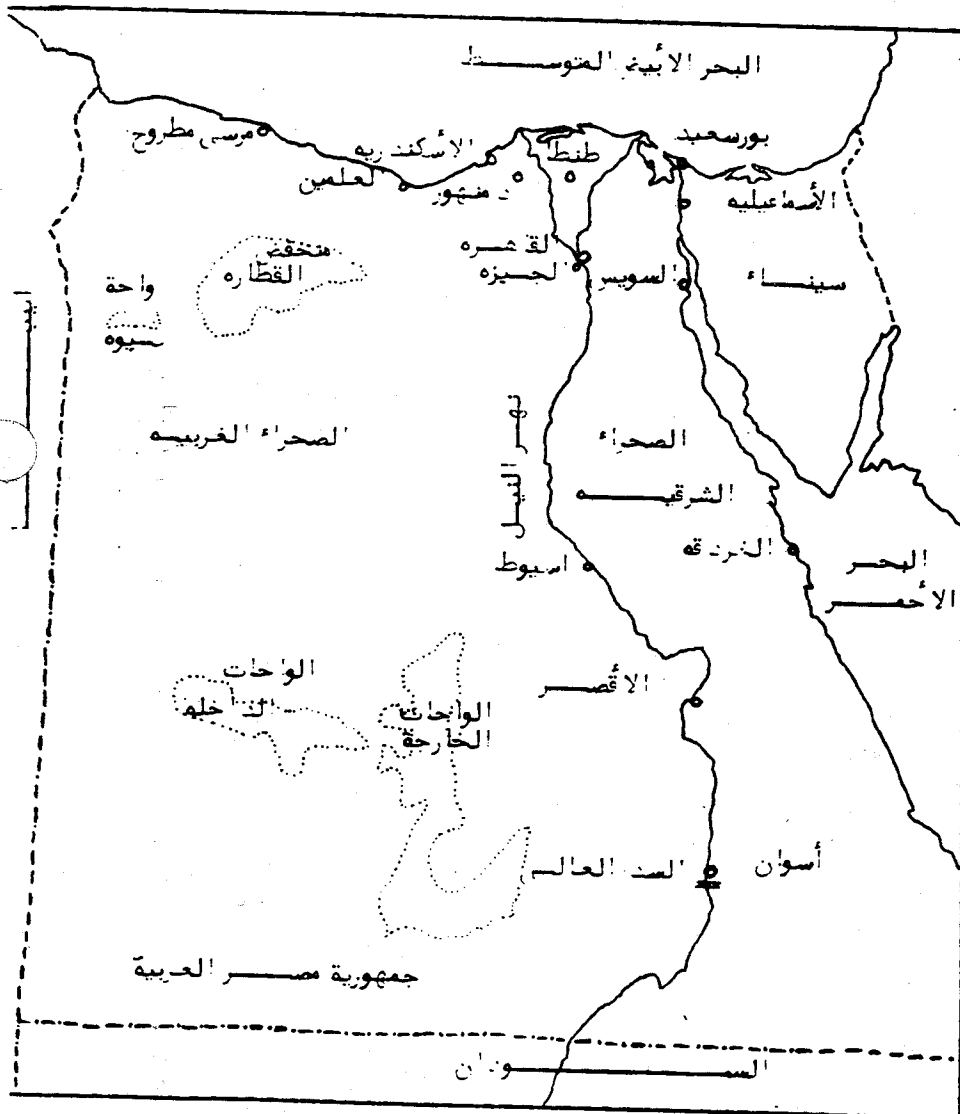


# ARABIC BASIC COURSE

## Egyptian Dialect

Module 1  
Lessons 1-4



December 1981

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

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.

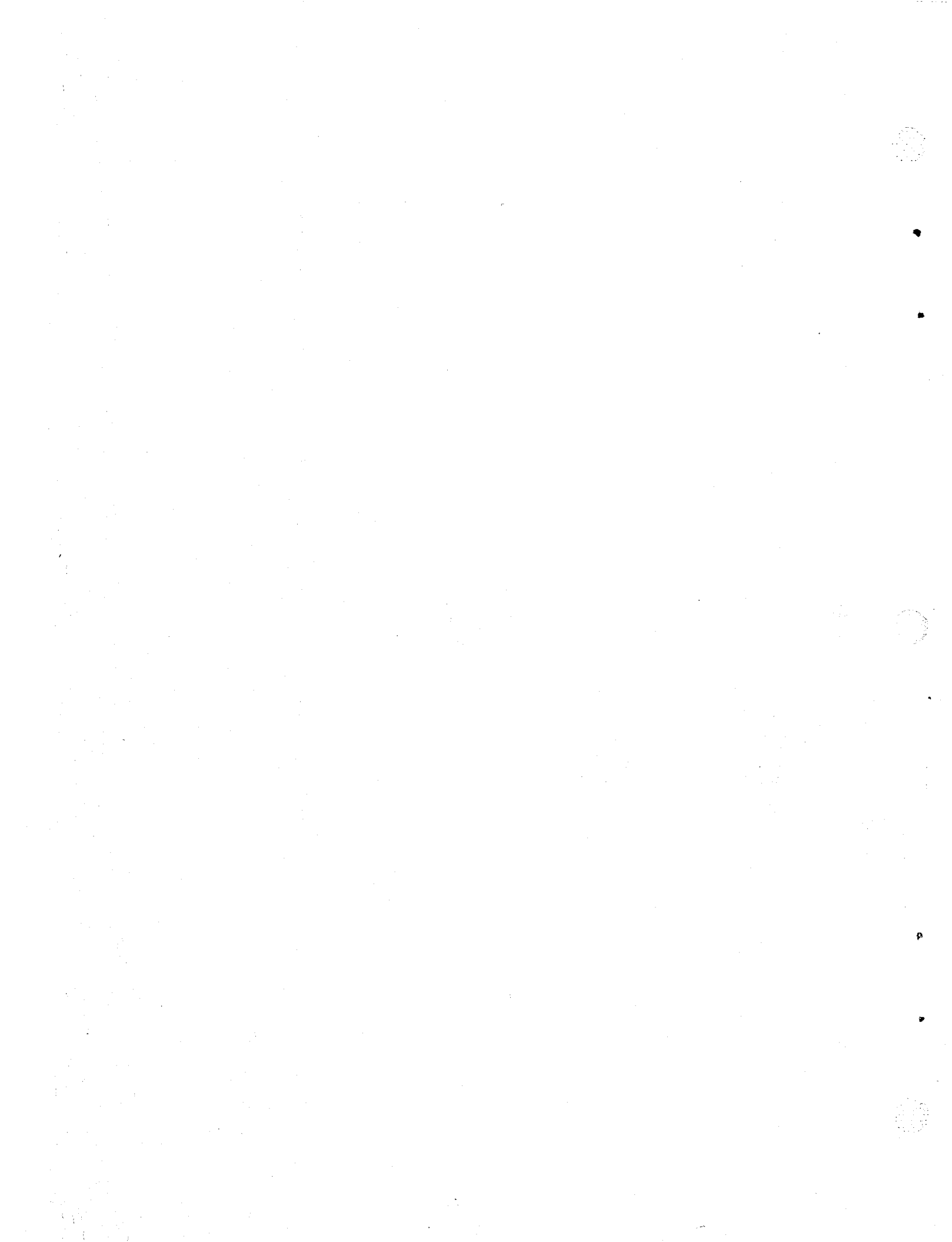
DICTATION

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

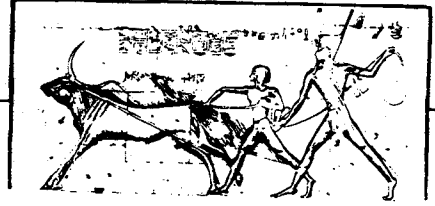


### Objectives

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
2. Pronominal suffixes
3. Imperative verbs
4. Plural ending
5. Second measure verb  
used in greetings

الخَيْر - مَسَاءُ  
مَحَمَّدٌ - عَلَى السَّلَامَةِ


ي - ك - بِكَ - لَكُمْ

إتَفَضَّلْ - إتكَلِّمْ

مُتَشَكِّرِينَ

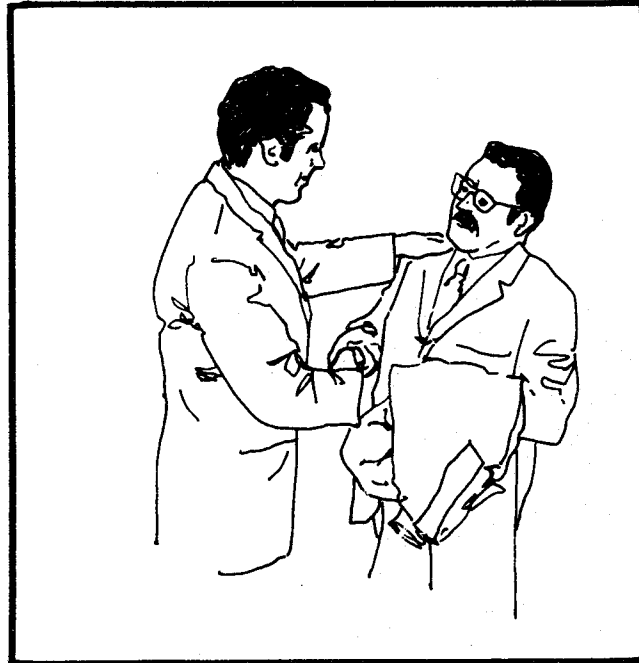
سَلِّمْ - يَسَلِّمْ (عَلَى)

# Communicative Exchanges

FRAME I 

Muhammad visits his friend Hasan .

مَحَمَّدٌ : صَبَّاحِ الْخَيْرِ يَا حَسَنَ .  
حَسَنٌ : صَبَّاحِ الْفُلِّ ، أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ .  
مَحَمَّدٌ : إِزَيْتَكَ ؟ وَازَايَ الْعَيْلَةَ ؟  
حَسَنٌ : اللَّهُ بِسَلَامِكَ ، آتَيْتُ وَشَرَّفْتُ - اِتَّفَضَلِ .  
مَحَمَّدٌ : مُتَشَكِّرٌ .

**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 **أزيك**. The word **أزاي** means "How." In addressing or referring to different persons, pronoun suffixes are attached as deemed appropriate. As the pronoun suffixes are added, the **ا** in the second syllable that follows the **ز** is dropped.

Example:

How are you?	2nd pers. m. sing.	أزيك؟
How are you?	2nd pers. f. sing.	أزيك؟
How are you?	2nd pers. m. and f. pl. and dual	أزيكو؟
How is he?	3rd pers. m. sing.	أزيه؟
How is she?	3rd pers. f. sing.	أزيها؟
How are they?	3rd pers. m. and f. pl. and dual	أزيهم؟

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 **أزيكم** or **أزيكو**.

6. There are a number of ways an Egyptian might answer the question **أزيك**. A common response is **بخير والحمد لله**, meaning "Fine, and praise be to God," or as Hasan says to Muhammad in Frame I, **اللهم يسلمك**, 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 **أزاي** when attaching pronoun suffixes to **يسلم**. (See the example in item 5.)

7. The second part of the response is **أنيست وشرفت**, 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**, **ضمّة**, or **a**, **فتحة**) at the end. Both the "you" form masculine and the "I" form end in **t**, **ت**, and are identical. The feminine is **أنيست وشرفت** with the **i**, **كسرة**, marking the **t**, **ت**. If you are speaking to two or more people, the verb takes the form **أنستو وشرفتو**. (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 **أنستم وشرفتكم**.) At the end of a visit, the host's expression **أنستو وشرفتو** 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.	• <b>اتفضل ادخل</b>
Enter or come in.	f. sing.	• <b>اتفضلي ادخلي</b>
Enter or come in.	m. and f., pl. and dual	• <b>اتفضلوا ادخلوا</b>
Please eat. (Help yourself.)		• <b>اتفضل كل</b>

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.	<b>متشكر</b>
Thank you.	f. sing.	<b>متشكرة</b>
Thank you.	m. and f., pl. and dual	<b>متشكرين</b>

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

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

Example:

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

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) وشرفتمو (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.                           |  | • صباح الخير يا حسن<br>• الخير<br>• صباح الخير<br>• صباح الفل<br>• صباح الخير يا حسن                        | ١ |
| 2. Good evening.                                  |  | • مساء الفل   | ٢ |
| 3. Hello, welcome.                                |  | • اهلاً وسهلاً  | ٣ |
| 4. How are you, Muhammad?                         | m.                                       | • ازيك يا محمد ؟  | ٤ |
| 5. How are you, Samira?                           | f.                                       | • ازيك يا سميرة ؟<br>• ازيكو ؟ وازاي العيلة ؟   | ٥ |
| 6. May God keep you safe.                         | m.<br>f.<br>pl.                          | • الله يسلمك<br>• الله يسلمك<br>• الله يسلمكم   | ٦ |
| 7. It is nice of you to honor me with your visit. | m.<br>m.<br>f.<br>pl.<br>m.<br>f.<br>pl. | • انست وشرفت<br>• انست يا حسن<br>• انست يا فريدة<br>• انستو<br>• شرفت يا محمد<br>• شرفت يا سميرة<br>• شرفتو | ٧ |
| 8. Please come in, Hasan.                         | m.<br>f.<br>pl.                          | • اتفضل يا حسن<br>• اتفطني يا فريدة<br>• اتفضلوا  | ٨ |




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

Two 


Repeat after the model.

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

Three 

Repeat after the model.

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

Four 

Repeat after the model.

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

Farida: Fine, praise be to God. — فريدة: بخير والحمد لله —  
 It is nice of you to honor me with your visit. • أنست وشرفت — 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. • الله يسلمك • ١

f. • أنست وشرفت • ٦

f. • أنستم وشرفتم • ٢

f. • متشكر • ٧

pl. • اتفضل • ٣

pl. • ازيبك ؟ • ٨

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. آنستِ وشرفتِ 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 عَلَى فُرَيْدَة (Student)

her family

• ١ سَلِّمْ عَلَى عَيْلَة عَبَّاس

your brother

• ٢ أَزَايْ صَحَّةَ أَخَوَاتِكَ يَا حَسَنَ ؟

fine

• ٣ كُوَيْسِينَ الْحَمْدَ لِلَّهِ

Praise be to God  
for her safety.

• ٤ أَزَايْ سَعَادَ ، سَلِّمْ عَلَيْهَا

They are fine.

• ٥ صَحَّتْهُمْ كُوَيْسَة • الْحَمْدَ لِلَّهِ

your brothers and sisters

• ٦ أَزَايْ فُرَيْدَة ؟ حَمْدَ اللَّهِ عَلَى سَلَامَتِهَا

how

• ٧ حَمْدَ اللَّهِ عَلَى سَلَامَةِ مُحَمَّد

They are in fine health.

• ٨ اللَّهُ يَسَلِّمُكُمْ ، كُوَيْسِينَ وَالْحَمْدَ لِلَّهِ

Muhammad is fine.

• ٩ الْحَمْدَ لِلَّهِ صَحَّتْهُ كُوَيْسَة النَّهَارِ دَه

Greetings to her.

• ١٠ أَزَايْ سَمِيرَة النَّهَارِ دَه ؟ صَحَّتْهَا كُوَيْسَة ؟

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 \_\_\_\_\_ الفلّ

Eleven

Respond to the following expressions.

Example:

• صباح الخير (Teacher)

• صباح الفل (Student)


- |                   |                 |
|-------------------|-----------------|
| • ٥٠ ازيكو؟       | • ١٠ ازيك؟      |
| • ٦٠ ازيهم؟       | • ٢٠ اتفضل      |
| • ٧٠ ازاي العيلة؟ | • ٣٠ مساء الخير |
|                   | • ٤٠ 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 يَسَلِّمُكَ
- شكري : إِزَائِي صِحَّتَكَ النَّهَارَ ذَه ؟
- عباس : كُوَيْسَ 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 ٢
3. How are you today?  
(How is your health today?)  
• ازاي صحّتك النهارده ؟ ٣  
النهارده  
صحّتك  
صحّتك  
صحّتكم  
m.  
f.  
pl.
4. Fine, and praise be to God.  
• كويس والحمد لله ٤  
كويّسة  
كويّسين  
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: ازاي صحّتك النهارده ؟  
وازاي 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)

- m. ٠١ الله يسلمك يا سميرة •
- m. ٠٢ ازاي اختك ؟
- pl. ٠٣ كويس والحمد لله •
- f. ٠٤ بخير والحمد لله — متشكر •
- m. ٠٥ اتفضلي يا سعاد •
- m. ٠٦ ازيك النهارده يا فريدة ؟
- pl. ٠٧ ازاي اخوك ؟

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)

- ٠١ ازاي صحتك النهارده يا عباس ؟
- ٠٢ آنست وشرفت يا حسن ، اتفضل •
- ٠٣ ازاي تلامذتك النهارده يا حسن ؟
- ٠٤ ازيك وازاي اخوك يا عباس ؟
- ٠٥ ازاي عيلتك النهارده يا حسن ؟
- ٠٦ 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 ؟
- ٢ صباح الخير
- ٣ ازبكم ؟
- ٤ ازاي العيلة
- ٥ ازاي اخواتك ؟
- ٦ سلم عليهم

Ten

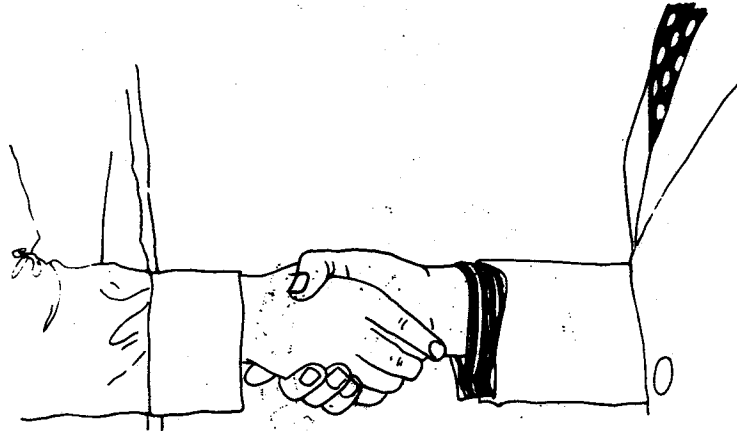
Repeat the following greetings using the Arabic equivalent of the English.

Example: ازيبك 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 ، اتفضللي •
- How is your (pl.) health?      • ٦ ازيكوالنهارده يا اخواتي ؟

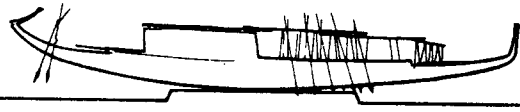
### Eleven

- 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 وازايّ اخوك سمير واختك سميرة ؟ | • ١ مساء الخير         |
| • ٦ اتفضّل                         | • ٢ ازيبك ؟            |
| • ٧ آنستّ وشرفّت                   | • ٣ ازايّ صحتك مدركك ؟ |
| • ٨ سلّم على فريدة وشكري           | • ٤ وازايّ 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 يسلمك

How are you today?

• بخير والحمد لله

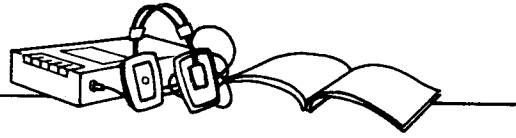
It is nice of you to honor me with your visit.

• 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. أهلاً وسهلاً or أهلاً 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 ازاي (with an alif).

Example:

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

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

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

Example:

May God keep you safe.	m. sing.	اللَّه يَسَلِّمُكَ .
May God keep you safe.	f. sing.	اللَّه يَسَلِّمُكِ .
May God keep you safe.	m. and f. pl.	اللَّه يَسَلِّمُكُمْ .

And,

Fine.	m. sing.	كوييس
Fine.	f. sing.	كوييسة
Fine.	m. and f. pl.	كوييسين

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 **النهْرْدُ**) 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 (**شرفتيم**).

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 يسلمك** .

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 **مُشكّر** . The ending changes according to the gender and number of whomever is saying it.

## REFERENCE GRAMMAR

### VERBS

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

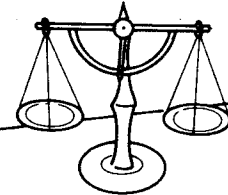
<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	سَلَّمَ	يَسَلِّمُ	
she	هِيَ	سَلَّمَتْ	تَسَلِّمُ	
they	هُمْ	سَلَّمُوا	يَسَلِّمُوا	
you, m.	أَنْتَ	سَلَّمْتَ	تَسَلِّمُ	سَلِّمْ
you, f.	أَنْتِ	سَلَّمْتِ	تَسَلِّمِي	سَلِّمِي
you, pl.	إِنْتُمْ	سَلَّمْتُمْ	تَسَلِّمُوا	سَلِّمُوا
I	أَنَا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

• ١ حسن : ازايك ، سلامات

• محمد : الله يسلمك

• ٢ حسن : اهلاً اهلاً

• محمد : اهلاً بيك

• ٣ حسن : ازاي الاولاد ؟

• محمد : كويسين والحمد لله

• ٤ حسن : ازاي الحال ؟

• محمد : عال ، الحمد لله

• ٥ حسن : آنست وشرفت

• محمد : الله يأنسك

1. The word سلامات (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 به, plus the pronoun suffix, ك. In MSA, it is pronounced بيك, with a short vowel under the ب. In ED, the short vowel changes to a long vowel, بيك.

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

Example:

You are welcome. m.

• اهلاً بيك

You are welcome. f.

• اهلاً بيك

You are welcome. pl.

• اهلاً بيكم

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

3. ازاي 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 يأنسك 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.

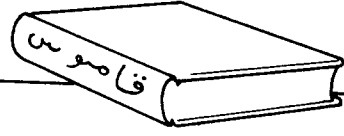
• وَاَنْتِ مِنْ اَهْلِ الْخَيْر •

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



<u>ENGLISH</u>	<u>ED</u>	<u>MSA</u>
Abbass (name)		عَبَّاسٌ
brother(s)	أَخَوَاتٌ (ج)	أَخٌ
family	عَيْلَةٌ	
Farida (name)		فَرِيدَةٌ
Fine, and praise be to God.		بِخَيْرٍ وَالْحَمْدُ لِلَّهِ
fine, well, good	كَوَيْسٌ	
for, to, on		عَلَى
Gamila (name)		جَمِيلَةٌ
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)		حَسَنٌ
health		صِحَّةٌ
how	إِزَانِي	
May God keep you safe.		اللَّهُ يَسْلِمُكَ
Muhammad (name)		مُحَمَّدٌ
Please come in.	اتَّفَضِلْ	
Praise be to God.		الْحَمْدُ لِلَّهِ
Samira (name)		سَمِيرَةٌ
school(s)		مَدْرَسَةٌ - مَدَارِسٌ (ج)
Shukri (name)		شُكْرِي
sister(s)	إِخْوَاتٌ (ج)	أُخْتُ

<u>ENGLISH</u>	<u>ED</u>	<u>MSA</u>
student(s)	تَلَامِذَةٌ	تَلْمِيزٌ ، تَلَامِيزٌ (ج)
Su'ad (name)		سُعَادٌ
teacher		مَدْرَسٌ
thank you	مُتَشَكِّرٌ	
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 الْجَيْشِ	
• أَهْلًا وَسَهْلًا ، فُرْصَةٌ سَعِيدَةٌ .	سَعْدُ الدِّينِ :
• إِخْنَا الْأَسْعَدُ ، إِتَشَرَّفْنَا يَا أَفْنَدِمَ .	صَالِحٌ :

**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 **هِنَا**, 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 **أَنَا جَائِي** (m.) or **أَنَا جَائِيَة** (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 **أَعْرِفُكَ**. In the dialect, the first short vowel of the first person singular of a present-tense verb is **فتحة** (as in **أَعْرِفُكَ**).

3. In MSA "friend" is **صَدِيق**, but in ED the word usually used is **صَاحِب**, **صَاحِب** (pl.), as in **صَاحِبِي**, "my friend."

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

5. a. **نَتَشَرَّفُ**, 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 **السَّلَامُ عَلَيْكُمْ**, "Peace be upon you" (pl.), even when he addresses one person. However, Egyptians also use the singular **أَتَشَرَّفُ**, 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, **نَتَشَرَّفُ** is the ED equivalent of the MSA **نَتَشَرَّفُ**. In the dialect, the first short vowel of any pronoun prefix (except in first person singular) in the present-tense form is almost always **ـَ** (not **ـِ** or **ـُ** as in MSA). Notice that in the dialect form, the **ـَ** in **نَتَشَرَّفُ** has a sukuun over it, whereas in MSA it has a **فتحة** in **نَتَشَرَّفُ**. Finally, notice the sukuun over the **ـَ**. 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 حَالًا, شُكْرًا and جِدًّا). 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 سَعِدِ is not an inflectional ending. It is the helping vowel used before any word beginning with آ (the hamzat al-wasl).

7. There is no j sound in ED with the exception of words adopted from foreign languages, such as جاكته (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 أَفنديم**, "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 **أفنديم** (a Turkish word meaning "master"). In normal speech, the alif of **أفنديم** disappears after **يَا**. This applies to words which have an alif (ا) at the beginning preceded by **يَا**. **يَا أَحْمَدُ** is pronounced **يَا حَمْدُ** with the omission of the ا .



## DRILLS



One Q-4-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 اعْرِفْ عَلَى صَاحِبِي يَا صَالِحَ

m.	تَعَالِ ١
f.	تَعَالِي
pl.	تَعَالُوا

m.	اعْرِفْ عَلَى ٢
f.	اعْرِفِي عَلَى
pl.	اعْرِفُوا عَلَى / اعْرِفُوا عَلَى

m.	صَاحِبِي ٣
f.	صَاحِبَتِي
pl.	صَاحِبِي

• تَعَالِ اعْرِفْ عَلَى صَاحِبِي يَا صَالِحَ

OK, I'd be honored.

• طَيِّبٌ نَتَشَرَّفُ

٤ طَيِّبٌ

٥ نَتَشَرَّفُ

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.

إِحْنًا الْأَسْعَدَ — اِتَّشَرَّفْنَا يَا أَفْنَدِمَ •

٩ إحنا الأسعد

إحنا

الأسعد

سَعِيدٌ — أَسْعَدُ — الْأَسْعَدُ

١٠ اِتَّشَرَّفْنَا يَا أَفْنَدِمَ •

اتشرفنا

افندم

١١ يَا أَفْنَدِمَ •

إِحْنًا الْأَسْعَدَ — 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 بالندا — فرصة سعيدة •

لندا : أنا الأسعد — 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 : نتشرف يا افندم •

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

صالح : فرصة سعيدة يا افندم •

سعد الدين : أنا الأسعد ، 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 - <sup>1</sup>أَقْدِمْ لَكَ صالِح - صالِح ملازم في الجيش •  
 لندا صاحبتني من الجامعة الامريكية •  
 صالح: اهلا وسهلا يا لندا ، دي فرصة سعيدة ، اتفضلي •  
 لندا: مُشَكِّرَةٌ •

<sup>1</sup>For 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 صَالِحٌ (Teacher)
- ——— أَعْرِفُكَ عَلَى (Teacher)
- أَعْرِفُكَ عَلَى صَالِحٍ (Student)

- |          |                      |
|----------|----------------------|
| • ———    | • ١ أَعْرِفُكَ عَلَى |
| • صاحبتى | • ٢ ———              |
| • ———    | • ٣ أَقْدِمُ لَكَ    |
| • صالح   | • ٤ ———              |
| • ———    | • ٥ أَقْدِمُ لَكَ    |
| • صاحبي  | • ٦ ———              |
| • ———    | • ٧ أَقْدِمُ لَكُمْ  |
| • صحابي  | • ٨ ———              |
| • ———    | • ٩ تَعَالُوا يَا    |

Six

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

Example:

- تَعَالِ أَعْرِفُكَ عَلَى لِنْدَا (Teacher)
- تَعَالِي (Teacher)
- تَعَالِي أَعْرِفُكَ عَلَى لِنْدَا (Student)

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

Seven

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

Example:

- أَقْدِمُ لَكَ صَالِحٌ (Teacher)  
 f. (Teacher)  
 • أَقْدِمُ لَكَ صَالِحٌ (Student)

- |       |                      |     |
|-------|----------------------|-----|
| pl.   | • اقدم لك لندا       | ٠١  |
| f.    | • تعال هنا           | ٠٢  |
| pl.   | • أنا الأسعد         | ٠٣  |
| f.    | • اعرفك على صاحبي    | ٠٤  |
| pl.   | • اعرفك على صاحبي    | ٠٥  |
| sing. | • اتشرفنا            | ٠٦  |
| pl.   | • تعال هنا           | ٠٧  |
| pl.   | • اتشرف              | ٠٨  |
| pl.   | • اقدم لك اخويا عباس | ٠٩  |
| f.    | • اعرفكو على عيلتي   | ٠١٠ |

Eight

- a. Three female students play the roles given in Frame I, p. 39.
- b. Two female and one male student play the roles given in Frame I, p. 39.
- c. 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)

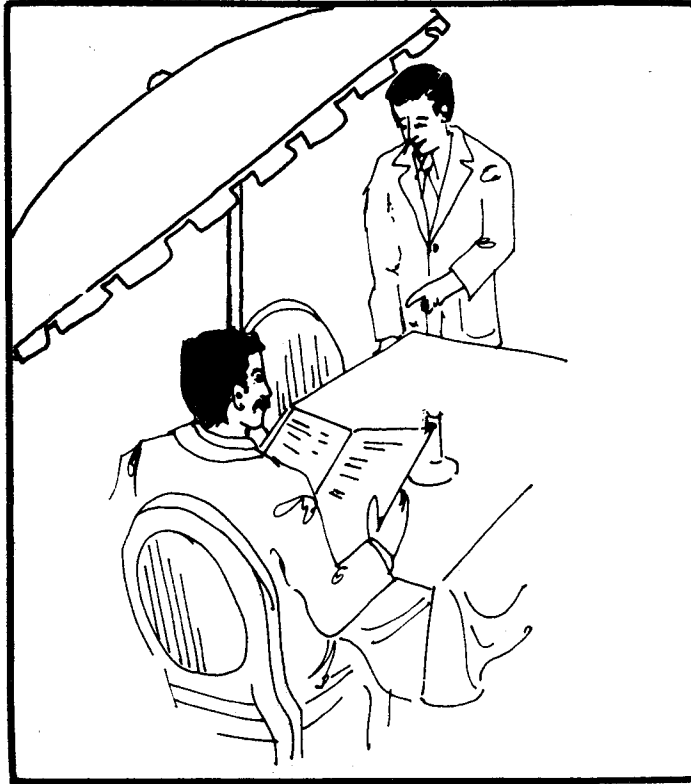
- ١ ازاي عيلتك النهارده يا حسن ؟  
• ٢ تعال اقدم لك الملازم يا صالح  
• ٣ اسم صاحبك ايه يا محمد ؟  
• ٤ تعال المدرسة النهارده يا حسن  
• ٥ تعالوا اقدم لكم صاحبي سالم  
يا تلامذة  
• ٦ أهلا وسهلا يا محمد ازيبك ؟  
• ٧ ازاي اخواتك يا صالح ؟  
• ٨ عرفني على صحابك يا محمد

Ten

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

- Example: • تعال اعرفك على صاحبي (Teacher)  
• تعالوا اعرفكم على صحابي (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. حَضْرَتِكَ ( حَضْرَتِكَ when speaking to a woman and حَضْرَتِكُمْ 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. اسْمُ الْكَرِيمِ, literally "the name of the noble one," is a polite way of saying, اسْمُكَ, "your name." اسْمُ الْكَرِيمِ اِيه ؟, "What is your name?" means "What is the name of the noble one?" It is considered a politer statement than اسْمُكَ ايه ؟. (Egyptians also say اسْمُ حَضْرَتِكَ ايه ؟.)

b. Question words often fall at the end of an utterance. For this reason "what" comes at the end of the sentence in اسْمُ الْكَرِيمِ ايه ؟ (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 اَيَّوَه. The MSA word نَعَم 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. مِش, "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.	• <u>الْمَكَانُ دَه مِشْ مَحْجُوز</u>
I'm not in the army.	• <u>أَنَا مِشْ فِي الْجَيْشِ</u>
Sa'd id-Din is not a pilot.	• <u>سَعْدِ الدِّينِ مِشْ طَيَّار</u>

## 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 ، اِتَفَضَّلْ اَقْعُدْ

٣ لا

اتفضل اقعده

٤ اقعده

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 ؟  
ايه

My name is Thomas Grant.

اسمي توماس جرانت .

I am honored.  
I'm Hasanayn Salim.

اتشرفنا . أنا حسنين سالم .

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  | • صاحبتني 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) |

- |                                |                          |
|--------------------------------|--------------------------|
| • صحاب اختي — ٠٦               | • معلمين مصريين — ٠١     |
| • مدرسين اخواتي — ٠٧           | • صحابي الامريكان — ٠٢   |
| • مدرسات اخويا — ٠٨            | • صحاب لندا — ٠٣         |
| • ملازمين في الجيش المصري — ٠٩ | • مدرسين لبنانيين — ٠٤   |
| • تلامذة كويسين — ٠١٠          | • معلمات في المدرسة — ٠٥ |

Eight

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

Example:

• مكان محجوز — (Teacher)

المكان ده محجوز (Student)

- |                       |                       |
|-----------------------|-----------------------|
| • طيار امريكاني — ٠٦  | • طيارين امريكان — ٠١ |
| • جامعة مش مصرية — ٠٧ | • ملازم مصري — ٠٢     |
| • كرسي مش محجوز — ٠٨  | • جامعة لبنانية — ٠٣  |
| • معلمات امريكان — ٠٩ | • فرصة سعيدة — ٠٤     |
| • جيش لبناني — ٠١٠    | • عيلة تركية — ٠٥     |

Nine

Use the particle مش to negate the following sentences.

Example:

• محجوز — المكان ده (Teacher)

• مش محجوز — المكان ده (Student)

- |                             |                          |
|-----------------------------|--------------------------|
| • الطيار ده امريكاني — ٠٦   | • صحابي دول امريكان — ٠١ |
| • صاحبت دي امريكانية — ٠٧   | • صاحبي ده لبناني — ٠٢   |
| • الجامعة دي مصرية — ٠٨     | • صاحبي ده في الجيش — ٠٣ |
| • الكرسي دي محجوزة — ٠٩     | • الكرسي ده محجوز — ٠٤   |
| • الطيارين دول مصريين — ٠١٠ | • صاحبت دي سعيدة — ٠٥    |

Ten

Use the particle مش to negate the following sentences.

Example:

- ده مكان لندا (Teacher)
- ده مش مكان لندا (Student)
- ١ • دول طيارين امريكان
- ٢ • دي جامعة مصرية
- ٣ • ده صاحبي الامريكاني
- ٤ • دول صحاب لندا
- ٥ • ده اسمه سعد الدين
- ٦ • دول تلامذة كويسين
- ٧ • دي فرصة كويسة
- ٨ • دول اخوات حسنين
- ٩ • ده ملازم في الجيش التركي
- 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 صحابه 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 فريده ؟       | • 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)

• ده كرسي المدرس ، أيوه ، (Student)



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 <u>على الكرسي</u> ده •                        |
| المصريين / الاتراك | • ٢ أنا قَدِّمت له صاحبي <u>اللبناني</u> مش <u>الامريكاني</u> •       |
| قَدِّم لك          | • ٣ صاحبي الامريكاني <u>عرّفني</u> على عيلته •                        |
| سَلِّم لي على      | • ٤ <u>ازاي</u> صَحّة صاحبك الملازم في الجيش اللبناني ؟               |
| اقَدِّم لكو        | • ٥ تعالوا هنا <u>اعرّفكو</u> على صاحبي الطيارين الامريكان •          |
| اقعدني مع          | • ٦ اتفضلني <u>اعرّفك</u> على سعد الدين ، المدرّس في الجامعة •        |
| مُدْرَسَة لبنانية  | • ٧ جميلة <u>عرّفته</u> على <u>طيار مصري</u> اسمه محمد ابراهيم •      |
| عيلتي              | • ٨ النهارده <u>عرّفت</u> الملازم اللبناني على <u>الطيار المصري</u> • |
| محجوز              | • ٩ ده مكان <u>المُدْرَسَة</u> التركية •                              |

Seventeen

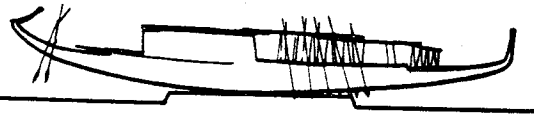
Replace the underlined word(s) with those in the left-hand column. Make all necessary changes and repeat each sentence.

- Example: • أنا عرّفته على ملازم في الجيش الامريكاني (Teacher)  
 • إحنا / ملازمين (Teacher)  
 • إحنا عرفناهم على ملازمين في الجيش الامريكاني (Student)

- |                      |  |
|----------------------|--|
| الاماكن              | • المكان المحجوز ده كويس                           |
| الطيارين             | • الطيار الامريكاني ده صاحبي                       |
| سالم وسعد وعباس      | • الملازم اللبناني ده اسمه صالح                    |
| كويّسين              | • صاحبي التركي ده مدرّس كويّسين                    |
| إحنا / صحاب          | • أنا عرّفتهم على صاحبتني اللبنانية                |
| كراسي / اماكن        | • الكرسي ده في مكان كويس                           |
| صحابي                | • صاحبي الامريكاني ده في الجامعة الامريكية         |
| ملازمين              | • ده ملازم في الجيش المصري                         |
| دول                  | • عرفني على سميرة وصاحبها ده                       |
| محجوز / ابراهيم وسعد | • الكرسي ده محجوز لصاحبه المصري<br>• 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.

• وعلیکم السلام

Ask him if this place is taken.

• لا افضّل

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 تسركي ؟

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 عرفتك على المدرّس ده ؟

No. Isn't he your teacher?

• لا ، ده مدرّس حسن صالح •

My friend Hasan Salih?

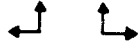
• أيوه ، تعال اعرفك عليه •

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

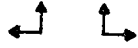
It's been nice meeting you.

• إحنا الأُسعد

Are you a pilot?

• لا ، أنا ملازم في الجيش

Situation 3.



Yes, it is.

المكان ده محجوز ؟

No, it is not. Please sit down.

والمكان ده محجوز ؟

No.

والمكان ده ؟

Respond.

• متشكرا افندم

• تعال يا صالح اقعد هنا

### Translation Practice

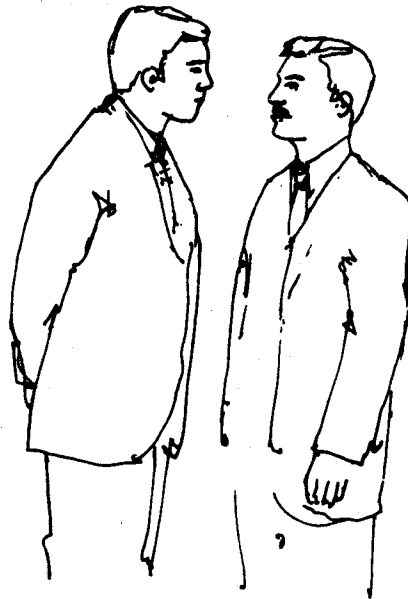
Translate the following sentences orally into English.

- 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 مشر محجوزة •
- ٥ قَدِّمْتِ التلامذة المصريين للمدرسين الامريكان •
- ٦ سَلِّمْتِ لي على اخواتك يا سعاد ؟
- ٧ التلميذ ده مشر من هنا ، ده من الجامعة اللبنانية •
- ٨ الكراسي دي محجوزة لعيلات التلامذة والمدرسين •
- ٩ تعالوا نعرفكم على صحابنا الاتراك •
- ١٠ الملازم أول سالم ابراهيم مشر هنا النهارده •

Dictation Practice

Close your book and write the following sentences in SATTS.

- ١ تعالي اعرفك على صحابي وعيالاتهم
- ٢ سعد الدين ملازم في الجيش المصري
- ٣ ايه اسامي الملازمين الاترك ؟
- 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.

# HOMWORK



## Exercise One

Use SATTSS 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

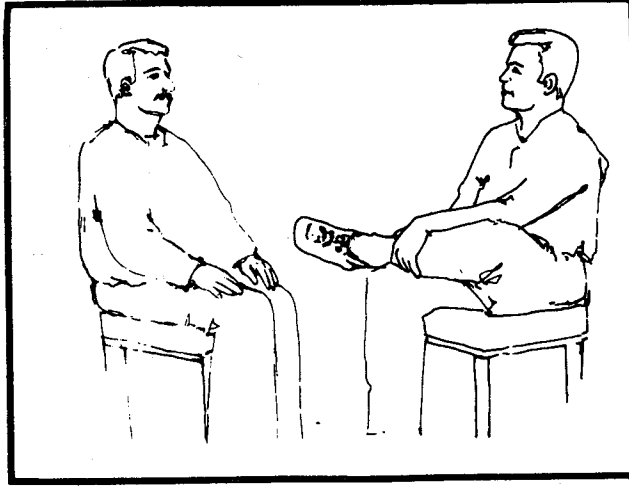
You will hear 10 Arabic questions or statements, each followed by three Arabic responses. Circle the letter which corresponds to the best response.

- |          |           |
|----------|-----------|
| 1. a b c | 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. "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 صحاب .
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 فندم is a contraction of يا افندم , 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 qaaf 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 أَقْعُدُ) 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, قَعَادٌ

Active participle, قَاعِدٌ

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 عَرَفَ above.

Verbal noun, not in use.

Active participle, مُشَرَّفٌ

4. Measure II verb, قَدِمَ\*, to introduce

	<u>Pronoun</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	قَدِمَ	يَقْدِمُ	
she	هي	قَدِمَتْ	تَقْدِمُ	
they	هم	قَدِمُوا	يَقْدِمُوا	
you, m.	إنت	قَدِمْتَ	تَقْدِمْ	قَدِمْ
you, f.	إنتِ	قَدِمْتِ	تَقْدِمِي	قَدِمِي
you, pl.	إنتو	قَدِمْتُو	تَقْدِمُوا	قَدِمُوا
I	أنا	قَدِمْتُ	أَقْدِمُ	
we	إحنا	قَدِمْنَا	نَقْدِمُ	

Verbal noun, تَقْدِيمٌ

Active participle, مَقْدِمٌ

\* The sound ق is pronounced ا .

5. Irregular verb, تعال , Come!

<u>Pronoun</u>		<u>Imperative</u>
you, m.	إِنَّتَ	تَعَالِ
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

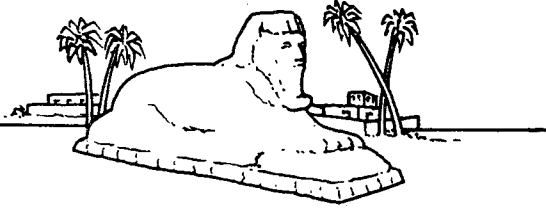
Part B. Translate the five recorded sentences into English.

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  
يُحَصِّل لَنَا الشَّرْفَ •  
I am honored.  
(Literally, The honor is happening to me.)

• انتَ اتعرّفت على الملازم حسن يا محمد ؟  
أيوه ، حَصَلَ لِي الشَّرْفَ •  
I was honored.  
(Literally, The honor has happened to me.)

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

Example:

• انتَ اتعرّفت على الملازم حسن ؟  
أنا اتعرّفت عليه صُدَقَة في الجامعة •  
accidentally  
(literally, by chance)  
أقَدِّم لك صاحبتى لندا •  
دي صدقة سعيدة يا لندا •  
A pleasure meeting you.  
(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:

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

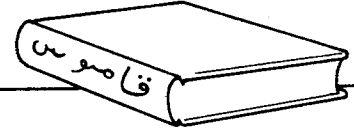
. . . met him long ago.

• انتَ اتعرّفت على محمد يا حسن ؟  
أيوه ، ده صاحبي من زمان •  
أيوه ، أنا اتعرّفت عليه من زمان •  
امتى اتخرّجت من الجامعة ؟

A long time ago.

• من زمان

## VOCABULARY



<u>ENGLISH</u>	<u>ED</u>	<u>MSA</u>
Abraham (name)		أَبْرَاهِيمَ
American(s), m.	امريكاني - امريكان (ج)	
American(s), f.	امريكانية - امريكان (ج)	
army, armies		جيش - جيوش (ج)
Come!		تعال
Egyptian		مصري
fine, OK		طيب
first, beginning of outset of		أول
friend(s)	صحاب (ج)	صاحب
from		من
happy, fortunate		سعيد
Hasanayn (name)		حسنين
here		هنا
I		أنا
I (we) have been honored.	إتشرّفنا	
in	في	
introduce to, present to (to)		قدّم ل
introduce to (to)		عرف على
Lebanese		لبناني
lieutenant		ملازم
Linda (name)		لندا
more fortunate (the)		الأسعد
name(s)	أسماء (ج)	إسم

<u>ENGLISH</u>	<u>ED</u>	<u>MSA</u>
no	لَا	
noble one (the)		الكَرِيم
not	مَشْر	
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)		قَعَد
taken, reserved		مَخْجُوز
these, those	دُول	
this, that, m.	دِه	
this, that, f.	دِي	
to, for		لِ
Turkish		تُرْكِي - أَتْرَاك (ج)
university		جَامِعَة
we	إِحْنَا	
what	إِيه	
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  $ذ$  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

غَدَاً

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

لَسَّ + the active participle

ما... ش

لازِمَ + verb

عِنْدَ and مَعَ + pronoun  
suffix

وَاللَّهِ + لَ

جَمَّ / يَجِي

شَرِبَ ، تَعِبَ ، فِطَرَ ، قَدَرَ ،

بَرَدَ ، كَتَبَ ، عَمَلَ ، دَرَسَ

خَذَ ، كَلَّ

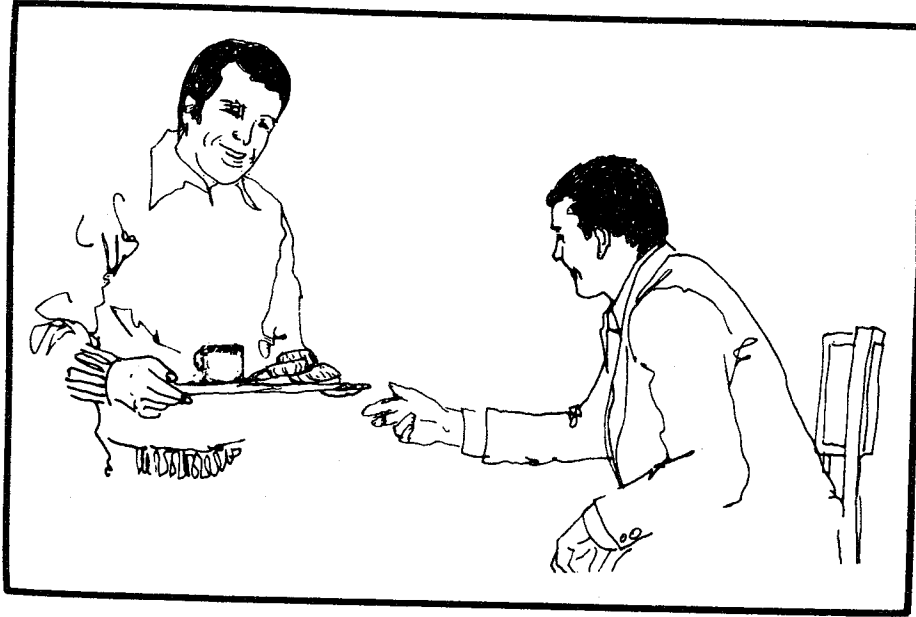
اتَّغَدَى ، اتَّعَشَ

# 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 : اتَفَضَلْ شَايَ قَبْلَ مَا يَبْرُدُ .  
مَحَمَّدٌ : أَلْفِ شُكْرًا . لِسَهِّ شَارِبٍ .  
حَسَنٌ : طَيِّبٌ . أَعْمَلْ لَكَ قَهْوَةً ؟  
مَحَمَّدٌ : مَا تَتَعَبُشْ نَفْسَكَ . مَا فَيْشْرُ لُزُومٍ .  
حَسَنٌ : لَا لَازِمٌ وَخُدْ حِنَّةَ الْكِنَافَةِ دِي .  
مَحَمَّدٌ : طَيِّبٌ . كَثِّرْ 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. **أَلْفِ 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 **شُكْرٍ**, then the helping vowel **يَ** must mark the **فِ**. The result is alf-i shukr, **أَلْفِ شُكْرٍ**.

The helping vowel **يَ** is used except before some pronoun suffixes where **ئَ** or **ئِ** are used. This lesson presents two other examples of helping vowels: **مَا تَتَعَبَشِ 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 **لَسَهُ**, "just," is used.

Example:	I have just drunk.	• (أَنَا) لَسَهُ شَارِبٌ .
	I have just eaten.	• (أَنَا) لَسَهُ 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, **لَسَهُ** means "just" or "just now."

Example:

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

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

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

4. When the first person is used in a question, it means "Shall I ...?" or "Do you want me to ...?" Consequently, **أَعْمَلُ لَكَ قَهْوَةَ** 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. **تَتَعَبُ نَفْسَكَ .**  
(literal translation)

Do not trouble yourself. **مَا تَتَعَبِشْ 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 تَتَعَبْ نَفْسَكَ .**

This same negative form of the verb is also used as the negative imperative. Consequently, **مَا تَتَعَبِشْ 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 **نَفْس** 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 لُزُوم .**  
There is no need. **مَا فَيْشْ لُزُوم .**

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 هُنَاكَ, "there," and لَيْسَ هُنَاكَ, "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," اعْمَلْ لَكَ قَهْوَةَ, 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.

• لازمَ أَكَلَ

He must have gotten tired.

• لازمَ تَعَبَ

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

Example: You have (got) to eat.

• لازمَ تَأْكُلْ

You have (got) to sit (stay).

• لازمَ تَقْعُدْ

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 خَذَ, "to take"). If it is pronounced z it is written ذ (as in لَذِيذٌ, "delicious").

9. كُفَافَةٌ 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 كَثِّرْ خَيْرَكَ means "Thank you." The literal meaning is "May He (God) increase your bounty." It expresses more gratitude than مَشْكُرٌ or أَلْفُ شُكْرٍ. (For the pronunciation of خَيْرٌ, 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 • لِسَه شَارِب •

٢ الف شكر

٣ لِسَه شَارِب

لِسَه

شارب

• الف شكر • لِسَه شارب •

All right. Shall I make you coffee?

طَيِّب • اَعْمَلْ لَكَ قَهْوَةَ ؟

٤ اعمل لك قهوة ؟

قهوة

طَيِّب • اعمل لك قهوة ؟

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

• ما تَتَعَبِشْ نَفْسَكَ • ما فيشْ لَزوم •

٥ ما تتعبش نفسك

ما تتعبش

نَفْسَكَ

٦ ما فيش لَزوم

فيه

ما فيش

لزوم

• ما تتعفش نفسك • ما فيش لزوم

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

• لا لازم • و خذ حتة الكنافة دي •

٧ لا لازم

و خذ حتة الكنافة دي

٨ خذ - و خذ

٩ حتة الكنافة دي

حتة

حتة كنافة

حتة الكنافة دي

• لا لازم • و خذ حتة الكنافة دي •


OK, thank you.

• طيب • كتر خيرك •

١٠ كتر خيرك

خيرك

• طيب • كتر خيرك •

Two 

Repeat after the model.


صالح : عمل لكم قهوة ؟

حسن وصحابه : لا متشكرين ، احنا لسه شاربين قهوة •

صالح : طيب اتفضلوا حتة كنافة •

حسن وصحابه : طيب ، كتر خيرك •



Three 

Repeat after the model.

حَسَنٌ : لَسَهُ مَا عَمَلْتِشِ الْكُنفَاةَ يَا سَمِيرَةَ ؟  
 سَمِيرَةَ : لَا لَسَهُ .  
 حَسَنٌ : طَيِّبٌ ، فِيهِ إِيهَ أَكَلَهُ ؟  
 سَمِيرَةَ : أَنْتَ مِثْرُ لَسَهُ وَآكَلْ ؟  
 حَسَنٌ : لَا . مَا آكَلْتِشِ .  
 سَمِيرَةَ : أَعْمَلْ لَكَ شَايَ ؟  
 حَسَنٌ : لَا ، مَتَشَكَّرُ . مَا تَتَعَبِيشِ 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 قَبْلِ or بَعْدِ ما . Repeat each sentence.

Example:

• شَرِبَ شَايَ قَبْلِ مَا يَأْكُلُ (Teacher)

• شَرِبَ شَايَ قَبْلِ الْأَكْلِ (Student)

- |         |      |  |
|---------|------|--|
| أكل     | • ١  | تعب بعد ما <u>كل</u> الكفاة .                                |
| كتابة   | • ٢  | حَدَّثَ الْكَتَابَ قَبْلِ مَا <u>اكتب</u> الدرس .            |
| الاكل   | • ٣  | شربوا قهوة قبل ما <u>ياكلوا</u> .                            |
| شرب     | • ٤  | كَتَبَتِ الدرس قَبْلِ مَا <u>تَشْرِب</u> الشاي .             |
| الاكل   | • ٥  | الامريكان شربوا قهوة <u>بعدها</u> <u>كلوا</u> .              |
| الدراسة | • ٦  | • ٦ كتبنا <u>بعدها</u> <u>درسنا</u> .                        |
| سلام    | • ٧  | • ٧ قَعَدْتُ <u>بعدها</u> <u>سَلِّم</u> عليه .               |
| تقديم   | • ٨  | • ٨ قعد <u>بعدها</u> <u>قَدِّم</u> الدرس .                   |
| عمل     | • ٩  | • ٩ تَعَبْتُ قَبْلِ مَا <u>تَعْمَل</u> الكفاة .              |
| تعريفهم | • ١٠ | • ١٠ شربوا الشاي <u>بعدها</u> <u>عرَفْتَهُمْ</u> على عيلتي . |

## Five

Without changing the meaning, substitute بَعْدِ ما for قَبْلِ ما . Repeat each sentence.

Example:

• كَتَبَ قَبْلِ مَا يُدْرَس (Teacher)

• دَرَسَ بعدها كُتِبَ (Student)

- |      |   |     |  |
|------|---|-----|--|
| • ٦  | قَدِّمِ التلميذ قبل ما <u>يَقْدِم</u> المَعْلَمَة . | • ١ | كَلِّ الكفاة قبل ما <u>يُقْعِدُ</u> .            |
| • ٧  | الشاي <u>يُرَدِّد</u> قبل ما <u>يَشْرِبُوهُ</u> .   | • ٢ | حَدِّدِ الْكَتَابَ قبل ما <u>يَشْرِب</u> الشاي . |
| • ٨  | سَلِّمِ عَلَيْنَا قبل ما <u>يَقْدِم</u> نفسه .      | • ٣ | حَسِّنِ تَعَبَ قبل ما <u>يَعْمَل</u> القهوة .    |
| • ٩  | سَعَادِ كَتَبَتِ الدرس قبل ما <u>تَأْخُذُ</u> .     | • ٤ | شَرِبِ الشاي قبل ما <u>يَأْكُلُ</u> .            |
|      | • الكُتَابُ   | • ٥ | عَمَلِ قهوة قبل ما <u>يَكْتُب</u> الدرس .        |
| • ١٠ | لازِمِ كَيْلُ قبل ما <u>يَتَعَبُ</u> .              |     |  |

Six

Repeat each sentence using the active participle and لِسَهُ .

Example:

• صالح شرب شاي (Teacher)

• صالح لِسَهُ شارب شاي (Student)

- |   |                             |
|---|-----------------------------|
| • ٦ صحابي كلوا وشربوا                           | • ١ سَعِدِ الدين كُل كُنافة |
| • ٧ جَميلة سلّمت على الطيار                     | • ٢ صاحبي عمل شاي           |
| • ٨ ابراهيم وفريدة عرفوني على عيالاتهم          | • ٣ الملازم شرب قهوة        |
| • ٩ المَدْرَس قَدّم الدَّرْس لتلامذته الامريكان | • ٤ صاحبي كتب الدرس         |
| • ١٠ لندا وعبيلتها شرفونا في البيت النهارده     | • ٥ الطيار قعد مع الملازم   |

Seven

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

Example:

• لازم تكتب الدرس (Teacher)

• مش لازم تكتب الدرس (Student)

- |                              |                              |
|------------------------------|------------------------------|
| • ٦ <u>المعلم</u> في المدرسة | • ١ الطيارين دول امريكان     |
| • ٧ الملازم <u>هنا</u>       | • ٢ المعلمة دي لبنانية       |
| • ٨ الكتاب <u>عند</u> صالح   | • ٣ صاحبي لازم يدرس النهارده |
| • ٩ الطيار <u>مع</u> صاحبه   | • ٤ أنا <u>طيار</u>          |
| • ١٠ دول <u>صحاب</u> لندا    | • ٥ انت <u>كويس</u>          |

Eight

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

Example:

• لازم كتب الدرس (Teacher)

• لازم تكتب الدرس (Student)

- |                           |
|---------------------------|
| • ١ لازم <u>كل</u> كُنافة |
| • ٢ لازم <u>شرب</u> شاي   |

- 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 عيلتِها

Nine

Substitute the imperative for the imperfect. Repeat each sentence.

Example:

- لازم تَكْتَبِ الدرس (Teacher)
- m. sing. (Teacher)
- اَكْتَبِ 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 لآخواتي |
| f. sing. | • ٦ لازم تتعب نفسك            |
| m. sing. | • ٧ لازم تاخذ الكتاب          |
| f. sing. | • ٨ لازم تعرِّفِه على اخوك    |
| pl.      | • ٩ لازم تشَرَّفونا النهارده  |
| m. sing. | • ١٠ لازم تكتب الدرس بنفسك    |

Ten

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

Example:

• كَتَبَ الدرس (Teacher)

• ما كَتَبَ الدرس (Student)

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

Eleven

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

Example:

• اَكْتُبِ الدرس (Teacher)

• ما تَكْتُبِ الدرس (Student)

- ١ اتعبي نفسك النهارده
- ٢ كلي حنة الكنافة دي
- ٣ اقعدي هنا في المكان المحجوز ده
- ٤ اشربوا الشاي بعد الاكل
- ٥ اكتبوا الدرس في البيت
- ٦ عرفها على الملازم حسنين
- ٧ خذ صحابي للمدرسة
- ٨ سلّموا على اخوات جميلة
- ٩ اعلمي لنا شاي وقهوة
- ١٠ قدّم المدرسات لتلاميذتهم

Twelve

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

Example:

• كَتَبْتَ الدرس يا سعيد ؟ (Teacher)

• لسه كاتبه يا افندم (Student)

- ١ تعال نَسَلِّم 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 خَدْتِ الدرس من جميلة بعد المدرسة ؟
- ٦ انتِ عملتِ الكنافة الباردة دي ؟
- ٧ صحابك 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: • كَتَبَ الدرس قبل ما يشرب الشاي (Teacher)  
we (Teacher)  
• احنا كتبنا الدرس قبل ما نشرب الشاي (Student)

- I • ١ لندا خَدْتِ حتة كنافة من صاحبها اللبناني
- you, f. sing. • ٢ لازم تَعْمَلِ قهوة وتَشْرَبْها 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 اَكْتَبِ الدرس النهارده
- you, f. sing. • ٦ ما فيش لزوم تتعبوا نفسكم وتعملوا شاي
- you, m. sing. • ٧ لازم آخُدْ الكنافة دي لمدرّستي الامريكانية
- you, pl. • ٨ كَتَّرْ خَيْرِكْ ، انتِ تَعَبْتِ نَفْسِكْ يا اختي
- I • ٩ مش لازم تدرسي النهارده يا جميلة
- you, pl. • ١٠ لازم تاكل الكنافة وتشرب الشاي قبل ما يبردوا

Fourteen

Provide negative answers to the following questions.

Use مش or ش ... ما as appropriate.

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

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. قدمت المدرسة 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 **بعدها** for **قبل ما** and **قبل ما** for **بعدها**.  
Make any necessary changes without changing the meaning.

Example:

- صحابي كلوا قبل ما يشربوا (Teacher)
- صحابي كلوا بعد ما شربوا (Student)
- محمد قعد على الكرسي المحجوز بعد ما سلّم علينا •
- ابراهيم عمل الشاي وشربه قبل ما ياكل الكنافة •
- تعالوا ناكل قبل ما نعرفكم على عيلة لندا •
- سعاد كلت حنتين كنافة بعد ما شربت القهوة •
- حسنين درس أول درس قبل ما ياكل •
- سعاد تعبت بعد ما عملت الكنافة •
- فريدة وسميرة قعدوا قبل ما يقدموا صحابهم •
- 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 عَلَيَّ الْغَدَا .
- حَسَنٌ : يَا لِهَذَا وَالشِّفَا .
- مُحَمَّدٌ : وَاللَّهِ لَأَنْتَ جَائِي مَعَايَا .
- حَسَنٌ : مَا اِقْدَرْتُ النِّهَارَ . • عِنْدِي ضَيْوْفٌ .
- مُحَمَّدٌ : طَيِّبْ اِعْمَلْ حِسَابَكَ تَتَعَشَّى مَعَايَا بُكْرَةً .
- حَسَنٌ : اِنْ اِعْشْنَا ، 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., معاكِ ), "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. بِالْهَنَّا وَالشَّفَا , 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." بِالْهَنَّا وَالشَّفَا is also used to respond to a compliment on food.
4. لَ before انت (in لَأَنْتَ ) 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 لَأَنْتَ 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.	أجي
	You come. m. or f. sing.	تيجي
	He comes.	بيجي
	We come.	نيجي

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

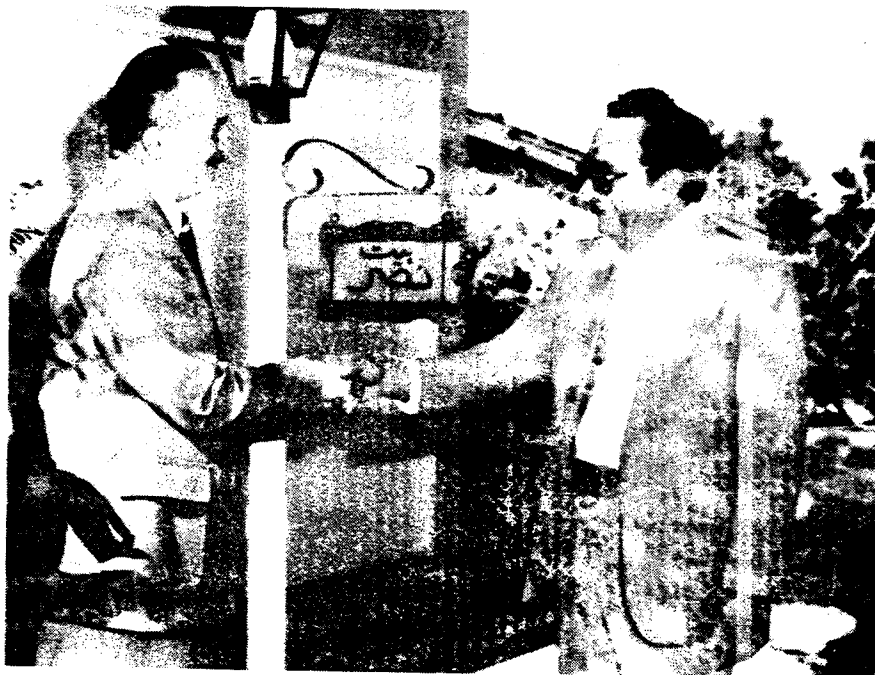
b. جاي, "coming," is the active participle derived from the verb جَاءَ - يَجِي. The alif in جاي is pronounced with a short vowel. The ending of جاي depends on its subject.

Example:	I am coming.	m. sing.	أَنَا جاي
	I am coming.	f. sing.	أَنَا جَايَة
	You are coming.	m. sing.	أَنْتَ جاي
	He is coming.		هُوَ جاي
	You are coming.	f. sing.	أَنْتِ جَايَة
	She is coming.		هِيَ جَايَة
	We are coming.	pl.	أَحْنَا جايين
	You are coming.		أَنْتُمْ جايين
	They are coming.		هُمَّ 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 مَا أَقْدَرُش, "I can't." (The alif in maa [ما] is pronounced as a short vowel.)

7. The preposition عِنْدَ is pronounced عِنْد in ED. "I have" in MSA is عِنْدِي and in the dialect it is عِنْدِي.

8. اَعْمَلْ حِسَابَكَ 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

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 ، مَعَاكُ ، مَعَاهُمْ

٢ عَلَى الْغَدَا

غَدَا ، الْغَدَا

(No thanks, but) have a nice lunch.

• بِالْهَنَا وَالشِّفَا .

٣ بِالْهَنَا

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 النَّهَارِدَهْ . عِنْدِي ضَيْوْفُ

٦ مَا أَقْدَرُشِ النَّهَارِدَهْ

أَقْدَرُ ، مَا أَقْدَرُشِ

٧ عِنْدِي ضَيْوْفُ

عِنْدِي ، عِنْدَكَ ، عِنْدِنَا ، عِنْدَهُمْ

ضَيْوْفُ ، ضَيْفُ

OK, plan to have dinner with me tomorrow.

• طَيِّبٌ أَعْمَلْ حِسَابَكَ تَتَّعَشِي مَعَايَا بَكْرَةَ .

٨ أَعْمَلْ حِسَابَكَ

بَكْرَةَ

تَتَّعَشِي ، أَتَّعَشِي

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 جايّة •
- 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 : بالهنا والشفاء ، متشكرين •
- حسن : والله لانتو جايين معايا •
- صحابه : ما نقدرش احنا لسه واكلين •
- 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 الفطار 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

• \_\_\_\_\_ معايا \_\_\_\_\_ • 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 كنافة بعد الغدا • ٣

• افطروا مع اخوات سميرة بكرة • ٤

• تيجي انت والطيارين الامريكان • ٥

• على العشا النهارده • ٥

Seven

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

Example:

• أقْدِرْ ادرس النهارده (Teacher)

• مَا أقْدِرْش ادرس النهارده (Student)

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

Eight

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

Example:

• اشربَ الشاي ده (Teacher)

تشرب (Teacher)

• ما تشربش الشاي ده (Student)

- |      |                                   |
|------|-----------------------------------|
| تكتب | • ١ اكتبَ الدرس .                 |
| تعمل | • ٢ اعمل حسابك تيجي عندي .        |
| تقعد | • ٣ اقعُد على الكرسي ده .         |
| تفطر | • ٤ افطر معايا بكرة .             |
| تنعش | • ٥ اتعش عنده النهارده .          |
| تاكل | • ٦ كل حتة الكنافة دي .           |
| تاخذ | • ٧ خد 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. ٠١ اتفضّل حتة الكنافة دي مع الشاي
- pl. ٠٢ اتفضّل معايا على العشا عندي في البيت
- pl. ٠٣ اعمل حسابك لازم تيجي عندي بكرة
- pl. ٠٤ كتر خيرك يا حضرة الملازم
- f. ٠٥ واللّه لا نت جاي معايا اعرفك عليه
- pl. ٠٦ إن عشت إن شاء الله ، آجي عندكم بكرة
- pl. ٠٧ اتفضّل اشرب الشاي قبل ما بيرد
- pl. ٠٨ شرفني على الغدا بعد ما تيجي من المكتب
- f. ٠٩ تعالوا مع ضيوفكم عندي بعد الساعة سبعة
- pl. ٠١٠ تقدر تكتب الدرس في المدرسة

Ten  
Use .. وَاللّٰهُ لَ to add emphasis to the sentences below.  
Make any necessary changes.

Example: ٠ اعمل حسابك تفطر معانا بكرة (Teacher)  
٠ واللّه لانت عامل حسابك تفطر معانا بكرة (Student)

- ٠١ خذ الكتاب ده معاك على البيت يا سمير
- ٠٢ اعملي حسابك تتغدي معايا بكرة يا سعاد
- ٠٣ اشرب القهوة قبل ما تكتب الدرس
- ٠٤ اقعّد على الكرسي المحجوز لك يا حضرة الملازم
- ٠٥ اكتب الدرس بنفسك يا عباس
- ٠٦ عرفني على سميرة قبل ما تاخذها الجامعة
- ٠٧ سلّمي على عيلتك يا فريدة
- ٠٨ تعالوا كلوا معانا بكرة عند اخواتي
- ٠٩ لازم تيجي تتعشي معايا بعد المدرسة يا لندا
- ٠١٠ اعملوا حسابكم تفطروا عندنا في البيت بكرة

Eleven

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

Example:

• أَنْتَ لَازِمٌ كَلِمْتَ حَتَّى مِنْ الْكِنَافَةِ دِي (Teacher)

• أَنْتَ لَازِمٌ تَأْكُلُ حَتَّى مِنْ الْكِنَافَةِ دِي (Student)

- ١ المدرّس لازم قَدِّم التلميذة للمدرّسين صحابه
- ٢ لازم القهوة يَرِدَتْ قبل ما يشربها
- ٣ لازم عَمَلْ حسابَه ييجي يتغدى معانا
- ٤ التلامذة لازم كَتَبُوا الدرس بعدما فَطَرُوا
- ٥ قَدِرْتُ تتعشى في البيت مع الضيوف؟
- ٦ احنا ما قَدِرناش نعمل قهوة كويّسة هنا
- ٧ لازم جِه المَكتب الساعة سبعة

Twelve

Change the singular forms to the plural.

Example:

• ما اقدرش اشرب شاي في المكتب (Teacher)

• ما نقدرش نشرب شاي في المكاتب (Student)

- ١ الضيف جه يتغدى عندي النهارده
- ٢ ما يقدرش يكتب الدرس بنفسه
- ٣ أنا جاي اتعشى عندك بكرة الساعة سبعة ان شاء الله
- ٤ والله لَأَنْتِ واخدة كنافة مع الشاي
- ٥ لازم تيجي تقدّم الضيف للتلميذ بنفسك
- ٦ والله لَأَنْتِ قَاعِد في مكان الطيار الامريكاني ده
- ٧ ما تتعبيش نَفْسِك ، أنا اتغديت عند اخويا النهارده
- ٨ ما قدرتش اشرب القهوة قبل ما تبرد
- ٩ الضيف اتعشى في بيت صاحبي
- ١٠ اعمل حسابك تيجي عندي الساعة سبعة ان عشنا

Thirteen

Make up a question for each of the following answers.

Example:

• فِطِرْتُ كِنَافَةَ وَقَهْوَةَ (Teacher)

• فِطِرْتُ اِيَه النَّهَارِدَه ؟ (Student)

- ١ صِحَّتِي كَوَيْسَةَ وَالْحَمْدُ لِلَّهِ
- ٢ أَيُّوهُ ، لَازِم تَاخُد الْكِتَاب مَعَاك
- ٣ شَرِبْت شَاي بَعْد الْاَكْل
- ٤ لَآ ، صَاخِبْتِي دِي لِبْنَانِيَّة مِثْر اَمْرِيكَانِيَّة
- ٥ لَآ ، مَا فَيْشِر لَزوم ، اَنَا لِسَّه شَارِب
- ٦ أَيُّوهُ ، اَخْتِي وَاخْوِيَا جَايِيْن مَعَايَا عَلَي الْعِشَا
- ٧ عَيْلَةَ صَاخِبِي كَوَيْسَةَ وَالْحَمْدُ لِلَّهِ
- ٨ دِه اِسْمُه حَسَن عَبَّاسُ وَدِي اِسْمُهَا سَعَادُ مُحَمَّد
- ٩ لَآ ، اَنَا مَلَاَزِم طَيَّار

