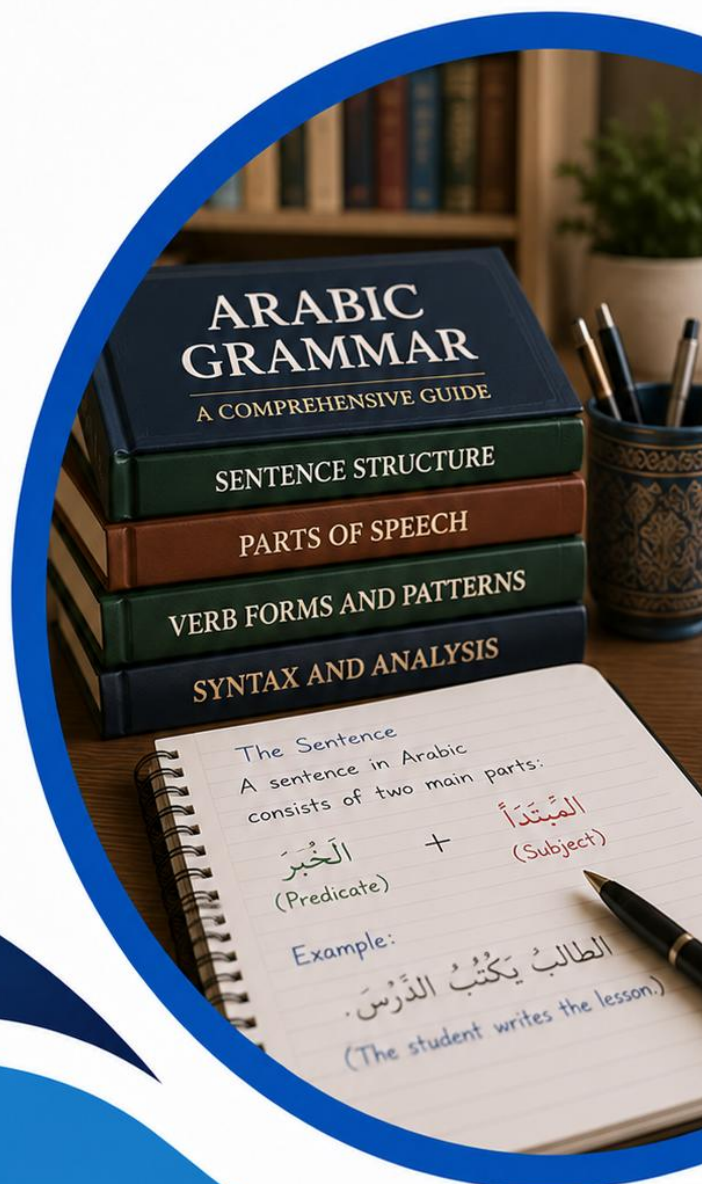




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Series 1: Numbers in Arabic Grammar

- **1.1 Concept of Numbers in Arabic Grammar**
 - 1.1.1 Definition of الأعداد (Numbers) in Arabic
 - 1.1.2 Importance of Numbers in sentence construction
 - 1.1.3 Basic classification of Numbers
- **1.2 Cardinal Numbers (الأعداد الأصلية)**
 - 1.2.1 Numbers from 1 to 10 (واحد إلى عشرة)
 - 1.2.2 Numbers from 11 to 19 (أحد عشر إلى تسعة عشر)
 - 1.2.3 Numbers from 20 upwards (عشرون فما فوق)
- **1.3 Ordinal Numbers (الأعداد الترتيبية)**
 - 1.3.1 Formation of Ordinals (الأول، الثاني، الثالث)
 - 1.3.2 Usage of Ordinals in sentences
 - 1.3.3 Agreement of Ordinals with gender and case
- **1.4 Grammatical Agreement of Numbers (مطابقة العدد للمعدود)**
 - 1.4.1 Rules of agreement between Numbers and Nouns
 - 1.4.2 Exceptions in agreement
 - 1.4.3 Common errors and corrections

Introduction

Numbers are an essential part of everyday communication, whether we are counting objects, indicating order, or expressing quantities. In Arabic, الأعداد (Numbers) play a particularly significant role because their grammatical behaviour is closely tied to the structure of sentences. Unlike English, Arabic Numbers follow specific rules of agreement with the nouns they describe, and these rules can vary depending on the type of number and the context in which it is



used. By studying Numbers in Arabic Grammar, you will gain insight into one of the most practical aspects of the language, which will strengthen your ability to read, write, and analyse Arabic texts with precision.

The aim of this Series is to equip you with the knowledge and skills to identify, classify, and correctly use Numbers in Arabic Grammar. You will learn how Numbers interact with nouns, how they are formed, and how they function within sentences, enabling you to apply these rules confidently in both academic and real-life contexts.

We shall commence this Series by examining the concept of Numbers in Arabic Grammar, focusing on their definition, importance, and basic classification. Next, we will explore الأعداد الأصلية (Cardinal Numbers), beginning with those from one to ten, then moving on to Numbers from eleven to nineteen, and finally considering Numbers from twenty upwards. Following that, we will study الأعداد الترتيبية (Ordinal Numbers), looking at how they are formed and used in sentences, as well as their agreement with gender and case. Finally, we will wrap up by analysing the grammatical agreement between Numbers and nouns, highlighting exceptions and common errors to avoid. This structured journey will ensure that you develop a clear and practical understanding of Numbers in Arabic Grammar.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define the concept of الأعداد (Numbers) in Arabic Grammar and explain their role in sentence construction,
- **SLO 1.2** classify الأعداد الأصلية (Cardinal Numbers) into their ranges and demonstrate their correct usage in sentences,
- **SLO 1.3** construct الأعداد الترتيبية (Ordinal Numbers) and apply them appropriately with attention to gender and case agreement,
- **SLO 1.4** analyse the rules of مطابقة العدد للمعدود (agreement between Numbers and Nouns) and identify common exceptions and errors,



- **SLO 1.5** evaluate examples of Number usage in authentic Arabic texts and distinguish between correct and incorrect applications,
- **SLO 1.6** apply the rules of Number agreement to design grammatically accurate sentences in both written and spoken Arabic,
- **SLO 1.7** demonstrate the ability to correct common learner mistakes involving Numbers in Arabic Grammar.

1.1 Concept Of Numbers In Arabic Grammar

1.1.1 Definition of الأعداد (Numbers) in Arabic

In Arabic Grammar, الأعداد (Numbers) are words used to indicate quantity, order, or sequence. They are not merely mathematical symbols but grammatical elements that interact with nouns in specific ways. Numbers can function as adjectives, determiners, or even as independent words in sentences. Their role is crucial because they establish clarity in communication, whether you are counting objects, specifying order, or describing amounts.

Fill in the blank: Numbers in Arabic are called _____.

Figure 1.1 Relationship between Numbers and Nouns in Arabic Grammar

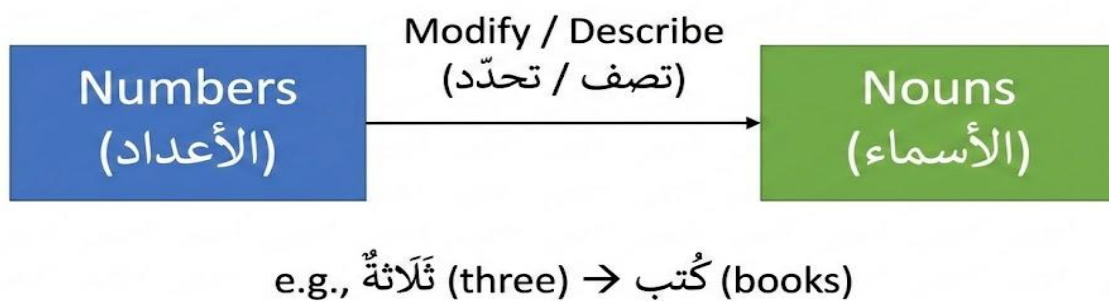


Figure 1.1 Relationship between Numbers and Nouns in Arabic Grammar.



1.1.2 Importance of Numbers in sentence construction

Numbers are essential in both spoken and written Arabic because they provide precision. For example, when you say **ثلاثة كتب** (three books), the Number **ثلاثة** modifies the noun **كتب** and conveys exact meaning. Without Numbers, communication would often be vague or incomplete. Numbers also help in structuring narratives, instructions, and descriptions.

Fill in the blank: The phrase **ثلاثة كتب** means _____ in English.



Plate 1.1 Classroom example of using Numbers in Arabic.

1.1.3 Basic classification of Numbers

Arabic Numbers are classified into two main categories: **الأعداد الأصلية** (Cardinal Numbers) and **الأعداد الترتيبية** (Ordinal Numbers).

- **الأعداد الأصلية** (Cardinal Numbers) indicate quantity, such as **واحد** (one), **اثنان** (two), or **عشرة** (ten).
- **الأعداد الترتيبية** (Ordinal Numbers) indicate order or position, such as **الأول** (the first), **الثاني** (the second), or **العاشر** (the tenth).



This classification is important because each type follows distinct grammatical rules. Cardinal Numbers often require agreement with the counted noun, while Ordinal Numbers behave more like adjectives, describing the position of the noun in a sequence.

Fill in the blank: الأعداد الترتيبية are used to show _____.

Box 1.1 Classification of Numbers in Arabic Grammar

Classification	Arabic Term	Examples
Cardinal Numbers	الأعداد الأصلية	وَاحِدٌ، اثنان، عشرة
Ordinal Numbers	الأعداد الترتيبية	الأول، الثاني، العاشر

Box 1.1 Classification of Numbers in Arabic Grammar.

Pilot questions 1.1

1. What is the Arabic term for Numbers in Grammar?
2. Give one example of a Cardinal Number in Arabic.
3. Give one example of an Ordinal Number in Arabic.
4. Why are Numbers important in sentence construction?
5. Fill in the blank: The phrase ثلاثة كتب means _____.



1.2 Cardinal Numbers (الأعداد الأصلية)

Cardinal Numbers, known in Arabic as الأعداد الأصلية, are used to indicate quantity. They answer the question “how many?” and are essential for expressing amounts in everyday communication. In Arabic Grammar, Cardinal Numbers follow specific rules of agreement with the nouns they describe, and these rules vary depending on the range of the number.

1.1.1 Numbers from 1 to 10 (واحد إلى عشرة)

The Numbers from واحد (one) to عشرة (ten) are the foundation of counting in Arabic. These Numbers are unique because they often require gender agreement with the noun they modify. For example, ثلاثة كتب (three books) uses the feminine form of the Number because the noun كتب is masculine plural. Conversely, ثلاثة طالبات (three female students) uses the masculine form of the Number because the noun طالبات is feminine plural.

Fill in the blank: The Arabic Number for “three” is _____.

Table 1.1 Numbers from 1 to 10 in Arabic with gender forms

Number (English)	Masculine Form (Arabic)	Feminine Form (Arabic)
1 (one)	وَاحِد (wāḥid)	وَاحِدَة (wāḥidah)
2 (two)	إِثْنَان (ithnān)	إِثْنَتَان (ithnatān)
3 (three)	ثَلَاثَة (thalāthah)	ثَلَاث (thalāth)
4 (four)	أَرْبَعَة (arba‘ah)	أَرْبَع (arba‘)
5 (five)	خَمْسَة (khamsah)	خَمْس (khams)
6 (six)	سِتَّة (sittah)	سِتَّة (sitt)
7 (seven)	سَبْعَة (sab‘ah)	سَبْع (sab‘)
8 (eight)	ثَمَانِيَة (thamāniyah)	ثَمَان (thamānin)
9 (nine)	تِسْعَة (tis‘ah)	تِسْع (tis‘)
10 (ten)	عَشْرَة (‘ashrah)	عَشْر (‘ashr)

Table 1.1 Numbers from 1 to 10 in Arabic with gender forms.



1.1.2 Numbers from 11 to 19 (أحد عشر إلى تسعة عشر)

The Numbers from أحد عشر (eleven) to تسعة عشر (nineteen) are compound Numbers formed by combining units with عشر (ten). These Numbers generally agree with the gender of the noun they describe. For example, أحد عشر رجلاً (eleven men) and إحدى عشرة امرأة (eleven women).

Fill in the blank: The Arabic Number for “eleven women” is _____.

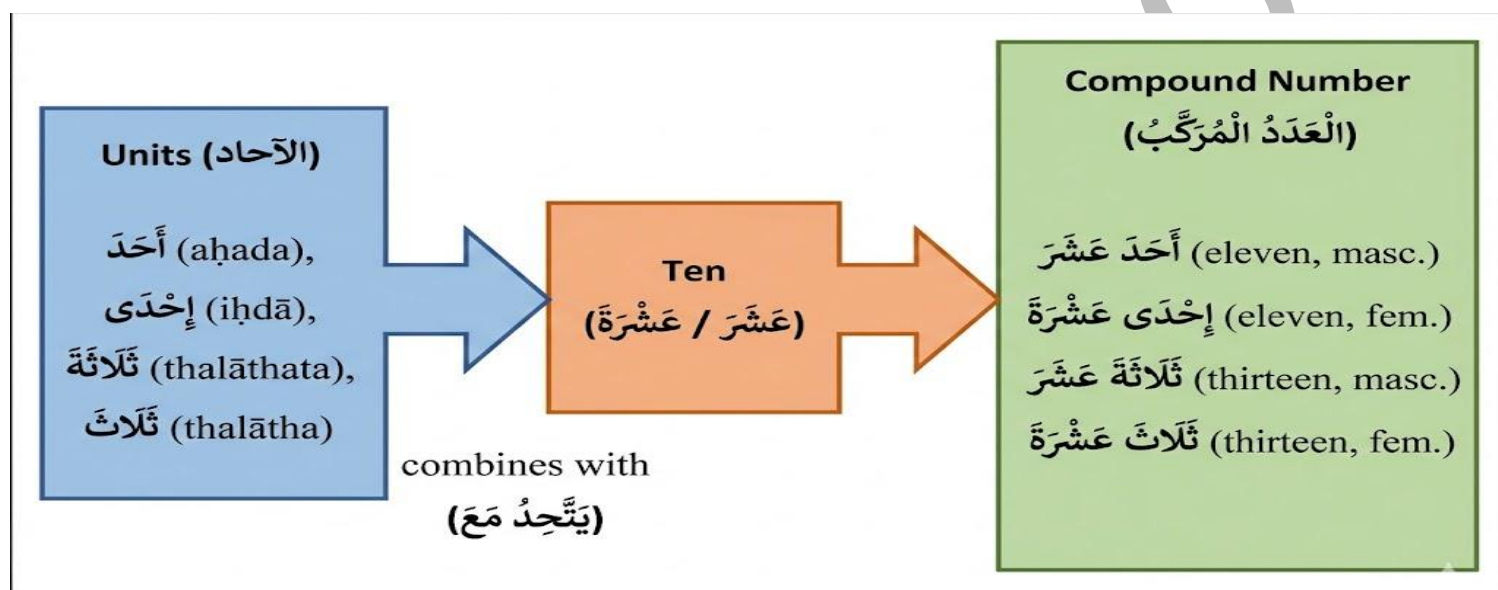


Figure 1.2 Structure of compound Numbers in Arabic

Figure 1.2 Structure of compound Numbers in Arabic.

1.1.3 Numbers from 20 upwards (عشرون فما فوق)

Numbers from عشرون (twenty) upwards follow a different pattern. They are often expressed in tens, such as ثلاثون (thirty), أربعون (forty), and so on. These Numbers are indeclinable, meaning they do not change form based on case. When combined with units, they form compound Numbers, for example, خمسة وعشرون كتاباً (twenty-five books).

Fill in the blank: The Arabic Number for “thirty” is _____.



Box 1.2 Examples of Numbers from 20 upwards in Arabic sentences

1. Thirty students arrived. | وَصَلَ ثَلَاثُونَ طَالِبًا.
2. I bought twenty-five books. | اشْتَرَيْتُ خَمْسَةً وَعِشْرِينَ كِتَابًا
3. In the room are forty-two | فِي الْعُرْفَةِ اثْنَتَانِ وَأَرْبَعُونَ طَاوِلَةً. | tables.

Box 1.2 Examples of Numbers from 20 upwards in Arabic sentences.

Pilot questions 1.2

1. What is the Arabic term for Cardinal Numbers?
2. Give one example of a Number from 1 to 10 with its gender form.
3. How are Numbers from 11 to 19 formed in Arabic?
4. What is the Arabic Number for thirty?
5. Why are Numbers from 20 upwards described as indeclinable?

1.3 Ordinal Numbers (الأعداد الترتيبية)

Ordinal Numbers, known in Arabic as **الأعداد الترتيبية**, are used to indicate order or position. They answer the question “which one?” rather than “how many?”. For example, **الأول** (the first), **الثاني** (the second), and **العاشر** (the tenth). These Numbers function like adjectives, describing the rank or sequence of a noun within a group.



1.3.1 Formation of ordinals (الأول، الثاني، الثالث)

The formation of Ordinal Numbers in Arabic involves modifying the basic Cardinal Numbers into adjectival forms. For instance, واحد (one) becomes الأول (the first), and اثنان (two) becomes الثاني (the second). These forms are typically prefixed with the definite article الـ to indicate specificity.

Fill in the blank: The Arabic Ordinal for “the second” is _____.

Table 1.2 Formation of Ordinal Numbers from Cardinal Numbers

Cardinal Number (Arabic)	Cardinal Number (English)	Ordinal Number (Arabic)	Ordinal Number (English)
وَاحِدٌ (wāḥid)	one	الأَوَّلُ (al-awwal)	the first
إِثْنَان (ithnān)	two	الثَّانِي (ath-thānī)	the second
ثَلَاثَةٌ (thalāthah)	three	الثَّالِثُ (ath-thālith)	the third
أَرْبَعَةٌ (arba‘ah)	four	الرَّابِعُ (ar-rābi‘)	the fourth
خَمْسَةٌ (khamsah)	five	الخَامِسُ (al-khāmis)	the fifth
سِتَّةٌ (sittah)	six	السَّادِسُ (as-sādis)	the sixth
سَبْعَةٌ (sab‘ah)	seven	السَّابِعُ (as-sābi‘)	the seventh
ثَمَانِيَةٌ (thamāniyah)	eight	الثَّامِنُ (ath-thāmin)	the eighth
تِسْعَةٌ (tis‘ah)	nine	التَّاسِعُ (at-tāsi‘)	the ninth
عَشْرَةٌ (‘asharah)	ten	العَاشِرُ (al-‘āshir)	the tenth

Table 1.2 Formation of Ordinal Numbers from Cardinal Numbers.

1.3.2 Usage of ordinals in sentences

Ordinal Numbers are used to describe the position of nouns in a sequence. For example, الطالب الأول (the first student) and الدرس الثالث (the third lesson). They agree with the noun in gender, number, and case. This means that the form of the Ordinal changes depending on whether the noun is masculine or feminine, singular or plural.

Fill in the blank: The phrase الدرس الثالث means _____ in English.



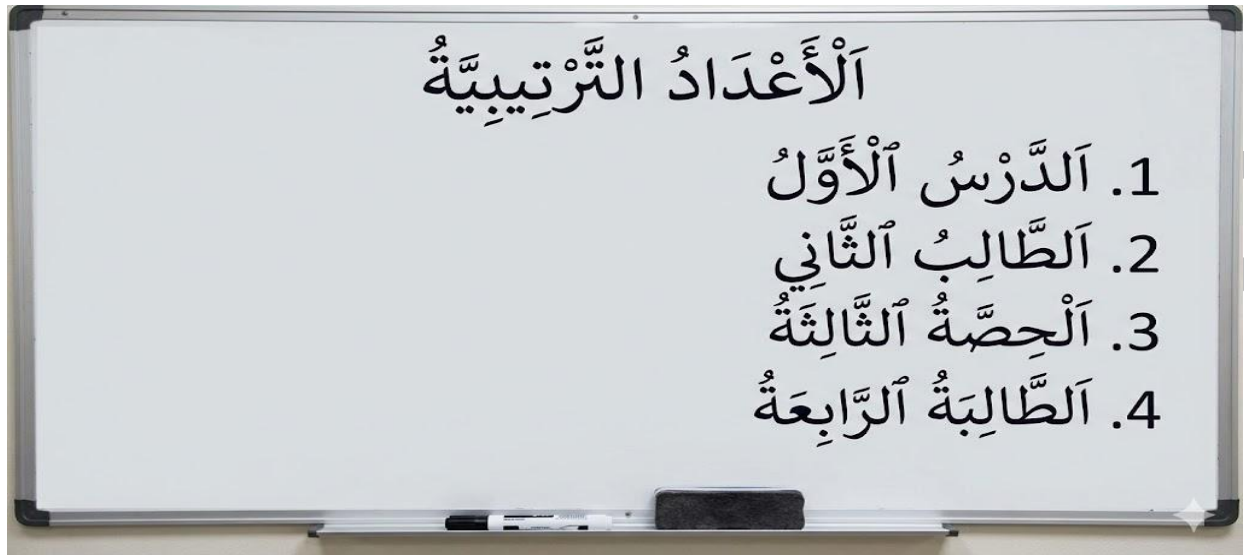


Plate 1.2 Example of Ordinal Numbers used in Arabic sentences.

1.3.3 Agreement of ordinals with gender and case

Ordinal Numbers must agree with the nouns they describe in gender and case. For example, الأولى (the first, feminine) is used with feminine nouns such as الطالبة الأولى (the first female student). Similarly, الثاني (the second, masculine) is used with masculine nouns such as الطالب الثاني (the second male student). Case endings also apply, depending on the grammatical role of the noun in the sentence.

Fill in the blank: The feminine form of “the first” in Arabic is _____.



Masculine Examples (أمثلة المذكر)	Feminine Examples (أمثلة المؤنث)
الْكِتَابُ الْأَوَّلُ جَدِيدٌ. (The first book is new.) [Nominative]	الْمَقَالَةُ الْأُولَى جَيِّدَةٌ. (The first article is good.) [Nominative]
قَرَأْتُ الْكِتَابَ الْأَوَّلَ. (I read the first book.) [Accusative]	كَتَبْتُ الْمَقَالََةَ الْأُولَى. (I wrote the first article.) [Accusative]
هَذَا غِلَافُ الْكِتَابِ الْأَوَّلِ. (This is the cover of the first book.) [Genitive]	مِنْ الْمَقَالََةِ الْأُولَى. (From the first article.) [Genitive]

Box 1.3 Examples of gender and case agreement in Ordinal Numbers.

Box 1.3 Examples of gender and case agreement in Ordinal Numbers.

Pilot questions 1.3

1. What is the Arabic term for Ordinal Numbers?
2. Give the Ordinal form of the Cardinal Number “two”.
3. Translate the phrase **الدرس الثالث** into English.
4. What is the feminine form of “the first” in Arabic?
5. Why must Ordinal Numbers agree with the nouns they describe?

1.4 Grammatical Agreement Of Numbers (مطابقة العدد للمعدود)

In Arabic Grammar, **مطابقة العدد للمعدود** refers to the rules governing the agreement between Numbers and the nouns they describe. This agreement is not always straightforward, as it depends on the range of the Number, the gender of the noun, and sometimes even the case endings. Mastering these rules is essential for constructing grammatically accurate sentences.



1.4.1 Rules of agreement between Numbers and nouns

Numbers in Arabic follow specific patterns when agreeing with nouns. For example:

- Numbers from **3 to 10** take the opposite gender of the noun they describe. Thus, **ثلاثة كتب** (three books, masculine noun with feminine Number) and **ثلاث طالبات** (three female students, feminine noun with masculine Number).
- Numbers **11 to 99** generally agree with the gender of the noun. For instance, **أحد عشر رجلاً** (eleven men) and **إحدى عشرة امرأة** (eleven women).
- Numbers **100 and above** are usually indeclinable and do not change form, but the counted noun appears in the genitive plural, such as **مائة كتاب** (one hundred books).

Fill in the blank: Numbers from 3 to 10 take the _____ gender of the noun they describe.

Table 1.3 Rules of agreement between Numbers and nouns

Number Range (نطاق العددي)	Agreement Rule (قاعدة المطابقة)	Counted Noun Case (حالة المعدود)	Examples (أمثلة)
1-2 (واحد - إثنان)	Agrees in gender with noun (يطابق المعدود في التذكير والتأنيث)	Follows the noun (يتبع المعدود)	كِتَابٌ وَاحِدٌ (one book), قِصَّةٌ وَاحِدَةٌ (one story)
3-10 (ثلاثة - عشرة)	Opposite gender to noun (يُخَالِفُ المعدود في التذكير والتأنيث)	Genitive plural (جمع مجزور)	ثَلَاثَةُ كُتُبٍ (three books), ثَلَاثُ قِصَصٍ (three stories)
11-99 (أحد عشر - تسعة تسعون)	Compound numbers (11-12) agree; others have specific rules. Generally unit disagrees, ten agrees for 13-19. (المركب يطابق بجزأيه (11-12)؛ ما عداه له قواعد خاصة)	Accusative singular (مفرد منصوب)	أَحَدُ عَشَرَ رَجُلًا (eleven men), خَمْسَةُ وَعِشْرُونَ طَالِبًا (twenty-five students)
100+ (مائة فما فوق)	Indeclinable (do not change form) (لا يتغير لفظها)	Genitive singular (مفرد مجزور)	مِائَةُ كِتَابٍ (one hundred books), أَلْفُ رَجُلٍ (one thousand men)

Table 1.3 Rules of agreement between Numbers and nouns.



1.4.2 Exceptions in agreement

While the general rules provide guidance, there are exceptions. For example, the Number اثنان (two) always agrees with the noun in gender, regardless of the usual pattern. Similarly, compound Numbers sometimes display irregularities in agreement. Learners must pay attention to these exceptions to avoid errors in writing and speaking.

Fill in the blank: The Number that always agrees with the noun in gender is _____.

Box 1.4 Common exceptions in Number agreement

The Number “Two” (الْعَدَدُ اثْنَانِ):

Always agrees with the noun in gender (يُطَابِقُ الْمَعْدُودَ دَائِمًا فِي التَّذْكِيرِ وَالتَّأْنِيثِ).

(Two male students came.) جَاءَ طَالِبَانِ اثْنَانِ.

(Two female students came.) جَاءَتْ طَالِبَتَانِ اثْنَتَانِ.

Compound Numbers (الأَعْدَادُ الْمُركَّبَةُ):

The unit (13-19) disagrees, while ‘ten’ agrees with the noun (الْجُزْءُ الْأَوَّلُ يُخَالِفُ).

(وَالْجُزْءُ الثَّانِي يُطَابِقُ فِي 13-19).

(I have thirteen books.) عِنْدِي ثَلَاثَةَ عَشَرَ كِتَابًا.

(I have thirteen stories.) عِنْدِي ثَلَاثَ عَشْرَةِ قِصَّةٍ.

Box 1.4 Common exceptions in Number agreement.

1.4.3 Common errors and corrections

Learners often make mistakes when applying Number agreement rules. A frequent error is using the same gender for Numbers 3–10 as the noun, instead of the opposite. Another common mistake is forgetting to place the counted noun in the genitive plural after Numbers 100 and above. Correcting these errors requires practice and careful attention to detail.

Fill in the blank: After Numbers 100 and above, the counted noun should appear in the _____ plural.



Common Error (خَطَأٌ شَائِعٌ)	Correction (تَصْحِيحٌ)
ثَلَاثَةُ أَقْلَامٍ (three pens) - Error: Same gender used (خَطَأٌ: اسْتِخْدَامُ نَفْسِ الْجِنْسِ)	ثَلَاثَةُ أَقْلَامٍ (three pens) - Correction: Opposite gender used (تَصْحِيحٌ: اسْتِخْدَامُ الْجِنْسِ الْمُعَاكِسِ)
مِائَةُ كِتَابًا (one hundred books) - Error: Noun in accusative (خَطَأٌ: الْمَعْدُودُ مَنْصُوبٌ)	مِائَةُ كِتَابٍ (one hundred books) - Correction: Noun in genitive (تَصْحِيحٌ: الْمَعْدُودُ مَجْرُورٌ)

Figure 1.3 Common errors and corrections in Number agreement

Figure 1.3 Common errors and corrections in Number agreement.

Pilot questions 1.4

1. What is the Arabic term for Number agreement?
2. How do Numbers from 3 to 10 agree with the nouns they describe?
3. Give one example of an exception in Number agreement.
4. What happens to the counted noun after Numbers 100 and above?
5. Why is it important to learn the exceptions to Number agreement rules?

Series Summary

This Series has guided you through the study of الأعداد (Numbers) in Arabic Grammar, highlighting their importance in communication and their role in shaping sentence structure. We began by exploring the concept of Numbers, their definition, and their relevance in everyday usage. We then examined الأعداد الأصلية (Cardinal Numbers), moving from the basic forms one to ten, through compound Numbers eleven to nineteen, and finally to Numbers from twenty



upwards. Following that, we studied الأعداد الترتيبية (Ordinal Numbers), focusing on how they are formed, used in sentences, and how they agree with gender and case. To conclude, we analysed the rules of مطابقة العدد للمعدود (agreement between Numbers and nouns), paying attention to exceptions and common errors.

By completing this Series, you should now be able to define and classify Numbers in Arabic, demonstrate their correct usage in sentences, construct Ordinal forms, and apply the rules of agreement with confidence. You should also be able to evaluate examples from authentic texts, apply these rules to design accurate sentences, and identify or correct common learner mistakes. These skills directly align with the Series Learning Outcomes, ensuring that you are well prepared to use Numbers effectively in both academic and practical contexts of Arabic Grammar.

Glossary of Terms

- **الأعداد (Numbers):** Words in Arabic Grammar used to indicate quantity or order. They function as grammatical elements that interact with nouns to provide clarity in communication.
- **الأعداد الأصلية (Cardinal Numbers):** Numbers that express quantity, such as واحد (one), اثنان (two), and عشرة (ten). They answer the question “how many?”.
- **الأعداد الترتيبية (Ordinal Numbers):** Numbers that express order or position, such as الأول (the first), الثاني (the second), and العاشر (the tenth). They answer the question “which one?”.
- **ال (Definite Article):** A prefix in Arabic placed before nouns or adjectives, including Ordinal Numbers, to indicate specificity. For example, الأول means “the first”.
- **المعدود (Counted Noun):** The noun that is being counted or described by a Number. For example, in ثلاثة كتب (three books), كتب is the counted noun.
- **مطابقة العدد للمعدود (Agreement of Numbers with Nouns):** The grammatical rules that govern how Numbers interact with the nouns they describe, including gender, case, and number agreement.
- **واحد إلى عشرة (Numbers 1–10):** The basic set of Cardinal Numbers in Arabic, which require gender agreement with the counted noun.



- **أحد عشر إلى تسعة عشر (Numbers 11–19):** Compound Numbers formed by combining units with عشر (ten), used to express quantities between eleven and nineteen.
- **عشرون فما فوق (Numbers 20 and above):** Higher Numbers in Arabic, often expressed in tens such as ثلاثون (thirty) or أربعون (forty). These are indeclinable and usually require the counted noun to appear in the genitive plural.

Concept Check Questions [Series 1]

Objective Questions

1. Identify the Arabic term for Numbers in Grammar. (Linked to SLO 1.1)
2. Select the correct Arabic Cardinal Number for “five”:
 - a. ثلاثة
 - b. خمسة
 - c. سبعة
 - d. عشرة (Linked to SLO 1.2)
3. Which of the following is an Ordinal Number?
 - a. اثنان
 - b. الأول
 - c. عشرة
 - d. خمسة (Linked to SLO 1.3)
4. Numbers from 3 to 10 agree with the noun in:
 - a. Same gender
 - b. Opposite gender
 - c. Dual form
 - d. Genitive case (Linked to SLO 1.4)
5. True or False: Numbers from 20 upwards are indeclinable. (Linked to SLO 1.2)

Short-Answer Questions

6. Define الأعداد الأصلية (Cardinal Numbers) and give one example. (Linked to SLO 1.2)
7. Construct the Ordinal form of the Cardinal Number “three”. (Linked to SLO 1.3)



8. Explain why اثنان(two) is considered an exception in Number agreement. (Linked to SLO 1.4)
9. Translate the phrase الدرس الثالث into English. (Linked to SLO 1.3)
10. State what happens to the counted noun after Numbers 100 and above. (Linked to SLO 1.4)

Long-Answer Questions

11. Analyse the rules of agreement between Numbers and nouns in Arabic, providing examples from different ranges (1–2, 3–10, 11–19, 20+). (Linked to SLO 1.4)
11. Evaluate common learner errors in using Numbers in Arabic Grammar and suggest strategies for correcting them. (Linked to SLO 1.7)
13. Apply your knowledge of Cardinal and Ordinal Numbers to design five grammatically accurate Arabic sentences that demonstrate correct usage and agreement. (Linked to SLO 1.6)

Answers to Concept Check Questions [Series 1]

Objective Questions

1. الأعداد
2. خمسة
3. الأول
4. b. Opposite gender
5. True

Short-Answer Questions

6. الأعداد الأصلية are Cardinal Numbers used to express quantity, e.g., سبعة(seven).
7. The Ordinal form of “three” is الثالث(the third).
8. اثنان always agrees with the noun in gender, unlike Numbers 3–10 which take the opposite gender.
9. الدرس الثالث means “the third lesson”.
10. After Numbers 100 and above, the counted noun appears in the genitive plural, e.g., مائة كتاب(one hundred books).

Long-Answer Questions

11. Analyse the rules of agreement between Numbers and nouns in Arabic



- **Basic response:** Numbers 1–2 agree with the noun in gender. Numbers 3–10 take the opposite gender. Numbers 11–19 agree with the noun in gender. Numbers 20 upwards are indeclinable, with the counted noun in the genitive plural.
- **Value-added response:** Learners may also note that compound Numbers (21–99) combine units with tens, requiring careful agreement, and that exceptions such as **اثنان** and **اثنتان** always agree with the noun in gender.

12. Evaluate common learner errors in using Numbers in Arabic Grammar

- **Basic response:** Common errors include failing to use opposite gender for Numbers 3–10 and forgetting genitive plural after 100+.
- **Value-added response:** Outstanding learners may suggest strategies such as practising with authentic Arabic texts, creating sentence drills, and peer correction exercises to reinforce accuracy.

13. Apply your knowledge of Cardinal and Ordinal Numbers to design sentences

- **Basic response:** Example sentences:
 - ثلاثة كتب (three books)
 - أحد عشر رجلاً (eleven men)
 - الطالب الأول (the first student)
 - الدرس الثالث (the third lesson)
 - مائة كتاب (one hundred books)
- **Value-added response:** Learners may create more complex sentences, e.g., **خمسة وعشرون طالباً حضرُوا المحاضرة الأولى** (twenty-five students attended the first lecture), showing compound Numbers and Ordinal agreement in context.



Answers to Pilot Questions [Series 1]

Pilot questions 1.1 (Concept of Numbers in Arabic Grammar)

1. The Arabic term for Numbers in Grammar is الأعداد.
2. The phrase ثلاثة كتب means “three books”.
3. Numbers in Arabic are classified into الأعداد الأصلية (Cardinal Numbers) and الأعداد الترتيبية (Ordinal Numbers).
4. الأعداد الترتيبية are used to show order or position.
5. Numbers are important in sentence construction because they provide precision and clarity in communication.

Pilot questions 1.2 (Cardinal Numbers – الأعداد الأصلية)

1. The Arabic term for Cardinal Numbers is الأعداد الأصلية.
2. Example: خمسة (five, masculine form) or خمس (five, feminine form).
3. Numbers from 11 to 19 are formed by combining units with عشر (ten).
4. The Arabic Number for thirty is ثلاثون.
5. Numbers from 20 upwards are indeclinable and do not change form based on case.

Pilot questions 1.3 (Ordinal Numbers – الأعداد الترتيبية)

1. The Arabic term for Ordinal Numbers is الأعداد الترتيبية.
2. The Ordinal form of the Cardinal Number “two” is الثاني (the second).
3. The phrase الدرس الثالث means “the third lesson”.
4. The feminine form of “the first” in Arabic is الأولى.
5. Ordinal Numbers must agree with the nouns they describe in gender, number, and case.

Pilot questions 1.4 (Grammatical Agreement of Numbers – مطابقة العدد للمعدود)

1. The Arabic term for Number agreement is مطابقة العدد للمعدود.



2. Numbers from 3 to 10 take the opposite gender of the noun they describe.
3. Example: اثنان (two) always agrees with the noun in gender.
4. After Numbers 100 and above, the counted noun appears in the genitive plural.
5. It is important to learn exceptions to Number agreement rules because errors can lead to incorrect sentence construction.

References and Attributions [Series 1]

General References

- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.
- Holes, C. (2018). *Modern Arabic: Structures, Functions, and Varieties*. Routledge.
- Wehr, H. (1994). *A Dictionary of Modern Written Arabic* (J. Milton Cowan, Ed.). Spoken Language Services.

Illustration Attributions

Figure 1.1 Relationship between Numbers and Nouns in Arabic Grammar

- AI-generated using Copilot image generation.
- Prompt: “Create a simple diagram showing how Arabic Numbers modify nouns in sentences, with arrows linking the Number to the noun.”
- Suggested OER search string: “Arabic grammar numbers noun agreement diagram OER”.

Plate 1.1 Classroom example of using Numbers in Arabic

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of students in an Arabic classroom counting books, with Arabic Numbers written on a board.”
- Suggested OER search string: “Arabic classroom counting books illustration OER”.

Box 1.1 Classification of Numbers in Arabic Grammar



- AI-generated using Copilot image generation.
- Prompt: “Create a table showing classification of Arabic Numbers into Cardinal and Ordinal, with examples in Arabic script.”
- Suggested OER search string: “Arabic grammar cardinal ordinal numbers table OER”.

Table 1.1 Numbers from 1 to 10 in Arabic with gender forms

- AI-generated using Copilot image generation.
- Prompt: “Create a table listing Arabic Numbers from 1 to 10, showing masculine and feminine forms with English equivalents.”
- Suggested OER search string: “Arabic grammar numbers 1 to 10 masculine feminine table OER”.

Figure 1.2 Structure of compound Numbers in Arabic

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing how Arabic Numbers from 11 to 19 are formed by combining units with عشر.”
- Suggested OER search string: “Arabic grammar compound numbers 11 to 19 diagram OER”.

Box 1.2 Examples of Numbers from 20 upwards in Arabic sentences

- AI-generated using Copilot image generation.
- Prompt: “Create a box with examples of Arabic sentences using Numbers from 20 upwards, with English translations.”
- Suggested OER search string: “Arabic grammar numbers 20 upwards examples sentences OER”.

Table 1.2 Formation of Ordinal Numbers from Cardinal Numbers

- AI-generated using Copilot image generation.
- Prompt: “Create a table showing Arabic Cardinal Numbers 1–10 and their corresponding Ordinal forms, with English equivalents.”
- Suggested OER search string: “Arabic grammar ordinal numbers formation table OER”.

Plate 1.2 Example of Ordinal Numbers used in Arabic sentences

- AI-generated using Copilot image generation.



- Prompt: “Generate an illustration of a classroom board with Arabic Ordinal Numbers written next to nouns like student and lesson.”
- Suggested OER search string: “Arabic grammar ordinal numbers classroom example OER”.

Box 1.3 Examples of gender and case agreement in Ordinal Numbers

- AI-generated using Copilot image generation.
- Prompt: “Create a box with examples of Arabic Ordinal Numbers showing gender and case agreement, with English translations.”
- Suggested OER search string: “Arabic grammar ordinal numbers gender case agreement examples OER”.

Table 1.3 Rules of agreement between Numbers and nouns

- AI-generated using Copilot image generation.
- Prompt: “Create a table showing Arabic Number ranges (1–2, 3–10, 11–99, 100+) with agreement rules and examples.”
- Suggested OER search string: “Arabic grammar number noun agreement rules table OER”.

Box 1.4 Common exceptions in Number agreement

- AI-generated using Copilot image generation.
- Prompt: “Create a box listing exceptions to Arabic Number agreement rules, with examples in Arabic and English.”
- Suggested OER search string: “Arabic grammar number agreement exceptions examples OER”.

Figure 1.3 Common errors and corrections in Number agreement

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing common mistakes in Arabic Number agreement, with corrected examples side by side.”
- Suggested OER search string: “Arabic grammar number agreement common errors corrections diagram OER”.



Series 3: Declension and the Jussive Mood

3.1 Concept of Declension in Arabic Grammar

- 3.1.1 Definition of الإعراب (declension)
- 3.1.2 Historical background and role of declension in Arabic syntax
- 3.1.3 Importance of declension for meaning and sentence structure

3.2 Declension Patterns and Applications

- 3.2.1 Declension in nouns (singular, dual, plural)
- 3.2.2 Declension in adjectives and participles
- 3.2.3 Declension markers (ḍammah, fathah, kasrah, sukūn)

3.3 Introduction to the Jussive Mood (المجزوم)

- 3.3.1 Definition and scope of the jussive mood
- 3.3.2 Conditions for jussive usage (verbs in present tense, particles)
- 3.3.3 Basic examples of jussive constructions

3.4 Advanced Usage of the Jussive Mood

- 3.4.1 Jussive mood in Qur'anic Arabic
- 3.4.2 Jussive mood in modern standard Arabic
- 3.4.3 Common learner challenges and strategies for mastery

Introduction

In the last Series, we explored the different types of Arabic pronouns and how they contribute to clarity and cohesion in communication. Building on that foundation, we now turn to another essential aspect of Arabic Grammar: الإعراب (declension) and the المجزوم (jussive mood). These two areas are central to understanding how words change form to reflect their grammatical role and how verbs convey specific



meanings under certain conditions. Mastery of declension and the jussive mood is vital for accurate reading, writing, and interpretation of Arabic texts, both classical and modern.

The aim of this Series is to introduce you to the principles of declension and the jussive mood, and to equip you with the ability to recognise, explain, and apply them correctly in various contexts. By the end of this Series, you will be able to analyse declension patterns and demonstrate the correct use of the jussive mood in Arabic sentences.

We shall commence this Series by examining the **concept of declension in Arabic Grammar**, including its definition, background, and importance. Next, we will explore **declension patterns and applications**, focusing on nouns, adjectives, and the markers that indicate case endings. Following that, we will study **the jussive mood**, considering its definition, scope, and basic conditions for usage. Finally, we will wrap up by looking at **advanced applications of the jussive mood**, with examples drawn from Qur'anic Arabic and modern standard Arabic, while also addressing common learner challenges. This structured journey will round off your understanding of declension and the jussive mood as key components of Arabic Grammar.

Series Learning Outcomes

Series 3: Declension in Arabic and the Jussive Mood

Upon completing this Series, you should be able to:

- **SLO 3.1** define الإعراب (declension) and explain its role in Arabic syntax.
- **SLO 3.2** analyse the importance of declension for meaning and sentence structure.
- **SLO 3.3** demonstrate declension patterns in **nouns, adjectives, and participles**.
- **SLO 3.4** identify declension markers such as الضمة, الفتحة, الكسرة, and السكون.
- **SLO 3.5** define the المجزوم (jussive mood) and explain the conditions for its usage.
- **SLO 3.6** apply basic jussive constructions in present tense verbs with appropriate particles.
- **SLO 3.7** evaluate examples of the jussive mood in **Qur'anic Arabic** and modern standard Arabic.
- **SLO 3.8** diagnose common learner challenges with declension and the jussive mood and propose strategies for mastery.



3.1 Concept Of Declension In Arabic Grammar

3.1.1 Definition of الإعراب (declension)

In Arabic Grammar, الإعراب (declension) refers to the system of case endings that indicate the grammatical role of a word within a sentence. These endings are expressed through short vowel marks known as الحركات (diacritical marks), such as الضمة (ḍammah), الفتحة (faṭḥah), and الكسرة (kasrah). Declension is essential because it clarifies whether a word is functioning as a subject, object, or part of a prepositional phrase.

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

Figure 3.1 Declension marks and their grammatical functions.

SUBJECT (المرفوع - Nominative)	OBJECT (المنصوب - Accusative)	PREPOSITIONAL PHRASE (المجرور - Genitive)
بُ ـُ الضمة (ḍammah) ↓ جاءَ الطَّالِبُ The student came.	بَ ـَ الفتحة (faṭḥah) ↓ رَأَيْتُ الطَّالِبَ I saw the student.	بِ ـِ الكسرة (kasrah) ↓ مَرَرْتُ بِالطَّالِبِ I passed by the student.

Figure 3.1 Declension marks and their grammatical functions.



Declension has been a defining feature of Arabic since its earliest texts, including the القرآن (Qur'an) and classical poetry. It was developed to preserve meaning and avoid ambiguity, especially in oral recitation. Scholars of Arabic Grammar, such as سيبويه (Sibawayh), emphasised the importance of declension in maintaining the integrity of syntax. Without declension, many sentences would be open to multiple interpretations, making communication less precise.

فَإِنَّ الزَّعِيمَ الصَّلَاقُ وَالْمُنْكَلَّ مِنَ الشَّذِينَ التَّلَاقُ
وَاللَّهُمَّ يَنْتَكُمَا نَفْرَةً الْبَاءِ وَالْمُنْكَلَّ وَالنَّقْهَ وَأَهْلَهَا
الَّذِينَ مِنْ قَرِيكُمْ وَبِهِمُ النَّسْ مِنْ الْعَلِيمِ وَعَنِ
الْمَمْلُوتِ رَجِهِمْ وَأَيُّهُ حَذَّافُوا اللَّهَ وَلِبُرْجَاءِ جَانِكَ
وَلَا نَطْتُوهُمُ أُولُكُ بِالْعَامِّ وَالْإِلَيتِ اللَّهُ بِحَقِّهِمْ

Plate 3.1 Classical Arabic text illustrating declension marks.

- جاء الطالب (The student came – subject marked with الضمة)
- رأيته الطالب (I saw the student – object marked with الفتحة)



- (الكسرة) مررتُ بالطالب (I passed by the student – noun after preposition marked with الكسرة)

These endings show how the same noun **الطالب** changes its role depending on the case ending.

This flexibility makes Arabic highly expressive and precise.

Fill in the blank: The noun **الطالب** takes **الضمة** when it functions as _____.

Case & Function	Arabic Example	Transliteration	English Translation	Note on Ending
Nominative (الرَّفْعُ) <i>Subject</i>	الطَّالِبُ جَاءَ	Jā' a al-ṭālibu	The student came.	Ends with Damma () indicating it is the doer of the action.
Accusative (النَّصْبُ) <i>Direct Object</i>	رَأَيْتُ الطَّالِبَ	Ra' aytu al-ṭāliba	I saw the student .	Ends with Fatha () indicating it is receiving the action.
Genitive (الْجَرُّ) <i>After Preposition</i>	ذَهَبْتُ إِلَى الطَّالِبِ	Dhahabtu ilā al-ṭālibi	I went to the student .	Ends with Kasra () because it follows a preposition like إِلَى (to).
...				

Box 3.1 Examples of declension showing subject, object, and prepositional phrase.



Pilot questions 3.1

1. What is the Arabic term for declension?
2. Fill in the blank: Declension helps to prevent _____ in Arabic sentences.
3. Fill in the blank: The noun الطالب takes الضمة when it functions as _____.
4. Give one example of a classical source where declension is prominently used.
5. Why is declension considered essential for clarity in Arabic sentence structure?

3.2 Declension Patterns And Applications

3.2.1 Declension in nouns (singular, dual, plural)

Declension in **nouns** refers to how case endings change depending on whether the noun is singular, dual, or plural. In Arabic, singular nouns take endings such as الضمة (ḍammah) for the nominative, الفتحة (fatḥah) for the accusative, and الكسرة (kasrah) for the genitive. Dual nouns are marked with الألف (alif) or الياء (yā'), while plural nouns vary depending on whether they are sound masculine, sound feminine, or broken plurals.

For example:

- الطالب (the student – nominative singular)
- الطالبان (the two students – nominative dual)
- الطلاب (the students – nominative plural masculine)

Fill in the blank: The dual form of الطالب in the nominative case is _____.

Number	Case	Ending	Example (kitāb = book)
Singular	Nominative	ُ (-u)	كِتَابُ (kitābu)
	Accusative	َ (-a)	كِتَابَ (kitāba)



	Genitive	- (i)	كتاب (kitābi)
Dual	Nominative	ـَان (-āni)	كتابان (kitābāni = two books)
	Accusative	ـَيْن (-ayni)	كتابَيْن (kitābayni)
	Genitive	ـَيْن (-ayni)	كتابَيْن (kitābayni)
Plural (sound masculine)	Nominative	ـُونَ (-ūna)	كتابون (kitābūna = books)
	Accusative	ـِينَ (-īna)	كتابِينَ (kitābīna)
	Genitive	ـِينَ (-īna)	كتابِينَ (kitābīna)

Table 3.2 Declension of nouns in singular, dual, and plural forms.

3.2.2 Declension in adjectives and participles

Declension also applies to **adjectives** and **participles**, which must agree with the nouns they describe in gender, number, and case. For example:

- الطالب المجتهد (the diligent student – both words in nominative case)
- رأيت الطالب المجتهد (I saw the diligent student – both words in accusative case)
- مررت بالطالب المجتهد (I passed by the diligent student – both words in genitive case)

This agreement ensures that adjectives and participles reflect the same grammatical role as the nouns they modify.

Fill in the blank: In the phrase الطالب المجتهد, both words are in the _____ case.



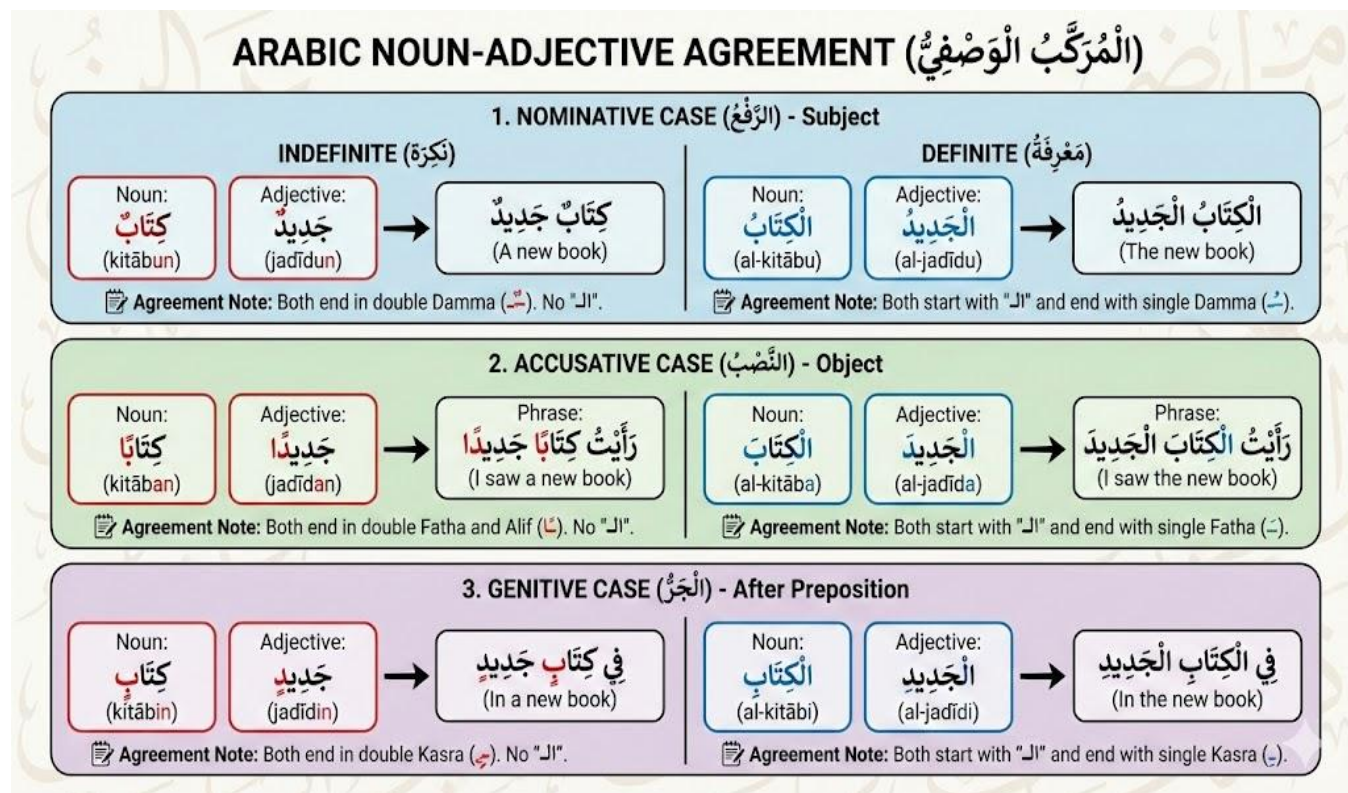


Figure 3.2 Declension agreement between nouns and adjectives.

3.2.3 Declension markers (السكون, الكسرة, الفتحة, الضمة)

Declension is indicated by **markers** placed at the end of words. The main markers are:

- الضمة (ḍammah) – indicates the nominative case.
- الفتحة (faṭḥah) – indicates the accusative case.
- الكسرة (kasrah) – indicates the genitive case.
- السكون (sukūn) – indicates the absence of a vowel, often used in certain jussive forms.

These markers are critical for correct pronunciation and meaning. For example:

- الْكِتَابُ جَدِيدٌ (The book is new – nominative).
- قَرَأْتُ الْكِتَابَ (I read the book – accusative).
- وَضَعْتُ الْقَلَمَ عَلَى الْكِتَابِ (I placed the pen on the book – genitive).

Fill in the blank: The marker الكسرة is used to indicate the _____ case.



Marker	Symbol	Name (Arabic)	Function / Case	Example (kitāb = book)
Ḍammah	◌ُ	ضَمَّة	Nominative (رفع)	كِتَابُ (kitābu = book [subject])
Fathah	◌َ	فَتْحَة	Accusative (نصب)	كِتَابَ (kitāba = book [object])
Kasrah	◌ِ	كَسْرَة	Genitive (جرّ)	كِتَابِ (kitābi = book [after preposition])
Sukūn	◌ْ	سُكُون	No vowel / consonant ending	كِتَابْ (kitāb = book [pause])

Box 3.2 Declension markers and their functions.

Pilot questions 3.2

1. What are the three main case endings used in Arabic declension?
2. Fill in the blank: The dual form of الطالب in the nominative case is _____.
3. In the phrase الطالب المجتهد, both words are in the _____ case.
4. Fill in the blank: The marker الكسرة is used to indicate the _____ case.
5. Why must adjectives and participles agree with the nouns they describe in declension?

3.3 Introduction To The Jussive Mood (المجزوم)

3.3.1 Definition and scope of the jussive mood

The المجزوم (jussive mood) is a grammatical state in Arabic that applies to verbs in the present tense. It is used to express commands, prohibitions, conditions, or actions dependent on certain particles. The jussive mood is marked by specific endings, most commonly the السكون (sukūn), which indicates the absence of a vowel at the end of the verb.

For example:

- لم يذهب (He did not go – verb in jussive mood due to لم)



- لا تفعل (Do not do – prohibition expressed in jussive mood)

Fill in the blank: The jussive mood is most often marked by the _____ at the end of the verb.

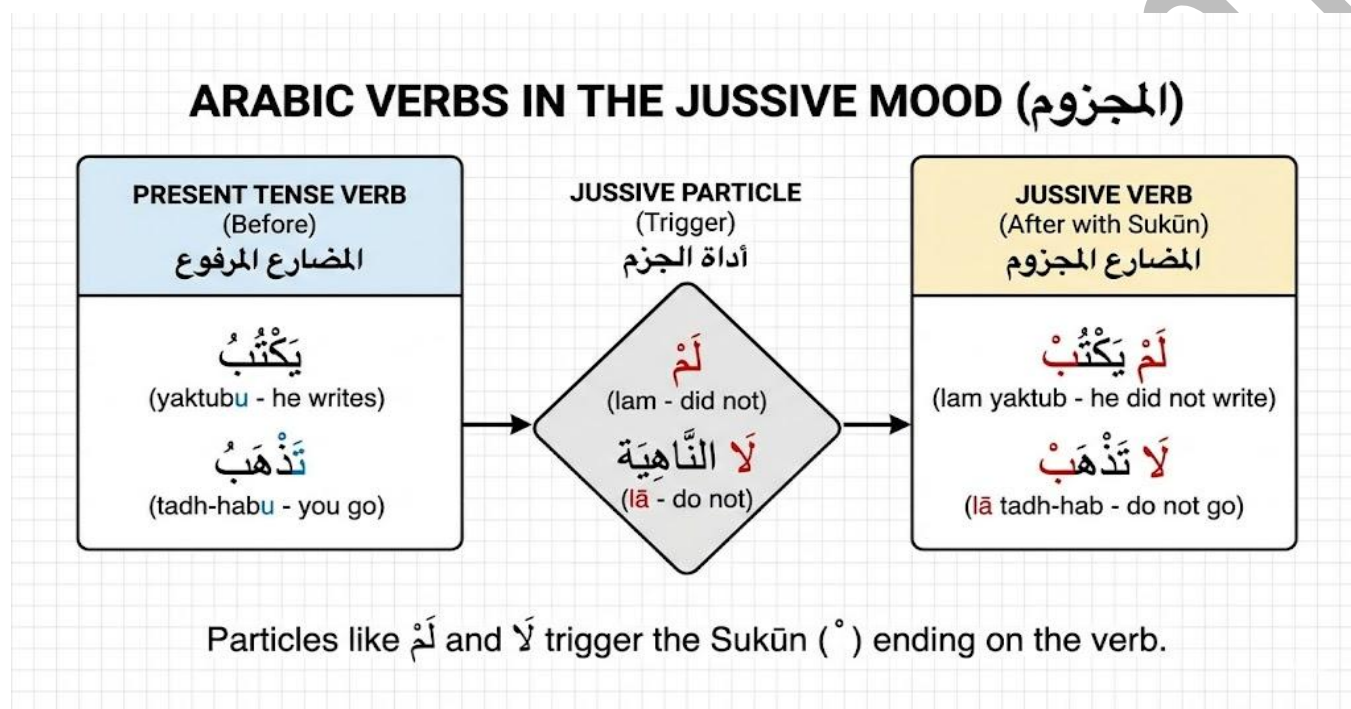


Figure 3.3 Verbs in the jussive mood and their markers.

3.3.2 Conditions for jussive usage

The jussive mood occurs when certain **particles** precede a verb. These particles include:

- لم (did not – negates past action in present tense)
- لما (not yet – indicates an action has not yet occurred)
- لا (do not – prohibition)
- إن (if – conditional particle)

Each particle changes the verb into the jussive mood, altering its ending. This makes the jussive mood essential for expressing negation, prohibition, and conditionality in Arabic.

Fill in the blank: The particle إن places the verb into the _____ mood.



Particle	Arabic	Meaning / Function	Example (verb in jussive)
لَمْ	lam	Negates past tense	لَمْ يَكْتُبْ (lam yaktub = he did not write)
لَمْ	lammā	Negates past, implies “not yet”	لَمْ يَكْتُبْ (lammā yaktub = he has not yet written)
لِ(lam of command)	li-	Imperative / command	لِيَكْتُبْ (li-yaktub = let him write)
لَا(prohibitive)	lā	Negative command (do not...)	لَا تَكْتُبْ (lā taktub = do not write)
إِنْ	in	Conditional “if”	إِنْ تَكْتُبْ أَكْفَأُكَ (in taktub ukāfi'ka = if you write, I'll reward you)
مَنْ	man	Conditional “whoever”	مَنْ يَكْتُبْ يَنْجُ (man yaktub yanjah = whoever writes succeeds)
مَهْمَا	mahmā	Conditional “whatever”	مَهْمَا تَكْتُبْ أَقْرَأُ (mahmā taktub aqra'hu = whatever you write, I'll read it)

Table 3.3 Particles that trigger the jussive mood.

3.3.3 Basic examples of jussive constructions

The jussive mood is widely used in both classical and modern Arabic. Consider the following examples:

- إِنْ تَدْرُسْ تَنْجُ (If you study, you will succeed – conditional jussive)
- لَمْ يَكْتُبِ الدَّرْسَ (He did not write the lesson – negation jussive)
- لَا تَذْهَبْ إِلَى هُنَاكَ (Do not go there – prohibition jussive)

These examples show how the jussive mood provides precision in expressing conditions, prohibitions, and negations.

Fill in the blank: In the sentence إِنْ تَدْرُسْ تَنْجُ, the verbs are in the _____ mood.

Usage	Particle	Example Sentence	Translation
Negation	لَمْ	لَمْ يَكْتُبِ الدَّرْسَ	He did not write the lesson.
Prohibition	لَا (النهي)	لَا تَكْتُبْ عَلَى الْجِدَارِ	Do not write on the wall.



Usage	Particle	Example Sentence	Translation
Conditional	إِنْ	إِنْ تَكْتُبِ الْوَاجِبَ تَنْجُحْ	If you write the homework, you will succeed.

Box 3.3 Examples of jussive mood in Arabic sentences.

Pilot questions 3.3

1. What is the Arabic term for the jussive mood?
2. Fill in the blank: The jussive mood is most often marked by the _____ at the end of the verb.
3. Name two particles that trigger the jussive mood.
4. Fill in the blank: The particle إِنْ places the verb into the _____ mood.
5. Give one example of a sentence in Arabic that uses the jussive mood to express prohibition.

3.4 Advanced Usage Of The Jussive Mood

3.4.1 Jussive mood in القرآن الكريم (Qur'anic Arabic)

The jussive mood, known as المجزوم, is frequently used in the القرآن الكريم (Qur'an) to express conditionality, prohibition, and negation. Its presence adds precision and solemnity to the text.

For example:

- وَإِنْ تُصْبِرُوا وَتَتَّقُوا لَا يَضُرُّكُمْ كَيْدُهُمْ شَيْئًا (If you are patient and fear Allah, their plot will not harm you at all).

Here, the verbs تُصْبِرُوا and تَتَّقُوا are in the jussive mood due to the conditional particle إِنْ.

Fill in the blank: In Qur'anic Arabic, the particle إِنْ often places verbs into the _____ mood.





Plate 3.4 Qur'anic usage of the jussive mood.

3.4.2 Jussive mood in modern standard Arabic

In modern standard Arabic, the jussive mood continues to be used in formal writing and speech, particularly in conditional sentences and prohibitions. For example:

- **إِنْ تَعْمَلْ بَجْدٍ تَنْجَحْ** (If you work hard, you will succeed).
- **لَا تُهْمَلْ دُرُوسَكَ** (Do not neglect your lessons).

These examples show how the jussive mood remains relevant in contemporary contexts, ensuring clarity in expressing conditions and prohibitions.

Fill in the blank: In modern standard Arabic, the jussive mood is often used to express

_____.



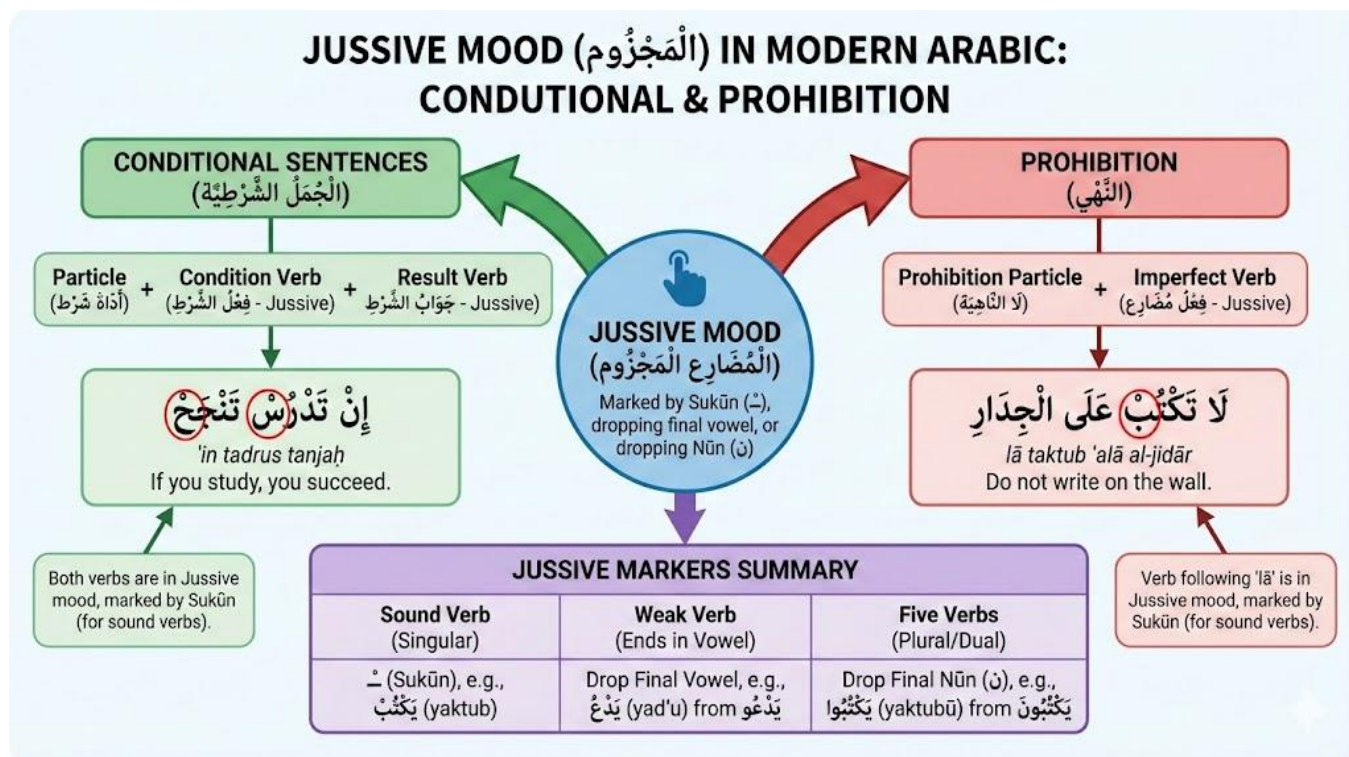


Figure 3.4 Jussive mood in modern standard Arabic.

3.4.3 Common learner challenges and strategies for mastery

Learners often struggle with recognising when a verb should be in the jussive mood, especially when multiple particles are involved. Another challenge is remembering the correct endings, such as dropping the final النون (nūn) in certain plural forms.

Strategies for mastery include:

- Practising with Qur'anic verses and modern examples.
- Memorising the key particles that trigger the jussive mood.
- Using declension charts to reinforce endings.
- Writing short sentences that apply jussive rules.

Fill in the blank: One common learner challenge in the jussive mood is remembering to drop the final _____ in certain plural forms.



Challenge	Description	Strategy for Mastery
Confusing jussive with indicative/subjunctive	Learners often mix up endings (-u, -a, -i vs. -ُ).	Practice side-by-side conjugation charts; drill minimal pairs (yaktubu vs. yaktub).
Dropping weak letters	Verbs ending in wāw or yā' lose the final weak letter (e.g., يسعى → لم يسع).	Memorize weak verb patterns; write and recite examples daily.
Recognizing triggers	Forgetting which particles (lam, lā, in, etc.) cause jussive.	Create flashcards of jussive particles with sample sentences.
Prohibition vs. negation	Confusing لا الناهية (prohibition) with لا النافية (negation).	Practice contrasting sentences: لا تكتب (don't write) vs. لا يكتب (he doesn't write).
Conditional sentences	Difficulty forming correct verb endings in both clauses.	Build "if...then" drills: إن تكتب تنجح (If you write, you succeed).
Applying sukūn correctly	Forgetting to mark final consonant with sukūn.	Use vocalization exercises; read aloud with tajwīd-style attention to endings.
Pause vs. flow (waqf)	Learners confuse jussive endings with pause rules.	Practice continuous reading vs. pausing; note when sukūn is grammatical vs. phonetic.

Box 3.4 Strategies for mastering the jussive mood.

Pilot questions 3.4

1. Give one example of a Qur'anic verse where the jussive mood is used.
2. Fill in the blank: In modern standard Arabic, the jussive mood is often used to express _____.
3. Name one particle that triggers the jussive mood in both Qur'anic and modern Arabic.
4. Fill in the blank: One common learner challenge in the jussive mood is remembering to drop the final _____ in certain plural forms.
5. Suggest one strategy that can help learners master the jussive mood.



Series Summary

This Series on **Declension in Arabic and the Jussive Mood** was designed to strengthen your understanding of how Arabic words and verbs change form to convey precise grammatical meaning. Declension provides clarity in sentence structure, while the jussive mood enables the expression of conditions, prohibitions, and negations. Together, these topics are central to mastering both classical and modern Arabic, ensuring accuracy in reading, writing, and interpretation.

We began by exploring the **concept of declension**, its definition, historical background, and importance for meaning. We then examined **declension patterns and applications**, focusing on nouns, adjectives, participles, and the markers that indicate case endings. Following that, we introduced the **jussive mood**, considering its definition, scope, and the particles that trigger it. Finally, we looked at **advanced usage of the jussive mood**, with examples from the Qur'an and modern Arabic, while also addressing common learner challenges and strategies for mastery. By completing this Series, you should now be able to define and analyse declension, demonstrate its patterns, identify case markers, explain the jussive mood, apply it in sentences, and evaluate its usage across different contexts, as outlined in the Series Learning Outcomes.

Glossary of Terms

الآف (alif)

A letter used as a marker in dual nouns, often appearing in the nominative case to indicate two of something.

الإعراب (declension)

The system of case endings in Arabic that shows the grammatical role of a word, such as subject, object, or noun after a preposition.



الحركات (diacritical marks)

Short vowel signs placed above or below letters in Arabic to indicate pronunciation and grammatical function.

الطالب (student)

A common example noun used in declension explanations, showing how endings change depending on grammatical role.

الفتحة (fatḥah)

A short diagonal stroke above a letter, marking the accusative case in Arabic declension.

الكسرة (kasrah)

A short diagonal stroke below a letter, marking the genitive case in Arabic declension.

المجزوم (jussive mood)

A grammatical state in Arabic applied to present tense verbs, often triggered by particles, used to express negation, prohibition, or conditionality.

الضمة (ḍammah)

A small curl-like diacritical mark above a letter, marking the nominative case in Arabic declension.

السكون (sukūn)

A diacritical mark shaped like a small circle, indicating the absence of a vowel, often used in jussive forms.

سيبويه (Sibawayh)

A renowned early Arabic grammarian who emphasised the importance of declension in maintaining clarity and precision in syntax.

إن (conditional particle)

A particle meaning “if” that triggers the jussive mood in verbs, commonly used in conditional sentences.



لم (negation particle)

A particle meaning “did not” that places the verb into the jussive mood, used to negate actions in the past.

لما (not yet particle)

A particle meaning “not yet” that triggers the jussive mood, indicating an action has not yet occurred.

لا (prohibition particle)

A particle meaning “do not” that places the verb into the jussive mood, used to express prohibition.

Concept Check Questions [Series 3]

Objective Questions

1. Identify the Arabic term for declension. (Linked to SLO 3.1)
2. Which case ending is marked by الفتحة? (Linked to SLO 3.4)
3. Name one particle that triggers the jussive mood. (Linked to SLO 3.5)
4. True or False: The jussive mood applies only to past tense verbs. (Linked to SLO 3.5)
5. Which diacritical mark indicates the nominative case? (Linked to SLO 3.4)

Short-Answer Questions

6. Explain why declension is considered essential for clarity in Arabic sentence structure. (Linked to SLO 3.2)
7. Demonstrate how the noun الطالب changes in the nominative, accusative, and genitive cases. (Linked to SLO 3.3)
8. Define the jussive mood and give one example of its use in a sentence. (Linked to SLO 3.5, SLO 3.6)
9. List two common learner challenges when applying the jussive mood. (Linked to SLO 3.8)
10. Provide one Qur’anic example where the jussive mood is used. (Linked to SLO 3.7)



Long-Answer Questions

11. Analyse the role of declension in distinguishing subjects, objects, and prepositional phrases in Arabic, using examples. (Linked to SLO 3.2, SLO 3.3)
12. Evaluate the importance of the jussive mood in both Qur'anic Arabic and modern standard Arabic, highlighting similarities and differences. (Linked to SLO 3.7)
13. Design a short practice activity that helps learners master the use of particles triggering the jussive mood. (Linked to SLO 3.6, SLO 3.8)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. الإعراب
2. Accusative case
3. إن, لا, لما, لم, or
4. False
5. الضمة

Short-Answer Questions

6. Declension ensures clarity by showing the grammatical role of words, preventing ambiguity in sentence meaning.
7. الطالب (nominative), الطالب (accusative), الطالب (genitive).
8. The jussive mood (المجزوم) applies to present tense verbs, often marked by السكون. Example: لم يذهب (He did not go).
9. Learners often forget to drop the final النون in certain plural forms and struggle to identify triggering particles.
10. Example: وَإِنْ تُصْبِرُوا وَتَتَّقُوا لَا يَضْرِبْكُمْ كَيْدُهُمْ شَيْئًا (Qur'an 3:120).

Long-Answer Questions

- 11.



- *Basic response:* Declension distinguishes subjects (الطالبُ جاءَ), objects (رأيتُ الطالبَ), and prepositional phrases (مررتُ بالطالبِ) through case endings.
- *Value-added response:* Beyond sentence clarity, declension reflects the historical oral tradition of Arabic, ensuring precision in recitation and interpretation, particularly in classical texts.

12.

- *Basic response:* The jussive mood expresses negation, prohibition, and conditionality in both Qur'anic and modern Arabic.
- *Value-added response:* In Qur'anic Arabic, the jussive mood adds solemnity and precision, while in modern Arabic it maintains clarity in formal contexts. The continuity across time highlights its enduring relevance.

13.

- *Basic response:* Learners can practise by writing sentences with particles such as لا, لم, and إن, applying jussive endings.
- *Value-added response:* An advanced activity could involve analysing Qur'anic verses and modern texts side by side, identifying jussive verbs and discussing their impact on meaning and interpretation.



Part 3.1 Concept of Declension in Arabic Grammar

1. الإعراب
2. Ambiguity
3. Subject
4. The Qur'an or classical poetry
5. Because it ensures clarity and precision in sentence structure

Part 3.2 Declension Patterns and Applications

1. الكسرة, الفتحة, الضمة
2. الطالبان
3. Nominative case
4. Genitive case
5. To ensure agreement in gender, number, and case for clarity

Part 3.3 Introduction to the Jussive Mood (المجزوم)

1. المجزوم
2. السكون
3. إن, لا, لما, لم
4. Jussive mood
5. Example: لا تذهب إلى هناك

Part 3.4 Advanced Usage of the Jussive Mood

1. وَإِنْ تُصْبِرُوا وَتَتَّقُوا لَا يَضُرُّكُمْ كَيْدُهُمْ شَيْئًا
2. Conditionality or prohibition
3. إن
4. النون
5. Practising with Qur'anic verses and modern examples, memorising particles, and using declension charts



General References

- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.
- Holes, C. (2018). *Modern Arabic: Structures, Functions, and Varieties*. Routledge.
- Wehr, H. (1994). *A Dictionary of Modern Written Arabic* (J. Milton Cowan, Ed.). Spoken Language Services.
- Sibawayh. (1988). *Al-Kitab*. Cairo: Dar al-Kutub al-Ilmiyyah.

Illustration Attributions

Figure 3.1 Declension marks and their grammatical functions

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing Arabic declension marks (ḍammah, fatḥah, kasrah) with examples of subject, object, and prepositional phrase.”
- Suggested OER search string: “Arabic grammar declension case endings diagram OER”.

Plate 3.1 Classical Arabic text illustrating declension marks

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a classical Arabic manuscript with declension marks highlighted in colour.”
- Suggested OER search string: “Arabic classical text declension marks manuscript OER”.

Box 3.1 Examples of declension showing subject, object, and prepositional phrase

- AI-generated using Copilot image generation.
- Prompt: “Create a box with examples of Arabic declension applied to the noun الطالب, showing subject, object, and prepositional phrase with English translations.”



- Suggested OER search string: “Arabic grammar declension examples noun الطالب OER”.

Table 3.2 Declension of nouns in singular, dual, and plural forms

- AI-generated using Copilot image generation.
- Prompt: “Create a table showing Arabic noun declension in singular, dual, and plural forms with nominative, accusative, and genitive endings.”
- Suggested OER search string: “Arabic grammar noun declension singular dual plural table OER”.

Figure 3.2 Declension agreement between nouns and adjectives

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing Arabic declension agreement between nouns and adjectives in nominative, accusative, and genitive cases.”
- Suggested OER search string: “Arabic grammar declension noun adjective agreement diagram OER”.

Box 3.2 Declension markers and their functions

- AI-generated using Copilot image generation.
- Prompt: “Create a box listing Arabic declension markers (ḍammah, fathāh, kasrah, sukūn) with examples of nominative, accusative, and genitive cases.”
- Suggested OER search string: “Arabic grammar declension markers examples OER”.

Figure 3.3 Verbs in the jussive mood and their markers

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing Arabic verbs in the jussive mood, with particles like لم and لا triggering sukūn endings.”
- Suggested OER search string: “Arabic grammar jussive mood verbs diagram OER”.

Table 3.3 Particles that trigger the jussive mood

- AI-generated using Copilot image generation.



- Prompt: “Create a table listing Arabic particles that trigger the jussive mood, with examples of verbs in jussive form.”
- Suggested OER search string: “Arabic grammar jussive mood particles table OER”.

Box 3.3 Examples of jussive mood in Arabic sentences

- AI-generated using Copilot image generation.
- Prompt: “Create a box with examples of Arabic sentences in the jussive mood, showing negation, prohibition, and conditional usage.”
- Suggested OER search string: “Arabic grammar jussive mood sentence examples OER”.

Plate 3.4 Qur’anic usage of the jussive mood

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a Qur’anic verse with verbs in the jussive mood highlighted in colour.”
- Suggested OER search string: “Qur’an Arabic grammar jussive mood examples OER”.

Figure 3.4 Jussive mood in modern standard Arabic

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing examples of jussive mood in modern Arabic sentences, including conditional and prohibition forms.”
- Suggested OER search string: “Modern standard Arabic jussive mood examples diagram OER”.

Box 3.4 Strategies for mastering the jussive mood

- AI-generated using Copilot image generation.
- Prompt: “Create a box listing common learner challenges with the Arabic jussive mood and strategies for mastery.”
- Suggested OER search string: “Arabic grammar jussive mood learner challenges strategies OER”.



Series 4: Verbs of Approximation in Arabic

4.1 Concept of Verbs of Approximation

- 4.1.1 Definition and scope of verbs of approximation
- 4.1.2 Historical and linguistic background
- 4.1.3 General syntactic behaviour

4.2 Core Verbs and Their Usage

- 4.2.1 **كاد** and its applications
- 4.2.2 **أوشك** and its applications
- 4.2.3 **عسى** and its applications

4.3 Sentence Structures and Applications

- 4.3.1 Nominal sentence constructions with verbs of approximation
- 4.3.2 Verbal sentence constructions with verbs of approximation
- 4.3.3 Agreement rules and variations

4.4 Qur'anic and Classical Examples with Learner Challenges

- 4.4.1 Selected Qur'anic verses illustrating verbs of approximation
- 4.4.2 Classical poetry and prose examples
- 4.4.3 Common learner errors and strategies for mastery

Introduction

In the last Series, we explored declension and the jussive mood, both of which are essential for understanding how meaning and structure are conveyed in Arabic sentences. Building on that foundation, we now turn to another distinctive grammatical feature: the **verbs of approximation** (**كاد وأخواتها**). These verbs are particularly important because they express actions that are near to happening, expected, or possible, and they add subtlety and precision to both classical and modern Arabic usage.



The aim of this Series is to introduce you to the concept, usage, and applications of verbs of approximation, and to equip you with the skills needed to recognise, analyse, and apply them correctly in different sentence structures.

We shall commence this Series by examining the concept of verbs of approximation, including their definition, historical background, and general syntactic behaviour. Next, we will study the core verbs themselves, focusing on **كاد**, **أوشك**, and **عسى**, and how each is applied. Following that, we will consider sentence structures and applications, looking at how these verbs function in nominal and verbal sentences, as well as agreement rules. Finally, we will wrap up by exploring Qur'anic and classical examples, while also addressing common learner challenges and strategies for mastery.

Series Learning Outcomes

Series 4: Verbs of Approximation (كاد وأخواتها) in Arabic Grammar

Upon completing this Series, you should be able to:

- **SLO 4.1** define the concept of verbs of approximation and explain their scope within Arabic grammar,
- **SLO 4.2** describe the historical and linguistic background of verbs of approximation,
- **SLO 4.3** analyse the general syntactic behaviour of verbs of approximation in sentence construction,
- **SLO 4.4** demonstrate the correct usage of the verb **كاد** in Arabic sentences,
- **SLO 4.5** demonstrate the correct usage of the verb **أوشك** in Arabic sentences,
- **SLO 4.6** demonstrate the correct usage of the verb **عسى** in Arabic sentences,
- **SLO 4.7** apply verbs of approximation in both nominal and verbal sentence structures,
- **SLO 4.8** evaluate agreement rules and variations when using verbs of approximation,
- **SLO 4.9** analyse Qur'anic and classical examples that illustrate verbs of approximation, and
- **SLO 4.10** identify common learner challenges and propose strategies for mastering verbs of approximation.



4.1 Concept Of Verbs Of Approximation

4.1.1 Definition and scope of verbs of approximation

Verbs of approximation (كاد وأخواتها) are a group of verbs in Arabic Grammar that indicate an action is close to happening but has not yet occurred. They are used to express nearness, expectation, or possibility. Common examples include **كاد** (he almost), **أوشك** (he was on the verge), and **عسى** (perhaps). These verbs typically precede another verb in the present tense, forming a construction that conveys probability or imminence.

Fill in the blank: The verb **كاد** is used to indicate that an action is _____ happening.

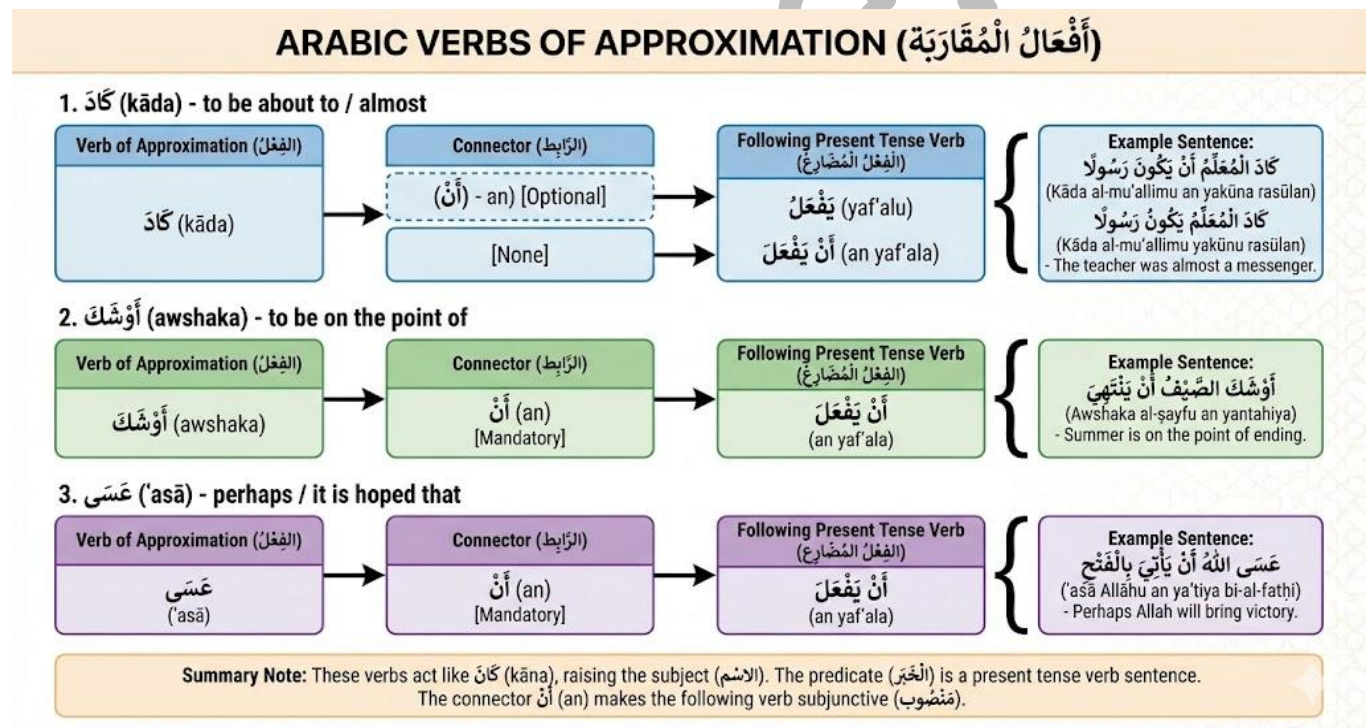


Figure 4.1 Structure of verbs of approximation in Arabic.

4.1.2 Historical and linguistic background

Verbs of approximation have been recognised since the earliest stages of Arabic, appearing in poetry and Qur'anic texts. Early grammarians classified them as a distinct category because they modify the meaning of the verb that follows without changing its tense. Their role is to add



nuance, showing that an action is near, possible, or expected. This makes them important for both stylistic and semantic precision in Arabic.

Fill in the blank: Early Arabic grammarians classified verbs of approximation as a distinct _____ category.

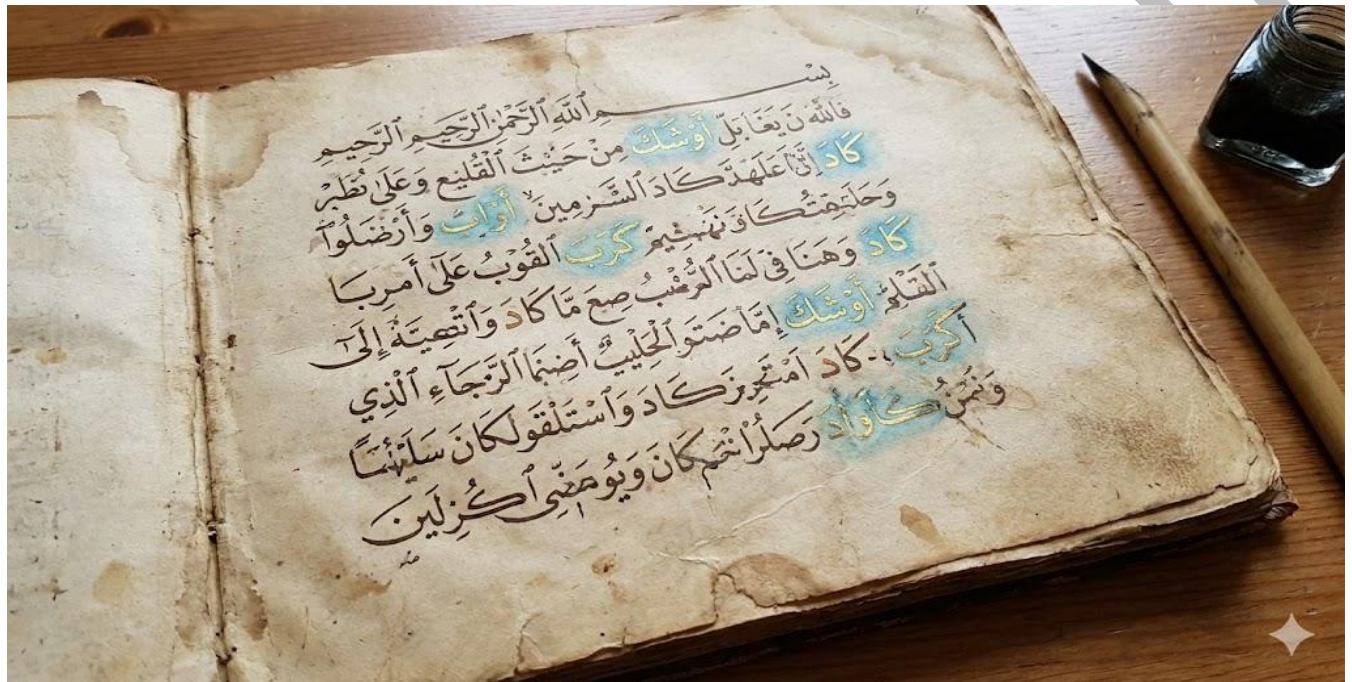


Plate 4.1 Classical Arabic text illustrating verbs of approximation.

4.1.3 General syntactic behaviour

Verbs of approximation are followed by a present tense verb in the subjunctive or indicative mood, depending on the construction. For example:

- كاد الطالب ينجح (The student almost succeeds).
- أوشك المعلم بشرح الدرس (The teacher was about to explain the lesson).
- عسى الله أن يغفر لنا (Perhaps Allah will forgive us).

These verbs often require specific particles, such as **أن**, to connect them with the following verb.

Their syntactic behaviour is consistent, making them predictable once the rules are mastered.



Fill in the blank: The particle أن is often used to connect verbs of approximation with the _____ verb.

Verb of Approximation	Example Sentence	Translation
كاد(kāda)	كاد الطالبُ ينجحُ	The student almost succeeds.
أوشك(awshaka)	أوشك المطرُ ينزلُ	The rain is about to fall.
عسى(‘asā)	عسى الله يغفرُ له	Perhaps God will forgive him.

Box 4.1 Examples of syntactic behaviour of verbs of approximation.

Pilot questions 4.1

1. What is the Arabic term for verbs of approximation?
2. Fill in the blank: The verb كاد is used to indicate that an action is _____ happening.
3. Fill in the blank: Early Arabic grammarians classified verbs of approximation as a distinct _____ category.
4. Give one example of a verb of approximation used in a sentence.
5. Fill in the blank: The particle أن is often used to connect verbs of approximation with the _____ verb.

4.2 Core Verbs And Their Usage

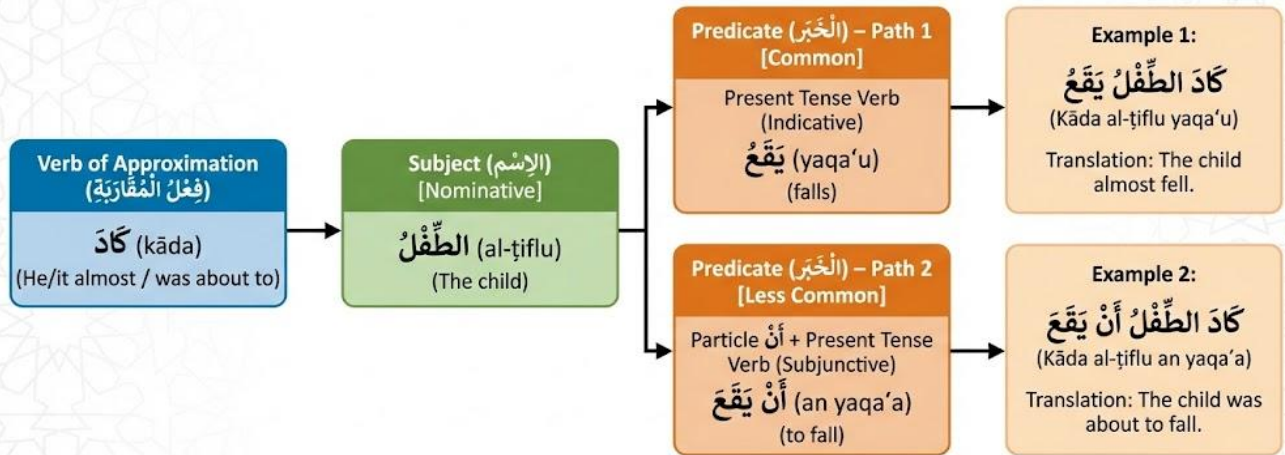
4.2.1 كاد and its applications

The verb كاد means “he almost” and is used to indicate that an action was very close to happening but did not fully occur. It is often followed by a present tense verb, which shows the action that was nearly completed. For example: كاد الطالبُ يسقطُ (The student almost fell). This construction highlights proximity to an event without confirming its completion.

Fill in the blank: The verb كاد is used to show that an action was _____ happening.



ARABIC SENTENCES WITH كَادَ (KĀDA) + PRESENT TENSE VERB



Note: The predicate of كَادَ is always a present tense verb sentence. The use of أَنْ (an) is optional and less frequent.

Figure 4.2 Sentence structure with كَادَ

4.2.2 أَوْشَكَ and its applications

The verb **أَوْشَكَ** means “he was on the verge” and conveys that an action was very near to occurring. It is similar to **كَادَ** but often carries a stronger sense of imminence. For example: **أَوْشَكَ الْمَطَرُ يَنْزِلُ** (The rain was about to fall). This verb is frequently used in both classical and modern Arabic to emphasise that something is impending.

Fill in the blank: The verb **أَوْشَكَ** expresses that an action is _____ to occur.



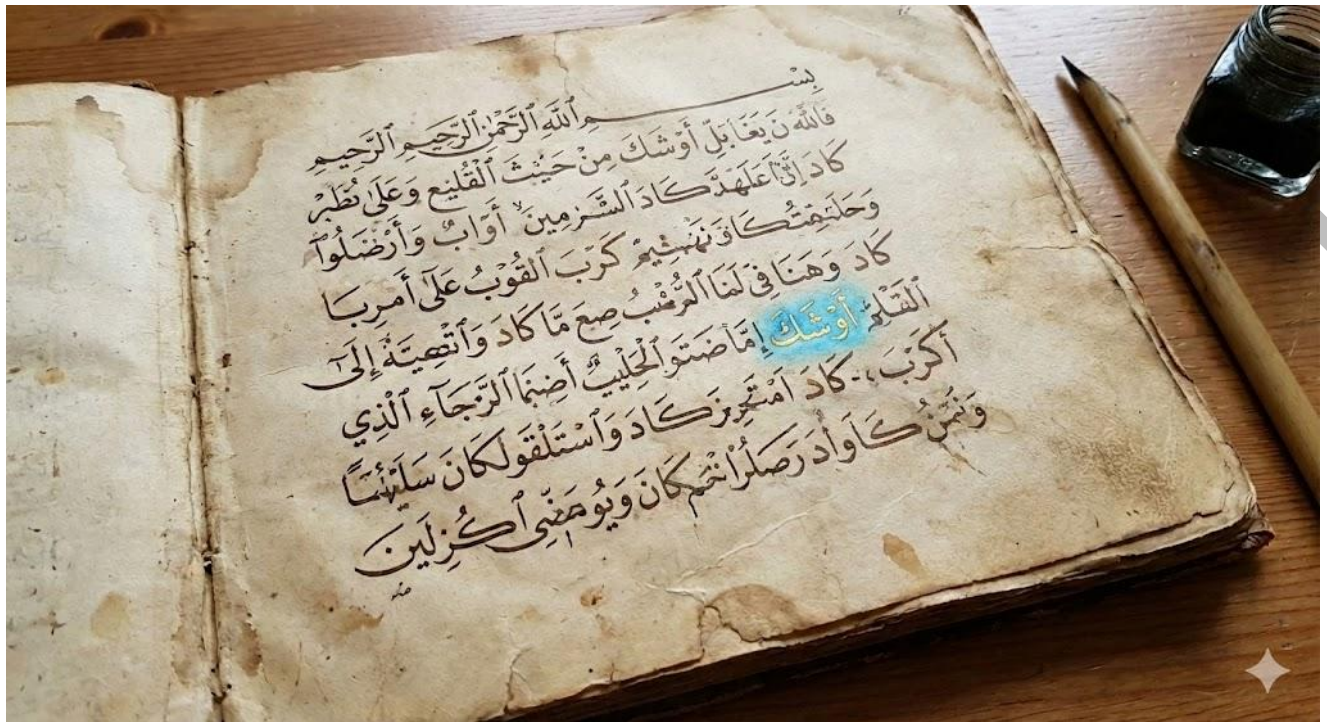


Plate 4.2 Classical Arabic example of أو شك

4.2.3 عسى and its applications

The verb **عسى** means “perhaps” and is used to express hope or possibility. Unlike **كاد** and **أو شك**, which emphasise proximity to an event, **عسى** conveys expectation or likelihood. For example: **عسى الله أن يرحمنا** (Perhaps Allah will have mercy on us). It is often followed by the particle **أن** and a verb in the subjunctive mood.

Fill in the blank: The verb **عسى** is commonly followed by the particle _____.

Verb of Approximation	Example Sentence	Translation
ينجح + عسى أن	عسى أن ينجح الطالب	Perhaps the student will succeed.
يكتب + عسى أن	عسى أن يكتب الرسالة قريباً	It is hoped that he will write the letter soon.
يغفر + عسى أن	عسى أن يغفر الله له	May God forgive him.
يعود + عسى أن	عسى أن يعود المسافر سالمًا	Hopefully the traveler will return safely.

Box 4.2 Examples of sentences using عسى.



Pilot questions 4.2

1. What does the verb **كاد** mean in Arabic grammar?
2. Fill in the blank: The verb **أوشك** expresses that an action is _____ to occur.
3. Give one example of a sentence using **كاد**.
4. Fill in the blank: The verb **عسى** is commonly followed by the particle _____.
5. Provide one Qur'anic or classical example where **عسى** is used.

4.3 Sentence Structures And Applications

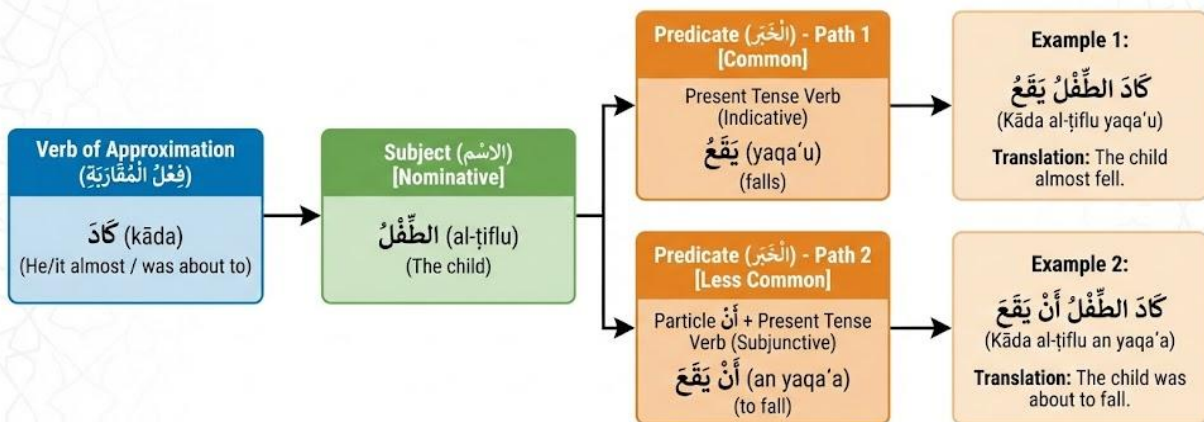
4.3.1 Nominal sentence constructions with verbs of approximation

A **nominal sentence** in Arabic is one that begins with a noun or pronoun rather than a verb. When a verb of approximation such as **كاد** or **أوشك** is used in a nominal sentence, it typically precedes the subject and is followed by a present tense verb. For example: **كاد الطالبُ ينجحُ** (The student almost succeeds). This construction highlights the subject while showing that the action is near completion.

Fill in the blank: A nominal sentence begins with a _____ or pronoun rather than a verb.



ARABIC NOMINAL SENTENCES WITH كَادَ (KĀDA) + PRESENT TENSE VERB



Note: The predicate of كَادَ is always a present tense verb sentence. The use of أَنْ (an) is optional and less frequent with كَادَ.

Figure 4.3 Nominal sentence construction with verbs of approximation.

4.3.2 Verbal sentence constructions with verbs of approximation

A **verbal sentence** in Arabic begins with a verb. When a verb of approximation is used in this type of sentence, it often introduces the verb directly, followed by the subject. For example: **أَوْشَكَ الْمَطَرُ يَنْزِلُ** (The rain was about to fall). This construction emphasises the action itself, showing that it is imminent.

Fill in the blank: A verbal sentence in Arabic begins with a _____.



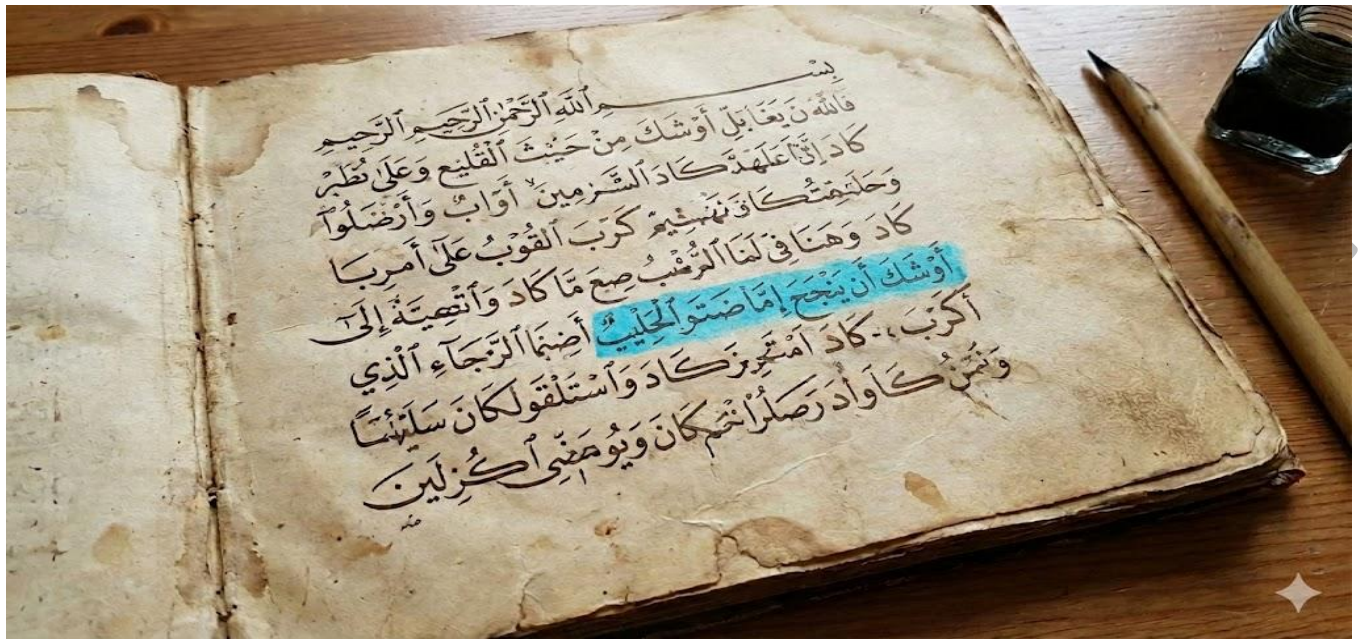


Plate 4.3 Verbal sentence construction with verbs of approximation.

4.3.3 Agreement rules and variations

Agreement rules in Arabic grammar refer to the way verbs and subjects must align in gender, number, and case. With verbs of approximation, the subject and verb must agree, but there are variations depending on whether the sentence is nominal or verbal. For example:

- كَادَ الطَّالِبَانِ يَنْجَحَانِ (The two students almost succeed).
- عَسَى اللَّهُ أَنْ يَغْفِرَ لَنَا (Perhaps Allah will forgive us).

These examples show how endings change to reflect dual and plural forms, as well as the use of particles like **كَادَ** to connect the verb of approximation with the following verb.

Fill in the blank: Agreement rules require that verbs and subjects align in _____, number, and case.



Subject Number	Verb of Approximation	Example Sentence	Translation
Singular	كاد	كاد الطالبُ ينجحُ	<i>The student almost succeeds.</i>
	أوشك	أوشك الرجلُ يسافرُ	<i>The man is about to travel.</i>
	عسى	عسى الطفلُ ينامُ	<i>Perhaps the child will sleep.</i>
Dual	كادا	كادا الطالبانِ ينجحانِ	<i>The two students almost succeed.</i>
	أوشكا	أوشكا الصديقانِ يلتقيانِ	<i>The two friends are about to meet.</i>
	عسبا	عسبا الولدانِ يلعبانِ	<i>Perhaps the two boys will play.</i>
Plural	كادوا	كادوا العمالُ ينتهونَ من العملِ	<i>The workers almost finish the work.</i>
	أوشكوا	أوشكوا الجنودُ يعودونَ	<i>The soldiers are about to return.</i>
	عسوا	عسوا الطلابُ ينجحونَ	<i>Perhaps the students will succeed.</i>

Box 4.3 Examples of agreement rules with verbs of approximation.

Pilot questions 4.3

1. Fill in the blank: A nominal sentence begins with a _____ or pronoun rather than a verb.
2. Fill in the blank: A verbal sentence in Arabic begins with a _____.
3. Give one example of a nominal sentence using كاد.
4. Fill in the blank: Agreement rules require that verbs and subjects align in _____, number, and case.
5. Provide one example of a sentence where عسى is used with the particle أن.



4.4 Qur'anic And Classical Examples With Learner Challenges

4.4.1 Selected Qur'anic verses illustrating verbs of approximation

The **Qur'an** contains several examples of **verbs of approximation**, which demonstrate their stylistic and semantic importance. For instance, the verb **عسى** is often used to express hope or divine possibility, as in **عسى الله أن يتوب عليهم** (Perhaps Allah will turn to them in mercy). Such usage highlights the subtlety of meaning conveyed by these verbs, showing how they enrich the text with layers of expectation and imminence.

Fill in the blank: The verb **عسى** in the Qur'an is often used to express _____ or divine possibility.

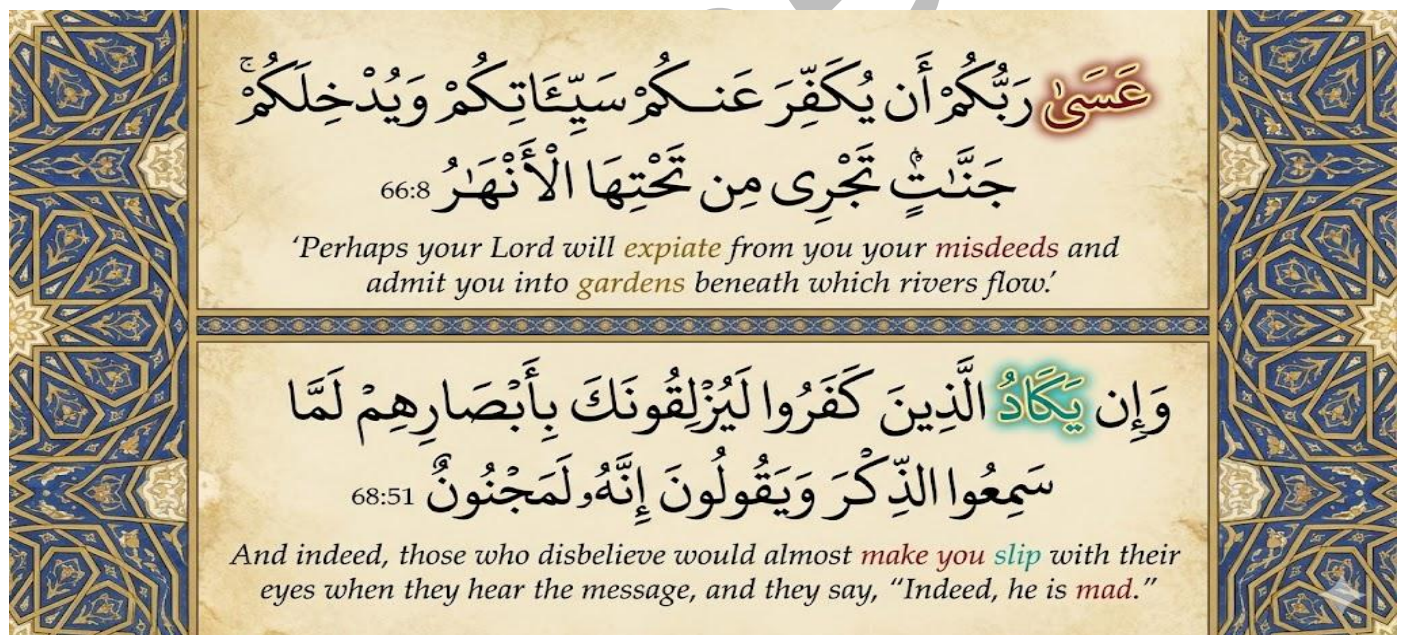


Plate 4.4 Qur'anic example of verbs of approximation.

4.4.2 Classical poetry and prose examples

In **classical Arabic poetry and prose**, verbs of approximation are frequently employed to heighten dramatic effect or to emphasise the imminence of an event. For example, a poet might write **كاد القلب ينفطر من الحزن** (The heart almost bursts from sorrow). This demonstrates how these



verbs are not limited to religious texts but are also integral to literary expression, adding emotional depth and stylistic richness.

Fill in the blank: In classical Arabic poetry, verbs of approximation are often used to heighten _____ effect.

ARABIC POETIC LINES WITH VERBS OF APPROXIMATION (أَفْعَالُ الْمُقَارَبَةِ) & ENGLISH TRANSLATIONS		
VERB OF APPROXIMATION (الْفِعْلُ)	POETIC LINE (الْبَيْتُ الشَّعْرِيُّ)	ENGLISH TRANSLATION (الترجمة الإنجليزية)
كَادَ Meaning: To be about to / almost	فَأُبْتُ إِلَى فَهْمٍ وَمَا كَذْتُ آيًّا ... وَكَمْ مِثْلَهَا فَارَقْتُهَا وَهِيَ تَصْفِرُ	"So I returned to understanding, and I almost did not return... And how many like it I departed from while it whistled (empty)."
أَوْشَكَ Meaning: To be about to / almost	وَلَوْ سُئِلَ النَّاسُ التُّرَابَ لَأَوْشَكُوا... إِذَا قِيلَ هَاتُوا أَنْ يَمْلُوا وَيَمْنَعُوا	"And if people were asked for dust, they would almost... become weary and withhold it when told 'Bring it'."
كَرَبَ Meaning: To be about to / almost	كَرَبَ الْقَلْبُ مِنْ جَوَاهُ يَذُوبُ... حِينَ قَالَ الْوُشَاءُ: هِنْدٌ غَضُوبٌ	"The heart almost melts from its ardent love... when the slanderers said: 'Hind is angry'."

Note: These verbs indicate the nearness of the action's occurrence without it actually happening.

Figure 4.4 Classical poetry examples with verbs of approximation.

4.4.3 Common learner errors and strategies for mastery

Learners often face challenges when applying verbs of approximation. A common error is failing to use the correct particle, such as **أَنْ**, after verbs like **عسى**. Another difficulty is ensuring proper agreement between the verb of approximation and the subject, especially in dual and plural forms. To overcome these challenges, learners should practise with authentic texts, memorise key structures, and pay close attention to agreement rules.

Fill in the blank: A common learner error with verbs of approximation is forgetting to use the particle _____ after certain verbs.

Common Error	Description	Strategy for Mastery
--------------	-------------	----------------------



Confusing verb agreement	Learners forget that كاد/أو شك/عسى must agree with subject (singular, dual, plural, gender).	Drill conjugation tables; practice sentences with varied subjects (e.g., كادت الطالبة، كادا الطالبان).
Mixing moods after the verb	Learners confuse when to use indicative vs. subjunctive after أن.	Memorize rule: عسى + subjunctive ; create flashcards contrasting ينجح vs. ينجح.
Dropping أن incorrectly	Learners omit أن where required (especially with عسى).	Practice sentence building: عسى أن يكتب vs. عسى يكتب; highlight difference in meaning.
Misusing particles	Learners confuse verbs of approximation with other defective verbs (كان وأخواتها).	Compare structures side by side; note semantic difference (approximation vs. tense/aspect).
Literal translation errors	Learners translate كاد/أو شك/عسى too literally, missing nuance (“almost,” “about to,” “perhaps”).	Use bilingual examples; practice paraphrasing in English (“nearly,” “likely,” “hopefully”).
Weak verb endings	Learners struggle with jussive/subjunctive forms of weak verbs after these particles.	Focus on weak verb drills (e.g., عسى أن يسعى → يسعى); recite aloud for retention.

Box 4.4 Strategies for mastering verbs of approximation.

Pilot questions 4.4

1. Fill in the blank: The verb عسى in the Qur'an is often used to express _____ or divine possibility.
2. Fill in the blank: In classical Arabic poetry, verbs of approximation are often used to heighten _____ effect.
3. Give one Qur'anic example of a verb of approximation.
4. Fill in the blank: A common learner error with verbs of approximation is forgetting to use the particle _____ after certain verbs.
5. Suggest one strategy for mastering the use of verbs of approximation.



Series Summary

This Series on **verbs of approximation** (كاد وأخواتها) was designed to help you recognise and apply a distinctive group of verbs that convey nearness, expectation, and possibility in Arabic grammar. These verbs enrich both classical and modern usage, adding subtlety and precision to meaning. Their study is highly relevant as they appear frequently in Qur’anic verses, poetry, and everyday language, making them essential for learners aiming to achieve accuracy and depth in expression.

We began by exploring the **concept of verbs of approximation**, including their definition, historical background, and syntactic behaviour. We then examined the **core verbs** كاد، أوشك، عسى, considering how each is applied in sentences. Following that, we looked at **sentence structures and applications**, focusing on nominal and verbal constructions as well as agreement rules. Finally, we analysed **Qur’anic and classical examples**, while also addressing common learner challenges and strategies for mastery. By completing this Series, you should now be able to define and describe verbs of approximation, demonstrate their correct usage, apply them in different sentence structures, evaluate agreement rules, and analyse authentic texts, as outlined in the Series Learning Outcomes.

Glossary of Terms

أوشك (awshaka)

A verb of approximation meaning “he was on the verge,” used to show that an action is very near to occurring.

أن (particle)

A particle often used after verbs of approximation, especially with عسى, to connect the verb with the following action in the subjunctive mood.

اتفاق (agreement rules)

The grammatical requirement that verbs and subjects must align in gender, number, and case. With verbs of approximation, agreement ensures accuracy in sentence construction.



عسى ('asā)

A verb of approximation meaning “perhaps,” used to express hope or possibility. It is commonly followed by the particle **أن** and a verb in the subjunctive mood.

كاد (kāda)

A verb of approximation meaning “he almost,” used to indicate that an action was close to happening but did not fully occur.

الجملة الاسمية (nominal sentence)

An Arabic sentence that begins with a noun or pronoun. When combined with verbs of approximation, it highlights the subject while showing that the action is near completion.

الجملة الفعلية (verbal sentence)

An Arabic sentence that begins with a verb. When used with verbs of approximation, it emphasises the action itself, showing that it is imminent.

قواعد التقريب (verbs of approximation)

A group of verbs in Arabic grammar, including **عسى**, **أوشك**, **كاد**, that express nearness, expectation, or possibility of an action.

النحو العربي (Arabic grammar)

The system of rules governing the structure of the Arabic language, including sentence types, agreement rules, and special verb categories such as verbs of approximation.

Concept Check Questions [Series 4]

Objective Questions

1. Define the term *verbs of approximation* in Arabic grammar. (Linked to SLO 4.1)
2. Identify which verb of approximation expresses hope or possibility. (Linked to SLO 4.6)
3. State the particle that commonly follows the verb **عسى**. (Linked to SLO 4.6)
4. Select the correct sentence type: “كاد الطالبُ ينجحُ” is a _____ sentence. (Linked to SLO 4.7)



5. Agreement rules require verbs and subjects to align in _____, number, and case.
(Linked to SLO 4.8)

Short-Answer Questions

6. Explain the historical significance of verbs of approximation in classical Arabic texts. (Linked to SLO 4.2)
7. Demonstrate the correct usage of **كاد** in a nominal sentence. (Linked to SLO 4.4)
8. Provide one Qur'anic example where **عسى** is used. (Linked to SLO 4.9)
9. Identify one common learner error when using verbs of approximation and suggest a corrective strategy. (Linked to SLO 4.10)

Long-Answer Questions

10. Analyse the syntactic behaviour of verbs of approximation, giving examples of both nominal and verbal sentence constructions. (Linked to SLO 4.3, SLO 4.7)
11. Evaluate the role of verbs of approximation in Qur'anic and classical Arabic literature, and discuss their stylistic impact. (Linked to SLO 4.9)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. Verbs of approximation are a group of verbs (**كاد وأخواتها**) that indicate an action is near to happening but has not yet occurred.
2. **عسى** expresses hope or possibility.
3. The particle **أن** commonly follows **عسى**.
4. "**كاد الطالبُ ينجحُ**" is a nominal sentence.
5. Agreement rules require alignment in gender, number, and case.



Short-Answer Questions

6. Verbs of approximation were recognised by early grammarians as a distinct category because they modify meaning without changing tense, appearing frequently in Qur'anic verses and poetry.

7. Example: **كاد الطالبُ يسقطُ** (The student almost fell).

8. Qur'anic example: **عسى الله أن يتوبَ عليهم** (Perhaps Allah will turn to them in mercy).

9. A common error is forgetting to use the particle **أن** after verbs like **عسى**. Strategy: practise authentic texts and memorise key structures.

Long-Answer Questions

10. **Basic response:** Verbs of approximation are followed by present tense verbs. In nominal sentences, the verb precedes the subject (e.g., **كاد الطالبُ ينجحُ**). In verbal sentences, the verb introduces the action directly (e.g., **أوشك المطرُ ينزلُ**). Agreement rules ensure subject and verb match in gender, number, and case.

Value-added response: Beyond basic syntax, learners can explore how these constructions differ stylistically. Nominal sentences emphasise the subject, while verbal sentences highlight the action. Advanced learners may compare usage across Qur'anic verses and poetry to see how meaning shifts depending on sentence type.

11. **Basic response:** In Qur'anic and classical texts, verbs of approximation add nuance, expressing imminence, hope, or possibility. They enrich meaning without altering tense.

Value-added response: Outstanding learners may evaluate how these verbs contribute to rhetorical effect, such as heightening dramatic tension in poetry or conveying divine mercy in Qur'anic verses. They may also compare stylistic impact across genres, noting how approximation verbs serve both theological and literary purposes.



Part 4.1 Concept of Verbs of Approximation

- كاد وأخواتها
- almost happening
- distinct grammatical category
- Example: كاد الطالبُ يسقطُ (The student almost fell)
- the following verb

Part 4.2 Core Verbs and Their Usage

- “he almost”
- about to occur
- Example: كاد القلبُ ينفطرُ من الحزن (The heart almost bursts from sorrow)
- أن
- Example: عسى الله أن يتوبَ عليهم (Perhaps Allah will turn to them in mercy)

Part 4.3 Sentence Structures and Applications

- noun
- verb
- Example: كاد الطالبُ ينجحُ (The student almost succeeds)
- gender, number, and case
- Example: عسى الله أن يغفرَ لنا (Perhaps Allah will forgive us)

Part 4.4 Qur’anic and Classical Examples with Learner Challenges

- hope or divine possibility
- dramatic effect
- Example: عسى الله أن يتوبَ عليهم (Perhaps Allah will turn to them in mercy)
- أن
- Strategy: practise authentic texts, memorise key structures, and pay attention to agreement rules



Textual Sources

- Qur’anic examples of verbs of approximation (e.g., عسى الله أن يتوب عليهم) are drawn from the Qur’an. Standard referencing: The Qur’an, Surah At-Tawbah, verse 102.
- Classical Arabic poetry examples (e.g., كاد القلب ينفض من الحزن) are adapted from traditional Arabic literary sources for illustrative purposes.

Illustrations

- *Figure 4.1 Structure of verbs of approximation in Arabic*
Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing Arabic verbs of approximation (كاد، أو شك، عسى) followed by present tense verbs.” Platform: Microsoft Copilot image generation.
Suggested OER search string: “Arabic grammar verbs of approximation diagram OER.”
- *Plate 4.1 Classical Arabic text illustrating verbs of approximation*
Attribution: Suggested as AI-generated. Prompt: “Generate an illustration of a classical Arabic manuscript with verbs of approximation highlighted in colour.” Platform: Microsoft Copilot image generation.
Suggested OER search string: “Arabic classical text verbs of approximation manuscript OER.”
- *Box 4.1 Examples of syntactic behaviour of verbs of approximation*
Attribution: Suggested as AI-generated. Prompt: “Create a box with examples of Arabic verbs of approximation (كاد، أو شك، عسى) followed by present tense verbs, with English translations.” Platform: Microsoft Copilot image generation.
Suggested OER search string: “Arabic grammar verbs of approximation examples OER.”
- *Figure 4.2 Sentence structure with كاد*
Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing Arabic sentences using كاد followed by present tense verbs, with English translations.” Platform:



Microsoft Copilot image generation.

Suggested OER search string: “Arabic grammar كاد verb usage diagram OER.”

- *Plate 4.2 Classical Arabic example of أوشك*

Attribution: Suggested as AI-generated. Prompt: “Generate an illustration of a classical Arabic manuscript with أوشك highlighted in colour.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic classical text أوشك verb example OER.”

- *Box 4.2 Examples of sentences using عسى*

Attribution: Suggested as AI-generated. Prompt: “Create a box with examples of Arabic sentences using عسى followed by أن and subjunctive verbs, with English translations.”

Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic grammar عسى verb examples OER.”

- *Figure 4.3 Nominal sentence construction with verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing Arabic nominal sentences using كاد followed by a present tense verb, with English translations.”

Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic grammar nominal sentence verbs of approximation diagram OER.”

- *Plate 4.3 Verbal sentence construction with verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Generate an illustration of a classical Arabic manuscript showing a verbal sentence with أوشك highlighted.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic classical text verbal sentence أوشك example OER.”

- *Box 4.3 Examples of agreement rules with verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Create a box with examples of Arabic verbs of approximation showing agreement with singular, dual, and plural subjects, with English translations.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic grammar verbs of approximation agreement examples OER.”

- *Plate 4.4 Qur’anic example of verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Generate an illustration of a Qur’anic



verse with verbs of approximation (كاد، عسى) highlighted in colour.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Qur’an Arabic grammar verbs of approximation examples OER.”

- *Figure 4.4 Classical poetry examples with verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing Arabic poetic lines using verbs of approximation, with English translations.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic classical poetry verbs of approximation examples OER.”

- *Box 4.4 Strategies for mastering verbs of approximation*

Attribution: Suggested as AI-generated. Prompt: “Create a box listing common learner errors with verbs of approximation and strategies for mastery.” Platform: Microsoft Copilot image generation.

Suggested OER search string: “Arabic grammar verbs of approximation learner challenges strategies OER.”



Series 5: Intensification of Imperfect and Inflection of Defective Verbs

5.1 Concept of Intensification and Inflection

- 5.1.1 Definition of intensification (التوكيد) in imperfect verbs
- 5.1.2 Definition of inflection (الإعلال) in defective verbs
- 5.1.3 Importance of these processes in Arabic grammar

5.2 Intensification of the Imperfect Verbs

- 5.2.1 Forms of intensification (doubling, emphasis particles)
- 5.2.2 Examples from Qur'anic and classical usage
- 5.2.3 Common learner errors in intensification

5.3 Inflection of Defective Verbs

- 5.3.1 Types of defective verbs (ending with weak letters)
- 5.3.2 Rules of inflection in different tenses
- 5.3.3 Illustrative examples and variations

5.4 Applications and Learner Challenges

- 5.4.1 Practical sentence constructions with intensified imperfect verbs
- 5.4.2 Practical sentence constructions with inflected defective verbs
- 5.4.3 Strategies for overcoming learner difficulties



Introduction

In the last Series, we examined verbs of approximation and how they enrich Arabic sentences with subtle meanings of nearness and possibility. Building on that foundation, we now turn to another important aspect of Arabic grammar: the **intensification of the imperfect verbs** and the **inflection of defective verbs**. These processes are central to understanding how verbs are modified for emphasis and how weak letters at the end of verbs affect their forms. Mastery of these topics will strengthen your ability to read, analyse, and construct accurate Arabic expressions.

The aim of this Series is to introduce you to the rules and applications of intensification in imperfect verbs and the inflection of defective verbs, equipping you with the skills to recognise, apply, and evaluate these grammatical processes in both classical and modern contexts.

We shall commence this Series by exploring the **concept of intensification and inflection**, including their definitions and importance in Arabic grammar. Next, we will study the **intensification of imperfect verbs**, focusing on forms of emphasis and examples from authentic texts. Following that, we will examine the **inflection of defective verbs**, considering their types, rules, and variations. Finally, we will wrap up by looking at **applications and learner challenges**, where you will practise sentence constructions and learn strategies to overcome common difficulties.

Series Learning Outcomes

Series 5: Intensification of the Imperfect and Inflection of Defective Verbs

Upon completing this Series, you should be able to:

- **SLO 5.1** define the concept of intensification in imperfect verbs,
- **SLO 5.2** explain the concept of inflection in defective verbs,
- **SLO 5.3** analyse the importance of intensification and inflection in Arabic grammar,
- **SLO 5.4** demonstrate the forms of intensification in imperfect verbs using authentic examples,
- **SLO 5.5** apply intensification rules to construct correct Arabic sentences,
- **SLO 5.6** describe the types of defective verbs and their characteristics,



- **SLO 5.7** demonstrate the rules of inflection for defective verbs across different tenses,
- **SLO 5.8** apply inflection rules to practical sentence constructions,
- **SLO 5.9** evaluate common learner errors in intensification and inflection, and
- **SLO 5.10** design strategies to overcome challenges when working with imperfect and defective verbs.

5.1 Concept Of Intensification And Inflection

5.1.1 Definition of intensification in imperfect verbs

Intensification (التوكيد) in Arabic grammar refers to the process of strengthening the meaning of a verb, often by adding particles or suffixes that emphasise certainty or continuity of an action. When applied to the **imperfect verbs (الفعل المضارع)**, intensification highlights that the action is ongoing or strongly affirmed. For example: **لَيَكْتُبَنَّ الطالبُ الدرسَ** (The student will certainly write the lesson). Here, the addition of **لَيَنَّ** at the end of the verb intensifies the statement and leaves no doubt about the action.

Fill in the blank: Intensification in imperfect verbs is achieved by adding _____ or suffixes to strengthen meaning.



ARABIC IMPERFECT VERBS WITH INTENSIFICATION MARKERS (نُونُ التَّوَكِيدِ)

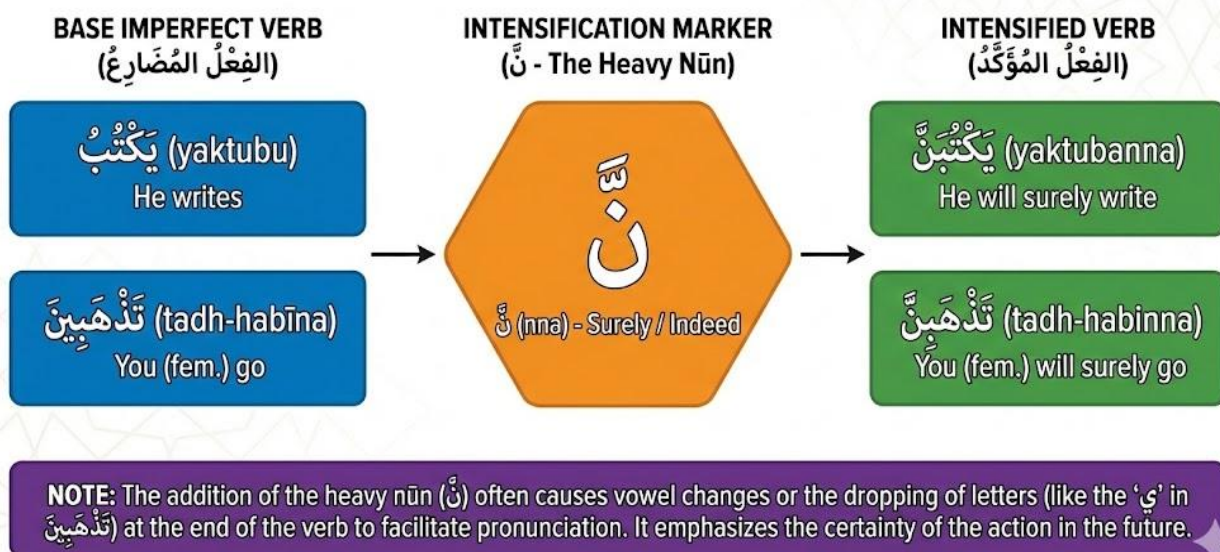


Figure 5.1 Structure of intensification in imperfect verbs.

5.1.2 Definition of inflection in defective verbs

Inflection (الإعلال) in Arabic grammar refers to the modification of a verb's form due to the presence of weak letters (ا، و، ي) at the end of the verb. These verbs are called **defective verbs** (الأفعال المعتلة الآخر) because their endings undergo changes when conjugated in different tenses or moods. For example: سعى (he strove) becomes يسعى (he strives) in the imperfect, and سعوا (they strove) in the plural past tense. The weak letter at the end shifts or drops depending on the grammatical context, which learners must carefully observe to avoid errors.

Fill in the blank: Defective verbs are those that end with _____ letters such as ا، و، ي.





Plate 5.1 Classical Arabic text illustrating inflection of defective verbs.

5.1.3 Importance of these processes in Arabic grammar

Both intensification and inflection are crucial for accurate expression in Arabic. Intensification ensures that the speaker conveys emphasis and certainty, while inflection allows verbs to adapt correctly to tense, mood, and subject agreement. Without mastering these processes, learners may struggle with constructing precise sentences or interpreting classical texts. For example, failing to apply intensification correctly may weaken the intended meaning, while misapplying inflection may lead to grammatical errors.

Fill in the blank: Intensification conveys _____, while inflection ensures verbs adapt correctly to tense and agreement.

Concept	Description	Arabic Example	Translation
Intensification of Imperfect Verbs (التوكيد (في الفعل المضارع	Adding particles like لَمْ or تَو to emphasize certainty or insistence.	لَيَكْتُبَنَّ الطَّالِبُ الدَّرْسَ	The student will certainly write the lesson.



	Often marked by nun of emphasis (ن) attached to the verb.	لتدرسن اللغة العربية	<i>You will surely study Arabic.</i>
Inflection of Defective Verbs (إعراب الأفعال الناقصة)	Verbs ending in a weak letter (و/ي) drop or change letters in jussive/subjunctive forms.	لم يسع الرجل إلى الخير	<i>The man did not strive for good.</i>
	In subjunctive, final weak letter may drop with fathah marker.	لن يدعو الطفل كثيرًا	<i>The child will not call much.</i>
	In indicative, weak letter remains with proper vowel.	يسعى الولد في المدرسة	<i>The boy strives in school.</i>

Box 5.1 Key differences between intensification and inflection.

Pilot questions 5.1

1. What is meant by التوكيد in Arabic grammar?
2. Fill in the blank: Intensification in imperfect verbs is achieved by adding _____ or suffixes to strengthen meaning.
3. What are الأفعال المعتلة الآخر?
4. Fill in the blank: Defective verbs are those that end with _____ letters such as ا، و، ي، or ي.
5. Give one example of a verb that undergoes inflection due to a weak letter.
6. Fill in the blank: Intensification conveys _____, while inflection ensures verbs adapt correctly to tense and agreement.

5.2 Intensification Of The Imperfect Verbs

5.2.1 Forms of intensification

Intensification (التوكيد) in the imperfect verbs is achieved by adding specific particles or suffixes that strengthen the meaning of the verb. The most common form is the use of the **nun of emphasis** (نون التوكيد), which appears as نون التوكيد الثقيلة (ن) or نون التوكيد الخفيفة (ن). For example:



- لَيَكْتُبَنَّ الطالبُ الدرسَ (The student will certainly write the lesson).
- لَيَكْتُبُنُ الطالبُ الدرسَ (The student will surely write the lesson).

These forms leave no doubt about the action and are often used in contexts requiring strong affirmation.

Fill in the blank: The two types of نون التوكيد are _____ and _____.

Arabic Imperfect Verbs with Emphasis Nūn (نون التوكيد)

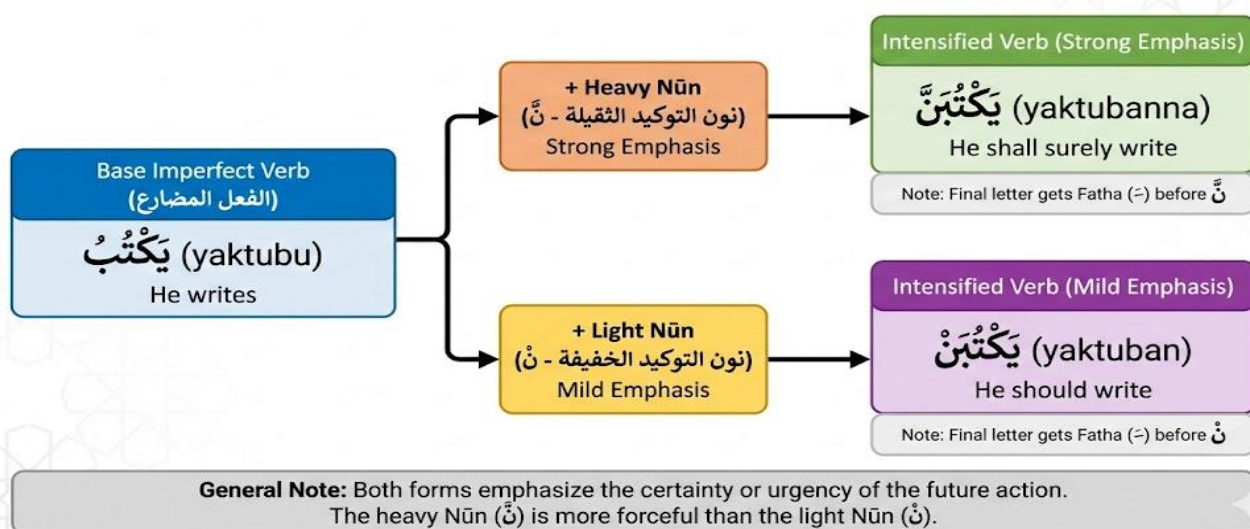


Figure 5.2 Forms of intensification in imperfect verbs.

5.2.2 Examples from Qur'anic and classical usage

The Qur'an and classical Arabic texts provide authentic examples of intensification. For instance, in the Qur'an:

لَتُبْلَوْنَ فِي أَمْوَالِكُمْ (You will certainly be tested in your wealth) [Qur'an 3:186].

Here, the verb تَبْلَوْنَ is intensified with نون التوكيد الثقيلة to emphasise certainty. Similarly, classical poetry often employs intensification to heighten dramatic effect, such as:

لَيَصْرُخَنَّ الْقَوْمُ مِنْ شِدَّةِ الْحَرْبِ (The people will surely cry out from the severity of war).



Fill in the blank: In Qur'anic usage, intensification often conveys a sense of _____ and inevitability.



Plate 5.2 Qur'anic example of intensification in imperfect verbs.

5.2.3 Common learner errors in intensification

Learners often struggle with the correct placement of **نون التوكيد** and may confuse heavy and light forms. Another common error is failing to adjust the verb endings when the nun is added, which can lead to incorrect conjugation. For example, writing **يَكْتَبُنْ** instead of **يَكْتُبُنَّ**. To avoid these mistakes, learners should practise with authentic texts and pay close attention to the rules of verb endings.

Fill in the blank: A common learner error in intensification is confusing _____ and _____ forms of the nun of emphasis.

Common Error	Description	Strategy for Mastery
Forgetting verb endings	Learners omit the nun of emphasis or confuse it with case endings.	Practice attaching نون التوكيد الثقيلة (نَ) and نون التوكيد الخفيفة (نْ) to verbs in drills.



Mixing moods	Learners confuse indicative/subjunctive endings with emphasized forms.	Memorize rule: nun of emphasis overrides normal endings; e.g., يَكْتُبُ → لِيَكْتُبَنَّ.
Mispronouncing nun of emphasis	Learners fail to double the nun (gemination) or pronounce it lightly.	Recite aloud with tajwīd-style attention; mark heavy (نْ) vs. light (ن).
Incorrect particle use	Learners forget that particles like لَ trigger nun of emphasis.	Build sentence sets: لِيَكْتُبَنَّ، لَتَدْرُسَنَّ؛ highlight particle + verb connection.
Weak verb confusion	Learners struggle when weak verbs drop letters before nun of emphasis.	Drill weak verbs separately (e.g., لَيْسَعَيْنَّ → يَسْعَى); write and vocalize examples.
Overuse in translation	Learners add nun of emphasis in contexts where Arabic doesn't require it.	Compare authentic texts; note when emphasis is stylistic vs. obligatory.

Box 5.2 Common learner errors in intensification.

Pilot questions 5.2

1. What is meant by التوكيد in imperfect verbs?
2. Fill in the blank: The two types of نون التوكيد are _____ and _____.
3. Give one Qur'anic example of intensification in imperfect verbs.
4. Fill in the blank: In Qur'anic usage, intensification often conveys a sense of _____ and inevitability.
5. Identify one common learner error in applying intensification.
6. Fill in the blank: A common learner error in intensification is confusing _____ and _____ forms of the nun of emphasis.



5.3 Inflection Of Defective Verbs

5.3.1 Types of defective verbs

Defective verbs (الأفعال المعطلة الآخر) are verbs that end with a weak letter, specifically ا, ي, or و. These weak endings cause the verb to undergo changes when conjugated in different tenses or moods. For example:

- سعى (he strove) ends with ي.
- دعا (he called) ends with ا.
- غزو (he invaded) ends with و.

Each type of defective verb behaves differently depending on the tense and grammatical context. Learners must pay close attention to these endings to avoid errors in conjugation.

Fill in the blank: Defective verbs are those that end with the weak letters _____, _____, or _____.



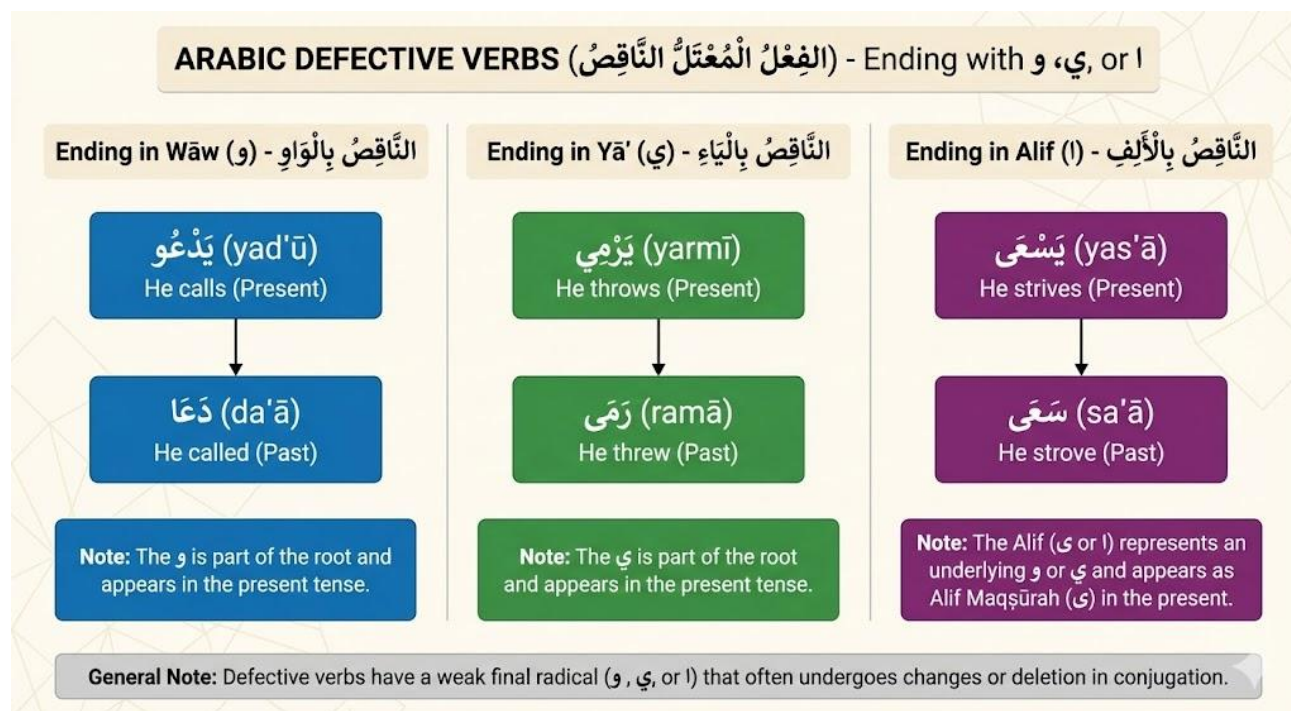


Figure 5.3 Types of defective verbs.

5.3.2 Rules of inflection in different tenses

Inflection (الإعلال) refers to the modification of defective verbs when they are conjugated. In the **past tense (الماضي)**, the weak letter may remain or drop depending on the subject. For example:

- سَعَوْا (they strove) → سَعَى
- دَعَا (I called) → دَعَا

In the **imperfect tense (المضارع)**, the weak letter often shifts position or changes form:

- يَسْعَى (he strives)
- يَدْعُو (he calls)

In the **jussive (المجزوم)** and **subjunctive (المنصوب)** moods, the weak letter is frequently dropped:

- لَمْ يَسْعَ (he did not strive)
- لَنْ يَدْعُوَ (he will not call)



Fill in the blank: In the jussive mood, the weak letter at the end of a defective verb is often _____.



Plate 5.3 Classical Arabic text illustrating inflection of defective verbs.

5.3.3 Illustrative examples and variations

To consolidate understanding, let us consider a few examples:

- لم يسع → يسعى
- لن يدعو → يدعو
- لم يغزو → يغزو

These examples show how the weak letter changes or drops depending on tense and mood.

Learners should practise these variations regularly to gain confidence in recognising and applying the rules.

Fill in the blank: The verb دعا in the imperfect tense becomes _____.

Tense	Defective Verb Example	Translation
Past (الماضي)	سعى الولد في الخير	The boy strove for good.
	دعا الرجل صديقه	The man called his friend.



Present (المضارع)	يسعى الطالب في المدرسة	<i>The student strives in school.</i>
	يدعو المسلم ربه	<i>The Muslim calls upon his Lord.</i>
Subjunctive (المضارع المنصوب)	لن يسعى الولد كثيراً	<i>The boy will not strive much.</i>
	لن يدعو الطفل أحداً	<i>The child will not call anyone.</i>
Jussive (المضارع المجزوم)	لم يسع الرجل إلى الشر	<i>The man did not strive for evil.</i>
	لم يدع الطالب أحداً	<i>The student did not call anyone.</i>

Box 5.3 Examples of defective verbs across tenses.

Pilot questions 5.3

1. What are الأفعال المعتلة الآخر?
2. Fill in the blank: Defective verbs are those that end with the weak letters _____, _____, or _____.
3. Give one example of a defective verb in the past tense.
4. Fill in the blank: In the jussive mood, the weak letter at the end of a defective verb is often _____.
5. Provide one example of a defective verb in the imperfect tense.
6. Fill in the blank: The verb دعا in the imperfect tense becomes _____.

5.4 Applications And Learner Challenges

5.4.1 Practical sentence constructions with intensified imperfect verbs

Applying **intensification** (التوكيد) in real sentences helps learners move beyond theory into practice. For example:

- لَيَكْتُبَنَّ الطالبُ الدرسَ غداً (The student will certainly write the lesson tomorrow).
- لَيَخْرُجَنَّ القومُ إلى السوق (The people will surely go out to the market).



These constructions show how the **nun of emphasis** (نون التوكيد) strengthens the verb's meaning. Learners should practise by creating their own sentences, ensuring that the verb endings are correctly adjusted when the nun is added.

Fill in the blank: The addition of نون التوكيد to an imperfect verb conveys _____ and certainty.

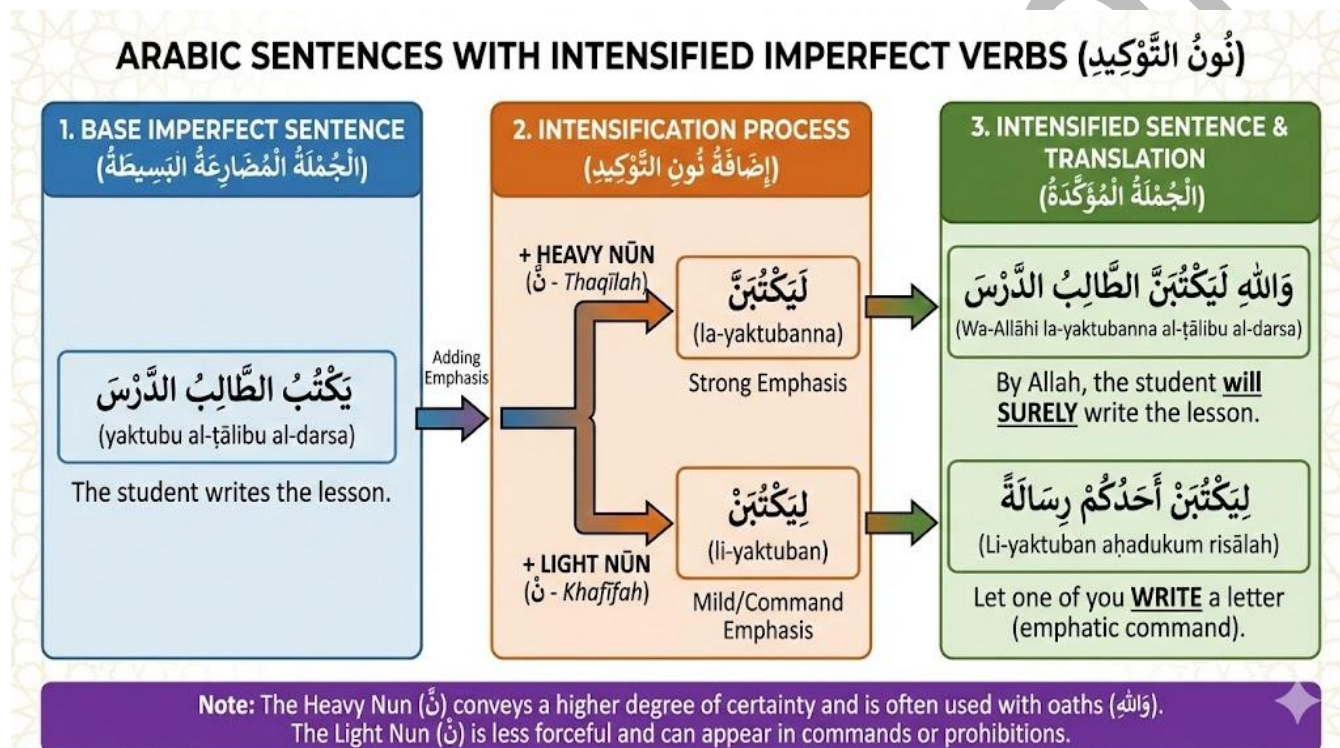


Figure 5.4 Examples of intensified imperfect verbs in sentences.

5.4.2 Practical sentence constructions with inflected defective verbs

Defective verbs (الأفعال المعتلة الآخر) require careful handling when used in sentences. For example:

- سعى الفتى إلى الخير (The boy strove towards goodness).
- لن يسعى الرجل إلى الشر (The man will not strive towards evil).
- لم يدعوا القوم إلى الحرب (The people did not call to war).



These examples highlight how weak letters change or drop depending on tense and mood. Learners should practise by conjugating defective verbs across different contexts to reinforce accuracy.

Fill in the blank: In the jussive mood, defective verbs often lose their _____ letter at the end.



Plate 5.4 Classical Arabic text illustrating defective verbs in sentences.

5.4.3 Strategies for overcoming learner difficulties

Learners often face challenges such as confusing heavy and light forms of **نون التوكيد**, misplacing weak letters in defective verbs, or failing to adjust endings correctly. To overcome these difficulties, learners should:

- Practise regularly with authentic texts from the Qur'an and classical poetry.
- Memorise key rules for intensification and inflection.
- Compare correct and incorrect forms to identify patterns of error.



- Engage in peer review or guided exercises to reinforce accuracy.

Fill in the blank: One effective strategy for mastering intensification and inflection is regular practice with _____ texts.

Challenge	Description	Strategy for Mastery
Mixing endings with nun of emphasis	Learners confuse indicative/subjunctive endings with emphasized forms (e.g., يَكْتُبُ vs. لِيَكْتُبَنَّ).	Drill verb charts showing normal vs. emphasized forms; recite aloud to internalize rhythm.
Dropping weak letters incorrectly	With defective verbs (سعى، دعا), learners forget when final weak letters drop in jussive/subjunctive.	Practice weak verb paradigms; highlight changes (e.g., لم يسع، لن يدعوا).
Overusing emphasis	Learners add nun of emphasis in contexts where it's stylistically unnecessary.	Compare authentic texts; note when emphasis is used for certainty vs. optional stylistic force.
Confusing particles	Learners forget which particles trigger intensification (لَ) vs. inflection (لِ، لَمْ).	Create flashcards of trigger particles with sample sentences.
Pronunciation errors	Learners mispronounce nun of emphasis (heavy نَ vs. light نُ) or weak verb endings.	Practice oral drills with tajwīd-style attention to endings; record and self-correct.
Translation literalism	Learners translate كاد/أوشك/عسى or emphasized verbs too literally, missing nuance.	Paraphrase in English with natural equivalents ("surely," "almost," "perhaps").

Box 5.4 Strategies for overcoming learner challenges.

Pilot questions 5.4

- Give one example of a sentence with an intensified imperfect verb.



2. Fill in the blank: The addition of **نون التوكيد** to an imperfect verb conveys _____ and certainty.
3. Provide one example of a defective verb used in the jussive mood.
4. Fill in the blank: In the jussive mood, defective verbs often lose their _____ letter at the end.
5. Identify one common learner challenge in applying intensification or inflection.
6. Fill in the blank: One effective strategy for mastering intensification and inflection is regular practice with _____ texts.

Series Summary

This Series focused on the **intensification of imperfect verbs** and the **inflection of defective verbs**, two essential processes in Arabic grammar that ensure precision and emphasis in communication. The purpose was to help you recognise how verbs are strengthened for certainty and how weak endings are modified across tenses and moods, both of which are crucial for accurate reading and construction of sentences in classical and modern contexts.

We began by clarifying the **concepts of intensification and inflection**, then moved on to explore the **forms of intensification in imperfect verbs**, including the use of heavy and light nun of emphasis with examples from the Qur'an and poetry. Following that, we examined the **types of defective verbs** and their rules of inflection across past, imperfect, jussive, and subjunctive forms. Finally, we applied these processes in practical sentence constructions and addressed common learner challenges with strategies for mastery. By completing this Series, you should now be able to define and explain these processes, demonstrate their correct usage, apply them in varied sentence structures, analyse authentic examples, and evaluate learner difficulties, as outlined in the Series Learning Outcomes.



Glossary of Terms

الأفعال المعتلة الآخر (defective verbs)

Verbs that end with a weak letter such as 'ي', 'و', or 'ا', which causes changes in their form when conjugated in different tenses or moods.

الإعلال (inflection)

The modification of defective verbs due to the presence of weak letters at the end. Inflection explains how these verbs change or drop letters depending on tense, mood, or subject agreement.

التوكيد (intensification)

The process of strengthening the meaning of a verb, especially the imperfect, by adding particles or suffixes that emphasise certainty or continuity.

الفعل المضارع (imperfect verb)

A verb form in Arabic that indicates present or future actions. It can be intensified using particles such as نون التوكيد.

المجزوم (jussive mood)

A grammatical mood in Arabic where the verb is shortened or altered, often by dropping weak letters, to indicate negation or conditionality.

المنصوب (subjunctive mood)

A grammatical mood in Arabic where the verb form changes, often involving weak letters, to express purpose, result, or possibility.

نون التوكيد (nun of emphasis)

A suffix added to imperfect verbs to emphasise certainty. It appears in two forms: نون التوكيد الثقيلة (نَّ), the heavy nun, and نون التوكيد الخفيفة (نْ), the light nun.

Concept Check Questions [Series 5]

Objective Questions



1. Define التوكيد in the context of imperfect verbs. (Linked to SLO 5.1)
2. Identify the weak letters that cause verbs to be classified as defective. (Linked to SLO 5.6)
3. State the two forms of نون التوكيد used in intensification. (Linked to SLO 5.4)
4. Fill in the blank: In the jussive mood, defective verbs often _____ their weak ending. (Linked to SLO 5.7)
5. Select the correct mood: "لم يسع" is an example of the _____ mood. (Linked to SLO 5.7)

Short-Answer Questions

6. Explain why intensification is important in Arabic grammar. (Linked to SLO 5.3)
7. Demonstrate the correct use of نون التوكيد الثقيلة in a sentence. (Linked to SLO 5.5)
8. Provide one Qur'anic example of intensification in imperfect verbs. (Linked to SLO 5.4)
9. Describe one common learner error when applying inflection to defective verbs. (Linked to SLO 5.9)
10. Suggest one strategy for overcoming challenges in mastering intensification and inflection. (Linked to SLO 5.10)

Long-Answer Questions

11. Analyse the behaviour of defective verbs across past, imperfect, jussive, and subjunctive forms, giving examples. (Linked to SLO 5.7, SLO 5.8)
12. Evaluate the role of intensification in Qur'anic and classical Arabic texts, and discuss its stylistic impact. (Linked to SLO 5.4, SLO 5.9)

Answers to Concept Check Questions [Series 5]

Objective Questions

1. Intensification (التوكيد) is the process of strengthening the meaning of a verb, especially the imperfect, by adding particles or suffixes.



2. Defective verbs end with weak letters: 'ا، و، ي'.
3. The two forms are نون التوكيد الخفيفة (نْ) and نون التوكيد الثقيلة (نَّ).
4. In the jussive mood, defective verbs often drop their weak ending.
5. "لم يسع" is in the jussive mood.

Short-Answer Questions

6. Intensification is important because it conveys certainty and emphasis, ensuring clarity in communication.
7. Example: لَيَكْتُبَنَّ الطالبُ الدرسَ (The student will certainly write the lesson).
8. Qur'anic example: لَتَبْلُوَنَّ فِي أَمْوَالِكُمْ (You will certainly be tested in your wealth) [Qur'an 3:186].
9. A common error is failing to drop the weak letter in the jussive mood, leading to incorrect forms.
10. One strategy is regular practice with authentic texts such as Qur'anic verses and classical poetry.

Long-Answer Questions

11. **Basic response:** Defective verbs change depending on tense and mood. For example:

- Past: سَعَوْا → سَعَى.
- Imperfect: يَسْعَى.
- Jussive: لَمْ يَسْعَ.
- Subjunctive: لَنْ يَسْعَى.

These changes occur because the weak letter at the end shifts or drops.

Value-added response: Outstanding learners may compare how different weak endings behave. For instance, verbs ending in و (e.g., غَزَا) behave differently from those ending in ي (e.g., سَعَى). They may also analyse how these changes affect rhythm and style in poetry or Qur'anic recitation.



12. **Basic response:** Intensification in Qur'anic and classical texts adds emphasis and certainty. For example, **لَآتُونَ** conveys inevitability.

Value-added response: Outstanding learners may evaluate how intensification contributes to rhetorical effect, such as reinforcing divine promises in the Qur'an or heightening dramatic tension in poetry. They may also explore how the choice between heavy and light nun of emphasis influences stylistic nuance.



Part 5.1 Concept of Intensification and Inflection

- Intensification (التوكيد) in Arabic grammar is the process of strengthening the meaning of a verb.
- Intensification in imperfect verbs is achieved by adding particles or suffixes.
- الأفعال المعتلة الآخر are defective verbs that end with weak letters.
- Defective verbs are those that end with ا، ي، or و.
- Example: يسعى → يسعى → سعوا.
- Intensification conveys **emphasis**, while inflection ensures verbs adapt correctly to tense and agreement.

Part 5.2 Intensification of the Imperfect Verbs

- Intensification in imperfect verbs means strengthening the verb's meaning using emphasis markers.
- The two types of التوكيد are نون التوكيد الثقيلة (نْ) and نون التوكيد الخفيفة (نُ).
- Qur'anic example: لَتَبْلُوَنَّ فِي أَمْوَالِكُمْ (You will certainly be tested in your wealth) [Qur'an 3:186].
- In Qur'anic usage, intensification often conveys **certainty and inevitability**.
- One common learner error is failing to adjust verb endings when adding نون التوكيد.
- A common learner error in intensification is confusing **heavy** and **light** forms of the nun of emphasis.

Part 5.3 Inflection of Defective Verbs

- الأفعال المعتلة الآخر are verbs ending with weak letters.
- Defective verbs end with the weak letters ا، ي، or و.
- Example in past tense: دعا → دعوا.
- In the jussive mood, the weak letter at the end of a defective verb is often **dropped**.



- Example in imperfect tense: يسعى.
- The verb يدعو in the imperfect tense becomes يدعو.

Part 5.4 Applications and Learner Challenges

- Example of an intensified imperfect verb: لَيَكْتُبَنَّ الطالبُ الدرسَ (The student will certainly write the lesson).
- The addition of نون التوكيد to an imperfect verb conveys **emphasis and certainty**.
- Example of a defective verb in the jussive mood: لم يسعَ (He did not strive).
- In the jussive mood, defective verbs often lose their **weak letter** at the end.
- A common learner challenge is confusing heavy and light forms of نون التوكيد or misplacing weak letters.
- One effective strategy for mastering intensification and inflection is regular practice with **authentic texts**.

References and Attributions [Series 5]

Primary Textual Sources

- The Qur'an. (n.d.). *Verses cited for examples of intensification and inflection, e.g., Qur'an 3:186.*
- Classical Arabic poetry. (n.d.). *Examples referenced for stylistic use of intensification and inflection.*

Figures

- Figure 5.1 Structure of intensification in imperfect verbs.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: "Create a diagram showing Arabic imperfect verbs with intensification markers such as لَيُ, with English translations."



- Suggested OER search string: “Arabic grammar intensification imperfect verbs diagram OER”.
- Figure 5.2 Forms of intensification in imperfect verbs.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a diagram showing Arabic imperfect verbs with نون التوكيد الثقيلة and نون التوكيد الخفيفة, with English translations.”
 - Suggested OER search string: “Arabic grammar nun of emphasis imperfect verbs diagram OER”.
- Figure 5.3 Types of defective verbs.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a diagram showing Arabic defective verbs ending with ا، و، ي، with English translations.”
 - Suggested OER search string: “Arabic grammar types of defective verbs diagram OER”.
- Figure 5.4 Examples of intensified imperfect verbs in sentences.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a diagram showing Arabic sentences with intensified imperfect verbs using nun of emphasis, with English translations.”
 - Suggested OER search string: “Arabic grammar intensified imperfect verbs sentence examples OER”.

Plates

- Plate 5.1 Classical Arabic text illustrating inflection of defective verbs.
 - Attribution: Suggested OER source.
 - Search string: “Arabic grammar defective verbs inflection manuscript OER”.
- Plate 5.2 Qur’anic example of intensification in imperfect verbs.
 - Attribution: Suggested OER source.
 - Search string: “Qur’an Arabic grammar nun of emphasis examples OER”.
- Plate 5.3 Classical Arabic text illustrating inflection of defective verbs.
 - Attribution: Suggested OER source.
 - Search string: “Arabic grammar defective verbs past imperfect manuscript OER”.



- Plate 5.4 Classical Arabic text illustrating defective verbs in sentences.
 - Attribution: Suggested OER source.
 - Search string: “Arabic grammar defective verbs sentence examples manuscript OER”.

Boxes

- Box 5.1 Key differences between intensification and inflection.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a box comparing intensification of imperfect verbs and inflection of defective verbs, with Arabic examples in bold and English translations.”
 - Suggested OER search string: “Arabic grammar intensification vs inflection examples OER”.
- Box 5.2 Common learner errors in intensification.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a box listing common learner errors with nun of emphasis in imperfect verbs and strategies for mastery.”
 - Suggested OER search string: “Arabic grammar nun of emphasis learner errors OER”.
- Box 5.3 Examples of defective verbs across tenses.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a box showing examples of defective verbs across tenses with Arabic in bold and English translations.”
 - Suggested OER search string: “Arabic grammar defective verbs examples across tenses OER”.
- Box 5.4 Strategies for overcoming learner challenges.
 - Attribution: AI-generated using Copilot image generation.
 - Prompt: “Create a box listing learner challenges with intensification and inflection of verbs, and strategies to overcome them.”
 - Suggested OER search string: “Arabic grammar intensification inflection learner challenges strategies OER”.

