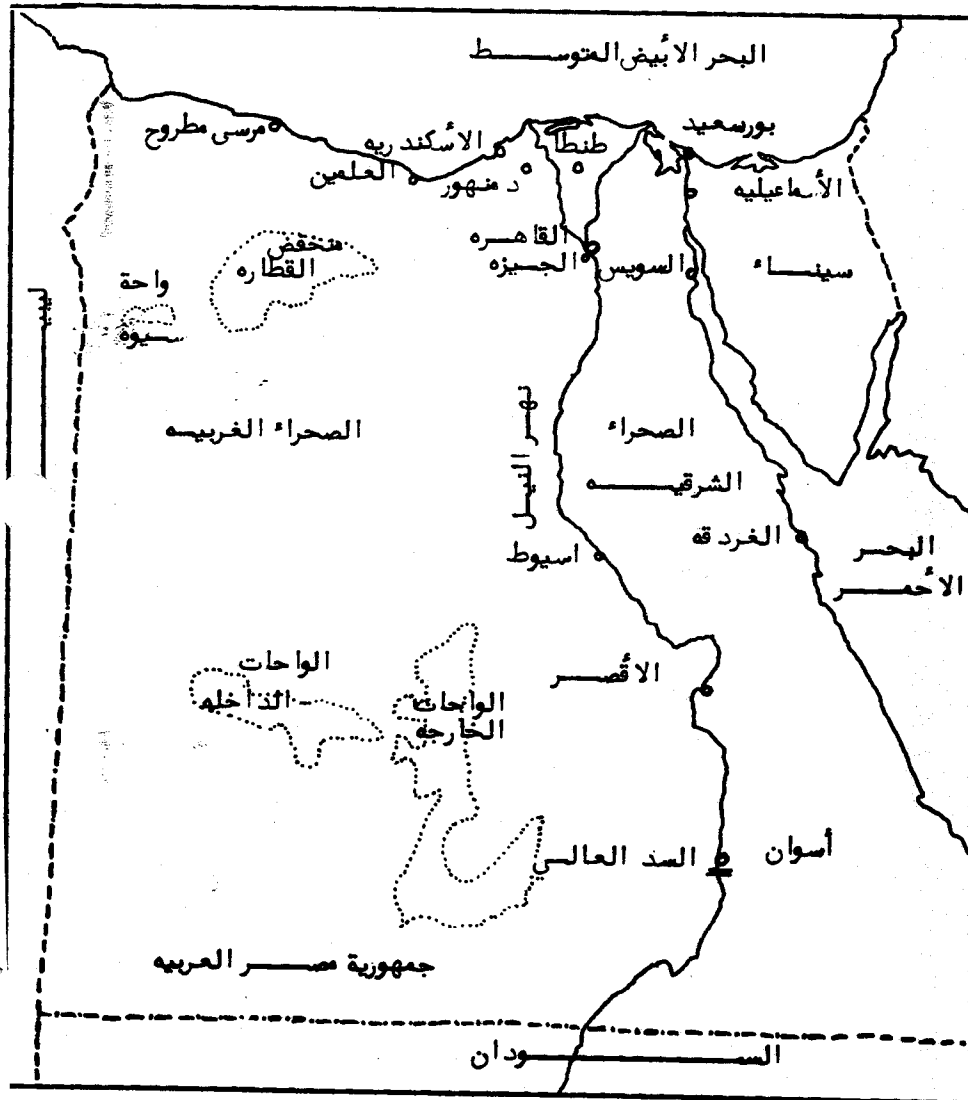


ARABIC EGYPTIAN COURSE

Module 4
Lessons 13-16



April 1982

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

Abbreviations Used in This Module

ED	Egyptian
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 4, and based on the following topics or situations:

Lesson 13: Eating Out

Lesson 14: A Visit to Alexandria

Lesson 15: Shopping

Lesson 16: A Tour of Cairo

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

LISTENING COMPREHNSION

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.

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WRITTEN INTERPRETATION

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

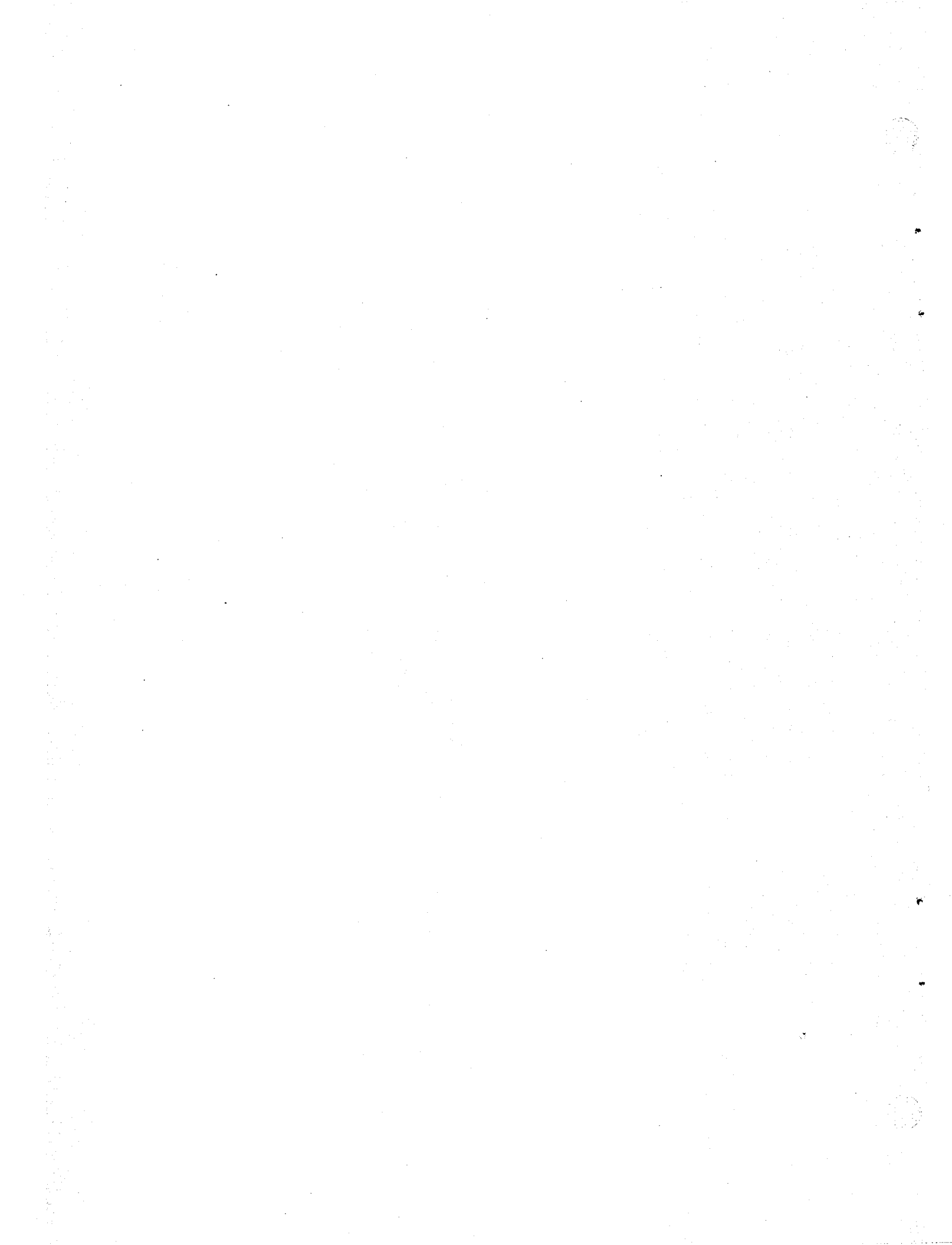
DICTATION

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

SPEAKING

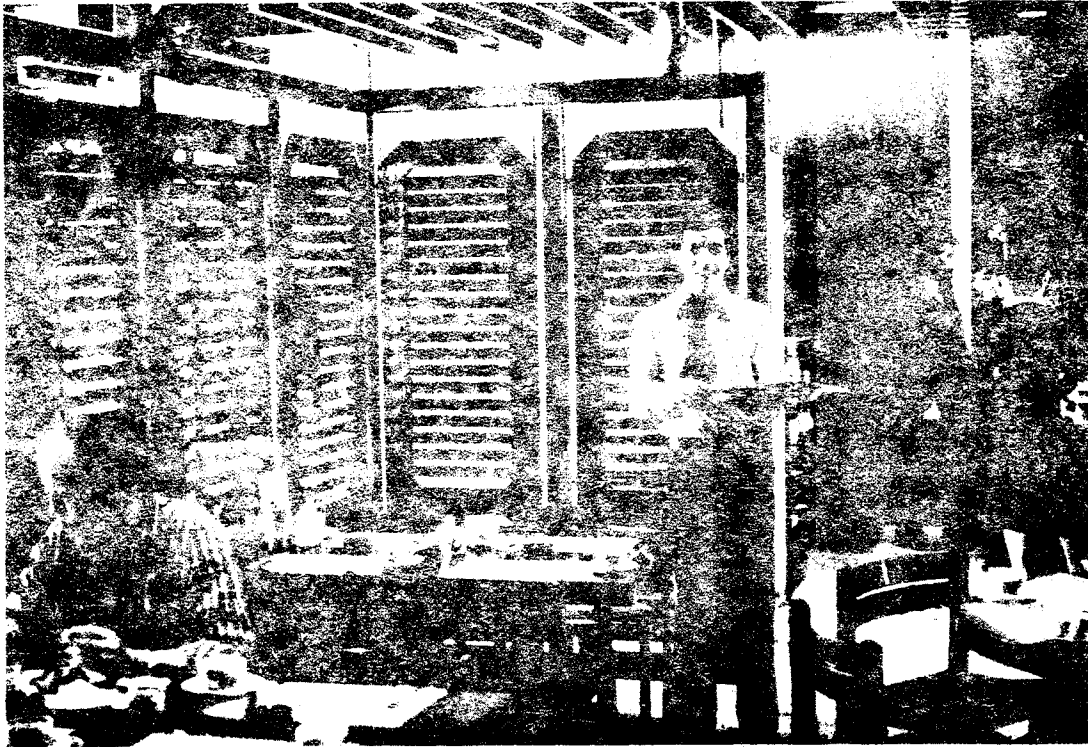
Spoken Interpretation. Given a recorded dialogue between an Egyptian who speaks ED and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

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 18

EATING OUT



Objectives

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

- Order a meal in an Egyptian restaurant.
- Make plans for nighttime leisure activities.

GRAMMATICAL FEATURES



1. The absence of the particle **ان** between two consecutive verbs.
2. Lengthening of the final vowel of a verb or of a pronoun suffix negated by **ما ... ش**.
3. The expression **يَا**.

Communicative Exchanges

FRAME I

Isma'il invites his friend Gamal to go with him to a restaurant to have their favorite Egyptian dishes. They are sitting at a table and the waiter speaks to them.

الجرسون:	إيه طلبات السيّادة ؟
اسماعيل:	هات لي طاجين كحمة ، ونع كبابٍ ليليّه .
الجرسون:	أجيبك رز مع الطاجين ؟
اسماعيل:	أيوه ، وما تنساش السلطة والعيش .
الجرسون:	عاوزين حاجة تانيّة ؟
اسماعيل:	لا ، بس جيب لنا ميّة ساعة وحياتك .
الجرسون:	حاضر يا بهوات .

**TRANSLATION**

Waiter: What would you like? (What is your excellency's request?)

Isma'il: Give me meat stew, and half a kilo of kabob for the gentleman (here).

Waiter: Shall I bring you (some) rice with the stew?

Isma'il: Yes, and don't forget the salad and the bread.

Waiter: Do you need anything else?

Isma'il: No, but please bring (us some) cold water.

Waiter: Yes, sirs.

EXPLANATORY NOTES

1. In Lesson 11, the verb **طَلَبَ** meant "to call." In this frame, the plural form of its verbal noun **طَلْبٌ** (**طَلْبَاتٌ** [pl.]) is used to mean "requests" or "orders."

Example:

I called the doctor yesterday.

أنا طلبت الدكتور إمبارح .

I ordered kabob and rice.

أنا طلبت كباب ورز .

2. **طاجين لحمة** is an Egyptian dish similar to an American "meat stew." The first word, **طاجين**, is the ED word for the pot in which the meat is cooked. The second word, **لحمة**, means "meat." Its MSA equivalent is **لحم**.

3. **نعم كيلو كباب** (literally, "half kabob") is short for **نعم كيلو كباب** ("half a kilogram* of kabob"). To order kabob in an Egyptian restaurant, specify the amount of meat by weight. This is equivalent to saying "single order" or "double order" in an American restaurant.

4. The word **بييه** (**بهوات** [pl.]), "bey," is a Turkish word meaning "lord" and "master." In the past it was used as a title by members of the Egyptian upper class. Now, however, it is simply a term of respect similar to **سيادتك**.

Example:

How are you, sir?

إزتيك يا بييه ؟

How are you, sir?

إزاي سيادتك ؟

بك is written with **ك** at the end, which reflects an older Turkish pronunciation. In fact, it is pronounced **bee** (with the long **ee** sound of **فين** or **ليه**).

5. The ED verb **جاء** means "to bring." Its MSA equivalent is **أحضرك**. Note that the imperative form **جيب** can be used interchangeably with the irregular verb **هك**.

Example:

Bring a doctor for the sick man.

جيب (هات) دكتور للمراجل العيان.

* Half a kilogram (kilo) amounts to slightly more than one pound. The metric system is used in Egypt and other Arab countries as well as in much of the rest of the world.

6. The ED word for "slowly" is بشويش . Its MSA equivalent is ببطء .

Example:

This man walks very slowly. . الراجل ده بيمشي بشويش قوي .

This car moves slowly. . العربية دي بتمشي بشويش .

7. In ED the particle أن is not used between two consecutive verbs as it is in MSA.

Example:

(ED) Do you want to have rice with the meat? . تحب تاكل رز مع اللحم ؟

(MSA) Do you want to have rice with the meat? . هل تحب أن تاكل أرزا مع اللحم ؟

8. Whenever an imperfect-tense verb ends in a vowel and is negated with the structure ما ... ش , the vowel at the end of the verb is lengthened before the suffix ش and the stress shifts to the syllable with the long vowel. The alif maqsura changes into a regular alif.

Example:

You forget. (short vowel) . انت بتنسى

(You) don't forget. (long vowel) . انت ما بتنسا^ش

The night shift begins at 5 o'clock. . وردية الليل بتبتدي الساعة خمسة .

The night shift does not begin at 5 o'clock. . وردية الليل ما بتبتديش الساعة خمسة .

They entered the Military Academy. . دخلوا الكلية الحربية .

They did not enter the Military Academy. . ما دخلوش الكلية الحربية .

The same rule is also true of prepositions and their pronominal suffixes.

Example:

We have a car. (short vowel) . عندنا عربية .

We don't have a car. (long vowel) . ما عندناش عربية .

DRILLS



One

Follow the pattern established by the example.

Example:

• هَاتِ طَاجِنَ لَحْمَةٍ وَسَلْطَةَ . (Teacher)

• — نَمِّ كَبَابَ — (Teacher)

• هَاتِ نَمِّ كَبَابٍ وَسَلْطَةَ . (Student)

- | | |
|-----------------------|---------------------|
| • — — عيش — ٠٥ | • — كباب وعيش — ٠١ |
| • كباب ونمى — هات ٠٦ | • — طاجن لحمه — ٠٢ |
| • — — سلطة — ٠٧ | • — رز وعيش — ٠٣ |
| • — — ومية ساقعة — ٠٨ | • — وطاجن لحمه — ٠٤ |

Two

Follow the pattern established by the example.

Example:

• هَاتِ لِي طَاجِنَ لَحْمَةٍ وَرِزًّا . (Teacher)

to her (Teacher)

• هَاتِ لَهَا طَاجِنَ لَحْمَةٍ وَرِزًّا . (Student)

- | | |
|---------|---|
| to them | • ٠١ جيب لي نص كباب وسلطة . |
| to him | • ٠٢ هات لنا رز وسلطة وعيش . |
| to us | • ٠٣ جيب له عيش ومية ساقعة . |
| to me | • ٠٤ هات لهم طاجن لحمه ورز وكباب . |
| to her | • ٠٥ جيب لي مية ساقعة مع العيش . |
| to him | • ٠٦ هات لنا كباب وعيش وطاجن لحمه . |
| to them | • ٠٧ جيب لها رز كثير مع السلطة والعيش . |

Three

Follow the pattern established by the example.

Example: نَسِي يَطْلُبُ الْكِتَابَ وَطَلَّتْ الْعَيْشُ . (Teacher)

she (Teacher)

. نَسِيَتْ تَطْلُبُ الْكِتَابَ وَطَلَّتِ الْعَيْشُ . (Student)

- they ٠١ بينسى ياخذ الدواء وما بينساش ياكل .
- I ٠٢ سي يروح المطار الحربي وراح المطار الدولي .
- you, m. ٠٣ عاوزة تضرب تليفون عشان تطلب الكتاب ؟
- you ٠٤ نسييت تاخذ الدواء وكلت طاجن اللحمه كله ؟
- he ٠٥ مش حينسوا يشربوا قهوة لو راحوا المطعم .
- we ٠٦ نسي يطلب من الجرسون السلطة مع الكتاب .
- you, f. ٠٧ بينسى يكتب الدرس وما بينساش يروح لصاحيته .
- you ٠٨ لو محتجيب طاجن لحمه هات رز معاه .
- he ٠٩ أنا باجري نص ساعة كل يوم قبل الغدا .
- I ٠١٠ ما بيحبوش ياكلوا بسرعة ، بياكلوا بشويش .

Four

Follow the pattern established by the example.

Example: نَسِي يَكْتَبُ الْمَحْضَر . (Teacher)

. مَا نَسِيْشْ يَكْتَبُ الْمَحْضَر . (Student)

- ٠١ بينسى يجيب العيش .
- ٠٢ وحياتك روجي اضربي تليفون .
- ٠٣ نسينا ناخذ الدواء .
- ٠٤ بينسوا يروحوا المطار .
- ٠٥ بيحبوا يركبوا الطائرة الصغيرة .
- ٠٦ بتحب تاكل الاكل المصري .
- ٠٧ عنده ولاد كتير .
- ٠٨ أشربي مية ساعة عشان انت عيانة .

Five

Make up a question for each of the answers below.

Example:

(Teacher) أحب أكل كباب في المطعم اللي جنب البيت .

(Student) تحب تاكل كباب فيين ؟

- ٠١ أيوه ، أحب آخذ رز مع الطاجن .
- ٠٢ لا ، عاوز نص كباب بس .
- ٠٣ هات لي طاجن لجمة وبلاش تجيب كباب .
- ٠٤ لا ، أنا ما نسيتش الحبوب ، دي موجودة في مكتبي .
- ٠٥ أيوه ، أحب أكل سلطة مع الرز .
- ٠٦ لا ، مش عاوز اطلب عيش ، عاوز سلطة .
- ٠٧ خلاص ، طلبت الأسعاف وجاية في السكة .
- ٠٨ أيوه ، عاوزين مية ساعة من فضلك .
- ٠٩ لا ، أنا باح أمشي بسرعة وأكل بشويش .
- ٠١٠ الأسعاف ماشية بشويش عشان فيها واحد عيان .

Six

Answer the following questions in complete sentences.

Example:

(Teacher) طلب سيادتك ايه ؟

(Student) هات لي نص كباب وسلطة وعيش .

- ٠١ طلباتكم ايه النهارده يا بهوات ؟
- ٠٢ بتطلب الأسعاف اذا كان عندك مغص ؟
- ٠٣ تحب تاكل سلطة مع الكباب ؟
- ٠٤ عاوزة عيش ولأ رز مع الطاجن ؟
- ٠٥ تحب تشرب قهوة بعد الغدا ولأ بعد العشا ؟
- ٠٦ عاوز حاجة تانية من الجرسون ؟
- ٠٧ تحب تشرب مية ساعة مع الدوا ؟
- ٠٨ بتروح انهو مطعم عشان تتغدى ؟
- ٠٩ جيت حاجة معاك من المطعم عشان العشا ؟
- ٠١٠ بتحب تشرب البيرة بسرعة ولأ بشويش ؟

Communicative Exchanges

FRAME II

Two young air force captains, Abd al Salam and Ihsan, have finished their military duty and are planning a night on the town.

عبد السلام: حَنَرُوحِ فِيْنِ اللَّيْلَةِ ؟
احسان : يَا لآ نَرُوحِ كَارِيْنُو شَهْرَزَاد .
عبد السلام: وَحَنَعْمَلِ اِيْه هِنَاك ؟
احسان : حَنَشْرَبِ بِيْرَةَ وَنَاكُلُ مَرَّةً وَنَتَفَرَّجُ عَلٰى الرَّقْصِ
الْبَلَدِي .
عبد السلام: وَاللّٰهِ دِيْ فِكْرَةَ كَوَيْسَةَ .
احسان : تَعَالُ مَعَايَا نَضْرِبُ تَلِيْفُوْنَ عَشَانَ نَحْجِزُ طَرَابِيْرَةَ .

