

Verb Prominence in English and Arabic : A Contrastive Study

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1- VERB PROMINENCE IN ENGLISH

1-1 INTRODUCTION

One of the most effective techniques that is used in arranging our text or message is the grammatical prominence or emphasis. Such a technique is used in all languages for different purposes. Thus each language has its own devices for the sake of achieving the effective distribution of information in a certain text. Hence, in constructing any text or message, there is a need to arrange our information according to the most important elements or parts in order to hold the addressee recognize unambiguously the piece of information that can be seen as the most important of any message. Therefore, the emphasis or prominence may be given to each part of a text or a message that one prefers to make it prominent. Hence, there are certain devices that can be used to achieve such a goal. In this study, the emphasis will be given on one important part of the message: the verb or the verb phrase in both English and Arabic.

Generally speaking, this study tries to shed light on the most important devices that can be used in emphasizing the verb in both English and Arabic. In addition to that the study will find the points of similarities and differences behind using such devices in both languages.

1-2 Emphatic Verb Forms in English

The term emphasis can be used for any phenomenon which serves to draw a particular attention to some element in any text. Such a use of emphasis is either to place that element in focus or to compare it with some other elements. English exhibits a variety of linguistic emphatic devices that can be used to convey information forcefully, accurately and unambiguously. But these emphatic devices are hardly used with verbs. Thus verbs may be emphasized by a limited number of emphatic devices as well some suprasegmental aspects (stress and intonation). At this point, the auxiliary '*Do*' is the most important device that can be used to emphasize verbs (Trask, 1993:89).

The two emphatic tenses receive their name as they are used for emphasis. The present emphatic emphasizes actions or conditions happening in the present, and the past emphatic emphasizes actions that occur in the past.

The present emphatic tense of verbs is formed by putting the present-tense verb '*do*' or '*does*' ahead of their basic present form.

Here are examples of the present emphatic tense used for emphasis:

1-I do drive carefully.

2-She does like ice- cream.

3-They do act slowly.

The intent is to express the action or state more forcefully. In contrast, here are examples when emphasis is not intended:

4-The group does not agree. (forming a negative sentence)

5-Does the jury have a verdict? (forming a question)

The past emphatic tense of verbs formed by putting the past- tense '*did*' ahead of their basic present form. Examples of the past emphatic tense used for emphasis are:

6-I did write the letter.

7-She did come as expected.

8-He did promise to go.

Examples when emphasis is not intended:

9-He does not tell you the truth.

10-Didn't you finish the work last night?

Sentences that use the emphatic tense for emphatic are either affirmative or negative responses to an apparently persistent question, whether stated or only implied.

11-Did you really write that letter?

The emphatic answer would either be "*I did write that letter*" or "*No, I didn't write that letter*". This will depend on the situational context for using the emphatic forms. It conveys the sense of the speaker either explicitly owning or denying an act or claiming to be correct in his or her belief regarding the action of others. (Carillo, 2001:2).

1-3 Repetition (Lexical Recurrence):

Repetition is a feature of colloquial style in which certain grammatical items are going to be repeated (either completely or by pronoun substitution) for the purpose of emphasis, focus, or thematic arrangement. Its simplest form is merely the reiteration (with heavy stressing) of a word or phrase for emphasis or clarity:

12-She screamed and screamed for hours.

13-He talked and talked and talked.

14-They knocked and knocked.

15-They kept talking, talking, talking all night long.

This iterative use of coordination found with verbs and it can also occur with adverbs such as '*again*' and the prepositional adverbs '*over, on, up, down, around*', etc.

16-I've said it again and again (repeatedly).

17-He kept repeating the name over and over.

18-She talked on and on and on (continuously).

The repetitive types of coordination produce a more vivid and emphatic effect and are particularly characteristic of popular narrative style. (Quirk et al, 1985:981).

In addition a great deal of lexical recurrence is tolerated in legal language where misinterpretation is of more serious concern than adverse stylistic criticism.

The following is from a current domestic insurance policy:

If at the time of any loss, destruction, or damage arising under this policy there is any other insurance covering such loss, destruction, or damage, the company shall not be liable for more than its ratable proportion of such loss, destruction, or damage.

In ordinary language, we would expect the second use of loss, destruction, or damage to be replaced by such hyponyms as misfortunes and the third to be pronominalized (them) but repetition occurs to indicate confirmation of a phenomenon.

1-4 Fronting and sentence inversion:

Another device for emphasis in the English language, one that is often misunderstood and much maligned, is the inverted sentence. This grammatical form, in which the verb comes ahead the subject, does present problems and possible confusion when used too often (Swan, 1988: 249 & Quirk et al: 1998: 1377-78) . Here's an example from shakespeare's Romeo and Juliet:

19-" Away from light steals home my heavy son / and private in his chamber....."

in this example the verb "*away*" starts the sentence, with the subject "son" for detached from it. The normal-order sentence would go as follows: "*my heavy son steals home a away from light*... " the reason for this fronting is for verb emphasis.

Here are other examples of fronting:

20-Do it I will.

21-Sitting at her desk in deep concentration was my sister Huda.

22-Shot by nationalist guerrillas were two entirely innocent tourists.

The fronting of an element in a sentence is often associated with inversion. Two types of inversion can be distinguished:

1-4-1 Subject—verb inversion

Such an inversion Occurs with simple present and past tense verbs, and with certain verbs of stance or with very general verbs of motion (come ,go fall,etc.)

23-Down came the rain .

24-Here comes a taxi .

25-There goes the last train .

Subject – verb inversion does not usually take place in a clause with a personal pronoun alone as subject ;(**Here he comes.**)(**Away he ran.**)rather than (***Here is he, etc.**). But with contrast of subject (Swan, 1988: 249):

26-There was she, on the tennis court ,while I had to work.

27-Here am I, ill in bed, and you don't seem to care .

1-4-2 Subject—operator inversion:

This kind of inversion is common in formal contexts .

28-Were she here, she would support the motion .

29-Were the government to cut value Added Tax, prices would fall .

30-Had the management acted sooner ,the strike wouldn't have happened.

1-5 The Use of the Imperative an Emphatic Form :

We use the imperative for direct orders, suggestions and for a variety of other purposes. One of these purposes is the use of the imperative with do (do + base form) as an emphatic form.

We use do (always stressed) before the imperative when we wish to emphasize what we are saying (Alexander, 1988:185).

31-Do stop talking !

- 32-Do wait a moment!**
33-Do speak to him.
34-Do answer the question.
35-Do help me with this math problem .

1-6 The Use of Adverbs when "focusing"

Adverbs such as even, just, merely, only, actually, really, indeed, simply, etc. can precede the word they qualify to focus attention on it.

- 36-He simply answered the question.**
37-I only asked him to lend me his book.
38-They even know this.
39-He really go there.
40-I never get up before 9 o'clock.
41-I does indeed taste nice.
42-He actually sat next to her.

It is normally expected that a person intends his hearer to accept what he says as true, the addition of the comment or assertion in no way alters but merely emphasizes the truth of communication. When these emphasizeers are positioned next to a part of communication, their effect is often to emphasize that part (Quirk et al, 1985: 583).

7 Emphatic verb by the Auxiliaries ' Have ' and ' Be ' .

The auxiliaries 'have' and 'Be', all their forms, can be used in emphatic affirmation with unclear stress upon the auxiliary. Here, these auxiliaries can function as emphasizeers in the verb phrase carrying the primary stress, focus and full-rise intonation (Palmer, 1965: 25, Leech and Svartrik, 1994: 127):

- ex. They must be learning English.**
ex. He has finished it.

2- VERB PROMINENCE IN ARABIC

2-1 INTRODUCTION

Arab scholars, whether grammarians or rhetoricians, have given the concept of emphasis a great attention because of its importance in any verbal communication. They believe that such a use of any emphatic device is to give the emphasized element a prominent position within the structure of the sentence. Here, it tries to attract the addressee's attention about the most important information. This will lead the addressee to recognize unmistakably the piece of information that we see as the highpoint of our message. This interest that has been paid to emphasis clearly appears in the multiplicity of using different emphatic devices in any verbal speech. Generally speaking, Arab grammarians and rhetoricians tend to emphasize any part of the sentence which needs to be prominent for the sake of removing the suspected information from the addressee's mind and to enforce the new information.

(الزركشي، ١٩٧٢: ٣٩٠؛ عتيق، ١٩٧٤: ٥٥-٥٦؛ السامرائي، ١٩٩٠: ٥٠٩)

2-2 Emphatic Verb Devices in Arabic

Since the verb or verb phrase is one of the most important elements of Arabic sentence, Arabs tend to emphasize it by different emphatic devices for purpose of emphasizing the action. For this reason Arabs offer a variety of emphatic devices for verb

assertion. The main function of such assertion is to emphasize the verbal action and to provide the clarity of meaning of the idea that involved in the asserted verb in order to remove any suspense and hesitation from the addressee's mind. The amount of a given emphasis depends mainly on the addressee himself because the more hesitated the information in the addressee's mind, the more emphasizees will be expected. Therefore, some verbs, in certain speech, may be accompanied by two or more emphasizees to achieve the desired result. At the same time, these emphasizees will provide enough additional information to ensure that the message is complete.

(الجرجاني، ١٣٦٦هـ: ٢٤٢؛ السامرائي، ١٩٩٠: ٥١١)

In accordance to this important role of emphasis, Arab grammarians and rhetoricians mention different types of grammatical devices that can be used to emphasize the utterance. Some of which are used to emphasize the whole sentence, noun phrase, verb phrase, preposition or any other part of the sentence. In addition, some of these emphasizees may be used separately or may be attached to the word that needs to be emphasized. In this paper, the attention will be focused on the particles that are used to emphasize the verb or the verb phrase.

Among all of these devices we can find different grammatical tools that can refer to verb prominence in Arabic. These include: the emphasizing suffixes -ن- and (The assertive noon), the particles of future (سوف and س) (will or shall), repetition, some assertive particles (إن، لو، لـ، -، قد)، the use of cognate objects, the use of restrictive particles, the use of certain adverbs, particles of swear.

2-2-1 The emphasizees 'ن' and 'ن'

These two emphasizees are called the heavy (stressed) and light (unstressed) emphatic noon in order. They are mainly suffixed to adverb to strengthen it. They have two functions: the first one is to emphasize the meaning of the verb and to remove any hesitation and suspense from the addressee's mind. The other function is to shift the time reference of the verb from the present to that of future reference. Moreover, they are sometimes used to strengthen the future aspect of the imperative form

(ابن يعيش، د.ت: ٣٩؛ حسن، ١٩٦٦: ١٦٩؛ المطردي، ١٩٨٦: ١٩).

These two emphasizees are only attached and suffixed to the imperfect and imperative verbs. In contrast, they cannot be attached to the perfect verbs or nouns.

(السامرائي، ١٩٩٠: ٥٣٥؛ حسن، ١٩٦٦: ١٦٧)

The stressed and unstressed noon can be found in this Quranic verse at the same time:

1(وَلَكِنَّ لَمْ يَفْعَلْ مَا أَمْرُهُ لِيُسَجَّنَ وَلِيَكُونَ مِنَ الصَّاعِرِينَ) (يوسف: ٣٢)

here, the imperfect verb (لِيُسَجَّنَ) is attached by the stressed noon while the other imperfect verb (لِيَكُونَ) is attached by the unstressed noon.

2- أَجْتَهِدْ فِي عَمَلِكَ (Do your best in your Job).

3- أَقِمَنَّ الصَّلَاةَ

(Do your prayer).

In these two examples, the unstressed noon in (2) and the stressed one in (3) are attached to the imperative verbs (أَجْتَهِدْ) and (أَقِمَنَّ).

Arab grammarians state that the main difference between the heavy (stressed) (noon) and the light (unstressed) noon is attributed according to the degree of emphasis. They believe

that the heavy noon is more emphatic than that of the light because the heavy noon implies the repetition of the noon and hence the repetition of the emphasis

(ابن عقيل، ١٩٦٥: ٣٠٨؛ عزيمة، ١٩٧٣: ٤٦٢).

Thus, in example (1) the first stressed noon in 'الْيُسْجِنُ' is more emphatic than that in unstressed noon in 'لِيَكُونَ' (١٩٧٥: ٣٣٤) (سببويه، ١٩٧٧: ١٤٩؛ السامرائي، ١٩٩٠: ٥٣٤؛ المالقي، ١٩٧٥: ٣٣٤).

It is worth mentioning that the emphasis of the imperfect verbs by these two particles can be obligatory, optional or impossible according to the presence and absence of certain conditions (المطردي، ١٩٨٦: ١٩-٤٧). As far as the obligatory aspect of the imperfect verbs, the emphasis occurs when the verb is an affirmative one forming the complement of an explicit oath and directly linked to the "لـ" of the oath (لام القسم) (١٩٦٦: ١٧١) (المخزومي، ١٩٦٤: ١٢٩؛ حسن، ١٩٦٦: ١٧١) (المطردي، ١٩٨٦: ٣٧-٢٩):

- 4- (وَتَاللَّهِ لَأَكِيدَنَّ أَصْنَامَكُمْ) (الأنبياء: ٥٧)
- 5- (فَوَرَبِّكَ لَنَسْأَلَنَّهُمْ أَجْمَعِينَ) (الحجر: ٩٢)
- 6- (لُحْرَقَتْهُ ثُمَّ لَنَسْفَعُ فِي الْيَمِّ نَسْفَاعًا) (طه: ٩٧)
- 7- (وَلَيَنْصُرَنَّ اللَّهُ مَن يَنْصُرُهُ) (الحج: ٤٠)
- 8- (لَيَسْتَخْلِفَنَّهُمْ فِي الْأَرْضِ) (النور: ٥٥)

Sometimes, such an obligatory emphasis may be preceded by an implicit oath, or an item that denotes the meaning of an oath. This case, can be represented in the conditional sentences. Here the emphasis can be seen in the main clause (جملة جواب الشرط) preceded by an implicit oath as well as the 'لـ' of the oath (لام القسم) (١٩٨٦: ٢٣-٢٧) (المطردي، ١٩٨٦: ٢٣-٢٧).

- 9- (قَالُوا لَئِن لَّمْ تَنْتَهَ يَأْلُوطَ لَتَكُونَنَّ مِنَ الْمُخْرَجِينَ) (الشعراء: ١٦٧)
- 10- (وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ) (إبراهيم: ٧)

As for the optional cases, the imperfect verb is optionally emphasized in the following situations:

1- When the verb is preceded by the conditional conjunction 'إن' which is strengthened by the emphatic particle 'ما' (سببويه، ١٣١٦هـ: ٥١٤-١٥؛ ابن هشام، ١٩٧٤: ٩٩-١٠٠) (١٠٠-٩٩).

- 11- (إِمَّا يَبْلُغَنَّ عِندَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا) (الإسراء: ٢٣)
- 12- (وَإِمَّا تَخَافَنَّ مِنْ قَوْمٍ خِيَانَةً فَانْبِذْ إِلَيْهِمْ عَلَى سَوَاءٍ) (الأنفال: ٥٨)

in these two examples the verbs (يبليغ، يخاف) and (ينبذ) are emphasized by two emphatic particles 'ما' at the time.

2- when the verb is negated and preceded the particle of prohibition (لا) (أداة نهي) (المالقي، ٣٣٤) (سببويه، ١٩٧٥).

- 13- (فَلَا تَمُوتُنَّ إِنَّا وَآنتُمْ مُسْلِمُونَ) (البقرة: ١٣٢)
- 14- (فَلَا تَحْسَبَنَّ اللَّهَ مُخْلِفاً وَعْدِهِ رَسُولًا) (إبراهيم: ٤٧)

3- when the verb is preceded by a particle which expresses a form of request such as a command, a question, an offer, a wish an imperative 'لـ' (السامرائي، ١٩٩٠: ٥٣٥؛ حسن، ١٩٦٦: ١٧٣-٥).

- 15- (هَلَا تَرْحَمَنَّ الضعيف) (هلا ترحم المريض)
- 16- (هَلْ يَذْهَبَنَّ كَيْدُهُ مَا يَغِيظُ) (الحج: ١٥) (يذهب)
- 17- (ألا تسافرنا معنا) (ألا تسافرنا معنا)

- 18- (لعل الحق يظهرن) (يظهر)
 19- (ليتك تسمعن النصيح) (تسمع)
 20- (أو لتعودن في ملتنا) (الأعراف: ٨٨)

As far as the impossibility cases of emphasis, the imperfect verb cannot be emphasized by the emphasizers 'ن' and 'ن' if the verb is separated from the 'لـ' of the oath by the particles of future 'س' and 'سوف' or by 'قد' (حسن، ١٩٦٦: ٣-١٧٢).

- 21- (وَأَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَى) (الضحى: ٥)
 22- (تَاللَّهِ ثَقُلْنَا تَذَكُّرُ يَوْسُفَ) (يوسف: ٨٥)
 23- (والله لا أعود إلى مثل ذلك أبدا)

(By Allah I will never do such a thing again.) or if it refers to the immediate present (ibid).

- 24- (والله لتذهب الآن)
 (By Allah you will go now.)

2-2-2 Particles of future 'س' and 'سوف'

Arabic has two particles 'س' and 'سوف' that indicate futurity called particles of futurity. These two particles usually make the imperfect verb, which is common to present and future peculiar to the future. The particle 'س' is normally prefixed to an imperfect verb, whereas 'سوف' is an independent word usually preceding an imperfect verb (Cowan, 1958: 188 ; Beeston, 1970:79).

In certain cases these particles are prefixed to the imperfect indicative verbs so as to strengthen and emphasize the future action of these verbs. Furthermore these particles are mainly used as emphasizers when they are used to emphasized promise and threat. (الهاشمي، دت، ٥٩؛ المخزومي، ١٩٦٤: ١٥٩؛ المطردي، ١٩٨٦: ٤٩-٦٦؛ السامرائي، ١٩٩٠: ٥٩١)

- 25- (فَسَيَكْفِيكَهُمُ اللَّهُ وَهُوَ السَّمِيعُ الْعَلِيمُ) (البقرة: ١٣٧) (promise)
 26- (أولئك سيرحمهم الله) (promise)
 27- (وَمَنْ يَفْعَلْ ذَلِكَ ابْتِغَاءَ مَرْضَاةِ اللَّهِ فَسَوْفَ نُؤْتِيهِ أَجْرًا عَظِيمًا) (النساء: ١١٤)
 28- (وَسَوْفَ يُؤْتِي اللَّهُ الْمُؤْمِنِينَ أَجْرًا عَظِيمًا) (النساء: ١٤٦)
 29- (وَسَيَعْلَمُ الْكُفَّارُ لِمَنْ عَقَبَى الدَّارَ) (الرعد: ٤٢)
 30- (سَيَدْخُلُونَ جَهَنَّمَ دَاخِرِينَ) (غافر: ٦٠)
 31- (فَتَمَنَّوْا فَسَوْفَ تَعْلَمُونَ) (الروم: ٣٤)
 32- (إِنَّ الَّذِينَ كَفَرُوا بِآيَاتِنَا سَوْفَ نُصَلِّيهِمْ نَارًا) (النساء: ٥٦)

2-2-3 Repetition

This type of emphasis is sometimes called the verbal emphasis (التوكيد اللفظي). This type of emphasis refers to the repetition of the same item. This way of emphasis will give a prominence to what is repeated so as to attract the addressee's attention to what the addressee was unable to catch. In this type different parts of a sentence may be repeated such as a verb, a verb phrase, a whole sentence, etc.. . The emphasis by repetition can be used for different purposes such as 'threat' 'exaggeration'. (المطردي، ١٩٨٦: ٢٧٩-٣١٨؛ السامرائي، ١٩٩٠: ٦٠١-٦٠٣).

- 33- (كَلَّا سَيَعْلَمُونَ ثُمَّ كَلَّا سَيَعْلَمُونَ) (النبأ: ٤-٥)
 34- (وَكَفَى بِاللَّهِ وَلِيًّا وَكَفَى بِاللَّهِ نَصِيرًا) (النساء: ٤٥) 35- (حضر محمد وحضر خالد)

2-2-4 Restrictive Construction

Prominence and emphasis can be given to a certain element by restricting the meaning of the verb to the meaning of another form to eliminate the addressee's hesitation. Such an

emphasis can be done by using the following particles: 'إنما' and 'إلا' preceded by the negative particle 'ما' (السامرائي، ١٩٨٢: ٣٥٤-٣٦٠؛ المالقي، ١٩٧٥: ٣١٠-٣١٣) ((

- 36- (إِنَّمَا حَرَّمَ عَلَيْكُمُ الْمَيْتَةَ) (البقرة: ١٧٣)
 37- (إِنَّمَا يَخْشَى اللَّهَ مِنْ عِبَادِهِ الْعُلَمَاءُ) (فاطر: ٢٨)
 38- (وَمَا يَعْلَمُ جُنُودَ رَبِّكَ إِلَّا هُوَ) (المدثر: ٣١)
 39- (وما تتفقون إلا ابتغاء وجه الله)

2-2-5 Emphasis by cognate object ((مفعول مطلق))

Cognate object in Arabic is an infinitive form derived from the same verb form in the sentence. It is semantically and morphologically related to the verb. Its function is to emphasize the former action (verb) (السامرائي، ١٩٩٠: ٥١٠)

- 40- (وَكَلَّمَ اللَّهُ مُوسَى تَكْلِيمًا) (النساء: ١٦٤)
 41- (وَرَتَّلَ الْقُرْآنَ تُرْتِيلًا) (المزمل: ٤)

The impact of the cognate object (تكليما) in (40) is to emphasize the fact that Allah the Almighty really did talk Moses. This will remove any suspicion about this fact.

2-2-6 Emphasis by the particles of Oath

In most cases, verb prominence can be achieved by using particles of vow. Arabic possesses different explicit particles of oath mainly preceded by letters of oath such as 'ب' 'و' 'ل' 'ت'. These particles involve 'والله' 'والله' 'تالله' 'العمرك' 'أقسم' 'وربك' etc. Sometimes oath can be implicit which can be inferred from the context of the sentence or when the verb is preceded by the (ل) particle (الهاشمي، د.ت: ٦٠؛ السامرائي، ١٩٩٠: ٥٣٨-٥٦٥؛ حسن، ١٩٦٦: ٤٨٢-٤٨٨)

In most cases, the emphasis by using swearing, whether explicit or implicit, may be accompanied by different particles of emphasis such as 'ن' 'ن' (stressed and unstressed noon), and the inceptive 'ل' (ibid):

- 42- (وَتَاللَّهِ لَأَكِيدَنَّ أَصْنَامَكُمْ بَعْدَ أَنْ تُوَلُّوا مُدْبِرِينَ) (الأنبياء: ٥٧) **explicit vow**
 43- (فَوَرَبِّكَ لَنَسْأَلَنَّهُمْ أَجْمَعِينَ) (الحجر: ٩٢) **explicit vow**
 44- (لَتُبْلَوُنَّ فِي أَمْوَالِكُمْ وَأَنْفُسِكُمْ) (آل عمران: ١٨٦) **implicit vow**

We can notice in (35) and (36) that the verbs 'أكيد' and 'نسل' are emphasized by three particles of emphasis: particles of vow 'فوربك' 'تالله', 'the inceptive-ل' and the stressed noon 'ن'.

2-2-7 Emphasis by Adverbs

There are certain adverbs frequently adverbs of time, that can be added to the verbal phrase (either, before or after the verb) to emphasize the verbal action (المطردي، ١٩٨٦: ٣٨٧):

- 45- (سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلًا) (الإسراء: ١)
 46- (هل حقا قال ذلك)

47- (الاسراء) The adverb of time 'ليلا' in (45) is used to emphasize the action of 'الإسراء' only since it has no additional information other than emphasis (ibid).

2-2-8 Emphasis by added particles

Arabic has a set of particles which have no grammatical function other than giving the word with which they are used a redundant meaning of emphasis as well as a beautiful stylistic meaning. These particles are 'ل' 'ك' 'ف' 'لا' 'إن' 'أن' 'من' 'ما' 'ب'. Some of these particles such as 'ل' 'ف' 'لا' 'أن' 'ما' (المخزومي، ١٩٦٤: ٢٤٠-١-؛ المالقي، ١٩٧٥: ٣١٥-١٩؛ المطردي، ١٩٨٦: ٣٥٥-٨١) (السامرائي، ١٩٨٧: ٢٨٠-١؛ المطردي، ١٩٨٦: ٣٥٥-٨١)

- 48- (قَلِيلًا مَا تَذَكَّرُونَ) (النمل: ٦٢)
 49- (في أي صورة ما شاء ركبك) (الانفطار: ٨)
 50- (فلما أن جاء البشير ألقاه على وجهه) (يوسف: ٩٦)

- 51- (وَلَمَّا أَنْ جَاءَتْ رُسُلُنَا لُوطًا سِيءَ بِهِمْ) (العنكبوت: ٣٣)
 52- (وَرَبِّكَ فَكْبُر) (المدثر: ٣)
 53- (وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ) (الضحى: ١١)
 54- (لَا أَسِمْ بِيَوْمِ الْقِيَامَةِ) (القيامة: ١)
 55- (قَالَ مَا مَنَّكَ أَلَّا تَسْجُدَ) (الأعراف: ١٢)

2-2-9 Emphasis by some assertive particles

Arabic offers a set of other assertive particles that can be used to emphasize the verb or verb phrase. These particles may be used either in attachment with the verb or in separation from it. They involve: 'لن', 'قد' in the inceptive 'ل-', the negative 'ل-', 'لو', 'لولا' (لام الجود).

2-2-9-1 The particle 'قد'

The functional particle can put directly before any perfect verb in order to emphasize the inevitable occurrence of the action. Thus if one may prefix the particle 'قد' to the perfect (Cowan, 1958: 56; Beeston, 1970: 79) (١٠٩-٨٣: ١٩٨٦؛ المطردي، ٤١٧: ١٩٧٢؛ الزركشي، ١٩٧٢).

- 56- (قَدْ أَفْلَحَ الْمُؤْمِنُونَ) (المؤمنون: ١)
 57- (قَالَ قَدْ أُجِيبْتُ دَعْوَتَكُمْ فَاستَقِيمَا) (يونس: ٨٩)

Sometimes, 'قد' may separated from its verb only. Here, the action will be reinforced by these two particles 'قد' and the particle of oath (٢٣٣: ١٩٥٢؛ القرطبي).

- 58- (قد والله مات رسول الله (ص)).

In most cases, the particle 'قد' may be accompanied by certain letters (excessive particles) such as 'ف', 'و', the inceptive 'ل-' and 'و+' at the same time. Such a use of these letters will increase the prominence role of 'قد' in the verbal sentence. (المطردي، ١٩٨٦: ٨٦-١٠٣).

- 59- (وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا) (البقرة: ٢٦٩)
 60- (وَمَنْ يَحْلِلْ عَلَيْهِ غَضَبِي فَقَدْ هَوَى) (طه: ٨١)
 61- (قَدْ أَفْلَحَ مَنْ زَكَّاهَا وَقَدْ خَابَ مَنْ دَسَّاهَا) (الشمس: ٩-١٠)
 62- (وَعَسَتْ الْوُجُوهُ لِلْحَيِّ الْقَيُّومِ وَقَدْ خَابَ مَنْ حَمَلَ ظُلْمًا) (طه: ١١١)
 63- (لَقَدْ كَفَرَ الَّذِينَ قَالُوا إِنَّ اللَّهَ هُوَ الْمَسِيحُ ابْنُ مَرْيَمَ) (المائدة: ١٧)
 64- (لَقَدْ تَابَ اللَّهُ عَلَى النَّبِيِّ وَالْمُهَاجِرِينَ وَالْأَنْصَارِ) (التوبة: ١١٧)
 65- (وَلَقَدْ جَاءَكُمْ مُوسَى بِالْبَيِّنَاتِ) (البقرة: ٩٢)
 66- (وَلَقَدْ اصْطَفَيْنَاهُ فِي الدُّنْيَا) (البقرة: ١٣٠)

2-2-9-2 The emphatic particle 'لن'

This particle is sometimes used in objective cases or in negative cases. As far its emphatic role, 'لن' is used to emphasize the negation of future action. Therefore, it will negate the future action forever. (حسن، ١٩٦٦: ٢٩٩؛ المطردي، ١٩٨٦: ٦٧-٧٤).

- 67- (قَالُوا يَا مُوسَى إِنَّا لَن نَدْخُلُهَا أَبَدًا مَا دَامُوا فِيهَا) (المائدة: ٢٤)
 68- (قَالَ لَن نُرَانِي) (الأعراف: ١٤٣)

2-2-9-3 The inceptive 'ل'

This particle is often used to emphasize the content of the positive sentences and remove any suspicion. Thus, it is never used with a negative sentence or a verb with negative meaning (حسن، ١٩٦٦: ٦٥٩). Sometimes, this particle may be used with other emphatic particles, such as 'قد' and 'ن' in order to increase the prominence of the verb (السامرائي، ١٩٨٧: ٥٣٤١):

- 69- (لِنن شَكَرْتُمْ لَأَزِيدَنَّكُمْ) (ابراهيم: ٧)
 70- (لَقَدْ سَمِعَ اللَّهُ قَوْلَ الَّذِينَ قَالُوا إِنَّ اللَّهَ فَقِيرٌ وَنَحْنُ أَغْنِيَاءُ) (آل عمران: ١٨١)

71- (لِيَبْلُوَنَّكُمُ اللَّهُ بِشَيْءٍ مِّنَ الصَّيِّدِ) (المائدة: ٩٤)

2-2-9-4 The negative 'لا-' (لام الجحود)

This particle is sometimes employed for emphasizing the negation of the verbal action. This particle can be distinguished from other negative particles by some conditions:

- 1- It should be preceded by the verb of existence 'كان' (be).
- 2- A particle of negation should precede the verb 'كان' (be).
- 3- The verb of existence 'كان' should be syntactically and semantically in past tense.
- 4- The verb 'كان' should be followed by a proper noun, not pronoun, then imperfect verb.

If any one of these conditions is not found, then this particle will not be regarded as 'لام الجحود' (حسن، ١٩٦٦: ٣١٧-٢٠؛ المطردي، ١٩٨٦: ٧٥-٨١):

72- (وَمَا كَانَ اللَّهُ لِيُعَذِّبَهُمْ وَأَنْتَ فِيهِمْ) (الأنفال: ٣٣)

73- (وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً) (التوبة: ١٢٢)

2-2-9-5 The particle 'لوا' and 'لولا'

These two particles are used to emphasize the verb phrase. They can be used in conditional sentences in order to strengthen the connection between the two sentences (أبن يعيش، دبت: ٢٢؛ المطردي، ١٩٨٦: ١١١-٣٨):

74- (وَلَوْ نَشَاءُ لَطَمَسْنَا عَلَى أَعْيُنِهِمْ) (يس: ٦٦)

75- (لَوْ كَانَ خَيْرًا مَا سَبَقُونَا إِلَيْهِ) (الاحقاف: ١١)

76- (لَوْلَا تَسْتَغْفِرُونَ اللَّهَ) (النمل: ٤٦)

77- (وَلَوْلَا فَضْلُ اللَّهِ عَلَيْكُمْ وَرَحْمَتُهُ لَاتَّبَعْتُمُ الشَّيْطَانَ) (النساء: ٨٣)

2-3 The Analysis of Sura Al- Takathur (التكاثر)

(بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الْتَّكَاثُرُ (١) حَتَّى زُرْتُمُ الْمَقَابِرَ (٢) كَلَّا سَوْفَ تَعْلَمُونَ (٣) ثُمَّ كَلَّا سَوْفَ تَعْلَمُونَ (٤) كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ (٥) لَتَرَوُنَّ الْجَحِيمَ (٦) ثُمَّ لَتَرَوُنَّهَا عَيْنَ الْيَقِينِ (٧) ثُمَّ لَتُسْأَلُنَّ يَوْمَئِذٍ عَنِ النَّعِيمِ (٨))

In these Glorious Quranic verses, Allah the Almighty is addressing, in a sort of warning or threatening, people who are engrossed in seeking an increase in wealth, position, the number of adherents or followers or supporters, mass production and mass organization. Besides, those people who occupy all their life by these things will leave no time for higher and spiritual things in life bill death approaches. Here, Allah the Almighty gives a clear warning, from a spiritual point of view, to those people. Such a warning is sounded by many verbs which are emphasized and strengthened by different emphatic forms (شبر، ١٩٦٥: ٥٦٥).

As far as the third and fourth verses are concerned 'كَلَّا سَوْفَ تَعْلَمُونَ (٣) ثُمَّ كَلَّا سَوْفَ تَعْلَمُونَ (٤)', we can see that these two verses are repeated and linked together by the connector 'ثُمَّ'. Such a repetition to these verses is used to issue a warning or a threat to those people who are engrossed in these silly things of life. The warning or threatening is declared and emphasized by using the verbal emphasis 'التوكيد اللفظي' of the verb phrase 'تَعْلَمُونَ' and by the particle of future 'سَوْفَ' (will) which is used to emphasize the future actions of the repeated verbs 'تَعْلَمُونَ'.

Verse (5) 'كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ (٥)' is also another warning which emphasized by the repetition of the verb phrase 'تَعْلَمُونَ' and the particle 'لَوْ'. Here, the particle 'لَوْ' is used for two purposes: emphatic and conditional. As far as the conditional purpose is concerned the answer of the conditional 'لَوْ' can be inferred in the phrase 'مَا أَلْهَاكُمْ التَّكَاثُرُ'. Thus the deep meaning of this warning is that 'لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ' 'مَا أَلْهَاكُمْ التَّكَاثُرُ'. Here, Allah the Almighty declares that since people do not know the certainty of knowledge and mind 'عِلْمَ الْيَقِينِ', therefore they cannot see the spiritual things of this life and the afterlife. The rest of other verses represents a complement to the previous warning in the above verses. The structure of

verses (6,7,and 8) is very emphatic especially to the verbs. Such verses of warning are declared by the Almighty to those people who fail to perceive the truth of faithfulness and certainty 'عَلِمَ الْيَقِينِ' in their minds. As a result to that failure, then they will see all the miserable things in the Hereafter such as the Hell and they will be questioned about every kind of joy they indulge in especially the allegiance and love of Ahl Al-Bayt (the household of the Holy Prophet) (عليه السلام) (ibid). The act of warning is emphasized by the inceptive 'لِ' and heavy noon 'نْ' in the verbs 'لَتَرَوُنَّ', 'لَتَرْوُنَهَا' and 'لَتُسْأَلُنَّ'. The other emphatic device which is used for emphasizing the warning is by the repetition of the verb phrase in verses '6' and '7' 'لَتَرَوُنَّ'. In these verses, the prominence of these verbs are emphasized by all these forms.

3- Conclusion

Every language is a communicative system which can be expressed by different linguistic means. In addition to that there are certain devices and styles that can be used to emphasize, enforce and beautify such a communicative systems. Emphasis is one of these styles or devices that can be used in every language for achieving the communicative purposes and conveying information, opinions and ideas forcefully and unambiguously. But the ways used to express emphasis are different from one language to another according to specific nature of each language. This paper aims at dealing with one grammatical aspect of emphasis which is related to the prominence of the verbs in both English and Arabic.

The paper finds that there are a number of issues in common between English and Arabic, represented in the fact that in both languages one can distinguish unmistakably and unambiguously the piece of information that is emphasized by the emphatic devices. Moreover, emphatic verb may attract and focus the addressee's attention to the intended action of certain verbal utterance.

However, there are a number of differences between the two languages in question. In English, lexical verbs are rarely used for emphasis, but they are only emphasized by using some auxiliary verbs. The main auxiliary verb that is used for emphasizing verbs in English is the 'emphatic do'. This emphatic 'do' is optionally used, with all its inflectional forms (present or past) 'do, does, did', to add emphasis to an entire sentence, an imperative sentence, and to a frequency adverb. The other device that is mainly used in spoken English language is the use of prosodic aspects such as intonation and stress.

As far as Arabic is concerned, Arabic emphasize forms and devices are more variable and more in number; they are not limited or restricted. These devices and forms are not only used for emphasizing the text but also to beautify it and to enforce the change of the grammatical aspect of the verb into another time reference. In contrast to the English emphatic verb form, Arabic emphatic verb forms may be obligatory, optional or impossible. Besides, Arabic emphatic verb devices have a grammatical and a stylistic function with within the verbal utterance.

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