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Abbreviations Used in This Module

ED	Egyptian Dialect
f.	feminine
m.	masculine
MSA	Modern Standard Arabic
pers.	person
pl.	plural
SATTS	Standard Arabic Technical Transliteration System
sing.	singular

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Objectives

Upon successful completion of this module, the student will be able to understand and carry out conversations in the Egyptian dialect including the grammatical features and vocabulary of Module 1, and based on the following topics or situations:

- Lesson 1: Greeting People
- Lesson 2: Meeting People
- Lesson 3: Inviting and Visiting People
- Lesson 4: A Visit to an Office

To evaluate successful completion of the module, the student will be given a Module CRT (Criterion Referenced Test) according to the following specifications.

LISTENING COMPREHENSION

Part 1. Given 10 recorded Egyptian sentences, the student selects the best English translation from four printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Egyptian sentences, the student selects the best Egyptian response from four choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Egyptian dialogue, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

WRITTEN INTERPRETATION

Given 10 recorded Egyptian sentences, the student translates each sentence into written English. Minimum acceptable performance is 70 percent.

DICTATION

Given 10 recorded Egyptian sentences, the student uses SATTS to write down each sentence verbatim. Minimum acceptable performance is 70 percent.

SPEAKING

Spoken Interpretation. Given a recorded dialogue between an Egyptian who speaks ED and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

Role Playing. Given a situation in which the instructor plays the role of an Egyptian, the student responds in ED to the instructor's lines. Minimum acceptable performance is 70 percent.

LESSON 1

GREETING PEOPLE

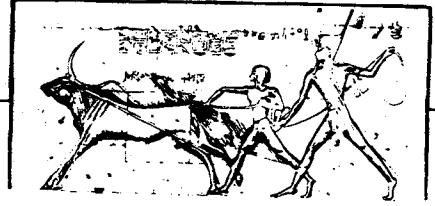


Objectives

Upon completion of this lesson, you will be able to:

- Extend greetings in the Egyptian Dialect, and respond appropriately to such greetings.
- Greet someone who has just returned from a trip, or who has recovered from an illness, and respond appropriately to such greetings.

GRAMMATICAL FEATURES



1. Pronunciation
of the following words

الخير - مساء
محمّد - على السّلامة

2. Pronominal suffixes

ي - ك - ر - ك - كُم

3. Imperative verbs

إتفضّل - إتكلّم

4. Plural ending

متشكّرين

5. Second measure verb
used in greetings

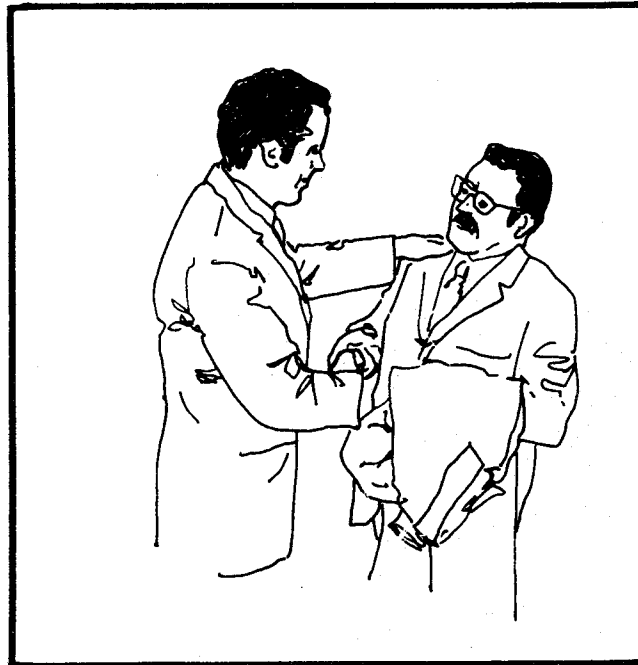
سَلّم - يَسَلّم (على)

Communicative Exchanges

FRAME I

Muhammad visits his friend Hasan .

مَحَمَّدٌ : صَبَّاحِ الْخَيْرِ يَا حَسَنَ .
حَسَنٌ : صَبَّاحُ الْفُلْ ، أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ .
مَحَمَّدٌ : إِيَّاكَ ؟ وَازَائِي الْعِيْلَةُ ؟
حَسَنٌ : اللَّهُ يَسَلِّمَكَ ، آتَيْتُ وَشَرَّفْتُ — إِيْتَفَضَلْ .
مَحَمَّدٌ : مُشْكِرٌ .

**TRANSLATION**

Muhammad: Good morning, Hasan.

Hasan: Good morning. Hello Muhammad, welcome.

Muhammad: How are you, and how is the family?

Hasan: Thank you, may God keep you safe. It is nice of you to honor me (with your visit). Please come in.

Muhammad: Thank you.

EXPLANATORY NOTES

1. The Egyptian greeting most frequently given in the morning is صباح الخير . (In spoken Egyptian Arabic, the short vowel that marks the خ before the definite article of the word الخير is i , كسرة , not a , فتحة , as in MSA. Also, the pronunciation of خير is slightly different. The middle part of the word sounds like the ay of the English "say," but without the upward glide at the end. In MSA the middle part of خير is a diphthong and sounds somewhat like the i in English "bite" or "kite." Egyptians commonly respond to this greeting in several ways.

Example:

repetition of the greeting	صباح الخير
morning of light	صباح النور
morning of jasmine	صباح الفل

صباح الفل is used by persons who maintain close relationships with the person who initiated the greeting. It reflects intimacy and friendliness.

2. Egyptians say مساء الخير for "Good evening." The first short vowel is i , كسرة , not a , فتحة . Also, some Egyptians who speak rapidly do not pronounce the hamza at the end of مساء . The standard responses for "Good evening" are similar to those for "Good morning."

Example:

repetition of greeting	مساء الخير
evening of light	مساء النور
evening of jasmine	مساء الفل

3. The phrase اهلا وسهلا , or simply اهلا , is often used in response to greetings. It means "Welcome," but has the connotation of the English "Good to see you" or "Nice to see you." اهلا وسهلا is also the equivalent of "Hello" or "Hi."

4. In colloquial speech Egyptians usually omit the first short vowel u in the name "Muhammad." They pronounce it محمد .

5. "How are you?" in the Egyptian dialect is **أَزَيْكَ**. The word **أَزَاي** means "How." In addressing or referring to different persons, pronoun suffixes are attached as deemed appropriate. As the pronoun suffixes are added, the **l** in the second syllable that follows the **j** is dropped.

Example:

How are you?	2nd pers. m. sing.	أَزَيْكَ؟
How are you?	2nd pers. f. sing.	أَزَيْكِ؟
How are you?	2nd pers. m. and f. pl. and dual	أَزَيْكُو؟
How is he?	3rd pers. m. sing.	أَزَيْهِ؟
How is she?	3rd pers. f. sing.	أَزَيْهَا؟
How are they?	3rd pers. m. and f. pl. and dual	أَزَيْهِمْ؟

Sometimes in the second person plural the **م** sound of the pronoun suffix **كم** is replaced by **و**. Therefore, the ED equivalent of "How are you?" (pl.) is either **أَزَيْكُم** or **أَزَيْكو**.

6. There are a number of ways an Egyptian might answer the question **أَزَيْكَ**. A common response is **بِخَيْرٍ وَالْحَمْدُ لِلَّهِ**, meaning "Fine, and praise be to God," or as Hasan says to Muhammad in Frame I, **اللَّهُ يَسْلِمُكَ**, literally, "May God protect you," or "May God keep you safe." The second person thanks the first for asking how he is; he does this by asking God to watch over him. Follow the pattern set by **أَزَاي** when attaching pronoun suffixes to **يَسْلِمُ**. (See the example in item 5.)

7. The second part of the response is **أَنْسِتَ وَشَرَّفْتَ**, literally, "You have been nice and honored (me)." The English equivalent is "It is nice of you to honor me (with your visit)." Notice that in the dialect the verb form has no short vowel (**u**, **ضَمَّة**, or **a**, **فَتْحَة**) at the end. Both the "you" form masculine and the "I" form end in **t**, **ت**, and are identical. The feminine is **أَنْسِتِ وَشَرَّفْتِ** with the **i**, **كَسْرَة**, marking the **t**, **ت**. If you are speaking to two or more people, the verb takes the form **أَنْسَتُو وَشَرَّفَتُو**. (In MSA, this ending is **-tum**, but in the dialect the **m** is usually omitted. However, in some of the more formal phrases you may also hear **-tum**, and Egyptians might also say **أَنْسَيْتُمْ وَشَرَّفْتُمْ**.) At the end of a visit, the host's expression **أَنْسَتُو وَشَرَّفَتُو** means "We enjoyed your visit and/or company."

8. **اتفضل** is an expression of courtesy that urges someone to perform an act specified by a verb that follows. **اتفضل** and the following verb are always in the imperative mood. Both are conjugated according to the gender and number of persons addressed.

Example:

Enter or come in.	m. sing.	• اتفضل ادخل
Enter or come in.	f. sing.	• اتفضلي ادخلي
Enter or come in.	m. and f., pl. and dual	• اتفضلوا ادخلوا
Please eat. (Help yourself.)		• اتفضل كل

Sometimes the action verb is replaced by a gesture. **اتفضل** is derived from the MSA verb **تفضل**. Another verb that resembles **اتفضل** in form is **اتكلم**, which is derived from the MSA **تكلم**, "to speak."

9. "Thank you" is **متشكر**, literally, "(I am) grateful." Study the following forms of this expression.

Example:

Thank you.	m. sing.	متشكر
Thank you.	f. sing.	متشكرة
Thank you.	m. and f., pl. and dual	متشكرين

In colloquial Arabic the nominative ending of the masculine plural **ون** is not used. Instead, the genitive and accusative ending **ين** is always used.

10. **العفو**, meaning "Don't mention it," is a response to the expression **متشكر**.

Example:

Thank you, Hasan.	• متشكرين يا حسن
Don't mention it, Muhammad.	• العفو يا محمد

Note: In ED only one verb form, the masculine plural, is used for the plural. For example, **اتفضلوا** addresses two or more people regardless of whether they are all men, all women or a mixed group. This is also true of some words such as **استموا** (استم) and **شرفتموا** (شرفتم).

DRILLS



One



To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

- | | | |
|--|--|--|
| 1. Good morning, Hasan. | | ١ صباح الخير يا حسن
• الخير
• صباح الخير
• صباح الفل
• صباح الخير يا حسن |
| 2. Good evening. | | ٢ مساء الفل |
| 3. Hello, welcome. | | ٣ اهلاً وسهلاً |
| 4. How are you, Muhammad? m. | | ٤ ازيك يا محمد ؟ |
| 5. How are you, Samira? f. | | ٥ ازيك يا سميرة ؟
ازيكو ؟ وازاي العيلة ؟ |
| 6. May God keep you safe. m. | | ٦ الله يسلمك |
| f. | | الله يسلمك |
| pl. | | الله يسلمكم |
| 7. It is nice of you to honor me with your visit. m. | | ٧ آيشت وشرقت |
| m. | | • آيشت يا حسن |
| f. | | • آيشت يا فريدة |
| pl. | | • آيستو |
| m. | | • شرقت يا محمد |
| f. | | • شرقت يا سميرة |
| pl. | | • شرفتو |
| 8. Please come in, Hasan. m. | | ٨ اتفضل يا حسن |
| f. | | • اتفجلي يا فريدة |
| pl. | | • اتفضلوا |

9. Thank you.	m.	• متشكر ٩
	f.	• متشكرة
	pl.	• متشكرين

Two

Repeat after the model.

Teacher: Good morning.	• مدرس : صباح الخير
Students: Good morning.	• تلامذة : صباح النور
Teacher: How are you?	• مدرس : ازيكُم ؟
Students: Fine, praise be to God.	• تلامذة : بخير والحمد لله
Teacher: Please come in.	• مدرس : اتفضلوا
Students: Thank you.	• تلامذة : متشكرين

Three

Repeat after the model.

Farida: Good evening, Hasan.	• فريدة : مساء الخير يا حسن
Hasan: Good evening, Farida, welcome.	• حسن : مساء الفل يا فريدة ، اهلا وسهلا
Farida: How are you? And how is the family?	• فريدة : ازيك ؟ وازاي العيلة ؟
Hasan: May God keep you safe. It is nice of you to honor me with your visit. Please come in.	• حسن : الله يسلّمك — آنست وشرفت — اتفضلي
Farida: Thank you.	• فريدة : متشكرة

Four

Repeat after the model.

Samira: Good evening, Farida.	• سميرة : مساء الخير يا فريدة
Farida: Good evening, Samira, welcome.	• فريدة : مساء النور يا سميرة — اهلا وسهلا
Samira: How are you? And how is the family?	• سميرة : ازيك ؟ وازاي العيلة ؟

Farida: Fine, praise be to God. — فريدة: بخير والحمد لله —
 It is nice of you to — أنست وشرفت —
 honor me with your visit. • اتفضلي •
 Please come in.

Samira: Thank you.

سميرة: متشكرة •

Five

Follow the pattern established by the example. Make any necessary changes.

Example:

• متشكر (Teacher)

f. (Teacher)

• متشكرة (Student)

pl. • متشكر • ٥

f. • أنست وشرفت • ٦

f. • متشكر • ٧

pl. • ازيبك ؟ • ٨

f. • الله يسلمك • ١

f. • انستم وشرفت • ٢

pl. • اتفضل • ٣

f. • ازيبك ؟ • ٤

Six



Repeat the following expressions substituting feminine Arabic names for the masculine proper name. Make any necessary changes.

Example:

صباح الخير يا حسن — ازيبك ؟ (Teacher)

صباح الخير يا سميرة — ازيبك ؟ (Student)

• اهلا وسهلا يا حسن — اتفضل • ١

• صباح الفل يا حسن — ازيبك ؟ • ٢

• أنست وشرفت يا حسن — اتفضل • ٣

• اتفضل يا حسن — ازاي عيلتك ؟ • ٤

• مساء الخير يا حسن — ازيبك ؟ • ٥

• الله يسلمك يا حسن — متشكر • ٦

Seven



Repeat the following expressions substituting the plural word تلامذة for the proper names. Make any necessary changes.

Example:

- صباح الخير يا حسن ، اتفضل (Teacher)
- تلامذة (Teacher)
- صباح الخير يا تلامذة ، اتفضلوا (Student)

- ١. آنست وشرفت يا فريدة ، اتفضلي
- ٢. أهلا وسهلا يا حسن ، ازيك ؟
- ٣. الله يسلمك يا سميرة ، متشكرة
- ٤. كويس والحمد لله يا حسن
- ٥. مساء الفل يا فريدة ، ازاي عيلتك ؟
- ٦. صباح الخير يا حسن ، اتفضل

Eight

Repeat the following greetings using the Arabic equivalent of the English .

Example:

- صباح الخير يا حسن اتفضل (Teacher)
- morning of jasmine (Teacher)
- صباح الفل يا حسن اتفضل (Student)

evening of jasmine

• ١. مساء الخير يا فريدة ازيك ؟

It is nice of you to honor me.

• ٢. أهلا وسهلا يا سميرة ، اتفضلي

Fine, and praise be to God.

• ٣. كويس والحمد لله يا حسن

May God keep you safe.

• ٤. بخير والحمد لله يا سميرة

How is your family? m.

• ٥. ازاي العيلة يا حسن ؟

How is your family? f.

• ٦. ازاي العيلة يا فريدة ؟

Nine

Replace the underlined words with the Arabic equivalent of the English.

Example:

• حمد الله على السلامة يا فريدة (Teacher)

convey greetings to (Teacher)

• سَلِّمْ على فريدة (Student)

her family

• ١ سَلِّمْ على عيلة عباس

your brother

• ٢ ازاى صحة اخواتك يا حسن ؟

fine

• ٣ كوبسين الحمد لله

Praise be to God
for her safety.

• ٤ ازاى سعاد ، سَلِّمْ عليها

They are fine.

• ٥ صحتهم كويسة • الحمد لله

your brothers and sisters

• ٦ ازاى فريدة ؟ حمد الله على سلامتها

how

• ٧ حمد الله على سلامة محمد

They are in fine health.

• ٨ الله يسلمكم ، كوبسين والحمد لله

Muhammad is fine.

• ٩ الحمد لله صحته كويسة النهارده

Greetings to her.

• ١٠ ازاى سميرة النهارده ؟ صحتها كويسة ؟

Ten

Follow the pattern established by the example.

Example:

• صباح الخير (Teacher)

• مساء (Teacher)

• مساء الخير (Student)

• ٥ الخير

• ٣ صباح

• ١ النور

• ٦ النور

• ٤ مساء

• ٢ الفل

Eleven

Respond to the following expressions.

Example:

• صباح الخير (Teacher)

• صباح الفل (Student)

• ٥. ازيكو؟

• ٦. ازيهم؟

• ٧. ازاى العيلة؟

• ١. ازيك؟

• ٢. اتفضل

• ٣. مساء الخير

• ٤. ازيها؟

Twelve

- Two female students, using their own names, play the roles presented in Frame 1, page 3.
- Two students, using their own names, play the roles presented in Drill Three, page 9.
- Two male students, using their own names, play the roles presented in Drill Four, pages 9 and 10.



Communicative Exchanges

FRAME II

Meeting a friend after a trip.

- شكري : حَفِدَ آلَهُ عَلَى السَّلَامَةِ
- عباس : اللَّهُ يَسْلِمُكَ
- شكري : إِزَايَ صِحَّتِكَ النَّهَارُ ذَه ؟
- عباس : كُوَيْسٌ وَالْحَقُّ لِلَّهِ

TRANSLATION

Shukri: Welcome back. (Praise be to God for your safety.)

Abbas: Thank you. (May God keep you safe.)

Shukri: How are you today? (How is your health today?)

Abbas: Fine, and praise be to God.

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

1. Welcome back. (Praise be to God for your safety).
• حمد الله على السلامة
حمد الله
السلامة
على السلامة
2. Thank you. (May God keep you safe.)
• الله يسلّمك
3. How are you today? (How is your health today?)
• ازاى صحتك النهارده ؟
النهارده
صحتك
صحتك
صحتكم
m.
f.
pl.
4. Fine, and praise be to God.
• كويس والحمد لله
كويسة
كويسين
f.
pl.

Two

Repeat after the model.

- Samira: Welcome back, Farida. • سميرة: حمد الله على السلامة يا فريدة.
- Farida: Thank you, Samira. (May God keep you safe.) • فريدة: الله يسلّمك يا سميرة.
- Samira: How are you today? And how is your brother? • سميرة: ازاى صحتك النهارده ؟ وازاى اخوك ؟
- Farida: Fine, and praise be to God. • فريدة: كويس والحمد لله.

Three

Repeat after the model.

- Hasan: Welcome back. • حسن : حمد الله على السلامة.
- Farida: Thank you. • فريدة : الله يسلّمك.

Hasan: How are your sisters and brothers today?

حسن : ازاي اخواتك النهارده ؟

Farida: Fine, and praise be to God.

• فريدة : كويسين والحمد لله

Hasan: Convey my greetings to them.

• حسن : سلمي عليهم

Farida: Thank you.

• فريدة : متشكرة

Four

Repeat after the model.

Shukri: Hello (hi) , Abbass, welcome back.

شكري : اهلا وسهلا يا عباس ،

• حمد الله على السلامة

Abbass: Thank you, Shukri.

• عباس : الله يسلمك يا شكري

Shukri: How are you today? And how is your sister?

شكري : ازاي صحتك النهارده ؟

• وازاي اختك ؟

Abbass: I am fine, praise be to God, and my sister is fine, thank you.

عباس : أنا كويس والحمد لله واختي

• صحتها كويسة ، متشكر

Shukri: Convey my greetings to her.

• شكري : سلم عليها

Abbass: Thank you.

• عباس : الله يسلمك

Five

Repeat after the model.

Farida: Good evening, Su'ad.

• فريدة : مساء الخير يا سعاد

Su'ad: Good evening, Farida, welcome back.

• سعاد : مساء النور يا فريدة ،

• حمد الله على السلامة

Farida: Thank you. (May God keep you safe.)

• فريدة : الله يسلمك

Su'ad: How are you today? And how are your brothers and sisters?

• سعاد : ازيك النهارده ؟ وازاي

• اخواتك ؟

Farida: Fine, praise be
to God.

فريدة: بخير والحمد لله •

Six

Follow the pattern established by the example. Make any necessary changes.

Example:

ازيك النهارده يا حسن ؟ (Teacher)

f. (Teacher)

ازيك النهارده يا فريدة ؟ (Student)

- ١ الله يسلمك يا سميرة • m.
- ٢ ازاي اختك ؟ m.
- ٣ كويس والحمد لله • pl.
- ٤ بخير والحمد لله — متشكر • f.
- ٥ اتفضلني يا سعاد • m.
- ٦ ازيك النهارده يا فريدة ؟ m.
- ٧ ازاي اخوك ؟ pl.

Seven

Repeat the following expressions substituting different feminine Arabic names for the masculine names. Make any necessary changes.

Example:

حمد الله على السلامة يا عباس • (Teacher)

حمد الله على السلامة يا فريدة • (Student)

- ١ ازاي صحتك النهارده يا عباس ؟
- ٢ آنست وشرفت يا حسن ، اتفضل •
- ٣ ازاي تلامذك النهارده يا حسن ؟
- ٤ ازيك وازاي اخوك يا عباس ؟
- ٥ ازاي عيلتك النهارده يا حسن ؟
- ٦ ازاي مدرستك يا عباس ؟

Eight

Repeat each sentence substituting the plural forms of the underlined words.

Example:

ازاي اخوك النهارده يا حسن ؟ (Teacher)

ازاي اخواتك النهارده يا حسن ؟ (Student)

• ١ كويس والحمد لله يا فريدة

• ٢ ازاي تلميذك يا حسن ؟

• ٣ ازاي صحتك النهارده ؟

• ٤ اهلاً وسهلاً ، اتفضل

• ٥ ازاي مدرستك ؟

Nine

Respond to the following statements.

Example:

• حمد الله على السلامة (Teacher)

• الله يسلمك (Student)

- ١ ازاي صحتك النهارده ؟ • ٣ ازايكم ؟ • ٥ ازاي اخواتك ؟
• ٢ صباح الخير • ٤ ازاي العيلة • ٦ سلم عليهم

Ten

Repeat the following greetings using the Arabic equivalent of the English.

Example:

ازيك النهارده يا فريدة ؟ (Teacher)

How is your health? (Teacher)

ازاي صحتك النهارده يا فريدة ؟ (Student)

your brother's health

١. ازاي اخوك يا عباس ؟

It is nice of you to honor me.

٢. اهلاً وسهلاً يا سميرة •

the family

٣. ازاي اخوك واختك يا فريدة ؟

How is your (pl.) health?

٤. ازيكوالنهارده يا تلامذة ؟

Hello, welcome.

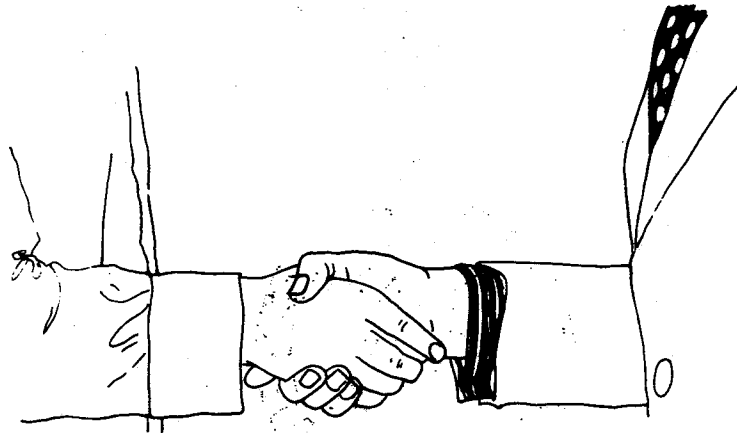
٥. حمد الله على السلامة يا سميرة ، اتفضلتي •

How is your (pl.) health?

٦. ازيكوالنهارده يا اخواتي ؟

Eleven

- Two male students play the roles presented in Drill Two, page 18.
- Two female students play the roles presented in Drill Four, page 19.
- Two male students play the roles presented in Drill Five, page 19.



Very often Egyptians greet one another by shaking hands. Even good friends and family members clasp hands during a casual encounter.

CLASSROOM EXERCISES



What Do You Say?

1. Your friend has just recovered from an illness.
What do you say to him?
2. You have learned that your friend was sick.
Ask him about his health.
3. After you come back from a trip, someone says
حمد الله على السلامة . How do you respond?
4. If someone asks you about your health,
how do you respond?

Role Playing

Situation 1. B is just back from a trip.

A: Greet Student B.

B: Respond.

A: Ask B how he is.

B: Say that you are well.

A: Ask B how the family is.

B: Say that they are fine.

Situation 2. B arrives at A's home in the evening.

B: Greet host(ess).

A: Welcome B to his/her home and ask about his/her health.

B: Say that he/she is well.

A: Ask B to come in.

B: Thank A, then ask him/her about brothers and sisters.

A: Say that they are in good health.

Situation 3. You are a student at the Defense Language Institute (DLI). You are visiting a friend you have not seen for a long time.

Student 1: Read the following statements aloud.

Student 2: Respond to each statement.

- | | |
|------------------------------------|-------------------------|
| • ٥. وازاي اخوك سمير واختك سميرة ؟ | • ١. مساء الخير . |
| • ٦. اتفضل . | • ٢. ازيك ؟ |
| • ٧. آنست وشرفت . | • ٣. وازاي صحة مدرّسك ؟ |
| • ٨. سلّم على فريدة وشكري . | • ٤. وازاي التلامذة ؟ |

Situation 4. Use the information below to converse with a classmate playing Farid's role.

It is 8 p.m. in a coffee shop. You meet your friend Farid, the father of Abbass and Su'ad. You have not seen Farid since he came back from California.

Call Farid.

Greet him.

Welcome him back.

Inquire about his health.

Inquire about his children.

Ask him about California.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker

Interpreter

Arabic speaker

Situation 1.



Welcome back.

• الله يسّلمك .

How are you today?

• بخير والحمد لله .

It is nice of you to honor me with your visit.

• متشكر .

Please come in.

• متشكر .

HOME WORK



Exercise One

Use SATTS to write the five recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise Two

Translate the five recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise Three

You will hear 10 sentences recorded in Arabic. Write the number of each sentence beside its English equivalent.

- () How is the teacher and how are the students, Hasan?
- () Hasan greeted Samira's sisters and brothers, as well as her family.
- () Hasan's good students are at school.
- () My regards (greetings) to your brothers and sisters, Hasan. Praise be to God for their safety.
- () Hi (welcome back), Hasan! How are you today?
- () Good morning, Samira, come in. It's nice of you to honor us (with your visit).
- () Farida! How is your brothers' and sisters' school? Is it OK?
- () Hasan! My regards to your sister Samira and her family.

- () How is your brother's health today, Farida?
() Thank you Farida. You have honored us
(with your visit).

Exercise Four

You will hear eight questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c

2. a b c

3. a b c

4. a b c

5. a b c

6. a b c

7. a b c

8. a b c



SUMMARY



1. The responses to صباح الخير are صباح النور , صباح الفل , صباح الخير .
The responses to مساء الخير are مساء النور , مساء الفل , مساء الخير .
2. "اهلاً وسهلاً" or اهلاً is used in an exchange of greetings.
3. "How are you?" is expressed by adding suffixes for "you" to the word for "how."

Example:

How are you?	m. sing.	أزَيْك ؟
How are you?	f. sing.	أزَيْكِ ؟
How are you?	m. and f. pl.	أزَيْكُمْ - أزيكو ؟

4. "How" used without suffixes, is اَزاي (with an alif).

Example:

How is the (your) health?	m. sing.	أزاي الصِّحَّة ؟
How is your health?	f. sing.	أزاي صِحَّتِك ؟
How is your health?	m. and f. pl.	أزاي صِحَّتُكُمْ ؟

5. Because ED has no case or inflectional endings, the pronoun suffixes for "you" or "your" - كُ , كِ and كُمْ (or كُو) - never vary.

6. Replies to "How are you?" are listed in the example below.

Example:

May God keep you safe.	m. sing.	اللّٰهُ يَسْلِمُكَ .
May God keep you safe.	f. sing.	اللّٰهُ يَسْلِمُكِ .
May God keep you safe.	m. and f. pl.	اللّٰهُ يَسْلِمُكُمْ .

And,

Fine.	m. sing.	كوَيْس
Fine.	f. sing.	كوَيْسَة
Fine.	m. and f. pl.	كوَيْسِين

All of the responses in the foregoing example are followed by "And praise be to God," **والحمد لله (الحمد لله)**.

7. "Today" in ED is **النهاره** (pronounced **انْهَرْدُ**) and literally means "this day."

8. A person who receives a visitor will, after the initial greeting, often say "It is nice of you to honor me. Please come in." The endings of the words change according to the gender and number of individuals addressed.

Example:

It's nice of you to honor
me. Please come in.

• **آنت وشرفت - اتفضل**

9. The second person plural verb ending in the perfect form is normally **-tu** (as in **شرفتو**). The ending in formal phrases is **-tum** (**شرفتكم**).

10. In ED, only the masculine form is used for plurals. This is true whether the speaker is addressing men, women or a mixed group.

11. **حمد الله على السلامة**, "Welcome back," is said to a person who is returning from a journey or recovering from an illness. The response to it is **الله يسلّمك**.

12. Whenever **على** precedes a word with a definite article the **ل** in **على** is omitted. The greeting **على السلامة** is pronounced **عالسلامة**.

13. "Thank you" in ED is **مَشْكُر**. The ending changes according to the gender and number of whomever is saying it.

REFERENCE GRAMMAR

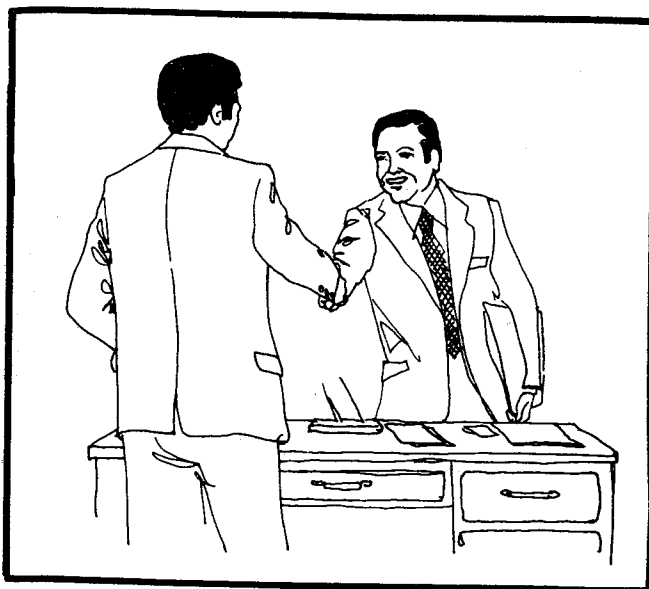
VERBS

1. Measure II verb (سَلَّمَ) , to greet, to convey greetings to

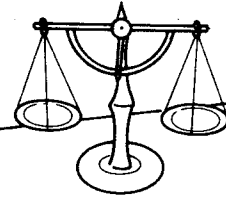
<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	سَلَّمَ	يَسَلِّمُ	
she	هِيَ	سَلَّمَتْ	تَسَلِّمُ	
they	هُمْ	سَلَّمُوا	يَسَلِّمُوا	
you, m.	أَنْتَ	سَلَّمْتَ	تَسَلِّمُ	سَلِّمْ
you, f.	أَنْتِ	سَلَّمْتِ	تَسَلِّمِي	سَلِّمِي
you, pl.	إِنْتُمْ	سَلَّمْتُمْ	تَسَلِّمُوا	سَلِّمُوا
I	أَنَا	سَلَّمْتُ	أَسَلِّمُ	
we	إِحْنَا	سَلَّمْنَا	نَسَلِّمُ	

Verbal noun, not in use. (سَلَام is used in spoken colloquial Egyptian.)

Active participle, مُسَلِّمٌ



EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded conversation, then answer the questions based on it.

1. Who extended the invitation to Shukri?
2. Whom did the person talking with Shukri inquire about?
3. When was the invitation scheduled for?
4. What is Shukri's profession?
5. Beside Shukri, to whom was the invitation extended?
6. On what occasions do Egyptians use the type of greeting in the recorded conversation?

ENRICHMENT



A. The following are frequently used greetings and responses.

١٠ حسن : ازيك ، سَلامات •

محمد : الله يَسَلِّمَكَ •

٢٠ حسن : اهلاً اهلاً •

محمد : اهلاً بيك •

٣٠ حسن : ازاي الاولاد ؟

محمد : كويسين والحمد لله •

٤٠ حسن : ازاي الحال ؟

محمد : عال ، الحمد لله •

٥٠ حسن : آنست وشرفت •

محمد : الله يَأْنسَك •

1. The word سَلامات (SLAMAT) is the plural of سلامة (SLAM?), which means "safety."

2. The response اهلاً بيك means "You are welcome." The second word, بيك, is composed of the preposition بـ, plus the pronoun suffix, ك. In MSA, it is pronounced بِك, with a short vowel under the ب. In ED, the short vowel changes to a long vowel, بِيك.

The preposition بـ is used with different pronouns in the example below.

Example:

You are welcome. m.

• اهلاً بيك

You are welcome. f.

• اهلاً بيكِ

You are welcome. pl.

• اهلاً بيْكُمْ

She is welcome.	f.	اهلاً بيها •
He is welcome.	m.	اهلاً بيه •
They are welcome.	pl.	اهلاً بِهِمْ •

3. ازاى الاولاد means "How are the children?" It also means "How is your family?"

4. الحال means "state of affairs" or "condition," and is the equivalent of "How are you doing?" The response عال means "Very well."

5. الله يأتسك means "May God watch over you." It is often used instead of متشكر, meaning "Thank you."

B. The following dialogue contains expressions used for greetings.

Example:

Say hi to Hasan for me, or,
convey my greetings to Hasan.

• ١. سَلِّمْ لِي عَلَى حَسَن

Thank you. (May God keep you safe.)

• الله يَسَلِّمْكَ

Say hi to the children (family).

• ٢. سَلِّمْ لِي عَلَى الْاَوْلَاد
• الله يَسَلِّمْكَ

Good-bye.

• ٣. مَعَ السَّلَامَةِ
• الله يَسَلِّمْكَ

Sleep well. (May you be well
tomorrow.)

• ٤. تَصْبِحْ عَلَى خَيْر

And the same to you.

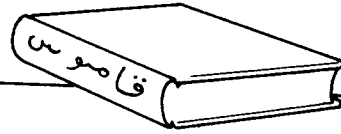
• وَاَنْتِ مِنْ اَهْلِ الْخَيْر

1. سَلِّمْ لِي عَلَى means "Say hi to (someone)."

2. مَعَ السَّلَامَةِ means "Good-bye."

3. تَصْبِحْ عَلَى خَيْر means "May you be well tomorrow." The proper responses, وَاَنْتِ مِنْ اَهْلِ الْخَيْر or وَاَنْتِ مِنْ اَهْلِهِ, which mean "And you, too," are used only in the evening and before going to bed ("Good night").

VOCABULARY



ENGLISH	ED	MSA
Abbass (name)		عَبَّاس
brother(s)	أَخَوَات (ج)	أَخ
family	عَيْلَة	
Farida (name)		فَرِيدَة
Fine, and praise be to God.		بِخَيْرِ وَالْحَمْدُ لِلَّهِ
fine, well, good	كَوَيْس	
for, to, on		عَلَى
Gamila (name)		جَمِيلَة
good evening		مَسَاءُ الْخَيْرِ
good evening (response)	مَسَاءُ الْفَلَ	مَسَاءُ النُّورِ
good morning		صَبَاحُ الْخَيْرِ
good morning (response)	صَبَاحُ الْفَلَ	صَبَاحُ النُّورِ
greet (to)	سَلِّمْ عَلَى	
Hasan (name)		حَسَن
health		صِحَّة
how	إِزَانِي	
May God keep you safe.		اللَّهُ يَسْلِمَكَ
Muhammad (name)		مُحَمَّد
Please come in.	أَتَفَضَّلُ	
Praise be to God.		الْحَمْدُ لِلَّهِ
Samira (name)		سَمِيرَة
school(s)		مَدْرَسَة - مَدَارِس (ج)
Shukri (name)		شُكْرِي
sister(s)	أَخَوَات (ج)	أَخْت

ENGLISHEDMSA

student(s)

تِلَامِذَةٌ

تِلْمِيز ، تِلْمِيز (ج)

Su'ad (name)

سُعاد

teacher

مَدْرَس

thank you

مُتَشَكِّر

today

النَّهَارُ

Vocative particle (Used to gain someone's attention.)

يَا

welcome, hello, hi

اهلاً وسهلاً

welcome

أَيْسَتْ وَشَرَفَتْ

welcome back

حَمْدُ اللَّهِ عَلَى السَّلَامَةِ

Communicative Exchanges

FRAME I

Muhammad and Sa'd id-Din, two young Egyptian officers, are chatting together in an officers club on a base near Cairo. Muhammad sees another friend of his, Salih, and decides to introduce him to Sa'd id-Din.

• تَعَالَ أَعْرِفَكَ عَلَى صَاحِبِي يَا صَالِحَ .	مَحَمَّدٌ :
• طَيِّبٌ ، نَتَشَرَّفُ .	صَالِحٌ :
• سَعْدُ الدِّينِ مُلَازِمٌ أَوَّلُ طَيَّارٍ ،	مَحَمَّدٌ :
صَالِحٌ مُلَازِمٌ فِي الْجِيْشِ	
• سَعْدُ الدِّينِ : أَهْلًا وَسَهْلًا ، فُرْصَةٌ سَعِيدَةٌ .	
• صَالِحٌ : إِخْنَا الْأَسْعَدَ ، إِتَشَرَّفْنَا يَا أَفْنَدِمَ .	

**TRANSLATION**

Muhammad: Come, Salih, I'll introduce you to my friend.

Salih: OK, I'd be honored.

Muhammad: First Lieutenant Pilot Sa'd id-Din.
Salih, a lieutenant in the army.

Sa'd id-Din: Hello. (It is) a fortunate opportunity.

Salih: The pleasure is mine. (I'm honored) sir.

EXPLANATORY NOTES

1. The word تَعَال means "Come" and is used only in the imperative, which has three forms: تَعَال (m.), تَعَالِي (f.) and تَعَالُوا (pl.). Depending on the situation, تَعَال may also imply "Come here" or "Come over here." Sometimes it is followed by هنا, which lends emphasis to the statement.

When Egyptians want to say "I am coming" or "I come," they use a different word root. "I am coming" (active participle) is either أنا جاي (m.) or أنا جاية (f.). (For a complete conjugation of this verb see Explanatory Note 5, p. 99, and the Reference Grammar on p. 118.

2. In ED, short vowels of present-tense verbs are often not the same as short vowels in equivalent MSA forms. For example, in MSA "I introduce you" is أَعْرِفُكَ, whereas in the dialect it is أَعْرِفْكَ. In the dialect, the first short vowel of the first person singular of a present-tense verb is فتحة (as in أَعْرِفْكَ).

3. In MSA "friend" is صديق, but in ED the word usually used is صاحب (pl.), as in صاخي, "my friend."

4. طيب, which means "OK" or "Fine," implies acknowledgment of and/or acceptance on the part of the person being addressed.

5. a. نتشرف, translated "I'd be honored," literally means "We are honored." In this and similar formal phrases Arabs often use the plural form even when they are referring to one person. For example, an Arab says السلام عليكم, "Peace be upon you" (pl.), even when he addresses one person. However, Egyptians also use the singular أتشرف, and the plural can mean "we" as well as "I."

b. In most dialect verb forms, short vowels differ from those of MSA equivalents. For example, نتشرف is the ED equivalent of the MSA نتشرف. In the dialect, the first short vowel of any pronoun prefix (except in first person singular) in the present-tense form is almost always ـ (not ـ or ـ as in MSA). Notice that in the dialect form, the ت in نتشرف has a sukuun over it, whereas in MSA it has a فتحة in نتشرف. Finally, notice the sukuun over the ف. Final short vowels of dialect verbs do not indicate mood as they do in MSA.

6. As you know, MSA nouns and adjectives have inflectional endings. For most indefinite nouns and adjectives they are: -un, -an, and -in; and -u, -a, -i when they are definite. You also know that in the so-called pausal form, these endings are dropped. Even the taa (ت) of the taa marbuuta (ة) is dropped in feminine words in the pausal form unless it is part of a phrase in construct (such as مدينة القاهرة, "the city of Cairo"), or has a suffix attached to it. Spoken Arabic dialects have no inflectional endings (except the adverbial endings in words such as حالا, شكرا and جدا). Consequently, in ED every noun and adjective is in the pausal form. Compare the endings of the words in the following two sentences.

Example:

MSA (fully inflected forms)

سعد الدين ملازم أول طيار.

ED

سعد الدين ملازم أول طيار.

The ـ which marks the د in سعد is not an inflectional ending. It is the helping vowel used before any word beginning with أ (the hamzat al-wasl).

7. There is no j sound in ED with the exception of words adopted from foreign languages, such as جاكتة (jacket), بيجاما (pajamas), جراج (garage), جورج (George), جوزيف (Joseph) and جنرال (general).

Egyptians pronounce the j sound as a hard g (as in go) both in MSA and ED. Also, the letter g often functions as a "sun letter," and Egyptians say gg just as often as lg in words such as الجيش.

8. The phrase فرصة سعيدة, literally, "a fortunate opportunity," is the equivalent of "It's been nice meeting you" or "I'm glad to have met you."

9. "We" in ED is إحنا الأسعد, "We are the more fortunate," is the usual response to فرصة سعيدة.

10. a. إتشرفنا, literally, "We have been honored," is often used to express "Glad to meet you." In the dialect this form is usually إتشرفنا, beginning with it- as in أفضل. If an Egyptian wants to be more formal he will use the MSA form تشرفنا.

b. Both the phrases إحنا الأسعد and إتشرفنا are plural (we) even though the speaker is referring to himself alone. Both phrases are formal and ceremonious in the same vein as نتشرف and السلام عليكم.

11. Although يَا أَفَنْدُمْ, "sir," is pronounced as a single word, it is actually a combination of two words: the particle of address (either untranslated or sometimes translated as "Oh!") and أَفَنْدُمْ (a Turkish word meaning "master"). In normal speech, the alif of أَفَنْدُمْ disappears after يَا. This applies to words which have an alif (ا) at the beginning preceded by يَا. يَا أَحْمَدُ is pronounced with the omission of the ا.



DRILLS



One Q&D

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Come, Salih, I'll introduce you to my friend.

• تَعَالِ اعْرِفْكَ عَلَى صَاحِبِي يَا صَالِح

m.	تَعَالِ ١
f.	تَعَالِي
pl.	تَعَالُوا

m.	اعْرِفْكَ عَلَى ٢
f.	اعْرِفْكِ عَلَى
pl.	اعْرِفْكُمْ عَلَى / اعْرِفْكُمْ عَلَى

m.	صَاحِبِي ٣
f.	صَاحِبَتِي
pl.	صَاحِبِي

• تَعَالِ اعْرِفْكَ عَلَى صَاحِبِي يَا صَالِح

OK, I'd be honored.

• طَيِّبٌ نَتَشَرَّفُ

طَيِّبٌ ٤

نَتَشَرَّفُ ٥

أَتَشَرَّفُ

we or I

I

First Lieutenant Pilot
Sa'd id-Din.

• سَعْدِ الدِّينِ مُلَازِمٌ أَوَّلٌ طَيَّارٌ

٦ مُلَازِمٌ أَوَّلٌ طَيَّارٌ

Salih, a lieutenant in the army.

• صَالِحٌ مُلَازِمٌ فِي الْجَيْشِ

مُلَازِمٌ

٧ فِي الْجَيْشِ

الْجَيْشِ

• صَالِحٌ مُلَازِمٌ فِي الْجَيْشِ

Hello. (It is) a fortunate opportunity.

اهلاً وسهلاً — فُرْصَةٌ سَعِيدَةٌ •

٨ فرصة سعيدة
فرصة

The pleasure is mine.
(I'm honored), sir.

إِحنَا الأُسْعَدُ — اِتَّشَرَّفْنَا يَا أَفْنَدِمَ •

٩ إحنَا الأُسْعَدُ

إحنَا

الأُسْعَدُ

سَعِيدٌ — أُسْعَدُ — الأُسْعَدُ

١٠ اِتَّشَرَّفْنَا يَا أَفْنَدِمَ •

اتشرفنا

افندم

١١ يَا أَفْنَدِمَ •

إِحنَا الأُسْعَدُ — اِتَّشَرَّفْنَا يَا أَفْنَدِمَ •

Two

Repeat after the model.

Linda is sitting with Muhammad in the cafeteria.
Sa'd id-Din stops by.

سَعْدُ الدِّينِ : مساء الخير •

مَحَمَّدٌ : مساء النور — اهلاً وسهلاً يا سعد الدين ، اتفضل — اعرفك على

صاحبتى لندا من الجامعة الأمريكية • سعد الدين ملازم طيار •

سعد الدين : اتشرفنا يا لندا — فرصة سعيدة •

لندا : أنا الأُسْعَدُ — اهلاً وسهلاً •

Three

Repeat after the model.

Salih is visiting his friend Muhammad in his office.
Muhammad calls his colleague Sa'd id-Din to introduce
Salih to him.

محمد : تعال يا سعد الدين اعرفك على صالح •

سعد الدين : نِتَشَرَّفُ يَا أَفْنَدِمَ •

محمد : سعد الدين ملازم أول طيار — صالح ملازم في الجيش •

صالح : فرصة سعيدة يا افندم •

سعد الدين : أنا الأُسْعَدُ ، اتشرفنا •

Four 

Repeat after the model.

Muhammad is sitting with Salih and Linda sees him.

- لندا: صباح الخير يا محمد •
 محمد: صباح النور يا لندا — ¹أَقْدِمْ لَكَ صالِح — صالِح ملازم في الجيش •
 لندا صاحبتني من الجامعة الأمريكية •
 صالِح: اهلا وسهلا يا لندا ، دي فرصة سعيدة ، اتفضلي •
 لندا: مُشْكِرَة •

¹For the pronunciation of the sound ق see
 Explanatory Note 4, p. 53.

TRANSLATION - DRILL TWO

Sa'd id-Din: Good evening.

Muhammad: Good evening. Hello, Sa'd id-Din.
 Please (sit down), I'd like to introduce
 you to my friend Linda from the American
 University--First Lieutenant Pilot
 Sa'd id-Din.

Sa'd id-Din: I am honored, Linda. (It is) a
 fortunate opportunity.

Linda: The pleasure is mine.
 I am pleased to meet you.

TRANSLATION - DRILL THREE

Muhammad: Come, Sa'd id-Din. I'll introduce
 you to Salih.

Sa'd id-Din: I'd be honored, sir.

Muhammad: First Lieutenant Pilot Sa'd id-Din,
 Salih, a lieutenant in the army.

Salih: (It is) a fortunate opportunity, sir.

Sa'd id-Din: The pleasure is mine, I'm honored.

TRANSLATION - DRILL FOUR

- Linda: Good morning, Muhammad.
- Muhammad: Good morning, Linda. (Let me) introduce Salih to you. Salih is a lieutenant in the army. (This is) Linda, my friend from the American University.
- Salih: Hello, Linda. (It is) a fortunate opportunity. Please sit down.
- Linda: Thank you.

Five

Follow the pattern established by the example.

Example:

- أَقْدِمُ لَكَ صَالِحَ (Teacher)
- ——— أَعْرِفُكَ عَلَى (Teacher)
- أَعْرِفُكَ عَلَى صَالِحَ (Student)

- ——— ٠١ أَعْرِفُكَ عَلَى
- صاحبتى ٠٢ ———
- ——— ٠٣ أَقْدِمُ لَكَ
- صالِح ٠٤ ———
- ——— ٠٥ أَقْدِمُ لَكَ
- صاحبي ٠٦ ———
- ——— ٠٧ أَقْدِمُ لَكُمْ
- صحابي ٠٨ ———
- ——— ٠٩ تَعَالُوا يَا

Six

Follow the pattern established by the example. Make any necessary changes.

Example:

- تَعَالِ أَعْرِفُكَ عَلَى لندا (Teacher)
- تعالى (Teacher)
- تَعَالِ أَعْرِفُكَ عَلَى لندا (Student)

• _____	_____	٠١ تعالوا
• اخواتي	_____	_____ ٠٢
• _____	_____	٠٣ تعالي
• عيلتها	_____	_____ ٠٤
• _____	_____	٠٥ تعال
• صاحبنا	_____	_____ ٠٦
• _____	أَقْدِمْ لَكَ	_____ ٠٧
• _____	_____	٠٨ تعالوا

Seven

Follow the pattern established by the example. Make any necessary changes.

Example:

• أَقْدِمْ لَكَ صَالِحٌ (Teacher)

f. (Teacher)

• أَقْدِمْ لَكَ صَالِحٌ (Student)

pl.

٠١ اقدم لك لندا •

f.

٠٢ تعال هنا •

pl.

٠٣ أنا الأسعد •

f.

٠٤ اعرفك على صاحبي •

pl.

٠٥ اعرفك على صاحبي •

sing.

٠٦ اتشرفنا •

pl.

٠٧ تعال هنا •

pl.

٠٨ اتشرف •

pl.

٠٩ اقدم لك اخويا عباس •

f.

٠١٠ اعرفكو على عيلتي •

Eight

- Three female students play the roles given in Frame I, p. 39.
- Two female and one male student play the roles given in Frame I, p. 39.
- Three male students play the roles in Drill Two, p. 45.

Nine

Repeat the following sentences substituting masculine names for the feminine. Make any necessary changes.

Example:

• تعال اعرفك على صاحبي يا صالح (Teacher)

• تعالي اعرفك على صاحبتني يا سعاد (Student)

- ١ ازاي عيلتك النهارده يا حسن ؟
- ٢ تعال اقدم لك الملازم يا صالح
- ٣ اسم صاحبك ايه يا محمد ؟
- ٤ تعال المدرسة النهارده يا حسن
- ٥ تعالوا اقدم لكم صاحبي سالم
- ٦ أهلا وسهلا يا محمد ازبك ؟
- ٧ ازاي اخواتك يا صالح ؟
- ٨ عرفني على صاحبك يا محمد
- يا تلامذة

Ten

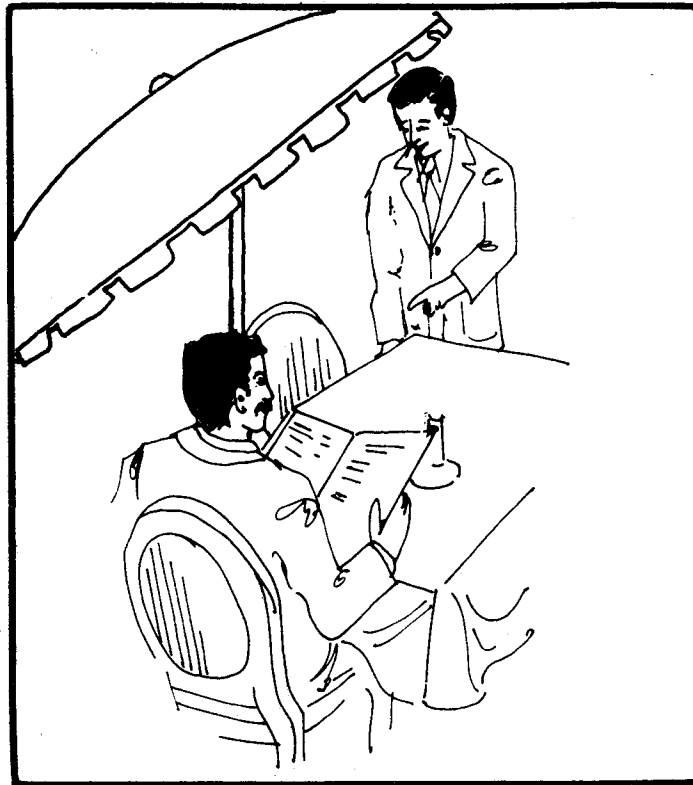
Change all the singular forms in the sentences below to the plural.

Example:

• تعال اعرفك على صاحبي (Teacher)

• تعالوا اعرفكم على صاحبي (Student)

- ١ تعالي اقدم لك الملازم
- ٢ اقدم لك صاحبتني الامريكانية
- ٣ تعال اعرفك على الطيار اللبناني
- ٤ ازاي صحتك النهارده ؟
- ٥ آيست وشرفت اتفضلي
- ٦ اسم الطيار المصري ايه ؟
- ٧ تعالي هنا

TRANSLATION

American: Is this place taken?

Egyptian: No, please sit down.

American: Thank you.

Egyptian: (This is) a happy opportunity. Are you Lebanese?

American: No, I'm American.

Egyptian: Welcome, welcome. What is your name?

American: My name is Thomas Grant.

Egyptian: I am honored. I am Hasanayn Salim.

EXPLANATORY NOTES

1. a. In ED the phrase **المكان ده** means "this place." The demonstrative adjective **ده** meaning "this, that" comes after the noun which it modifies.

Example:

This place is reserved.

• **المكان ده محجوز**

b. **ده** also functions as a demonstrative pronoun representing the subject. It precedes the predicate.

Example:

This is the reserved place.

• **ده المكان المحجوز**

c. **ده**, the masculine form of "this," corresponds to the MSA **هذا**. The feminine of **ده** is **دي**, and is equivalent to the MSA **هذه**. The plural form is **دول**, which corresponds to all the MSA masculine and feminine plural and dual forms of "these." The demonstrative pronoun **دي** also modifies plural inanimate and nonhuman subjects.

d. **ده**, **دي** and **دول** were introduced in this lesson as demonstrative pronouns meaning "this," "that," "these" and "those." They may also be used for the personal pronouns "he," "she" and "they."

Example:

He is Hasan's teacher.

• **ده مدرس حسن**

2. In order to change a statement into a question, MSA uses the question word **هل**. ED, however, does not use **هل**. A rising intonation shows that the utterance is a question. (See the first line of Frame II, **المكان ده محجوز ؟**. Note that the tone of voice rises with **محجوز**.)

3. When Egyptians want to say "no" emphatically, they pronounce the alif of **لا** as a hamza and say **لا**. This often occurs if the word **لا** is not followed directly by other words.

4. **أقعد**, the ED word for "Sit down" or "Have a seat," corresponds to the MSA word **اجلس**. It has two pronunciation features peculiar to the dialect. First, generally speaking, in ED the letter qaaf is pronounced as a hamza except in certain types of words. (See Lesson 4, Explanatory Note 2, p. 128.) Second, the short vowel that marks the ع is ضمة.

It sounds like the o in the English word "north." This vowel does not exist in MSA but does occur occasionally in ED. (The vowel sound in دول is the same as the o in أقعد, but is long instead of short. ED, then, has both a long and short o, whereas MSA has neither.)

5. حَضْرَتُكَ (حَضْرَتِكَ when speaking to a woman and حَضْرَتُكُمْ when speaking to two or more persons) literally means "your presence" and is a formal or polite way of saying "you." It is used to address an acquaintance or someone whose name is not known.

6. "American" in ED is امريكاني (m.) or امريكانية (f.). The plural, "Americans," is امريكان. This is somewhat different from the MSA forms: امريكي (m.), امريكية (f.) and امريكيون (pl.).

7. a. اِسْمُ الْكَرِيمِ, literally "the name of the noble one," is a polite way of saying, اِسْمُكَ, "your name." اِسْمُ الْكَرِيمِ اَيَه ؟ "What is your name?" means "What is the name of the noble one?" It is considered a politer statement than اِسْمُكَ اَيَه ؟ (Egyptians also say اِسْمُ حَضْرَتِكَ اَيَه ؟.)

b. Question words often fall at the end of an utterance. For this reason "what" comes at the end of the sentence in اِسْمُ الْكَرِيمِ اَيَه ؟ (literally, "The name of the noble one is what?"). In English (and in MSA) question words are usually placed at the beginning of a sentence.

8. "Yes" in ED is أَيَوَه. The MSA word نَعَمْ is rarely used in the dialect, except as a respectful reply by someone addressed by name. In this case نعم means "yes," with the connotation of "Yes, what is it?" or "Yes, what can I do for you?"

9. مِشْ, "not," is used to negate most nouns and phrases. It does not negate verbal phrases. (See Lesson 3, Explanatory Note 5, p. 85.)

Example:

This place is not taken.

• الْمَكَانُ دَه مِشْ مَحْجُوز

I'm not in the army.

• أَنَا مِشْ فِي الْجِيْشِ

Sa'd id-Din is not a pilot.

• سَعْدِ الدِّينِ مِشْ طَيَّار

DRILLS



One 

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Is this place taken?

المكان ده محجوز ؟
مكان — المكان
ده

١ المكان ده

٢ محجوز

(Statement)

• المكان ده محجوز

(Question)

المكان ده محجوز ؟

No, please sit down.

• لا ، إتفضل أقعد

٣ لا

اتفضل اقعد

٤ اقعد

اتفضلي اقعدي

اتفضلوا اقعدوا

Thank you.

• متشكر

(This is) a happy opportunity.
Are you Lebanese?

دي فرصة سعيدة — حضرتك لبناني ؟

دي

فرصة سعيدة

٥ حضرتك لبناني ؟

حضرتك

حضرتك لبنانية ؟

دي فرصة سعيدة — حضرتك لبناني ؟

No, I'm American.

• لا ، أنا امريكاني

٦ امريكاني

أنا امريكاني

أنا امريكانية

• إحنا امريكان

أ - أنا امريكاني

Welcome, welcome. What is your name?

أهلا ، أهلا • اسم الكريم ايه ؟

أ - اسم الكريم ايه ؟
إيه

My name is Thomas Grant.

اسمي توماس جرانت •

I am honored.

اتشرفنا • أنا حسنين سالم •

I'm Hasanayn Salim.

Two

Repeat after the model.

An American is trying to find a place in a theater.

الامريكاني : الكرسي ده محجوز ؟

المصري : أيوه محجوز •

الامريكاني : طيب متشكر •

Three

Repeat after the model.

The same American is still trying.

الامريكاني : المكان ده محجوز ؟

المصري : لأ مش محجوز • إتفضل •

الامريكاني : متشكر •

Four

Repeat after the model.

An American lady is looking for a place to sit in a cafeteria.

الامريكانية : الكرسي ده محجوز ؟

المصري : لأ ، اتفضلي اقعدي •

الامريكانية : متشكرة •

- المصري: حضرتك لبنانية ؟
الامريكانية: لا ، أنا مش لبنانية أنا امريكانية •
المصري: إتشرفنا •

TRANSLATION - DRILL TWO

American: Is this seat taken?

Egyptian: Yes, (it is) taken.

American: OK, thank you.

TRANSLATION - DRILL THREE

American: Is this place taken?

Egyptian: No, it's not taken. Please sit down.

American: Thank you.

TRANSLATION - DRILL FOUR

American lady: Is this seat taken?

Egyptian man: No, please sit down.

American: Thank you.

Egyptian: Are you Lebanese?

American: No, I'm not Lebanese, I'm American.

Egyptian: Glad to meet you. (I'm honored.)

Five

Construct complete sentences by adding the demonstrative pronoun **ده** to the phrases below.

Example:

- | | | |
|--------------|-------|-----------|
| • مكان محجوز | _____ | (Teacher) |
| • مكان محجوز | ده | (Student) |
-
- | | | | | | |
|----------------|-------|---------------------|-----------------|-------|-----|
| • ملازم مصري | _____ | • ٦ (Linda's place) | • مكان لندا | _____ | • ١ |
| • مش محجوز | _____ | • ٧ | • طيار امريكاني | _____ | • ٢ |
| • حضرة الملازم | _____ | • ٨ | • كرسي محجوز | _____ | • ٣ |
| • صاحبي | _____ | • ٩ | • مش لبناني | _____ | • ٤ |
| • مكان كويس | _____ | • ١٠ | • صاحب اخويا | _____ | • ٥ |

Six

Construct complete sentences by adding the demonstrative pronoun **دي** to the phrases below.

Example:

- | | | |
|--------------|-------|-----------|
| • فرصة سعيدة | _____ | (Teacher) |
| • فرصة سعيدة | دي | (Student) |
-
- | | | | | | |
|----------------|-------|------|----------------------|-------|-----|
| • صاحبة لندا | _____ | • ٦ | • الجامعة الامريكية | _____ | • ١ |
| • فرصة كويسة | _____ | • ٧ | • مش لبنانية | _____ | • ٢ |
| • عيلة تركية | _____ | • ٨ | • صاحبتى الامريكانية | _____ | • ٣ |
| • مدرسة اخواتي | _____ | • ٩ | • الاماكن المحجوزة | _____ | • ٤ |
| • كراسي محجوزة | _____ | • ١٠ | • عيلات مصرية | _____ | • ٥ |

Seven

Construct complete sentences by adding the demonstrative pronoun **دول** to the following phrases.

Example:

- | | | |
|------------------|-------|-----------|
| • طيارين امريكان | _____ | (Teacher) |
| • طيارين امريكان | دول | (Student) |

- | | |
|---------------------------|---------------------------------|
| • ١ — معلمين مصريين • | • ٦ — صاحب اختي • |
| • ٢ — صاحبي الامريكان • | • ٧ — مدرسين اخواتي • |
| • ٣ — صاحب لندا • | • ٨ — مدرسات اخويا • |
| • ٤ — مدرسين لبنانيين • | • ٩ — ملازمين في الجيش المصري • |
| • ٥ — معلمات في المدرسة • | • ١٠ — تلامذة كوييسين • |

Eight

Construct complete sentences by adding the definite article ال to the noun and placing the demonstrative pronouns ده , دي or دول before the predicate.

Example:

(Teacher) — مكان محجوز •

(Student) المكان ده محجوز

- | | |
|------------------------|------------------------|
| • ١ — طيارين امريكان • | • ٦ — طيار امريكاني • |
| • ٢ — ملازم مصري • | • ٧ — جامعة مش مصرية • |
| • ٣ — جامعة لبنانية • | • ٨ — كرسي مش محجوز • |
| • ٤ — فرصة سعيدة • | • ٩ — معلمات امريكان • |
| • ٥ — عيلة تركية • | • ١٠ — جيش لبناني • |

Nine

Use the particle مش to negate the following sentences.

Example:

(Teacher) المكان ده محجوز •

(Student) المكان ده مش محجوز •

- | | |
|---------------------------|------------------------------|
| • ١ — صاحبي دول امريكان • | • ٦ — الطيار ده امريكاني • |
| • ٢ — صاحبي ده لبناني • | • ٧ — صاحبت دي امريكانية • |
| • ٣ — صاحبي ده في الجيش • | • ٨ — الجامعة دي مصرية • |
| • ٤ — الكرسي ده محجوز • | • ٩ — الكرسي دي محجوزة • |
| • ٥ — صاحبت دي سعيدة • | • ١٠ — الطيارين دول مصريين • |

Ten

Use the particle مش to negate the following sentences.

Example:

• ده مكان لندا (Teacher)

• ده مش مكان لندا (Student)

- | | |
|-------------------------|------------------------------|
| • ١ دول طيارين امريكان | • ٦ دول تلامذة كويسين |
| • ٢ دي جامعة مصرية | • ٧ دي فرصة كويسة |
| • ٣ ده صاحبي الامريكاني | • ٨ دول اخوات حنين |
| • ٤ دول صحاب لندا | • ٩ ده ملازم في الجيش التركي |
| • ٥ ده اسمه سعد الدين | • ١٠ دي عيلة صالح |

Eleven

Follow the pattern established by the example. Make any necessary changes.

Example:

• لا ، اتفضل اقعد (Teacher)

f. (Teacher)

• لا ، اتفضلي اقعدى (Student)

- | | |
|-----|-------------------------|
| pl. | • ١ لا ، اتفضل اقعد |
| f. | • ٢ اسمك ايه ؟ |
| f. | • ٣ ايه ده ؟ |
| pl. | • ٤ حضرتك لبناني ؟ |
| pl. | • ٥ لا ، أنا مش مصري |
| pl. | • ٦ أيوه ، أنا امريكاني |
| pl. | • ٧ ده اخو صاحبي |
| pl. | • ٨ دي مدرسة اختي |
| m. | • ٩ دي اخت سالم |
| pl. | • ١٠ دي عيلته |

Twelve

Follow the pattern established by the example.

Example:

- | | | |
|------------|----------|-----------|
| • امريڪاني | صاحبي ده | (Teacher) |
| • طيار | — — | (Teacher) |
| • طيار | صاحبي ده | (Student) |

- | | |
|----------------------|------------------------|
| • ٦. الملازم ده — | • ١. في الجيش اللبناني |
| • ٧. العيلة دي — | • ٢. صاحبي دي — |
| • ٨. مش امريڪانية | • ٣. مدرسة امريڪانية |
| • ٩. صاحبه دول — | • ٤. حضرته — |
| • ١٠. المكان ده لـ — | • ٥. مش اخو لندا |

Thirteen

Respond to the questions and statements.

Example:

ازيڪ؟ (Teacher)

• كويس والحمد لله (Student)

- | | |
|--------------------------------------|---|
| • ٦. مساء الخير يا حضرات | • ١. اقدم لك صاحبي صالح |
| • ٧. ازاي عيلة اخوك يا فريدة؟ | • ٢. دي فرصة سعيدة يا اخ سعد الدين |
| • ٨. اتفضل هنا على الكرسي ده | • ٣. حمد الله على السلامة يا حضرة الملازم |
| • ٩. المكان ده محجوز يا حضرة الملازم | • ٤. تعال اعرفك على صاحبي |
| • ١٠. نقعد هنا يا سعيد؟ | • ٥. ازاي صحة اخوك النهارده؟ |

Fourteen

Respond to the following questions.

Example:

ده كرسي المدرس؟ (Teacher)

• أيوه ، ده كرسي المدرس (Student)

- ٠١١ انت مصري ؟
 ٠١٢ دي عيلة سعاد ؟
 ٠١٣ دول اخوات سميرة ؟
 ٠١٤ المدرّسات الامريكان هنا ؟
 ٠١٥ الكراسي دي محجوزة لعيلتك ؟
 ٠١٦ سلّمت لي على اخواتك ؟
 ٠١٧ تعال اعرفك على الملازمين دول •
 ٠١٨ قدّمت التلامذة للمدرسين المصريين •
 ٠١٩ شرفينا النهارده انت وعيلتك •
 ٠٢٠ تعرّفني على صاحبة اختك ؟
- ٠١ حضرتك المدرّس اللبناني ؟
 ٠٢ اسم صاحبك ايه ؟
 ٠٣ اسم الكريم ايه ؟
 ٠٤ ايه ده ؟
 ٠٥ المكان ده محجوز ؟
 ٠٦ اسمك ايه ؟
 ٠٧ ازاى صحّحت النهارده ؟
 ٠٨ دي فرصة سعيدة •
 ٠٩ ايه اسامي تلامذتك المصريين ؟
 ٠١٠ صاحبك ده امريكاني ؟

Fifteen

Use the negative particles لا and مش and the information in the left-hand column to answer the following questions.

- Example: (Teacher) عرّفتها على صاحبك الامريكاني ؟
 (Teacher) مصرى / امريكاني
 (Student) لا ، عرّفتها على صاحبي المصري مش الامريكاني •

- ٠١ المكان ده محجوز للمدرس المصري ؟
 ٠٢ حضرته ملازم طيار ؟
 ٠٣ حضرتك مدرّسة في الجامعة الامريكية ؟
 ٠٤ اسم صاحبك محمد ابراهيم ؟
 ٠٥ التلميذ ده قعد على كرسيك ؟
 ٠٦ صاحبكم اللبنانية عرّفتمك على اختها ؟
 ٠٧ الكراسي دي محجوزة لصحابكم ؟
- تركي / مصري
 جيش / طيار
 اللبنانية / الامريكية
 سمير ابراهيم / محمد ابراهيم
 كرسيك / كرسي
 اخوها / اختها
 اخواتنا / صحابنا

Sixteen

Replace the underlined word(s) with those in the left-hand column. Make all necessary changes and repeat each sentence.

Example:

دي فرصة سعيدة يا افندم • (Teacher)

احنا الاُسعد (Teacher)

احنا الاُسعد يا افندم • (Student)

- | | |
|--------------------|---|
| في المكان | • ١ اتفضل اقعد هنا ، مش على الكرسي ده • |
| المصريين / الاتراك | • ٢ أنا قَدِّمت له صاحبي اللبناني مش الامريكاني • |
| قَدِّم لك | • ٣ صاحبي الامريكاني عرّفني على عيلته • |
| سَلِّم لي على | • ٤ ازاى صَحّة صاحبك الملازم في الجيش اللبناني ؟ |
| اقَدِّم لكو | • ٥ تعالوا هنا اعرفكو على صاحبي الطيارين الامريكان • |
| اقعد ي مح | • ٦ اتفضلي اعرفك على سعد الدين ، المدرّس في الجامعة • |
| مدرّسة لبنانية | • ٧ جميلة عرّفته على طيار مصري اسمه محمد ابراهيم • |
| عيلتي | • ٨ النهارده عرّفت الملازم اللبناني على الطيار المصري • |
| محجوز | • ٩ ده مكان المدرّسة التركية • |

Seventeen

Replace the underlined word(s) with those in the left-hand column. Make all necessary changes and repeat each sentence.

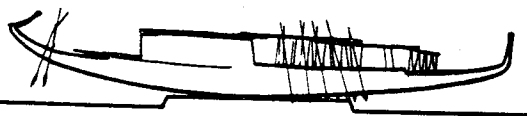
Example: • أنا عرّفته على ملازم في الجيش الأمريكي (Teacher)

إحنا / ملازمين (Teacher)

• إحنا عرفناهم على ملازمين في الجيش الأمريكي (Student)

- | | |
|----------------------|---|
| الاماكن | • المكان المحجوز ده كويس |
| الطيارين | • الطيار الأمريكي ده صاحبي |
| سالم وسعد وعباس | • الملازم اللبناني ده اسمه صالح |
| كويسين | • صاحبي التركي ده مدرّس كويس |
| إحنا / صحاب | • أنا عرّفتهم على صاحبتى اللبنانية |
| كراسي / اماكن | • الكرسي ده في مكان كويس |
| صحابي | • صاحبي الأمريكي ده في الجامعة الأمريكية |
| ملازمين | • ده ملازم في الجيش المصري |
| دول | • عرفني على سميرة وصاحبها ده |
| محجوز / ابراهيم وسعد | • الكرسي ده محجوز لصاحبه المصري واسمه ابراهيم |

CLASSROOM EXERCISES



What Do You Say?

1. You want to introduce your friend Samir to First Lieutenant Salih. What do you say?
2. You want to introduce Lieutenant Sa'd to your sister. What do you say?
3. One of your friends introduces First Lieutenant Sa'd id-Din to you. What do you say to Sa'd id-Din?
4. Tell Salih to come with you so that you can introduce him to your friend Sa'd id-Din.
5. As your friend introduces Salih to you, Salih indicates to you that it is a pleasure. What do you say to Salih?

Role Playing

Situation 1. You are in a cafe looking for a place to sit. You notice an Egyptian sitting at a table with several empty chairs.

Greet the man.

• عليكم السلام

Ask him if this place is taken.

• لا اُفضل

Express your gratitude.

Situation 2. You are sitting in a movie theater. A young lady notices that the chair next to you is empty. She asks you politely:

المكان ده محجوز ؟

No, it is not.

Invite her to sit down.

حضرتك تركي ؟

Tell her that you are American.

Now, why don't you ask her what her name is?

Situation 3. You are Lieutenant Steve Adams from the U.S. Air Force. Your friend Randy Walters has invited some people for dinner. He has asked you to receive his guests and seat them at the table. Use the cues and the Arabic expressions to perform your duty.

• مساء الخير

Respond and ask the guest his name.

• محمد صالح

Respond and introduce yourself.

حضرتك اخو راندي والترس ؟

Respond.

حضرتك في الجيش الامريكاني ؟

Respond.

• دي فرصة سعيدة

Respond.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker

Interpreter

Arabic speaker

Situation 1.



أنا عرفتكَ على المدرّس ده ؟

No. Isn't he your teacher?

• لا ، ده مدرّس حسن صالح

My friend Hasan Salih?

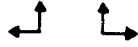
• أيوه ، تعال اعرفك عليه

Fine, I would be honored,
but what is his name?

• اسمه محمد فريد

OK, come and introduce me
to him.

Situation 2.



What's your name?

• اسمي ابراهيم

Are you Egyptian?

• لا ، أنا لبناني

It's been nice meeting you.

• إحنا الأُسعد

Are you a pilot?

• لا ، أنا ملازم في الجيش

Situation 3.



المكان ده محجوز ؟

Yes, it is.

والمكان ده محجوز ؟

No, it is not. Please sit down.

والمكان ده ؟

No.

• متشكرا افندم

Respond.

• تعال يا صالح اقعد هنا

Translation Practice

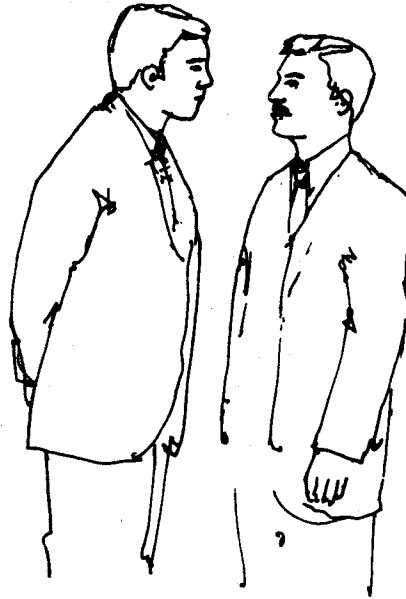
Translate the following sentences orally into English.

١. انت اسمك ايه وايه اسمي اخواتك ؟
٢. التلامذة الامريكان دول صحاب حسنين سالم ؟
٣. حضرتك اخو الملازم الطيار الامريكاني ؟
٤. اتفضلوا اقعدوا هنا ، الكراسي دي مش محجوزة •
٥. قَدِّمْتُ التلامذة المصريين للمدرسين الامريكان •
٦. سَلِّمْتُ لي على اخواتك يا سعاد ؟
٧. التلميذ ده مش من هنا ، ده من الجامعة اللبنانية •
٨. الكراسي دي محجوزة لعيالات التلامذة والمدرسين •
٩. تعالوا نعرفكم على صحابنا الاتراك •
١٠. الملازم أول سالم ابراهيم مش هنا النهارده •

Dictation Practice

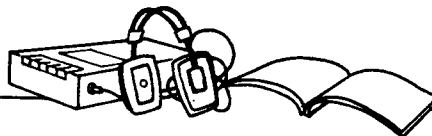
Close your book and write the following sentences in SATTS.

- ١. تعالي اعرفك على صاحبي وعيالاتهم
- ٢. سعد الدين ملازم في الجيش المصري
- ٣. ايه اسامي الملازمين الاتراك ؟
- ٤. تشرفنا يا افندم دي فرصة سعيدة
- ٥. اتفضلوا اقعدوا المكان ده محجوز لكم
- ٦. سالم قدمني لصاحبه سعيد
- ٧. دول ملازمين في الجيش مش طيارين
- ٨. يا افندم ، الاماكن دي محجوزة للمدرسين
- ٩. تعالوا اعرفكم على عيلة صاحبتى
- ١٠. انا قعدت في مكان محمد صالح



Customarily Egyptians stand closer to one another when they converse than Americans do.

HOMEWORK



Exercise One

Use SATTS to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two

Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three

Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is Salim's profession?
2. What is Salim's nationality?
3. Who is with Salim?
4. What does she do for a living?
5. What is the relationship between Ibrahim and Su'ad?
6. Why did Ibrahim call Salim and Farida?
7. What was Ibrahim's response to Salim's and Farida's greetings?
8. What does Su'ad do?

Exercise Four

You will hear 10 Arabic questions or statements, each followed by three Arabic responses. Circle the letter which corresponds to the best response.

1. a b c

2. a b c

3. a b c

4. a b c

5. a b c

6. a b c

7. a b c

8. a b c

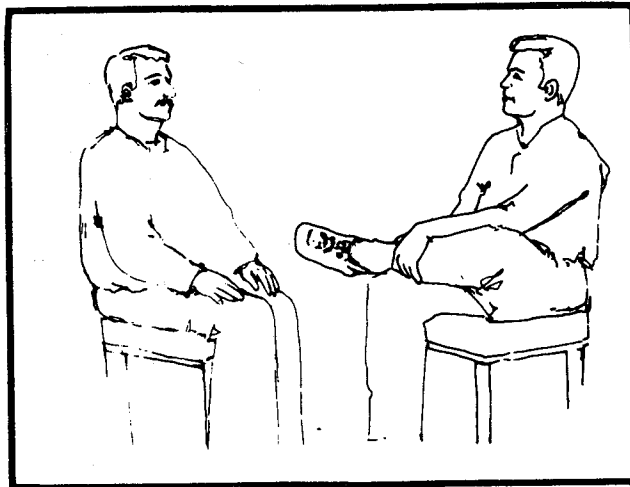
9. a b c

10. a b c

SUMMARY



1. "Come!" is تعال (m.), تعالي (f.) and تعالوا (pl.).
2. The first short vowel which marks the prefix ا of the first person singular present-tense verb is always فتحة َ . For all other persons it is كسرة ِ .
3. "Friend" in ED is صاحب ; usually the plural is أصحاب .
4. When speaking formally Arabs often use the plural as an honorific form that refers to one person. For example, in اتشرفنا and نتشرف the subject that is understood is "I." But the subject could also be "we." Egyptians also use the singular forms اتشرفت and اتشرف for the subject "I."
5. ED present-tense verbs have no final short vowels to indicate mood as do those in MSA.
6. Because nouns and adjectives have no inflectional endings, ED uses only pausal forms. Thus taa marbuuta is pronounced only when it is part of a phrase in construct or when it is followed by a suffix.
7. The helping vowel used before the definite article ال is َ , as in سعد الدين .
8. In ED the letter ح is pronounced as a hard g as in "give." The exception to this rule is foreign words that have been introduced into the language.
9. فرصة سعيدة is used for first meetings. The response to it is احنا الأسعد .
10. يا أفندم is a contraction of يا أفندم , which means "sir" or "master."
11. In ED the demonstrative adjectives "this" and "these" are ده (m.), دي (f.) and دول (pl.). When used with a noun, they come after, not before, the noun.
Example: this place المكان ده
When they function as demonstrative pronouns they precede the noun.
Example: This is a good place. ده مكان كويس .
12. لا (with a hamza) is لا , "no," spoken with greater emphasis than usual.



When sitting facing an Egyptian it is considered discourteous to show the soles of your shoes to him.

13. In ED the gaaf sound is pronounced as a hamza sound. Certain words are exceptions to this rule.

14. Unlike MSA, ED has the short vowel o (as in أَقْعُدْ) and also has a long version of this same o (as in دَوِل).

15. حَضْرَتِكَ, a polite way of saying "you," is often used to address a stranger.

16. اسم الكريم ايه ؟, "What is the name of the noble one?" is a polite way of saying اسمك ايه ؟, "What is your name?"

17. مش, "not," negates most nouns and phrases. It does not negate verbs.

18. "Yes" is أيوه. In ED, the response نعم means "Yes, what is it?"

REFERENCE GRAMMAR

VERBS

1. Measure I verb, قَعَدَ *, to sit

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	قَعَدَ	يَقْعُدُ	
she	هِيَ	قَعَدَتْ *	تَقْعُدُ	
they	هُمْ	قَعَدُوا	يَقْعُدُوا	
you, m.	أَنْتَ	قَعَدْتَ *	تَقْعُدُ	اقْعُدْ
you, f.	أَنْتِ	قَعَدْتِ *	تَقْعُدِي	اقْعُدِي
you, pl.	أَنْتُمْ	قَعَدْتُمْ	تَقْعُدُوا	اقْعُدُوا
I	أَنَا	قَعَدْتُ *	أَقْعُدُ	
we	إِحْنَا	قَعَدْنَا	نَقْعُدُ	

Verbal noun, قَعَاد

Active participle, قَاعِد

2. Measure II verb, عَرَفَ , to introduce

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	عَرَفَ	يَعْرِفُ	
she	هِيَ	عَرَفَتْ	تَعْرِفُ	
they	هُمْ	عَرَفُوا	يَعْرِفُوا	
you, m.	أَنْتَ	عَرَفْتَ	تَعْرِفُ	اعْرِفْ
you, f.	أَنْتِ	عَرَفْتِ	تَعْرِفِي	اعْرِفِي
you, pl.	أَنْتُمْ	عَرَفْتُمْ	تَعْرِفُوا	اعْرِفُوا
I	أَنَا	عَرَفْتُ	أَعْرِفُ	
we	إِحْنَا	عَرَفْنَا	نَعْرِفُ	

*The ق sound is pronounced q. The d is pronounced t.

Verbal noun, not in use.

Active participle, مَعْرِفٌ

3. Measure II verb, شَرَّفَ, to honor someone

Same as the verb عَرَّفَ above.

Verbal noun, not in use.

Active participle, مَشْرَفٌ

4. Measure II verb, قَدَّمَ*, to introduce

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	قَدَّمَ	يَقْدِمُ	
she	هِيَ	قَدَّمَتْ	تَقْدِمُ	
they	هُمْ	قَدَّمُوا	يَقْدِمُوا	
you, m.	إِنَّتَ	قَدَّمْتَ	تَقْدِمُ	قَدِّمْ
you, f.	إِنَّتِ	قَدَّمْتِ	تَقْدِمِي	قَدِّمِي
you, pl.	إِنَّتُمْ	قَدَّمْتُمْ	تَقْدِمُوا	قَدِّمُوا
I	أَنَا	قَدَّمْتُ	أَقْدِمُ	
we	إِحْنَا	قَدَّمْنَا	نَقْدِمُ	

Verbal noun, تَقْدِيمٌ

Active participle, مَقْدِّمٌ

* The sound ق is pronounced ا .

5. Irregular verb, تعال , Come!

<u>Pronoun</u>		<u>Imperative</u>
you, m.	إِنَّتَ	تَعَالَ
you, f.	إِنَّتِ	تَعَالِي
you, pl.	إِنَّتُو	تَعَالُوا



EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is the relationship between Salih and Abbas?
2. What did Salih inquire about?
3. Is Sa'd id-Din a government employee?
4. What is his profession?
5. What is his rank?
6. What was Sa'd id-Din's response to the introduction to Abbas?
7. Were there any vacant seats around Sa'd id-Din?

ENRICHMENT



A. Another expression besides اتشرفنا can be used for first meetings between individuals.

Example:

• تعال يا محمد اعرفك على حسن

I am honored.

• يحصل لنا الشرف

(Literally, The honor is happening to me.)

• انت اتعرفت على الملازم حسن يا محمد ؟

I was honored.

• حصل لي الشرف

(Literally, The honor has happened to me.)

B. If you meet someone informally or by chance, then you should use صدقة, meaning "by chance" or "a chance happening."

Example:

• انت اتعرفت على الملازم حسن ؟

accidentally

(literally, by chance)

• أنا اتعرفت عليه صدقة في الجامعة

• اقدم لك صاحبتى لندا

A pleasure meeting you.

• دي صدقة سعيدة يا لندا

(literally, It is a pleasant chance.)

C. The expression من زمان describes an event that took place long ago or that started in the past and has continued into the present.

Example:

• انت اتعرفت على محمد يا حسن ؟

... has been my friend for quite a while.

• أيوه ، ده صاحبي من زمان

... met him long ago.

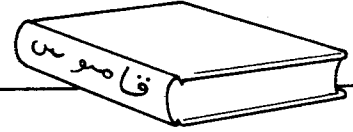
• أيوه ، أنا اتعرفت عليه من زمان

• امتى اتخرجت من الجامعة ؟

A long time ago.

• من زمان

VOCABULARY



ENGLISH	ED	MSA
Abraham (name)		إِبْرَاهِيمَ
American(s), m.	امريڪاني - امريڪان (ج)	
American(s), f.	امريڪانية - امريڪان (ج)	
army, armies		جيش - جيوش (ج)
Come!		تعال
Egyptian		مصري
fine, OK		طيب
first, beginning of outset of		أول
friend(s)	صاحب (ج)	صاحب
from		من
happy, fortunate		سعيد
Hasanayn (name)		حسنين
here		هنا
I		أنا
I (we) have been honored.	إِشْرَفْنَا	
in	في	
introduce to, present to (to)		قَدِّمَ لـ
introduce to (to)		عَرَّفَ عَلَى
Lebanese		لبناني
lieutenant		مُلازم
Linda (name)		لندا
more fortunate (the)		الأَسْعَدَ
name(s)	أَسامي (ج)	إِسْم

ENGLISH	ED	MSA
no	لَا	
noble one (the)		الكَرِيم
not	مَشْ	
opportunity, opportunities; chance(s)		فُرْصَة - فُرْص (ج)
pilot		طَيَّار
place(s)		مَكَان - أَمَاكِن (ج)
Sa'd (name)		سَعْد
Sa'd id-Din (name)		سَعْد الدِّين
Salih (name)		صَالِح
Salim (name)		سَالِم
seat(s), chair(s)		كُرْسِي - كُرَاسِي (ج)
sir, master	اَفْنَدِم	
sit (to)		قَعَدَ
taken, reserved		مَحْجُوز
these, those	دُول	
this, that, m.	دِه	
this, that, f.	دِي	
to, for		لِ
Turkish		تُرْكِي - أَتْرَاك (ج)
university		جَامِعَة
we	أَحْنَا	
what	إِيَه	
yes	أَيْوَه	
you (literally, your presence)		حَضْرَتِكَ

LESSON 3

INVITING AND VISITING PEOPLE



Objectives

Upon completion of this lesson, you will be able to:

- Offer coffee, tea or a snack to a guest and accept or decline a similar offer.
- Invite someone for breakfast, lunch or dinner and accept or decline a similar invitation.

GRAMMATICAL FEATURES



1. Pronunciation of ز in
2. Pronunciation of a word with a final همزة
3. Use of
4. Use of
5. Negative with a particle
6. Auxiliary word
7. Prepositions
8. An oath
9. The word جاي taken from the verb
10. Measure I verbs

Measure I verbs

Measure V verbs

خُذْ

غَدَا

ما قَبْلَ and بَعْدَ + verb, or
ما قَبْلَ and بَعْدَ + verbal noun

لِسَّه + the active participle

ما ... ش

لا زِمَ + verb

عِنْدَ and مَعَ + pronoun
suffix

وَاللَّهِ + لَ

جَمَ / يَجِي

شَرِبَ ، تَعَبَ ، فِطَرَ ، قَدَرَ ،

بَرَدَ ، كَتَبَ ، عَمَلَ ، دَرَسَ

خَذَ ، كَلَّ

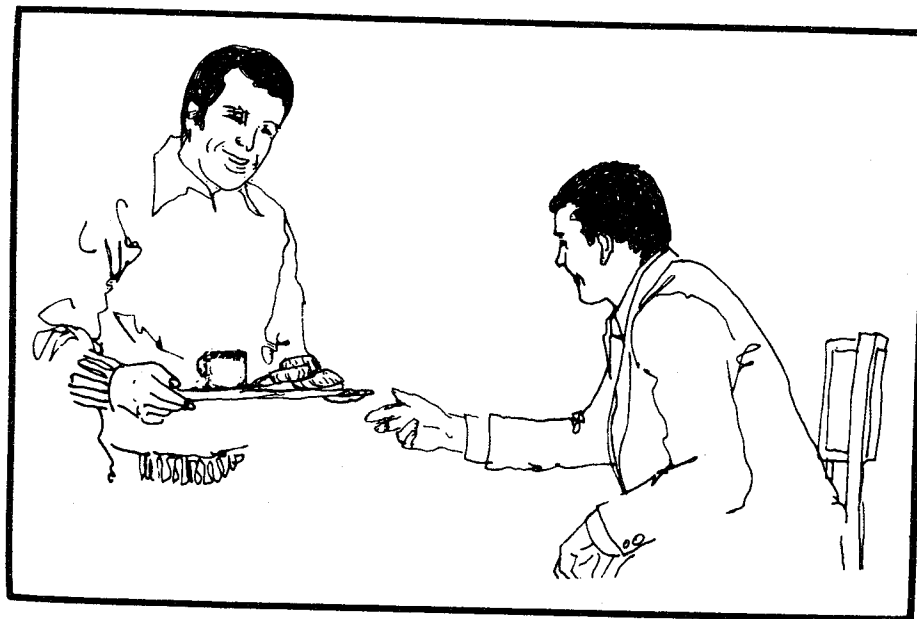
اتَّغَدَى ، اتَّعَشَى

Communicative Exchanges

FRAME I

Muhammad has come to visit his friend Hasan, who immediately extends to him the hospitality for which Egyptians and other Arabs are famous.

- حَسَنٌ : اتَفَضَّلْ شَايَ قَبْلَ مَا يَبْرَدُ •
- مَحَمَّدٌ : أَلْفُ شُكْرٍ • لِسَّهْ شَارِبَ •
- حَسَنٌ : طَيِّبٌ • أَعْمَلْ لَكَ قَهْوَةً ؟
- مَحَمَّدٌ : مَا تَتَعَبُشْ نَفْسَكَ • مَا فَيْشْ لُزُومَ •
- حَسَنٌ : لَا لَازِمَ وَخُذْ حِتَّةَ الْكُنَافَةِ دِي •
- مَحَمَّدٌ : طَيِّبٌ • كَثَّرْ خَيْرَكَ •

TRANSLATION

Hasan: Please have (some) tea before it gets cold.

Muhammad: Thank you. I've just had some.

Hasan: All right. Shall I make you coffee?

Muhammad: Don't bother. There's no need (to).

Hasan: No, I must (make you some), and take this piece of konafa.

Muhammad: OK, thank you.

EXPLANATORY NOTES

1. قَبْلَ مَا, "before," (Remember that qaaf [ق] is pronounced as a hamza [ء].) is the ED version of the MSA قَبْلَ أَنْ. Generally, قَبْلَ مَا is used before imperfect-tense verbs, whereas قَبْلَ (without مَا) is used before other parts of speech. The phrase بَعْدَ مَا, "after," (The MSA equivalent is بَعْدَ أَنْ.) can be used before perfect or imperfect-tense verbs. Its use depends on whether the past or future is intended.

2. a. أَلْفُ شُكْرٍ literally means "a thousand thanks." In intensity it is equivalent to the English "Thank you."

b. In ED three consonants never come together without a vowel even if one of the consonants falls at the beginning of a second word. For example, the word أَلْف ends in two consonants (alf). Whenever any word following أَلْف begins with a consonant, as does shukr, شُكْر, then the helping vowel اَ must mark the ف. The result is alf-i shukr, أَلْفِ شُكْرٍ.

The helping vowel اَ is used except before some pronoun suffixes where اِ or اُ are used. This lesson presents two other examples of helping vowels: مَا تَتَعَبَشْ نَفْسَكَ and قَبْلَ مَا. (See item 5 on the next page.)

3. a. ED sometimes uses the active participle to express the idea of "having done something," for example, "I have drunk," "I have eaten," "You have seen." The action has taken place in the immediate past, and a word such as لَسَ, "just," is used.

Example:	I have just drunk.	• (أَنَا) لَسَ شَارِبٌ.
	I have just eaten.	• (أَنَا) لَسَ وَاكِلٌ.

MSA uses only the perfect or past tense of the verb to express "having done something": اَكَلْتُ / شَرِبْتُ.

b. In the context of 3a, لَسَ means "just" or "just now."

Example:

I have just had something to drink.	• (أَنَا) لَسَ شَارِبٌ.
I have just eaten.	• (أَنَا) لَسَ وَاكِلٌ.

When used with negated verbs, **لَسَّ** means "(not) yet" or "still (has not)."

Example: I have not eaten yet. **(أَنَا) لَسَّ مَا أَكَلْتُشْ .**

4. When the first person is used in a question, it means "Shall I ...?" or "Do you want me to ...?" Consequently, **أَعْمَلُ لَكَ قَهْوَةً** literally means "Do I make you (some) coffee?" translated "Shall I make you (some) coffee?" or "Do you want me to make you (some) coffee?"

5. To negate verbs, use **مَا** before and the suffix **ش** after the verb. Compare these two sentences.

Example: You trouble yourself. **تَتْعَبُ نَفْسَكَ .**
(literal translation)

Do not trouble yourself. **مَا تَتْعَبُشْ نَفْسَكَ .**
(literal translation)

Don't bother.

MSA does not use the negative suffix **ش**. It uses **لَا** rather than **مَا** to mean "not."

Example: Don't bother. **لَا تَتْعَبُ نَفْسَكَ .**

This same negative form of the verb is also used as the negative imperative. Consequently, **مَا تَتْعَبُشْ نَفْسَكَ** means literally "You do not trouble yourself" or "Don't trouble yourself," depending on the context. In this lesson it means "Don't bother."

The word **نفس** alone also means "same."

Example:

I graduated from the same university. **اتخرجت من نفس الجامعة .**

6. The negative **ش ... مَا** is used in the expression **مَا فَيْشْ** meaning "There is (are) not...." or "There is (are) no...." The affirmative version is **فِيهِ** meaning "There is (are)" Compare the examples.

Example: There is a need. **فِيهِ لَزُوم .**

There is no need. **مَا فَيْشْ لَزُوم .**

Note that in the negative form the h sound is silent and even in the affirmative the h sound is barely heard. To express "There is" and "There is not" MSA uses يُوجَد, "is found," and لا يُوجَد, "is not found," or هناك, "there," and ليس هناك, "is not there."

7. The word لازم means "must" or "to have to" and does not change in accordance with the subject used with it. Usually it is followed by a verb, but in this frame (p. 82) it is used by itself. Its meaning is "(I) must" or "(I) have to," and the phrase "make coffee for you," اعمل لك قهوة, is understood. This structure corresponds to MSA structures such as ... يَنْبَغِي أَنْ and ... يَجِبُ أَنْ.

لازم followed by a verb in the perfect tense indicates an assumption on the part of the speaker.

Example: He must have eaten.

• لازم أكل

He must have gotten tired.

• لازم تعب

When followed by a verb in the imperfect tense, لازم adds intensity and emphasis to the action.

Example: You have (got) to eat.

• لازم تأكل

You have (got) to sit (stay).

• لازم تقعد

8. In the ED version of MSA words, ذ is pronounced d or z. If it is pronounced d it is written د (as in خذ, "to take"). If it is pronounced z it is written ذ (as in لذيذ, "delicious").

9. كُفافة is a popular Egyptian confection made of rolled wheat vermicelli and stuffed with nuts. Baked in melted butter, it is cooked to a crunchy texture and drenched with syrup.

10. The phrase كتر خيرك means "Thank you." The literal meaning is "May He (God) increase your bounty." It expresses more gratitude than متشكر or الف شكر. (For the pronunciation of خير, see Lesson 1, Explanatory Note 1, p. 5.)

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Please have (some) tea before it gets cold.

• اتفضّل شاي قَبْلَ ما يبرد

اتفضّل شاي

شاي

١ قبل ما

يبرد

• اتفضّل شاي قبل ما يبرد

Thank you. I've just had some.

• الفِ شُكْر • لِسَّه شارب

٢ الف شكر

٣ لِسَّه شارب

لِسَّه

شارب

• الف شكر • لِسَّه شارب

All right. Shall I make you coffee?

• طَيِّب • اَعْمَلْ لَكَ قَهْوَة ؟

٤ اعمل لك ؟؟؟

قهوة

• طَيِّب • اعمل لك قهوة ؟

Don't bother. There's no need (to).

• ما تَتْعَبِشْ نَفْسَكَ • ما فيش لزوم

٥ ما تتعبش نفسك

ما تتعبش

نَفْسَكَ

٦ ما فيش لزوم

فيه

ما فيش

لزوم

• ما تتعبدش نفسك • ما فيش لزوم •

No, I must (make you some),
and take this piece of konafa.

• لا لازم • و خذ حتّة الكنافة دي •

٧ لا لازم

و خذ حتّة الكنافة دي

٨ خذ - و خذ

٩ حتّة الكنافة دي

حتّة

حتّة كنافة

حتّة الكنافة دي

• لا لازم • و خذ حتّة الكنافة دي •

OK, thank you.

• طيّب • كتر خيرك •

١٠ كتر خيرك

خيرك

• طيّب • كتر خيرك •

Two 

Repeat after the model.

صالح : اعمل لكم قهوة ؟

حسن وصحابه : لا متشكرين ، احنا لسه شاربين قهوة •

صالح : طيب اتفضلوا حتّة كنافة •

حسن وصحابه : طيب ، كتر خيرك •

Three 

Repeat after the model.

حَسَنَ : لَسَّهْ مَا عَمَلْتِشِ الْكُفَافَةَ يَا سَمِيرَةَ ؟
 سَمِيرَةَ : لَا لَسَّهْ .
 حَسَنَ : طَيِّبٌ ، فِيهِ إِيَّهْ أَكَلْهْ ؟
 سَمِيرَةَ : أَنْتَ مِشْ لَسَّهْ وَاكِلْ ؟
 حَسَنَ : لَا . مَا أَكَلْتِشِ .
 سَمِيرَةَ : أَعْمَلْ لَكَ شَاي ؟
 حَسَنَ : لَا ، مَتَشَكَّرْ . مَا تَتَعَبِيشْ نَفْسَكَ .

TRANSLATION - DRILL TWO

Salih: Shall I make you (some) coffee?

Hasan and
his friends: No thanks, we've just had
(some) coffee.

Salih: OK, (then) please have a piece of
konafa.

Hasan and
his friends: OK, thank you.

TRANSLATION - DRILL THREE

Hasan: Haven't you made the konafa yet, Samira?

Samira: Not yet.

Hasan: OK (then), what is there for me to eat?

Samira: Haven't you just eaten?

Hasan: No. I have not eaten.

Samira: Shall I make you tea?

Hasan: No, thanks. Don't bother.

Four

Substitute the verbal nouns and قَبْل or بَعْد for the underlined verbs and قَبْلَ or بَعْدَ ما . Repeat each sentence.

Example:

• شَرِبَ شَايَ قَبْلَ مَا يَأْكُلُ (Teacher)

• شَرِبَ شَايَ قَبْلَ الْأَكْلِ (Student)

- | | |
|---------|---|
| أكل | • ١. تعب بعد ما كل الكفاة • |
| كتابة | • ٢. خذت الكتاب قبل ما اكتب الدرس • |
| الاكل | • ٣. شربوا قهوة قبل ما ياكلوا • |
| شرب | • ٤. كتبت الدرس قبل ما تشرب الشاي • |
| الاكل | • ٥. الامريكان شربوا قهوة بعد ما كلوا • |
| الدراسة | • ٦. كتبنا بعد ما درسنا • |
| سلام | • ٧. قعد بعد ما سلم عليه • |
| تقديم | • ٨. قعد بعد ما قدم الدرس • |
| عمل | • ٩. تعبت قبل ما تعمل الكفاة • |
| تعريفهم | • ١٠. شربوا الشاي بعد ما عرفتهم على عيلتي • |

Five

Without changing the meaning, substitute بَعْدَ for قَبْلَ ما . Repeat each sentence.

Example:

• كتب قبل ما يدرس (Teacher)

• درس بعد ما كتب (Student)

- | | |
|---|------------------------------------|
| • ٦. قدم التلميذ قبل ما يقدم المعلمة • | • ١. كل الكفاة قبل ما يقعد • |
| • ٧. الشاي يبرد قبل ما يشربه • | • ٢. خذ الكتاب قبل ما يشرب الشاي • |
| • ٨. سلم علينا قبل ما يقدم نفسه • | • ٣. حسن تعب قبل ما يعمل القهوة • |
| • ٩. سعاد كتبت الدرس قبل ما تأخذ الكتاب • | • ٤. شرب الشاي قبل ما ياكل • |
| • ١٠. لازم كيل قبل ما يتعب • | • ٥. عمل قهوة قبل ما يكتب الدرس • |

Six

Repeat each sentence using the active participle and لِسَّه .

Example:

- (Teacher) • صَالِحٌ شَرِبَ شَايَ .
(Student) • صَالِحٌ لِسَّهَ شَارِبٌ شَايَ .

- | | |
|---|--|
| • ١. سَعِدَ الدِّينَ كُلَّ كُنَافَةٍ . | • ٦. صَحَابِي كُلُّوَا وَشَرِبُوا . |
| • ٢. صَاحِبِي عَمَلُ شَايَ . | • ٧. جَمِيلَةٌ سَلِّمَتْ عَلَى الطَّيَّارِ . |
| • ٣. الْمَلَاظِمُ شَرِبَ قَهْوَةً . | • ٨. اِبْرَاهِيمُ وَفَرِيدَةُ عَرَفُونِي عَلَى عِيَلَاتِهِمْ . |
| • ٤. صَاحِبِي كَتَبَ الدَّرْسَ . | • ٩. الْمُدَرِّسُ قَدَّمَ الدَّرْسَ لِتَلَامِذَتِهِ الْآمِرِيكَانِ . |
| • ٥. الطَّيَّارُ قَعَدَ مَعَ الْمَلَاظِمِ . | • ١٠. لِنْدَا وَعِيَلَتُهَا شَرَفُونَا فِي الْبَيْتِ الْيَوْمَ . |

Seven

Negate the following sentences by using مش before the underlined words.

Example:

- (Teacher) • لَازِمٌ تَكْتُبُ الدَّرْسَ .
(Student) • مَشْ لَازِمٌ تَكْتُبُ الدَّرْسَ .

- | | |
|--|--------------------------------------|
| • ١. الطَّيَّارِينَ دَوْلَ آمِرِيكَانِ . | • ٦. الْمَعْلَمُ فِي الْمَدْرَسَةِ . |
| • ٢. الْمَعْلَمَةُ دِي لِبْنَانِيَّةِ . | • ٧. الْمَلَاظِمُ هِنَا . |
| • ٣. صَاحِبِي لَازِمٌ يَدْرُسُ الْيَوْمَ . | • ٨. الْكُتَّابُ عِنْدَ صَالِحٍ . |
| • ٤. أَنَا طَيَّارٌ . | • ٩. الطَّيَّارُ مَعَ صَاحِبِهِ . |
| • ٥. أَنْتَ كَوَيِّسٌ . | • ١٠. دَوْلُ صَحَابٍ لِنْدَا . |

Eight

Substitute the second person imperfect-tense verb for the third person perfect. Repeat each sentence.

Example:

- (Teacher) • لَازِمٌ كَتَبَ الدَّرْسَ .
(Student) • لَازِمٌ تَكْتُبُ الدَّرْسَ .

- ١. لَازِمٌ كُلُّ كُنَافَةٍ .
• ٢. لَازِمٌ شَرِبَ شَايَ .

- ٣ لازم قعد هناك
- ٤ لازم عمل قهوة
- ٥ لازم درس الدرس
- ٦ لازم خد الكتاب
- ٧ لازم تعب نفسه
- ٨ لازم قَدِّم صحابه للمدرس
- ٩ لازم شَرَّفونا في البيت النهارده
- ١٠ لازم عَرَفْتَه على عيلتوها

Nine

Substitute the imperative for the imperfect. Repeat each sentence.

Example:

• لازم تَكْتُبِ الدرس (Teacher)

m. sing. (Teacher)

• اَكْتُبِ الدرس (Student)

f. sing.

• ١ لازم تاكل كنافه

pl.

• ٢ لازم تشرب شاي

pl.

• ٣ لازم تقعد هناك

f. sing.

• ٤ لازم تعمل قهوة

pl.

• ٥ لازم تقدِّم صاحبك لاختواتي

f. sing.

• ٦ لازم تتعب نفسك

m. sing.

• ٧ لازم تاخذ الكتاب

f. sing.

• ٨ لازم تعرِّفيه على اخوك

pl.

• ٩ لازم تشرفونا النهارده

m. sing.

• ١٠ لازم تكتب الدرس بنفسك

Ten

Use the particle ما ... ش to negate the perfect-tense verbs.

Example:

• كُتِبَ الدرس (Teacher)

• ما كُتِبَ الدرس (Student)

- ١. اخويا كل حطة الكنافة
- ٢. النهارده شربت شاي مع عيلة سعاد
- ٣. قعد على الكرسي المحجوز للملازم
- ٤. عمل قهوة لصحاب اخته اللبنانيين
- ٥. خدوا كنافة للمدرّسات الامريكان

Eleven

Negate the imperative verbs by using the particle ما ... ش and the second person imperfect.

Example:

• اُكْتُبْ الدرس (Teacher)

• ما تُكْتُبْ الدرس (Student)

- ١. اُتْعَبِي نَفْسِكَ النهارده
- ٢. كلي حطة الكنافة دي
- ٣. اُقْعُدْ هنا في المكان المحجوز ده
- ٤. اشربوا الشاي بعد الاكل
- ٥. اكتبوا الدرس في البيت
- ٦. عَرِّفْهَا على الملازم حسنين
- ٧. خُذْ صحابي للمدرسة
- ٨. سَلِّمُوا على اخوات جميلة
- ٩. اَعْمَلِي لنا شاي وقهوة
- ١٠. قَدِّمِ المدرسات لتلاميذتهم

Twelve

Respond to the following sentences. Use لِسْه and the active participle of the underlined verbs.

Example:

• كَتَبْتُ الدرس يا سعيد ؟ (Teacher)

• لسه كاتبه يا افندم (Student)

- ١. تعال نَسَلِّمْ على ابراهيم قبل ما ناكل
- ٢. تعال اعْرِفْكَ على المدرّسة الامريكانية
- ٣. أنا لِسَّه عامل القهوة دي ، اتفضَّل اشرب
- ٤. سميرة لسه عاملة الكنافة دي ... اتفضَّل كل حتة
- ٥. خَذْتُ الدرس من جميلة بعد المدرسة ؟
- ٦. انتَ عملت الكنافة الباردة دي ؟
- ٧. صحايك كَتَبُوا الدرس يا فريدة
- ٨. تعال اقْعُدْ في المكان ده يا عباس

Thirteen

Use the information in the left-hand column to conjugate the underlined verbs. Make any necessary changes.

Example:

- (Teacher) كَتَبَ الدرس قبل ما يشرب الشاي •
 we (Teacher)
 (Student) احنا كتبنا الدرس قبل ما نشرب الشاي •

- | | |
|---------------|---|
| I | • ١. لندا خَذَتْ حَتَّة كُنافة من صاحبها اللبناني |
| you, f. sing. | • ٢. لازم تَعْمَلْ قهوة وتُشْرِبْها بعد ما تاكل |
| we | • ٣. المدرس شرب الشاي بعد ما برد |
| you, m. sing. | • ٤. الملازم عَرَّفَ الطيار على المدرّس بعدما قَعَدَ على الكرسي |
| you, pl. | • ٥. لازم اَكْتُبْ الدرس النهارده |
| you, f. sing. | • ٦. ما فيش لزوم تتعبوا نفسكم وتعملوا شاي |
| you, m. sing. | • ٧. لازم آخُذْ الكنافة دي لمدرّستي الامريكانية |
| you, pl. | • ٨. كَتَرْ خَيْرِكْ ، انتَ تَعْبِتْ نَفْسِكْ يا اختي |
| I | • ٩. مش لازم تدرسي النهارده يا جميلة |
| you, pl. | • ١٠. لازم تاكل الكنافة وتشرب الشاي قبل ما بيردوا |

Fourteen

Provide negative answers to the following questions.

Use مش or ش ... ما as appropriate.

Example:

- (Teacher) المكان ده محجوز ؟
 (Student) لا ، المكان ده مش محجوز •

١. عملت قهوة لصاحبك الا مريكاني ؟
٢. فيه لزوم اكتب الدرس ده ؟
٣. المعلمة اللبنانية قاعدة هنا ؟
٤. لازم يقعدوا على الكراسي المحجوزة ؟
٥. الملازم ده صاحب اخوك ؟
٦. قدّمت المدرّسة الا مريكانية لتلامذتك ؟
٧. اختك حجزت مكان لصاحبيتها المصرية ؟
٨. لازم آخذ الطيار عباس للجامعة ؟
٩. انت خدت الكتاب من اختي سعاد ؟
١٠. شربت شاي قبل الاكل ؟

Fifteen

Substitute بعد ما for قبل ما and قبل ما for بعد ما .
Make any necessary changes without changing the meaning.

Example:

- (Teacher) صحابي كلوا قبل ما يشربوا
- (Student) صحابي كلوا بعدما شربوا

١. محمد قعد على الكرسي المحجوز بعدما سلّم علينا .
٢. ابراهيم عمل الشاي وشربه قبل ما ياكل الكنافة .
٣. تعالوا ناكل قبل ما نعرفكم على عيلة لندا .
٤. سعاد كلت حنتين كنافة بعدما شربت القهوة .
٥. حسنين درس أول درس قبل ما ياكل .
٦. سعاد تعبّت بعدما عملت الكنافة .
٧. فريدة وسميرة قعدوا قبل ما يقدموا صحابهم .
٨. عباس وسعد الدين خدوا الكنافة بعد ما كلوا .

Communicative Exchanges

FRAME II

Muhammad wishes to repay his friend Hasan for his generous hospitality of the day before. He decides to invite Hasan to go with him to a restaurant for lunch.

- مُحَمَّدٌ : اِنْفَضِّلْ مَعَايَا عَلَى الْغَدَا .
- حَسَنٌ : يَا لِهَذَا وَالشِّفَا .
- مُحَمَّدٌ : وَاللَّهِ لَأَنْتَ جَائِي مَعَايَا .
- حَسَنٌ : مَا اَقْدَرْتُ النِّهَارَ . • عِنْدِي ضَيْوْفٌ .
- مُحَمَّدٌ : طَيِّبْ اِعْمَلْ حِسَابَكَ تَتَعَشَّى مَعَايَا بُكْرَةً .
- حَسَنٌ : اِنْ عَشْنَا ، اِنْ شَاءَ اللّٰهُ .

**TRANSLATION**

Muhammad: (Please) come and have lunch with me.

Hasan: (No thanks, but) have a nice lunch.

Muhammad: By God, you (must) come with me.

Hasan: I can't today. I have guests.

Muhammad: OK, plan to have dinner with me tomorrow.

Hasan: If we're alive, God willing.

EXPLANATORY NOTES

1. In ED the فتحة that marks the ع in the preposition مع is lengthened to an ا whenever a pronoun suffix is added. "With me" is معايا , "with you" is معاك (f., معاك), "with us" is معانا and so on.
2. Frequently MSA words end with a hamza sound but the same sound is silent in ED. Thus the MSA word غداء becomes غدا in ED. (The final vowel is pronounced with a short sound.)
3. بالهنأ والشفا , translated "(No thanks, but) have a nice lunch," literally means "with good health and satisfaction." It is a polite refusal to share a meal and an expressed wish that the other person's lunch bring him "good health and satisfaction." بالهنأ والشفا is also used to respond to a compliment on food.
4. لَ before انت (in لَانتَ) is a particle that expresses insistence on the part of the speaker. Usually it is used after an oath such as والله .

Example:

By God, you are coming with me.

• والله لَانتَ جاي معايا

By God, you must come with me.

5. a. Unlike most ED verbs, the present tense of "to come" always has a long vowel at the beginning of the stem. Some examples of how the verb works with different pronoun subjects are shown.

Example:

I come.

آجي

You come. m. or f. sing.

تيجي

He comes.

بيجي

We come.

نيجي

In MSA, the present tense "to come" is either يأتِي or يَجِي .

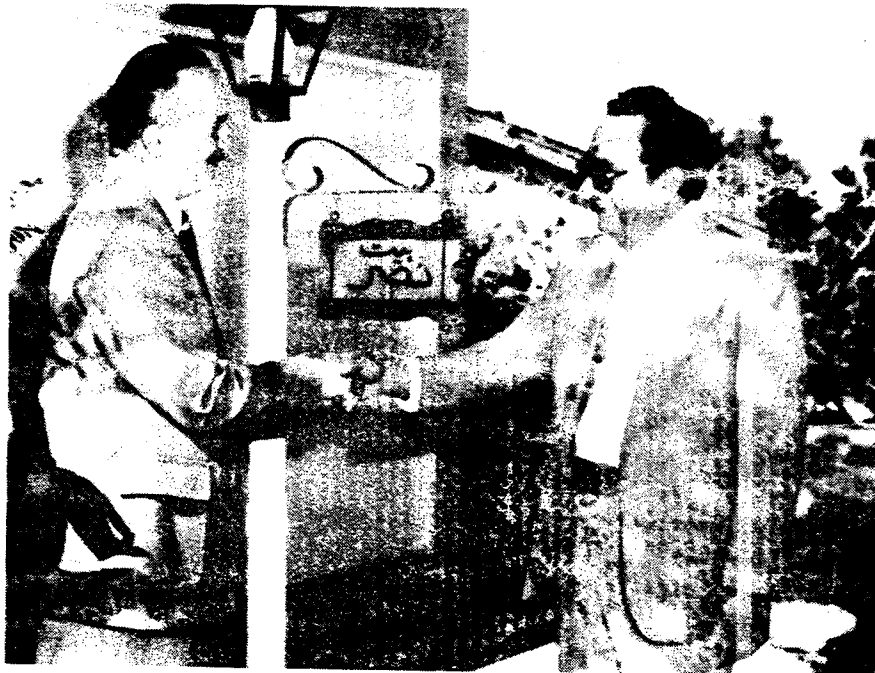
b. جاي, "coming," is the active participle derived from the verb يجي - جف. The alif in جاي is pronounced with a short vowel. The ending of جاي depends on its subject.

Example:	I am coming.	m. sing.	أنا جاي
	I am coming.	f. sing.	أنا جاية
	You are coming.	m. sing.	انت جاي
	He is coming.		هو جاي
	You are coming.	f. sing.	انت جاية
	She is coming.		هي جاية
	We are coming.	pl.	احنا جايين
	You are coming.		انتو جايين
	They are coming.		هم جايين

6. Quite often the hamza sound of a first person singular present-tense verb is silent when preceded by ما. This is true of the phrase كما أقدرش, "I can't." (The alif in maa [ما] is pronounced as a short vowel.)

7. The preposition عند is pronounced عند in ED. "I have" in MSA is عندي and in the dialect it is عندي.

8. اعمل حسابك means "Plan to," "Keep (it) in mind," "Make sure" and "Don't forget." Literally it means "Make your calculation" or "Do your accounting."



DRILLS



One ١

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

(Please) come and have lunch with me.

• اَتَفَضَّلُ مَعَايَا عَلَى الْغَدَا .

١ اَتَفَضَّلُ مَعَايَا

مَعَايَا ، مَعَاكُ ، مَعَاكِ ، مَعَاهُمْ

٢ عَلَى الْغَدَا

غَدَا ، الْغَدَا

(No thanks, but) have a nice lunch.

• بِالْهَنَاءِ وَالشِّفَا .

٣ بِالْهَنَاءِ

وَالشِّفَا

By God, you (must) come with me.

• وَاللَّهِ لَأَنْتَ جَائِي مَعَايَا .

٤ وَاللَّهِ لَأَنْتَ ، وَاللَّهِ لَأَنْتَ جَائِيَّةٌ

وَاللَّهِ لَأَنْتُمْ جَائِيَيْنِ

٥ جَائِي ، جَائِيَّةٌ ، جَائِيَيْنِ

I can't today. I have guests.

• مَا أَقْدَرُشِ النَّهَارَدَهْ عِنْدِي ضَيْوْفُ

٦ مَا أَقْدَرُشِ النَّهَارَدَهْ

أَقْدَرُ ، مَا أَقْدَرُشِ

٧ عِنْدِي ضَيْوْفُ

عِنْدِي ، عِنْدَكَ ، عِنْدِنَا ، عِنْدَهُمْ

ضَيْوْفُ ، ضَيْفُ

OK, plan to have dinner with me tomorrow.

• طَيِّبٌ اِعْمَلْ حِسَابَكَ تَتَعَشَى مَعَايَا بَكْرَةً .

٨ اِعْمَلْ حِسَابَكَ

بَكْرَةً

تَتَعَشَى ، اَتَعَشَى

مَعَايَا

If we're alive, God willing.

• إِنْ عِشْنَا إِنْ شَاءَ اللَّهُ .

إِنْ عِشْنَا

إِنْ شَاءَ اللَّهُ

Two

Repeat after the model.

Su'ad invites her friend Samira for dinner.

- سعاد : اتفضلي معايا على العشا يا سميرة .
- سميرة : الف شكر .
- سعاد : والله لانتِ جاية .
- سميرة : ما اقدرش النهارده عندي ضيوف — بكرة إن عشنا .
- سعاد : طيب اعلمي حسابك بكرة إن شاء الله .

Three

Repeat after the model.

Hasan invites his friends for lunch.

- حسن : اتفضلوا معايا على الخدا .
- صحابه : باللهنا والشفأ ، متشكرين .
- حسن : والله لانتو جايين معايا .
- صحابه : ما نقدرش احنا لسه واكلمين .
- حسن : طيب اعملوا حسابكم تتغدوا معايا بكرة .
- صحابه : إن شاء الله إن عشنا .

Four

Repeat after the model.

Muhammad invites Salih to break the fast during the month of Ramadan.

- محمد : اتفضل عندي على الإفطار يا صالح .
- صالح : كتر خيرك ما اقدرش النهارده .
- محمد : والله لانت جاي .
- صالح : ما اقدرش عندي ضيوف .
- محمد : طيب اعمل حسابك تفطر معايا بكرة .
- صالح : إن شاء الله .

TRANSLATION - DRILL TWO

Su'ad: (Please) come and have dinner with me, Samira.

Samira: Thank you.

Su'ad: By God, you (must) come.

Samira: I can't. I have guests today. (I'll come) tomorrow, if we're alive.

Su'ad: OK, then plan on tomorrow, God willing.

TRANSLATION - DRILL THREE

Hasan: (Please) join me for lunch.

His friends: Have a nice lunch. Thank you.

Hasan: By God, you (must) come with me.

His friends: We can't. We have just eaten.

Hasan: OK, plan on eating lunch with me tomorrow.

His friends: God willing, if we are alive.

TRANSLATION - DRILL FOUR

Muhammad: Please come to my place to break the fast, Salih.

Salih: Thank you. I can't today.

Muhammad: By God, you (must) come.

Salih: I can't, I have guests.

Muhammad: OK, make sure to break the fast with me tomorrow.

Salih: God willing.

Five

Follow the pattern established by the example.
Make any necessary changes.

Example:

• اتفضّا معايا على الغدا (Teacher)

• اتفضّلي (Teacher)

• اتفضّلي معايا على الغدا (Student)

• _____ معايا _____ • ٦

• _____ اتفضّلوا _____ • ٧

• _____ معانا _____ • ٨

• _____ الفطار _____ • ٩

• _____ عندنا _____ • ١٠

• _____ الفطار _____ • ١

• _____ اتفضّلوا _____ • ٢

• _____ عندي _____ • ٣

• _____ العشا _____ • ٤

• _____ اتفضّل _____ • ٥

Six

Add the imperfect-tense verb يقدر to the beginning of each sentence. Repeat the sentence.

Example:

• آخذ الكتاب (Teacher)

• اقدر آخذ الكتاب (Student)

• يتعشى عندك النهارده • ٦

• أعمل لك قهوة بعد الاكل • ٧

• تتغدى مع صاحبها بكرة • ٨

• تاخذ الضيوف معاك على البيت • ٩

• آجي عند حضرتك الساعة سبعة • ١٠

• اكتبى الدرس قبل ما آجي عندك • ١

• تشرب شاي مع الفطار • ٢

• أكل كنافه بعد الغدا • ٣

• افطروا مع اخوات سميرة بكرة • ٤

• تيجي انت والطيارين الامريكان • ٥

• على العشا النهارده • ٥

Seven

Use ش ... ما to negate the underlined verb in each of the following sentences.

Example:

• أقْدَر ادرس النهارده (Teacher)

• ما أقْدَرش ادرس النهارده (Student)

- ١. اكتب الدرس النهارده .
- ٢. اقدر اعمل قهوة في المكتب .
- ٣. تيجي عندي بكرة .
- ٤. اعرفك على عيلتي النهارده .
- ٥. يفتروا مع الملازمين بكرة .
- ٦. آكل كنافه بعد العشا .
- ٧. تقعد مع الضيوف بعد الساعة سبعة .
- ٨. اشرب شاي مع الفطار .
- ٩. ييجوا المدرسة مع عيلاتهم .
- ١٠. تتعجب الضيوف معاك .

Eight

Negate the imperative verbs by using ما ... ش and the second person imperfect tense.

Example:

• اشرَب الشاي ده (Teacher)

تشرب (Teacher)

• ما تشربش الشاي ده (Student)

- | | |
|------|------------------------------------|
| تكتب | • ١. اكتب الدرس . |
| تعمل | • ٢. اعمل حسابك تيجي عندي . |
| تقعد | • ٣. اقعد على الكرسي ده . |
| تفطر | • ٤. افطر معايا بكرة . |
| تنعش | • ٥. اتعش عنده النهارده . |
| تاكل | • ٦. كل حتة الكنافه دي . |
| تاخذ | • ٧. خذ الكتاب ده . |
| تيجي | • ٨. تعال معاه بكرة . |
| تعرف | • ٩. عرفها على عيلتك . |
| تسلم | • ١٠. سلم على الطيارين الامريكان . |

Nine

Follow the pattern established by the example. Make any necessary changes.

Example:

• اتفضل عندي على الفطار (Teacher)

f. (Teacher)

• اتفضلي عندي على الفطار (Student)

- f. ١. اتفضّل حتة الكنافة دي مع الشاي •
- pl. ٢. اتفضّل معايا على العشا عندي في البيت •
- pl. ٣. اعمل حسابك لازم تيجي عندي بكرة •
- pl. ٤. كتر خيرك يا حضرة الملازم •
- f. ٥. واللّه لا نت جاي معايا اعرفك عليه •
- pl. ٦. إن عشت إن شاء الله ، آجي عندكم بكرة •
- pl. ٧. اتفضّل اشرب الشاي قبل ما بيرد •
- pl. ٨. شرفني على الغدا بعد ما تيجي من المكتب •
- f. ٩. تعالوا مع ضيوفكم عندي بعد الساعة سبعة •
- pl. ١٠. تقدر تكتب الدرس في المدرسة •

Ten
Use .. واللّه ل to add emphasis to the sentences below.
Make any necessary changes.

Example: (Teacher) اعمل حسابك تفطر معانا بكرة •
(Student) واللّه لانت عامل حسابك تفطر معانا بكرة •

١. خذ الكتاب ده معاك على البيت يا سمير •
٢. اعملي حسابك تتغدي معايا بكرة يا سعاد •
٣. اشرب القهوة قبل ما تكتب الدرس •
٤. أقعد على الكرسي المحجوز لك يا حضرة الملازم •
٥. اكتب الدرس بنفسك يا عباس •
٦. عرفني على سميرة قبل ما تاخذها الجامعة •
٧. سلّمي على عيلتك يا فريدة •
٨. تعالوا كلوا معانا بكرة عند اخواتي •
٩. لازم تيجي تتعشي معايا بعد المدرسة يا لندا •
١٠. اعملوا حسابكم تفطروا عندنا في البيت بكرة •

Eleven

Change the underlined verbs from the perfect to the imperfect tense.

Example:

• أَنْتَ لَا زِمَ كَلْتِ حَتَّةً مِنَ الْكِنَافَةِ دِي (Teacher)

• أَنْتَ لَا زِمَ تَأْكُلِ حَتَّةً مِنَ الْكِنَافَةِ دِي (Student)

- ١. الْمُدْرَسَ لَا زِمَ قَدِّمَ التَّلْمِيزَةَ لِلْمُدْرَسِينَ صَحَابِهِ
- ٢. لَا زِمَ الْقَهْوَةَ يَرْدِتْ قَبْلَ مَا يَشْرِبُهَا
- ٣. لَا زِمَ عَمَلْ حَسَابِهِ يِيْجِي يَتَغْدَى مَعَانَا
- ٤. التَّلَامِيزَةُ لَا زِمَ كَتَبُوا الدَّرْسَ بَعْدَمَا فَطَرُوا
- ٥. قَدِّرْتُ تَتَعَشَّى فِي الْبَيْتِ مَعَ الضُّيُوفِ ؟
- ٦. أَحْنَا مَا قَدَّرْنَا شَ نَعْمَلْ قَهْوَةَ كَوَيْسَةَ هُنَا
- ٧. لَا زِمَ جِهَ الْمَكْتَبِ السَّاعَةَ سَبْعَةَ

Twelve

Change the singular forms to the plural.

Example:

• مَا أَقْدَرَشَ أَشْرَبَ شَايَ فِي الْمَكْتَبِ (Teacher)

• مَا نَقْدَرَشَ نَشْرَبَ شَايَ فِي الْمَكَاتِبِ (Student)

- ١. الضُّيُفُ جِهَ يَتَغْدَى عِنْدِي الْيَوْمَ
- ٢. مَا يَقْدَرَشَ يَكْتُبُ الدَّرْسَ بِنَفْسِهِ
- ٣. أَنَا جَايَ أَتَعَشَّى عِنْدَكَ بِكَرَةِ السَّاعَةِ سَبْعَةَ إِنْ شَاءَ اللَّهُ
- ٤. وَاللَّهِ لَأَنْتِ وَاحِدَةٌ كِنَافَةً مَعَ الشَّايِ
- ٥. لَا زِمَ تِيْجِي تَقْدِّمِ الضُّيُفَ لِلتَّلْمِيزِ بِنَفْسِكَ
- ٦. وَاللَّهِ لَأَنْتِ قَاعِدٌ فِي مَكَانِ الْحَيَّارِ الْأَمْرِيكَانِي دِه
- ٧. مَا تَتَعَبِّيشْ نَفْسَكَ ، أَنَا أَتَغْدِيْتُ عِنْدَ أَخَوِي الْيَوْمَ
- ٨. مَا قَدَّرَشَ أَشْرَبَ الْقَهْوَةَ قَبْلَ مَا تَبْرُدُ
- ٩. الضُّيُفُ أَتَعَشَّى فِي بَيْتِ صَاحِبِي
- ١٠. أَعْمَلْ حَسَابَكَ تِيْجِي عِنْدِي السَّاعَةَ سَبْعَةَ إِنْ عَشْنَا

Thirteen

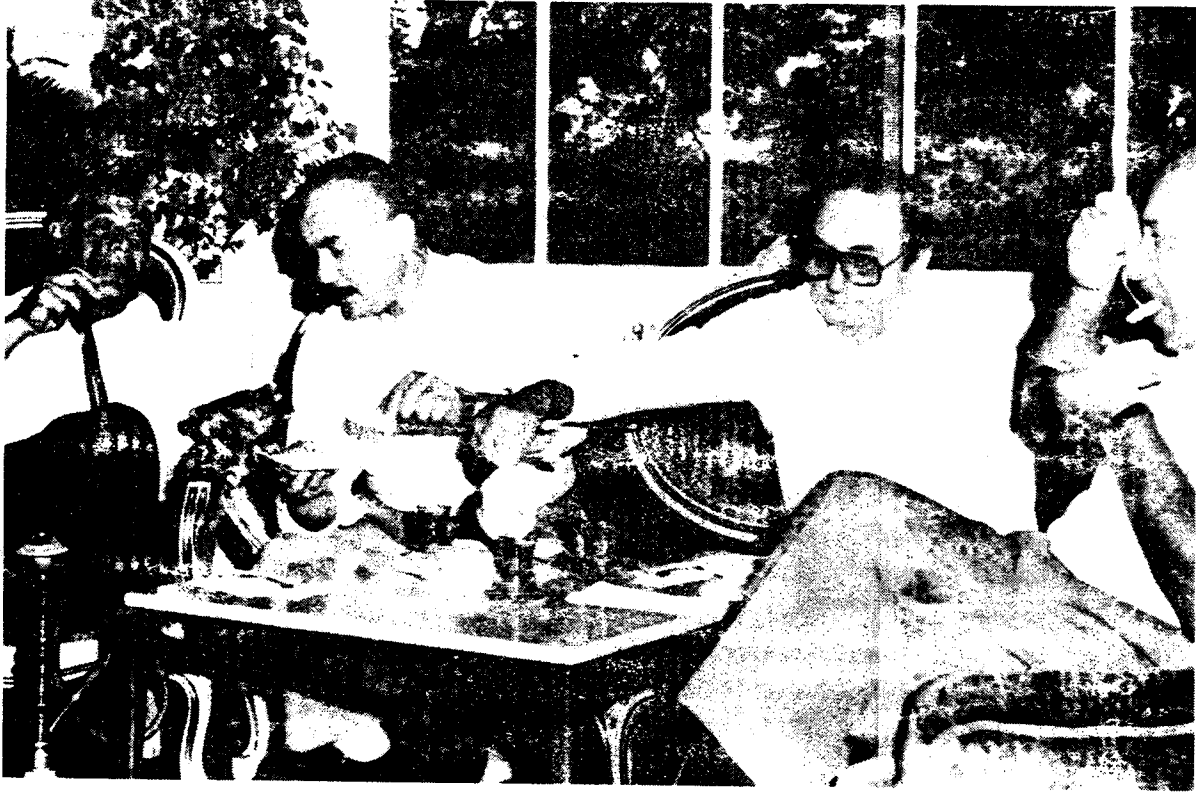
Make up a question for each of the following answers.

Example:

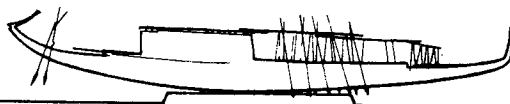
(Teacher) فِطِرْت كِنَافَةَ وَقْهَوَة •

(Student) فِطِرْت اِيَه النَّهَارْدَه ؟

- ١ صِحَّتِي كَوْبِسَة وَالْحَمْدُ لِلّٰه
- ٢ اَيُوَه ، لَازِم تَاخُد الْكِتَاب مَعَاك
- ٣ شَرِبْت شَاي بَعْد الْاَكْل
- ٤ لَآ ، صَا حِبْتِي دِي لِبْنَانِيَة مِثْر اَمْرِيكَانِيَة
- ٥ لَآ ، مَا فِيشِر لَزُوم ، اَنَا لِسَّه شَارِب
- ٦ اَيُوَه ، اخْتِي وَاخْوِيَا جَايِيْن مَعَايَا عَلَي الْعِشَا
- ٧ عِيْلَة صَا حِبِي كَوْبِسَة وَالْحَمْدُ لِلّٰه
- ٨ دِه اِسْمُه حَسَن عَبَّاس وَدِي اِسْمُهَا سَعَاد مَحْمَد
- ٩ لَآ ، اَنَا مِلَازِم طَيَّار



CLASSROOM EXERCISES



What Do You Say?

1. You notice that your friend is not drinking the tea which you have offered him. Tell him, "Please drink the tea before it gets cold."
2. Your friend asks you "Shall I make you some coffee?" Tell him not to bother.
3. Your friend insists on offering you something to eat, but you have just eaten. What do you say to answer him politely?
4. Your friend insists on inviting you for dinner, but you are unable to accept his invitation today. What do you say?
5. Your friend promised you that he would have lunch with you tomorrow and you want to remind him. What do you say?
6. Your friend invites you to lunch tomorrow. What do you say to accept his invitation?

Role Playing

- Situation 1. Hasan has come to your apartment unexpectedly. Offer him some coffee.

Hasan says that he has just had something to drink. Offer him a piece of konafa.

- Situation 2. Muhammad is eating the konafa and sees you nearby. Muhammad generously offers you some konafa. Wish him good health and satisfaction.

Muhammad keeps insisting that you have a piece. You can't because you've just eaten. Muhammad then offers you tea. Tell him not to bother.

- Situation 3. Your sister takes care of your house and looks after your son Steve while you are at work. Every evening you talk to her about the day's events.

Ask your sister:

About Steve.

Whether he had his breakfast.

Whether he had his lunch.

Whether he had his dinner.

Whether he caused any trouble.

Whether the guests came.

Finally, ask her to come to your home tomorrow before 7 o'clock.

Situation 4. With a classmate make up a dialogue with at least five exchanges. Follow the pattern of any of the preceding situations. Tell the instructor what topic you have chosen.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker

Interpreter

Arabic speaker

Situation 1.



No thank you,
have a nice lunch.

• اتفضل معايا على الغدا

Thank you, I have just
had something to drink.

• طيب اتفضل الشاي قبل ما يبرد

Situation 2.



Don't trouble yourself.

اعمل لكم قهوة ؟

Thank you, today we can't.

• انتو لازم تتخذوا معايا النهارده

OK. Thank you.

• طيب خدوا حبة الكنافة دي

Situation 3.



تاخذ ايه بعد الغدا ؟

Don't bother.

• لا وَاللَّه لا زَم •

OK, I'll take tea.

• تيجي معايا عند حسن بعدما تشرب الشاي ؟

No, I can't. I have guests today.

• ده حسن عمل لنا كنافه •

No, thanks, I can't.

• طيب، أنا جاي معاك اسلم على ضيوفك •

Welcome. Please do.

Translation Practice

Translate the following 10 sentences orally into English.

- ١ الضيوف المصريين اتغدوا معانا النهارده •
- ٢ اعمل حسابك انت وصحابك تيجوا تتغدوا عندنا بكرة •
- ٣ ما تعملش شاي ياسميرة ، احنا لسه شاربين قبل ما نيجي •
- ٤ سعاد صحتها مش كويسة وما قدرتش تيجي المكتب النهارده •
- ٥ ما فيش لزوم تيجوا المدرسة بكرة الساعة سبعة •
- ٦ دي فرصة كويسة نتعشى فيها مع الملازمين الامريكان •
- ٧ صحاب سعاد كلوا سبع تحت كنافه وشربوا قهوة وشاي •
- ٨ اتفضلوا انتوكلوا بالهنا والشفاه ، احنا لسه متعشين •
- ٩ التلامذة لازم ياخدوا الكتب معاهم للمدرسة •
- ١٠ كتر خيركم ، انتو تعبتمو نفسكم معانا •

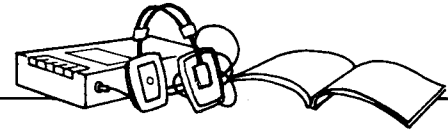
Dictation Practice

Close your book and write the following 10 sentences in SATTS.

- ١. طَيِّبْ خُدُوا حَتَّة الْكِنَافَة دِي مَعَ الْقَهْوَة .
- ٢. اِحْنَا لَسَه شَارِبِينَ شَاي قَبْل مَا نِيْجِي .
- ٣. وَاللَّه لَا نَنْتَو جَايِينَ، عِنْدِي بَكْرَة .
- ٤. مَا فَيْشَر لَزُوم تَتَّعِبُوا نَفْسَكُم .
- ٥. الْاَكْل بِرْدْ قَبْل الضِّيُوف مَا يِيْجُوا .
- ٦. اَعْمَلُوا حَسَابَكُم ، الْعِشَا النَّهَارْدَه السَّاعَة سَبْعَة .
- ٧. الْمَلَاْزِمِينَ قَعِدُوا مَعَانَا سَاعَة بَعْد الْعِشَا .
- ٨. لَازِم تِيْجُوا تَاكَلُوا عِنْدَنَا النَّهَارْدَه .
- ٩. اَتَفْضِّلِي اِنْتِ كُلِّي بِالْهِنَا وَالشَّفَا .
- ١٠. تِيْجُوا عِنْدَنَا بَكْرَة اِنْ عِشْنَا اِنْ شَاءَ اللّٰه .



HOMEWORK



Exercise One

Use SATTS to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two

Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three

Listen to the recorded conversation, then answer the questions based on it.

1. Which meal did Muhammad invite Hasan to?
2. Did Hasan accept the invitation to eat with Muhammad?
3. What was Hasan's response?
4. Did Muhammad offer an alternative? If yes, what was it?
5. What is the name of Hasan's guest?
6. What was Muhammad's reaction to Hasan's guest?

Exercise Four

You will hear 10 sentences, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c

2. a b c

3. a b c

4. a b c

5. a b c

6. a b c

7. a b c

8. a b c

9. a b c

10. a b c

SUMMARY



1. **قَبْلَ مَا** , "before," and **بَعْدَ مَا** , "after," are used before verbs. Often the phrase **قَبْلَ مَا** is followed by an imperfect-tense verb, whereas **بَعْدَ مَا** can be followed by either the imperfect or perfect.
2. In ED no more than two consonants occur together. The helping vowel **ـِ** is used to mark the last consonant of a word ending in two consonants before another word beginning with a consonant. Sometimes the helping vowels **ـِ** and **ـُ** are used before certain pronoun suffixes.
3. Active participles used with **لِسَهُ** , "just," "just now," can express the idea of "having done something."
4. In a question, the first person verb form can mean "Shall I ...?" or "Do you want me to ...?"
5. **مَا ... ش** , "not" is used to negate verbs.
6. **فِيهِ** means "There is "; **مَا فِيهِ** means "There isn't" or "There is no"
7. When used with verbs, **لَازِم** , "must" or "to have to," does not change form.
8. Depending on its use, the MSA **ذ** is equivalent to the ED **د** (d) or **ز** (z). It is written **ذ** .
9. **كُتِرْ خَيْرُكَ** means "Thank you," and is more intense than **مَشْكُر** or **ألف شكر** .
10. When suffixes are added to **مَع** it becomes **مَعَا** .
11. Unlike MSA, ED has no words with the hamza sound at the end.
12. **بِالْهِنَا وَالشِّفَا** , literally "With good health and satisfaction," is a polite way of refusing an invitation to share a meal.
13. **لَ** , a particle, is usually used after an oath. Attached to a pronoun, it adds emphasis to any statement.
14. For the conjugation of the ED verb "to come," see the Reference Grammar, p. 118.
15. The hamza sound in a first person singular imperfect-tense verb is often silent when preceded by **مَا** , "not" (as in **مَا أَقْدَرُش**).

REFERENCE GRAMMAR

VERBS

1. Measure I sound verb, شَرِبَ , to drink

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	شَرِبَ	يَشْرَبُ	
she	هِيَ	شَرِبَتْ	تَشْرَبُ	
they	هُمْ	شَرَبُوا	يَشْرَبُوا	
you, m.	إِنَّتَ	شَرِبْتَ	تَشْرَبُ	اشْرَبْ
you, f.	إِنَّتِ	شَرِبْتِ	تَشْرَبِي	اشْرَبِي
you, pl.	إِنَّتو	شَرِبْتو	تَشْرَبُوا	اشْرَبُوا
I	أَنَا	شَرِبْتُ	أَشْرَبُ	
we	إِحْنَا	شَرِبْنَا	نَشْرَبُ	

Verbal noun, شُرْبٌ

Active participle, شَارِبٌ

2. Measure I sound verb, تَعِبَ , to be tired

Same as the verb شَرِبَ above.

Verbal noun, تَعَبٌ

Active participle, تَعَبَانٌ

3. Measure I verb, فَطِرَ , to eat breakfast

Same as the verb شَرِبَ above.

Verbal noun, فِطَارٌ

Active participle, فَاطِرٌ

4. Measure I verb, قَدِرَ* , to be able to

Same as the verb شَرِبَ above.

Verbal noun, قُدْرَةٌ

Active participle, قَادِرٌ

* The sound ق is pronounced أ .

5. Measure I verb, **بَرِدَ**, to become cold

Same as the verb **شَرِبَ** above.

Verbal noun, **بُرُودَة**

Active participle, **بَرْدَان**

6. Measure I sound verb, **كَتَبَ**, to write

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	كَتَبَ	يَكْتُبُ	
she	هِيَ	كَتَبَتْ	تَكْتُبُ	
they	هُمْ	كَتَبُوا	يَكْتُبُوا	
you, m.	إِنَّتَ	كَتَبْتَ	تَكْتُبُ	اَكْتُبْ
you, f.	إِنَّتِ	كَتَبْتِ	تَكْتُبِي	اِكْتُبِي
you, pl.	إِنَّتُو	كَتَبْتُو	تَكْتُبُوا	اِكْتُبُوا
I	أَنَا	كَتَبْتُ	أَكْتُبُ	
we	إِحْنَا	كَتَبْنَا	نَكْتُبُ	

Verbal noun, **كِتَابَة**

Active participle, **كَاتِبٌ**

7. Measure I verb, **عَمَلَ**, to work, to do

Same as the verb **كَتَبَ** above.

Verbal noun, **عَمَلٌ**

Active participle, **عَامِلٌ**

8. Measure I verb, **دَرَسَ**, to study

Same as the verb **كَتَبَ** above.

Verbal noun, **دِرَاسَة**

Active participle, **دَارِسٌ**

9. Measure I verb, خَذَ (أ)*, to take (hamzated verb)

<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	خَذَ (أ) هُوَ	يَاخُذُ	
she	خَذَتْ (أ) هِيَ	تَاخُذُ	
they	خَذُوا (أ) هُمْ	يَاخُذُوا	
you, m.	خَذْتَ (أ) أَنْتَ	تَاخُذْ	خُذْ
you, f.	خَذْتِ (أ) أَنْتِ	تَاخُذِي	خُذِي
you, pl.	خَذْتُمْ (أ) أَنْتُمْ	تَاخُذُوا	خُذُوا
I	خَذْتُ (أ) أَنَا	أَخُذْ	
we	خَذْنَا (أ) إِنْحْنَا	نَاخُذْ	

Verbal noun, اخْد

Active participle, واخِذْ

*Usually the initial (أ) sound is not pronounced.

10. Measure I verb, كَلَ (أ)*, to eat

Same as the verb خذ above.

Verbal noun, أَكَلْ

Active participle, واكِلْ

*Usually the initial (أ) sound is not pronounced.

11. Measure V verb, اِتَغَدَّى, to eat lunch

<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	اِتَغَدَّى هُوَ	يَتَغَدَّى	
she	اِتَغَدَّتْ هِيَ	تَتَغَدَّى	
they	اِتَغَدَّوْا هُمْ	يَتَغَدَّوْا	
you, m.	اِتَغَدَّيْتَ أَنْتَ	تَتَغَدَّى	اِتَغَدَّى
you, f.	اِتَغَدَّيْتِ أَنْتِ	تَتَغَدِّي	اِتَغَدِّي
you, pl.	اِتَغَدَّيْتُمْ أَنْتُمْ	تَتَغَدَّوْا	اِتَغَدَّوْا

I	أَنَا	* اِتَّغَدَيْتُ	اَتَّغَدِي
we	إِحْنَا	اِتَّغَدَيْنَا	نَتَّغَدِي
Verbal noun, غَدَا			
Active participle, مَتَّغَدِي			

12. Measure V verb, اَتَعَشَى , to eat dinner

Same as the verb اَتَغَدِي above.

Verbal noun, عَشَا

Active participle, مَتَّعَشِي

13. Irregular verb, جَمَ , to come

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	جَمَ	يَجِي	
she	هِيَ	جَتْ	تَجِي	
they	هُمْ	جُمَ	يَجُوا	
you, m.	إِنْتَ	* جِيتْ	تَجِي	تَعَالْ
you, f.	إِنْتِ	جِيتِي	تَجِي	تَعَالِي
you, pl.	إِنْتُو	جِيتُو	تَجُوا	تَعَالُوا
I	أَنَا	* جِيتْ	آجِي	
we	إِحْنَا	جِينَا	نَجِي	
Verbal noun, مَجِي				
Active participle, جَاي				

* Note that the vowelings of the verbs اَتَغَدِي , اَتَعَشَى and جَمَ in the perfect tense changes from long to short when they are used with pronouns I and you, masculine, and are negated with مَا ... ش .

Example:

- | | |
|-----------------------------|-----------------------|
| • أَنَا مَا اَتَغَدَيْتُشْ | • أَنَا اَتَغَدَيْتْ |
| • إِنْتَ مَا اَتَعَشَيْتْشْ | • إِنْتَ اَتَعَشَيْتْ |
| • إِنْتَ مَا جَيْتْشْ | • إِنْتَ جَيْتْ |

PREPOSITIONS + PRONOUN SUFFIXES1. مَعَ + pronoun suffix

with me	مَعَايَا	with him	مَعَاهُ	with you, m.	مَعَاكَ
with us	مَعَانَا	with her	مَعَاهَا	with you, f.	مَعَاكِ
		with them	مَعَاهُمْ	with you, pl.	مَعَاكُمْ

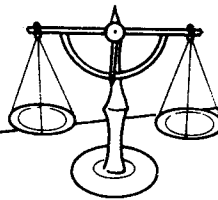
2. عِنْدَ + pronoun suffix

I have	or	at my place	عِنْدِي
we have		at our place	عِنْدِنَا
he has		at his place	عِنْدَهُ
she has		at her place	عِنْدَهَا
they have,		at their place	عِنْدَهُمْ
you have, m.		at your place, m.	عِنْدَكَ
you have, f.		at your place, f.	عِنْدِكَ
you have, pl.		at your place, pl.	عِنْدَكُمْ

3. لِ + pronoun suffix

to me		لِي
to us		لَنَا or لَيْنَا
to him		لَهُ
to her		لِهَا
to them		لَهُمْ
to you, m.	لِيهِمْ	لَكَ
to you, f.		لَكَ
to you, pl.	لِيَكُو	لَكُمْ

EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c

2. a b c

3. a b c

4. a b c

5. a b c

Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. Who extended the invitation for dinner?

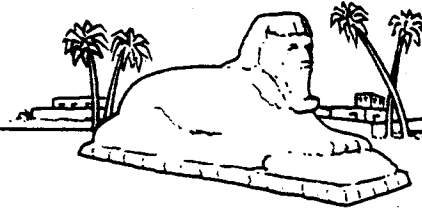
2. What time is dinner?

3. Who prepared the meal?

4. What nationality are Sa'd's guests?

5. Did Sa'd accept the invitation on his guests' behalfs?

ENRICHMENT



A. If you are invited for lunch or dinner at the home (place) of an Egyptian friend, most likely he will insist that you have second or even third helpings. It is important that you learn the expression **ما اقدرش أنا شبعنا ، متشكر** , which means, "I can't, I've had enough, thanks," or "I can't, I'm full, thanks."

The verb **شبع** , which means "to be full, satisfied, satiated," is conjugated below.

Example:

أنا شَبَعْتُ	—	إحنا شَبَعْنَا	هم شَبَعُوا
هو شَبِعَ	—	هي شَبِعَتْ	

B. Another way of saying "I am full" is to use the verb **كَلَّ** , "to eat." **ما اقدرش أنا كلت كثير ، متشكر** means "I can't, I've eaten a lot, thanks." **كثير** is ED for the MSA **كثير** .

C. To compliment an Egyptian lady on her cooking or anyone else who serves you food and drink: "May your hand be safe and sound," **تَسْلَمَ أَيْدِكَ** (f.), **تَسْلَمَ أَيْدِكَ** (m.).

إيد , **'iid** , is ED for the MSA word **يَد** , meaning "hand."

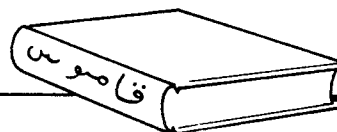
D. Egyptians will ask you how you like your (Turkish) coffee. (Turkish coffee is always served without cream.)

Example: plain coffee (without sugar, black)	قهوة سادة
coffee with sugar	قهوة بسُكَّر
coffee with very little sugar	قهوة على الريحانة

E. **قهوة** also refers to a coffee shop or a cafe.

Example: He is (sitting) at the coffee shop. **قَاعِدٌ عَلَى الْقَهْوَةِ •**

VOCABULARY



ENGLISH	ED	MSA
able (to be), can		قَدِر
after	بَعْدَ مَا	بَعْدَ
at, with, have		عِنْدَ
before	قَبْلَ مَا	
book(s)		كِتَاب - كُتُب (ج)
breakfast	فِطَار	
by God		وَاللَّهِ
coffee		قَهْوَة
cold (to be, to get)		بَرْد
come (to)	جَاءَ	
do, make (something) (to)		عَمَلَ
drink (to)		شَرَبَ
eat (to)	كَلَّ	
eat breakfast (to)	فَطَّرَ	
eat dinner (to)	أَتَعَشَّى	
eat lunch (to)	أَتَغَدَّى	
God willing		إِنْ شَاءَ اللَّهُ
guest(s)		ضَيْف - ضُيُوف (ج)
Have a nice meal.	بِالْهَنَاءِ وَالشِّفَاءِ	
house(s), home(s)		بَيْت - بُيُوت (ج)
if	إِنْ	
If we're alive (still living).	إِنْ عِشْنَا	
just now, not yet, still	لَسَهُ	
konafa	كُنَافَة	
lesson(s)		دَرْس - دُرُوس (ج)

ENGLISH	ED	MSA
lunch	غَدَا	
must; have to		لَا زِمَ
need		لُزُومَ
negative particle	مَا ... ش	
o'clock		السَّاعَةُ
office(s)		مَكْتَبٌ - مَكَاتِبُ (ج)
piece of (something)	حِثَّةٌ - حِثَّتْ (ج)	
plan on, Keep it in mind.	إِعْمَلْ حِسَابَكَ	
same; self, selves		نَفْسٌ - أَنْفُسُ (ج)
seven		سَبْعَةٌ
study (to)		دَرَسَ
supper, dinner	عَشَا	
take (to)	خَذَ	
tea		شَايَ
thank you	كَتَرْ خَيْرَكَ	
thanks, many	أَلْفَ شُكْرٍ	
there		هَنَاكَ
there is (are), in it	فِيهِ	
tired (to be, to get)		تَعَبَ
tomorrow	بَكْرَةً	
with		مَعَ
write (to)		كَتَبَ
you, m. and f.		أَنْتَ - أَنْتِ
you, pl.	أَنْتُمْ	

LESSON 4

A VISIT TO AN OFFICE



Objectives

Upon completion of this lesson, you will be able to:

- Visit an office and ask to see someone .
- Deal with situations in which you are asked to wait to see someone.

GRAMMATICAL FEATURES



- | | |
|----------------------------------|---------------------------------------|
| 1. Pronunciation of ق in | قرآن and القاهرة |
| 2. Pronunciation of ظ in | منتظر |
| 3. Auxiliary words | عاوز + verb and ممكن + verb |
| 4. Independent personal pronouns | أنا، إنت، إخوانا، إنتو،
هو، هي، هم |
| 5. Measure I verbs | سمح and شغل |
| Measure I hollow verb | عاز |
| Measure II verb | بلغ |
| Measure III verbs | سافر and قابل |
| Measure VIII verb | انتظر |
| Measure X verb | استريح |

Communicative Exchanges

FRAME I



Captain Gamil Abd ir-Rahman has just been transferred to a new assignment. He is called to the office of his commanding officer, Colonel Abd il-Aziz it-Tantawi.

النَّقِيب : مُمَكِّنْ أَقَابِلَ السَّيِّدِ الْقَائِدِ ؟
السَّكْرَتِير : طَبْعًا بِكُلِّ سُرُورٍ — مِمَّنْ حَضَرَتَكَ ؟
النَّقِيب : أَنَا النَّقِيبُ جَمِيلُ عَبْدِ الرَّحْمَنِ •
السَّكْرَتِير : ائْتَشَرَفْنَا يَا أَفَنْدَمَ — ائْتَفَضَّلْ سِيَادَةَ الْقَائِدِ مِمَّنْ تَنْتَظِرُكَ •
النَّقِيب : أَلْفِ شُكْرٍ •

TRANSLATION

Captain: May I see the commander?

Secretary: Of course, by all means (with pleasure).
Who shall I say is calling?

Captain: I am Captain Gamil Abd ir-Rahman.

Secretary: I am honored, sir. Please go in.
The commander is waiting for you.

Captain: Thank you (a thousand thanks).

EXPLANATORY NOTES

1. **مُمْكِنٌ** literally means "is possible." In colloquial Arabic it is followed by a verb and means "can" or "may." Often it is used in a question with a first person verb.

Example:

May (can) I see the commander? **مُمْكِنٌ أَقَابِلَ السَّيِّدِ الْقَائِدِ؟**

مُمْكِنٌ always has the same form, whether the following verb is first, second or third person masculine, feminine or plural.

Example:

May he see the commander? **مُمْكِنٌ يَقَابِلُ السَّيِّدِ الْقَائِدِ؟**

When used to address a second person, **مُمْكِنٌ** means "Would you?"

Example:

Would you take this book with you? **مُمْكِنٌ تَأْخُذُ الْكِتَابَ دَهْ مَعَاكَ؟**

2. In both **النَّقِيبُ** and **القَائِدُ** the letter **ق** is pronounced as it is in MSA.

When used in the dialect, official or learned vocabulary from MSA is given MSA pronunciation. (This is also true of **الْقَاهِرَةُ** and **الْقُرْآنُ**.) In frequently used words (such as **أَقْبَلُ**), the letter **ق** is pronounced as a hamza.

3. **مِنْ حَضْرَتِكَ؟** meaning "Who are you?" (literally, "Who is your presence?") is a polite phrase corresponding to the English "Whom shall I say is calling?" **مِنْ** is the ED equivalent of the MSA **مَنْ**.

4. **اتْفَضَّلْ** has different meanings in different contexts.

Example:

Go in • **اتْفَضَّلْ ادْخُلْ**
Have a seat. • **اتْفَضَّلْ اقْعُدْ**
Help yourself (to eat). • **اتْفَضَّلْ كُلْ**

When used with a gesture of the hand:

After you.

• اِتَّفَضِّلْ

Have a seat.

• اِتَّفَضِّلْ

Help yourself.

• اِتَّفَضِّلْ

5. Literally, السيد القائد means "master" or "commander," and سيادة القائد stands for "his excellency, the commander." سَيِّدٌ and سَيَادَةٌ are formal, respectful ways of referring to someone of high rank or social position. سَيَادَةٌ is also part of the frequently used phrase, "your excellency," which is a formal and respectful way of saying "you."

6. Another example of the use of the active participle in place of a verb is مُنْتَظِرٌ. Unlike the active participles وَاكِلٌ and شَارِبٌ, the word مُنْتَظِرٌ implies continuous action in the present ("is waiting") rather than past action. In this case MSA uses a verb, for example, يَنْتَظِرُ.

7. In ED the letter ظ (as in مُنْتَظِرٌ) is pronounced as an emphatic version of ز. It is not pronounced the same as the emphatic MSA ذ.



DRILLS



One



To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

May I see the commander?

(Statement)

(Question)

ممكن أقابل السيد القائد ؟

١ ممكن

ممكن ؟

٢ أقابل

أقابلك — أقابله — أقابلكم

ممكن أقابله ؟

القائد

السيد القائد

Of course, by all means
(with pleasure). Whom shall
I say is calling?

طبعاً بكل سرور — مين حضرتك ؟

طبعاً

بكل سرور

٣ مين ؟

حضرتك

مين حضرتك ؟

I am Captain Gamil Abd ir-Rahman.

أنا النقيب جميل عبد الرحمن .

I am honored, sir. Please go
in. The commander is
waiting for you.

٤ أتشرفنا يا أفندم — اتفضل سيادة

القائد منتظر

أتشرفنا يا أفندم

اتفضل سيادة القائد منتظر

٥ سيادة القائد

سيادته — سيادتكم

٦ منتظر — منتظر — منتظر

Thank you (a thousand thanks).

الف شكر .

Two

Repeat after the model.

- الملازم محمد : ممكن اقابل النقيب جميل سعد الدين ؟
 السكرتير: أيوه ممكن — مين سيادتك ؟
 • الملازم محمد : أنا الملازم محمد حسن
 • السكرتير: اتشرفنا يا افندم — اتفضل هو منتظرک
 • الملازم محمد : الف شكر •

Three

Repeat after the model.

Some students want to meet the commandant of the school.

- التلامذة : ممكن نقابل قائد المدرسة ؟
 السكرتيرة: أيوه ممكن — مين انتو ؟
 • التلامذة : إحنا تلامذة الاستاذ جميل عبد الله
 • السكرتيرة: طيب — اتفضلوا هو منتظرکم
 • التلامذة : متشكرين •

TRANSLATION - DRILL TWO

Lieutenant Muhammad: May I see Captain Gamil
 Sa'd id-Din?

Secretary: Yes, you may. Who shall I say
 is calling? (Who are you?)

Lieutenant Muhammad: I am Lieutenant Muhammad Hasan.

Secretary: I am honored, sir. Please, go in.
 He is waiting for you.

Lieutenant Muhammad: Thank you.

TRANSLATION - DRILL THREE

Students: May we see the commandant of the school?

Secretary: Yes, you may. Who are you?

Students: We are the students of Professor Gamil Abdallah.

Secretary: OK. Please go ahead. He is waiting for you.

Students: Thank you.

Four

Make the statements below into questions by changing the intonation of your voice.

Example:

• ممكن اقابل السفير (Teacher)

• ممكن اقابل السفير ؟ (Student)

• ١. أقدر اكتب الدرس النهارده .

• ٢. ممكن نقابل قائد المدرسة .

• ٣. لازم تقابلوا الوزير بكرة .

• ٤. ممكن أشرب قهوة .

• ٥. لازم تيجي بكرة .

• ٦. ممكن تقعد على الكرسي المحجوز ده .

• ٧. ممكن اقابل الوزير قبل ما يسافر .

• ٨. ممكن تعرفني على الرائد عباس ابراهيم .

• ٩. يقدرنا ينتظروني في المكتب .

• ١٠. سعاد سافرت مع اختها .

Five

Follow the pattern established by the example. Repeat each sentence.

Example:

• ممكن اقابل قائد المدرسة (Teacher)

• _____ نقابا. (Teacher)

• ممكن نقابل قائد المدرسة (Student)

- | | |
|--------------------------|-------------------------|
| • ٦ يقدر يقابل — — — | • ١ — — — تقابلي — — — |
| • ٧ تقدروا تقابلوا — — — | • ٢ — — — تقابلوا — — — |
| • ٨ ممكن تقابلوا — — — | • ٣ اقدر اقابل — — — |
| • ٩ — — — تقابل — — — | • ٤ تقدر تقابل — — — |
| • ١٠ — — — تقابلي — — — | • ٥ — — — الوزير بكرة |

Six

Follow the pattern established by the example. Use **مين** in each question and make any necessary changes in the verbs.

Example:

• (Teacher) صاحبتى قعدت هناك

• (Student) مين قعد هناك ؟

- ١ احنا قايلنا الوزير الساعة سبعة
- ٢ السفير لازم ييجى يقابل رئيس الوزراء
- ٣ صالح عمل قهوة للرواد اللبنانيين
- ٤ صاحبي كلوا الكنافة بعد العشا
- ٥ دول خدوا الكتب من المدرسة
- ٦ لندا حجزت كرسي للنقيب سمير ابراهيم
- ٧ الملازم جاي النهارده قبل الساعة سبعة
- ٨ قائد الجيش انتظر الوزير فى مكتبه
- ٩ النقباء لسه منتظرين فى مكتب سكرتير القائد
- ١٠ حضرته الاستاذ سالم ، جه يقابل رئيس المكتب

Seven

Use the information in the left-hand column to respond to the questions on the next page.

Example:

• مين حجز الكرسي ؟ (Teacher)

• صاحبتى (Teacher)

• صاحبتى حجزت الكرسي (Student)

- ٠١ مين قاعدين هناك مع قائد المدرسة الجديد؟ صحابي
 ٠٢ مين جاي يتعشى عندك؟ اخواتي
 ٠٣ مين قابل وزير الجيش؟ القواد الجداد
 ٠٤ مين جاي عندك النهارده؟ تلامذتي
 ٠٥ مين عمل القهوة للضيوف؟ اختي
 ٠٦ مين خد الكتب من هنا؟ المدرسين دول
 ٠٧ مين اتعشى عندك في البيت؟ ضيوف سعاد الامريكان
 ٠٨ مين كل الكنافة؟ انتو
 ٠٩ مين سافر مع الاستاذ سعد الدين؟ المدرسين الجداد
 ١٠ مين عرف لندا على الطيار الامريكاني؟ الملازم أول سعد

Eight

Follow the pattern established by the example. Make any necessary changes.

Example:

هو منتظر صاحبه • (Teacher)

they (Teacher)

هم منتظرين صاحبهم (Student)

you, m.	٠٤	she	٠١
you, f.	٠٥	we	٠٢
you, pl.	٠٦	I	٠٣

Nine

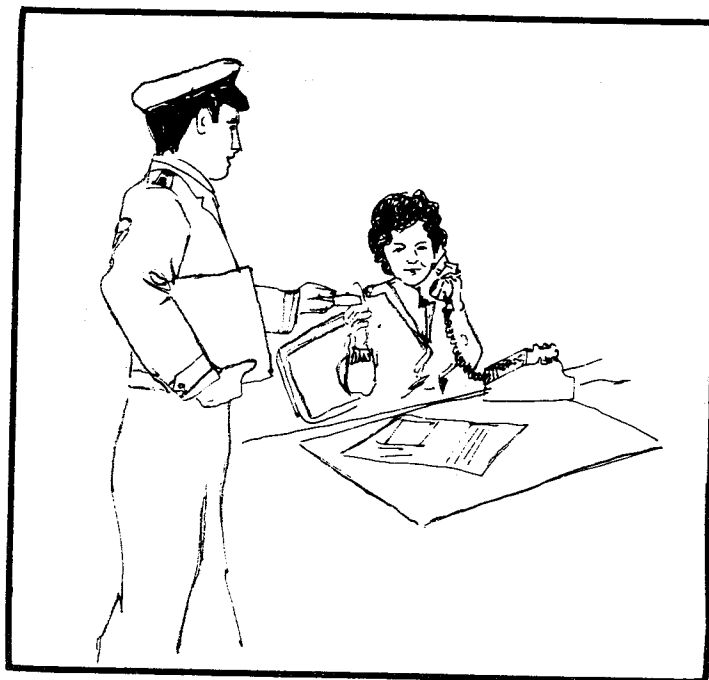
Student 1. Use أيوه to answer the questions on the next page in the affirmative.

Student 2. Use مش or ش ... ما to answer in the negative.

Example: ممكن اقابل السيد القائد؟ (Teacher)

• أيوه ، ممكن تقابل السيد القائد (Student 1)

• لا، مش ممكن تقابل السيد القائد (Student 2)

TRANSLATION

Captain: I'm Captain Khalil Ibrahim, and I would like to see the commander.

Secretary: I am honored, sir. Excuse me, I'll inform the commander.

Captain: Please go ahead.

Secretary: I'm sorry, sir. The commander is busy now. Please wait a little while.

Captain: OK, I'll wait here.

Secretary: Please, have a seat, sir.

EXPLANATORY NOTES

1. The verb عَاوَزَ (also pronounced عَايَزَ) is ED for "to want." An active participle, it changes according to gender and number. An example of the changes according to gender is shown below.

Example:

I want to meet... m. أنا عَاوِزٌ أَقَابِلَ ...
I want to meet... f. أنا عَاوِزَةٌ أَقَابِلَ ...

عَاوِزُ , the masculine singular form, is used with أَنْتَ and هُوَ , whereas the feminine عَاوِزَةٌ is used with أَنْتِ and هِيَ . The plural, عَاوِزِينَ is used with all plural pronouns (إِنَّتُمْ , إِيَّاهُمْ , and هُمْ) .

Example:

We want to meet... أَحْنَا عَاوِزِينَ نَقَابِلَ ...

2. The phrase عَنْ إِذْنِكَ means "Excuse me" (literally, "With your permission") and has the connotation of "Allow me to leave." It does not mean "Excuse me" in the sense of "Don't be offended" or "I'm sorry." The ز sound is pronounced ز, z.

3. "Now" in ED is دِلْوَقْتِي and corresponds to the MSA الآن . الآن is often used by educated Egyptians.

دِلْوَقْتِي consists of two words: هَذَا which means "this," and الْوَقْتُ which means "time." The assimilation of the two words form دِلْوَقْتُ and دِلْوَقْتِي .

4. لَوْ تَسْمَحَ , translated as "Please," literally means "If you would allow." In MSA the perfect or past tense of the verb is used in conditional sentences. (The equivalent sentence in MSA is لَوْ سَمَحْتَ .) ED usually uses the imperfect or present tense.

5. شَوِيَّةٌ, which never varies in form, is the ED equivalent of the MSA قَلِيلٌ or قَلِيلاً (depending upon how شَوِيَّةٌ is used). قَلِيلٌ (pronounced قَلِيلٌ) is also used in the dialect to mean "(very) little" or "(very) few."

6. اسْتَرَحَّ , translated "Have a seat," is almost always used with أَتَفْضِلُ (as in أَتَفْضِلُ اسْتَرَحَّ , "Please have a seat.") Literally, اسْتَرَحَّ means "to rest."

Example: The guest wants to rest for a while.

الزَّيْفُ عَاوِزٌ يَسْتَرَحُّ شَوِيَّةً •

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

I'm Captain Khalil Ibrahim, and
I would like to see the commander.

أنا النقيب خليل إبراهيم
وعاوز اقابل السيد القائد

١ أنا عاوز — انت عاوز — انت عاوزة — احنا عاوزين
عاوز اقابل
وعاوز اقابل

I am honored, sir. Excuse me,
I'll inform the commander.

اتشرفنا يا افندم — عن اذنك ابلغ
سيادة القائد

m.

اتشرفنا يا افندم

f.

٢ عن اذنك

pl.

عن اذنك

عن اذنكو

• عن اذنك ابلغ سيادة القائد

(Please) go ahead.

اتفضل

I'm sorry, sir.

متأسف يا افندم
متأسف — متأسفة — متأسفين

The commander is busy now.

السيد القائد مشغول دلوقتي

القائد مشغول دلوقتي

القائد مشغول

مشغول — مشغولة — مشغولين

٣ دلوقتي

Please wait a little while.

لو تسمع تنتظر شوية

٤ لو تسمع — لو — تسمع

لو تسمع تنتظر

لو تسمع تنتظر شوية

٥ شوية

OK. I'll wait here.

طيب • أنا منتظر هنا

منتظر — منتظرة — منتظرين

Please, have a seat, sir.

٦ اتفضل استريح يا افندم

Two

Repeat after the model.

A female private school teacher is talking to a female secretary.

- المَدْرَسَة : لَو تَسْمَحِي ، عَاوِزَة أَقَابِل مَدِيرَة المَدْرَسَة .
- السَّكْرَتِيرَة : مِين حَضَرْتِك ؟
- المَدْرَسَة : أَنَا سَعَاد جَمِيل المَدْرَسَة الْجَدِيدَة .
- السَّكْرَتِيرَة : أَهْلًا وَسَهْلًا — عَن أَذْنِك أَبْلَغُهَا .
- المَدْرَسَة : أَتَفْضَلِي .
- السَّكْرَتِيرَة : مَتَأَسَّفَة هِيَ مَشْغُولَة دِلْوَقْتِي .
- لَو تَسْمَحِي تَنْتَظِرِي شَوِيَة • أَتَفْضَلِي اسْتَرِيحِي .
- المَدْرَسَة : مَتَشَكَّرَة .

Three

Repeat after the model.

Hasan is talking to his friends who are busy studying.

- حَسَن : تَعَالُوا مَعَايَا عَلَى الْعِشَاء .
- صَحَابَهُ : مَتَأَسَفِين مَا نَقْدِرْش دِلْوَقْتِي — إْحْنَا مَشْغُولِين .
- حَسَن : طَيِّب • أَنَا مَتَنْظِرْ هُنَا شَوِيَة .
- صَحَابَهُ : لَا ، مَا فَيْشْ لَزُوم تَنْتَظِر — كَتَرْ خَيْرِك .
- حَسَن : طَيِّب بِكَرَة أَنِ عَشْنَا .
- صَحَابَهُ : إِنْ شَاءَ اللَّهُ .

TRANSLATION - DRILL TWO

Female Teacher: Please, I want to see the school principal.

Female secretary: Who shall I say is calling?
(Who are you?)

Teacher: I am Su'ad Gamil, the new teacher.

Secretary: Welcome. Excuse me, I'll inform
(tell) her.

Teacher: Please go ahead.

Secretary: Sorry, she is busy now. Would you
please wait a little while? Please
sit down.

Teacher: Thank you.

TRANSLATION - DRILL THREE

Hasan: Come with me to dinner.

His friends: Sorry, we can't now. We are busy.

Hasan: OK. I'll wait here for a little while.

His friends: No, there is no need for you to wait.
Thank you.

Hasan: OK. Tomorrow, if we are alive.

His friends: God willing.

Four

Follow the pattern established by the example.

Example:

- عاوز اقابل السيد القائد (Teacher)
- _____ عاوزة اقابل (Teacher)
- عاوزة اقابل السيد القائد (Student)

- عاوزين نقابل _____ • ١
 • نقعد مع _____ • ٢
 • عاوزة تقعد مع _____ • ٣
 • عاوزين يقعدوا مع _____ • ٤
 • عاوزين يقابلوا _____ • ٥
 • عاوزة تقابل _____ • ٦
 • عاوزة اقابل _____ • ٧
 • يسافر مع _____ • ٨
 • اعرفك على _____ • ٩
 • يستريحوا في مكتب _____ • ١٠

Five

Follow the pattern established by the example.

Example:

- أنا مشغول دلوقتي (Teacher)
 • _____ مسافر _____ (Teacher)
 • أنا مسافر دلوقتي (Student)

- _____ بكرة _____ • ١
 • _____ النهارده _____ • ٢
 • _____ مشغول _____ • ٣
 • _____ بكرة _____ • ٤
 • _____ مسافر _____ • ٥
 • _____ دلوقتي _____ • ٦
 • _____ هو _____ • ٧
 • _____ بكرة _____ • ٨
 • _____ النهارده _____ • ٩
 • _____ عامل كنافة _____ • ١٠

Six

Follow the pattern established by the example.

Example:

- لو تسمع تنتظر شوية (Teacher)
 f. sing. (Teacher)
 • لو تسمحي تنتظري شوية (Student)

- f. • عن اذنك ابلغ القائد • ١
 pl. • لو تسمحي تنتظري شوية • ٢
 pl. • أنا متأسف يا افندم • ٣
 pl. • أنت عامل نفسك مشغول ؟ • ٤
 f. sing. • إحنا متأسفين يا سيادة السفير • ٥
 pl. • لازم تشتغل بكرة وبعد بكرة • ٦

- f. • ما فيش لزوم تقابله النهارده • ٧
- f. • لو تسمح تيجي معايا دلوقتي • ٨
- pl. • مش ممكن تقابل الوزير دلوقتي • ٩
- pl. • سميرة استريحت شوية بعد السفر • ١٠

Seven

Follow the pattern established by the example. Make any necessary changes.

Example:

- أنا لازم ابلغه (Teacher)
- هو — (Teacher)
- هو لازم يبلغه (Student)

- أنتو — • ٤
- أنت — • ٥
- أنت — • ٦
- هي — • ١
- إخوانا — • ٢
- هم — • ٣

Eight

Follow the pattern established by the example. Make any necessary changes.

Example:

- أنا متأسف ما اقدرش اسافر النهارده (Teacher)
- هو — (Teacher)
- هو متأسف ما يقدرش يسافر النهارده (Student)

- — — — — هي — • ١
- — — — — إخوانا — • ٢
- — — — — أنتو — • ٣
- — — — — أنت — • ٤
- — — — — أنت — • ٥
- — — — — هم — • ٦

Nine

Use the information in the left-hand column to answer the following questions.

Example:

مين قابل الوزير النهارده ؟ (Teacher)

السفير التركي (Teacher)

• السفير التركي قابل الوزير النهارده . (Student)

- | | |
|-----------------|--|
| النقيب ابراهيم | • ١ مين قاعد ينتظر القائد عند السكرتيرة ؟ |
| جميل عبد الرحمن | • ٢ السفير المصري الجديد اسمه ايه ؟ |
| بعد العشا | • ٣ ممكن أقابل الضيوف المصريين دلوقتي ؟ |
| انتظر شوية | • ٤ ممكن تقدمني لمدير المكتب يا سيادة الرائد ؟ |
| مشغول دلوقتي | • ٥ أقدر أقعد انتظراختي هنا في مكتبك ؟ |
| طبعا | • ٦ لازم تبليغي المدرس قبل ما تسافري ؟ |
| ما تكتبش | • ٧ ممكن أكتب اسامي الملازمين الجداد هنا ؟ |
| قبل ما أسافر | • ٨ عيلتك عاوزه تسافر مصر معاك ؟ |

Ten

Follow the pattern established by the example.

Example:

• أنا عاوز انتظر المدرس هنا (Teacher)

we (Teacher)

• احنا عاوزين ننتظر المدرس هنا (Student)

- | | |
|----------|--|
| I | • ١ إحنا قابلنا قائد المدرسة قبل ما نسافر مصر . |
| you, m. | • ٢ ممكن أشرب القهوة مع السفير في مكتبي ؟ |
| you, f. | • ٣ هم لازم ينتبوا الدرس بعد ما يقابلوا المدرس . |
| you, pl. | • ٤ هي جاية تتخدى معنا النهارده ؟ |
| she | • ٥ أنا قدرت أعمل كنافه وكلتها بعد العشا . |
| they | • ٦ هو القائد ده اسمه ايه ؟ |
| he | • ٧ إحنا تعبنا نفسينا النهارده في المدرسة . |
| we | • ٨ هم ما عندهمش اماكن يقعدوا فيها . |

Eleven

Replace the underlined words with the appropriate pronouns.

Example:

• عملت شاي للمدرس وعملت قهوة للضيوف (Teacher)

• عملت له شاي وعملت لهم قهوة (Student)

• ١. قدموا أخويا للمعلمين وقدموا اختي للمعلمات

• ٢. انتظرنا سيادة القائد ساعة بعدما قابلنا السكرتيرة

• ٣. كتاب المدرس على كرسي التلميذة

• ٤. السفراء جايين يتعشوا مع الوزير في البيت

• ٥. تعالي بكرة اعرفك على القواد الامريكان

• ٦. كتبت الدرس للمدرس وصاحبي خد الدرس لاخته

• ٧. أنا وسمير وسعاد سافرنا مع النقيب عبد الرحمن

• ٨. ممكن أقابل السفير بعد الشغل ؟

• ٩. سافروا مع الضيوف الامريكان

• ١٠. ما فيش لزوم تعملوا كنافه لآخوات سميرة

Twelve

Use the information in the left-hand column to answer the following questions. Respond in complete sentences.

Example:

• منتظرين تقابلوا مين ؟ (Teacher)

السفير (Teacher)

• احنا منتظرين نقابل السفير (Student)

الملازم محمد حسن

لا ، محجوز للرئيس

الوزير

الملازمين

لا ، في مكتب السكرتير

صاحبي الامريكان

النقيب عبد الرحمن

طبعاً ، بكل سرور

• ١. انت منتظر مين يا حضرة النقيب ؟

• ٢. ممكن اقعد على الكرسي المحجوز ده ؟

• ٣. مين جاي عندكم النهارده ؟

• ٤. قابلت مين النهارده يا سيادة القائد ؟

• ٥. ممكن انتظرك في نفس المكان ؟

• ٦. مين اتعشى عند اختك النهارده ؟

• ٧. مين منتظر سيادة القائد ؟

• ٨. ممكن تسافر معايا بكرة ؟

- ٠٩ مين جه يقابل الرئيس مع السفراء ؟ الوزراء
٠١٠ انتوقدرتوا تقابلوا السيد قائد الجيش اللبناني ؟ قعدنا ... ساعة

Thirteen

Replace the underlined verbs in the sentences below with the active participle and لِسَّه.

Example:

- (Teacher) دول انتظرونا في مكتب سكرتير الوزير •
(Student) دول (لِسَّه) منتظرينا في مكتب سكرتير الوزير •

- ٠١ أنا جيت اقبال النقيب جميل عبد الله •
٠٢ هِيَّ قابلت قائد المدرسة في مكتبه •
٠٣ ده سافر واشنطن مع اخته •
٠٤ هو خده معاه يقابل السفير الامريكاني •
٠٥ هو قابل عيلة صاحبه في بيت اختها •
٠٦ هو عرف القائد على الملازمين قبل ما يسافروا •
٠٧ الوزير انتظر الرئيس في مكتب قائد الجيش •
٠٨ ده عمل حسابيه ييجي عندك بعد ما يقابل الرئيس •

Fourteen

Replace the underlined words with their plural forms. Make any necessary changes and repeat each sentence.

Example:

- (Teacher) الاستاذ مشغول دلوقتي •
(Student) الاساتذة مشغولين دلوقتي •
٠١ السفير الجديد سافر قبل ما يقابل الرئيس •
٠٢ القائد عنده شغل مع الملازم اللبناني •
٠٣ عن اذنك ، ابلغ سيادة المدير عن الحجز الجديد •
٠٤ الوزير انتظر الرئيس ساعة قبل ما قدر يقابله •
٠٥ السكرتير حجز مكان كويس للسفير الامريكاني الجديد •
٠٦ هو عاوز يسافر مع الاستاذ •
٠٧ الوزير بلغ الرئيس عن مقابلته للسفير اللبناني •

- ٨ الرئيس هنا دلوقتي • هو منتظر في مكتبه •
- ٩ النقيب لازم يستريح شوية قبل ما يسافر •
- ١٠ القائد مشغول مع الضيف الامريكاني وعاوزك تيجي تقبله بعد ساعة •

Fifteen

Use the particles مش or ش ... ما to negate the following sentences.

Example:

- (Teacher) الاستاذ فطر مع تلامذته •
- (Student) الاستاذ ما فطرش مع تلامذته •
- ١ أنا عندي شغل في مكتب الرئيس بكرة •
- ٢ القائد سمح للنقيب يسافر مع الرائد •
- ٣ ممكن تقعد معاها بعد الشغل •
- ٤ انتظروا في المكان ده لو سمحتوا •
- ٥ هي مشغولة في مكتب المدير •
- ٦ انتو عاوزين تاكلوا النهارده ؟ •
- ٧ السفير خد السكرتيرة معاه لمكتب الوزير •
- ٨ الرائد خليل قاعد مع سيادة القائد •
- ٩ السفير التركي عايز يقابل الرئيس في أول فرصة •
- ١٠ جميلة استريحت بعدما جت من السفر •

Sixteen

Replace the underlined words with the Arabic equivalent of the English pronouns.

Example:

هو عاوز يقابل القائد دلوقتي (Teacher)

they (Teacher)

هم عاوزين يقابلوا القائد دلوقتي (Student)

she

١. أنا عاوز أظبل سيادة السفير قبل ما أسافر .

you, pl.

٢. كتر خيرك ، ما فيش لزوم تنتظرني هنا .

you, m.

٣. القائد عاوزني اكتب اسامي الملازمين المصريين .

I

٤. احنا مشغولين ما نتظرفناش في البيت النهارده .

you, pl.

٥. اقعد انتظر النقيب الطنطاوي في مكتب سكرتيه .

he

٦. بعدما عرفوهم على السفير قدموا لهم قهوة وكنافة .

you, f.

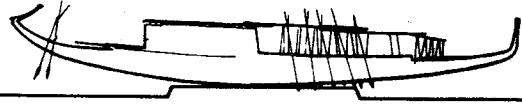
٧. لازم يسافر يقابل الوزير الجديد في بيته .

they

٨. هو متأسف وعاوز صاحبه خليل يقعد يستريح شوية .



CLASSROOM EXERCISES



What Do You Say?

1. You are going to headquarters to keep an appointment with the post commander when the guard stops you. Tell him that you want to see the commander.
2. You are Lieutenant Bailey. The guard asks you to identify yourself. What do you say?
3. The guard gives you directions to the commander's office. What do you say to express your gratitude?
4. Captain Ahmad introduces himself to you. How do you respond?
5. Someone comes to your office to meet with the colonel. Ask him to identify himself.
6. The commander has told you that he is ready to see his visitor. Tell the visitor that the commander is waiting for him.
7. You have learned that the commander is busy. Tell the visitor to please wait for a little while.

Role Playing

Situation 1. You, Lieutenant (Pilot) Bailey, are in the waiting room of Captain Shukri's office. The secretary enters the room.

Secretary.

حضرتك مين ؟

Respond.

Secretary.

اهلاً وسهلاً اشرفنا • عاوز تقابل مين ؟

Respond.

Secretary.

اتفضل ، سيادة النقيب منتظرك •

Respond.

Situation 2. You are an employee in an American company.
An Egyptian approaches your desk.

يمكن اقبال المدير ؟

Ask him what his name is.

• أنا سعد الدين جمال

Respond and tell him to
please have a seat.

• الف شكر

Ask him if he wants to
drink (some) tea.

• لا أنا لسه شارب

Tell him "Excuse me," and
that you'll inform the
director.

Situation 3. You are to meet with the manager of a company.
His secretary receives you. Respond to her
questions.

حضرتك عاوز مين ؟

The manager.

• متأسفة ، المدير سافر النهارده الصبح

Ask whether you can see Mr. Hasan.

• متأسفة ، الاستاذ حسن مش هنا

Ask who is in the office.

• الاستاذ جميل رئيس المكتب

Ask if you can talk to the chief.

اسم حضرتك ايه ؟

Respond.

• عن اذنك ابلغ رئيس المكتب

Respond.

Situation 4. Use the information on the next page to
carry on a conversation.

Student 1. Play the part of Mr. Adams.

Student 2. Play the part of Mr. Shukri.

1. At 11 o'clock Mr. Adams goes to see Mr. Shukri.
2. The secretary receives Mr. Adams.
3. She notifies Mr. Adams that Mr. Shukri will be back in an hour.
4. Mr. Adams does not mind waiting.
5. The secretary apologizes and says that Mr. Shukri will not be back today because he must take several American guests to lunch.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker

Interpreter

Arabic speaker

Situation 1.



Ask what his name is.

• اسمي محمد حسن

Whom does he want to see?

• عاوز اقابل السفير

Does he want to see the ambassador now?

• أيوه لازم اقبله دلوقتي

Tell him to wait a little while.

• طيب الف شكر

Situation 2.



Your friend says to ask him who he is.

• أنا الملازم سعد الدين

Your friend says to ask him what he wants.

• عاوز اقبل جاك

Your friend says to tell him
that he's busy now.

يمكن اقابل جاك بعد ساعة ؟

Your friend says OK.

Situation 3.



حضرتك سكرتيرة المكتب ؟

Yes, I am. Whom do you
want sir?

• أنا عاوز اقابل السفير

It's impossible.

طبيب ممكن اقابل رئيس مكتبه ؟

He left for Cairo an hour ago.

طبيب ، الاستاذ توماس هنا ؟

Yes of course, do you want
to see him?

• أيوه ، لو تسمحني

With pleasure, please have
a seat!

• ما اقدرش انتظر ، أنا عندي شغل

Mr. Tomas is busy. Would you
come back in an hour?

• لا مش ممكن يا حضرة السكرتيرة ، أنا عندي شغل

Excuse me, I'll inform him.

Situation 4.



متأسف أنا لسه ما اتعرفتش على حضرتك ،

اسم حضرتك ايه ؟

I'm Mr. Andrews from the
American Embassy.

اهلاً وسهلاً اتشرفنا ، حضرتك عاوز تقابل مين ؟

Mr. Farid.

• حضرتك عاوز تقابل السيد فريد حسن ؟

No, I'd like to see
Mr. Farid Khalil, the manager.

• متأسف السيد فريد مشغول شوية

Can I wait for him here?

• طبعاً بكل سرور ، اتفضل استريح

Will you please tell him
I'm waiting?

• طبعاً عن اذنك ابلاغه

Please do.

Translation Practice

Translate the following 10 sentences orally into English.

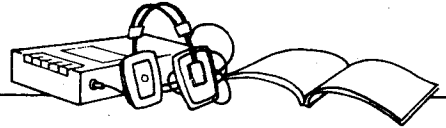
- ١. عاوز اقابل النقيب دلوقتي قبل ما القائد بييجي
- ٢. تسمح تيجي معايا نقابل القائد في مكتبه الجديد ؟
- ٣. الوزير ببلغ قادة الجيش يحملوا حسابهم يتخدوا معاه بكرة
- ٤. القائد مش مشغول وممكن تقابله بعد ساعة
- ٥. قائد مدرسة الجيش سمح للتلامذة الجداد يقبلوا عيلاتهم وضيوفهم
- ٦. قائد المدرسة عاوز يقابل الملازمين والرواد الجداد بعد شوية
- ٧. متأسف أنا مشغول شوية مع ضيوفي وما اقدرش آجي معاكم
- ٨. القائد مشغول ومش ممكن تقابلوه النهارده
- ٩. اتفضل وزير الجيش منتظرك من ساعة
- ١٠. سيادة الوزير سمح لنا نساfer بعد بكرة

Dictation Practice

Close your book and write the following sentences in SATTS.

- ١. القائد مش عاوز يقابلكم النهارده
- ٢. ما اقدرش اقعد بعد العشا ، أنا مشغول
- ٣. سيادة النقيب منتظرك في مكتبه من ساعة
- ٤. أيوه يا افندم ، ممكن تقابل القائد بعد الشغا
- ٥. ما تسافرش النهارده. سافر بكرة يا حضرة الرائد
- ٦. أنا مش عاوز اتعرف على صاحبك الطيار
- ٧. لا يا افندم ، مش ممكن اسافر النهارده بعد الشغل
- ٨. اعمل حسابك تقابل المدير بكرة الساعة سبعة
- ٩. مش ممكن احجز لك مكان ، لازم تيجي بنفسك
- ١٠. عن اذنك أنا لازم اكتب الدرس قبل المدرس ما بييجي

HOMEWORK



Exercise One

Use SATTs to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two

Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three

Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is Muhammad Hasan's rank?
2. What is the rank of the person asking for Muhammad?
3. Do you think that Muhammad Hasan was busy?
4. Who is with Muhammad?
5. Who wants to see Muhammad Hasan?
6. Does Muhammad Hasan have to see him immediately?

Exercise Four

You will hear 10 Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c

6. a b c

2. a b c

7. a b c

3. a b c

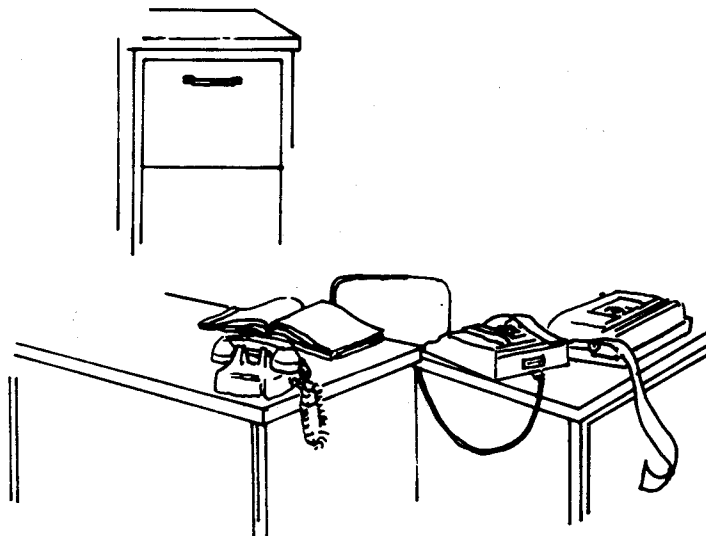
8. a b c

4. a b c

9. a b c

5. a b c

10. a b c



SUMMARY



1. ممكن , "is possible," is used before a verb to mean "can," "may" or "Would you?" Its form does not vary.
2. عاوز , an active participle meaning "want," changes according to the gender and number used with it. The verb after it is always in the imperfect tense.
3. In educated speech, the letter qaff is given the MSA pronunciation.
4. مين حضرتك ؟ is a polite way of saying "Who are you?" It corresponds to the English "Whom shall I say is calling?"
5. سيادة القائد and السيد القائد are respectful ways of saying "commander." The use of سيد and سيادة indicates respect for a person of high rank or social position. سيادتك is also used in "your excellency," which is a respectful way of saying "you."
6. منتظر , "waiting," is an active participle that implies continuous action into the present ("is waiting"). شارب and واكل imply past action.
7. In ED ظ is pronounced as a velarized ز .
8. عن اذنك means "Excuse me." Its connotation is "With your permission" or "Allow me to leave."
9. لو تسمح means "please" in the sense of "if you would allow." ED uses لو with the imperfect; MSA uses the perfect لو سمحت .
10. شوية , "a little," which never varies in form, corresponds to the MSA قليل or قليلا . The ED قليل means "(very) little" or "(very) few."
11. استريح means "Have a seat." Often it appears with اتفضل .

6. Measure I hollow verb, عَاز , to want

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	عَازَ	يَعُوزُ	Is not used.
she	هِيَ	عَازَتْ	تَعُوزُ	
they	هُمْ	عَازُوا	يَعُوزُوا	
you, m.	أَنْتَ	عَزْتَ	تَعُوزُ	
you, f.	أَنْتِ	عَزْتِ	تَعُوزِي	
you, pl.	أَنْتُمْ	عَزْتُمْ	تَعُوزُوا	
I	أَنَا	عَزْتُ	أَعُوزُ	
we	إِحْنَا	عَزْنَا	نَعُوزُ	

Verbal noun, عُوْزَة

Active participle, عَاوِز

7. Measure I verb, سَمَحَ , to allow

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	سَمَحَ	يَسْمَحُ	إِسْمَحْ إِسْمَحِي إِسْمَحُوا
she	هِيَ	سَمَحَتْ	تَسْمَحُ	
they	هُمْ	سَمَحُوا	يَسْمَحُوا	
you, m.	أَنْتَ	سَمَحْتَ	تَسْمَحُ	
you, f.	أَنْتِ	سَمَحْتِ	تَسْمَحِي	
you, pl.	أَنْتُمْ	سَمَحْتُمْ	تَسْمَحُوا	
I	أَنَا	سَمَحْتُ	أَسْمَحُ	
we	إِحْنَا	سَمَحْنَا	نَسْمَحُ	

Verbal noun, سَمَاح

Active participle, سَامِح

8. Measure II verb, بَلَّغَ , to inform
Same as the verb عَرَّفَ in Lesson 2.
Verbal noun, تَبْلِيغٌ
Active participle, مَبْلَغٌ



EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is the visitor's name?
2. What is the visitor's profession and grade or rank?
3. Whom did he want to see?
4. Why couldn't the visitor see the official immediately?
5. What did the secretary suggest?
6. Was the visitor able to wait? Yes or no, and why?
7. What choices were available to the visitor?
8. Which alternative did the visitor choose?

ENRICHMENT



A. You have learned that the verb **انتظر** means "to wait," and the expression **انتظر شوية** means "Wait a little while." Another Egyptian word, **استنى**, has the same meaning - "Wait a little." The example below is a conjugation of "to wait" in the past and imperfect (present) tenses. The three imperative forms are **استنى** (m.), **استنى** (f.), and **استنوا** (pl.).

Example:

أنا استنى	أنا استنيت	أنا استنيت	أنا استنيت
انت تستنى	انت استنيت	انت استنيت	انت استنيت
هو يستنى	هو استنيت	هو استنيت	هو استنيت
هي تستنى	هي استنيت	هي استنيت	هي استنيت
انتم تستنوا	انتم استنيتو	انتم استنيتو	انتم استنيتو
هم يستنوا	هم استنوا	هم استنوا	هم استنوا

B. The ED version of the MSA word **ميعاد** is **ميعاد**. **ميعاد عندى مع القائد** means "I have an appointment with the commander."

C. When calling to meet an Egyptian official the following expressions may prove helpful.

Example:

important matter

موضوع مهم

urgent matter

موضوع مستعجل

"I have an important matter...." is **عندى موضوع مهم** and "I have an urgent matter...." is **عندى موضوع مستعجل**. **موضوع** means "subject" or "matter," and **مستعجل** means "urgent," "express" or "in a hurry." Therefore, **أنا مستعجل** means "I'm in a hurry."

D. Someone asks you to wait a little while and you are in a hurry. (The last two words of the example mean "I'll see you later.")

Example:

Wait a little while, if you please.

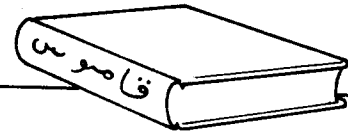
لو تسمح تنتظر شوية

Sorry, I'm in a hurry.

متأسف، أنا مستعجل، أشوفك بعدين

I'll see you later.

VOCABULARY



ENGLISH	ED	MSA
Abdallah (name)		عَبْدُ اللَّهِ
Abd ir-Rahman (name)		عَبْدُ الرَّحْمَنِ
allow, permit, authorize (to)		سَمَحَ
ambassador(s)		سَفِير - سَفَرَاء (ج)
busy, (to keep)		شَغَلَ
captain(s) (army and air force)		نَقِيب - نَقَبَاء (ج)
chief, head	رئيس - رُيسَا (ج)	رئيس - رُؤَسَاء (ج)
commander(s), leader(s)		قَائِد - قَادَة (ج)
director, manager		مَدِير
excuse me	عَن اِذْنِكَ	
Gamal (name)		جَمَال
Gamil (name)		جَمِيل
he		هُوَ
his excellency		سَيَادَة - حَضْرَة
hour, watch		سَاعَة
if	لَوْ	
If you please.	لَوْ تَسْمَحُ	
inform (to)		بَلَّغَ
Khalil (name)		خَلِيل
little, little while, few	شَوَيْتَة	
major(s)		رَائِد - رَوَاد (ج)
meet (to)		قَابَلَ
minister(s)		وَزِير - وُزَرَاء (ج)
new	جَدَاد (ج)	جَدِيد
now	دَلْوَقْتِي	
of course		طَبَعًا

<u>ENGLISH</u>	<u>ED</u>	<u>MSA</u>
possible		مُمْكِن
professor(s), teacher(s), gentleman(men)		أُسْتَاذ - أَسَاتِذَة (ج)
reserve (to)		حَجَزَ
rest (to)	اسْتَرَحَّ	
secretary		سَكْرَتِير
she		هِيَ
sorry		مَتَأَسَف
Tantawi (name)	طَبْطَاوِي	
they		هَمْ
travel (to)		سَافَرَ
wait (to)		اِنْتَظَرَ
want (to)	عَازَ	
who	مِنْ	
with pleasure		بِكُلِّ سُرُور
work, business(es)		شُغْل - أَشْغَال (ج)

SELF-EVALUATION TEST



Part One Listening Comprehension

Section A. You will hear 10 sentences in the Egyptian Dialect. After listening to each sentence, mark the letter that corresponds to the best translation for each item.

1.
 - a What is the name of his friend, the Lebanese lieutenant?
 - b What is the name of your friend, the Lebanese lieutenant?
 - c Does he know the name of your friend, the Lebanese lieutenant?
 - d Do I know the name of your friend, the Lebanese lieutenant?
2.
 - a May (can) I sit on this reserved chair (seat)?
 - b Is it possible to sit on a reserved chair (seat)?
 - c I can sit on this reserved chair (seat).
 - d I may be able to sit on this reserved chair (seat).
3.
 - a The commander wants to see me in his office today.
 - b I wanted to sit with the commander in his office today.
 - c I want to meet the commander today in his office.
 - d I am meeting with the commander in his office today.
4.
 - a May (can) you go (travel) with me to Washington tomorrow?
 - b May (can) I go (travel) with you to Washington tomorrow?
 - c Does she want to go (travel) with me to Washington tomorrow?
 - d May (can) we go (travel) with you to Washington tomorrow?

- 5.
- a My brothers and sisters introduced me to Su'ad's American friends.
 - b Su'ad introduced her American friends to my brothers and sisters.
 - c My brothers and sisters introduced Su'ad to her American friends.
 - d I introduced my brothers and sisters to Su'ad's American friends.
- 6.
- a Thank you for the lunch. I can't eat now.
 - b Thank you. I can't eat lunch now. I've just eaten.
 - c Thank you. I can't eat now. I've just had lunch.
 - d Thank you for the offer. I can eat lunch now.
- 7.
- a He is busy now and can't meet you tomorrow.
 - b He is busy now and can't meet you. Come tomorrow.
 - c He is busy and can't see you either now or tomorrow.
 - d Come to see him tomorrow. He will not be that busy.
- 8.
- a The manager (director) is coming to rest here for a little while.
 - b You can meet the manager (director) after he rests on this seat for a little while.
 - c The manager (director) is coming to see you in (after) a little while. Please have a seat.
 - d He took a seat after meeting with the manager (director) for a little while.
- 9.
- a Plan on coming to my place to have dinner with my guests.
 - b Your guests are planning to have dinner with you at my place.
 - c Plan on having dinner with me at the guests' place.
 - d Plan on having dinner with your guests at my place.

10.

- a Don't bother (yourself). I've just had tea.
- b I bothered you by drinking your tea.
- c You don't have to make tea. I've just had some.
- d She didn't bother making tea as I'd just had some.

Section B. You will hear 10 questions or statements in the Egyptian Dialect, each followed by four responses. Mark the letter that corresponds to the best response for each item.

1.

- a تلامذتي في المدرسة والحمد لله .
- b تلامذتي كويسين والحمد لله .
- c تلامذتي آنسوني وشرفوني .
- d تلامذتي سلموا على المُدرّسة .

2.

- a لا . احنا امريكان مش لبنانيين .
- b لا . حضرته امريكاني مش لبناني .
- c لا . أنا امريكاني مش لبناني .
- d أيوه . هو لبناني مش امريكاني .

3.

- a متشكر ، اساميهم لندا وسمير .
- b متشكر ، يا اخواتي .
- c متشكر يا عباس ، اخواتي متعشين .
- d متشكر ، الله يسلمك .

4.

- a لا . حسن ما شربش القهوة .
- b ما سمحتش لحسن يشرب قهوة .
- c لا . أشرب شاي لو سمحت .
- d لا . حسن ما سمحتش اعمل قهوة .

5.

- a مش النهارده ، بكره إن شاء الله .
- b ما اقدرش اعمل كنافه بعد الغدا .
- c ما اقدرش افطر معاك النهارده .
- d ما اقدرش اتعشى معاك النهارده .

6. a . أنستونا وشرفتونا .
 b . لازم تشربوا معنا .
 c . أنا وسعاد اتعشينا مع الضيوف .
 d . إن شاء الله احنا نتشرف .
7. a . مش ممكن تقابلوه دلوقتي .
 b . مش ممكن تستريحوا هنا .
 c . مش ممكن تنتظروا هنا .
 d . مش ممكن تيجوا هنا .
8. a . الكرسي ده مش محجوز .
 b . بكل سرور يا سعاد .
 c . مش عاوزين النهارده .
 d . انت لازم تحجز لي مكان عندك .
9. a . أيوه ، ممكن اتعشى معاك .
 b . أيوه ، ممكن آخذك معايا المدرسة .
 c . لا مش ممكن ، عندي شغل .
 d . لا ، مش ممكن اشتغل بكرة .
10. a . القائد خد الكتب الجديدة معاه .
 b . خدني معاك لواشنطن يا سيادة القائد .
 c . الرائد صالح والنقيب جميل سافروا واشنطن .
 d . القائد خد عيلته معاه لواشنطن .

Section C. Listen to the following dialogue in the Egyptian Dialect, which will be read twice. After the first reading, there will be a two-minute pause to allow you to write down, in English, the answers to the 10 printed questions. After the second reading, you will have one more minute to complete your answers. You may take notes.

1. When did the conversation take place?
2. Since when has the president been in the office?
3. With whom was the president meeting?

4. What did the minister want?
5. Was the minister able to see the president immediately?
6. Who is going to have lunch with the president?
7. When did the minister want the meeting to take place?
8. What was the secretary's response?
9. Where is the minister going to wait?
10. What did the secretary offer instead?

Part Two

Written Interpretation

In this part of the test, you will hear 10 sentences in the Egyptian Dialect. Write the English translation for each sentence. You will have a 35-second pause to write each translation.

Part Three

Dictation

In this part of the test write in SATTS the following 10 sentences. Each sentence will be read twice. Each reading will be followed by a 20-second pause.

Part Four

Spoken Interpretation/Role Playing

Section A. In this part of the test act as an interpreter in a conversation between an Egyptian and an American. Interpret the Arabic into English and the English into the Egyptian Dialect. You will hear each line only once.

Section B. Read the description of the situation below. The instructor will play Su'ad's role and you will play Ibrahim's. You may base your answers on the dialogue below.

Ibrahim asks Su'ad to make him some tea or coffee. Su'ad is busy preparing (writing) a lesson for the students of her colleague Mr. Sa'd id-Din, who missed school today because he was not feeling well (tired).

Ibrahim: Ask Su'ad if she is busy.

Su'ad:

Ibrahim: Ask for some tea, please.

Su'ad:

Ibrahim: OK. Coffee?

Su'ad:

Ibrahim: Ask what she is doing?

Su'ad:

Ibrahim: Ask if Sa'd id-Din is at school.

Su'ad:

Ibrahim: Convey greetings to him.

CUMULATIVE VOCABULARY



Arabic-English

L2	Abraham (name)	* ABRA?IM	ابراهيم
L2	I (we) have been honored.	# AT:RFNA	اتشرفنا
L3	eat dinner (to)	# AT":I	اتعشى
L3	eat lunch (to)	# ATGDI	اتغدى
L1	Please come in.	# ATFVL	اتفضل
L2	we	# AHNA	احنا
L1	brother(s)	# AOWAT (J) * AO	أخ / اخوات (ج)
L1	sister(s)	# AOWAT (J) * AOT	أخت / اخوات (ج)
L1	how	# A;AI	ازاي
L2	name(s)	# ASAMI (J) * ASM	اسم / اسامي (ج)
L4	professor(s), teacher(s), gentleman(men)	* ASTAZ - ASATZ? (J)	استاذ - اساتذة (ج)
L4	rest (to)	# ASTRIH	استريح
L3	plan on, keep it in mind.	# A"ML HSABK	اعمل حسابك
L2	sir, master	# AFNDM	افندم
L2	more fortunate (the)	# ALAS"D	الأسعد
L1	Praise be to God.	* ALHMD LL?	الحمد لله
L3	o'clock	* ALSA"?	الساعة
L3	thanks (many)	# ALF :KR	الف شكر
L2	noble one (the)	* ALKRIM	الكريم
L1	May God keep you safe.	* ALL? ISLMK	الله يسلّمك

L1	today	# ALN?ARD?	النهارده
L2	American(s) m.	# AMRIKANI - AMRIKAN (J)	امريڪاني - امريڪان (ج)
L2	American(s) f.	# AMRIKANI? - AMRIKAN (J)	امريڪانيه - امريڪان (ج)
L3	if	# AN	أن
L3	God willing	* AN :AE ALL?	ان شاء الله
L3	If we're alive (still living).	# AN ":NA	ان عشنا
L2	I	* ANA	انا
L3	you, m. and f.	* ANT	انت
L4	wait (to)	* ANTYR	انتظر
L3	you, pl.	# ANTW	انتو
L1	welcome	# ANST W:RFT	آنست وشرفت
L1	welcome, hello, hi	* A?LA WS?LA	اهلا وسهلا
L2	first, beginning of, outset of	* AWL	أول
L2	what	# AI?	ايه
L2	yes	# AIW?	ايوه
ب			
L3	Have a nice meal.	# BAL?NA WAL:FA	بالهنا والشفاه
L1	Fine, and praise be to God.	* BOIR WALHMD LL?	بخير والحمد لله
L3	cold (to be, to get)	* BRD	برد
L3	after	# B"D MA * B"D	بعد / بعدما
L3	tomorrow	# BKR?	بكرة
L4	with pleasure	* BKL SRWR	بكل سرور
L4	inform (to)	* BLG	بلغ
L3	house(s), home(s)	* BIT - BIWT (J)	بيت - بيوت (ج)

ت

L2	Turkish	# TRK (J) * TURKI - ATRAK (J)	تركي - اترك (ج) ترك (ج)
L2	Come!	# T"AL	تعال
L3	tired (to be, to get)	* T"8	تعب
L1	student(s)	# TLAMZ? (J) * TLMIZ - TLAMIZ (J)	تلميذ - تلاميذ / تلامذة

ج

L2	university	* JAM"?	جامعة
L4	new	# JDAD (J) * JDID	جديد / جداد (ج)
L4	Gamal (name)	* JMAL	جمال
L4	Gamil (name)	* JMIL	جميل
L1	Gamila (name)	* JMIL?	جميلة
L3	come (to)	# J?	جه
L2	army, armies	* JI: - JIW: (J)	جيش - جيوش (ج)

ح

L3	piece of (something)	# HT? - HTT (J)	حته - حت (ج)
L4	reserve (to)	* HJ;	حجز
L1	Hasan (name)	* HSN	حسن
L2	Hasanayn (name)	* HSNIN	حسنين
L2	you (literally, your presence)	* HVRTK	حضرتك
L1	welcome back	# HMDALL? "LI ALSLAM?"	حمد الله على السلامة

خ

L3	take (to)	# DD	خد
L4	Khalil (name)	* OLIL	خليل

د

L3	study (to)	* DRS	درس
L3	lesson(s)	* DRS - DRWS (J)	درس - دروس
L4	now	# DLWQTI	دلوقتى
L2	this, that, m.	# D?	ده
L2	these, those	# DWL	دول
L2	this, that, f.	# DI	دي

ر

L4	major(s)	* RAIED - RWAD (J)	رائد - رواد
L4	chief, head	# RIS, RISA (J) * RIEIS - RWESAE (J)	رئيس - رؤساء (ج) رئيس - ريسا (ج)

س

L4	hour, watch	* SA"?	ساعة
L4	travel (to)	* SAFR	سافر
L2	Salim (name)	* SALM	سالم
L3	seven	* SB"?	سبعة
L1	Su'ad (name)	* S"AD	سعاد
L2	Sa'd (name)	* S"D	سعد
L2	Sa'd id-Din (name)	* S"D ALDIN	سعد الدين

L2	happy, fortunate	* S"ID	سعيد
L4	ambassador(s)	* SFIR - SFRAE (J)	سفير - سفراء (ج)
L4	secretary	* SKRTIR	سكرتير
L1	greet (to)	# SLM "LĪ	سلم على
L4	allow, permit, authorize (to)	* SMH	سمح
L1	Samira (name)	* SMIR?	سميرة
L4	his excellency	* SIAD? - HVR?	سيادة - حضرة

ش

L3	tea	* :AI	شاي
L3	drink (to)	* :RB	شرب
L4	busy (to keep)	* :GL	شغل
L4	work, business(es)	* :GL - A:GAL (J)	شغل - اشغال (ج)
L1	Shukri (name)	* :KRI	شكري
L4	little, little while, few	# :WI?	شوية

ص

L2	Salih (name)	* XALH	صالح
L1	good morning	* XBAH ALOIR	صباح الخير
L1	good morning (response)	# XBAH ALFL * XBAH ALNWR	صباح النور صباح الفل
L2	friend(s)	# XHAB (J) * XAHB	صاحب / صاحب (ج)
L1	health	* XH?	صحة

ض

L3	guest(s)	* VIF - VIWF (J)	ضيف - ضيوف (ج)
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ط

L4	of course	* UB"A	طبعاً
L4	Tantawi (name)	* UNUAWI	طنطاوي
L2	pilot	* UIAR	طيار
L2	fine, OK	* UIB	طيب

ع

L1	for, to, on	# " * "LI	على / ع
L4	want (to)	# "A;	عاز
L1	Abbass (name)	* "BAS	عباس
L4	Abd ir-Rahman (name)	* "BD ALRHMN	عبد الرحمن
L4	Abdallah (name)	* "BDALL?	عبد الله
L2	introduce to (to)	* "RF "LI	عرف على
L3	supper, dinner	# ":A	عشا
L3	do, make (something) (to)	* "ML	عمل
L4	excuse me	# "N AZNK	عن اذنك
L3	at, with, have	* "ND	عند
L1	family	# "IL?	عيله

غ

L3 lunch

GDA

غدا

ف

L2 opportunity,
opportunities;
chance(s)

* FRX? - FRX (J)

فرصة - فرص (ج)

L1 Farida (name)

* FRID?

فريدة

L3 breakfast

FUAR

فطار

L3 eat breakfast (to)

FUR

فطر

L2 in

* FI

في

L3 there is (are), in
it

FI?

فيه

ق

L4 meet (to)

* QABL

قابل

L4 commander(s),
leader(s)

* QAIED - QAD? (J)

قائد - قادة (ج)

L3 before

QBL MA

قبل ما

L3 able (to be), can

* QDR

قدر

L2 introduce to,
present to (to)

* QDM L

قدم لـ

L2 sit (to)

* Q"D

قعد

L3 coffee

* Q?W?

قهوة

ك

L3	book(s)	* KTAB - KTB (J)	كتاب - كتب (ج)
L3	write (to)	* KTB	كتب
L3	thank you	# KTR OIRK	كتر خيرك
L2	seat(s), chair(s)	* KRSI - KRASI (J)	كرسي - كراسي (ج)
L3	eat (to)	# KL	كل
L3	konafa	# KNAF?	كنافة
L1	fine, well, good	# KWIS	كويس

ل

L2	to, for	* L	ل
L2	no	# LAE	لا
L3	must; have to	* LA;M	لازم
L2	Lebanese	* LBNANI	لبناني
L3	need	* L;WM	لزوم
L3	just now, not yet, still	# LS?	لسه
L2	Linda (name)	* LNDA	لندا
L4	if	# LW	لو
L4	If you please.	# LW TSMH	لو تسمع

م

L3	negative particle	# MA....:	ما ... ش
L4	sorry	* MTAESF	متأسف
L1	thank you	# MT:KR	متشكر
L2	taken, reserved	* MHJW;	محجوز
L1	Muhammad (name)	* MHMD	محمد
L1	teacher	* MDRS	مدرس
L1	school(s)	* MDRS? - MDARS (J)	مدرسة - مدارس
L4	director, manager	* MDIR	مدير
L1	good evening	* MSAE ALJIR	مساء الخير
L1	good evening (response)	# MSAE ALFL * MSAE ALNWR	مساء النور / مساء الغل /
L2	not	# M:	مش
L2	Egyptian	* MXRI	مصري
L3	with	* M"	مع
L2	place(s)	* MKAN - AMAKN (J)	مكان - اماكن (ج)
L3	office(s)	* MKTB - MKATB (J)	مكتب - مكاتب (ج)
L2	lieutenant	* MLA;M	ملازم
L4	possible	* MMKN	ممکن
L2	from	* MN	من
L4	who	# MIN	مين

ن

L3	same; self, selves	* NPS - ANFS (J)	نفس - انفس (ج)
L4	captain(s) (army and air force)	* NQIB - NQBAE (J)	نقيب - نقباء (ج)

هو

L4	they	* ?M	هم
L2	here	* ?NA	هنا
L3	there	* ?NAK	هناك
L4	he	* ?W	هو
L4	she	* ?I	هي

و

L3	by God	* WALL?	والله
L4	minister(s)	* W;IR - W;RAE (J)	وزير - وزراء (ج)

ي

L1	Vocative particle (Used to gain someone's attention.)	* IA
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