

## **COURSE GUIDE**

### **ARA112 ARABIC CONVERSATION II**

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## INTRODUCTION

**ARA 112: Arabic Conversation II** is a 2 credit unit course. It is a 100 level course available to students of BA Arabic Language and Literature. The course is also suitable for anyone who is interested in the study of Arabic language.

## WHAT YOU WILL LEARN IN THIS COURSE

The course consists of 15 units discussed under 3 modules which involve notes on features of Arabic as a language, definite and indefinite articles i.e. *Ma‘rifah* and *Nakirah*, construction of simple nominal sentences, construction of simple verbal sentences, difference between prose and poetry in Arabic with examples, reading and writing ability of fully vocalized short Arabic prose texts, reading and comprehension of vocalized short Arabic poetry texts, reading and comprehension of un-vocalized short Arabic prose texts, reading and understanding of fully vocalized short Arabic poetry texts, reading and understanding of un-vocalized short Arabic poetry texts, reading and analysis of fairly difficult words of vocalized long Arabic prose texts, reading and comprehension of un-vocalized long Arabic prose texts, reading and understanding of vocalized long Arabic poetry texts, reading and understanding of un-vocalized long Arabic poetry texts, reading and analysis of fairly difficult words from vocalized and un-vocalized long Arabic poetry texts. The material has been especially developed for student in the African context with particular focus on Nigeria.

## COURSE AIMS

The overall aim of ARA112: Arabic Conversation II is to introduce you to reading and writing Arabic texts with vocalization and un-vocalization, in order to improve your reading ability and vocabulary acquisition.

The specific aim of this course is to give you a brief on the importance of Arabic language and a comprehensive reading and understanding of Arabic passages. This will be achieved by:

- Discussing with you, some hints on the values of Arabic language.
- Introducing you to the construction of Arabic simple nominal and verbal sentences.
- Exposing you to Arabic short and long vocalized and un-vocalized stories.
- Analyzing to you some fairly difficult words from both vocalized and un-vocalized Arabic texts.

- Reading and comprehension of fully vocalized and un-vocalized Arabic passages.
- Reading and understanding of Arabic passages through improving reading ability and vocabulary acquisition.

## **COURSE OBJECTIVES**

To achieve the aims set out above there are overall set objectives. In addition, each unit also has specific objectives. The unit objectives are always included at its beginning. You will read them before you start working through the unit. You may want to refer to them during your study of the unit to check your progress. You should always look at the unit objectives after completing a unit. This way you can confirm whether you have done what was required of you by the unit.

Stated below are the wider objectives of this course as a whole. By meeting these objectives, you should have achieved the aims of the course as a whole.

On successful completion of the course, you should be able to:

- Discuss the importance of Arabic language
- differentiate between Arabic definite and indefinite articles
- identify the Arabic nominal sentences and verbal sentences
- build a bank of Arabic language vocabulary
- read and understand vocalized and un-vocalized Arabic passages from prose and poetry texts.
- write and compose Arabic sentences

## **WORKING THROUGH THIS COURSE**

To complete this course, you are required to read the study units, read recommended books and read other materials provided by the National Open University of Nigeria (**NOUN**). Each unit contains self-assessment exercises, and at points in the course, you are required to submit assignments for assessment purposes. At the end of this course, there is a final examination. You will find below list of all the components of the course and what you have to do.

## COURSE MATERIALS

Major components of the course are:

- 1 Course Guide
- 2 Study Units
- 3 Textbooks
- 4 Assignment File
- 5 Presentation Schedule

You must obtain a copy of the materials provided by the **NOUN**. You may contact your tutor if you have problems in obtaining the text-books.

## SET TEXTBOOKS

1. Al-Ghamr w Muhammad Husayn (1992). *Majm 'ah mina 'n-N zim wa -n-N thir*, Cairo, Egypt.
2. Ali Muhammad, H. & Zak Ali, S. (1992). *Al -'adab wa 't-T r kh fi 'la rayn,* Cairo, Egypt.
3. Sa'd Husayn, U & Abdul Maj d Muhammad (1990). *Al-Adab wa `n-Nu Wa `l-Bal ghah*, Banghazi, Libya.
4. Muhammad Afif, R. (1974). *Diw n Imam Sh fi'* , Shomolu, Lagos.

## SELF ASSESSMENT EXERCISES (SAEs)

Each unit contains a number of self-tests. In general these self- tests examine you on the material just covered or require you to apply them in some ways and thereby, help you to evaluate your progress and performance in your assignments. The exercises will assist you in achieving the stated learning objectives of the individual units and of the course.

## TUTOR – MARKED ASSIGNMENTS (TMAs)

This Course contains a number of tutor-marked assignments you need to submit. The best three (i.e the highest three of the five marks) will be counted. They will constitute 30 %, of your total course mark.

You should be able to complete your assignments from the information and materials containing in your set textbooks, reading and study units. However, you are advised to use other references to broaden your view point and provide a deeper understanding of the subject.

When you have completed each assignment, send it together with Tutor-

Marked Assignment (TMA) form to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given in the assignment file. If, however, you cannot complete your work in time, contact your tutor before the assignment is done to discuss the possibility of an examination.

## **FINAL ASSESSMENT**

There are two types of assessments in the course. First are the Tutor-Marked Assignments while the second are the written examinations. In tackling the assignment, you are expected to apply information and knowledge acquired during this course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines stated in the assignment file. The work you submit to your tutor for assessment will count for 30% of your total course mark.

At the end of the course, you will need to sit for a final two-hour examination. This will also count for 70 % of your course mark.

## **FINAL EXAMINATION AND GRADING**

The final examination of ARA112 will be of two hours' duration and 70% have a value of the total course grade. The examination will consist of questions which reflect the type of self-testing, practice exercise and tutor-marked problems you have come across. All areas of the course will be assessed.

You are advised to revise the entire course after studying the last unit before you sit for the examination. You will find it useful to review your tutor- marked assignments and the comments of your tutor on them before the final examination.

## **COURSE MARKING SCHEME**

This table shows how the actual course marking is broken down.

<b>Assessment</b>	<b>Marks</b>
Tutor – Marked Assignment	Best three marks out of five count @ 10% each = 30% marks
Final Examination	70% of overall course marks
Total	100% of course marks

Table 1: Course Marking Scheme

## PRESENTATION SCHEDULE/ COURSE OVERVIEW

The presentation Schedule given below gives you the important dates for the completion of tutor-marked assignments and attending tutorials. Remember, you are required to submit all your assignments in good time. You should guard against being late in submitting your work.

Units	Title of work	Weeks activity	Assessment (end of unit)
1	Features of Arabic Language	1	Assignment 1
2	Definite article and indefinite Article	2	Assignment 2
3	Simple nominal sentences construction	3	Assignment 3
4	Simple verbal sentences construction	4	Assignment 4
5	The difference between prose and poetry in Arabic with examples.	5	Assignment 5
6	Reading and writing ability of fully vocalized short Arabic prose texts	6	Assignment 6
7	Reading and comprehension of vocalized short Arabic prose texts	7	Assignment 7
8	Reading and comprehension of un-vocalized short Arabic prose texts	8	Assignment 8
9	Reading and understanding of fully vocalized short Arabic poetry texts	9	Assignment 9
10	Reading and understanding of un-vocalized short Arabic poetry texts	10	Assignment 10
11	Reading and analysis of fairly difficult words of vocalized long Arabic prose texts	11	Assignment 11
12	Reading and comprehension of un-vocalized long Arabic prose texts	12	Assignment 12
13	Reading and understanding of vocalized long Arabic poetry text	13	Assignment 13
14	Reading and understanding of un-vocalized long Arabic poetry texts	14	Assignment 14
15	Reading and analysis of fairly difficult words from vocalized and un-vocalized long Arabic poetry texts	15	Assignment 15

## HOW TO GET MOST FROM THIS COURSE

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecture instead of listening to lecturer. In the same way that a lecturer might set you some reading to do, your study units provide exercises for you to do

at appropriate points. Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do. When you have finished the units, you must go back and check whether you have achieved the objectives. If you make a habit of doing this, you will scientifically improve your chances of passing the course.

The main body of the units guides you through the required reading from other sources.

## **Reading Section**

Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

- 1 Read this course guide thoroughly
- 2 Organize a study schedule. Refer to the 'course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Whatever method you choose to use, you should decide on and write in your own dates for working on each unit.
- 3 Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help
- 4 Turn on unit 1 and read the introduction and the objectives for the unit.
- 5 Assemble the study materials. Information about what you need for the unit is given in the "Overview" at the beginning of each unit. You will almost always need both the study unit you are working on and one of your set books on your desk at the same time.
- 6 Work through the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
- 7 Review the objectives for each study unit to confirm that you have achieved them. If you are not sure about any of the objectives, review the study material or consult your tutor.
- 8 When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to face your study so that you keep yourself on schedule.



- 9 When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment from and also on what is written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
- 10 After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this course guide).

## **TUTORS AND TUTORIALS**

There are 8 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter. He will also provide assistance to you during the course. You must mail your tutor – marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutors and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discuss with him if you need help. The following might be circumstances in which you would find help necessary.

### **CONTACT YOUR TUTOR IF:**

- You do not understand any part of the study units or the assigned readings.
- You have difficulty with the assessment exercises.
- You have a question or problems with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a questions list before attending them. You will learn a lot from participating in discussion actively.

## **SUMMARY**

**ARA 112** introduces you to the basic reading of vocalized and un-vocalized Arabic texts in prose and poetry. Upon completing this course, you will be able to read, write and understand Arabic short and long passages. Moreover, you will improve in your reading ability and vocabulary acquisition.

We wish you success with the course and hope that you will find it both interesting and useful.

**MAIN  
COURSE**

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## **MODULE 1**

### **UNIT I: HISTORICAL FEATURES OF ARABIC LANGUAGE**

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Some features of Arabic Language
  - 3.2 The place of Arabic language in Nigeria
  - 3.3 Relevance of Arabic at International Interactive Fora
  - 3.4 Importance of Arabic Language to the practice of Islam
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/Further Readings

#### **1.0 INTRODUCTION**

This unit acquaints you with brief history of Arabic language and its relevance to the people of the world. It discusses the importance of Arabic as an international language and its relevance to the practice of Islam.

#### **2.0 OBJECTIVES**

By the end of this unit, you will be able to:

- explain the relevance of Arabic language to the social and economic development of the people of the world
- explain how important Arabic language is to the study of Islam
- correct the wrong impression some people have about Arabic language which is being perceived as having to do exclusively with Islam.

### 3.0 MAIN CONTENT

#### 3.1 Some Features of Arabic Language :

Arabic language is the language of communication and formal discussion for speakers of the various forms of the language from Morocco to Iraq. Among Muslims, Arabic is considered sacred since it is the language through which the *Qur' n* was revealed. With the rise of Islam as a dominant religion after 622 A.D, Arabic became the most widespread of the living Semitic languages. Today, the language is spoken by some 220 millions as a mother tongue, and several millions more as a second language.

Arabic exists in two main forms – classical and colloquial. Classical Arabic has many archaic words and is the sacred language of Islam and the *lingua franca* of educated people throughout the Arabic-speaking world. Standard Arabic is a slightly more modern and more-used version of classical Arabic. It is the official language in many countries and it is learnt in schools.

Colloquial Arabic refers to the variant dialects spoken in the various parts of the Arab world. The diverse colloquial forms of Arabic are interrelated but vary considerably among speakers from different parts of the Middle East and Africa, so much so that many are considered separate languages. They differ from standard Arabic and from one another in pronunciation, vocabulary and grammar and are usually labeled according to major geographical areas, such as Algerian, Egyptian, and Gulf. Within these classifications, the daily speech of urban, rural, and nomadic speakers is distinctively different. Illiterate speakers from widely separated parts of the Arab world may not understand one another, although each is speaking a version of Arabic.

#### Self Assessment Exercise

Identify some features of the Arabic language.

#### 3.2 The place of Arabic Language in Nigeria:

The teaching of Arabic Language in Nigeria started with the introduction of Islam in Kanem Borno as early as 11th century. Islam got to Hausaland in the 14th century and later to Yorubaland in the 17th century. Islam got to Yorubaland through Muslim traders from the North who also doubled as preachers. Wherever they introduced Islam, they also settled there to organize Qur'anic schools where pupils were taught the reading of the *Qur' n* through rote-learning system. Thus, elements of Arabic language were also taught to the pupils.

In Nigeria, Arabic language has become an integral part of the society long before the arrival of the British colonial masters. The language had been in use for some time in the country at least as the language of commerce before the 18th century. Arabic is more prominently used among the people in Northern Nigeria; a case in point being the dialect of the *Shuwa* Arabs of Bornu State which derives from Arabic. In the Southwest, especially in Yorubaland, some words of Arabic origin such as *alaafia* (health), *wakati* (time), *saa* (period), *aleebu* (defect), *seria* (justice), *riboo* (usury), *keferi* (unbeliever), *amin* (amen), *alubarika* (blessing), and so on, have blended with Yoruba expressions to the extent that hardly can anyone find substitutes for them.

### **Self Assessment Exercise**

Discuss the place of Arabic language in Nigeria briefly

### **3.3 Relevance of Arabic at International Interactive Fora:**

In social, economic, political and any other aspect of human life, communication plays a vital role. People of different races, beliefs, cultures and ethnic origins do transact business with one another by means of different communication systems. In the world today, there are innumerable languages. Different communities within the ethnic groups speak different languages. Even, those people regarded to be of the same tribe or race, speak different dialects.

Some of these languages are more widely spoken in the world than others. Arabic is one of such languages. Others include English and French. Thus, they are called international languages. This is so because they are recognized by the United Nations' Organization as its official languages of communication, and with which they transact businesses and make policies.

The relevance of Arabic is not peculiar to the religious aspect alone. In West Africa sub-region, Arabic language contributed immensely to the understanding of the early history and civilization because it was the language first used for keeping the records of West Africa.

### **Self Assessment Exercise**

Explain the relevance of Arabic language to the international community

### 3.4 Importance of Arabic Language to the practice of Islam :

Arabic is the language of Islam. The two are so inter-woven that many people could not see any difference between them. Hence, anything written in Arabic language is believed to be Islamic. Sometime ago, some Christians in Nigeria were agitating that Arabic writings on the Nigerian currency notes should be cancelled because of the fear that there were attempts to islamize Nigeria.

Arabic was the language spoken by Prophet Muhammad (S.A.W.) and it was in it the *Qur' n* was revealed, recorded and standardized. Hence, elementary Arabic schools are often called Qur'anic schools. The spread of Islam facilitated the spread of Arabic Studies. Anywhere Islam reached, Arabic language also got there. Arabic language is therefore very popular throughout the Muslim world. Hence, many Arabic schools were, and are still being established either by government or individuals, where the language is taught. More so, the practice of Islam, especially the fundamental ritual prayer – *al t*, which is one of the pillars of Islam, encourages the use of Arabic language. This is so because *s ratu`l-f tihah*, the omission of which makes a *al t* to be invalid, must be recited in Arabic language. Call to prayer – *adh n*, is also said in no other language but Arabic.

*Qur' n* is the book of law and guidance from Allah to all mankind. It was revealed and recorded in Arabic language. Up till today, the book still maintains its originality and uniqueness. It is free from alteration, interpolation, edition or revision only because of its preservation in Arabic language which is its original language. Many people, old and young, now study the Qur'an in its original Arabic text and many young children commit the whole of it to memory owing to the beauty of Arabic language. People also read the *Qur' n* or listen to it while being recited in Arabic, the act which is believed to be highly rewardable by Allah.

#### Self Assessment Exercise

Examine the importance of Arabic language to the practice of Islam.

### 4.0 CONCLUSION

Having discussed the status of Arabic as one of the international languages, and having discovered its relevance to the practice of Islam, it may be surprising to know that the language is not being given its due recognition in Nigeria, a country with a significant Muslim population. After English language, the teaching of French language instead of



Arabic, is being favoured in Nigerian Schools. The language is so distasteful to some people that Arabic characters on the Nigerian Naira notes were protested against with the claim that it was an attempt to islamize the country. As a corollary to this, Arabic characters are now removed in the new Naira notes recently introduced by the Central Bank of Nigeria.

## 5.0 SUMMARY

The focus of discussion in this unit has been the relevance of Arabic language to the socio-cultural, economic and religious life of man. It was discussed that Arabic was one of the international languages with which various international organizations make policies and transact businesses. Arabic has been employed by great scholars of various educational fields to record their research findings. Relevant to mention here is the record of Ibnu khaldun about his exploration of Africa, which he preserved in Arabic medium. The works of great Greek Philosophers were also translated into Arabic language which formed the basis of western civilization.

The relevance of Arabic language to the practice of Islam is also discussed. The language is regarded as the language of Islam as it was the language of Prophet Muhammad (S.A.W.). It was also mentioned that the Qur'an which is the holy book of Islam, was revealed in Arabic. The recitation of the book in Arabic text is regarded a highly rewardable act. More so, the Islamic ritual worship (*salat*) is rendered in Arabic. All these, as earlier discussed, showed how important Arabic language is.

## 6.0 TUTOR - MARKED ASSIGNMENTS

1. Discuss the place of Arabic Language in the international arena.
2. Of what importance is Arabic Language to the Nigerian community?

## 7.0 REFERENCES/FURTHER READINGS

Amuni, Olayinka K. (2009), "Nigeria's New Naira Notes and the Plot Against Arabic Language and Script" in Akintola, Is-haq et al (Eds.), *CORRELATES OF ISLAM*. Zaria: The Ahmadu Bello University Press Limited.

Beeston, A.F.L.(1980). See article on "Arabic" in *The Macmillan Family Encyclopaedia*, New Jersey, Arete Publishing Company.

Bivar, A.D.H. and Hiskett, M. (1962). "The Arabic Literature of Nigeria to 1804: A provisional Account" in *B.S.O.A.S.* vol. xxx, 1.

Hunwick J.O. (1964). "The Influence of Arabic in West Africa"  
*Transactions of the Historical Society of Ghana. (1964) vol.vii*  
Kareem, M. A. (2007) (ed). *Fountain Journal of Arabic and  
Islamic Studies (FOJAIS), vol.1, No. 1*

## **UNIT 2 : USE OF DEFINITE AND INDEFINITE ARTICLES IN ARABIC**

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 The Arabic Alphabet and its Divisions
  - 3.2 Reading of words prefixed with the definite articles
  - 3.3 *Tanw n* : the indefinite Article
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

In unit one above, you learnt some things about Arabic language which included its features, its socio-economic relevance to the international communities and its relevance to the study of Islam. In the present unit , you will learn about the Arabic alphabet, the moon and the sun letters as well as identification and functions of definite and indefinite articles in Arabic sentences.

### **2.0 OBJECTIVES**

It is hoped that by the end of this unit, you should be able to:

- pronounce correctly each of the letters of Arabic alphabet
- classify the letters of Arabic alphabet under moon and sun letters
- identify differences between definite and indefinite articles in Arabic sentences.
- use the Arabic definite article which corresponds to the English definite article “the” correctly.
- use the Arabic indefinite article which corresponds to the English articles “a” and “an” correctly.

### 3.0 MAIN CONTENT

#### 3.1 The Arabic Alphabet and its Divisions

The letters of Arabic alphabet are 28. They are called *Al-hur f al-hij iyyah*. These letters are classified into two groups. The first group known as *hur f al-qamariyyah* or moon letters consists of 14 letters while the other group known as *hur f sh-shamsiyyah* or sun letters also consists of 14 letters.

The 14 moon letters are :

هـ

Ya' Waw Haw Mim Kaf Qaf Fa' Ghain 'Ain Kha Ha Jim Ba'  
Alif

The 14 sun letters are :

Nun Lam Za' Ta' Dad Sad Shin Sin Zain Ra' Dhal Dal Tha'  
Ta'

#### Self Assessment Exercise 1

التدريب الأول

Read and write the *al-hur f al-hij iyyah* and then classify them into *qamariyyah* and *sh-shamsiyyah* letters

Read and write the following words keeping in mind the rules pertaining to the sun and the moon letters:

، ، ، ، ، ، ، ، ، ،

#### 3.2 Reading of words prefixed with the definite articles

When «Alif and Lam» are prefixed to a noun beginning with one of the above moon letters «الْحُرُوفُ الْقَمَرِيَّةُ» the «lam» « » of the word is pronounced e.g. *Al-qamar* (the moon) ( ). Other examples are :

- |    |                    |               |           |
|----|--------------------|---------------|-----------|
| 1. | <i>Al-Bayt</i>     | The House     | الْبَيْتُ |
| 2. | <i>Al-Qalam</i>    | The Pen       |           |
| 3. | <i>Al-Kit b</i>    | The Book      |           |
| 4. | <i>Al-Gurfah</i>   | The Room      |           |
| 5. | <i>Al-'Inab</i>    | The Grape     |           |
| 6. | <i>Al-Far shah</i> | The Butterfly |           |
| 7. | <i>Al-Maktabah</i> | The Library   |           |
| 8. | <i>Al-Khu ar</i>   | The Vegetable |           |

- |     |                  |             |          |
|-----|------------------|-------------|----------|
| 9.  | <i>Al-Jazz r</i> | The Butcher |          |
| 10. | <i>Al-Ashj r</i> | The Trees   |          |
| 11. | <i>Al-Yad</i>    | The Hand    | أَلْيَدٍ |

But when the Alif and Lam « ا ل » is prefixed to a noun beginning with one of the sun letters « الْحُرُوفُ الشَّمْسِيَّةُ » the « l m » « » of « ا » «al» is assimilated into the first letter of the word i.e. the sun letter e.g. Ash-Shams . The Assimilation means that the « l m » « » of «Al» « » is dropped and the first letter of the word is doubled. It is first pronounced with «as-sukun» i.e. vowelless, then with **fat- ah** \_ \_ , **Kasrah** \_ \_ , or **ammah** \_ \_ . This is indicated in writing by placing the symbol «shaddah» with the **fat- ah** \_ \_ , the **Kasrah** or the **dammah** above the first letter of the word.

**Examples :**

- |     |                                     |               |
|-----|-------------------------------------|---------------|
| 1.  | <i>At-Tilm dh</i><br>التِّلْمِيذُ   | The Pupil     |
| 2.  | <i>Ad-Dar jah</i>                   | The Bicycle   |
| 3.  | <i>Adh-Dhayl</i><br>الذَّيْلُ       | The Tail      |
| 4.  | <i>Ar-Rijl</i>                      | The Leg       |
| 5.  | <i>Az-Zuj jah</i>                   | The Glass     |
| 6.  | <i>As-Samak</i>                     | The Fish      |
| 7.  | <i>Ash-Shajar</i>                   | The Tree      |
| 8.  | <i>A - und q</i>                    | The Box       |
| 9.  | <i>A -Daw'u</i>                     | The Light     |
| 10. | <i>A - ayy rah</i><br>الطَّيَّارَةُ | The Aeroplane |
| 11. | <i>Az-Zarf</i>                      | The Envelope  |
| 12. | <i>Al-Lahm</i>                      | The Flesh     |
| 13. | <i>An-N fidhah</i>                  | The Window    |

**Self Assessment Exercise 2**

التدريب الثاني:

How do you read the first letter of the words prefixed with the definite article ?

Read and change the following words to indefinite nouns :

الأشجارُ, الجميلُ, الحقيبةُ, الخيرُ, القلمُ, الريفُ, الرُّوْجَة, السَّفَرُ, الصَّبَاحُ, التَّيْنُ

**3.3 Tanw n : the indefinite Article:**

In the English language “A” and “An” are two letters used as indefinite articles. In the Arabic language, what is used as the indefinite article is called *Tanwin*, translated as “nunation” meaning double vowels. The examples of this are:

<i>Tadhkiratun</i>	A ticket	
<i>Tuf un</i>	An Apple	
<i>T jun</i>	A crown	
<i>Mus firun</i>	A traveler	
<i>Kit bun</i>	A book	
<i>Shajaratun</i>	A tree	
<i>B bun</i>	A door	
<i>Tilm dhun</i>	A pupil	تَلْمِيذٌ
<i>Maktabatun</i>	A library	
<i>Jazz run</i>	A butcher	
<i>Mudarrisun</i>	A teacher	
<i>S ratun</i>	A picture	
<i>Qalamun</i>	A pen	
<i>'Ulbatun</i>	A tin	
<i>Tayy ratun</i>	An aeroplane	طَيَّارَةٌ
<i>Zarfun</i>	An envelope	

**Self Assessment Exercise 3**

التدريب الثالث

Read and write the following words with correct ending keeping in mind that masculine proper nouns end with (un) and feminine proper nouns end with (u):

عُرْفَة, حَامِد, فَاطِمَة, زَيْنَب, أَمْنَة, بَيْت, حَمْرَة, زُبَيْر, فَصْل.

**4.0 CONCLUSION**

There are 28 letters of Arabic alphabet which are called *al-hur f al-hij iyyah*. These are divided into *al- ur fu 'sh-shamsiyyah* and *al- ur fu `l-qamariyyah* i. e. the sun and the moon letters. Furthermore, « al » « » is the Arabic definite article which corresponds to the English « the ».

*Tanwin* “nunation” is the indefinite article and it corresponds to the English indefinite articles “a” and “an”.

## 5.0 SUMMARY

This unit has focussed on the Arabic letters, their division to the shamsiyyah and the qamariyyah, the functions of the definite and indefinite articles and their impact on the reading of Arabic words.

## 6.0 TUTOR MARKED ASSIGNMENT

1. Read and write the following words keeping in mind the rules pertaining to the sun and the moon letters:
2. Read and write the correct ending of the following words keeping in mind that masculine proper nouns end with (un) and feminine proper nouns end with (u):  
 . عُرْفَةٌ, حَامِدٌ, فَاطِمَةٌ, زَيْتَبٌ, آمِنَةٌ, بَيْتٌ, حَمْرَةٌ, زُبَيْرٌ, فَصْلٌ.
3. Read and change the following words to definite nouns:  
 . مِيزَانٌ, لَبَنٌ, فَمٌّ, كُوبٌ, تَيْنٌ, صُورَةٌ, شَجَرَةٌ, تَلْمِيذٌ, جَدٌّ.
4. Read and change the following words to the indefinite cases:  
 الأشجارُ, الجميلُ, الحَقِيبَةُ, الخَيْرُ, القلمُ, الرِّيفُ, الرُّوْجَةُ, السَّقْرُ, الصَّبَاحُ, التَّيْنُ

## 7.0 REFERENCES/FURTHER READING

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## UNIT 3 CONSTRUCTION OF SIMPLE NOMINAL AND VERBAL SENTENCES IN ARABIC

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 The Arabic Simple Nominal Sentences
  - 3.2 The Arabic Simple Verbal Sentences
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

### 1.0 INTRODUCTION

In the last lesson, you learnt about Arabic alphabet, the vowels, the definite and the indefinite articles and some marks that will assist you reading ability in Arabic language. In this unit, you are to learn about **الجُمْلَةُ الإِسْمِيَّةُ** (nominal sentence) and **الجُمْلَةُ الفِعْلِيَّةُ** (verbal sentence). In Arabic a simple sentence may begin with noun or verb. The sentence which begins with noun is called **الجُمْلَةُ الإِسْمِيَّةُ** while the one which begins with verb is called **الجُمْلَةُ الفِعْلِيَّةُ**. You will therefore, learn in this unit, the reading, comprehension and construction of Arabic simple nominal and verbal Arabic sentences.

### 2.0 OBJECTIVES

It is hoped that by the end of this unit you will be able to

- Explain what constitutes Arabic simple nominal sentence
- Explain what constitutes Arabic simple verbal sentence
- Identify simple nominal sentences in Arabic texts
- Identify simple verbal sentences in Arabic Texts
- Construct simple Arabic nominal sentences
- Construct simple Arabic verbal sentences



### 3.0 MAIN CONTENT

**3.1 Structure of Arabic Simple Nominal Sentences :** تركيب  
 الجمل الاسمية In Arabic as in English or some other languages a nominal sentence الاسمية is a sentence which begins with a noun or a pronoun ضمير e.g.

**TEXT 1**

	-1
	-2
	-3
هـ	-4
	-5
	-6
يَل	-7
نَع	-8
يَل	-9
	-10
هـ	-1
هـ	-2
هـ	-3
هـ	-4
يَل	-5

The Arabic nominal sentence is very often found introduced by the particle ( ) Inna after which the subject is in the nominative . e.g

Abdullahi is a

rich man

Indeed, Abdullahi is

a rich man

The man is present

Indeed, the man is

Indeed, the أهـ present

يَل يَل woman is a clever cook



### 3.2 The Structure of Arabic Simple Verbal Sentence

An Arabic verbal sentence **جُمْلَةُ الْفِعْلِيَّةِ** is the sentence which begins with verb while the subject follows e.g:

#### TEXT 3

- 1 نَبِيٌّ
- 2 يَهْدِي
- 3
- 4
- 5
- 6
- 7 / يَهْدِي هُوَ
- 8 يَهْدِي
- 9 يَهْدِي
- 10

#### Self Assessment Exercise 3

#### التدريب

- Form verbal sentences using the following verbs  
الآتية:

يَهْدِي                      يَهْدِي                      يَهْدِي

#### TEXT 4

Read the following Sentences

Salih embarked on the bus -1

Ibrahim visited his friend -2 زَارَ إِبْرَاهِيمُ صَدِيقَهُ

Yahya put on his clothes -3 ارْتَدَى يَحْيَى مَلَابِسَهُ

Sa 'd brought out exercise book -4 أَخْرَجَ سَعْدُ الدَّفْتَرَ مِنَ الْحَقِيبَةِ  
from the bag.

Zubayr drew the map -5 رَسَمَ زُبَيْرُ الْخَرِيطَةَ

Fatimah wrote the assignments.	-6
My brothe	-7
	slaughtered the hen.
My mother	-8
	cooked super.
Adam	-9
	ate apple.
Khadijah cut the meat	-10 - قَطَعَتْ خَدِيجَةَ اللَّحْمِ

### Self Assesment Exercise 2

Re- arrange the following to become sentences

رَتِّبْ مَا يَأْتِي لَتَكُونُ جَمَلًا مَفِيدَةً:

- 1- الْحَقِيبَةُ - - - - - التَّلْمِيذُ - - - - -
- 2- هَلْ - - - - - مَرِيضَةٌ - هُنَاكَ - تَلْمِيذَةٌ
- 3- - - - - دَهَبٌ - - - - -
- 4- عِنْدَهُمْ - - - - - جَدِيدٌ - - - - -
- 5- تَلْمِيذَاتٌ - هُنَاكَ - - - - -

### 4.0 CONCLUSION

Arabic sentence may start with noun; it is then called **الجُمْلَةُ الإِسْمِيَّةُ** nominal sentence. It may be very simple consisting of subject and predicate, simple in construction, reading and understanding. The Arabic nominal sentence is very often found introduced by the particle ( ) **Inna** after which the subject is in the nominative.

An Arabic sentence may also start with verb after which the subject will follow. It is then called **الجُمْلَةُ الفِعْلِيَّةُ**

### 5.0 SUMMARY

This unit teaches you the reading and comprehension of Arabic simple nominal and verbal sentences. It also provides texts and tests which train you on construction of such sentences.

### 6.0 TUTOR MARKED ASSIGNMENT

1- اسمية - - - - -  
 فيما يأتي:

2- الآتية هذه : سعيد ينزل

1- يَأْتِي

2- يَأْتِي هـ

3- يَأْتِي هـ

4- يَأْتِي

5- يَأْتِي

6- يُيَ إِدَا يَ

3- استعمل الكلمات الآتية في جمل مفيدة من إنشائك:-

Use the following words in good sentences:

(وَلَدٌ، مَطَرٌ، عُرْفَةٌ سَيَّارَةٌ، جِلْدٌ)

2- ضَعْ خَطَا تَحْتَ الْكَلِمَةِ الْغَرِيبَةِ فِي كُلِّ مُجْمُوعَةٍ:

Underline the odd words from the following:

1- هَلْ - - -

2- هُوَ - - -

3- هُمَا - أَيْنَ - هُمْ

4- كَيْفَ - - - هِيَ

5- يَدْخُلُ - يَخْرُجُ - يُسَافِرُ

## 7.0 REFERENCES/ FURTHER READINGS

1. David Cowan (1976). *An introduction to Modern Literary Arabic* New York, London.
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## UNIT 4: STUDY OF SELECTED ARABIC PROSE AND POETRY TEXTS

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 The Arabic Prose and its Example
  - 3.2 The Arabic Poetry and its example
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/ Further Readings

### 1.0 INTRODUCTION

The last lesson presented to you some examples of nominal and verbal Arabic sentences. It was there you learnt that Arabic sentences are of two types, **الجُمْلَةُ الإِسْمِيَّةُ** is the sentence begins with a noun while **الْفِعْلِيَّةُ** is the one beginning with a verb.

Like any other language, ideas or thoughts and intentions may be expressed in Arabic flowing smoothly long or short devoid of metres or rhymes. This kind of expression is said to be prose language. On the other hand those gifted or well trained may want to be emotional pouring out their ideas and thoughts in form of beautiful songs observing a metre or rhyming words. This is called poetry. This unit teaches you the difference between prose and poetry in Arabic language with examples

### 2.0 OBJECTIVES

It is hoped that by the end of this unit you will be able to

- Read and define what constitutes an Arabic prose
- Read and describe what constitute an Arabic poetry
- Identify what constitute Arabic prose
- Identify what constitute Arabic poetry passages

### 3.0 MAIN CONTENT

#### 3.1 The Arabic prose and its Example التعريف بالنثر

يَ هُ التَّعْبِيرَاتِ عَن  
يَ :  
The Village القرية

##### Vocabulary

Quiet; calm	هَادِئَةٌ
Palm leaf stalk	جَرِيدٌ
Straw	
Uproar	ضَجِيحٌ /
Crowd	
Wide, Spacious	فَسِيحٌ
Big, large	
Blooming	
Garden, orchard	
Grape vine	
Vine yard	
Fertility	
Weakness, gentleness	

##### القرية

يَعِيشُ بَعْضُ الْإِنْسَانِ فِي قَرْيٍ صَغِيرَةٍ، حَيَاةَ الْقَرْيَةِ هَادِيَةً بَسِيطَةً صَحِيَّةً،  
بُيُوتَهَا مَبْنِيَّةً بِاللَّبَنِ دِينَةً وَأَزْدِحَامِهَا.  
بِالْجَرِيدِ وَالْقِ نَهَا بَعِيدَةً عَن ضَجَّةِ

لَيْسَ فِي الْقَرْيَةِ شَوَارِعُ فَسِيحَةٍ وَأَبْنِيَّةُ ضَخْمَةٌ وَلَكِنَّ فِيهَا جَنًّا  
وَعُيُونًا تَتَفَجَّرُ مِنْهَا الْمِيَاهُ الْعَذْبَةُ الْبَارِدَةُ.

فِي الْقَرْيَةِ نَسِيمٌ عَلِيٌّ وَظِلٌّ ظَلِيلٌ وَمَظْهَرٌ جَمِيلٌ، وَعَمَلٌ صَابِرٌ وَدَعَاةٌ  
سَعِيدَةٌ وَأَجْوَاءٌ نَقِيَّةٌ، وَفِي كُلِّ قَرْيَةٍ مَسْجِدٌ يُصَلِّي فِيهِ أَهْلُهَا، وَمَدْرَسَةٌ يَتَعَلَّمُ  
فِيهَا أَطْفَالُهَا، وَلِكُلِّ قَرْيَةٍ سُوقٌ يُقَامُ فِي يَوْمٍ مِنَ الْأَسْبُوعِ يَ ضُرُّ إِلَيْهِ النَّاسُ  
مِنَ الْقَرْيِ الْمَجَاوِرَةِ وَمَعَهُمُ الْمَوَاشِي وَالْحُبُوبُ وَالْخَضَرُ لِيَبِيعُوهَا، وَيَسْتَمِرُّ  
السُّوقُ مِنَ الصَّبَاحِ إِلَى الْمَسَاءِ ثُمَّ يَعُودُ النَّاسُ إِلَى بُيُوتِهِمْ.

##### Self Assessment Exercise

##### حياة القرية؟

إِسْتَعْمِلِ الْكَلِمَاتِ وَالتَّعَابِيرَ التَّالِيَةَ فِي جُمَلٍ قَصِيرَةٍ.

الجريدُ القشُّ شوارعُ فسيحةٌ سيمٌ عليٌّ هـ

B. The Town

المدينة

Vocabulary

To plunder; pillage	نَهَبَ
To penetrate; pass through	
Methods; ways	أَسَالِبُ
Instigation	
Bargaining	
Tar	/
Asphalt	/

المدينة

الحياة في المدينة غير الحياة في رية . نهار حياة صاخبة وازدحام  
أنهم في مية . ترى السيارات  
والقطر الكهربائيها تزيدها أن نهب الأ

اليب الإغراء

في كل مدينة مطاعم وحوانيت ومخازن  
ومشترتون أتقنوا أساليب المساومة، في المدينت  
وتكثر في المدينت

السينما. وشوارع المدينة عريضة. وهي نظيفة يها  
نية شاهقة يها

الحياة في المدينة تمتاز بالسرعة.

يسيروا بسرعة. ويشربون في المقاهي والمط  
من كل دقيقة من دقائق حية هـ .  
المدينة هي الحياة . وهي تجمع العمل إلى

Self Assessment Exercise

هات وصفا للمدينة بالإيجاز .  
بماذا تمتاز المدينة؟

### 3.2 The Arabic Poetry and its Example

هـ:

معانيها

Vocabulary

Meaning

Mirage	سَرَابٌ. حَيْدَعٌ
Desert, wilderness	بَادِيَةٌ



To deceive, cheat	
To inhale	
To stink	,
Stinking	
Subjects/people	رَعِيَّةٌ، شَعْبٌ
Garment, dress	
To search, examine	
To become ill	
To aid, succour	
Distress, adversity, hardship	
Disaster, calamity	

الْعِلْمُ عِزٌّ (للشَيْخِ أَحْمَدَ بْنِ مُحَمَّدٍ (

فَكُلُّ عِزٍّ بَعِيرِ الْعِلْمِ مُنْقَطِعٌ  
وَالْجَهْلُ رَائِدُهَا  
مَعْرَةٌ الْجَهْلِ إِدْبَارٌ وَمَنْقَصَةٌ  
يَمُوتُ ذُو الْجَهْلِ لِأَذْكَرٍ وَلَا أَثَرَ  
يَكْفَى ذُو الْجَهْلِ فِي الدُّنْيَا مَنَقَصَةٌ  
جُهَالٌ  
لَكِنْ أَوْلُو الْعِلْمِ أَحْيَاءٌ وَإِنْ قَبِرُوا  
يَسْتَنْشِقُ الْكُلُّ كَالرَّيْحَانِ سِيرَتَهُمْ  
أَكَابِرُ الْكُونِ مَهْمَا طَارَ طَائِرُهُمْ  
هُمُ  
أَفْعَالُهُمْ مِنْ عِيٍّ  
هُمُ الْعِيَاثُ إِذَا مَا أْزَمَتْ  
بِاللَّهِ مَا خَابَ يَوْمَ الْقَصْدِ زَائِرُهُمْ  
يَا رَبَّنَا اجْعَلْ رِجَالَ الْعِلْمِ فِي شَرَفٍ  
وَاخْتِمَ بِخَيْرٍ

فَائِهَا لِدَوِيهَا بَدْ  
وَعِزُّهُ الْعِلْمُ إِسْعَادٌ وَإِقْبَالٌ  
نِ الْبَيْدِ حَتَالٌ  
بِإِيْنِ الْوَرَى أَنَّهُمْ فِي النَّاسِ  
عَلَى مَقَابِرِهِمْ نُورٌ وَإِجْلَالٌ  
فَالطَّيْبُ شَافٍ وَنَتْنُ الرِّيحِ قَتَالٌ  
هُمُ الرَّعَايَا وَأَهْلُ الْعِلْمِ أَقْيَالٌ  
لَكِنْ سِوَاهُمْ لِهَذَا أَلْ هُرْ أَسْمَا  
فَلَيْسَ فِيهَا إِذَا فَتَشَّتْ إِعْلَالٌ  
وَهُمْ لِدِينِ النَّبِيِّ الْمُصْطَقَى آلُ  
إِنَّ الْجَمِيعَ لِنَصْرِ الدِّينِ أَبْطَالُ

#### 4.0 Self Assessment Exercise

- وَصَّحْ صِفَاتِ الْعِلْمِ الَّتِي ذَكَرَهَا الشَّاعِرُ فِي هَذِهِ الْقَصِيدَةِ
- فَسِّرْ مَعْنَى الْبَيْتِ السَّابِعِ
- مَا مَعْنَى قَوْلِهِ "هُمُ الرَّعَايَا وَأَهْلُ الْعِلْمِ أَقْيَالٌ"؟

#### 4.0 CONCLUSION

The smoothly flowing long or short Arabic expression of ideas, thoughts or intentions devoid of metres or rhyming words are called *Nathr* (prose). The gifted or well trained individuals are sometimes emotional thus pouring out their ideas following particular metric patterns and rhyming words. Such expressions are said to be *shi'r* (poetry). Examples of this are presented in the lesson above.

## 5.0 SUMMARY

This unit introduces you to prose and poetry in Arabic. You are provided with interesting examples of both as illustration for your understanding. Exercises are also given to you to test the extent of your assimilation of the topic of prose and poetry.

## 7.0 TUTOR MARKED ASSIGNMENTS

يُ

"الْقَرْيَةُ مَصْدَرُ الْخَيْرِ" نَاقِشْ؟

اسْتَعْمِلِ الْكَلِمَاتِ وَالتَّعَابِيرَ التَّالِيَةَ فِي جُمَلٍ قَصِيرَةٍ

الْجَرِيدُ الْقَشُّ شَوَارِعُ فُسَيْحَةٍ نَسِيمٌ عَلِيلٌ

هَادِيَةٌ

أَكْتُبْ خَمْسَةَ أَسْطُرٍ تَصِفُ فِيهَا سُوقَ الْقَرْيَةِ

هَ ي هَا

يَمُوتُ ذُو الْجَهْلِ لَا ذِكْرٌ وَلَا أَثْرٌ .....

بِإِنَّ الْوَرَى أَنَّهُمْ فِي .....

النَّاسُ جُهَالٌ

لَكِنْ أَوْلُو الْعِلْمِ أَحْيَاءٌ وَإِنْ قُبِرُوا

.....

فَالطِّيبُ شَافٍ وَنَشْنُ

.....

الرَّيْحُ قَتَّالٌ

## 7.0 REFERENCES / FURTHER READINGS.

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2. Muhammad, B.S; Salim. H; & Husayn , A (1979). *A New Arabic Course for Nigeria: Pupils Book 4*; Lagos, Longmans.
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## UNIT 5: THE DIFFERENCE BETWEEN PROSE AND POETRY WITH EXAMPLES.

## CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Letter writing as an example of Arabic prose
  - 3.2 Story writing as an example of Arabic prose
  - 3.3 Poems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/ Further Readings

### 1.0 INTRODUCTION

The focus on the last lesson was to differentiate between Arabic prose and Arabic poetry. Some passages were presented as examples of prose texts while some poems written in metric and rhyming style were also given as examples of poetry texts. Further examples of prose and poetry are hereby presented to you in this unit to further explain what constitute Arabic prose and poetry.

### 2.0 OBJECTIVES

- It is hoped that by the end of this unit you will be able to read and understand letters written in Arabic language
- tell short Arabic stories
- compose short Arabic prose

### 3.0 MAIN CONTENT

#### 3.1 Letter writing.

Read the following letter written by a child who leaves in the city to his father in the village:

33760 . .

– نيجيريا

2، فبراير 1995

والدي الكريم ،

أقبلُ يدَيْكَ الكَرِيمَتَيْنِ ، وَأَرْجُوهُ تَعَالَى أَنْ يُطَيِّبَ أَيَّامَنَا بِوَجُودِكَ وَأَنْ  
يُمَتِّعَكَ بِالصِّحَّةِ وَالْعَافِيَةِ ، مَعَ جَمِيعِ أَفْرَادِ الْعَائِلَةِ وَأَنْ يُعَمِّرَكُم جَمِيعًا  
بِفَيْضِ مِنَ الْمَسْرَاتِ .

فَأَكْتُبُ إِلَيْكَ رِسَالَتِي هَذِهِ وَلَمَّا يَمُضِ عَلَى الْإِلْتِحَاقِ بِمَدْرَسَتِي الْجَدِيدَةِ  
إِلَّا أَيَّامٌ قَلِيلٌ وَلَكِنَّهَا عَلَى قَلْبِنَا تَبْدُو لِي طَوِيلَةً وَأَلِيمَةً لِأَنِّي بَعِيدٌ عَنْكُمْ  
وَعَنْ قَرِيْبَتِي الْحَبِيبَةِ .

– يَا وَالِدِي – فِي أَنَّ جَوَّ الْمَدِينَةِ يَحْتَلِفُ عَنْ جَوِّ الْقَرْيَةِ ، وَقَدْ  
يَتَأَثَّرُ الشَّابُّ بِهَذَا الْجَوِّ الَّذِي لَمْ يَأْلُفْهُ ، فَيَنْسَاقَ فِي تَيَّارِ الْمَفَاسِدِ وَالشَّهَوَاتِ  
كَمَا وَقَعَ لِكَثِيرٍ مِنَ الشَّبَابِ الَّذِينَ أَعْرَفُهُمْ .  
وَتَقِ يَا وَالِدِي بِأَنَّ ابْنَكَ لَمْ يُغَيِّرْهُ جَوُّ الْمَدِينَةِ ، بَلْ ظَلَّ عَلَى عَهْدِكَ بِهِ  
أَمِينًا وَفِيًّا مُحَافِظًا عَلَى سُلُوكِهِ وَتَهْذِيبِهِ وَخُلُقِهِ مُتَمَسِّكًا بِالْقِيَمِ الَّتِي طَبَعَتْهَا  
عَلَيْهَا .

إِنِّي مُنْذُ أَنْ فَارَقْتُ الْقَرْيَةَ وَتَرَكْتُ الْعَمَلَ فِي ثَرْبَتِنَا الْخَصِيبَةَ الْمَعْطَاءِ  
وَحُقُولِنَا الْمُمَرَّعَةَ الْخَيْرَةَ ، اتَّجَهْتُ إِلَى حَقْلِ آخَرَ ، هُوَ حَقْلُ الْعِلْمِ وَالْمَعْرِفَةِ  
، وَكَمَا كُنْتُ أَسْقِي ثَرْبَةَ الْقَرْيَةِ بِعَرَقِي وَدَمِي فَهَاتِنَا أُنْبُلُ كُلَّ مَا فِي  
جُهْدِي فِي هَذَا الْحَقْلِ الْجَدِيدِ لِأَجْنِي أُنْبِعَ الثَّمَرَاتِ وَأَفْضَلَ الْإِنْدِ

والدي الكريم ،

كُنْتُ أَوْدُ أَنْ أَتَحَدَّثَ طَوِيلًا عَنْ سَيْرِ الدُّرُوسِ وَالْمَنَاهِجِ وَمَهَارَةِ  
وَقُدْرَتِهِمْ وَتَفَانِيهِمْ فِي الْقِيَامِ بِعَمَلِهِمْ ، وَلَكِنِّي لَا أَجِدُ لَدَيَّ مُنْسَعًا مِنَ الْوَقْتِ  
لِكُلِّ ذَلِكَ ، فَأَنَا أَكْتُبُ إِلَيْكَ هَذِهِ الرَّسَالَةَ بَعْدَ أَنْ أَنْجَزْتُ كِتَابَةَ وَظَائِفِي  
بَاتِي فِي الْحِفْظِ وَالِاسْتِذْكَارِ ، وَهِيَ ذِي السَّاعَةِ تُشِيرُ إِلَى  
الْوَادِعَةِ بَعْدَ مُنْتَصَفِ اللَّيْلِ . وَكُلُّ مَا حَوْلِي سَاكِنٌ خَلَا صَرِيرَ هَذَا الْقَلَمِ ،  
وَخَفَقَانَ هَذَا الْقَلْبِ الَّتِي تَتَوَثَّبُ فِي صَدْرِي شَوْقًا إِلَى لِقَاءِ الْأَهْلِ  
وَالْأَحْبَابِ ، وَتَلْهَقًا إِلَى قَرِيْبَتِي الْحَبِيبَةِ مَرْتَعِ طُفُولَتِي وَمَهْوَى فُؤَادِي ،  
قَرِيْبَتِي الَّتِي لَا أَحْنُ إِلَى أَرْضِ سِوَاهَا ، وَمَهْمَا طَالَ الْبُعْدُ وَامْتَدَّ الْوَرَأَقُ  
حُرَّهَا وَرَوْعَةَ جَمَالِهَا وَبِرَاءَةَ أَهْلِهَا .

إِنِّي أَشْعُرُ فِي هَذِهِ السَّاعَةِ بِالذَّاتِ بِوَحْشَةٍ تَجْتَاحُ نَفْسِي ، فَلَا يُخَفِّفُ  
مِنْ وَقَعِ أَلَمِهَا إِلَّا الْأَمَلُ بِقُرْبِ لِقَائِكُمْ مَعَ وَالِدَتِي وَإِخْوَتِي جَمِيعًا ، وَالتَّمَتُّعُ  
بِالْحَيَاةِ الْعَائِلِيَّةِ السَّعِيدَةِ الَّتِي كُنْتُ أَحْيَاهَا دُونَ أَنْ أَذُوقَ مَرَارَةَ الْفُرْقَةِ

، وَتَحِيَّاتِي الْخَالِصَةَ لَكَ وَلِوَالِدَتِي الْكَرِيمَةِ ،  
وَسَلِّمُوا لِمَنْ لَا يَنْسَاكُمْ .

سعيد كولاوولي يحي

### 3.2 Story writing:

Read the following story for your understanding:

النص: سَرَقَةُ الْحَدِيثِ

إِعْتَادَ سَلِيمٌ أَنْ يَقِفَ وَرَاءَ بَابِ جِيرَانِهِ يَتَسَمَعُ حَدِيثَهُمْ، فَرَأَتْهُ أُمُّهُ وَقَالَتْ لَهُ:  
لَا تَتَسَمَعُ حَدِيثَ النَّاسِ يَا بُنَيَّ فَإِنَّ سَرَقَةَ دَيْثِ عَادَةِ قَبِيحَةٌ كَسَرَقَةِ الْمَتَاعِ.  
فَلَمْ يُصْنَعْ سَلِيمٌ إِلَى نَصِيحَةِ أُمِّهِ. وَفِي ذَاتِ لَيْلَةٍ رَأَى بَابَ الْجِيرَانِ مُغْلَقًا  
. فَشَاهَدَهُ صَاحِبُ الْبَيْتِ وَظَنَّهُ سَارِقًا فَضْرَبَهُ بِالْعَصَا ضَرْبَةً أَسَالَتْ الدَّمَ  
مِنْ رَأْسِهِ. فَصَرَخَ مِنَ الْأَلَمِ، وَسَمِعَتْهُ أُمُّهُ فَأَسْرَعَتْ إِلَيْهِ.  
وَقَالَتْ لَهُ أُمُّهُ: هَذَا الْعَمَلُ مَرَّةً أُخْرَى.

نَا مُسَلِّمٌ صَغِيرٌ، أَحَبَّ اللَّهُ لِأَنَّهُ خَلَقَ كُلَّ شَيْءٍ خَيْرًا  
نَمَدًا صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، الْمَبْعُ  
وَمُبَشِّرًا وَنَذِيرًا لِلْعَالَمِينَ.  
أَمَنْتُ بِاللَّهِ كَمَا هُوَ بِأَسْمَائِهِ وَصِفَاتِهِ. شَهِدْتُ أَنَّهُ وَاحِدٌ، لَا شَرِيكَ لَهُ  
وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ.

All that are given above are examples of Arabic prose. They also include long and short sentences like the ones below. Simple questions and answers also fall under the category of prose.

- |         |    |    |   |
|---------|----|----|---|
| هـ      | يـ | يـ | : |
| 1- اهيم |    |    |   |
| 2- يـ   | يـ | يـ |   |
| 3- يـ   | يـ | يـ |   |
| 4- يـ   | يـ | يـ |   |
| 5- يـ   | يـ | يـ |   |
| 6- هـ   |    |    |   |

### Self-Assessment Exercise 1

التدريب

Fill in each of the following blanks with a suitable expression from those in brackets.

- ( يَ , يُ , يَ , يَ - يَ )
- ..... يَ -1
- ..... يَ -2
- ..... يُ -3
- ..... يَ -4
- ..... يَ هُ -5

On the other hand, some verses are also presented below to show what Arabic poetry looks like. Poetry is the art of writing poem. That is a type of writing set out in lines which usually have a regular rhythm and often rhyme.

Following are examples of Arabic poetry:

**3.3 Poems**

يُ هَ هَ \*\* هَ \*\*

يَ هَ هَ

يَ يَ يَ يَ

يَ يَ يَ يَ

يَ يَ يَ يَ

يَ يَ يَ يَ

يَ يَ يَ يَ

معناها :  
 الهم :  
 يولى :  
 يولى :

:

**Self Assessment Exercise 2**

**التدريب**

1- هَ هُمُ - يُعْرِي الِ - رَسِيمُ - هَ  
 2- هَ ي هَا هَ ي هَا هَ  
 ق: حَبِه \*\*

.....  
 \*\* .....

..... \*\* .....

نَ و هَ \*\* يَمَ

\*\* حَ .....  
 .....

**4.0 CONCLUSION**

We have provided for you in this unit the difference between Arabic prose and poetry with texts for reading and understanding. You could see that Arabic prose is a sort of writing which is not in verse. It is just an ordinary writing which does not follow any special arrangement both in writing and reading. Arabic letter writing, stories, or reports are examples of prose writing. On the other hand, some verses are also presented in the lesson to show what Arabic poetry looks like. Poetry is the art of writing poem. That is a type of writing set out in lines which usually have a regular rhythm and often rhyme.

**5.0 SUMMARY**

This unit was focused on the Arabic prose and poetry giving you good examples on how to differentiate between the two. Some prose writings in the form of letter writing, stories, reports etc are given to acquaint students with the theme of the lesson. More so, some poems written in verses were also given to educate the students. At the end, some exercises were given to test the students on their level of comprehension of the differences between Arabic prose and poetry.

**6.0 TUTOR MARKED ASSIGNMENT**



- 1- Explain with examples the difference between Arabic poetry and Arabic prose.

بَيْنَ

- 2- Fill in each of the following spaces with a suitable expression from those in Brackets.

إملاً الفراغات الآتية:

( ، يُ ، ي ، ي )

- 1- ..... يُ
- 2- ..... يُ
- 3- ..... تُ يُ
- 4- ..... يُ يِرَ ..... جِذَاءَ أُمَّهَا.
- 5- هُوَ يُجِبُّ ..... إِلَى مَكْتَبِ الْبَرِيدِ

3. Use each of the following words in sentences.

6- هَ - يَ - يُ - هَ

قَ هَ هَ هَ

7- هَ هَ هَ هَ

هَ هَ هَ هَ

حِبِّهِ \*\*

\*\*

\*\*

تَا وَهَ \*\* يَمَ

\*\*

ي

## 7.0 REFERENCES / FURTHER READINGS.

1. Muhammad 'Af f Az-zu'by (Ed) (1974). *D w n Al-Im m Ash-sh f'i*. Lagos, Nigeria.
2. Muhammad, B.S; Salim. H; & Hussainy, A. (1979). *A New Arabic Course For Nigeria: Pupils Book 4*, Lagos. Longman Nigeria.
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ʾl-ʿa rayn..., (*sic.*) Cairo.

**MODULE 2****UNIT 1: READING AND WRITING ABILITY OF FULLY VOCALIZED SHORT ARABIC PROSE TEXTS****CONTENT**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 الولد الكذاب
  - 3.2 منزلنا
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/ Further Readings

**1.0 INTRODUCTION**

During the last lesson, you came across letter writing, stories, speech and poems written to explain further on Arabic prose and poetry. In this unit you shall learn how to read and write fully vocalized short Arabic prose texts. A set of short vocalized Arabic texts are presented to you for reading and understanding.

**2.0 OBJECTIVES**

It is hoped that by the end of this unit you will be able to read and write fully vocalized short Arabic prose texts perfectly. You should be able to formulate some simple Arabic sentences with full vocalization.

**3.0 MAIN CONTENT****3.1 Reading and writing of fully vocalized short Arabic prose texts****TEXT 1**

يَبِيَّ  
هَذَا  
يَرُ

**الولد الكذاب**

هَذَا  
يَبِيَّ  
!

هَذَا  
يَبِيَّ  
!

**النص الأول**

يَبِيَّ  
يَبِيَّ  
:"

يَبِيَّ  
يَبِيَّ  
:"

يَبِيَّ  
يَبِيَّ  
:"

يَبِيَّ  
يَبِيَّ  
:"

يَبِيَّ  
يَبِيَّ  
:"

! ! " ه  
 ه ي ي  
 ي ه ي

- إِي أَيْنَ خَرَجَ الْوَلَدُ مَعَ غَنَمِهِ؟  
 - مَاذَا فَعَلَ الْوَلَدُ لِيَضْحَكَ عَلَيَّ أَهْلَ الْقَرْيَةِ؟  
 - هَلْ وَجَدُوا أَهْلَ الْقَرْيَةِ الدِّئِبَ؟  
 - هَلْ خَرَجَ أَحَدٌ إِلَيَّ الْوَلَدِ فِي يَوْمِ النَّائِي؟  
 - بَلْ لِهَذِهِ الْقِصَّةِ.

## TEXT 2

الْمَنْزِلَ مَحَلًّا يَسْكُنُ فِيهِ الْإِنْسَانُ وَيَأْوِي إِلَيْهِ لِيَسْتَرِيحَ مِنْ عَنَاءِ  
 الْأَعْمَالِ، وَيَتَّقِي غَوَائِلَ الْبَرْدِ شِتَاءً وَالْحَرَارَةَ صَيْفًا، مَنْزِلُنَا مَنْزِلٌ  
 صَحِيٌّ جَمِيلٌ، إِذَا أَرَادَ أَحَدٌ أَنْ يَبْنِيَ الْمَنْزِلَ فَلَا بُدَّ لَهُ أَنْ يَطْلُبَ  
 الْمُهَنْدِسَ الْبَارِعَ لِيُقِيمَ التَّصْمِيمَ فِي قِطْعَةِ أَرْضِهِ، ثُمَّ يَحْفِرُ الْأَسْوَ  
 وَيُقِيمَ الرِّكَائِزَ وَيَسْتَمِرُّ فِي بِنَائِهِ شَيْئًا فَشَيْئًا، حَتَّى يَنْتَهِيَ وَيَصِيرَ مَنْزِلًا  
 جَمِيلًا.

سَرِيرَانِ وَخِزَانَتَانِ، وَكَانَ فِيهَا مِنْضَدَتَانِ عَلَيْهِمَا جِهَازُ الرَّادِيُو  
 وَالْهَاتِفِ، نَشَعْرُ  
 فِي مَنْزِلِنَا بِالْبَهْجَةِ وَالسُّرُورِ وَالْأَمَانِ، وَهُنَاكَ الْمَجْلِسُ الَّذِي يَدُ  
 فِيهِ وَالِدُنَا ضِيُوفَهُ، وَهُنَاكَ عُرْفَةُ طَعَامِنَا الَّتِي تَحْتَوِي عَلَى  
 خُورَانٍ، وَعَلَى الْخُورَانِ أَدْوَاتُ الْأَكْلِ مِنْ أَطْبَاقٍ وَأَكْوَابٍ وَقَوَارِيرِ  
 وَمَلَاعِقَ وَمَلَاقِطَ وَسَكَكِينَ، وَإِلَى جَانِبِهَا عُرْفَةُ النَّوْمِ ثُمَّ  
 لِلْإِسْتِقْبَالِ وَهِيَ الَّتِي نَسْتَقْبِلُ فِيهَا الزُّوَارَ وَالضُّيُوفَ.  
 لِلْمَنْزِلِ أَبْوَابٌ نَدْخُلُ مِنْهَا وَنَخْرُجُ وَنَوَافِدُ تَسْمَحُ لِلْهَوَاءِ الْخَفِيِّ وَالْأَشِعَّةِ  
 الشَّمْسِ بِالدُّخُولِ وَلِهَذِهِ الْأَبْوَابِ وَالنَّوَافِدِ مَصَارِيعٌ لِكُلِّ وَاحِدٍ مِنْهَا  
 مَصْرَاعَانِ تَفْتَحُهُمَا وَتُعَلِّفُهُمَا كَلِمًا  
 وَفِي فِنَاءِ الْمَنْزِلِ مَلْعَبَانِ، كُلُّ شَيْءٍ فِي الْمَنْزِلِ جَمِيلٌ كُلُّ وَجْهِ فِيهِ  
 حَبِيبٌ، مَا أَحْسَنَ الْمَنْزِلَ وَأَحْلَاهُ.

Exercises

- مَا هُوَ الْمَنْزِلُ؟  
- مَاذَا يَفْعَلُ الْمُهَنْدِسُ؟

- وَيَمَازَا خُصَّتْ كُلُّ مِنْهَا؟

**Self Assessment Exercise**

**التدريب الأول**

يَ):

يَ:

( يَ يَ )

هُ

.....

يَ:

هُ

.....

.....

**4.0 CONCLUSION**

We have given you in this unit a passage in fully vocalized Arabic prose text for you to read and write in order to increase your reading and writing ability in Arabic language. Arabic text is vocalized by placing some diacritical marks upon or under each letter of Arabic words in the passage. These marks are called *harakat* i.e. vowels. They are of two groups namely: short vowels and long vowels. The short vowels are *fatihah*, *kasrah* and *dammah*. The *fatihah* is a short horizontal stroke “\_” representing sound [a] as in [pat]. It appears only upon Arabic letters. *Kasrah* is also a short horizontal stroke “\_” placed only under Arabic letters to represent sound [i] as in [pit]. And *dammah* is a mark that appears like a comma “,” placed upon Arabic letter to represent sound [u] as in [put]. The long vowels are alif [ا], y u [ي] and w w [و] which are attached to the short vowels *fatihah*, *kasrah* and *dammah* respectively, to elongate them. Other mark used in vocalization is *shaddah* which looks like a small double U “w”. This sign is used to indicate that there are two identical letters with one assimilated to the other and such letter is pronounced with emphasis. *Sukun* is another sign which looks like a small zero “o”. It is placed upon any letter that carries no vowel. All the marks mentioned above are employed to vocalize Arabic passage.

**5.0 SUMMARY**

This unit was focused on texts of fully vocalized Arabic prose to give you good exercises in Arabic communication and sound stability in using Arabic sentences. In the lesson, you also learnt about vowel signs like *fatihah*, *kasrah*, *dammah*, *alif*, *yau*, *waw*, *shaddah* and *sukun* which are all used in vocalizing Arabic texts in order to simplify reading. At











## 6.0 TUTOR MARKED ASSIGNMENT

- أولاً : ( ه ه )  
 ثانياً : ( ه ه )  
 1- .....  
 2- .....  
 3- .....  
 4- .....  
 5- .....  
 ثالثاً: أجب عن الأسئلة الآتية من  
 1- هل طاع أولاد القطة أمهم؟  
 2- لأي شيء ذهبت القطة البيضاء وتركت صغارها؟  
 3- .....  
 4- .....  
 5- .....

## 7.0 REFERENCES/ FURTHER READINGS

1. Mohammad, B.S., Salim, H., & Husainy, A, (1979). *A new Arabic course for Nigeria: Pupils Book 1-5* Lagos, Longman Nigeria
2. Abdullahi bn Ahmad (Ed.) (1992). *Silsilatut - ta'lim Lughatil Arabiyyah Book 3*, Riyad KSA
3. Ibrahim Muhammad Nuhaas & Co. (1985/1405). *Al-Qir'atu wal-mahf'zah, 6th ed.* Bahrayn.
4. Ali Muhammad, H & Zakī Ali, S (1992). *Al-adab wa `t-T rīkh fi `l-`a rayn, (sic.)*, Cairo.



## UNIT 3: READING AND UNDERSTANDING OF UN-VOCALIZED ARABIC PROSE TEXTS

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 فائدة الماء
  - 3.2 حفلة الأصدقاء
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked assignment
- 7.0 References/ Further Readings

### 1.0 INTRODUCTION

Two vocalized passages were given in the last lesson to teach you further reading on vocalized Arabic prose. In this unit two unvocalized passages are presented to acquaint you with the method of reading unvocalized Arabic passages. The unit aims at teaching you how to perfectly read and write un-vocalized Arabic prose text; this is to ensure that you are able to read any Arabic literature passages without tears.

### 2.0 OBJECTIVES

It is hoped that by the end of this Unit, you should be able to

- read and understand un-vocalized Arabic prose texts
- practice the writing of un-vocalized short Arabic sentences on your own.

### 3.0 MAIN CONTENT

#### 3.1

#### TEXT 1

#### فائدة الماء

#### النص الأول

وتسيل منها المياه إلى الوديان، ثم تتجمع هذه المياه، وتكون بحيرة واسعة، ثم يفيض ماء البحيرة، ويجري على الأرض التي حولها، ويكون نهرا طويلا، وتحمل مياه النهر ما تستطيع من النباتات، والأشجار، والطين، وغير ذلك مما يقابلها في مجري النهر ويجري النهر في السهول والوديان من منبعه إلى مصبه ويسقي

النبات والحيوان والإنسان, وحينما نفكر في هذا النهر وفوائده وكيف تكوّن نذكر قول الله تعالى " والله الذي أرسل الرياح فتثير سحابا فسقناه إلى بلد ميث فأحيينا به الأرض بعد موتها "

### New Words

### الجديدة

/ - - - /  
الوديان- بحيرة - فاض/ يفيض- كوّن/ يكوّن- جرى/ يجري-  
- السهول- -

### Self Assessment Exercise 1

### التدريب الأول

أجب عن الأسئلة الآتية:-

- 1- ماذا يحدث لماء البحيرة إذا فاض؟
- 2- ماذا تحمل مياه النهر؟
- 3- أين يجري النهر؟
- 4- ماذا نسمى بداية النهر
- 5- كيف تتكون مياه البحيرة؟
- 6- ما فوائد النهر؟

### TEXT 2

### النص الثاني حفلة الأصدقاء

أعدّ أحمد وليمة كبيرة تكريما لإبراهيم. فاجتمع الأقارب والصدقاء, في حجرة الطعام, وضعت مائدة كبيرة في وسط غرفة الطعام وصقت حولها الكراسي, ووضعت فوقها أصناف مختلفة من الطعام, ووزعت الأصناف بطريقة يسهل تناولها,

ن النشويات الرزّ والخضراوات كالفاصولياء الخضراء والبامية والملوخية. ثم قدمت أنواع من الفاكهة كالبرتقال والتفاح والموز والعنب والبطيخ فأكل الجميع منها وحمدوا الله ثم شرب بعضهم الشاي وشرب بعضهم القهوة. شكر إبراهيم أحمدا على حسن ضيافته, ودعا له بالخير ذن وانصرف واستأذن الجميع وانصرفوا

### Plural

### Singular

القريب  
الصديق

الفواكه

الفاكهة

**Self Assessment Exercise 2****التدريب الثاني**

1- املأ الفراغات في الجمل الآتية باختيار الكلمة المناسبة مما يلي:

( صفا، حافلا، أصناف، وزع، تكريم، الملوخية، اليوسفي )

- 1- .....
  - 2- حسان ..... لحم أضحيتة على جيرانه  
والمساكين
  - 3- كان يوما ..... بالزيارات لم نجد فيه وقتا للراحة
  - 4- ضمت الوليمة ..... مختلفة من الطعام
  - 5- .....
  - 6- .....
  - 7- الضيف واجب .....
- 2- استعمل كل كلمة من الكلمات التالية في جمل مفيدة
- 1- 2- يوزع 3- 4- 5- وليمة

**4.0 CONCLUSION**

We have given you in this Unit, un-vocalized short Arabic prose texts for reading and understanding, and then we have analyzed some new Arabic words in order to improve your ability in Arabic reading.

**5.0 SUMMARY**

This Unit was focused on un-vocalized short Arabic prose texts to give you good standard of reading and understanding of Arabic passage. Students are expected to practice the reading and there after vocalize the passages. Some other exercises were also put down for students to practice to assist their comprehension of the lesson.

**6.0 TUTOR MARKED ASSIGNMENT**

- 1- هات جمع هذه الكلمات الآتية من النص :
- ( القريب- الصديق-  
الفاكهة التفاحة).  
- - - -
- 2- استعمل كل كلمة من الكلمات التالية في جمل مفيدة.  
( يجتمع- تسيل- - يجري- يكون-  
وليمة- )  
- - - -
- 3- أجب عن الأسئلة الآتية حسب فهمك للدرس السابق:
- 1- ماذا يحدث لماء البحيرة إذا فاضت؟  
2- ماذا تحمل مياه النهر؟  
3- أين يجري النهر؟  
4- ماذا نسمي بداية النهر؟  
5- كيف تتكون مياه البحيرة؟  
7- النهر؟

أعدّ أحمد وليمة كبيرة تكريماً لإبراهيم. فاجتمع الأقارب والصدقاء، في حجرة الطعام، وضعت مائدة كبيرة في وسط غرفة الطعام وصقت حولها الكراسي، ووضعت فوقها أصناف مختلفة من الطعام، ووزعت الأصناف بطريقة يسهل تناولها،

والدجاج وأنواع من النشويات الرزّ والخضراوات كالفاصولياء الخضراء والبامية والملوخية. ثم قدمت أنواع من الفاكهة كالبرتقال والتفاح والموز والعنب والبطيخ فأكل الجميع منها وحمدوا الله ثم شرب بعضهم الشاي وشرب بعضهم القهوة. شكر إبراهيم أحماً على حسن ضيافته، ودعا له بالخير ثم استأذن وانصرف واستأذن الجميع وانصرفوا.

Vocalise the following text

- أعدّ أحمد وليمة كبيرة ..... الخ  
5- املاً الفراغات في الجمل الآتية باختيار الكلمة المناسبة مما يلي:  
( صفا، حافلا، أصناف، وزع، تكريم، الملوخية، اليوسفى )  
1- .....  
2- حسان ..... لحم أضحيته على جيرانه والمساكين

كان يوما .....	-3
باليارات لم نجد فيه وقتا للراحة	
ضمّت الوليمة .....	-4
مختلفة من الطعام	
.....	-5
.....	-6
الضيف واجب .....	-7

## 7.0 REFERENCE/ FURTHER READINGS

1. Abdjullahi bn. Ahmad (ed) (1992). *Sililatu ta 'l mil-lughati `l-`Arabiyya* Book 1, Riyadh, KSA
2. Muhammad, B. S., Salim, H., & Husain, A. (1979) *A New Arabic Course for Nigeria: Pupils Book1-5*. Lagos, Longman Nigeria.
3. Ibrahim Muhammad Nuhaas & Co. (1985/1405). *Al-Qir 'atu wa `l-mahf zah, 6th ed.* Bahrayn.
4. Ali Muhammad, H & Zak Ali, S (1992). *Al-Adab wa `t-T r kh fi `l'a rayn , (sic.)*, Cairo.



## UNIT 4: READING AND UNDERSTANDING OF FULLY VOCALIZED ARABIC POETRY TEXTS

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Poem 1
  - 3.2 Poem 2
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/ further Readings

### 1.0 INTRODUCTION

The last unit took you through the reading and writing of vocalized passages. Some difficult Arabic words were explained to increase your vocabularies. As a continuation of the previous lessons, this unit teaches you how to read and understand short Arabic poetry texts with vocalization; this is to ensure that you are equipped with basic standard requirements for the Arabic reading in all aspects of literature, especially in Arabic poetry.

### 2.0 OBJECTIVES

It is hoped that by the end of this Unit, you should be able to

- read and understand Arabic poetry texts.
- compose vocalized short Arabic poetry texts.

### 3.0 MAIN CONTENT

#### 3.1 Poem 1

##### TEXTS

##### النص الأول

وَمَنْ يَجْعَلِ الْمَعْرُوفَ مِنْ دُونِ عِرْضِهِ \*\* يَفِرُّهُ وَمَنْ لَا يَتَّقِ  
 الشَّيْءَ يُشْتَمُ  
 وَمَنْ يَكُ ذَا فَضْلٍ فَيَبْخُلُ بِفَضْلِهِ \*\* عَلَى قَوْمِهِ يُسْتَعْنَ عَنْهُ  
 وَيُدْمَمُ  
 وَمَنْ هَابَ أَسْبَابَ الْمَنَائِيَا يَنَالُهُ \*\* وَإِنْ يَرِقَ أَسَدُ

يَصْنَعُ الْمَعْرُوفَ فِي غَيْرِ أَهْلِهِ \*\* يَكُنْ حَمْدُهُ ذَمًّا  
 عَلَيْهِ وَيَنْدَمُ  
 وَمَنْ لَمْ يُصَانِعْ فِي أُمُورٍ كَثِيرَةٍ \*\* يُضْرَسُ بِأَنْيَابٍ وَيُوطَأُ  
 وَمَهَّمَا تَكُنْ عِنْدَ امْرِئٍ مِنْ خَلِيقَةٍ \*\* وَإِنْ خَالَهَا تَحْفَى عَلَى

(Meaning) معناها	(Word) الكلمة
يَحْفَظُهُ	يَفْرَهُ
صَاحِبُ مَالٍ كَثِيرٍ	الْمَنَائِيَا
جَمْعُ مَنِيَّةٍ، وَهِيَ الْمَوْتُ	الطَّرِيقُ
سَبَبٌ، وَالْمَقْصُودُ هُنَا	يُصَانِعُ
يُدَارِي وَيُجَارِي	الْخَلِيقَةُ
حَفَّ الْبَعِيرِ	أَوْ سَيِّئَةٌ
ظَنَّهَا	خَالَهَا

### Self Assessment Exercise التدريب

اشرح هذه الكلمات شرحاً وافياً

Explain the meaning of the following words

1- (يُصَانِعُ، الْمَنَسَمُ، الْخَلِيقَةُ، خَالَهَا، يَفْرَهُ، ذَا فَضْلٍ، الْمَنَائِيَا،

(

2- إِنْ الْحَدَرَ لَا يُنَجِّي مِنَ الْقَدْرِ، هَاتِ الْبَيْتَ الَّذِي يُؤَدِي ذَلِكَ

### 3.2 Poem 2

#### TEXT 2

#### النص الثاني

إِذَا كُنْتُ فِي حَاجَةٍ مُرْسِلًا \*\* فَأَرْسِلْ حَكِيمًا وَلَا تُوصِهِ  
 وَلَا تَذْكَرِ الدَّهْرَ فِي مَجْلِسٍ \*\* حَدِيثًا إِذَا أَنْتَ لَمْ تُحْصِهِ  
 وَنَصِّ الْحَدِيثِ إِلَى أَهْلِهِ \*\* فَإِنَّ الْوَثِيقَةَ فِي نَصِّهِ  
 وَلَا تَحْرِصَنَّ قُرْبَ امْرِئٍ \*\* حَرِيصٍ مُضَاعٍ عَلَى

جُرْصِهِ  
وَكَمْ مِنْ قَتَى سَاقِطٌ عَقْلُهُ \*\* وَقَدْ يَصْعَبُ النَّاسُ مِنْ  
شَخْصِهِ  
وَرُبَّ أَمْرٍ خِلْتَهُ مَائِقًا \*\* وَيَأْتِيكَ بِأَمْرٍ مِنْ قِصِّهِ

Words	Meaning
الْخَيْرُ الْمَجْرَبُ, صَابٌ	الْحَكِيمُ
لَا تَنْصَحَهُ لِأَنَّهُ غَيْرُ مُحْتَاجٍ لِلنَّصِيحَةِ لِخِبْرَتِهِ يَقْصِدُ طَوْلَ الدَّهْرِ لَمْ تُحِطْ بِهِ وَالْمَعْنَى:	لَا ثَوْصِهِ الدَّهْرُ لَمْ تُحْصِهِ
حَوَادِثِ التَّارِيخِ إِلَّا إِذَا كُنْتَ مُحِيطًا بِهَا مُلِمًّا بِتَفَاصِيلِهَا أَنْسِبِ الْحَدِيثَ إِلَى أَهْلِهِ الَّذِينَ نَقَلْتَهُ عَنْهُمْ وَأَذْكَرُ أَسْمَاءَهُمْ	وَنَصُّ الْحَدِيثِ الْوَثِيقَةُ
لَا تَكُنْ شَدِيدَ الطَّمَعِ فِي هَالِكِ	مَتَاعِ الدُّنْيَا
أَصْلُهُ لَا يَثْرُكُ مُنْبَهَ شَيْءٍ	قِصِّهِ

### Self Assessment Exercise 2

1- اكمل هذه الأبيات كما درست

- ..... \*\*  
 ..... \*\* حَدِيثًا إِذَا أَنْتَ لَمْ تُحْصِهِ  
 ..... \*\* الْوَثِيقَةَ فِي نَصِّهِ  
 ..... \*\* أَمْرٍ حَرِيصٍ مُضَاعٍ عَلَى

حَرْصِهِ

..... وَكَمْ مِنْ قَتَى سَاقِطٍ عَقْلُهُ \*\*

..... وَيَأْتِيكَ بِالْأَمْرِ مِنْ فَصِّهِ

2- هَاتِ كَلِمَةً بَدَلَ كَلِمَةٍ تَحْتَهَا خَطٌّ مِنَ النَّصِّ كَمَا سَبَقَ.

#### 4.0 CONCLUSION

We have given you in this Unit two different poems in full vocalized Arabic. After each of the poems, some difficult words were highlighted with their meanings given. This was done in order to improve your ability of perfect reading and understanding of Arabic passages.

#### 5.0 SUMMARY

This unit was focused on the Arabic poetry texts with full vocalization to give student good standard in Arabic reading and communication. In the passages given, some difficult words and their meanings were tabulated for students' understanding. This will assist the students to understand the passage easily and will also assist them to form simple Arabic sentences on their own without tears.

#### 6.0 TUTOR MARKED ASSIGNMENT

1- مَامَعْنَى هَذِهِ الْكَلِمَاتِ الْآتِيَةِ:

(الْحَكِيمُ، الدَّهْرُ، الْوَثِيقَةُ، الْمُضَاعُ، الْمَائِقُ، الْخَالِيقَةُ، الْمِنْسَمُ،  
الْمَنَائِيَا، دُو فَضْلٍ، )

2- إِنَّ الْحَدَرَ لَا يُنْجِي مِنَ الْقَدَرِ. هَاتِ الْبَيْتَ الَّذِي يُؤَدِّي ذَلِكَ

3- أَكْمِلْ هَذِهِ الْأَبْيَاتِ كَمَا دَرَسْتَهَا

\*\*

..... \*\* حَدِيثًا إِذَا أَنْتَ لَمْ تُحْصِهِ

..... \*\* فَإِنَّ الْوَثِيقَةَ فِي نَصِّهِ

وَلَا تَخْرُصَنَّ قُرْبَ أَمْرِي \*\* حَرِيصٍ مُضَاعٍ عَلَى

حَرْصِهِ

عَقْلُهُ \*\*

..... \*\* وَيَأْتِيكَ بِالْأَمْرِ مِنْ فَصِّهِ

## 7.0 REFERENCES/FURTHER READINGS

1. Ali Muhammad, H & Zakī Ali, S (1992). *Al-adab wa `t-T`r kh fi `l- `A rayn, (sic.)*, Cairo.
2. Muhsin, A.B; Jamil, A.A; Ahmed, R.H. (1991). *An- Nu`u `l- Adabiyya*, Jeddah, KSA.
3. Al- Ghamr w , Muhammad Husayn (1992). *Majm `ah mina `n- Nazm wa `n-Nathr*, Cairo.
4. Ali, Mohammed & Zak , Ali. (1974). *Al-`Adab wat-T`r kh fi `l- `A rayn...*  
Azhar:Cairo

## UNIT 5: READING AND UNDERSTANDING OF UN-VOCALIZED ARABIC POETRY TEXTS

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Poem 1
  - 3.2 Poem 2
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked assignment
- 7.0 References \ further Readings

### 1.0 INTRODUCTION

The focus of our lesson in the last unit was the reading of vocalized Arabic poetry where two vocalized Arabic poems were given as examples. In this unit, you will be taught how to read un-vocalized short Arabic poetry passages without tears. It is the advanced continuation of the last lesson. Unlike the last lesson where you were taken through some vocalized passages, the focus in this lesson centers on un-vocalized passages which you are expected to read and comprehend.

### 2.0 OBJECTIVES

It is hoped that by the end of the unit, you should be able to

- read and understand fully un-vocalized Arabic poetry texts perfectly.
- explain the meaning and message of some Arabic poems

### 3.0 MAIN CONTENT

#### 3.1 Poem 1

##### TEXT 1

##### النص الأول

إذا كنت في حاجة مرسلا \*\* فأرسل حكيمًا ولا توصيه  
 وإن ناصح منك يومًا دنا \*\* فلاتنأ عنه ولا تُقصه  
 وإن بان أمر عليك التوى \*\* فشاور لبيبا ولا تعصه  
 وذو الحق لا تنقصن حقه \*\* فإن القطيعة في نقصه  
 معناها

الحكيم	:	الخبير المجرب _ صلب الرأي
لا توصيه	:	لا تنصحه لأنه غير محتاج للنصيحة لخبرته
:	:	:
لا تقصه	:	لا تبعده عنك لتستفيد منه
:	:	اتستعصى حله
:	:	لا تظلمه
القطيعة	:	الهجر وقطع المودة

### Self Assessment Exercise 1

#### التدريب الأول

- اشكل الكلمات التالية من الأبيات  
 إذا كنت في حاجة مرسلًا \* \* فأرسل حكيمًا ولا توصيه  
 وإن ناصح منك يوماً دنا \* \* فلاتنا عنه ولا نُقصه  
 وإن بان أمر عليك التوى \* \* فشاور ألبيا ولا تعصه  
 وذو الحق لا تنقصن حقه \* \* فإن القطيعة في نقصه

### 3.2 Poem 2

#### TEXT 2

#### النص الثاني

لا يبلغ المرء منتهى أربه \* \* إلا بالعلم يجدّ في طلبه  
 فأوى إلى ظلّه تعش رعداً \* \* عيشاً أميئاً من سوء منقلبه  
 واتعب له تسترح به أبداً \* \* فراحة المرء من جنى تعبته  
 ولدّة العلم من تذوّقها \* \* أضرب عن شهبه وعن ضربته  
 وإن للعلم في العلا فلكا \* \* كل المعالي تدور في قطبه

معناها (Meaning)	(Word)
	أربه
	رغد عيشه
العسل الأبيض الغليظ	الشهد

### Self Assessment Exercise 2

#### التدريب الثاني

- اكمل هذه الأبيات كما حفظت

- لا يبلغ المرء منتهى أربه \*\* .....
- \*\* عيشا أميئاً من سوء منقلبه .....
- واتعب له تسترح به أبداً \*\* فراحة المرء من جنى تعبته
- \*\* .....
- \*\* .....

## 4.0 CONCLUSION

We have given you in this unit un-vocalized Arabic poetry texts to improve your reading ability and understanding. Students can gain proficiency in un-vocalized texts by reading over and over the texts and by asking questions.

## 5.0 SUMMARY

This unit was focused on the un-vocalized short Arabic poetry texts to give students good standard reading and understanding of un-vocalized Arabic poetry texts. Some seemingly difficult words were pinpointed with their meanings given to assist students' understanding of the lesson. Assignments were also given to test their understanding.

## 6.0 TUTOR MARKED ASSIGNMENTS.

- (1) ما معنى هذه الكلمات التالية .  
(لا توصيه، لا تنأ، لا تقصه ، التوى، لا تنتقص، القطيعة، جنى، الأرب ، الشهد، رغد عيشه)
- (2) اكمل هذه الأبيات كما حفظته



إذا كنت في حاجة مرسلًا \*\* فأرسل حكيمًا ولا توصيه  
 عنه ولا تقصه ..... \*\*  
 حديثًا غذا انت لم تحصه ..... \*\*  
 فلا تنأ عنه ولا تقصه ..... \*\*  
 وذو الحق لاتنقصن حقه ..... \*\*

(2) اشكل الكلمات التالية من الأبيات

لا يبلغ المرء منتهى أربه \*\* إلا بالعلم يجدّ في طلبه  
 فأوى إلى ظلّه تعش رعدًا \*\* عيشًا أميئًا من سوء منقلبه  
 واتعب له تسترح به أبدأ \*\* فراحة المرء من جنى تعبته  
 تذوّقها \*\* أضرب عن شهبه وعن ضربته  
 وإن للعلم في العلا فلكا \*\* كل المعالي تدور في قطبه

## 7.0 REFERENCES/ FURTHER READINGS

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al- Azhar, Cairo
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`l- `a rayn, (sic.)*, Cairo.

## MODULE 3

### UNIT 1: READING AND UNDERSTANDING OF FAIRLY DIFFICULT WORDS OF VOCALIZED LONG ARABIC PROSE TEXTS

#### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 فَضْلُ الْجُهْدِ
  - 3.2 الدِّيكُ الدِّكِيُّ
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/ further Reading

#### 1.0 INTRODUCTION

You learnt in the last lesson the reading of unvocalized Arabic passages. It is certain that you might have come across some seemingly difficult words which were explained in the previous lessons. This unit is a gradual graduation from seemingly simple section, to little more complex ones. During the course of the lesson, you will come across some more words that you will perceive to be difficult either in meaning or in pronunciation. You should not allow these words to scare you rather you should practice the pronunciation over and over until you become familiar with them.

#### 2.0 OBJECTIVES

By the end of this unit, you will be able to:

- read and understand vocalized long Arabic prose texts
- examine the uses of difficult words in the texts.
- compose long vocalized Arabic passages with ease.

## 3.0 MAIN CONTENT

## 3.1

## TEXT 1

## فَضْلُ الْجُهْدِ

## النص الأول

سُلَيْمَانُ شَيْخٌ كَبِيرٌ يَمْلِكُ حَقْلًا، وَفِي كُلِّ عَامٍ يَحْرُثُ الْحَقْلَ، وَيَنْثُرُ الْحَبَّ، ثُمَّ يَسْقُطُ الْمَطَرُ فَيَنْبُتُ الزَّرْعُ. وَعِنْدَ مَا يَنْضُجُ الزَّرْعُ يَحْصُدُ سُلَيْمَانُ وَيَجْلِبُ الْقَمْحَ إِلَى الْبَيْتِ فَيَبِيعُ قِسْمًا مِنَ الْقَمْحِ وَيَتْرُكُ الْقِسْمَ الْآخَرَ لِلْأَكْلِ.

وَكَانَ عِنْدَ الشَّيْخِ وَلَدٌ لَا يَعْمَلُ وَلَا يُسَاعِدُ وَالِدَهُ. وَفِي يَوْمٍ مِنَ الْأَيَّامِ مَرَضَ الشَّيْخُ فَدَعَى وَلَدَهُ وَقَالَ: " يَاوَلَدِي إِنِّي ضَعُفْتُ وَأَخَافُ أَنْ أَمُوتَ وَأَنْتَ لَا تَعْمَلُ وَلَا تَعْرِفُ صُنْعَهُ وَلَيْسَ عِنْدَكَ مَالٌ تَعِيشُ مِنْهُ، فَاسْمَعْ نَصِيحَتِي: فِي الْحَقْلِ كَنْزٌ لَا أَعْرِفُ مَكَانَهُ، إِذْهَبْ إِلَى الْحَقْلِ بَعْدَ مَوْتِي وَاحْرَثْهُ وَأُخْرِجِ الْكَنْزَ."

مَاتَ الشَّيْخُ سُلَيْمَانُ، وَحَزَنَ الْوَلَدُ عَلَى وَالِدِهِ، وَذَهَبَ إِلَى الْحَقْلِ لِيَقْتَسِحَ عَنِ الْكَنْزِ حَرَثَ الْوَلَدُ كُلَّ مَكَانٍ فِي الْحَقْلِ، فَلَمْ يَجِدْ كَنْزًا، فَقَالَ: " لَقَدْ حَرَثْتُ الْحَقْلَ فَيَجِبُ أَنْ أُرَاعَهُ مِثْلَ وَالِدِي، فَذَنَرَ الْحَبَّ، وَنَبَتَ الزَّرْعُ وَنَضَجَ، فَحَصَدَهُ الْوَلَدُ وَبَاعَ قِسْمًا مِنْهُ وَتَرَكَ الْقِسْمَ الْآخَرَ لِلْأَكْلِ وَفَهِمَ الْوَلَدُ أَنَّ وَالِدَهُ أَرَادَ مِنْهُ فِي نَصِيحَتِهِ أَنْ يَعْمَلَ وَيَتْرُكَ الْكَسْلَ. زَرَعَ الْوَلَدُ وَحَصَدَ وَبَاعَ وَعَاشَى فِي سَعَادَةٍ"

Following are some words and their meanings as used in the passage above:

A garden	حَقْلٌ
He cultivates	يَحْرُثُ
He grows	يَنْثُرُ
Germinates	يَنْبُتُ
Crops	الزَّرْعُ
Mature	يَنْضُجُ
The grains	الْقَمْحُ
He helps	يُسَاعِدُ
A skill	صُنْعَةٌ
He became dejected	حَزَنَ
To search	لِيَقْتَسِحَ
The treasure	الْكَنْزُ
Laziness	الْكَسْلُ

He harvested      حَصَدَ  
He sold              بَاعَ

Past tense ماضي      مضارع Present tense

مَلَكَ	يَمْلِكُ
حَرَثَ	يَحْرَثُ
نَثَرَ	يَنْثُرُ
سَقَطَ	يَسْقُطُ
نَبَتَ	يَنْبُتُ
نَضَجَ	يَنْضِجُ
حَصَدَ	يَحْصُدُ
جَلَبَ	يَجْلِبُ
ضَعَفَ	يَضْعَفُ
مَرَضَ	يَمْرُضُ
حَزَنَ	يَحْزَنُ

### Self Assessment Exercise 1

### التدريب الأول

أ- أجب عن هذه الأسئلة:

- 1- مَاذَا يَمْلِكُ سُلَيْمَانُ؟
- 2- مَتَى يَحْصُدُ سُلَيْمَانُ الرَّزْعَ؟
- 3- أَيْنَ يُوجَدُ الْكَنْزُ؟
- 4- هَلْ يَعْرِفُ الْوَالِدُ صَنْعَةَ؟
- 5- مَاذَا قَالَ الْوَالِدُ لَوْلَدِهِ؟
- 6- كَيْفَ فَتَّشَ الْوَالِدُ عَنِ الْكَنْزِ؟
- 7- هَلْ حَزَنَ الْوَالِدُ عَلَى وَالِدِهِ؟
- 8- هَلْ تَرَكَ الْوَالِدُ الْكَسَلَ؟
- 9- كَيْفَ عَاشَ الْوَالِدُ؟

ب- ضَعِ فِعْلاً مَاضِيًّا فِي الْمَكَانِ الْخَالِي مِنَ الْجُمْلِ الْآتِيَةِ:-

( يَمْلِكُ , يَحْرَثُ , يَنْثُرُ , يَنْضِجُ , يَبِيعُ , يَثْرِكُ )

- 1- ..... الشَّيْخُ الحَقْلَ فِي كُلِّ يَوْمٍ
- 2- ..... الوَلَدُ الحَبَّ
- 3- ..... الرَّرْعَ فَيَحْصُدُهُ الشَّيْخُ
- 4- ..... سُلَيْمَانُ حَقْلًا
- 5- ..... الوَلَدُ الكَسَلَ
- 6- ..... الوَلَدُ قِسْمًا مِنَ القَمَحِ

## Text 2

## كيدللاّ النكيّ

## النص الثاني

لَيْسَ التُّعْلَبُ عِمَامَةً وَحَمَلَ سُبْحَةً وَمَشَى فِي الحَقْلِ مِثْلَ شَيْخٍ مِسْكِينٍ يَقُولُ لِلْبَقَرَةِ وَالتَّوْرِ وَالْحِمَارِ: "أَحْبِرُوا الدِّيكَ أَنْ يَنْزَلَ مِنَ الشَّجَرَةِ فَيُؤَدِّنَ فِينَا لِصَلَاةِ الصُّبْحِ، فَلَقَدْ أَصْبَحْتُ مِنَ الَّذِينَ لَا يَضُرُّونَ أَحَدًا وَتَرَكْتُ صَيْدَ الدَّجَاجِ وَالتُّيُورِ، وَإِنِّي أُعِيشُ الآنَ عَلَى أَكْلِ البَطِيخِ وَالمُوزِ وَالبُرِّ تَقَالُ فِي المَرْزَعِ وَالحُقُولِ.

فَذَهَبَ التَّوْرُ إِلَى الدِّيكِ وَقَالَ لَهُ: "إِنْزِلْ يَا صَدِيقِي فَإِنَّ التُّعْلَبَ لَيْسَ العِمَامَةَ وَحَمَلَ السُّبْحَةَ وَتَرَكَ أَكْلَ التُّيُورِ وَصَارَ لَا يَأْكُلُ شَيْئًا غَيْرَ الأَثْمَارِ. فَقَالَ لَهُ الدِّيكُ: "لَا تُصَدِّقْ يَا صَدِيقِي". إِنَّ الشَّيْخَ الَّذِي يَلْبَسُ العِمَامَةَ لَا يَكْذِبُ وَإِنَّ الشَّيْخَ الَّذِي يَحْمَلُ السُّبْحَةَ لَا يَكْذِبُ. وَإِنِّي سَمِعْتُ عَنْ وَالِدِي وَجَدِّي أَنَّ التُّعْلَبَ خَدَّاعٌ لَا تُطْعَمُهُ. وَسَابَقِي هُنَا عَلَى الشَّجَرَةِ وَأَصِيحُ عِنْدَ الفَجْرِ مِثْلَ عَادَتِي وَأَنْتُمْ تُصَلُّونَ بَعْدَ أَنْ تَسْمَعُوا صَوْتِي وَصَوْتَ المُؤَدِّنِ وَلَمَّا رَأَى صَاحِبُ الحَقْلِ التُّعْلَبَ طَرَدَهُ مِنْ حَقْلِهِ.

Following are some words and their meanings as used in the passage above:

Fox	الثعلبُ
Turban	عمامة
Poor/needly	مِسْكِين
Cow	البقرة
Bull	الثور
Ass	الحمار
Cock	الديك
Tree	الشجرة
Hunting	صيد
Banana	الموز
Orange	البرتقال
Birds	الطيور
Hen	الدجاج
Fruits	الثمار
Shrewd	خداع
Habit	عادة
Chased away	طرد

Plural	جمع	Singular	مفرد
	الحقول	الحقل	
	الدجاج	الدجاجة	
	الطيور	الطير	
	المزارع	المزرع	
	الشيوخ	الشيخ	
			التدريب الثاني

### Self Assessment Exercise 2

- أ- أجب عن هذه الأسئلة
- 1- ماذا لبس الثعلب؟
  - 2- ماذا حمل بيده؟
  - 3- أين كان الثعلب يمشي؟
  - 4- ماذا وجد الثعلب في الحقل؟
  - 5- متى أراد الثعلب أن يؤذن الديك؟
  - 6- كيف كان الثعلب يمشي في الحقل؟
  - 7- من طرد الثعلب من الحقل؟

- 8- هل صدق الديك كلام الثعلب؟  
 ب- رتب هذه الكلمات الآتية لتكون جملا مفيدة
- 1- حمل الثعلب سبحة
  - 2- لا ينزل الديك من الشجرة
  - 3- لبس الثعلب عمامة
  - 4- ترك الثعلب أكل الطيور
  - 5- ذهب الثور إلى الديك
  - 6- مشي الثعلب في الحقل

#### 4.0 CONCLUSION

You have learnt in this unit how to read and understand Arabic vocabulary from long Arabic prose texts. Some difficult words in the two passages given were explained to you by giving their meanings. This is done to aid your comprehension of the passages.

#### 5.0 SUMMARY

This unit teaches you how to read and understand vocalized long Arabic prose texts perfectly. From the two passages given, you have learnt some vocabularies and their meanings. You should practice all the assignments given you and check from Arabic dictionary, the meaning of any difficult word you may come across.

## 6.0 TUTOR MARKED ASSIGNMENTS

- 1- هَاتِ مُفْرَدَ كُلِّ كَلِمَةٍ مِنَ الْكَلِمَاتِ الْآتِيَةِ  
( الْحَقْلُ- الدَّجَاجَةُ- الطَّيْرُ- الْمَرْزَعُ- الشَّيْخُ )
- 2- ضع فعلاً ماضياً في المكان الخالي من الجمل الآتية:

- 1- ..... الشَّيْخُ الْحَقْلَ فِي كُلِّ يَوْمٍ
  - 2- ..... الْوَلَدُ الْحَبَّ
  - 3- ..... الرَّزْعَ فَحَصَدَهُ الشَّيْخُ
  - 4- ..... سُلَيْمَانَ حَقْلًا
  - 5- ..... الْوَلَدُ الْكَسَلَ
  - 6- ..... الْوَلَدَ قِسْمًا مِنَ الْقَمْحِ
- ج- اقرأ النص السابق ثم أجب عن هذه الأسئلة

(أ)

- 1- ماذا يملك سليمان؟
- 2- متى يحصد سليمان؟
- 3- ماذا قال الوالد لولده؟
- 4- كيف فتش الولد عن الكنز
- 5- هل حزن الولد عن الكنز

(ب)

- 1- ماذا لبس الثعلب؟
- 2- أين كان الثعلب يمشي؟
- 3- متى أراد الثعلب أن يؤذن الديك؟
- 4- كيف كان الثعلب يمشي في الحقل؟
- 5- هل صدق الديك كلام الثعلب؟



## 7.0 REFERENCES/ FURTHER READINGS

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## UNIT 2: READING AND COMPREHENSION OF UN-VOCALIZED LONG ARABIC PROSE TEXTS.

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 خَبْرَةُ خَالِدٍ فِي دَائِرَةِ الْبَرِيدِ
  - 3.2 الْحَجَّاجُ وَالصَّائِمُ
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked assignment
- 7.0 References / further Readings.

### 1.0 INTRODUCTION

In the last lesson, you will recall that you were taken through some difficult Arabic words, the meanings of which were explained after each of the two passages given. In this unit, you will be taught how to read and understand un-vocalized long Arabic prose text without tear. The unit is to teach you how to be competent in reading and understanding the un-vocalized long Arabic prose texts perfectly.

### 2.0 OBJECTIVES

It is hoped that by the end of this unit, you should be able to

- master how to read and understand un-vocalized long Arabic prose texts fluently.
- read and write fairly long Arabic prose texts in form of letter writing, stories, reports etc.

### 3.0 MAIN CONTENT

**3.1 Text 1 النص لأول: خَبْرَةُ خَالِدٍ فِي دَائِرَةِ الْبَرِيدِ**  
 ذهب خالد إلى دائرة البريد ولقي في طريقه صديقه أحمد فقال أحمد لصديقه خالد: " إن الدائرة مفتوحة لكن الموظف غائب وسوف يأتي بعد قليل" قال خالد: " إن المساعد موجود."  
 فترك خالد صديقه وذهب إلى الدائرة فوجد تلميذا ينتظر الموظف فسأله خالد: " هل تعلم شيئا عن الموظف؟ فقال التلميذ: " علمت أن الموظف مريض لكن المساعد قادم".

ولما جاء المساعد قال له خالد: " أرجو ان تعطيني طابع بريد بنيرة, فأعطاه المساعد الطابع فوضعه خالد على الرسالة ووضع الرسالة في صندوق البريد, ثم رجع فوجد أحمد ينتظره وذهب إلى بيت خالد وجلسا في الحديقة.

كانت الحديقة جميلة, فقال أحمد: تمنيت أن أحمد جالس معنا في هذا المكان الجميل, قال خالد: إن أحمد مجتهد ولا يترك داره قال أحمد " لكن جسمه ضعيف من كثرة الدرس وقلة التنزه, والتلميذ الناجح هو الذي يدرس وينتزه ويترك قليلا من الوقت للعب والراحة". قال خالد نذهب إلى صديق محمد ونخرجه من البيت ونذهب إلى الحقول ونرى الرزح والأشجار والحيوانات ثم نرجع إلى بيوتنا ونبدأ في الدراسة"  
القراءة والتعلم:

- 1- لقي خالد صديقه أحمد في الطريق.
- 2- قال أحمد إن دائرة البريد مفتوحة.
- 3- سأل خالد التلميذ فقال " هل تعلم شيئا عن الموظف"
- 4- قال التلميذ إن الموظف مريض
- 5- رجا خالد من المساعد أن يعطيه طابع البريد
- 6- رجع خالد فوجد صديقه أحمد ينتظره
- 7- ذهب أحمد مع خالد إلى بيت خالد
- 8- أحمد ضعيف من كثرة الدرس
- 9- محمد تعب من قلة التنزه

### التدريب الأول Self Assessment Exercise 1

- 1- لماذا ذهب خالد إلى دائرة البريد؟
- 2- هل وجد خالد موظف البريد؟
- 3- هل تنزه بعد التعب من الدرس
- 4- هل يببس الزرع من قلة المطر؟
- 5- هل يتعب التلميذ من كثرة الدرس؟
- 6- هل يمرض الجسم من قلة النوم

### TEXT 2

### النص الثاني

### الحجاج والصائم

ذهب الحجاج، لأداء فريضة الحج، فنزل قرب عين ماء،

ودعا بالغداء فقال لحاجبه، انظر من يتغذى معي، وأسأله عن بعض الأمر، فنظر الحاجب فإذا أعرابي نائم في شمتين من شعر، فأيقظه وقال: أنت الأمير، فأتاه، فقال له الحاجب: اغسل يديك وتغذّ معي. قال: إنه دعاني من هو خير منك فأجبتة: فقال الحاجب: من الذي دعاك؟ قال: الله تعالى دعاني للصوم فصمت. قال: أ في هذا اليوم الحار؟ قال: نعم. صمت ليوم أحرّ منه، قال: أفطر وتصوم غدا. قال: إن ضمنت لي البقاء إلى الغد، قال: ليس ذلك إليّ. قال: فكيف تسألني عاجلاً بأجل لا تقدر عليه؟ قال: إنه طعامٌ طيّبٌ. قال: إنك لم تُطيبه ولا الطباخ، ولكن طيبته العافية

### Self Assessment Exercise 2

### التدريب الثاني

- 1- إلى أين ذهب الحاجب؟ وماذا طلب من حاجبه؟
  - 2- إلى أي شيء دعا الحاجب الرجل؟
  - 3- ما الصوم؟ وما فضائله
  - 4- ما الفرق بين الغداء والغذاء
  - 5- بم يطيب الطعام؟ وما معنى طيبته العافية
  - 6- بم تحكم على كل من الحاجب والصائم
- ب- ضع أرقاماً ترتب الفقرات الآتية حسب ورودها في القصة:
- رفض الأعرابي أن يفطر لأنه استجاب إلى دعوة ربه بالصوم
  - نظر الحاجب إلى أعرابي نائم في ثوبين واسعين
  - طلب الحاجب من الأعرابي أن يغسل يديه ليتغذى معه
  - ولكن طيبته العافية
  - أمر الحاجب من حاجبه أن يحضر له من يتغذى معه

## 4.0 CONCLUSION

As stated at the beginning, this unit is meant to teach you the reading and understanding of un-vocalized long Arabic passages. Two different long passages were given in this lesson. After the first passage, each sentence was again repeated line by line for students to really practice the reading and to ponder upon the meaning.

## 5.0 SUMMARY

You have been able to practice reading of long un-vocalized passages in this lesson. When you read the passages over and over, then you become perfect in the art of reading. And the more you read them over, the more you understand the meaning.

The questions following the passages are prepared to test the understanding of the students on the lesson.

## 6.0 TUTOR MARKED ASSIGNMENTS

اقرأ النص السابق ( النص الثاني) ثم أجب عن الأسئلة التالية:

- 1- صمّتْ ليومٍ أحر منه. يعني ذلك:
  - أ- يوم أشد حرارة من ذلك اليوم في فصل الصيف
  - ب- يوم القيامة. ج- منتصف النهار البارد
- 2- الغذاء يعني: أ- طعام الفطور ب- طعام الظهر ج- طعام الليل
- 3- العاجل. يعني
  - أ- الماضي ب- الحاضر ج- السابق
- 4- الأجل يعني:
  - أ- المستقبل ب- الحالي ج- الغابر
- 5- الصوم:
  - أ- مفسد ب- مضر ج- مفيد وعبادة

## 7.0 REFERENCES/FURTHER READINGS

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3. Muhsin, A.B; et al. (1991). *An-Nus sul-'dabiyya*, Jeddah, KSA.
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## UNIT 3: READING AND UNDERSTANDING OF VOCALIZED LONG ARABIC POETRY TEXTS.

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Poem 1
  - 3.2 Poem 2
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/ further Readings

### 1.0 INTRODUCTION

You are already familiar with the reading of short passages as you learnt in the previous lessons. In this unit, you are to learn more on how to read and understand vocalized long Arabic poetry texts. Do not allow the length of the texts you will come across in this unit frighten you. You should build up courage and determination to overcome whatever challenges you may face during the lesson.

### 2.0 OBJECTIVES

It is hoped that by the end of this unit you should be able to

- fluently read and understand vocalized long Arabic poetry texts.
- start composing some texts of Arabic poetry on your own.

### 3.0 MAIN CONTENT

#### 3.1 Poem 1

##### TEXT 1

##### النص الأول

بَلَوْتُ بَنِي الدُّنْيَا وَلَمْ أَرِ فِيهِمْ \* \* سِوَى مَنْ غَدَاً وَالبُّخْلُ مَلِيٌّ  
 إِهَابِهِ  
 فَجَرَدْتُ مِنْ غَمِّ القِنَاعَةِ صَارِمًا \* \* قَطَعْتُ رَجَائِي مِنْهُمْ  
 بَدْبَابِهِ  
 فَلَا ذَا يِرَانِي وَإِقْفَا فِي طَرِيقِهِ \* \* وَلَا ذَا يِرَانِي قَاعِدًا عِنْدَ  
 بَابِهِ

غِنِيَّ بِلَا مَالٍ عَنِ النَّاسِ كُلِّهِمْ \* \* \* وَلَيْسَ الْغِنَى إِلَّا عَنِ الشَّيْءِ  
لَا يَه  
إِذَا مَا لِظَالِمٍ اسْتَحْسَنَ الظُّلْمَ مَذْهَبًا \* \* \* وَلَجَّ عُثُوًّا فِي قَبِيحِ  
اِكْتِسَابِهِ  
فَكَلَّهُ إِلَى صَرْفِ اللَّيَالِي فَإِنَّهَا \* \* \* سُدَّعِي لَهُ مَالٌ يَكُنْ فِي  
حِسَابِهِ  
فَكَمْ قَدْ رَأَيْنَا ظَالِمًا مُتَمَرِّدًا \* \* \* يَرَى النُّجْمَ تَيْهًا تَحْتَ ظِلِّ  
رِكَابِهِ  
فَعَمَّا قَلِيلٍ وَهُوَ فِي غَفْلَاتِهِ \* \* \* أَنْأَخَتْ صُرُوفُ الْحَادِثَاتِ  
بِبَابِهِ  
فَأُصْبِحَ لِأَمَالٍ وَلَا جَاهَ يَرْتَجِي \* \* \* وَلَا حَسَنَاتٍ تَلْتَقِي فِي  
كِتَابِهِ  
وَجُوزِي بِالْأَمْرِ الَّذِي كَانَ قَاعِلًا \* \* \* وَصَبَّ عَلَيْهِ اللَّهُ سَوَطَ  
عَذَابِهِ

Meaning	معناه	كلمة	Word
اختبرت وجرّبت			1- بَلَوْتُ
عَلَى وَرْنِ كِتَابِ الْجِلْدِ أَوْ مَا لَمْ يَدْبَعِ			2- الْإِهَابُ
السَّيْفِ الْقَاطِعِ			3- الصَّارِمُ
حَدُّهُ وَأَطْرَافُهُ			4- دُبَابُهُ
الْأَسْتِكْبَارِ وَالنَّجْبِ			5- الْعُثُوءُ
نَوَائِبُهَا وَمَصَائِبُهَا		اللَّيَالِي	6- صَرْفُ اللَّيَالِي
مِنْ تَاهَ يَتِيهَ تَيْهًا: تَكَبَّرَ وَتَجَبَّرَ			7- تَيْهًا
حَلَّتْ وَجَلَسَتْ وَالْأَصْلُ: نَاخَ النَّاقَةُ			8- أَنْأَخَتْ
			أبركه أجلسها
أشدّ العذاب			9- سَوَطَ عَذَابٍ
Self Assessment Exercise 1			التدريب الأول
			اشرح هذه الكلمات الآتية شرحا وافيا
			( الإِهَابُ - الصَّارِمُ - الدُّبَابُ - الْعُثُوءُ - صَرْفُ اللَّيَالِي - سَوَطَ العَذَابِ )

إملا الفراغات في الأبيات الآتية كما حفظتها

بَلَوْتُ بَنِي الدُّنْيَا وَلَمْ أَر فِيهِمْ \*\* .....  
 فَجَرَدْتُ مِنْ غَمِّ القَنَاعَةِ صَارِمًا \*\* قَطَعْتُ رَجَائِي مِنْهُمْ  
 بِدُبَابِهِ  
 فَلَا ذَا يِرَانِي وَإِقْفَا فِي طَرِيقِهِ \*\* وَلَا ذَا يِرَانِي قَاعِدًا عِنْدَ  
 بَابِهِ  
 \*\* .....  
 إِذَا مَا لِيظَالِمِ اسْتَحْسَنَ الظُّلْمَ مَذْهَبًا \*\* .....  
 \*\* سُدَّعِي لَهُ مَالٌ يَكُنُّ فِي حِسَابِهِ .....

### 3.2 Poem 2

#### TEXT 2

#### النص الثاني

دَعِ الأَيَّامَ تَفَعَّلْ مَا تَشَاءُ \*\* وَطِيبْ نَفْسًا إِذَا حَكَمَ القَضَاءُ  
 وَلَا تَجْزَعْ لِحَادِثَةِ اللَّيَالِي \*\* فَمَا لِحَوَادِثِ الدُّنْيَا بَقَاءُ  
 وَكُنْ رَجُلًا عَلَى الأَهْوَالِ جَدًّا \*\* وَشِيْمَتِكَ السَّمَاحَةَ وَالوَقَاءُ  
 وَإِنْ كَثُرَتْ عُيُوبُكَ فِي البَرَايَا \*\* وَسِرُّكَ أَنْ يَكُونَ لَهَا غِطَاءُ  
 تَسْتَرُ بِالسَّخَاءِ فَكُلُّ عَيْبٍ \*\* يُغَطِّيهِ كَمَا قِيلَ السَّخَاءُ  
 وَلَا تَرُ لِلْأَعَادِي قُطْرًا \*\* فَإِنَّ شِمَاتَةَ الأَعْدَا بَلَاءُ  
 وَلَا تَرْجُ السَّمَاحَةَ مِنْ بَخِيلٍ \*\* فَمَا فِي النَّارِ لِلظُّمَانِ مَاءُ  
 وَرَرْقُكَ لَيْسَ يَنْقُصُهُ التَّأْنِي \*\* وَلَيْسَ يَزِيدُ فِي الرَّرْقِ العِنَاءُ  
 وَلَا حُزْنَ يَدُومُ وَلَا سُرُورٌ \*\* وَلَا بُؤْسٌ عَلَيْكَ وَلَا رَحَاءُ  
 إِذَا مَا كُنْتَ ذَا قَلْبٍ قَنُوعٍ \*\* فَأَنْتَ وَمَالُكَ الدُّنْيَا سَوَاءُ  
 وَمَنْ نَزَلَتْ بِسَاحَتِهِ المَنَايَا \*\* فَلَا أَرْضٌ تَقِيهِ وَلَا سَمَاءُ  
 وَأَرْضُ اللَّهِ وَاسِعَةٌ وَلَكِنْ \*\* إِذَا نَزَلَ القَضَاءُ ضَاقَ القَضَاءُ  
 دَعِ الأَيَّامَ تَعُدُّ كُلَّ حِينٍ \*\* فَمَا يُعْنِي عَنِ المَوْتِ الدَّوَاءُ

معناه Meaning	كلمة Word
مِنْ طَابَ، يَطِيبُ وَطِيبَةٌ وَتَطْيَابًا بِمَعْنَى وَحَالَوَّةٌ وَحُسْنٌ وَجَادٌ، وَيُقَالُ: طَابَتْ إِنْشَرَحَتْ ضِدُّ الصَّبْرِ وَبَابُهُ طَرَبَ، وَيُقَالُ جَزَعُ	1- طِبَ لَذ النَّفْسُ بِكَذَا 2- الْجَزَعُ مِنَ الشَّيْءِ



وأجزعه غيره مصائبها الجمع: هَوُلٌ مِنْ هَالٍ يَهْوُلُ، هَوْلًا :	3 - حَادِثَةُ اللَّيَالِي 4- الأهوال المخاوف
والمصائبُ شديدًا قويًا مِنْ جَلْدٍ خُلُقُكَ: وَالشَّيْمَةُ: الخُلُقُ المخلوقات: ومفردها برية الجودُ	5- جَلْدًا 6- شَيْمَتُكَ 7- الْبِرَايَا 8- السخاء: 9- الأَعَادِي وهو ضدّ الصديق 10- الأعدا لضرورة الشعر 11- السّماحة وهي من سمح
مفرد عدو ، وتجمع على الأعداء، الأصل الاعداء وَحُذِفَتِ الْهَمْزَةُ الجودُ والعطاء والصفح والفضل، سماحا وسماحة أي جاد، وسمح له	أعطاه 12- العنَاء والمصدر عناء 13- البؤسُ 14- الغدرُ
التَّعَبُ وَالنَّصَبُ، والفعل عني الْحَاجَةُ وَالْفَقْرُ وَالْبَأْسُ الْعَدَابُ تَرَكَ الْوَفَاءَ	

## Self Assessment Exercise

## التدريب الثاني

- 1- هات مفرد كل كلمة من الكلمات الآتية:  
 (الأهوال- البرايا- الأعادي- الأعداء- المخلوقات)  
 اشرح معنى الكلمات الآتية:  
 (الجزع- الشيمة- الأهوال- البرايا- السماحة – العناء- الغدر-  
 البؤس- السخاء)

## 4.0 CONCLUSION

Like the vocalized short poetry texts that you were taken through in the earlier lessons, you have been able to learn in this lesson how to read and understand vocalized long Arabic poetry texts. There is no difference in the procedure and method used in reading both the long and the short texts only that it takes a longer period to read through the long passages. Close monitoring and careful placement and pronunciation of the vowels on each letter of the words that make up the texts will make the reading smooth and correct.

## 5.0 SUMMARY

In this unit, you have been drilled on practice of reading some vocalized long Arabic poetry texts. The lesson is a continuation of the earlier one on vocalized short poetry texts. Meanings of some seemingly difficult words were given to increase students' vocabularies. Some exercises given at the end of the lesson are for students to practice so as to aid their understanding on how poems are composed.

## 6.0 TUTOR MARKED ASSIGNMENTS

- 1- اشرح هذه الكلمات الآتية شرحا وافيا:  
 ( الإِهَابُ- الصَّارِمُ- الدُّبَابُ- العُنُوْ- الجَزَعُ- الشَّيْمَةُ- الأَهْوَالُ  
 البَرَايَا- السَّمَاحَةُ- البُؤْسُ)  
 إملاً الفراغات في الأبيات الآتية كما حَفَظْتَهَا  
 بَلَوْتُ بَنِي الدُّنْيَا وَلَمْ أَرَ فِيهِمْ \*  
 فَجَرَدْتُ مِنْ غَمِّ القِنَاعَةِ صَارِمًا \* \* قَطَعْتُ رَجَائِي مِنْهُمْ  
 بِدُبَابِهِ  
 فَلَا ذَا يِرَانِي وَاقْفَا فِي طَرِيقِهِ \* \* وَلَا ذَا يِرَانِي قَاعِدًا عِنْدَ  
 بَابِهِ  
 \* \* .....  
 إِذَا مَا لِظَلَمِ اسْتَحْسَنَ الظُّلْمَ مَذْهَبًا \* \*

.....  
 \* \* سُدَّعِي لَهُ مَالْمُ يَكُنْ فِي حِسَابِهِ .....  
 دَعِ الْأَيَّامَ تَفْعَلُ مَا تَشَاءُ \* \* .....  
 \* \* .....  
 السَّمَا حَةُ وَالْوَقَاءُ  
 \* \* وَسَرُّكَ أَنْ يَكُونَ لَهَا غِطَاءُ .....  
 تَسْتَرُّ بِالسَّخَاءِ فَكُلُّ عَيْبٍ \* \* .....  
 هَاتِ مَفْرَدَةَ كُلِّ كَلِمَةٍ مِنَ الْكَلِمَاتِ الْآتِيَةِ:  
 (الَلِّيَالِي - الْأَهْوَالُ - الْبَرِيَا - الْأَعْدَاءُ - الْمَخْلُوقَاتِ)

## 7.0 REFERENCES /FURTHER READINGS

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## UNIT 4: READING AND UNDERSTANDING OF UN-VOCALIZED LONG ARABIC POETRY

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Poem 1
  - 3.2 Poem 2
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/ Further Readings

### 1.0 INTRODUCTION

The attention in the last unit was focused on the reading of vocalized long Arabic passages. Two long vocalized poetry passages were presented for study. In this, students will be taught how to read and understand un-vocalized long Arabic poetry texts. It is meant to ensure that the students are equipped with basic standard requirements for the Arabic reading in all aspects of literature especially Arabic poetry.

### 2.0 OBJECTIVES

It is hoped that by the end of this unit, you should be able to

- read Arabic un-vocalized long poetry
- explain the meanings of some new Arabic words.

### 3.0 MAIN CONTENT

#### 3.1 Poem 1

#### النص الأول

#### TEXT 1

- 1- خليلي عوجا ساعة وتهجّرا \*\* ونوحا على ما أحدث  
الدهر أوزرا
- 2- ولاتجزعا إن الحياة مذمة \*\* فخقا لروعات  
الحوادث أو قرا
- 3- وإن جاء أمر لا تطيقان دفعه \*\* فلا تجزعا مما قضى

- الله واصبرا
- 4- أتيت رسول الله إذ جاء بالهدى \*\* ويتلو كتابا  
كالمجرّة نيرا
- 5- وجاهدت حتى ما أحسّ ومن معي \*\* سهيلا إذا ما لاح  
ثمت غورا
- 6- أقيم على التقوى وأرضى بفعالها \*\* وكنت من النار  
المخوفة أحذرا
- 7- وإنا لقوم ما تعود خيلنا \*\* إذ ما التقينا أن تحيد  
وتنفرا
- 8- بلغنا السماء مجدنا وجدودنا \*\* وإنا لنرجو فوق ذلك  
مظهرا
- 9- ولا خير في حلم إذا لم تكن له \*\* بوادر تحمي صفوه  
أن يُكذرا
- 10- ولا خير في جهل إذا لم يكن له \*\* حلِيم إذا ما أورد  
الأمر أصدرّا

معناها Meaning	كلمة Word
ميلا ساعة لنستريح	عوجا
سيرا في الهاجرة وهي الحر الشديد	تهجرا
ابكيا	نوحا
اتركا	ذرا
تفقدا الصبر	تجزعا
أثبتنا- من الوقار	قرا
مجموعة من الكواكب	المجرة
غور النجم غاب	غور
أخوف	أحذرا
<b>Self Assessment Exercise</b>	<b>التدريب الأول</b>

- 1- بين في ضوء الأبيات الآتية أثر الإسلام في شعر هذا الشاعر
- أتيت رسول الله إذ جاء بالهدى \*\* ويتلو كتابا كالمجرّة نيرا  
وجاهدت حتى ما أحسّ ومن معي \*\* سهيلا إذا ما لاح ثمت  
غورا
- أقيم على التقوى وأرضى بفعالها \*\* وكنت من النار المخوفة

أحذرا

- 2- هات معاني هذه الكلمات  
( عوجا- تهجرا- نوحا- ذرا- تجزعا- قرا- المجردة-  
غور- أحذرا)

### 3.2 Poem 2

#### TEXT 2

#### النص الثاني

- 1- المرء يجمع والزمان يفرق \*\* ويظل يرقع,  
والخطوب تمزق
- 2- ولأن يعادى عاقلا خير له \*\* من أن يكون له  
صديق أحمق
- 3- فارغب بنفسك أن تصادق أحمقا \*\* إن الصديق على  
الصديق مصدق
- 4- وزن الكلام إذا نطقت فإنما \*\* يبدي عيوب ذوى  
العقول المنطق
- 5- ومن الرجال إذا استوت أحلامهم \*\* من يستشار إذا  
استشير فيطرق
- 6- حتى يتجول بكل واد قلبه \*\* فيرى ويعرف ما  
يقول فينطق
- 7- وأن امرؤ لسعته أفعى مرة \*\* تركته - حين يجر  
حبل - يَفْرَقُ
- 8- ما الناس إلا عاملان فعامل \*\* قدمات من عطش  
وآخر يغرق
- 9- والناس في طلب المعاش وإنما \*\* بالجد يُرزق  
منهم من يرزق
- 10- لكنه فضل المليك عليهم \*\* هذا عليه موسع  
ومضيق
- 11- لوسار ألف مدجج في حاجة \*\* لم يقضها إلا الذي  
يترفق
- 12- إن الترفق للمقيم متوافق \*\* وإذا يسافر فالترفق  
أوفق

معناها	كلمة	Word	Meaning
الحوادث			الخطوب
قليل العقل			الأحمق
النطق			المنطق
العقول مفردها حلم بكسر الحاء			الأحلام
يطوف وينتقل			يجول
حياة خبيثة والجمع أفاعى			الأفعى
يفزع			يفرق
بفتح الجيم - البخت والحظ			الجدّ
بكسر الجيم الأولى وفتحها: حامل			مدجج
			السلاح
ينلطف في قضاء حاجته			ينفرق

### Self Assessment Exercise 2

### التدريب الثاني

1- املأ الفراغات في الآيات الآتية كما درست

- المرء يجمع والزمان يفرق \*\* .....  
 وزن الكلام إذا نطقت فإنما \*\* .....  
 ..... \*\* من يستشار إذا استشير

فيطرق

- ..... \*\* فيرى ويعرف مايقول فينطق  
 وإن امرؤ لسعته أفعى مرة \*\* تركته - حين يجر حبل -

يفرق

- ما الناس إلا عاملان فعامل \*\* .....  
 ..... \*\* بالجد يرزق منهم من يرزق

1- هات مفرد كل كلمة من الكلمات الآتية:

(الخطوب- المناطق- الأحلام- الأفاعى)

## 4.0 CONCLUSION

We have given you in this unit various un-vocalized long Arabic poetry texts for reading and understanding in order to increase your reading ability of Arabic texts. Un-vocalized text is a graduation from simple reading to complex reading. When a student is familiar with the rules guiding the reading of un-vocalized texts, he needs not wait for a passage to be vocalized before reading and understanding it.

## 5.0 SUMMARY

This unit was focused on the various kind of un-vocalized Arabic poetry texts to give student good standard in Arabic and sound ability in using of Arabic sentences. Some difficult words were explained to assist students' understanding of the passage. It is expected that students should do some exercises to assist their comprehension of the lesson.

## 6.0 TUTOR MARKED ASSIGNMENTS.

- 1- بين في ضوء الأبيات الآتية أثر الإسلام في شعر هذا الشاعر  
أتيت رسول الله إنجاء بالهدى \*\* وبتلو كتابا كالمجرّة نيرا  
وجا هدت حتى ما أحسّ ومن معي\*\* سهيلا إذا ما لاح ثمت  
غورا  
أقيم على التقوى وأرضى بفعلها\*\* وكنت من النار المخوفة  
أحذرا
- 2- هات معاني هذه الكلمات كما درستها  
(عوجا- تهجرا- نوحا- ذرا- تجزعا- قرا-المجرد -غور- أحذرا)
- 3- هات مفرد كلمة من الكلمات الآتية:  
(الخطوب -المناطق-الأحلام-الأفاعى)
- 4- املا الفراغات في الأبيات الآتية كما درستها  
المرء يجمع والزمان يفرق \*\* .....  
وزن الكلام إذا نطقت فإنما \*\* .....  
..... من يستشار إذا استشير فيطرق  
..... فيرى ويعرف ما يقول فينطق  
وإن امرؤ لسعته أفعى مرة \*\* تركته-حين يجرحبل - يفرق  
ما الناس لإعاملان فعامل \*\* .....  
.....\*\* بالجد يرزق منهم من يرزق

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'Arabiyyah wa  
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## UNIT 5: READING AND ANALYSIS OF FAIRLY DIFFICULT WORDS FROM VOCALIZED AND UN-VOCALIZED LONG ARABIC POETRY TEXTS.

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Vocalized Poem
  - 3.2 Un-vocalized Poem
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings.

### 1.0 INTRODUCTION

In some of the earlier lessons, you have been taken through difficult Arabic words as appeared in some passages presented. This was treated under two distinct units. However, this unit presents to you both the vocalized and the un-vocalized Arabic passages side by side at a glance. This will give you an opportunity to move from simple (the vocalized) to the complex (the un-vocalized) at a stretch.

### 2.0 OBJECTIVES

It is hoped that by the end of this unit, you should be able to

- compose Arabic poem.
- read and understand the meaning of some difficult Arabic poetry texts.

### 3.0 MAIN CONTENT

#### 3.1 Vocalized poem

**النص الأول**

إلهي لا تُعَذِّبْنِي فَإِنِّي \* \* مُقِرٌّ بِالَّذِي قَدْ كَانَ مِنِّي  
فَمَالِي حِيلَةٌ إِلَّا رَجَائِي \* \* لَعَفُوكَ إِنِّ عَفَوْتَ وَحَسُنَ ظَنِّي  
وَكَمْ مِنْ زَلَّةٍ لِي فِي الْخَطَايَا \* \* وَأَنْتَ عَلَيَّ دُو فَضْلٍ وَمَنْ  
إِذَا فَكَّرْتُ فِي نَدْمِي عَلَيْهَا \* \* عَضَضْتُ أَنَامِلِي وَقَرَعْتُ سِنِّي

أَجْنُ بِزَهْرَةِ الدُّنْيَا جُنُونًا \*\* وَأَقْطَعُ طُولَ عُمُرِي بِالتَّمَنَى  
 وَلَوْ أُنَى صَدَقْتُ الزُّهْدَ عَنْهَا \*\* قَلْبْتُ لِأَهْلِهَا ظَهَرَ المَجْنُ  
 يَظُنُّ النَّاسَ بِي خَيْرًا وَإِنِّي \*\* لَشَرُّ الخَلْقِ إِنْ لَمْ تَعْفُ عَنِّي

معناها	كلمة	Word	Meaning
الإِنْعَام			المن
ونضارتها	بَهْجَتُهَا		زهرة الدنيا وحسنها
الميم	بِكَسْرِ		المجن
كنايان عن شدة			وفتح الجيم-الترس
			عضضت أناملي وقرعت سني

الندم

### Self Assessment Exercise

### التدريب الأول

(1) أكمل الفراغات من هذه الأبيات كما حفظتها

إلهي لاتعذبني فإني \*\* .....  
 فمالي حيلة إلا رجائي \*\* لعفوك إن عفوت وحسن ظني  
 ..... \*\* .....

إذا فكرت في ندمي عليها \*\* عضضت أناملي وقرعت سني  
 ..... \*\* وأقطع طول عمري بالتمنى  
 ولو أنى صدقت الزهد عنها \*\* قلبت لأهلها ظهر المجن  
 يظن الناس بي خيرا وإني \*\* .....  
 2- هات معاني هذه الكلمات

المن- زهرة الدنيا- المجن- عضضت أناملي وقرعت سني

## 3.2 un-vocalized Poem

## Text 2

النص الثاني

حُبِّ السَّلَامَةِ يُثْنِي هَمَّ صَاحِبِهِ \*\* عَنِ الْمَعَالِي وَيُغْرِي الْمَرْءَ  
بِالْكَسَلِ  
فَإِنْ جَنَحْتَ إِلَيْهِ فَاتَّخِذْ نَفَقًا \*\* فِي الْأَرْضِ أَوْ سَلِمًا فِي الْجَوِّ  
فَاعْتَزِلْ  
يَرْضَى الذَّلِيلَ بِخَفْضِ الْعَيْشِ مَسْكِنَةً \*\* وَالْعِزَّ عِنْدَ رَسِيمِ  
الْأَيْنِقِ الذَّلِيلِ  
إِنْ الْعَلَا حَدَّثْتَنِي وَهِيَ صَادِقَةٌ \*\* فِيمَا تَحَدَّثُ أَنْ الْعِزَّ فِي  
النَّقْلِ  
لَوْ كَانَ فِي شَرْفِ الْمَأْوَى بُلُوعٌ مَنَى \*\* لَمْ تَبْرَحِ الشَّمْسُ يَوْمًا  
دَارَةَ الْحَمْلِ  
أَعْدَى عَدُوِّكَ أَدْنَى مَنْ وَثِقَتْ بِهِ \*\* فَحَاذِرِ النَّاسِ وَاصْحَبِهِمْ  
عَلَى دَخَلِ  
وَحَسَنَ ظَنِّكَ بِالْأَيَّامِ مَعْجِزَةٌ \*\* فَظَنْ شَرَاوِكُنْ مِنْهَا عَلَى  
وَجَلِ  
فَإِنَّهَا رَجُلُ الدُّنْيَا وَوَاحِدُهَا \*\* مَنْ لَا يَغْوَلُ فِي الدُّنْيَا عَلَى  
رَجُلِ

(Meaning)	معناها	كلمة (Word)
	العزم	1- الهَمَّ
	يولعه به	2- يغري المرء
	ضرب من المشي	3- الرسيم
	بمعنى الانتقال في الأسفار	4- النقل
	أحد بروج الشمس	5- دارة الحمل
	ملت	6- جنحت
	سرب في الأرض له محلص إلى	7- نفقا
		مكان
	بفتح الخاء أي المكروه لخديعة	8- دخل
	يعتمد	9- يعول

## Self Assessment Exercise 2

التدريب الثاني

(1) أكمل الفراغات من هذه الأبيات كما درستها

حُبِّ السَّلَامَةِ يُثْنِي هَمَّ صَاحِبِهِ \*\* .....

فإن جنحت إليه فاتخذ نفقا \*\* في الأرض أو سلما في الجو  
فاعتزل

..... \*\* .....

يرضى الذليل بخفض العيش مسكنة\*\*

.....

لو كان في شرف المأوى بلوغ منى \*\* لم تبرح الشمس يوما  
دائرة الحمل

..... \*\* .....

أعدى عدوك أدنى من وثقت به\*\* .....  
وحسن ظنك بالأيام معجزة \*\* فظن شرا وكن منها على

وجل

..... \*\* فإنما رجل الدنيا وواحدتها

(2) اشرح معنى هذه الكلمات الآتية:-

(الهم- الرسيم- النقل- النفق- الدخل)

#### 4.0 CONCLUSION

In this unit, you have studied a combination of both long vocalized and un-vocalized Arabic poetry texts. The lesson has presented to you at a glance, a comparison between the two. By now, you must have discovered that the vocalized texts are easily read than the un-vocalized ones. However, a constant practice of the reading of un-vocalized texts will facilitate its comprehension within a short period of time.

#### 5.0 SUMMARY

This unit teaches you how to read and understand long vocalized and un-vocalized Arabic poetry texts without tears. You came across vocalized and un-vocalized passages which are aimed at guiding your reading ability. The reason behind bringing the two together is to enable you graduate from the simple to the complex. Some difficult words in the passages were singled out and explained. The exercises given are to ensure that you have gained reasonable proficiency in the reading of vocalized and un-vocalized Arabic passages.

#### 6.0 TUTOR MARKED ASSIGNMENTS

1- هات معاني هذه الكلمات

(المن – زهرة الدنيا- المجن- الهم- الرسيم- النقل- النفق- الدخل-  
دائرة الحمل)

2- إملأ الفراغات في الأبيات الآتية كما درستها

إلهي لاتعذبني فإني \*\* .....  
فمالي حيلة إلا رجائي \*\* لعفوك إن عفوت وحسن ظني

\*\* .....  
إذا فكرت في ندمي عليها \*\* عضضت أناملي وقرعت

سني  
.....  
\*\* وأقطع طول عمري بالتمنى  
ولو أنى صدقت الزهد عنها \*\* قلبت لأهلها ظهر المجن  
يظن الناس بي خيرا وإني \*\* .....  
حب السلامة يثنى هم صاحبه \*\*

.....  
فإن جنحت إليه فاتخذ نفقا \*\* في الأرض أو سلما في الجو  
فاعتزل

\*\* .....  
يرضى الذليل بخفض العيش مسكنة \*\*

.....  
لو كان في شرف المأوى بلوغ مني \*\* لم تبرح الشمس يوما  
دائرة الحمل

\*\* .....  
أعدى عدوك أدنى من وثقت به \*\*

.....  
وحسن ظنك بالأيام معجزة \*\* فظن شرا وكن منها على  
وجل

.....  
فإنما رجل الدنيا وواحداه \*\*

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