

# 0 - Reviewing - Quickstart

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## Learning nahw analytically

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### Expected outcomes

#### What this method can (and cannot) help with

##### A. For reviewers, learners with teachers, and self-learners

✓ Convey the concept quicker	Generally speaking, this holds true due to the concise nature of the rule representation.
✓ A deeper understanding of نحو rules	Compared to a reference book, given identical time investment as your time is spent analyzing the examples rather than the explanatory text.
✗ Learning precise definitions	Use reference books for this. Precise definitions are only occasionally provided.
✗ Cover all minutiae of نحو	Out of scope. The objective is to convey the core concepts. Plus, I am not that qualified.
✓ Providing numerous examples for each case	I have collated examples from ibn Hisham's شرح قطر الندى and from نيل المنى. Some topics have more examples than others.
✓ Convey rule hierarchy for easier ingestion	See Chapters 12, 37 or 42 for examples on what this means.
✓ Easier comparison of rules	The tables and the examples within are laid out so as to easily compare and contrast similar rules
✓ Expose gaps in your knowledge so you can fill them in	Because you cannot deduce the rule from the examples till you know the underlying concepts
✗ Replace classical references	This system is for either 1) reviewing or 2) a stepping stone to eventually read classical books
✓ Proficiency in recognizing a rule's usage in other texts	When practiced with other texts and examples
✗ Reading, writing or speaking Arabic proficiently	As it requires more than just knowing the نحو rules

B. For the reviewer

✓ Easier to review with, and make recalling concepts and examples far quicker	Than when using a reference book, for reasons already mentioned and explained.
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C. For learners with teachers, and self-learners

✓ Learning the rules conceptually	Since you are expected to analyze the sentences and infer the rules.
✓ Expose gaps in your knowledge so you can fill them in	Because you cannot deduce the rule from the examples until you know the underlying concepts
✓ Make it easier to understand a classical grammar book afterwards.	This system can be used as a stepping stone for reading classical grammar books.
✗ A roadmap to learn Arabic grammar, ordered from simple to complex topics	<p>This system is provided only as content (<i>how</i> to study) without a roadmap (<i>what</i> to study first). I do not yet have the data or the experience to recommend a roadmap.</p> <p>The self-learner could perhaps use the difficulty level given for each table to decide what to study first.</p>

Pre-reqs

What are the prerequisites to using this system ?

A. For the reviewer

All that is required is that you understand how to 'read' the tables in each page. Please go through the related sections in the Wiki and you are set.

B. For learners with teachers, and self-learners

- The more you know of the following, the easier the time you will have:
- 1. You know your sarf tables or can at least recognize sing, dual and plurals in the common forms.
  - 2. You know إعراب and its various types: الواو، الياء، الألف، كسرة، ضمة، فتحة etc.
  - 3. You are able to parse basic Arabic sentences into their constituent parts. حال، مفعول، فاعل، خبر، مبتدأ، These are only mentioned where a rule cannot be deduced otherwise.
  - 4. You have a solid beginner vocabulary. Difficult sentences are translated.

How to study a chapter

What's the reading order for a table?

Read **Table heading** → Study the **Observe** columns and hints → Try deducing rules yourself → Check against **Infer** column

Let's look at an example, one of the simplest ones.

1. When to use the singular form of a فعل?

Infer	Observe group ❶ then Compare
Regardless of فاعل being sing, dual or plural	قامتُ هندٌ ✓ قَامَتِ الهندانُ ✓
1. If فاعل is مذكر ⇒ مفرد مذكر is فعل	حضرَ الرجلانُ ✓ حَضَرَ الرجلانُ ✓
2. If فاعل is مؤنث ⇒ مفرد مؤنث is فعل	حضرَ الرجالُ ✓ حَضَرَتِ الهنداتُ ✓
	قامَتِ الهندانُ ✗ قَامَتَا الهندانُ ✗
	حَضَرَ الرجلانُ ✗ حَضَرُوا الرجلانُ ✗
	قَامَتِ الهنداتُ ✗ قَامَتِ الهنداتُ ✗
	يَحْضُرُ الرجالُ ✓ يَقُومُ الهنداتُ ✓

- 1. **Table heading** - indicates the topic addressed and is vital to know what patterns you should focus on.
- 2. **Observe** columns, its examples and hints - Analyze these without looking at **Infer**. How to analyze **Observe** is explained in the next section.
- 3. Deduce as much as possible of a rule using the examples and the provided hints.
- 4. **Infer** column should be used to check your inferences and when reviewing

**Activity** Now try this out on the above table. It's one of the simplest ones.

**REMEMBER!** Focus not on the **Infer** column, but rather on the **Table heading** and the **Observe** columns.

How do I 'read' the examples and hints to infer rules?

In short, by analyzing **patterns** in the examples and with assistance from the provided **hints**.

A. What kind of patterns should I analyze in the examples?

- Remember!** First study the table heading. This is vital to know what patterns you should focus on:
- a. What is the form of a particular word category? (e.g. فَاعِلٌ أو مُكْرِمٌ for a doer)
  - b. What are the specific conditions of a word that causes a rule to activate?
    - i. Its gender or number? مذكر، مؤنث، مفرد، جمع?

- ii. Its definiteness? معرفة، نكرة، إضافة
- iii. Its role? حال، مفعول، خبر، فاعل، مبتدأ، etc.
- iv. Simple or compound? مركب، مفرد
- v. Is the word being brought forward or delayed, or assumed?

Naturally, there are far too many patterns in any sentence. This is why hints are used to direct you in the right direction.

B. Types of hints

i. Indicating usage allowance, preference, and prohibition

Observe the icons in the table below.

- a. **Type 1** is used for examples if only correct/incorrect usage exists for them. Example: See [اسم الفعل](#)
- b. **Type 2** is now self-explanatory. Example: See [اسم الفاعل مؤنث](#)

Type 1	Type 2
✓ Correct usage	✓ Preferred
✗ Incorrect usage	✗ Not preferred
	✗ Incorrect

Providing correct and incorrect usages is an oft-used technique in [this system](#) .

ii. Highlighting

To draw your attention to a key pattern in the examples that cause the rule, highlighting is used to indicate **correct** patterns or **incorrect** usages.

- a. Example: [what can be a فاعل](#)

iii. Multiple patterns

Sometimes, there are multiple patterns to compare and contrast in a table. In such a case, **Pattern 1** and **Pattern 2** will use different colors. If they occur elsewhere in the row, your attention will be called to **Pattern 1**, and to **Pattern 2**, so you can compare across them.

- a. Example: See [اسم التفضيل](#) on whether it should always be مفرد مذكر.

**Note** All highlight colors are RG-blind safe and photocopy-friendly (i.e. you can differentiate between them in B&W, so color printing is not necessary).

iv. Indicating order of words

Notations are sometimes used to hint at a rule. Observe the **Notation** columns and try to infer what each notation means.

Meaning	Notation	Notation	Meaning	Notation	Meaning
هَلْ زَيْدٌ قَامَ أَبُوهُ					
Meaning	Notation	Notation	Meaning	Notation	Meaning
هَلْ + زَيْدٌ come together	هَلْ + زَيْدٌ	هَلْ ...	هَلْ begins sentence	∴	Because
هَلْ comes after زَيْدٌ	هَلْ ~ زَيْدٌ	هَلْ ...	does not begin it	∴	Therefore
قَامَ زَيْدٌ comes before زَيْدٌ	زَيْدٌ ~ قَامَ	هَلْ ... زَيْدٌ	هَلْ and قَامَ are not consecutive	⇐	Implies
They are equivalent	زَيْدٌ قَامَ أَبُوهُ ⇐ قَامَ أَبُو زَيْدٍ	زَيْدٌ هُ	زَيْدٌ points to هُ		Or

The above are building blocks and can be combined.

Explanation	Condition
هَلْ starts the sentence, and is followed by زَيْدٌ. They are consecutive	✓ هَلْ ... & هَلْ ~ زَيْدٌ ✗ هَلْ ... زَيْدٌ

v. Indicating assumed words

Assumed words are **grey** amongst black text.

- a. Example: مَنْ أَنْتَ؟ أَنَا زَيْدٌ
- b. For more examples, see [حذف المبتدأ وجوياً](#)

vi. Difficulty level of rule extraction

Note the **1** in the table

1. When to use singular form of فعل?		
Infer	Observe ①	Observe
Regardless of فاعل being sing, dual or plural	✓ حضر الرجل	✓ قَامَتْ هُنْدٌ

Each table will have one of these icons to indicate how difficult a rule is to extract.

[Difficulty level](#)

① Low    ② Med    ③ High

Difficulty depends on two factors:

- 1. Your background knowledge and skill
- 2. Limitations of the notation system to convey the complete rule (in which case, it's not your fault if

you don't get it).

Use it as a barometer to either skip it, or pat yourself on the back if you get it right. Also, please remember that this is a [work in progress](#), so the assigned difficulty level may be inaccurate.

Great! Which page should I begin with?

The below topics are arranged from simple to complex (in terms of using the system). Work your way through them sequentially to ease into using this system. As for the sequence of topics to study, this system does not come with any recommendations for it:

- [31 - الفاعل](#)
- [45 - اسم الفاعل](#)
- [47 - اسم التفضيل](#)
- [42 - المستثنى](#)
- [21 - المبتدأ والخبر](#)
- [22 - أنواع تعدد الخبر، تقديم الخبر](#)
- [23 - حذف المبتدأ](#)

Other FAQs

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I have an unanswered questions

See the page *Wiki* for more FAQs and contact information.