse their differences, evaluate their functions, and apply strategies for mastering them in both academic and practical contexts.

Glossary of Terms

الأفعال المجردة (naked verbs): Simple verb forms built directly from triliteral roots without any added letters. They express the basic meaning of the root.

الأفعال المزيدة (compound verbs): Verb forms created by adding prefixes, infixes, or suffixes to a naked root. These additions modify the meaning, often making the verb causative, reciprocal, reflexive, or passive.

الجذور الثلاثية (triliteral roots): Roots made up of three consonants, such as **كتب (k-t-b)**. They are the most common type of root in Arabic and form the basis of naked verbs.

Prefixes: Letters added to the beginning of a root to create a compound verb, e.g., **استغفر** from **غفر**.

Semantic shift: A change in meaning that occurs when a naked verb is transformed into a compound form, e.g., **علم (to know)** becomes **علّم (to teach)**.

Suffixes: Letters added to the end of a root or verb form to modify its meaning or grammatical role.

Verb scale (وزن): A fixed pattern of consonants and vowels used to classify and generate verbs. Naked verbs typically follow the scale **فعل (faʿala)**, while compound verbs use extended scales such as **استفعل** or **تفاعل**.

Vocabulary expansion: The process by which a single root generates multiple related words, including naked verbs, compound verbs, and derived nouns.

Concept Check Questions [Series 4]

Objective Questions

1. Identify the verb scale most commonly used for naked triliteral verbs. (Linked to SLO 4.1)
2. Which term refers to verbs formed by adding prefixes or suffixes to a naked root? (Linked to SLO 4.4)
3. A triliteral root consists of how many consonants? (Linked to SLO 4.2)
4. The verb **استغفر** belongs to which compound verb scale? (Linked to SLO 4.5)
5. The verb **علّم** is an example of which semantic function? (Linked to SLO 4.7)

Short-Answer Questions

6. Define naked verb forms and give one example. (Linked to SLO 4.1)
7. Explain how compound verbs expand the meaning of a root, using one example. (Linked to

SLO 4.4)

8. Provide one example of a semantic shift between a naked verb and its compound form. (Linked to SLO 4.7)

9. Describe one way naked and compound verbs contribute to vocabulary expansion. (Linked to SLO 4.9)

10. State one pedagogical strategy for mastering verb forms. (Linked to SLO 4.10)

Long-Answer Questions

11. Analyse the structural differences between naked and compound verb forms, giving examples. (Linked to SLO 4.6)

12. Evaluate the semantic functions of compound verb forms, with examples of causative, reciprocal, reflexive, and passive meanings. (Linked to SLO 4.7)

13. Demonstrate how naked and compound verbs are applied in sentence construction and translation tasks. (Linked to SLO 4.8)

14. Assess the role of naked and compound forms in everyday communication and literary contexts. (Linked to SLO 4.9)

15. Discuss effective strategies for mastering verb forms in language learning. (Linked to SLO 4.10)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. **فعل (faʿala)**
2. **Compound verbs (الأفعال المزيدة)**
3. Three consonants
4. **استفعل (istafʿala)**
5. Causative

Short-Answer Questions

6. Naked verb forms are simple verbs built directly from triliteral roots without additions, e.g., **كتب (kataba, he wrote)**.

7. Compound verbs expand meaning by adding letters, e.g., **غفر (ghafara, to forgive)** → **استغفر (istaghfara, to seek forgiveness)**.

8. **علم (ʿalima, to know)** → **علّم (ʿallama, to teach)** shows a semantic shift from knowing to causing knowledge.

9. A single root generates multiple related words, e.g., **كتب** produces **كاتب, مكتوب, كتابة, استكتب**, expanding vocabulary.

10. Grouping words by root families helps learners see connections and patterns.

Long-Answer Questions

11. *Basic response*: Naked verbs are formed directly from triliteral roots, e.g., **جلس (jalasa, he sat)**. Compound verbs add letters, e.g., **انكسر (inkasara, it was broken)**.
    Value-added response: Outstanding learners may note that structural differences also affect syntax, with compound verbs often altering subject–object relations.
12. *Basic response*: Compound verbs convey functions such as causative (**علّم, to teach**), reciprocal (**قاتل, to fight one another**), reflexive (**تعلّم, to learn**), and passive (**انكسر, it was broken**).
    Value-added response: Learners may highlight how these functions enrich literary expression and Qur'anic interpretation, where subtle shifts carry theological weight.
13. *Basic response*: Naked verbs like **كتب الطالب الدرس** ("the student wrote the lesson") show direct action, while compound verbs like **استكتب الطالب الأستاذ** ("the student asked the teacher to write") alter sentence roles.
    Value-added response: Advanced learners may explain how recognising these forms prevents mistranslation and ensures cultural nuance in interpretation.
14. *Basic response*: Naked verbs express simple actions in everyday speech, while compound verbs add nuance, e.g., **تعاون (to cooperate)** in social contexts.
    Value-added response: Outstanding learners may discuss how compound verbs enrich literary style, allowing authors to convey subtle meanings and rhetorical effects.
15. *Basic response*: Strategies include grouping words by root families, practising sentence construction, and reading texts.
    Value-added response: Advanced learners may add that using digital tools, morphological charts, and comparative Semitic studies enhances mastery.

Answers to Pilot Questions [Series 4]

Part 4.1 Naked (Simple) Verb Forms

1. Naked verb forms are simple verbs built directly from triliteral roots without additions, e.g., **كتب (kataba, he wrote)**.
2. The verb **جلس** in its naked form means "he sat."
3. An example of a triliteral naked verb used in everyday Arabic is **أكل (akala, he ate).**
4. Naked verbs are used in classical Arabic texts such as the Qur'an and poetry to express direct, unembellished meaning.
5. Naked verbs are considered the foundation of Arabic morphology because they provide the basic meaning from which compound forms are derived.

Part 4.2 Compound Verb Forms

1. Compound verb forms are verbs created by adding prefixes, infixes, or suffixes to a naked root, e.g., **استغفر (istaghfara, to seek forgiveness)**.
2. The verb **استغفر** means "to seek forgiveness."
3. An example of a compound verb formed with the scale **تفاعل** is **تعاون (taʿāwana, to cooperate).**
4. The verb **تعلّم (taʿallama)** conveys reflexive meaning, "to learn."
5. Compound verb forms are important in Arabic morphology because they expand the expressive capacity of the language, introducing causative, reciprocal, reflexive, and passive meanings.

Part 4.3 Comparative Analysis of Naked and Compound Forms

1. The structural difference is that naked verbs are formed directly from triliteral roots without additions, while compound verbs include extra letters such as prefixes or suffixes.
2. An example is **كتب (kataba, he wrote)** as a naked verb and **استكتب (istaktaba, to dictate)** as its compound form.
3. The semantic shift between **علم (ʿalima, to know)** and **علّم (ʿallama, to teach)** is from knowing to causing knowledge.

4. Compound verbs affect sentence construction by altering subject–object roles, e.g., استكتب الطالب الأستاذ means "the student asked the teacher to write."
5. Recognising the difference between naked and compound verbs is important in translation because it ensures accuracy and preserves nuance.

Part 4.4 Applications in Language Learning and Usage

1. Naked and compound verbs contribute to vocabulary expansion by generating word families from a single root, e.g., كتب → كتب، كاتب، مكتوب، استكتب.
2. An example of a compound verb used in everyday communication is تعاون **(taʿāwana, to cooperate).**
3. Compound verbs enrich literary expression by adding nuance and stylistic variety, allowing authors to convey subtle meanings.
4. One effective strategy for mastering verb forms is grouping words by root families.
5. Grouping words by root families is useful because it helps learners see connections between naked and compound forms, making patterns easier to recognise.

References and Attributions [Series 4]

This section compiles all references, suggested open educational resources (OERs), and illustration prompts used in **Series 4: Simple and Compound Verb Forms in Arabic**. Entries are presented in APA style for clarity and consistency.

General References

- Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. London: Lund Humphries.
- Wright, W. (1995). *A Grammar of the Arabic Language*. Cambridge: Cambridge University Press.
- Holes, C. (2004). *Modern Arabic: Structures, Functions, and Varieties*. Washington, DC: Georgetown University Press.

Illustrations and Suggested OER Sources

Table 4.1 Examples of naked verb forms

- AI prompt: “Create a table showing Arabic triliteral roots with their naked verb forms and meanings, e.g., كتب → كتب (to write).”
- Suggested OER search string: “Arabic triliteral naked verb examples OER”

Box 4.1 Common triliteral naked verbs

- AI prompt: “Create a box listing common Arabic triliteral naked verbs with meanings.”
- Suggested OER search string: “Arabic triliteral verb فعل examples OER”

Figure 4.1 Root كتب fitted into the scale فعل

- AI prompt: “Create a diagram showing the Arabic root كتب inserted into the scale فعل, with arrows pointing to each consonant.”
- Suggested OER search string: “Arabic فعل verb scale كتب diagram OER”

Table 4.2 Examples of compound verb forms

- AI prompt: “Create a table showing Arabic roots with their compound verb forms and meanings, e.g., غفر → استغفر.”
- Suggested OER search string: “Arabic compound verb examples OER”

Box 4.2 Common compound verb patterns

- AI prompt: “Create a box listing common Arabic compound verb patterns with examples and meanings.”
- Suggested OER search string: “Arabic verb scales compound forms OER”

Figure 4.2 Semantic functions of the root علم across compound forms

- AI prompt: “Create a diagram showing the Arabic root علم with verbs علم، علّم، تعلّم and their meanings.”
- Suggested OER search string: “Arabic verb scale علم compound forms OER”

Table 4.3 Structural comparison of naked and compound verbs

- AI prompt: “Create a table comparing Arabic naked verbs with their compound forms, showing roots and meanings.”
- Suggested OER search string: “Arabic naked vs compound verb comparison OER”

Box 4.3 Examples of semantic shifts between naked and compound verbs

- AI prompt: “Create a box listing examples of Arabic naked verbs and their compound forms, highlighting semantic shifts.”
- Suggested OER search string: “Arabic verb semantic shifts naked vs compound OER”

Figure 4.3 Comparative usage of كتب in naked and compound forms

- AI prompt: “Create a diagram showing the Arabic root كتب with verbs كتب and استكتب, including sentence examples.”
- Suggested OER search string: “Arabic verb كتب naked vs compound usage OER”

Table 4.4 Vocabulary expansion from the root كتب

- AI prompt: “Create a table showing Arabic words derived from the root كتب, including naked and compound forms.”
- Suggested OER search string: “Arabic كتب root vocabulary expansion OER”

Box 4.4 Everyday and literary uses of naked and compound verbs

- AI prompt: “Create a box listing examples of Arabic naked and compound verbs used in everyday and literary contexts.”
- Suggested OER search string: “Arabic naked and compound verbs everyday literary usage OER”

Figure 4.4 Pedagogical strategy: grouping words by root families

- AI prompt: “Create a diagram showing the Arabic root علم with naked and compound forms, plus related nouns.”
- Suggested OER search string: “Arabic verb learning strategies root families OER”

Series 5: Particles of Augmentation in Arabic Morphology

Part 5.1 Introduction to Augmenting Particles

- 5.1.1 Definition and role of particles in morphology
- 5.1.2 Distinction between root letters and augmenting particles
- 5.1.3 Overview of common particles used in verb and noun formation

Part 5.2 Types of Augmenting Particles

- 5.2.1 Prefixes (e.g., أ، ت، س، ي)
- 5.2.2 Infixes (letters inserted within the root)
- 5.2.3 Suffixes (letters added at the end of the form)
- 5.2.4 Examples of how each type modifies meaning

Part 5.3 Functions and Semantic Impact

- 5.3.1 Causative and intensive functions
- 5.3.2 Reciprocal and reflexive functions
- 5.3.3 Passive and requestive functions
- 5.3.4 Vocabulary expansion through augmentation

Part 5.4 Applications in Syntax and Translation

- 5.4.1 Role of particles in sentence construction
- 5.4.2 Examples from classical Arabic texts
- 5.4.3 Implications for modern usage and translation accuracy

Introduction

In the last Series, we examined naked and compound verb forms, seeing how Arabic builds meaning from simple roots and expands them through structural modifications. This prepared us to appreciate the next layer of complexity in Arabic morphology, where specific particles are used to augment words and verbs. These particles are not part of the root itself but play a crucial role in shaping meaning, creating nuance, and expanding the expressive power of the language.

The aim of this Series is to introduce you to augmenting particles in Arabic morphology, enabling you to identify their types, explain their functions, and apply them in both classical and modern contexts.

We shall commence this Series by exploring the definition and role of augmenting particles, distinguishing them from root letters and surveying the most common ones. Next, we will examine the different types of particles, including prefixes, infixes, and suffixes, and see how each modifies meaning. Following that, we will analyse their functions and semantic impact, such as causative, reciprocal, reflexive, and passive uses, as well as their role in vocabulary expansion. Finally, we will wrap up by considering their applications in syntax and translation, drawing examples from classical texts and modern usage to show their practical importance.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** define augmenting particles in Arabic morphology and distinguish them from root letters,
- **SLO 5.2** explain the role of augmenting particles in verb and noun formation,
- **SLO 5.3** identify common augmenting particles used in Arabic and provide examples of their application,
- **SLO 5.4** describe the structural features of prefixes, infixes, and suffixes as types of augmenting particles,
- **SLO 5.5** demonstrate how prefixes modify the meaning of a root in verb formation,
- **SLO 5.6** illustrate the use of infixes in altering verb patterns,
- **SLO 5.7** apply suffixes to form extended verb and noun structures,

- **SLO 5.8** analyse the semantic functions of augmenting particles, including causative, reciprocal, reflexive, and passive meanings,
- **SLO 5.9** evaluate how augmenting particles contribute to vocabulary expansion and nuance in meaning,
- **SLO 5.10** demonstrate the role of augmenting particles in sentence construction through examples,
- **SLO 5.11** interpret examples of augmenting particles in classical Arabic texts,
- **SLO 5.12** assess the implications of augmenting particles for translation accuracy and modern usage.

5.1 Introduction to Augmenting Particles

Augmenting particles, known in Arabic as **حروف الزيادة**, are additional letters that are inserted into a root to expand its meaning or modify its grammatical function. Unlike **root letters**, which carry the essential meaning of a word, augmenting particles serve to refine, extend, or alter that meaning. They are central to Arabic morphology because they allow a single root to generate multiple related words and expressions.

Fill in the blank: Augmenting particles are letters that are _____ to a root to expand its meaning.

5.1.1 Definition and role of particles in morphology

An **augmenting particle** is a letter added to a root to create a new form of a verb or noun. For example, the root **غفر (ghafara, to forgive)** becomes **استغفر (istaghfara, to seek forgiveness)** when the particle **س** and other letters are added. These particles do not change the root itself but influence how the word is understood and used. Their role is to enrich the language by providing nuance and variety.

Fill in the blank: The verb **استغفر** means "to _____ forgiveness."

Root (جذر)	Naked Verb (Form I – مجرد)	Compound Verb (المزيد)	Augmenting Particle(s)	Scale (وزن)	Meaning (English)
غفر	غَفَرَ (he forgave)	اِستَغفَرَ	اِستـ + ـَ	Form X (اِستَفْعَلَ)	He sought forgiveness
علم	عَلِمَ (he knew)	عَلَّمَ	ـَّ	Form II (فَعَّلَ)	He taught (caused to know)
كتب	كَتَبَ (he wrote)	كاتَبَ	ا + ا	Form III (فاعَلَ)	He corresponded / exchanged writing
خرج	خَرَجَ (he went out)	أخرَجَ	أـ	Form IV (أفعَلَ)	He expelled / made go out
حفظ	حَفِظَ (he preserved)	حافَظَ	ا	Form III (فاعَلَ)	He maintained / protected
نصر	نَصَرَ (he helped)	انتَصَرَ	اِنـ	Form VII (اِنفَعَلَ)	He was victorious
كسر	كَسَرَ (he broke)	اِنكَسَرَ	اِنـ	Form VII (اِنفَعَلَ)	It was broken
جهد	جَهَدَ (he strove)	اِجتَهَدَ	اِ + ت	Form VIII (اِفتَعَلَ)	He exerted effort / studied hard
حمر	حَمِرَ (it was red)	اِحمَرَّ	اِ + ـَّ	Form IX (اِفعَلَّ)	It turned red
كرم	كَرُمَ (he was noble)	أكرَمَ	أـ	Form IV (أفعَلَ)	He honored

Table 5.1 Examples of augmenting particles in Arabic verbs

5.1.2 Distinction between root letters and augmenting particles

Root letters are the original consonants that carry the basic meaning of a word, usually three in triliteral roots. For example, ك-ت-بconveys the idea of writing. **Augmenting particles**, on the other hand, are additional letters such as أ، ت، س، يthat are inserted before, within, or after the root to create new forms. Recognising this distinction is crucial for learners, as it helps in identifying the core meaning while understanding how augmentation modifies it.

Fill in the blank: The root letters ك-ت-بconvey the idea of _____.

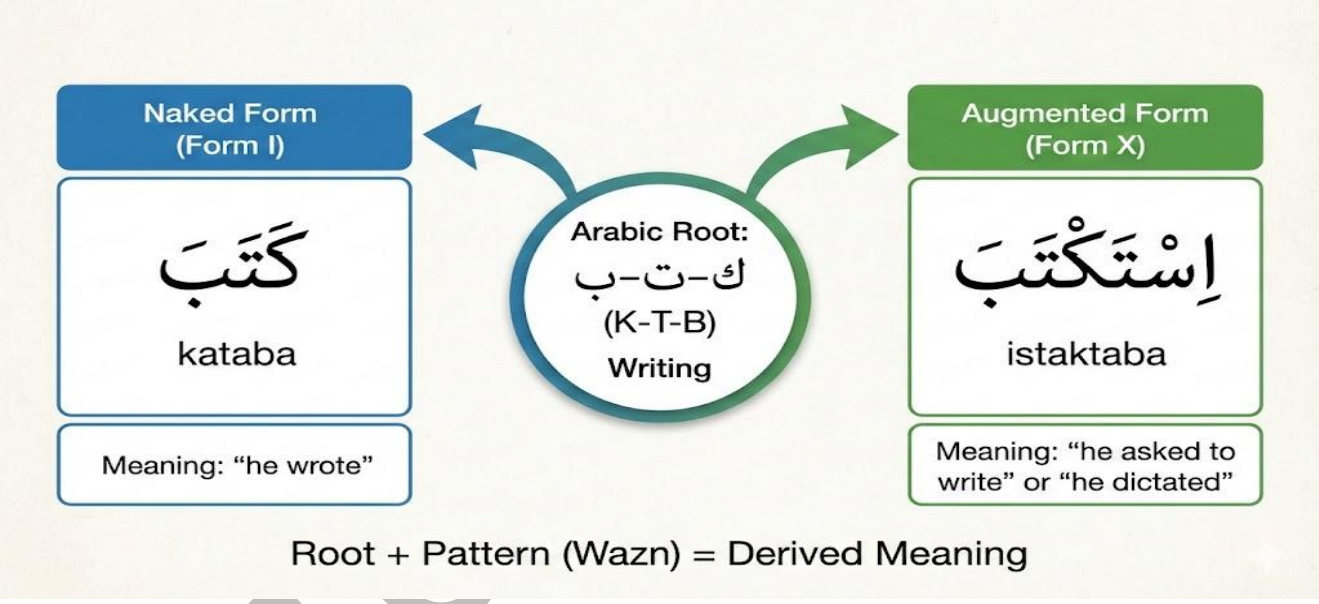

Figure 5.1 Distinction between root letters and augmenting particles

5.1.3 Overview of common particles used in verb and noun formation

The most common augmenting particles include أ، ت، س، ي، ن، م. Each has a specific function depending on its placement. For example:

- أoften indicates causative or intensive meaning.
- تmay signal reflexive or reciprocal action.
- سis used in certain verb scales to expand meaning.
- يcan form derived nouns or verb conjugations.

By learning these particles, you will be able to recognise patterns across verb scales and noun forms, making it easier to interpret and construct words.

Fill in the blank: The particle تoften signals _____ or reciprocal action.

Particle(s)	***Function in Derivation***	***Example (Root → Derived)***	***Meaning (English)***
أ-	*Causative / Declarative*	خرج → أخرج	*To expel / cause to go out*
تَـ	*Reflexive / Mutual*	علّم → تعلّم	*To learn (make oneself know)*
اِسْتَـ	*Request / Seeking*	غفر → استغفر	*To seek forgiveness*
اِنـ	*Passive / Reflexive*	كسر → انكسر	*To be broken*
اِفْتَـ	*Reflexive / Effort*	جهد → اجتهد	*To strive / exert effort*
اِفْعَلَّ	*Colors / Defects*	حمر → احمرّ	*To turn red*
مُـ (prefix)	*Active participle formation*	كتب → مُكتِب	*One who causes writing*
مَـ (prefix)	*Passive participle formation*	كتب → مكتوب	*Written*
الـ (prefix)	*Nominalization / definiteness*	كتب → الكتاب	*The book*

Box 5.1 Common augmenting particles and their functions

Pilot questions 5.1

1. What is an augmenting particle in Arabic morphology?
2. Give one example of a root and its augmented form.
3. What is the difference between root letters and augmenting particles?
4. Which particle often signals reflexive or reciprocal action?
5. Why are augmenting particles important in Arabic morphology?

5.2 Types of Augmenting Particles

Augmenting particles in Arabic morphology can be classified according to their position in relation to the root. They may appear as **prefixes** at the beginning, **infixes** within the root, or **suffixes** at the end. Each type plays a distinct role in modifying meaning and expanding the expressive capacity of the language.

Fill in the blank: Augmenting particles may appear as prefixes, _____, or suffixes.

5.2.1 Prefixes

Prefixes are augmenting particles placed before the root letters. They often signal causative, intensive, or requestive meanings. For example, the root **غفر (ghafara, to forgive)** becomes **استغفر (istaghfara, to seek forgiveness)** when the prefix **استـ** is added. Similarly, **أكرم (akram, to honour)** is formed from the root **كرم (karuma, to be generous)** with the prefix **أ**.

Fill in the blank: The prefix **استـ** in **استغفر** signals the meaning "to _____ forgiveness."

Root (جذر)	***Naked Verb (Form I – مجرد)***	***Compound Verb (المزيد)***	***Prefix Added***	***Scale (وزن)***	***Meaning (English)***
غفر	*غَفَرَ (he forgave)*	*اِستَغفَرَ*	*اِستـ*	*Form X (اِستَفْعَلَ)*	*He sought forgiveness*
كرم	*كَرُمَ (he was noble)*	*أَكرَمَ*	*أـ*	*Form IV (أَفعَلَ)*	*He honored*
علم	*عَلِمَ (he knew)*	*عَلَّمَ*	*ـَّ (gemination)*	*Form II (فَعَّلَ)*	*He taught (caused to know)*

كتب	كَتَبَ *(he wrote)*	كاتَبَ	ا *(internal alif)*	*Form III (فاعَلَ)*	*He corresponded / exchanged writing*
خرج	خَرَجَ *(he went out)*	أخرَجَ	أـ	*Form IV (أفعَلَ)*	*He expelled / made go out*
نصر	نَصَرَ *(he helped)*	اِنْتَصَرَ	اِنـ	*Form VII (انفَعَلَ)*	*He was victorious*
كسر	كَسَرَ *(he broke)*	اِنكَسَرَ	اِنـ	*Form VII (انفَعَلَ)*	*It was broken*
جهد	جَهَدَ *(he strove)*	اِجتَهَدَ	اِـ + ت	*Form VIII (افتَعَلَ)*	*He exerted effort / studied hard*
حمر	حَمِرَ *(it was red)*	اِحمَرَّ	اِـ + ـَّ	*Form IX (افعَلَّ)*	*It turned red*
سلم	سَلِمَ *(he was safe)*	أسلَمَ	أـ	*Form IV (أفعَلَ)*	*He submitted (embraced Islam)*

Table 5.2 Examples of prefixes in Arabic verbs

5.2.2 Infixes

Infixes are augmenting particles inserted within the root letters. They often intensify or modify the action. For example, the root **كسر (kasara, to break)** becomes **كسّر (kassara, to smash or break repeatedly)** when the particle **ـّـ**(shadda, doubling of a consonant) is inserted. Another example is **قاتل (qātala, to fight)** from the root **قتل (qatala, to kill)**, where the infix **ا**changes the meaning to reciprocal action.

Fill in the blank: The infix **ا**in **قاتل**changes the meaning of **قتل**to "to _____."

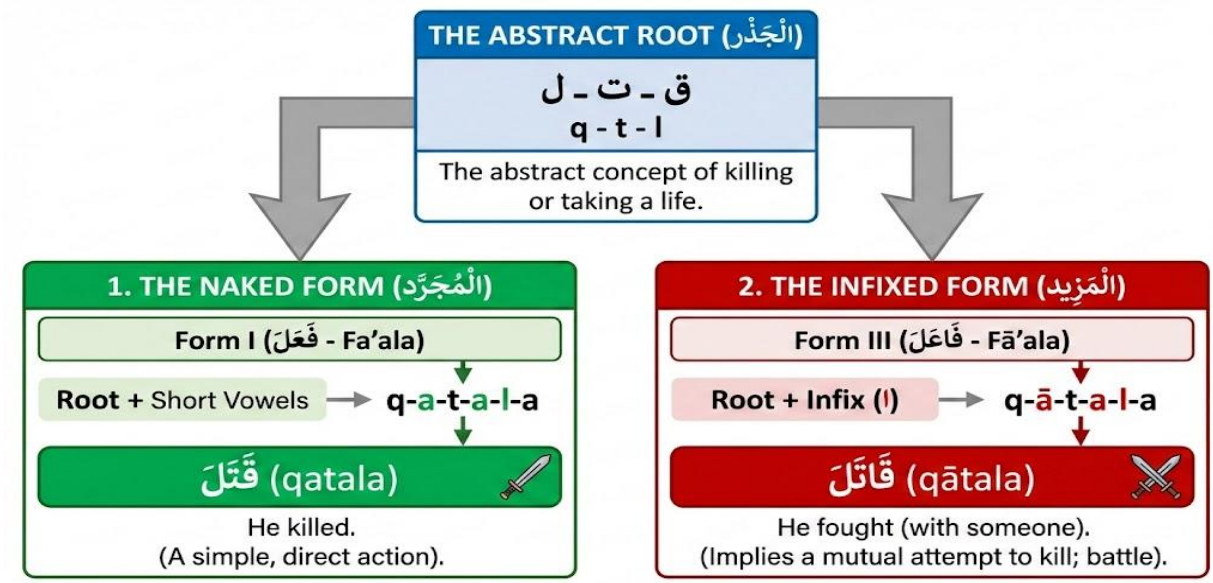

Figure 5.2 Infixes modifying verb meaning

5.2.3 Suffixes

Suffixes are augmenting particles added to the end of a root or verb form. They may indicate passive voice, reflexive meaning, or noun derivation. For example, the root **كتب (kataba, to write)** produces **مكتوب (maktūb, written)** with the suffix **ـو** and pattern **مفعول**. Another example is **تعلّم (taʿallama, to learn)**, where the suffix **ـم** contributes to the reflexive meaning.

Fill in the blank: The suffix **ـم** in **تعلّم** contributes to the meaning "to _____."

Suffix (لاحقة)	Function	Example	Meaning / Role
ـون / ـين	Plural (masculine)	مسلم → مسلمون / مسلمين	Muslims (plural)
ـات	Plural (feminine)	مدرسة → مدارس / مدرسات	Schools / female teachers
ـة	Feminine marker	معلّم → معلّمة	Teacher (female)
ـان	Dual (masculine/feminine)	كتاب → كتابان	Two books

ـين / ـَين	Dual (accusative/genitive)	كتاب → كتابَين	Two books (object/genitive case)
ـي	Nisba adjective (relation)	مصر → مصري	Egyptian (related to Egypt)
ـية	Abstract noun / quality	حرّ → حرّية	Freedom
ـكم / ـكم	Pronoun suffix (2nd person plural)	كتابكم	Your book
ـهم / ـهن	Pronoun suffix (3rd person plural)	بيتهم / بيتُهن	Their house (m./f.)
ـنا	Pronoun suffix (1st person plural)	ربّنا	Our Lord
ـني / ـني	Pronoun suffix (1st person singular, object)	أعطاني	He gave me
ـوا	Verb suffix (plural past tense)	كتبوا	They wrote
ـن	Verb suffix (feminine plural)	يكتبن	They (females) write

Box 5.2 Common suffixes in Arabic morphology

5.2.4 Examples of how each type modifies meaning

Prefixes, infixes, and suffixes each add nuance to the basic meaning of a root. For instance:

- **Prefix:** **أكرم**(to honour) from **كرم**(to be generous).
- **Infix:** **قاتل**(to fight) from **قتل**(to kill).
- **Suffix:** **مكتوب**(written) from **كتب**(to write).

Together, these examples show how augmenting particles expand the expressive power of Arabic, allowing a single root to generate multiple related words.

Fill in the blank: The word **مكتوب** is derived from the root كتب and means _____.

Root (جذر)	***Base Verb (Form I – مجرد)***	***Modification Type***	***Modified Form***	***Scale / Pattern***	***Meaning (English)***

غفر	غَفَرَ (he forgave)	***Prefix***	اِستَغفَرَ	*Form X (اِستَفْعَلَ)*	*He sought forgiveness*
كرم	كَرُمَ (he was noble)	***Prefix***	أكرمَ	*Form IV (أَفعَلَ)*	*He honored*
علم	عَلِمَ (he knew)	***Infix (gemination)***	علَّمَ	*Form II (فَعَّلَ)*	*He taught (caused to know)*
كتب	كَتَبَ (he wrote)	***Infix (internal alif)***	كاتَبَ	*Form III (فاعَلَ)*	*He corresponded / exchanged writing*
خرج	خَرَجَ (he went out)	***Prefix***	أخرجَ	*Form IV (أَفعَلَ)*	*He expelled / made go out*
نصر	نَصَرَ (he helped)	***Prefix***	انتصرَ	*Form VII (اِنفَعَلَ)*	*He was victorious*
كسر	كَسَرَ (he broke)	***Prefix***	انكسرَ	*Form VII (اِنفَعَلَ)*	*It was broken*
جهد	جَهَدَ (he strove)	***Prefix + Infix (ت)***	اجتهدَ	*Form VIII (اِفتَعَلَ)*	*He exerted effort / studied hard*
حمر	حَمِرَ (it was red)	***Infix (gemination)***	احمرَّ	*Form IX (اِفعَلَّ)*	*It turned red*
كتب	كَتَبَ (he wrote)	***Suffix (plural)***	كتبوا	*Past tense plural*	*They wrote*
مسلم	سَلِمَ (he was safe)	***Suffix (ون/ين)***	مسلمون / مسلمين	*Nominal plural*	*Muslims*
مدرسة	درس (he studied)	***Suffix (ة)***	مدرسة	*Feminine noun*	*School*
حرّ	حرّ (free)	***Suffix (يّة)***	حرّية	*Abstract noun*	*Freedom*

Table 5.3 Examples of meaning modification by augmenting particles

Pilot questions 5.2

1. What are the three main types of augmenting particles?
2. Give one example of a prefix and its effect on meaning.
3. Provide one example of an infix and explain how it changes the verb.
4. State one example of a suffix and its function.
5. Why are augmenting particles important for expanding the expressive power of Arabic?

5.3 Functions and Semantic Impact

Augmenting particles are not merely decorative additions to roots; they serve specific **semantic functions** that enrich the meaning of verbs and nouns. By adding these particles, Arabic can express causative, reciprocal, reflexive, passive, and other nuanced meanings. This makes the language highly flexible and precise, allowing a single root to generate multiple related words with different shades of meaning.

Fill in the blank: Augmenting particles enrich meaning by introducing _____ functions such as causative or reflexive.

5.3.1 Causative and intensive functions

The **causative function** occurs when an augmenting particle changes a verb to indicate that the subject causes someone else to perform the action. For example, **علم (ʿalima, to know)** becomes **علّم (ʿallama, to teach)**, meaning "to cause someone to know." The **intensive function** strengthens the meaning of the root, as in **كسّر (kassara, to smash repeatedly)** from **كسر (kasara, to break).**

Fill in the blank: The verb علّمmeans "to _____ someone to know."

Root (جذر)	*Naked Verb (Form I – مجرد)*	*Meaning (Basic)*	*Causative / Intensive Form (Form II – فعّل)*	*Meaning (Derived)*
علم	عَلِمَ	*To know*	عَلَّمَ	*To teach (cause to know)*
كسر	كَسَرَ	*To break*	كَسَّرَ	*To smash / break intensively*
حفظ	حَفِظَ	*To preserve*	حَفَّظَ	*To make someone memorize*
سمع	سَمِعَ	*To hear*	سَمَّعَ	*To make someone hear / recite*
ذكر	ذَكَرَ	*To remember / mention*	ذَكَّرَ	*To remind*
خرج	خَرَجَ	*To go out*	خَرَّجَ	*To graduate / make go out*
جلس	جَلَسَ	*To sit*	جَلَّسَ	*To seat someone / make sit*
ضحك	ضَحِكَ	*To laugh*	ضَحَّكَ	*To make someone laugh*
قرب	قَرُبَ	*To be near*	قَرَّبَ	*To bring closer*
نزل	نَزَلَ	*To descend*	نَزَّلَ	*To send down / reveal (intensively)*

Table 5.4 Examples of causative and intensive functions

5.3.2 Reciprocal and reflexive functions

The **reciprocal function** expresses mutual action between two or more subjects. For example, **قاتل (qātala, to fight one another)** comes from **قتل (qatala, to kill).** The **reflexive function** shows that the subject performs the action on itself, as in **تعلّم (taʿallama, to learn)** from **علم (ʿalima, to know).**

Fill in the blank: The verb قاتلmeans “to _____ one another.”

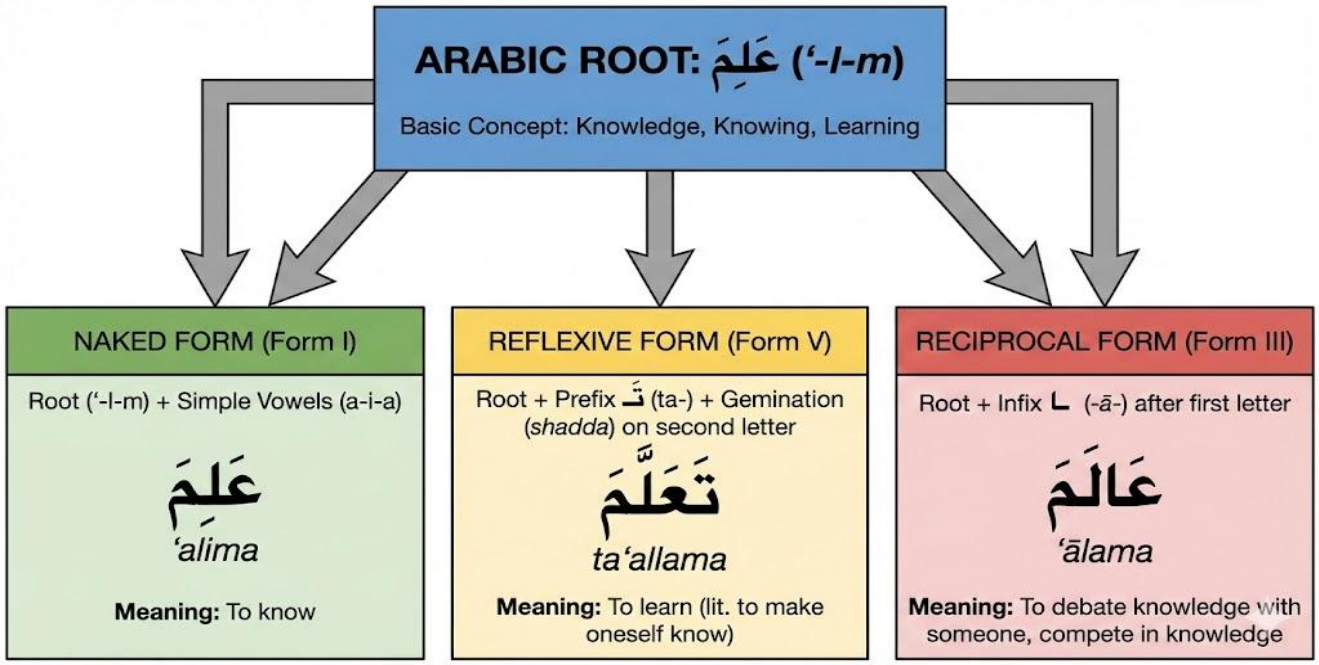

Figure 5.3 Reciprocal and reflexive functions of augmenting particles

5.3.3 Passive and requestive functions

The **passive function** occurs when augmenting particles shift the verb to indicate that the subject receives the action rather than performing it. For example, **كسر (kasara, to break)** becomes **انكسر (inkasara, it was broken).** The **requestive function** conveys asking or seeking, as in **استغفر (istaghfara, to seek forgiveness)** from **غفر (ghafara, to forgive).**

Fill in the blank: The verb انكسرmeans “it _____ broken.”

Form Type	*Pattern (وزن)*	*Example (Root)*	*Verb Form*	*Meaning (English)*
Passive (المبني للمجهول)	*فُعِلَ (past passive)*	كتب	كُتِبَ	*It was written*

	يُفْعَلُ (present passive)	كتب	يُكتَبُ	*It is being written*
	فُعِلَ (past passive)	قرأ	قُرِئَ	*It was read*
	يُفْعَلُ (present passive)	قرأ	يُقرَأُ	*It is being read*
Requestive (Form X – اِستَفْعَلَ)	اِستَفْعَلَ	غفر	اِستَغفَرَ	*He sought forgiveness*
	اِستَفْعَلَ	علم	اِستَعلَمَ	*He inquired / asked for knowledge*
	اِستَفْعَلَ	كتب	اِستَكتَبَ	*He asked someone to write*
	اِستَفْعَلَ	عمل	اِستَعمَلَ	*He employed / made use of*
	اِستَفْعَلَ	خرج	اِستَخرَجَ	*He extracted / sought to bring out*

Box 5.3 Passive and requestive functions of augmenting particles

5.3.4 Vocabulary expansion through augmentation

Augmenting particles allow a single root to generate a wide family of words. For example, from the root **غفر (ghafara, to forgive)** we get **غفر (he forgave), استغفر (he sought forgiveness), مغفرة (forgiveness), غفور (forgiving),** and **غفّار (oft-forgiving).** This expansion demonstrates how particles enrich vocabulary and provide learners with tools to express subtle differences in meaning.

Fill in the blank: The word **مغفرة**derived from the root غفر means _____.

Form Type	*Pattern (وزن)*	*Word (from غفر)*	*Category*	*Meaning (English)*
Naked Verb	فَعَلَ *(Form I)*	غَفَرَ	*Verb*	*He forgave*
Passive Verb	فُعِلَ	غُفِرَ	*Verb (passive)*	*It was forgiven*
Augmented Verb	اِستَفْعَلَ *(Form X)*	اِستَغفَرَ	*Verb*	*He sought forgiveness*
Augmented Verb	تَفَعَّلَ *(Form V)*	تَغافَرَ	*Verb*	*They forgave each other / overlooked*
Noun (Masdar)	فَعْل / فُعُول	غُفران	*Noun*	*Forgiveness*
Noun (Masdar)	اِستِفْعال	اِستغفار	*Noun*	*Seeking forgiveness*
Active Participle	فاعِل	غافِر	*Noun*	*Forgiver*
Passive Participle	مفعول	مَغفور	*Noun*	*Forgiven*
Derived Noun	مَفعَلة	مَغفرة	*Noun*	*Pardon / forgiveness*
Abstract Noun	فُعْلان	غُفران	*Noun*	*Absolution*

Table 5.5 Vocabulary expansion through augmenting particles

Pilot questions 5.3

1. What is the causative function of augmenting particles?
2. Give one example of an intensive verb form.
3. Provide one example of a reciprocal verb and explain its meaning.
4. What is the difference between reflexive and passive functions?
5. How do augmenting particles contribute to vocabulary expansion?

5.4 Applications in Syntax and Translation

Augmenting particles are not only important for word formation but also play a significant role in **syntax** and **translation**. They influence how sentences are constructed, how meaning is conveyed, and how texts are interpreted across different contexts. By understanding their applications, learners can better appreciate both classical and modern Arabic usage.

Fill in the blank: Augmenting particles influence both _____ and translation in Arabic.

5.4.1 Role of particles in sentence construction

In sentence construction, augmenting particles can alter the relationship between subject, verb, and object. For example, **كتب الطالب الدرس (kataba al-ṭālibu al-darsa)** means "the student wrote the lesson," while **استكتب الطالب الأستاذ (istaktaba al-ṭālibu al-ustādha)** means "the student asked the teacher to write." Here, the particle **است-** changes the verb from a direct action to a causative request, thereby modifying the syntactic roles of the participants.

Fill in the blank: The verb **استكتب الطالب الأستاذ** means "the student _____ the teacher to write."

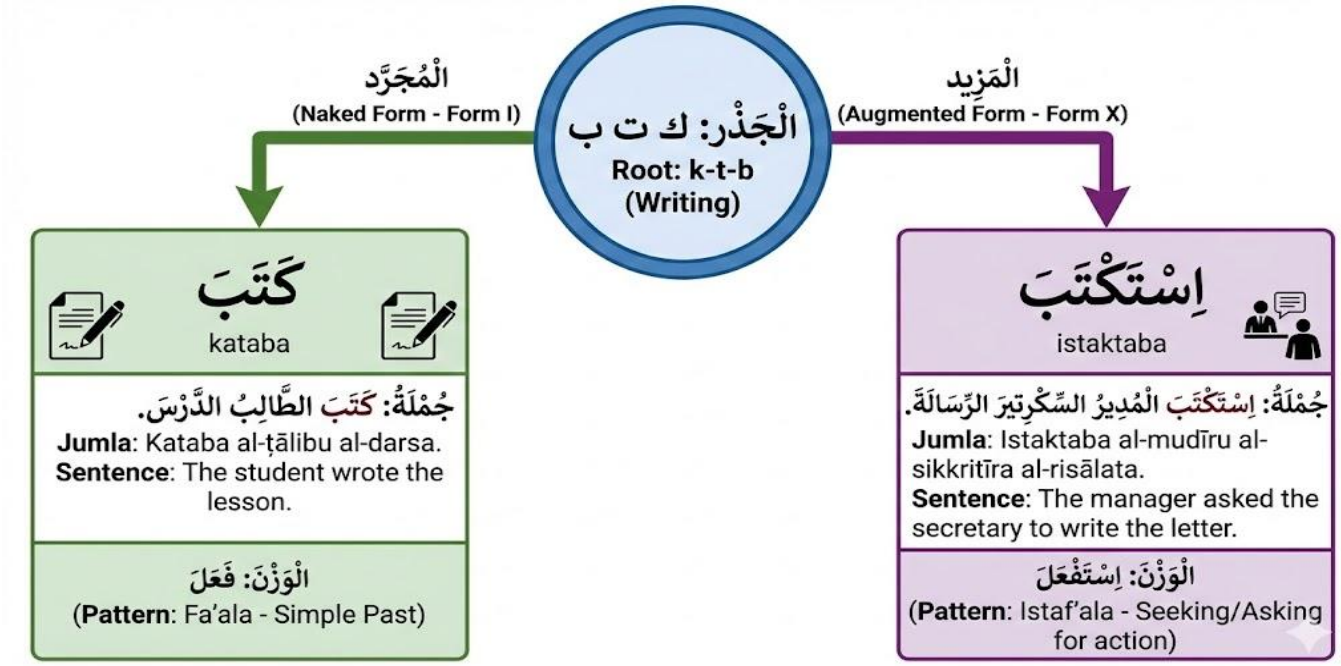

Figure 5.4 Role of augmenting particles in sentence construction

5.4.2 Examples from classical Arabic texts

Classical Arabic texts, including the Qur'an and poetry, frequently use augmenting particles to convey subtle meanings. For instance, the verb **استغفر** appears in Qur'anic verses to emphasise the act of seeking forgiveness rather than simply forgiving. Similarly, poets often employ intensive forms like **فعّل** to heighten emotional or rhetorical impact. Recognising these forms helps learners interpret texts more accurately and appreciate their stylistic richness.

Fill in the blank: The verb **استغفر** in Qur'anic usage means "to _____ forgiveness."

Particle (حرف زيادة)	***Function***	***Qur'anic / Poetic Example***	***Meaning (English)***
أ-	*Causative / Declarative*	***أكرمَ*** *(كرم → أكرم)* – *"أكرمكم الله"*	*To honor / cause nobility*

تَـ	*Reflexive / Mutual*	*Qur'an: "وتعاونوا على البر والتقوى" (عون → تعاون) **تعاونوا***	*To cooperate / help each other*
اِسْتَـ	*Request / Seeking*	*Qur'an: "واستغفروا الله" (غفر → استغفر) **استغفروا***	*To seek forgiveness*
اِنـ	*Passive / Reflexive*	*Poetic usage: "انكسر القلب" (كسر → انكسر) **انكسر***	*To be broken*
اِفْتَـ	*Reflexive / Effort*	*Poetic: "واجتهد في طلب العلا" (جهد → اجتهد) **اجتهد***	*To strive / exert effort*
اِفْعَلَّ	*Colors / Defects*	*Poetic: "احمرّ وجهه خجلاً" (حمر → احمرّ) **احمرّ***	*To turn red*
مُـ (prefix)	*Active participle*	*Qur'an: "والمستغفرين بالأسحار" (غفر → استغفر) **مُستغفر***	*One who seeks forgiveness*
مَـ (prefix)	*Passive participle / noun*	*Qur'an: "ولكم مغفرة من ربكم" (غفر → مغفرة) **مغفرة***	*Forgiveness / pardon*

Box 5.4 Examples of augmenting particles in classical Arabic texts

5.4.3 Implications for modern usage and translation accuracy

In modern Arabic, augmenting particles remain vital for expressing nuance in everyday communication, journalism, and academic writing. For translators, recognising these particles is essential to avoid misinterpretation. For example, translating **تعلّم** simply as "to know" would miss its reflexive meaning "to learn." Similarly, **قاتل** must be rendered as "to fight one another" rather than "to kill." Accurate translation depends on recognising how particles shift meaning and syntax.

Fill in the blank: Translating **تعلّم** as "to know" would miss its true meaning, which is "to _____."

Root (جذر)	*Augmenting Particle(s)*	*Verb (المزيد)*	*Scale (وزن)*	*Meaning (English)*
غفر	اِستـ	اِستَغفَرَ	*Form X (اِستَفْعَلَ)*	*He sought forgiveness*
كرم	أـ	أكرَمَ	*Form IV (أَفعَلَ)*	*He honored*
علم	ـّ (gemination)	عَلَّمَ	*Form II (فَعَّلَ)*	*He taught (caused to know)*
كتب	*Internal alif (ا)*	كاتَبَ	*Form III (فاعَلَ)*	*He corresponded / exchanged writing*
خرج	أـ	أخرَجَ	*Form IV (أَفعَلَ)*	*He expelled / made go out*
نصر	اِنـ	اِنْتَصَرَ	*Form VII (اِنفَعَلَ)*	*He was victorious*
كسر	اِنـ	اِنكَسَرَ	*Form VII (اِنفَعَلَ)*	*It was broken*
جهد	اِـ + ت	اِجتَهَدَ	*Form VIII (اِفتَعَلَ)*	*He exerted effort / studied hard*
حمر	اِـ + ـّ	اِحمَرَّ	*Form IX (اِفعَلَّ)*	*It turned red*
سلم	أـ	أسلَمَ	*Form IV (أَفعَلَ)*	*He submitted / embraced Islam*

Table 5.6 Translation implications of augmenting particles

Pilot questions 5.4

1. How do augmenting particles affect sentence construction?
2. Give one example of an augmenting particle used in a classical Arabic text.
3. Why is recognising augmenting particles important for translation accuracy?

4. Provide one example of a mistranslation that could occur if augmenting particles are ignored.
5. How do augmenting particles contribute to modern Arabic usage?

Series Summary

This Series has explored the role of augmenting particles in Arabic morphology, showing how they expand the expressive capacity of the language beyond the basic meanings carried by root letters. Its purpose has been to help you recognise, classify, and apply these particles in both classical and modern contexts, thereby strengthening your ability to analyse and interpret Arabic texts with accuracy.

We began by introducing augmenting particles and distinguishing them from root letters, before moving on to examine their types as prefixes, infixes, and suffixes. Subsequently, we analysed their functions and semantic impact, including causative, reciprocal, reflexive, passive, and requestive meanings, as well as their contribution to vocabulary expansion. Finally, we considered their applications in syntax and translation, drawing examples from classical texts and modern usage. In line with the Series Learning Outcomes, you should now be able to define and explain augmenting particles, identify and demonstrate their types, analyse their semantic functions, and evaluate their role in sentence construction, vocabulary growth, and translation accuracy.

Glossary of Terms

Augmenting particles (حروف الزيادة): Additional letters inserted into a root to expand or modify its meaning without changing the root itself.

Causative function: A semantic role of augmenting particles where the verb indicates that the subject causes someone else to perform the action, e.g., **علّم (ʿallama, to teach)** from **علم (ʿalima, to know)**.

Infixes: Augmenting particles placed within the root letters, often intensifying or altering the meaning of the verb, e.g., **قاتل (qātala, to fight one another)** from **قتل (qatala, to kill)**.

Intensive function: A semantic role of augmenting particles where the verb expresses a stronger or repeated action, e.g., **كسّر (kassara, to smash repeatedly)** from **كسر (kasara, to break)**.

Prefixes: Augmenting particles added to the beginning of a root, often signalling causative, intensive, or requestive meanings, e.g., **استغفر (istaghfara, to seek forgiveness)** from **غفر (ghafara, to forgive)**.

Reciprocal function: A semantic role of augmenting particles where the verb expresses mutual action between subjects, e.g., **قاتل (qātala, to fight one another)**.

Reflexive function: A semantic role of augmenting particles where the verb shows the subject performing the action on itself, e.g., **تعلّم (taʿallama, to learn)** from **علم (ʿalima, to know)**.

Requestive function: A semantic role of augmenting particles where the verb conveys asking or seeking, e.g., **استغفر (istaghfara, to seek forgiveness)**.

Root letters (الجذور): The original consonants, usually three in triliteral roots, that carry the basic meaning of a word, e.g., **ك-ت-ب** meaning "to write."

Suffixes: Augmenting particles added to the end of a root or verb form, often used to form nouns or indicate passive or reflexive meanings, e.g., **مكتوب (maktūb, written)** from **كتب (kataba, to write)**.

Vocabulary expansion: The process by which a single root generates multiple related words through the addition of augmenting particles, e.g., **غفر → غفر، استغفر، مغفرة، غفور، غفّار**.

Concept Check Questions [Series 5]

Objective Questions

1. Define augmenting particles in Arabic morphology. (Linked to SLO 5.1)

2. Which type of augmenting particle is placed before the root letters? (Linked to SLO 5.4)
3. The verb عَلَّمَ is an example of which semantic function? (Linked to SLO 5.8)
4. The verb قَاتَلَ demonstrates which function of augmenting particles? (Linked to SLO 5.8)
5. Translating تَعَلَّمَ simply as "to know" would be inaccurate. What is its correct meaning? (Linked to SLO 5.12)

Short-Answer Questions

6. Explain the difference between root letters and augmenting particles. (Linked to SLO 5.1)
7. Give one example of a prefix and describe its effect on meaning. (Linked to SLO 5.5)
8. Provide one example of an infix and explain how it changes the verb. (Linked to SLO 5.6)
9. State one example of a suffix and its function in word formation. (Linked to SLO 5.7)
10. Why are augmenting particles important for vocabulary expansion? (Linked to SLO 5.9)

Long-Answer Questions

11. Analyse the causative and intensive functions of augmenting particles, giving examples. (Linked to SLO 5.8)
12. Evaluate the role of reciprocal and reflexive functions in Arabic verbs. (Linked to SLO 5.8)
13. Demonstrate how augmenting particles affect sentence construction, using examples. (Linked to SLO 5.10)
14. Interpret examples of augmenting particles in classical Arabic texts and explain their significance. (Linked to SLO 5.11)
15. Assess the implications of augmenting particles for translation accuracy in modern usage. (Linked to SLO 5.12)

Answers to Concept Check Questions [Series 5]

Objective Questions

1. Augmenting particles are additional letters inserted into a root to expand or modify its meaning.
2. Prefixes.
3. Causative function.

4. Reciprocal function.
5. “To learn.”

Short-Answer Questions

6. Root letters carry the basic meaning of a word, while augmenting particles are added to refine or expand that meaning.
7. Prefix استـ in استغفر changes “to forgive” into “to seek forgiveness.”
8. Infix ا in قاتل changes “to kill” into “to fight one another.”
9. Suffix ـو in مكتوب forms the passive participle “written.”
10. They allow a single root to generate multiple related words, enriching vocabulary.

Long-Answer Questions

11. *Basic response*: Causative verbs show that the subject causes another to act, e.g., علّم from علم. Intensive verbs strengthen meaning, e.g., كسّر from كسر.
    Value-added response: Outstanding learners may note that causative and intensive forms are central to Qur’anic rhetoric and poetic emphasis, where subtle shifts in meaning carry theological or stylistic weight.
12. *Basic response*: Reciprocal verbs show mutual action, e.g., قاتل (to fight one another). Reflexive verbs show the subject acting on itself, e.g., تعلّم (to learn).
    Value-added response: Advanced learners may highlight how these functions reflect social and personal dynamics in Arabic literature, enriching narrative and dialogue.
13. *Basic response*: Augmenting particles alter sentence roles, e.g., كتب الطالب الدرس (the student wrote the lesson) vs. استكتب الطالب الأستاذ (the student asked the teacher to write).
    Value-added response: Outstanding learners may explain how these changes affect syntactic analysis and translation, ensuring accurate representation of agency and causation.
14. *Basic response*: Classical texts use augmenting particles for nuance, e.g., استغفر in the Qur’an emphasises seeking forgiveness.
    Value-added response: Advanced learners may discuss how poets use intensive forms like فعّل to heighten rhetorical impact and emotional resonance.

15. *Basic response*: Recognising augmenting particles prevents mistranslation, e.g., تعلّمmust be translated as “to learn” not “to know.”

    Value-added response: Outstanding learners may assess how translation accuracy depends on understanding morphological nuance, especially in legal, religious, and literary contexts.

Part 5.1 Introduction to Augmenting Particles

1. An augmenting particle in Arabic morphology is a letter added to a root to expand or modify its meaning.
2. Example: Root غفر **(ghafara, to forgive)** → Augmented form استغفر **(istaghfara, to seek forgiveness).**
3. Root letters carry the essential meaning of a word, while augmenting particles are additional letters that refine or alter that meaning.
4. The particle تoften signals reflexive or reciprocal action.
5. Augmenting particles are important because they enrich the language, allowing roots to generate multiple related words and nuanced meanings.

Part 5.2 Types of Augmenting Particles

1. The three main types are prefixes, infixes, and suffixes.
2. Example of a prefix: استـin استغفر, which changes "to forgive" into "to seek forgiveness."
3. Example of an infix: اin قاتل, which changes "to kill" into "to fight one another."
4. Example of a suffix: وin مكتوب, which forms the passive participle "written."
5. Augmenting particles are important because they expand the expressive power of Arabic, enabling a single root to generate many related words.

Part 5.3 Functions and Semantic Impact

1. The causative function makes the subject cause another to perform the action, e.g., علّم **(ʿallama, to teach)**.
2. Example of an intensive verb form: كسّر **(kassara, to smash repeatedly)**.
3. Example of a reciprocal verb: قاتل **(qātala, to fight one another).**
4. Reflexive verbs show the subject acting on itself (e.g., تعلّم**, to learn**), while passive verbs show the subject receiving the action (e.g., انكسر**, it was broken**).
5. Augmenting particles contribute to vocabulary expansion by allowing a single root to produce multiple related words, e.g., غفر → غفر، استغفر، مغفرة، غفور، غفّار.

Part 5.4 Applications in Syntax and Translation

1. Augmenting particles affect sentence construction by altering subject–object roles, e.g., كتب الطالب الدرس vs. استكتب الطالب الأستاذ.
2. Example: The verb استغفر in Qur'anic usage means "to seek forgiveness."
3. Recognising augmenting particles is important for translation accuracy because they change meaning and function, preventing mistranslation.
4. Example of mistranslation: Rendering تعلّم as "to know" instead of its correct meaning "to learn."
5. Augmenting particles contribute to modern Arabic usage by providing nuance in everyday communication, journalism, and academic writing.

References and Attributions [Series 5]

General References

- Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. London: Lund Humphries.
- Wright, W. (1995). *A Grammar of the Arabic Language*. Cambridge: Cambridge University Press.
- Holes, C. (2004). *Modern Arabic: Structures, Functions, and Varieties*. Washington, DC: Georgetown University Press.

Illustrations and Suggested OER Sources

Table 5.1 Examples of augmenting particles in Arabic verbs

- AI prompt: "Create a table showing Arabic roots with augmenting particles added, e.g., غفر → استغفر."
- Suggested OER search string: "Arabic augmenting particles verb examples OER"

Figure 5.1 Distinction between root letters and augmenting particles

- AI prompt: “Create a diagram showing the Arabic root ك-ت-ب with its naked form كتب and augmented form استكتب.”
- Suggested OER search string: “Arabic root vs augmenting particles diagram OER”

Box 5.1 Common augmenting particles and their functions

- AI prompt: “Create a box listing common Arabic augmenting particles with examples and functions.”
- Suggested OER search string: “Arabic augmenting particles functions OER”

Table 5.2 Examples of prefixes in Arabic verbs

- AI prompt: “Create a table showing Arabic roots with prefixes added, e.g., كرم, استغفر → غفر أكرم →.”
- Suggested OER search string: “Arabic verb prefixes examples OER”

Figure 5.2 Infixes modifying verb meaning

- AI prompt: “Create a diagram showing the Arabic root قتل with its naked form قتل and infixed form قاتل.”
- Suggested OER search string: “Arabic verb infixes examples OER”

Box 5.2 Common suffixes in Arabic morphology

- AI prompt: “Create a box listing common Arabic suffixes in Arabic morphology with examples and functions.”
- Suggested OER search string: “Arabic verb suffixes examples OER”

Table 5.3 Examples of meaning modification by augmenting particles

- AI prompt: “Create a table showing Arabic roots with prefixes, infixes, and suffixes, and their modified meanings.”

- Suggested OER search string: “Arabic augmenting particles prefixes infixes suffixes examples OER”

Table 5.4 Examples of causative and intensive functions

- AI prompt: “Create a table showing Arabic roots with causative and intensive forms, e.g., علم → علّم, كسر → كسّر.”
- Suggested OER search string: “Arabic causative intensive verb forms OER”

Figure 5.3 Reciprocal and reflexive functions of augmenting particles

- AI prompt: “Create a diagram showing the Arabic root علم with naked form علم, reflexive form تعلّم, and reciprocal form قاتل.”
- Suggested OER search string: “Arabic reciprocal reflexive verb forms OER”

Box 5.3 Passive and requestive functions of augmenting particles

- AI prompt: “Create a box listing Arabic passive and requestive verb forms with examples and meanings.”
- Suggested OER search string: “Arabic passive requestive verb forms OER”

Table 5.5 Vocabulary expansion through augmenting particles

- AI prompt: “Create a table showing Arabic root غفر with naked and augmented forms, including verbs and nouns.”
- Suggested OER search string: “Arabic vocabulary expansion augmenting particles OER”

Figure 5.4 Role of augmenting particles in sentence construction

- AI prompt: “Create a diagram showing the Arabic root كتب with verbs كتب and استكتب, including sentence examples.”
- Suggested OER search string: “Arabic syntax augmenting particles كتب examples OER”

Box 5.4 Examples of augmenting particles in classical Arabic texts

- AI prompt: “Create a box listing examples of augmenting particles in Qur’anic and poetic Arabic texts with meanings.”
- Suggested OER search string: “Arabic Qur’an augmenting particles verb examples OER”

Table 5.6 Translation implications of augmenting particles

- AI prompt: “Create a table showing Arabic verbs with augmenting particles and their correct English translations.”
- Suggested OER search string: “Arabic translation augmenting particles verb examples OER”