

New Edition

C O L L O Q U I A L
ARABIC
OF EGYPT

The Complete Course for Beginners

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Colloquial Arabic of Egypt

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for Beginners

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Introduction

The Arabic language

Arabic is often thought of as having separate 'spoken' and 'written' forms. The 'spoken' being the various dialects of the 20 or so Arabic-speaking countries, and the 'written' being the Standard Arabic taught in schools and understood by all educated Arabs. It is true that most conversations take place in the colloquial language and most written material is in Standard Arabic. But the factor determining which is used is more to do with the formality of the situation than how the communication is delivered. A mother might dash off a quick note to her kids in colloquial. On the other hand, a high-level television political debate would probably be conducted in Standard Arabic – although a soap opera would be in colloquial. Communication between different Arab nationalities tends to include at least elements of Standard Arabic where dialects might be mutually incomprehensible.

Egyptian colloquial is perhaps the most vibrant and universally understood of the many spoken dialects of Arabic. Egypt is the centre of popular Arab culture, exporting its films, soap operas, popular programmes, songs and advertisements to fill the mushrooming airtime of the Arabic TV channels.

The differences between the colloquial and the Standard become less the more elevated the subject matter. Even at the basic level, it tends to be vocabulary that is most affected. The structure of the language remains largely recognizable. So, whichever way you approach the language – from an initial study of the colloquial or of Standard Arabic, you will find it a good basis for expanding your knowledge to other areas.

The course

Colloquial Arabic of Egypt will introduce you to the spoken Arabic of Egypt, using the capital city Cairo as its model. Egypt is a big country and accents vary from region to region, but the Cairene dialect is the most widely understood and therefore the most useful.

We have tried to make the course as lively and enjoyable as possible. The dialogues have all been carefully scripted not only to present the language but also to convey the Egyptian patterns of speech and sense of humour. Some words require more explanation than given in the vocabulary, for example an indication of their cultural significance, or in which situation they are used. Information of this kind is given under Language Points and Cultural Notes.

The exercises and activities encourage your active participation. It is important to have a go at communicating right from the start. Nobody will mind if you make a mistake and foreigners speaking Arabic are still rare enough for you to make a real impression.

We strongly recommend that you study *Colloquial Arabic of Egypt* with the accompanying audio. It is very difficult to master the sounds of Arabic without hearing them spoken by native speakers. The audio not only includes all the dialogues recorded by authentic Egyptian actors, but also additional listening and speaking exercises which will help improve your fluency.



Arabic sounds and alphabet

Colloquial Arabic of Egypt uses romanized Arabic in the main course, although there is an optional section at the end of each unit for those who are interested in gaining familiarity with the Arabic script.

You may already be familiar with the Arabic script, through previous knowledge of Standard Arabic or other Arabic-script languages such as Persian and Urdu. In this case you will still find the romanized text useful as it shows the vowel sounds and word stress in a way that the Arabic script cannot. However, we have included the Arabic script in the glossaries at the back of the book and a special *Arabic script supplement* gives the dialogues and other listening texts in Arabic script.

The difficulty of rendering the sounds of Egyptian Arabic accurately on paper was brought home to us by the amount of debate this aspect engendered amongst reviewers who read the manuscript. The lively discussions have helped us improve and refine the romanization, but it will never be an exact science. There are no rules which tell you whether a particular sound should be written as 'e' or 'i', 'ey' or 'ay', 'ee' or 'ii'. Individual speakers will vary slightly as they do in any language and some sounds do not have an exact transliterated equivalent. In the end there is no substitute for listening and mimicking what you hear.

The audio that accompanies the course will enable you gradually to assimilate and practise pronunciation in the context of meaningful words and phrases – more useful than practising isolated unconnected sounds. But for reference, we are including an outline of the main features of Egyptian Arabic pronunciation.

Arabic sounds

Consonants

Consonants are non-vowels. The Arabic language in general relies mainly on consonants to convey meaning. The vowels sounds are more flexible and vary from country to country, region to region.

Many consonants are pronounced in a similar way to their English equivalents, but some need special attention:

- kh** pronounced as if clearing your throat and saying 'h' at the same time, like the 'ch' in the Scottish 'loch' or the German pronunciation of 'Bach'
- r** pronounced more trilled than the English 'r'
- gh** pronounced like a French 'r' (as in 'rue') in the back of the throat
- '** glottal stop, as in the Cockney pronunciation of 'bottle' as bo'ul
- q** 'q' pronounced in the back of the throat; uncommon in Egyptian Arabic as usually becomes a glottal stop (').
- H** pronounced as a breathy 'h' as if breathing on glasses to clean them; written with a capital letter in the romanization to distinguish it from a regular 'h'
- S** pronounced as a hard, emphatic 's' with the tongue on the roof of the mouth rather than behind the teeth; written with a capital letter in the romanization to distinguish it from a regular 's'
- D** pronounced as a hard, emphatic 'd' with the tongue further back on the roof of the mouth than a regular 'd'; written with a capital letter in the romanization to distinguish it from a regular 's'
- T** pronounced as a hard, emphatic 't' with the tongue on the roof of the mouth rather than behind the teeth; written with a capital letter in the romanization to distinguish it from a regular 't'
- Z** pronounced as a hard, emphatic 'z' with the tongue on the roof of the mouth rather than behind the teeth; written with a capital letter in the romanization to distinguish it from a regular 'z'. Uncommon in Egyptian Arabic as often becomes a **D**.

- 9 the famous Arabic guttural consonant, the letter **9ayn** (ع) has no equivalent in European languages. For this reason, we have followed convention and used a **9** to show this letter in the romanization. The sound comes from the stomach and is a little like saying 'ah!' while constricting your throat. It takes time to master this sound and you need to hear it to try and reproduce it. But don't worry too much at first as the context will help you to be understood.

Vowels and diphthongs

Vowels and diphthongs (vowel combinations) vary from Standard Arabic to colloquial, from dialect to dialect, speaker to speaker, word to word. For example, the verb 'to write' is pronounced **yáktub** in Standard Arabic but **yáktib** in Egyptian colloquial; one Egyptian might say **mush 9áawiz** ('I don't want') and the next **mish 9áayiz**. Some Egyptian colloquial vowel sounds hover between different sounds, and you could write the word for 'you' as **énta**, **ínta** or **ánta**.

Below is the system of transliterations we have settled on for this course. Your best policy is to use the romanization for reference but also to listen to the individual words and phrases and mimic the pronunciation you hear.

i	as the 'i' in 'sit', but sometimes closer to the 'e' in 'set'
ii	as the 'ee' in 'feed'
a	as the 'a' in 'sat'
aa	as the 'ar' in 'far'
u	as the 'u' in 'pull'
uu	as the 'oo' in 'boot'
oh	as the 'oa' in 'boat'
ay	as the 'ay' in 'lay'
aw	as the 'ow' in 'now'

Doubled consonants

Take care to pronounce double consonants twice the length of single consonants. It sometimes helps to imagine that there is a hyphen in between the doubled letters, e.g. **mudár-ris**, **húw-wa**.

Arabic alphabet

Here are the Arabic letters in alphabetical order with their Egyptian pronunciation, together with the Standard Arabic pronunciation for comparison.

For more details on how the letters join, see the script sections at the end of each unit.

	<i>Letter name</i>	<i>Standard Arabic</i>	<i>Egyptian Arabic</i>
ا	alif	*	*
ب	baa	b	b
ت	taa	t	t
ث	thaa	th (as in 'thin')	t or s
ج	giim	j	g
ح	Haa	H	H
خ	khaa	kh	kh
د	daal	d	d
ذ	thaal	th (as in 'this')	d or z
ر	raay	r	r
ز	zaay	z	z
س	siin	s	s
ش	shiin	sh	sh
ص	Saad	S	S
ض	Daad	D	D
ط	Taa	T	T
ظ	Zaa	Z	Z or D
ع	9ayn	9	9
غ	ghayn	gh	gh
ف	faa	f	f
ق	qaaf	q	' or q
ك	kaaf	k	k
ل	laam	l	l
م	miim	m	m
ن	nuun	n	n
ه	haa	h	h
و	waaw	w	w
ي	yaa	y	y

*alif can be pronounced as a short vowel (e.g. a or i) or as a long aa sound.

Word stress

Word stress (emphasis) is marked on the romanization by an accent above the stressed vowel, e.g. **yíktib** (to write), **húwwa** (he). The stress can move if endings are added, e.g. **mudárris** (male teacher), **mudarrísa** (female teacher), **mudarrisíin** (teachers).

Abbreviations

sing. singular
pl. plural
lit. literally
adj. adjective

fem. feminine
masc. masculine

1 áhlan wa sáhlan!

Hello and welcome!

In this unit you will learn about:

- greetings and simple courtesies
- saying your name
- saying where you come from
- personal pronouns ('I', 'you', 'he', 'she')
- making simple sentences
- how the Arabic script works
- how to recognize these Arabic letters: ا ب ت ث

The exchange of greetings and courtesies is an important part of communication in Egypt, as it is generally in the Arab world. Initial exchanges can take several minutes and can be accompanied by kissing of cheeks, embraces and handshakes. It is possible to find an Arabic greeting for almost any occasion, such as getting your hair cut, swallowing your medicine, returning from a journey – and each has its own specific reply.

In this unit you will learn some of the more common everyday greetings. Later, you will meet some more expressions and their replies which you can add to your repertoire.



Dialogue 1

Hassan is visiting his friend Gaber. Gaber's mother opens the front door.

- HASAN:** SabáaH il-khayr yaa Tant.
UMM(I) GÁABIR: áhlan yaa Hásan. izzáayak yábni?
HASAN: il-Hámdu lilláah. gáabir SaaHi?
UMM(I) GÁABIR: áywa, min bádri.

- HASSAN:** *Good morning 'auntie'.*
GABER'S MOTHER: *Hello Hassan. How are you, dear?*
HASSAN: *Fine thanks. Is Gaber awake?*
GABER'S MOTHER: *Yes, since early on.*

Vocabulary

- SabáaH il-khayr** good morning (*lit. 'morning of prosperity'*)
yaa commonly used when addressing people directly,
e.g. yaa Hásan, yaa Tant.
Tant 'auntie': derived from the French 'tante' and used
 widely to address older female relatives and friends
áhlan hello
izzáayak how are you? (*to a male*)
yábni 'my son': a contraction of **yaa** + **ibni** ('my son')
il-Hámdu lilláah 'thanks be to God': a common reply to **izzáayak**
 ('how are you?') meaning 'fine'
SaaHi awake
áywa yes; no = **la'**
min bádri since early on (*lit. 'from early'*)

Greetings

Here are some common greetings with their replies. These replies are useful to know, but you do not always have to respond according to the standard formula. Phrases can change slightly when talking to a female, and these alternatives are given in brackets.

<i>Greeting</i>	<i>Reply</i>
SabáaH il-khayr good morning	SabáaH in-nuur 'morning [of] the light'
masáa il-khayr good afternoon/evening	masáa in-nuur 'afternoon [of] the light'
áhlán hello	áhlán bíik (<i>fem. áhlán bíiki</i>) 'hello to you'
má9a s-saláama goodbye	alláah yisallímak (<i>fem. alláah yisallímik</i>) 'goodbye to you'
izzáayyak? (<i>fem. izzáayik?</i>) how are you?	il-Hámdu lilláah 'thanks be to God'

Exercise 1

Fill in the missing words in these short exchanges.

1 – SabáaH il-khayr.

– _____ in-nuur.

2 – áhlán.

– _____ bíiki.

3 – masáa _____.

– _____ in-nuur.

4 – izzáayyak?

– _____ lilláah.

5 – _____ s-saláama.

– _____ yisallímik.

Dialogue 2

At the start of a radio quiz show, we are invited to meet the contestants who are students from different cities in Egypt.

IL-MUZIŪ9:	Dayf ráqam wáahid ... ísmik eh?
MÓNA:	ána ísmi móna. ána min iskindiríyya.
IL-MUZIŪ9:	áhlan móna. Dayf itnáyn ... ísmak eh?
KAMÁAL:	ána ísmi kamáal. ána min aswáan.
IL-MUZIŪ9:	Dayf taláata?
SAMÍRA:	w-ána samíira. ána min buur sa9fid.
BROADCASTER:	<i>Guest number one ... what's your name?</i>
MÓNA:	<i>My name's Mona. I'm from Alexandria.</i>
BROADCASTER:	<i>Hello Mona. Guest two ... what's your name?</i>
KAMAL:	<i>My name's Kamal. I'm from Aswan.</i>
BROADCASTER:	<i>Guest three?</i>
SAMIRA:	<i>And I'm Samira. I'm from Port Said.</i>

Vocabulary

Dayf	guest
ráqam	number
ísmak eh?	What's your name?
(fem. ísmik eh?)	
ána ísmi ...	My name's ...
ána min ...	I'm from ...
wáw-	and; contracted to w- when the next word begins with a vowel

Note: Be careful to pronounce the Arabic **s** as in **ísmi** as a true 's' sound and not as a 'z' as we might in English.

Numbers 1-5

wáahid	one
itnáyn	two
taláata	three
arba9a	four
khamisa	five

Egypt and its towns

The Arabic for 'Egypt' is **maSr**. In everyday speech **maSr** is often also used to refer to Cairo although its official name is **al-qáahira**. Cairo is divided into several main districts, such as **ig-giiza** (Giza), **maSr ig-gidíida** (Heliopolis) and **iz-zamáalek** (Zamalek).

Egypt's second largest city is **iskindiríyya** (Alexandria) on the Mediterranean coast. Other major northern towns are **buur sa9iid** (Port Said) and **is-sways** (Suez), while **lú'Sur** (Luxor), **aswáan** (Aswan) and **asyúuT** (Asyut) are the centres in the south.



Language points

Personal pronouns (singular)

Personal pronouns are words such as 'I', 'you', 'he', 'she', etc. Arabic distinguishes between a male 'you' (**inta**) and a female 'you' (**inti**):

ána	I
inta	you (<i>masc. singular</i>)
inti	you (<i>fem. singular</i>)
húwwa	he
híyya	she

Simple sentences

There is no equivalent of the English 'is', 'am' or 'are' (the verb 'to be') in Arabic. So you can make simple sentences and questions without any verb:

ána min buur sa9úid.	I [am] from Port Said.
ána samíira.	I [am] Samira.
gáabir SaaHi?	[Is] Gaber awake?
húwwa min aswáan.	He [is] from Aswan.
inti min maSr?	[Are] you (<i>fem. singular</i>) from Egypt?

Exercise 2

Give the questions for these answers.

- ána ísmi móna.
- áywa, HáSan SaaHi.
- ána ísmi maHámmad.
- áywa,ána min lú'Sur.
- áywa,ána samíira.
- áywa, híyya min iskindiríyya.

Exercise 3

Match the questions with the correct replies.

- 1 ínti móna?
- 2 ínta SaaHi?
- 3 húwwa min iskindiríyya?
- 4 híyya min aswáan?
- 5 ísmak eh?
- 6 ínta Hásan?

- a áywa, húwwa min iskindiríyya.
- b la', ána gáabir.
- c la', híyya min lú'Sur.
- d áywa, ána mona.
- e áywa, ána SaaHi.
- f ána ísmi kamáal.

Dialogue 3

Rita Stanley arrives at a restaurant where she has earlier reserved a table. She is greeted by the maître.

- | | |
|---------------|---|
| IL-METR: | áhlan wa sáhlán yaa madáam. ism HaDrítik? |
| RITA STANLEY: | Stanley. |
| IL-METR: | Stanley? HaDrítik min iskindiríyya?! |
| RITA STANLEY: | la', la'. ána min Liverpool. ána ingilizíyya! |
| IL-METR: | itfaDDáli. tarabáyza khámsa. |
| MAÎTRE: | <i>Welcome, Madam. Your name?</i> |
| RITA STANLEY: | <i>Stanley.</i> |
| MAÎTRE: | <i>Stanley? Are you from Alexandria?!</i> |
| RITA STANLEY: | <i>No, no. I'm from Liverpool. I'm English!</i> |
| MAÎTRE: | <i>Please (this way). Table 5.</i> |

Vocabulary

áhlán wa sáhlán	welcome (<i>a fuller version of áhlán</i>)
ustááz	Madam: <i>the male equivalent is ustááz</i> ('sir' or 'Mr')
ism	name
HaDrítak (<i>fem. HaDrítik</i>)	<i>a polite formal way of saying 'you/your' often used to address strangers</i>
ingliziyya	English (<i>fem.</i>)
iddal (<i>fem. itfaDDáli</i>)	come this way; here you are/please (take this, etc.)
tabáyza	table

The maître is joking when he asks Rita Stanley if she is from Alexandria. Stanley Beach, St Stephano Beach, Gleemonopolo Beach, Camp de Cesar and Miami Beach are all names of areas in Alexandria from a bygone era when the city was a magnet for Mediterranean people.

Exercise 4

Listen to the recording of a travel agent from Nile Tourism (**lis-siyáaHa**) meeting a visitor off the train from Alexandria and decide if the following are true or false.

- 1 The conversation takes place in the evening.
- 2 The travel agent is called Widaad.
- 3 The visitor is called Mohammed Amin.
- 4 The visitor is from Alexandria.
- 5 The travel agent is also from Alexandria.

Language points

Nationalities

Nationalities usually end in **-i** for the masculine and **-íyya** for the feminine:

<i>Masculine</i>	<i>Feminine</i>	<i>Nationality</i>
ingilízi	ingilizíyya	English
máSri	maSríyya	Egyptian
amriikáani	amriikaaníyya	American
iskutlándi	iskutlandíyya	Scottish
ostoráli	ostoralíyya	Australian

ána ingilizíyya.

I'm English (*fem.*).

húwwa máSri.

He's Egyptian.

ínta amriikáani?

Are you American (*masc.*)?

híyya ostoralíyya.

She's Australian.

The stress, or word emphasis, usually falls on the syllable before last in Egyptian Arabic. Notice how the stress moves in the feminine.

Exercise 5

Make these sentences feminine, as in the example.

ána ingilízi. → ána ingilizíyya.

1 ána amriikáani.

4 ínta ingilízi?

2 húwwa máSri.

5 ána ostoráli.

3 húwwa iskutlándi.

6 húwwa ostoráli?

Exercise 6

Match the shirts with the correct Arabic numbers.

taláata

itnáyn

khámsa

arbá9a

wáaHid



Exercise 7

Listen to Rita Stanley describing herself:

أنا. أنا اسمي Rita Stanley. أنا إنجليزية. أنا من Liverpool.

Now describe yourself in a similar way. Try to speak out loud as this **will** give you confidence, and listen to the recording to improve your **delivery** and accent.

Arabic script



Arabic script is not as difficult to decipher as it might at first appear. There are 28 letters in the alphabet – only two more than English; there are no capital letters; and words are normally spelt as they sound.

In each unit of this course, you will learn to recognize a group of letters until you are familiar with the entire alphabet. Once you can recognize all the letters and understand the principles of how they join, you will be able to read Arabic street signs, product labels and other simple written material.

Arabic letters

Some Arabic letters share the same shape but have varying numbers of dots above and below to distinguish them. For example:

- ب the letter **baa**, pronounced 'b' as in 'bat'
 ت the letter **taa**, pronounced 't' as in 'tin'
 ث the letter **thaa**, formally 'th' as in 'thin', but usually pronounced 't' or 's' in spoken Egyptian Arabic

Other letters have their own unique shape. For example:

- ا the letter **álif** can represent several vowel sounds. It can be pronounced as a short vowel, e.g. **a** or **i**, or as long **aa**

Joining letters

Arabic is written from right to left. Most letters will join to other letters before and after in a word. When another letter is joined, the original generally loses its left-hand 'tail' (or flourish). Look how these letters join:

(read from right to left)

با = ا + ب

تب = ب + ت

بث = ب + ث

بثث = ب + ث + ث

Six Arabic letters, one of which is **álif**, only join to the letter before but never to the following letter:

(read from right to left)

اب = ا + ب

تاب = ا + ب + ت

ابث = ا + ب + ث

بتا = ب + ت + ا

2 9ílti

My family



In this unit you will learn about:

- members of the family
- personal pronouns (plural)
- describing possession
- masculine and feminine words
- asking simple questions
- how to recognize these letters: ن ي
- reading some simple words in Arabic script

Dialogue 1

Samira is from Port Said but today she is in Cairo taking part in a surprise student radio quiz. Her family is back home.

UMM(I) SAMÍIRA: yaa Hásan! ta9áala! úkhtak fir-rádyo!

HÁSAN: úkhti?

UMM(I) SAMÍIRA: bi-súr9a. 'uul l-abúuk ta9áala!

HÁSAN: bába! bába! ta9áala ísma9 bíntak fir-rádyo!

ÁBU SAMÍIRA: binti? haat ir-rádyo hína yaa Hásan yábni.

UMM(I) SAMÍIRA: la'. íHna hína! ta9áala ínta lir-rádyo!

SAMIRA'S MOTHER: *Hassan! Come here! Your sister's on the radio!*

HASSAN: *My sister?*

SAMIRA'S MOTHER: *Quickly. Tell your father to come here!*

HASSAN: *Dad! Dad! Come and listen to your daughter on the radio!*

SAMIRA'S FATHER: *My daughter? Bring the radio here, Hassan, my son.*

SAMIRA'S MOTHER: *No. We're here! You come to the radio!*

Vocabulary

ta9áala! come here!

(fem. **ta9áali**)

rádyo radio. **fir-rádyo** = on the radio (*lit.* 'in the radio')

bi-súr9a quickly

'uul li ... tell ... (*lit.* 'say to ...'). **'uul l-abúuk** = tell your

(fem. **'uulí li ...**) father

íisma9! listen!

(fem. **ismá9i**)

haat! (fem. **háati**) bring!

hína here

Note that Arabic does not like clusters of three consonants such as the 'kst' sound in the English word 'next' (which would be pronounced 'nekist' if it were an Arabic word). If a combination of words results in a consonant cluster, a 'helping' vowel is inserted. So **umm** + **samíira** is pronounced as **ummi samíira**. These helping vowels are shown in brackets.

Members of the family

um	mother
abū(a)	father
ukht	sister
akhi(a)	brother
bat	daughter
ban	son
zawj	husband
zawja	wife

The *a* is pronounced when followed by a name or possessive ending:

abū samīra	'father [of] Samira', or 'Samira's father'
akhi	'your brother'

Language points

Personal pronouns (plural)

In Unit 1 you met the singular pronouns. Now here are the plurals:

hna	we
intu	you (plural)
humma	they

Notice that there are three words for 'you', depending on whether you are addressing a male (**inta**), a female (**inti**), or a group (**intu**).

Possession

The Arabic equivalent of the English possessive pronouns ('my', 'your', 'our' etc.) are suffixes joined to the end of a word. For example, **bint** means 'girl' or 'daughter', but **binti** means 'my daughter'.

You have already met some of these possessive endings in Unit 1:

ísm	name
ísmi	my name
ísmak	your (<i>masc.</i>) name
ísmik	your (<i>fem.</i>) name

Some endings change depending on whether the word they are attached to originally ended in a consonant (non-vowel) or a vowel, as shown in the following table:

	Ending after consonant	Example (bint)	Ending after vowel	Example (ábu)
my	-i	bínti	-ya	abúya
your (<i>masc.</i>)	-ak	bíntak	-k	abúk
your (<i>fem.</i>)	-ik	bíntik	-ki	abúki
his	-uh	bíntuh	-h	abúh
her	-haa	bint(á)haa	-haa	abúhaa
our	-na	bint(i)na	-na	abúna
your (<i>pl.</i>)	-ku	bint(ú)ku	-ku	abúku
their	-hum	bint(ú)hum	-hum	abúhum

Note: If a possessive ending starts with a consonant and the word before already ends in two consonants, then a 'helping' vowel is put between the word and the ending (shown in brackets above) to prevent a consonant cluster (see note after Dialogue 1).

Exercise 1

Re-write these sentences, changing the subject, as in the examples.

ána ísmi samûira. [she] → **híyya ísm(á)haa samûira.**

ibnak SaaHi? [your (*pl.*) son] → **ibn(ú)ku SaaHi?**

- 1 **ána ísmi kamáal.** [he]
- 2 **bínti hína?** [your (*fem.*) daughter]
- 3 **abúya min aswáan.** [our father]
- 4 **góhzi ísmuh 9osmáan.** [her husband]
- 5 **úkhtuh fir-rádyo.** [their sister]
- 6 **úmmuh ísm(á)haa láyla.** [your (*masc.*) mother]

Exercise 2

Fill in the missing words in these short exchanges:

1 - ismak _____?

- ána _____ Hásan.

2 - _____ eh?

- ána _____ samíira.

3 - búntik _____ eh?

- búnti _____ móna.

4 - abúki _____ eh?

- _____ kamáal.

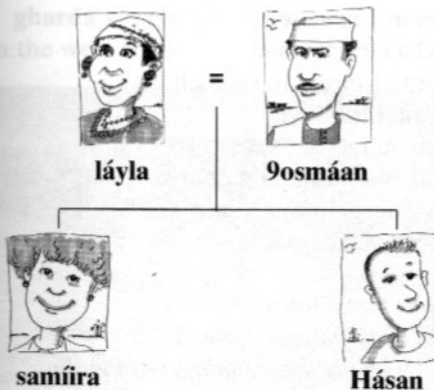
5 - miráatak _____ ?

- _____ láyla.

Exercise 3



Look at Samira's family tree and listen to the description.

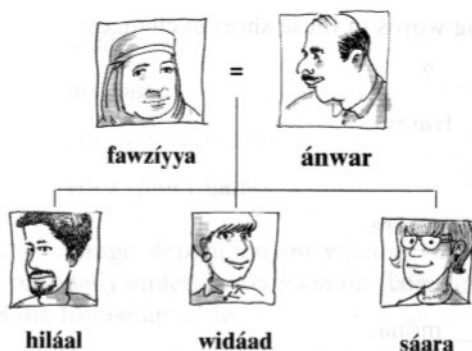


ána ísmi samíira w-ána min buur sa9fid.

akhúya ísmuh Hásan w-úmmi ísm(á)haa láyla.

bába ... abúya ... ísmuh 9osmáan.

Now make up a similar description for Widaad's family from Giza.



ána ísmi widáad ...

Exercise 4

Make up a few sentences about your own family and their names. Try to say the sentences out loud to practise speaking.

Dialogue 2

Gaber is showing his friend Hassan a photo from his family album.

- HÁSAN: miin di yaa gáabir?
 GÁABIR: di khaTífti widáad.
 HÁSAN: w-ímta l-fáraH in sháa alláah?
 GÁABIR: il-fáraH fiS-Sayf.
 HÁSAN: wi da miin?
 GÁABIR: da kháali amfin bitáa9 ostorálya.
 HÁSAN: wiS-Súura di fayn yaa gáabir?
 GÁABIR: sharm ish-sháykh.

- HASSAN: Who's that, Gaber?
 GABER: That's my fiancée Widaad.
 HASSAN: And when is the wedding, God willing?
 GABER: The wedding is in the summer.
 HASSAN: And who's that?
 GABER: That's my uncle, Amin, the one in Australia.
 HASSAN: And where's this picture [taken], Gaber?
 GABER: Sharm el-sheikh.

Vocabulary

min?	who?
di (fem. di)	this/that
khāTābi (fem.)	my fiancée; <i>the masculine equivalent would be khāTābi</i>
min?	when?
khāH	wedding
in khā allāh	If Gods wills/God willing. <i>Phrase universally used when talking about future events.</i>
fi-Sayf	the summer. fiS-Sayf = in the summer
khāH	maternal uncle (mother's brother). <i>Paternal uncle is 9āmm. Aunt equivalents are khāala and 9āmma.</i>
khāH	connected with, belonging to
khāHāya	Australia
min?	where?
khāH	photo/picture

The Red Sea

The Egyptian Red Sea coast is a popular holiday destination for both Egyptians and international tourists – famous for its marine life, long sandy beaches and year-round sunshine. Since the early 1980s, there has been a huge explosion in the number and size of resorts on the Red Sea. Amongst the most well-known are **sharm el-shaykh** (Sharm el-sheikh) and **dāhab** (Dahab) on the Sinai peninsula; **ghardā'a** (Hurgharda) and **il-9ayn is-sukhna** (Ein Sukhna) on the west coast.



Language points

Gender of nouns

All nouns (words which name an object or an idea) are either *masculine* or *feminine*. It is easy to tell them apart as almost all feminine nouns end with an **-a** (and almost all masculine nouns do not):

fáraH (<i>masculine</i>)	wedding
rádyo (<i>masculine</i>)	radio
Súura (<i>feminine</i>)	photo/picture
kháala (<i>feminine</i>)	aunt (maternal)

The main exceptions are some feminine nouns referring to females or countries/cities but which don't end in **-a**, e.g. **umm** (mother), **bint** (daughter/girl), **maSr** (Egypt), etc.

il (*the*)

The word for 'the' is **il**. There is no word for 'a/an':

bint	(a) girl
il-bint	the girl

If the word before **il** ends in a vowel, the **i** is dropped:

il-fáraH	the wedding
ímta l-fáraH?	When's the wedding?

The **l** of **il** often changes to the sound of the following letter, which is pronounced doubled. For example:

Súura	(a) picture
iS-Súura	the picture
rádyo	(a) radio
ir-rádyo	the radio

This assimilation happens with words beginning with these letters:

t, d, z, n, r, s, sh, k, S, T, D, Z, l, and sometimes **g**.

Do not worry too much about this aspect at the beginning. You will be understood if you just use **il** before the word. Gradually you will develop an ear for which letters assimilate in this way.

Exercise 5

Decide if these words are masculine or feminine and then write them with **il**, as in the example.

1 **ab** → **masculine il-ab**

2 **ism**

3 **riqam**

4 **khaTība**

5 **Siyf**

6 **umm**

7 **turabáyza**

8 **Dayf**

da/di/duul

Egyptian Arabic make no distinction between 'this' and 'that' (demonstratives). However, the word does change depending on the gender and number: **da** for a masculine word, **di** for a feminine word and **duul** for plurals. Simple sentences and questions can be formed using these demonstratives:

di Súura.	This/That [is a] picture.
da kháali.	This/That [is] my uncle.
di umm(i) gáabir.	This/That [is] Gaber's mother.
di khaTíbtí widáaad.	This/That [is] my fiancée Widaad.
mūn di?	Who [is] this/thát?
mūn duul?	Who [are] these/those?

If you want to say the equivalent of 'this/that picture' or 'this/that wedding', you need to make the noun definite by adding **il** and put **da/di** after the word:

iS-Súura di this/that picture

il-fáraH da this/that wedding

Possessive endings on feminine nouns

When you add a possessive ending to a feminine word ending in **-a**, the **-a** changes to **-t** or **-it**:

Súura picture → **Suurítna** our picture

khaTíiba fiancée → **khaTíbti** my fiancée

Note: if the vowel *before* the feminine ending is a long vowel, this will often shorten when a possessive ending is added, for example **khaTíiba** (fiancée) → **khaTíbti** (my fiancée).

bitáa9

bitáa9 is a useful word, roughly meaning 'belonging to' or 'connected with'. The feminine is **bitáa9it**.

kháali bitáa9 ostorálya my uncle connected with Australia

iS-Súura bitáa9it láyla the picture belonging to Leila

ir-rádyo da bitáa9 miin? Whose radio is that?

bitáa9/bitáa9it can also be used with the possessive endings shown earlier in this unit:

ir-rádyo bitáa9i the radio belonging to me;
i.e. my radio

iS-Súura bitáa9íthaa the picture belonging to her;
i.e. her picture

Forming questions

There is no special question form in Arabic. You can turn a sentence into a question by simply raising your voice at the end:

hiwwa min buur sa9ūd.

He's from Port Said.

hiwwa min buur sa9ūd?

Is he from Port Said?

The position of question words, such as **miin?** (who?), **fayn?** (where?) or **ímta?** (when?), is flexible and they are often put at the end of the question:

miin da?/da miin?

Who's that?

fayn iS-Súura di?/

iS-Súura di fayn?

Where's this picture [taken]?

Exercise 6

Give the questions for these answers, as in the example.

1 da ibni áHmed. → **miin da?**

2 di binti sáara.

3 iS-Súura di fi maSr.

4 il-rádyo bitáa9 úmmi.

5 il-fáraH fiS-Sayf.

6 khaTíbtí fi dáhab.

Exercise 7

Imagine you are showing your photo album to an Egyptian friend. Listen to the recording and answer her questions as prompted. You will hear a model answer after the pauses.

Arabic script

Here are two more letters of the Arabic alphabet:

ن

the letter **nuun**, pronounced 'n' as in 'net'

ي

the letter **yaa**, pronounced 'y' as in 'yet', or 'ee' as in 'bee'

Joining letters

When at the *beginning* or in the *middle* of a word, **nuun** and **yaa** have the same basic shape as **baa**, **taa** and **thaa** in Unit 1.

(read from right to left)

ن = ب + ن

ي = ث + ي

ب + ن + ت = بنت

ا + ن + ا = انا

They only retain their differences when written at the end of a word:

(read from right to left)

ب + ن = بن

ا + ي = اي

ث + ا + ن = ثان

ب + ن + ت + ي = بنتي

Vowels

Modern written Arabic does not normally show short vowels (**a**, **e**, **i**, **o**, **u**) as part of the script. These can be included as symbols above and below the line, but most written modern material will not include them. For example, the word **bint** is written without the **i**:

bint (girl/daughter) = بنت (**b/n/t**)

However, if a word *starts* with a short vowel, this will be shown by an *alif*, sometimes with a small symbol above or below:

ab (father) = أب (*alif/b*)

ibn (son) = ابن (*alif/b/n*)

Exercise 8

See if you can join these words you have met to the Arabic script.

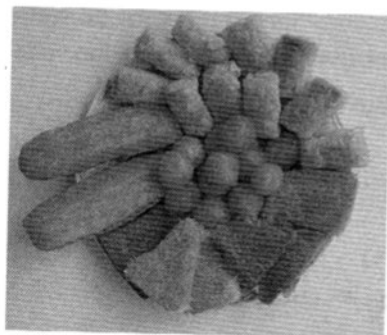
- | | |
|-----------------|---------|
| 1 <i>inta</i> | a بنتي |
| 2 <i>yaa</i> | b اثنين |
| 3 <i>binti</i> | c أنا |
| 4 <i>ibni</i> | d ابني |
| 5 <i>ana</i> | e أنت |
| 6 <i>innáyn</i> | f يا |

3 tíšhrab shay?

Would you like tea?

In this unit you will learn about:

- offering food and drink
- accepting and refusing politely
- some Egyptian dishes and drinks
- jobs and occupations
- making words plural
- how to make simple sentences negative
- recognizing these Arabic letters: ع ح خ



Food and drink are a very important part of Arab hospitality. You will nearly always be offered a hot or cold drink if you go to someone's house – some sweet black tea (**shay**) or coffee (**áhwa**), or perhaps a soft drink (**Háaga sá9a**) or **kárkaday** (an infusion made from hibiscus flowers). You may be offered cakes, perhaps the traditional syrupy **ba'láwa** (filo pastry and nuts), **lú'mit il-'áadi** (round fried dough balls) and **basbúusa** (semolina cake), or the ubiquitous mock-cream gâteau. If it is near eating time, you will probably be invited to join the meal.

Dialogue 1



Hassan's mother offers Hassan some morning refreshments while he waits for his friend to get ready.

(I) GÁABIR: tishrab shay yábni?
 HESAN: la' shukrán yaa Tant. líssa sháarib.
 (I) GÁABIR: tákul Tába' bilfíla?
 HESAN: bilfíla? ána amúut fil-bilfíla!
 (I) GÁABIR: Távvib, u'9úd yábni!

HUBER'S MOTHER: *Would you like tea, dear?*
 HUSSAN: *No, thank you, auntie. I've just had some.*
 HUBER'S MOTHER: *Would you like to eat a bowl of porridge?*
 HUSSAN: *Porridge? I adore porridge!*
 HUBER'S MOTHER: *Then sit down, dear!*

Vocabulary

tea
thank you
plate/bowl/dish
sweet porridge, *a morning dish made with milk
and grain*
OK, well: *a common expression sometimes
shortened to just **Tab***
sit down!

Offering food and drink

Here are some phrases for offering food and drink with possible replies:

Ḥibb ...? (*fem.* tiḤibbi ...?)

Would you like ...?

tishrab ...? (*fem. tishrábi ...?*)

Would you like (to drink) ...?

tákul ...? (*fem. tákli ...?*)

Would you like (to eat) ...?

áywa, min fáDlak (*to a female min fáDlik*).

Yes, please.

ána amúut fi ...

I adore ... (*lit. 'I die in ...'*)

la', shukrán.

No, thank you.

líssa sháarib (*fem. shárba*).

I've just had a drink. (*lit. 'just drinking'*)

líssa wáakil (*fem. wákla*).

I've just eaten. (*lit. 'just eating'*)

Exercise 1

Unscramble these sentences and questions, as in the example:

- 1 áhwa gáabir yaa tíshrab? → tíshrab áhwa yaa gáabir?
- 2 shúkran sháarib líssa la'
- 3 fáDlik min áywa
- 4 widáad shay tíshrabi yaa?
- 5 Tant la' shárba líssa yaa shúkran
- 6 Hásan bilfíla tákul Tába' yaa?
- 7 fi amúut bilfíla ána
- 8 yábni Táyyib u'9úd

Exercise 2

Now match the questions in bold with their correct replies, for example **1e**.

Take special note of the gender of the speaker as shown in the picture, and whether the questions are directed at a man or a woman. This will give you a clue to the answer.



tíshrab shay?

áywa, ána amúut fil-bilíla.



a



tíshrabi áhwa?

la' shúkran. lissa wákla.



b



tákli Tába' bilíla?

áhwa? la' shúkran. lissa sháarib.



c



tíshrabi shay?

la' shúkran yaa Tant. lissa sháarib.



d



tíshrab áhwa?

shay? áywa, min fáDlak.



e



tákul Tába' bilíla?

shay? áywa, min fáDlak.



f

Dialogue 2

Rita Stanley is now seated at her table in the restaurant. A waiter approaches.

- IG-GARSON: tishrábi eh HaDrítik? 9aSûir? kóhla? kárkaday?
 RITA STANLEY: máyya min fáDlak. Tába' il-yohm eh?
 IG-GARSON: Tába' il-yohm kabáab wi kófta, wi 9andína wára' 9ínab, sabáanikh, omlút. HaDrítik tiHíbbi máSri?
 RITA STANLEY: áywa. háatli k-kabáab wi sálaTa.
 IG-GARSON: wáaHid kabáab wi sálaTa!
 WAITER: *What would you like to drink? Juice? Cola? hibiscus tea?*
 RITA STANLEY: *Water, please. What's the dish of the day?*
 WAITER: *The dish of the day is kebab and kofta, and we have stuffed vine leaves, spinach, omelette. Would you like Egyptian (food)?*
 RITA STANLEY: *Yes. Bring me a kebab and salad.*
 WAITER: *One kebab and salad!*

Vocabulary

tishráb eh? What would you like to drink?
 (fem. tishrábi eh?)

Tába' il-yohm dish of the day

9andína we have

háatli ... bring me ...
 (fem. haatíli)

Food and drink

máyya	water
9aSûir	juice
kóhla	cola
bûira	beer
nibût	wine
kárkaday	hibiscus tea

shay	tea
ahwa	coffee; ahwa is also used to mean a traditional coffee shop
laban	milk
kebab	kebab
wara' 9inab	(stuffed) vine leaves
hacha	minced meat (served as part of kebab or as meat balls)
foul	fava beans (usually baked in a sauce)
Tachmiyya	falafel; also known as faláafil outside the capital Cairo
omelit	omelette
ashdaniikh	spinach
hanya	okra, ladies' fingers
salat	salad
sandawitsh	sandwich
riz	rice
khush	bread

Language points

To have

The equivalent of the English verb 'to have' ('I have', 'you have', 'he has', etc.) is expressed by using the word **9and** (roughly meaning 'with', 'at' or 'chez') and the appropriate possessive ending (see Unit 2):

9andi	I have (<i>lit.</i> 'with me')
9indak	you (<i>masc.</i>) have
9indik	you (<i>fem.</i>) have
9indu	he has
9andáhaa	she has
9andína	we have
9andúku	you (<i>pl.</i>) have
9andúhum	they have

Construct phrases

Construct phrases relate two nouns together. Sometimes in English the two words are linked using words such as 'of', e.g.: 'bowl of balila', 'father of Widaad'; or the possessive 's': 'Widaad's father', 'Kamal's salad', 'my daughter's picture'.

In Arabic a construct phrase is made by putting the two nouns directly together. Note carefully the order of the words. You can remember the Arabic order by mentally adding 'of' between the words:

ábu widaád	father of Widaad/Widaad's father
sandawítsh Ta9míyya	(a) falafel sandwich ('sandwich [of] falafel')
Tába' bilúla	(a) bowl of porridge
9aSúir liimúun	(a) lemon juice ('juice [of] lemon')

The feminine **-a** changes to **-it** when it is the first noun in a construct phrase (see also Possessive endings, Unit 2):

sálaTit sabáanikh	spinach salad
Súurit bínti	my daughter's picture

If the construct phrase is definite (i.e. the bowl of porridge), then the article **il-** is added only to the second word:

Tába' il-bilúla	the bowl of porridge
Tába' il-yohm	the dish of the day
sálaTit is-sabáanikh	the spinach salad
ráqam it-tarabáyza	the number of the table



Throughout Egypt, there are juice stalls selling delicious freshly-squeezed juices made from local fruit and vegetables. You usually drink a glass on the spot, but it is sometimes possible to take away bottles. Prices are very reasonable.

Exercise 3

Choose an appropriate word from the box to complete the phrases, as in the example. Some of the phrases may have more than one correct answer.

Taba'
sandawitsh
izíaza
kubbáaya

plate/bowl/dish
sandwich
bottle
glass

1. _____ máyya → izáazit máyya (bottle of water)
2. _____ ruzz
3. _____ kóhla
4. _____ shay
5. _____ Ta9míyya
6. _____ bámya
7. _____ fuul
8. _____ 9aSfír liimúun

Exercise 4

Listen to Widaad and Gaber ordering lunch in a restaurant. Put a tick in the table below beside the items of food and drink that they choose, as in the example.

Water Lemon juice Cola Spinach Okra Kebab Rice Salad

Widaad



Gaber

Exercise 5

You are ordering an Egyptian breakfast. You want to order coffee, a falafel sandwich and a plate of beans. Prepare what you're going to say and then answer the waitress's questions on the recording.

Dialogue 3

A journalist is conducting interviews in the street for a radio programme about jobs and careers. He speaks to three passers-by.

- IL-MUZÍ9: ism HaDrítik eh, yaa madáam?
 SAYYÍDA 1: ísmi záynab sarHáan.
 IL-MUZÍ9: wi HaDrítik bi-tishtághali eh?
 SAYYÍDA 1: ána mudarrísa – mudarrísit kímya.
 IL-MUZÍ9: w-ism HaDrítak eh, yaa ustáaz?
 RÁAGIL 1: ána d-duktúur áHmed munír.
 IL-MUZÍ9: wi HaDrítak bi-tishtághal hína fi maSr?
 RÁAGIL 1: la', mish hína. ána duktúur fi faránsa.
 IL-MUZÍ9: wi HaDrítik, yaa áanisa?
 SAYYÍDA 2: ána ísmi sámya nuur w-ána muDíifa fi maSr liT-Tayaráan.

- BROADCASTER: *What's your name, Madam?*
 WOMAN 1: *My name's Zeinab Sarhan.*
 BROADCASTER: *And what do you do?*
 WOMAN 1: *I'm a teacher – a chemistry teacher.*
 BROADCASTER: *And what's your name, Sir?*
 MAN 1: *I'm Doctor Ahmed Munir.*
 BROADCASTER: *And do you work here in Egypt?*
 MAN 1: *No, not here. I'm a doctor in France.*
 BROADCASTER: *And you, Miss?*
 WOMAN 2: *My name's Samya Nur and I'm a flight attendant with Egypt Air.*



Vocabulary

bi-tishtághal eh?	What do you do? (<i>lit.</i> 'you work what?')
(<i>jem. bi-tishtághali eh?</i>)	
kímya	Chemistry
miš hína	not here
Fransa	France
amisa	'Miss': a common way of addressing younger, unmarried women
maSr liT-Tayaráan	Egypt Air

Occupations

Here are some occupations. The feminine is formed by adding **-a**. Take note of how the stress on the word can move when this ending is added.

Masculine	Feminine	
mudárris	mudarrísa	teacher
duktúur	duktúura	doctor
muDúf	muDúfa	flight attendant
muHáasib	muHásba	accountant
muhándis	muhandísa	engineer
mumássil	mumassíla	actor
muHáami	muHaamáya	lawyer
Táalib	Taalíba	student

Note: mudárrisit kímya (chemistry teacher, *lit.* 'teacher [of] chemistry') is another example of a construct phrase. Because mudarrísa ('teacher') ends with the feminine **-a**, this changes to **-it** when it is the first noun in a construct phrase.

Exercise 6

Make these sentences feminine, as in the example.

ána duktúur fi aswáan. → ána duktúura fi aswáan.

- ána muhándis fi amríka.
- hiwwa muDúf fi maSr liT-Tayaráan.
- hiwwa mudárris kímya.
- anta mumássil yaa ustáaz?
- ána Táalib fi iskindiríyya.
- anta Táalib hína?

Language points

Negative phrases with mish

mish (also pronounced **mush**) means 'not' and can be used to make many simple phrases and sentences negative:

hína	here
mish hína	not here
SáaHi	awake
mish SáaHi	not awake
ána duktúur.	I'm a doctor.
ána mish duktúur.	I'm not a doctor.
húwwa máSri.	He's Egyptian.
húwwa mish máSri.	He's not Egyptian.
di úmmi.	That's my mother.
di mish úmmi.	That's not my mother.

Exercise 7

You are the subject of mistaken identity! Someone is asking you questions and all the information is wrong. Correct them as in the example, using the feminine if you are a woman.

Say the sentences out loud to help practise speaking.

ínta ingilízi (ínti ingilíziyya)? →

la', ána mish ingilízi (ingilíziyya)!

1 ínta iskutlándi (ínti iskutlandíyya)?

2 ínta (ínti) min Glasgow?

3 di bíntak (bíntik)?

4 da íbnak (íbrik)?

5 ísmak (ísmik) Stanley?

6 ínta mumássil (ínti mumassíla)?

Plurals

Plurals in English are usually formed by adding 's' or 'es' to the end of the singular (radio/radios; box/boxes, etc.). Some Arabic plurals are simple *external* endings like these, but many are more complicated and require changes to the internal vowels – similar to the English 'man/men' or 'mouse/mice'. Like these two English examples, the Arabic *internal* plurals have to be learnt individually, although there are common patterns.

External plurals

There are two external plural endings:

-īn (only used with nouns referring to people). Many (but not all) professions and nationalities can be made plural using the **-īn** ending:

mudárris (teacher, *masc.*) → **mudarrisīn** (teachers)

-aat (used with some feminine or masculine nouns, especially long nouns or those of foreign origin). Note that the feminine **-a** ending is removed before adding the plural **-aat**.

tilifóhn (telephone, *masc.*) → **tilifohnaat** (telephones)

tarabáyza (table, *fem.*) → **tarabayzáat** (tables)

If the final vowel in the singular is a long vowel, the will shorten when the plural endings **-aat** or **-īn** are added:

maTáar (airport) → **maTaráat** (airports)

sawwáa' (driver) → **sawwa'īn** (drivers)

If a word *ends* with a vowel, an extra **yy** or **y** is added to ease pronunciation:

máSri (Egyptian, *masc.*) → **maSriyyīn** (Egyptians)

mustáshfa (hospital) → **mustashfayáat** (hospitals)

In spoken Egyptian, the **-īn** plural is generally used for males and females (although Standard Arabic uses **-aat** for groups of females).

Plurals patterns will be introduced over the course of this programme. The structure summary at the back of the book also gives common patterns and the glossaries show plurals for individual nouns.

Exercise 8

Make these sentences plural using **-īn**, as in the example.

húwwa muhándis. → húmma mohandisīn.

- | | |
|--------------------|----------------------|
| 1 húwwa mudárris. | 4 húwwa máSri. |
| 2 híyya muhandísa. | 5 híyya ostoraliyya. |
| 3 ána mumássil. | 6 ána muHáasib. |

Exercise 9

Now *you* are going to be interviewed.

a Prepare information about your name, nationality, where you come from and your job. (If your job is not included in this unit, try to find out what it is or choose one of the jobs listed as an alternative.)

b Practise answering the interviewer's questions on the recording. Keep repeating the interview until you are replying fluently in the pauses allowed.

Arabic script

The group of Arabic letters below share a distinctive shape and the individual letters are only distinguished by a dot below or above:

ح the letter **Haa**, pronounced as a breathy 'h'.
Imagine you are breathing on a pair of glasses to clean them.

ج the letter **giim**, pronounced 'g' as in 'get' in Egyptian Arabic (but more formally pronounced as a soft 'j' as in the French 'je').

خ the letter **khaa**, pronounced in the back of the throat like the 'ch' in the Scottish 'loch'.

The tail of the letter is only retained at the end of a word:

ح + ب = حب

ت + ح + ب = تحب

ت + ا + ج = تاج

ن + ي + ح = نيح

ب + خ + ت = بخت

Exercise 10

How many of these members of the family can you recognize in Arabic script? Look back at Unit 2, Dialogue 1 if you need help.

1 أب

2 بنت

3 أخ

4 أخت

5 ابن

Pronunciation

Listen and repeat these words you have met which include **Ha** or **khaa**.

Hásan

Hassan

ihna

we

faráH

wedding

khaal

uncle

khámsa

five

sabáanikh

spinach

4 fiihaa takíif?

Does it have air conditioning?

In this lesson you will learn about:

- describing places and objects
- talking about where something is
- using adjectives for description
- words for rooms and household items
- pronouncing 'emphatic' letters
- recognizing these Arabic letters س ش ل



Dialogue 1

A customer is calling Nile Tourism (*in-niil lis-siyáaHa*) to ask about cruises between Luxor and Aswan in Upper Egypt, and Widaad answers the phone.

- Z-ZIBÚUN aló? in-niil lis-siyáaHa? maHámmad mawgúud?
 WIDÁAD la', mish mawgúud, yaa fándim. má9aak widáad.
 Z-ZIBÚUN áhlan widáad. fiih kabfina bayn lú'sur w-aswáan?
 WIDÁAD áywa, fiih kabfina 'lux'... kibfira.
 Z-ZIBÚUN fiihaa kaam sirfir?
 WIDÁAD sirfiráyn foh' ba9d wi tilifizyóhn ganb il-baab.
 Z-ZIBÚUN wi fiihaa kaam shibbáak?
 WIDÁAD shibbáak wáahid. bayn is-sirfir wit-tarabáyza.

- CUSTOMER Hello? Nile Tourism? Is Mohammed there?
 WIDAAD No, he's not available, sir. Widaad speaking.
 CUSTOMER Hallo Widaad. Is there a cabin between Luxor and Aswan?
 WIDAAD Yes, there's a luxury cabin ... a big one.
 CUSTOMER How many beds does it have?
 WIDAAD Two bunk beds and a television next to the door.
 CUSTOMER And how many windows?
 WIDAAD One window, between the bed and the table.

Vocabulary

- | | |
|---------------|--|
| aló? | hello? (only used over the telephone) |
| mawgúud | available/there |
| yaa fándim | Sir/Madam |
| má9aak widáad | Widaad speaking (<i>lit.</i> 'with you Widaad') |
| kabfina | cabin |
| 'lux' | luxury/first class |
| sirfir | bed |
| fah' ba9d | above each other (i.e. bunk beds) |
| tilifizyóhn | television |
| shibbáak | window |

Language points

fiih/fíihaa

fiih and **fíihaa** – literally meaning ‘in it’ – are useful phrases used generally to mean ‘there is/there are’ or ‘it has (got)’. **fiih** is more general than **fíihaa**, which usually refers to a specific (feminine) place.

fiih kabúna?	Is there a cabin (available)?
fiih mushkíla.	There’s a problem.
fíihaa kaam shibbáak?	How many windows has it got? [i.e. has the cabin got?]

Describing position

Dialogue 1 contains several words describing position. They are listed below together with some other common additions:

bayn	between	taHt	under
foh’	above/over	uddáam	in front of
fi	in	wára	behind
ganb	next to/near	9ála	on
it-tilifizyóhn ganb il-baab.		The television is next to the door.	
siriiráyn foh’ ba9d		two beds above each other	
ána wára l-baab.		I’m behind the door.	

When these positional words are followed by a pronoun (‘over *it*’, ‘next to *us*’, etc.), the same endings are used as for possession (see Unit 2):

il-baab gánbak.	The door is next to you.
ish-shibbáak ’uddáamna.	The window is in front of us.

Notice also the phrase using **ba9d**, meaning ‘each other’:

siriiráyn foh’ ba9d	two beds above each other (i.e. bunk beds)
----------------------------	---

Exercise 1

Use the positional words to make sentences, as in the example.

1 **fi** (bint/kabīna) → **il-bint fi k-kabīna**

2 **ganb** (sirfir/baab)

3 **'uddāam** (ána/shibbáak)

4 **qala** (tilifizyóhn/tarabáyza)

5 **bayn** (sirfir/tarabáyza + baab)

6 **wára** (rádyo/tilifizyóhn)

Exercise 2

Put this conversation in the right order:

a ána háanii silfim.

c aló, bank il-wáran.

e la', mish mawgúud.

b Táyyib yaa ustáaz
silfim. uul li, min
fáDlak...

d SabáaH il-khayr.
áHmed yúusef
mawgúud?

f aah... wi miin
HaDrítak?

Exercise 3

Re-write these sentences using the correct pronoun ending, as in the example.

1 **il-tilifizyóhn ganb il-baab.** → **il-tilifizyóhn gánbuh.**

2 **ána 'uddāam it-tarabáyza.**

3 **is-sirfir taHt ish-shibbáak.**

4 **múra wára áhmad wi nibíl.**

5 **kaam sirfir fi k-kabīna?**

6 **widáad mawgúuda fi l-máktab?**

Dialogue 2

Hassan is admiring his friend Gaber's new car.

HÁSAN il-9arabíyya gidíida? mabrúuk 9aláyk!
 GÁABIR alláah yabáarak fiik.
 HÁSAN fíihaa takíif?
 GÁABIR la', ma fíiháash. bass(i) fíihaa 'CD'.
 HÁSAN 'CD'? fayn?
 GÁABIR ahó, taHt ir-rádyo.
 HÁSAN ik-kúrsi muríH. da gild, yaa gáabir?
 GÁABIR la', ma fiish fi l-modáyI da gild.
 HÁSAN ummáal?
 GÁABIR ik-kibíira, il-alfáyn 'cc' fíihaa gild wi fíihaa takíif.
 HÁSAN Tab yálIa bíina!

HASSAN *Is the car new? Congratulations!*
 GABER *Thank you.*
 HASSAN *Does it have air conditioning?*
 GABER *No, it doesn't. But it has a CD.*
 HASSAN *A CD? Where?*
 GABER *There, underneath the radio.*
 HASSAN *The seat's comfortable. Is it leather, Gaabir?*
 GABER *No, there isn't any leather in this model.*
 HASSAN *What then?*
 GABER *The big one, the 2000cc has leather and has air conditioning.*
 HASSAN *OK, let's go!*

Vocabulary

9arabíyya	car
mabrúuk 9aláyk	congratulations (<i>lit.</i> 'blessing on you')
alláah yabáarak fiik	reply when offered congratulations (<i>lit.</i> 'may God bless you')
takíif	air conditioning
bass	but
rádyo	radio
kúrsi	seat/chair
gild	leather
modáyI	(car) model
ummáal?	what then?
alfáyn 'cc'	2000 cc

Language points

Adjectives

Adjectives are descriptive words. Here are those from Dialogues 1 and 2, together with some other useful adjectives:

gidīd	new	'adīm	old
kībūr	big	Sugháyyar	small
'aráyyib	near	bi9fīd	far
murūH	comfortable		
mawgúud	available		

Adjectives change according to the gender of what they are describing. If the noun described is feminine, you will need to add the feminine ending **-a** to the adjective:

is-sirīr gidīd. The bed is new (*masc.*).

il-9arabíyya gidíida. The car is new (*fem.*).

To say, 'the new car ...' you need to add **il-** to the adjective as well as to the noun:

il-9arabíyya il-gidíida the new car

An adjective can be made negative by adding **mish**:

is-sirīr mish gidīd. The bed is not new.

widáad mish mawgúuda. Widaad is not available.

ma fiish/ma fiiháash

The phrases **fiih** and **fiihaa** can be made negative by adding **ma** before and **-sh** after:

ma fiish mushkíla. There's no problem.

ma fiiháash takúf? Doesn't it have air conditioning?

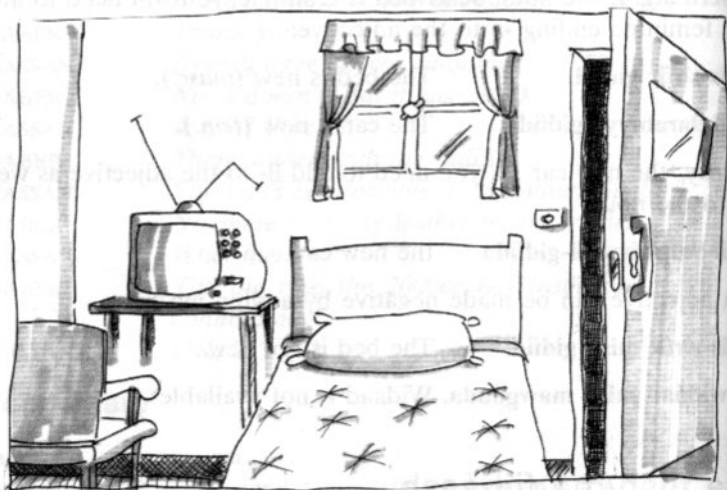
ma fiish fi l-modáyil da gild. There isn't any leather in this model.

Exercise 4

Choose the correct words from the box to complete the sentences describing the picture. Don't forget to add **il-** where necessary.

tilifizyóhn tarabáyza siríir shibbáak kúrsi rádyo baab

- 1 fiih siríir taHt _____ .
- 2 fiih _____ 'uddám it-tarabáyza.
- 3 fiih _____ 9ala t-tarabáyza, bass(i) ma fiish _____ .
- 4 is-siríir bayn _____ w-_____ .
- 5 ish-shibbáak foh' _____ .



Accommodation in Egypt

In the past individual houses were common in Egypt, with the grander villas surrounded by lush gardens. Nowadays, with the pressure to accommodate a growing population, most city-dwellers live in apartment blocks, often closely-packed. In the search for affordable accommodation many families are moving further and further

from the city centres. Greater Cairo has grown dramatically and satellite towns have sprung up in the middle of the desert.

Many apartment blocks have a doorman, **bawáab** (from the Arabic for door, **baab**). The doorman often lives in the block, sometimes with his family, and undertakes cleaning and maintenance duties, as well as general fetching and carrying.

The culture of hospitality dictates that traditionally every house would have a separate guest sitting room, **aS-Salón**, while the family would use the living room, **ohDt il-o9áad**. Modern pressures on living space mean that there are often not enough rooms to allow for a separate guest room, but the traditional welcome remains.

Rooms of the house

khawThakh	kitchen
khawmáam	bathroom
khaw il-nóhm	bedroom
khaw il-súfra	dining room
khaw il-o9áad	living room
khaw il-salón	sitting room
khaw il-hall	hall
khaw il-balkón	balcony



Exercise 5

Listen to Widaad describing her bedroom and decide if the sentences below are true or false.

- 1 ohDt in-nóhm Sughayyára.
- 2 fiihaa shibbáak kibfír.
- 3 ma fiiháash balakóhna.
- 4 fiih bortráy foh' is-sirfír.
- 5 ik-kúrsi mish murfíH.
- 6 fiih takfíf fi ohDt in-nóhm.

Exercise 6

Now make these sentences negative as in the example:

- 1 **fiih sirfír taHt ish-shibbáak. → ma fiish sirfír taHt ish-shibbáak.**
- 2 fiihaa takfíf.
- 3 il-9arabíyya gidfida.
- 4 fiih kúrsi ganb il-baab.
- 5 il kúrsi murfíH.
- 6 fiih CD taHt ir-rádyo.
- 7 mahámmad mawgúud.
- 8 fiihaa shibbáak?
- 9 fiih mushkíla.
- 10 is-sirfír kibfír.

Arabic script

The following pair of Arabic letters have a distinctive shape:

س

the letter **siin**, pronounced 's' as in 'sit'

ش

the letter **shiin**, pronounced 'sh' as in 'sheet'

As usual, the tail is only retained at the end of a word:

ش + ب = شب

ش + ا + ب = شاب

ن + ا + س = ناس

خ + س = خس

ح + س + ن = حسن

Another useful letter is:

the letter **laam**, pronounced 'l' as in 'lit'

This letter is sometimes confused by beginners with alif (ا), with which it combines to produce the Arabic article **il-** (...الـ 'the'). The two letters look similar when the **lam** loses its tail, but remember that **alif** is a *non-joining* letter and so will always be followed by a space, whereas **lam** joins to the following letter:

ا + ل + خ = الخ

ا + ل + ب + ن = البن

ش + ا + ل = شال

Exercise 7

Match these Arabic words you have met with the transcription.
Can you remember what they all mean?

a. itmáyn

1 جنب

b. hayn

2 لبن

c. gumb

3 بس

d. akh

4 بين

e. hass

5 خال

f. laaban

6 اثنين

g. khaal

7 أخت

h. ukht

8 أخ

5 eh kamáan?

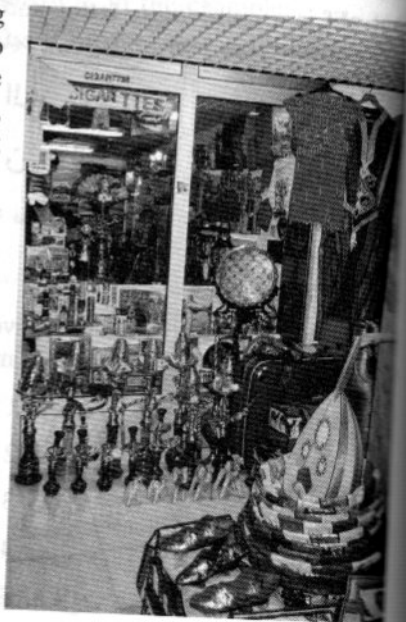
Anything else?

In this lesson you will learn about:

- saying what you want and need
- talking about quantity and price
- Egyptian souvenirs
- picnic food
- colours
- more about plurals
- numbers 5–100
- recognizing and pronouncing these Arabic letters: ص ض ط ظ

At some point when visiting Egypt, you're sure to want to buy some souvenirs to take home – perhaps a **gallabiyya**, the traditional long flowing robe, a **shíisha** water pipe for smoking the local **tunbáak** (tobacco mixed with molasses), some pottery, jewellery or copper plates and utensils such as the jug-shaped **kánaka** used for brewing Arabic coffee. If you are in Cairo, you could visit Khan El Khalili bazaar – a large market in old Cairo famous for all kinds of products and crafts. There are specific districts for different artisans and traders: a spice market, a gold street, a district for copperware, etc.

A visit to an Egyptian tailor (**tárzi**) is also an eye-opener. Take along the latest Italian fashions and they will run you up duplicates made-to-measure in a couple of days and for a fraction of the price.



Dialogue 1

Gaber needs to go to Khan El Khalili bazaar in old Cairo.

- GABIR: ta9áala ma9áaya khan il-khalīlī.
 HASSAN: bil-9arabíyya g-gidīda?
 GABIR: Táb9an! 9awziin galabíyya li-widáad wi kánaka naHáas li-úmmi.
 HASSAN: w-ána kamáan miHtáag 'amīS ábyaD lish-shughl.
 GABIR: fíkra. w-ána bárDu 9áawiz 'umSáan gidīda.
 GABER: *Come with me to Khan El Khalili.*
 HASSAN: *In the new car?*
 GABER: *Of course! We want a galabeyya for Widaad and a copper coffee pot for my mother.*
 HASSAN: *And I also need a white shirt for work.*
 GABER: *(Good) idea. I want new shirts too.*

Vocabulary

- ma9áaya with me: **ma9áa** (with) + **ya** (me)
 Táb9an of course
 galabíyya galabeyya: *the famous long Egyptian robe*
 (pl. galaalīb)
 li- for. **li-widáad** = for Widaad; **li-úmmi** = for my mother
 kánaka small pot with wooden handle for brewing coffee
 miHtáas copper
 kamáan also
 'amīS shirt
 (pl. 'umSáan)
 ábyaD white
 shughl work: **lish-shughl** = for [the] work
 fíkra (good) idea
 bárDu too/also

Language points

Need and want

The equivalent of the English 'want' is **9áawiz**, also pronounced **9áayiz**. This changes to **9áwza/9áyza** in the feminine and **9awziin/9ayziin** in the plural. It is not necessary to add the personal pronoun ('I', 'you', etc.) when the context is clear:

(ána) 9áawiz	I (masc.) want
(ána) 9áwza	I (fem.) want
(iHna) 9awziin	we want
(húwwa) 9áawiz	he wants, etc.

miHtáag ('need') works in a similar way to **9áawiz**:

(ána) miHtáag	I (masc.) need
(ána) miHtáaga	I (fem.) need
(iHna) miHtaagiin	we need, etc.

Exercise 1

Use the appropriate form of **9áawiz** to fill in the gaps in the sentences below, as in the example:

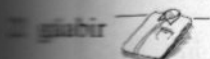
- 1 (ána, *masc.*) _____ 'amúS. → (ána) 9áawiz 'amúS.
- 2 (ána, *fem.*) _____ galaalíib.
- 3 (ínti) _____ áhwa?
- 4 (húwwa) _____ shay.
- 5 (iHna) _____ 9arabíyya gidfída.
- 6 (híyya) _____ kánaka naHáas?
- 7 (húmma) _____ kabfína lux.
- 8 (ínta) _____ 'umSáan?

Exercise 2

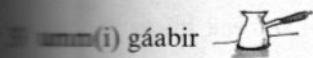
Make sentences about what these people need using the correct form of **miHtáag**, as in the example:



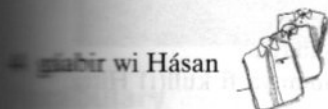
→ **widáad miHtáaga gallabíyya.**



5 **ábu Hásan**



6 **umm(i) wi ábu gáabir**



Try to make 2–3 more sentences about what *you* need. (Remember to use the feminine form if you are female or the plural if you speaking on behalf of a group.)

Numbers 1–12

waahid	one
thayn	two
thálat (tálat)	three
árba (árba9)	four
khamsa (khámas)	five
sitt (sitt)	six
sába (sába9)	seven
thamāna (táman)	eight
thiisa (thiisa9)	nine
thiisaar (thiisaar)	ten
thiisaar	eleven
thiisaar	twelve

The shorter form in brackets above is generally used when the numbers 3–10 are put in front of a noun:

árba9 'umSáan

four shirts

thálat galaalúb

three galabeyyas

thaman mudarrisūn

eight teachers

Dialogue 2

Listen to a woman buying what her family needs for a picnic lunch by the river.

- IS-SAYYÍDA: iddfini 9ílbit gíbna rúumi wi rub9(a) kílu zatúun.
- IL-BAYYÁA9: HáaDir yaa madáam. wi-HaDrítik miHtáaga 9aysh?
- IS-SAYYÍDA: háatli itnáashar raghfíf báladi, min fáDlak.
- IL-BAYYÁA9: eh kamáan?
- IS-SAYYÍDA: 9awzíin Tubáa' wára' wi shúwak biláastik.
- IL-BAYYÁA9: máashi.
- IS-SAYYÍDA: bikáam it-tuffáaH?
- IL-BAYYÁA9: it-tuffáaH bi-9áshara gináyh.
- IS-SAYYÍDA: 9áshara? leh? da bi-tamánya fi kull(i) Hitta.
- WOMAN: *Give me a packet of hard cheese and a quarter of a kilo of olives.*
- SHOPKEEPER: *At your service, madam. And do you need bread?*
- WOMAN: *Bring me twelve baladi (countryside) loaves, please.*
- SHOPKEEPER: *Anything else?*
- WOMAN: *We want paper plates and plastic forks.*
- SHOPKEEPER: *OK.*
- WOMAN: *How much are the apples?*
- SHOPKEEPER: *The apples are ten (Egyptian) pounds.*
- WOMAN: *Ten? Why? They're eight everywhere else.*

Most corner shops in Egypt sell the basic ingredients for a tasty picnic. From a baker or street stall you can buy traditional flat pitta-type bread which comes in two main varieties: **9aysh báladi** (wholemeal 'countryside' bread) and **9aysh sháami** (white Syrian bread), as well as many western varieties. Local cheeses include **gíbna rúumi**, a hard cheese similar in flavour to Parmesan, and **gíbna báyDa**, a soft feta-type cheese. Egyptian cured beef **basTúrma**, is excellent and you will also find accompaniments such as **zatúun** (olives) and **tórshi**, strongly-flavoured vegetable pickles.



Vocabulary

give me

9'ilab) packet/box/tin; **9'ilbit gībna** = packet of cheese. The feminine **-a** ending changes to **-it** in this construct phrase (see Unit 3).

kīlu quarter of a kilo; **nuSS(i) kīlu** = half a kilo

olives

at your service, a phrase frequently used by shopkeepers and other service providers

raghīfa (pl. **raghīfa**) loaf

anything else? (lit. 'what also?')

Tubāā' (pl. **Tubāā'**) plate

paper

fork

shūwak) plastic

OK/fine, a common and very useful word

how much?

apples

[Egyptian] pound; often shortened to LE

why?

Hitta everywhere (lit. 'in all places')

Language points

Materials

To express what something is made from, simply add the material *after* the item:

kánaka naHáas	copper coffee pot
shúwak biláastik	plastic forks
Tubáa' wára'	paper plates

More about plurals

In Unit 3 you met examples of the external plurals: **-iin** (only used with nouns referring to people); and **-áat** (used with some feminine or masculine nouns, especially long nouns or those of foreign origin).

Internal plurals

In this unit are several examples of *internal* plurals, similar to the English 'mouse/mice'. Although there is no hard-and-fast rule about which type of plural to use, internal plurals are generally used with shorter, more basic words that have three identifiable consonants. Arabic is a 'triliteral' language, meaning the vocabulary is largely based on root meanings conveyed by three consonants (non-vowels) in a particular order.

It is best to learn each plural individually with its singular. However, it helps to realize that these plurals are based on the three root consonants (which can include **9** or the glottal stop **'**). The root can often be identified by stripping out the short and long vowels from a word. The internal plural takes the root consonants and changes the internal vowels:

9ílba (packet/tin) → root: **9 / l / b** → **9íláb** (packets/tins)

Tába' (plate) → root: **T / b / '** → **Tubáa'** (plates)

'amûS (shirt) → root: **' / m / S** → **'umSáan** (shirts)

Collective nouns

Some grammatically singular nouns – particularly fruit, vegetables and other items found usually in groups – have a plural meaning. These are called *collective nouns*, e.g.

zātūn	olives
tuḥṣāH	apples

If you want to refer to a single item in the group, i.e. ‘an apple’, you need to add the feminine **-a** ending:

zātūna	an olive
tuḥṣāHa	an apple

Numbers and plurals

An unusual feature of Arabic is that only the numbers 3–10 are followed by a plural noun. From 11 upwards the number is followed by a singular noun:

khāmas ‘umSāan	five shirts
sabaʿ galaalīb	seven galabeyyas
ḥidāshar ‘amūS	eleven shirts (<i>lit.</i> ‘shirt’)
imāshar raghūf	twelve loaves (<i>lit.</i> ‘loaf’)

Two items are usually expressed by using a special dual **-āyn** ending. You have met an example of this in Unit 4: **sariirāyn** (‘two beds’). If the word ends with the feminine **-a** this changes to **-t** or **-it** when the dual ending is added:

raghūf	a loaf
raghūfāyn	two loaves
shukka	a fork
shukktāyn	two forks

Exercise 3

Can you remember the meaning and the plural for the following words, as in the example?

- 1 Tába' → Tubáa' (plate, dish)
- 2 9ílba
- 3 mudárris
- 4 shóhka
- 5 'amûS
- 6 gallabíyya
- 7 raghîif
- 8 tarabáyza
- 9 tuffáaHa
- 10 tilifóhn

Exercise 4

Ask for the following items, following the example:

- 1 'amûS (4) → iddîini arbá9 'umSáan, min fáDlak.
- 2 raghîif (8)
- 3 shóhka biláastik (12)
- 4 Tába' (6)
- 5 9ílba (4)
- 6 galabíyya (3)
- 7 Tába' wára' (11)
- 8 'amûS (2)

Exercise 5

Listen to a man buying some groceries in a local shop. Decide if the sentences are true or false:

- 1 The conversation takes place in the morning.
- 2 The man wants half a kilo of cheese.
- 3 He wants eight loaves of bread.
- 4 He only wants a bottle of cola to drink.
- 5 The olives are 20 LE for 250g.
- 6 The man is not happy with this price.

Exercise 6

You have written yourself the following list for a picnic on the beach. Prepare what you will need to ask for in the shop and then take part in the conversation with the shopkeeper on the recording.

bread (10 loaves, baladi)
 1/2 kg hard cheese
 8 plastic plates
 4 cartons juice
 olives (ask about price)

Colours

<i>Masculine</i>	<i>Feminine</i>	
áSfar	Sáfra	yellow
ázra'	zár'a	blue
áHmar	Hámra	red
ákhDar	kháDra	green
ábyaD	báyDa	white
íswid	sóda	black
búnni	búnni	brown
banafsígi	banafsígi	purple

Dialogue 3

Gaber is selecting a new galabeyya in the shop.

- GÁABIR: masáa il-khayr. 9áawiz galabíyya Haríimi Sáyyi.
 IL-BAYYÁA9A: ma'áas eh?
 GÁABIR: wásaT. záyyik ínti kída.
 IL-BAYYÁA9A: il-alwáan 9andína áSfar liimúuni w-ázra' fáatiH wi banafsígi.
 GÁABIR: Hílwa il-banafsígi. bi-káam di law samáHti?
 IL-BAYYÁA9A: di bi-míyya wi 9áshara, w-iz-zár'a w-iS-Sáfra bi-khámsa wi tis9íin.
- GABER: *Good afternoon. I want a ladies summer galabeyya.*
 SHOPKEEPER: *What size?*
 GABER: *Medium. Like you.*
 SHOPKEEPER: *The colours we have are lemon yellow, light blue and purple.*
 GABER: *The purple's nice. How much is that, please?*
 SHOPKEEPER: *That one is 110 [pounds], and the blue one and the yellow one are 95.*

Vocabulary

- Haríimi** ladies/women's
Sáyyi summer: adjective from **iS-Sayf** ('the summer'); equivalent adjective from **ish-shíta** ('the winter') is **shítwi**
ma'áas size
wásaT medium
záyyik like you: from **záyy** ('like') + **-ik** ('you', fem. ending)
kída a common filler word, here used in its literal meaning of 'like this/that', but also to mean anything from 'that's the way it goes' to 'because I said so'.
- lohn** (pl. **alwáan**) colour
lamúuni lemon-yellow: adjective from **lamúun**. Egyptian **lamúun** is actually lime fruit but these are usually yellow rather than green.
fáatiH light (coloured); opposite = **gháami** ('dark')
Hílw nice/sweet: similar in meaning and popularity of use to its English translation
law samáHt please; an alternative to **min fáDlak/fáDlik**
 (fem. **samáHti**)

Language point

Numbers 13–100

Numbers 13–19 end in **-táashar**, the Arabic equivalent of ‘-teen’.

thalatáashar	thirteen
arbaʿatáashar	fourteen
khamastáashar	fifteen
sittáashar	sixteen
sabaʿatáashar	seventeen
tamantáashar	eighteen
tisʿatáashar	nineteen

Numbers 20–90 end in the plural **-ūn**, the equivalent of ‘-ty’.

ʿishrūn	twenty
talatūn	thirty
arbaʿūn	forty
khamṣūn	fifty
sittūn	sixty
sabʿūn	seventy
tamanūn	eighty
tisʿūn	ninety
mīya	hundred

wi (‘and’) is used to join units and tens, with the units coming first.

wiʿaHid wi ʿishrūn	twenty-one (<i>lit.</i> ‘one and twenty’)
arbaʿa wi talatūn	thirty-four
tisʿa wi sabʿūn	seventy-nine
sabʿa wi tamanūn	eighty-seven
mīya wi ʿáshara	one hundred and ten
mīya khámṣa wi árbaʿūn	one hundred and forty-five

Don’t forget that all numbers above 10 are followed by a singular noun:

sittáashar lohn	sixteen colours
khámṣa wi ʿarbaʿūn bint	forty-five girls

Exercise 7

Say the Arabic for these figures:

5	8
11	16
22	46
75	90
62	31
106	158

Expressing price

Price is expressed using **bi-** ('with'):

bikáam di?

How much is that?

di bi-míyya wi 9áshara.

That's 110 [pounds].

More about adjectives

Most colours have a different feminine form (see list on page which should be used when referring to a feminine noun. Note that the first time the shopkeeper mentions colours, she uses masculine form as she is describing the colour (**lohn/alwáan**), which is a masculine noun:

il-alwáan 9andína áSfar
lamúuni w-ázra' fáatiH
wi banafsígi.

The colours we have are
 lemon yellow, light blue
 and purple.

However, the second time she is referring to the **galabeyya** (**labíyya**), which is a feminine noun, and so she uses the feminine form of the colours:

... iz-zár'a w-iS-Sáfra
bi-khámsa wi tis9iin.

... the blue one and the
 yellow one are 95.

While colours have their own special feminine form, most adjectives simply add the feminine **-a** when describing a feminine noun (see Unit 4). This is somewhat flexible in spoken Egyptian Arabic. Some adjectives don't usually take the feminine ending convention (although they would in more formal Standard Arabic). Examples of adjectives that don't usually alter when describing a feminine noun are:

Sáyfi	summer(y)
shútwi	winter(y)
Harūmi	ladies
būnni	brown
hanafsígi	purple
lamúuni	lemon(y)

Exercise 8

Make up short exchanges about the price of these items, as in the example:



- bikáam il-'amūs?

- bi-khámsa wi sittūn.



6 $\frac{1}{4}$ kg



7



8 $\frac{1}{2}$ kg



Exercise 9

Put this dialogue in the correct order. Then check your answer with the recording or in the answer key.

- kibíir. il-alwáan 9andúkum eh?
- Hílw il-ákhDar. bi-káam da law samáHti?
- SabáaH il-khayr. 9áawiz 'amíiS shítwi.
- da bi-khámsa wi tamanín.
- 9andína ábyaD w-ákhDar gháami' wi búnni.
- ma'áas eh?

Pronunciation

There is a group of 'emphatic' letters in Arabic (see script section opposite for the Arabic names). These are the sounds 's', 'd', 't' and 'z' pronounced towards the back of the mouth with the tongue touching the top of the palate rather than against the teeth. This produces a duller, less sharp sound.

In this course we have used a capital letter to distinguish these letters from their non-emphatic equivalents, for example **Sayf** ('summer'), **ábyaD** ('white') and **wásaT** ('medium').

Exercise 10

Listen and repeat the pairs of words on the recording. The first word of each pair starts with a non-emphatic letter and the second with its emphatic equivalent.

Arabic script

This group of letters are formed in a similar way to each other, except that **ص** and **ض** have a small 'dink' and a tail after the initial shape, whereas **ط** and **ظ** have a downwards stroke.

ص

the letter **Saad**, emphatic 's'

ض

the letter **Daad**, emphatic 'd'

ط

the letter **Taa**, emphatic 't'

ظ

the letter **Zaa**, formally an emphatic 'z', but often pronounced as an emphatic 'd' in Egyptian Arabic

In common with other Arabic letters, **ص** and **ض** lose their tails (but retain the 'dink') when not at the end of a word. **ط** and **ظ** look very similar wherever they appear in a word:

ن + ص = نص

ظ + ل = ظل

ح + ص + ب = حصب

ي + ط + ي + ح = يطيح

Exercise 11

Match the road signs with the place names. Don't worry if there are a few letters you don't yet recognize. You should still be able to work out which sign is which. (The ة or ة ending is the special feminine ending, pronounced -a.)

- a. TánTa (Tanta)
- b. aswáan (Aswan)
- c. asyúuT (Asyut)
- d. síwa (Siwa)
- e. lú'Sur (Luxor)
- f. ág-gíza (Giza)

2 سيوة

1 أسىوط

3 الأقصر

4 الجيزة

6 طنطة

5 أسوان

6 shákluh eh?

What does he look like?

In this unit you will learn about:

- describing appearance
- parts of the body
- talking about what people are doing
- items of clothing
- recognizing these Arabic letters: د ن

Dialogue 1

Widaad is briefing Ibrahim, her assistant, about his trip to Port Said tomorrow.

WIDÁAD: yaa ibrahíim, ínta Táali9 il-mfína fi buur sa9fid búkra 9asháan 'Mister Laurence' biTáa9 'Sunshine Cruise'.

IBRAHÍM: shákluh eh 'Mister Laurence' da?

WIDÁAD: Tawfil wi shá9ruh áHmar. 9aynáyh milawwína wi láabis naDDáara. istánna 9and(i) síllim il-márki9.

IBRAHÍM: máashi yaa madáam widaad.

WIDAAD: *Ibrahim, you're going to the dock in Port Said tomorrow for Mr Laurence of Sunshine Cruise.*

IBRAHIM: *What does this Mr Laurence look like?*

WIDAAD: *Tall and his hair is red. His eyes are coloured and he wears glasses. Wait at the steps of the boat.*

IBRAHIM: *OK, Madam Widaad.*

Vocabulary

maTáar	heading up to/going to
maTáar	dock/port; airport = maTáar
maTáar	tomorrow
maTáar	for/because of
maTáar	coloured; <i>when describing eye-colour this means 'not brown' (in contrast to most Egyptian eyes!)</i>
maTáar	wearing/wears
maTáar	(pair of) glasses; <i>when the plural ending áat is added the preceding vowel is pronounced short (see page 43)</i>
maTáar (fem. istánni)	wait!
maTáar	steps/stairs
maTáar (pl. maráakib)	boat

Describing appearance

maTáar	tall/long
maTáar	short
maTáar	fat
maTáar	thin
maTáar	old
maTáar	youth
maTáar	bald
maTáar	with a moustache
maTáar	with a beard

Parts of the body

maTáar	hair
maTáar	nose
maTáar	mouth
maTáar (pl. 9aynáyn)	eye
maTáar (pl. iídáyn)	hand
maTáar (pl. rigláyn)	leg/foot
maTáar (pl. widáan)	ear
maTáar (pl. Sawáabi9)	finger

Language points

Asking about appearance

The most common question used for asking about appearance is:

shákluh eh?

What does he look like?

(lit. 'his shape what?')

**shákluh eh 'Mister
Laurence' da?**

What does this Mr Laurence look
like?

To ask the question about someone else, change the personal ending appropriately:

shakláhaa eh?

What does she look like?

(lit. 'her shape what?')

sháklak eh?

What do you (masc.) look like?

-áyn ending

As many parts of the body come in pairs, Egyptian Arabic often uses the dual **-áyn** ending (see Unit 5) for the plural. This ending drops the **n** when a possessive ending is added:

9aynáyn

eyes

9aynáyh

his eyes

iidáyn

hands

iidáyk

your (masc.) hands

Exercise 1

Add the appropriate possessive ending to the parts of the body below, as in the example:

1 **shá9r (húwwa) → shá9ruh**

5 iidáyn (íHna)

2 shá9r (ána)

6 widáan (híyya)

3 bo' (ínti)

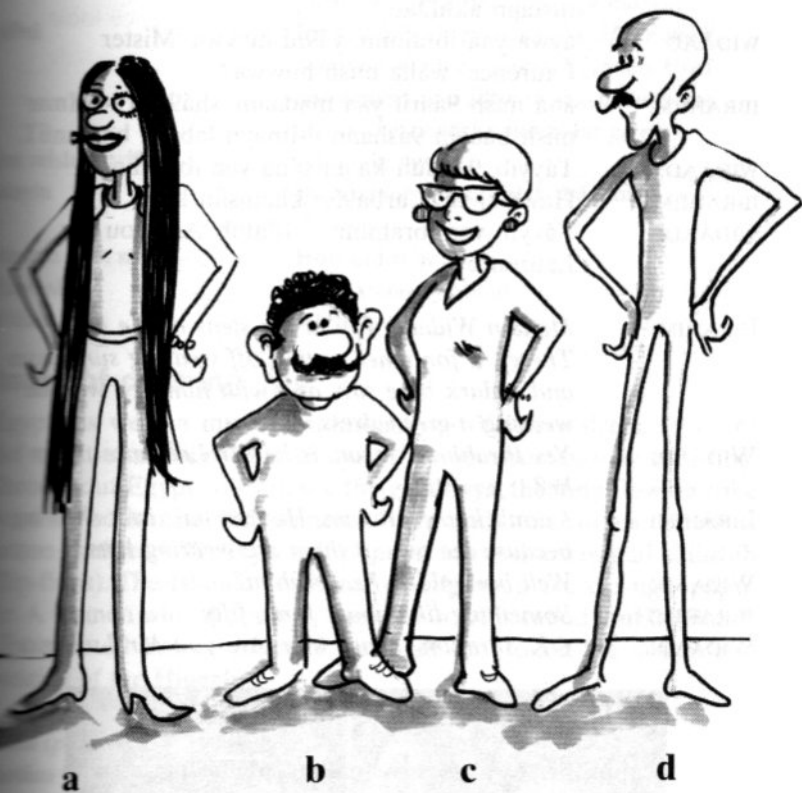
7 shánab (húwwa)

4 9aynáyn (húwwa)

8 rigláyn (ínta)

Exercise 2 

Listen to the four descriptions on the recording and match each one to the people below.



Dialogue 2

Ibrahim is at the port waiting for Mr Laurence. He rings Widaad back at the office using his mobile phone.

IBRAHÍM: yaa madáam widaád, ána 9and(i) síllim il-márkib. fiih khawáaga náazil láabis naDDáarit shams wi bádla zár'a kóHli, wi ma9áah wáHda sitt(i) lábsa fustáan ákhDar.

WIDÁAD: áywa yaa ibrahíim, yá9ni húwwa 'Mister Laurence' wálla mish húwwa?

IBRAHÍM: ána mish 9áarif yaa madáam. shá9ruh l-áHmar mish báayin 9ášhaan il-itnáyn labsíin baraaníT.

WIDÁAD: Táyyib, 9ánduh kaam sána yaa ibrahíim?

IBRAHÍM: Hawáali zayy arba9íin khamsíin kída.

WIDÁAD: Táyyib yaa ibrahíim ... is'áluh 'Are you Mr Laurence?'

IBRAHIM: *Madam Widaad, I'm at the steps of the boat. There's a foreigner getting off wearing sunglasses and a dark blue suit, and with him is a woman wearing a green dress.*

WIDAAD: *Yes Ibrahim, I mean, is he Mr Laurence or isn't he?*

IBRAHIM: *I don't know Madam. His red hair isn't showing because the two of them are wearing hats.*

WIDAAD: *Well how old is he, Ibrahim?*

IBRAHIM: *Something like about forty, fifty.*

WIDAAD: *OK, Ibrahim ... ask him 'Are you Mr Laurence?'*



Vocabulary

ḡaraḡa	foreigner; a term commonly used to refer to Westerners
ḡaḡ	getting down/getting off
ḡaḡis	wearing
naḡḡarīt shams	sunglasses (lit. 'glasses [of] sun')
ḡaḡa kōḡli	dark blue; kōḡli means 'the colour of koḡli ', the traditional blue eye-makeup.
ḡaḡni	I mean/so/well; perhaps one of the most common words in spoken Egyptian. Used universally as a filler in much the same way as the English equivalents given.
ḡaḡ miḡ ḡāarīf	I don't know
ḡaḡin	showing/obvious; miḡ báayin = not showing
ḡaḡaḡ kam sāna?	How old is he?
ḡaḡiāli	approximately/about
ḡaḡaḡ	ask him

Items of clothing

Egyptians wear a mix of traditional and Western dress. Many of the traditional items are designed to be cool and loose-fitting. Throughout Egypt you will see the **galabíyya**, the long flowing robe worn by both men and women. Other traditional items include a cotton skull cap, **Taa'íyya**, still popular in rural areas, and **shībshīb** (flip-flops). The Islamic headscarf, or **Higáab**, is increasingly popular. A woman who chooses to wear the scarf is called **muHagába**. A sophisticated fashion industry has built up around the design and wearing of the **Higáab**.

ḡaḡla (pl. bídal)	suit
ḡaḡiān (pl. fasatīn)	dress
ḡaḡāyTa (pl. baraaniḡT)	hat
ḡaḡTalóhn (pl. banTalohnáat)	trousers
ḡaḡuza (pl. biluzáat)	blouse
ḡaḡiḡS (pl. 'umSáan)	shirt
ḡaḡilla (pl. gunilláat)	skirt
ḡaḡrāb (pl. shurabáat)	(pair of) socks
ḡaḡma (pl. gízam)	(pair of) shoes
ḡaḡToḡ (pl. baláaTi)	coat
naḡḡāara (pl. naḡḡaráat)	(pair of) glasses

Language points

Expressing age

9ánd + possessive ending is used to express the age of someone or something:

9ánduh arba9iín sána.	He's forty years old. (<i>lit.</i> 'he has forty year')
9andáhaa itnáashar sána.	She's twelve years old.
9ánduh kaam sána?	How old is he/it?
9ándak kaam sána?	How old are you?

sána means 'year'. Remember that only numbers 3–10 are followed by a plural noun, in this case **siníin** ('years'):

9ándi khamsiín sána.	I'm fifty years old.
9ándak itnáashar sána.	You're twelve years old.
9ánduh 9áshar siníin.	He's ten years old.
9andáhaa sítt(i) siníin.	She's six years old.

Active participles

Active participles are used in Arabic to describe what is happening at the moment or what will happen in the near future, similar to the English *-ing*. In the masculine singular they are usually vowelled with a long **aa** followed by **i**.

náazil	getting down/getting off
Táli9	heading up to/going to
láabis	wearing
9áarif	knowing
wáakil	eating
sháarib	drinking

Although derived from verbs, these participles act like adjectives in that the feminine adds **-a** and the plural adds **-iín**. Notice that these endings affect the pronunciation of the preceding vowels, the

becoming short and the *i* dropping out altogether:

<i>Masculine</i>	<i>Feminine</i>	<i>Plural</i>
náazil	názla	nazlīn
Táali9	Tál9a	Tal9īn
láabis	lábsa	labsīn
9áarif	9árfa	9arfīn
wáakil	wákla	waklīn
sháarib	shárba	sharbīn

Active participles are a simple way of talking about what is happening without having to use the more complicated verb system. (In fact, you can get a long way in Arabic without using any verbs at all.)

- hiwwa láabis bádla.** He's wearing a suit.
(lit. 'he wearing suit')
- hiyya lábsa fustáan.** She's wearing a dress.
- l-itnáy'n labsīn baraanīT.** The two (of them) are wearing hats.
- fin khawáaga náazil.** There's a foreigner getting off.
- inta Táali9 il-mūna búkra.** You're going to the port tomorrow.

As with other adjectives, active participles can be made negative using *mish*:

- hiwwa mish láabis bádla.** He's not wearing a suit.
- hūmma mish nazlīn hína.** They're not getting off here.
- ana mish 9áarif.** I don't know.
(lit. 'I'm not knowing')

You can also use active participles with *lissa* to mean 'just having done something':

- (ana) lissa wáakil.** I've just eaten.
- (Hna) lissa sharbīn.** We've just had a drink.


Exercise 3


Change these sentences following the example:

- 1 húwwa láabis burnáyTa. (híyya) → híyya lábsa burnáyTa.
- 2 húwwa Táali9 il-míina búkra. (húmma)
- 3 ínta 9áarif wídaád? (ínti)
- 4 ána líssa wáakil. (íHna)
- 5 húwwa náazil síllim il-márkib. (híyya)
- 6 húwwa líssa náazil. (húmma)
- 7 ínta láabis bábla? (íntu)
- 8 ána mish 9áarif. (íHna)


Exercise 4

Make sentences describing what people are wearing following the pattern given.

- 1  (húwwa) → húwwa láabis 'amíS.

- 2  (híyya)


- 6  (ínti)

- 3  (húmma)

- 7  (húwwa)

- 4  (ínti)

- 8  (íntu)

- 5  (ána masc.)

- 9  (íHna)

Exercise 5

Listen to Widaad describing to Ibrahim what a woman visitor he's picking up at the airport looks like. Listen once for the general meaning. Then listen again and try to draw a picture of the woman described.

Exercise 6

Read this paragraph where Ibrahim describes himself:

ána Tawfíl wi rufáyya9 wi 9ándi khámsa wi 9ishrín sána. shá9ri
awid wi 'uSáyyar wi 9aynáyya búnni. ána láabis bádla kóHli wi
'amúS ákhDar wi... áah w-ána bi-shánab.

Now make up a similar paragraph about yourself. Substitute your characteristics using the vocabulary in this unit. Remember to change **láabis** to **lábsa** if you are a woman.

Arabic script

The following pair of Arabic letters share the same shape and, in spoken Egyptian Arabic, also often share the same pronunciation:

- ﺫ the letter **daal**, pronounced 'd' as in 'dad'
- ﺫ the letter **dhaal**, also pronounced 'd' like **daal** or 'z' as in 'zeal' in Egyptian Arabic (but more formally pronounced as a voiced 'th' as in 'that')

These two letters are *non-joining* letters. They will not join to the letter after:

ﺫ + ب = ذب

ﺫ + ش = شد

ﺫ + ا + د + ي = نادى

ﺫ + ل = دل

ﺫ + ي + ذ = لذى

Exercise 7

These English names all begin with 'd'. Can you read them written in Arabic script?

1 داني

2 دافيد

3 دونالد

4 دوروثي

5 دايزي

6 ديريك

7 kída áHsan

That's better

In this unit you will learn about:

- comparing things
- booking a ticket
- expressing likes and dislikes
- agreeing and disagreeing
- animals
- recognizing these Arabic letters: ر ن

Dialogue 1

Gaber is telling Hassan about his honeymoon.

- GABER: iHna rayHfín faránsa fi shahr il-9ásal.
 HASSAN: yá9ni mish rayHfín il-maksfík?
 GABER: la', lagháyna l-maksfík la'annáhaa bi9fída, áb9ad min faránsa bi-kitfír. ána ma b-aHfbbish iT-Tayaráan iT-Tawfíl.
 HASSAN: wála ána. faránsa 'urayyíba ... á'rab min il-maksfík. kída áHsan fí9lan.
 GABER: wi kamáan il-akl fi faránsa lazfíz.
 HASSAN: 9ándak Ha'. il-akl il-lazfíz muhímm gíddan.
 GABER: áhamm(i) Háaga fi shahr il-9ásal!

- GABER: *We're going to France for (our) honeymoon.*
 HASSAN: *So you're not going to Mexico?*
 GABER: *No, we cancelled Mexico because it's a long way, a lot further than France. I don't like long flights.*
 HASSAN: *Me neither. France is near ... nearer than Mexico. That's better actually.*
 GABER: *And also food in France is delicious.*
 HASSAN: *You're right. Delicious food is very important.*
 GABER: *The most important thing on honeymoon!*

Vocabulary

ráayiH (<i>fem. ráyHa</i> <i>pl. rayHūn</i>)	going (to)
shahr il-9ásal	honeymoon
il-maksīk*	Mexico
lagháyna	we cancelled
la'ánn	because
bi9ūd	a long way/far
ma b-aHíbbish	I don't like
Tayaráan	flying/flight
wála ána	me neither/nor I
'uráyyib	near
fi9lan	actually/really
akl	food
lazīz	delicious
9ándak Ha'	you're right
muhímm	important
gíddan	very
Háaga (<i>pl. Haagáat</i>)	thing

*Note that countries are usually feminine.

Language points

Generalization

When talking in general terms, Arabic uses the singular with **il**:

ma b-aHíbbish	I don't like long flights.
iT-Tayaráan iT-Tawfīl.	
il-akl fi faránsa lazīz.	Food in France is delicious.

la'ánn + *personal ending*

la'ánn ('because') can be followed by a noun or a personal ending (see page 22):

lagháyna l-maksīk	We cancelled Mexico
la'annáhaa bi9ūda.	<u>because it's</u> a long way.

Hina rayHūn faránsa
la'ánn il-akl lazīz.

We're going to France
because the food is delicious.

ána mish 9áwwiz shay
la'ánni líssa sháarib.

I don't want tea because I
have just had a drink.

Comparison

Comparisons are made by using a special form of the adjective, equivalent to the English '-er' or 'more' as in 'bigger', 'more important'.

For simple adjectives where you have three different root letters, the root of the adjective is put into a particular pattern to form the comparative. Ignore all the vowels (including **áyy**) and you can usually identify the root letters of a simple adjective:

kibūr (big); root letters = **k / b / r**

rifáyya9 (thin); root letters = **r / f / 9**

To form the comparative, **a** is added before the first root letter and between the second and third root letters:

akbar (bigger)

arfia9 (thinner)

The second and third root can be the same letter. In this case they usually (but not always) join to become a double letter in the comparative, with the stress moving to the second syllable:

lazīz (delicious); root letters = **l / z / z**

alazz (more delicious)

If the final root letter is **w** or **y**, then this drops out altogether.

ḥīw (nice/sweet); root letters = **H / l / w**

alḥa (nice/sweet)

On page 86 is a list of adjectives you have met with their comparative forms.

<i>Adjective</i>	<i>Comparative</i>
kibûr (big)	ákbar (bigger)
gamûil (beautiful)	ágmál (more beautiful)
Sugháyyar (small)	ásghar (smaller)
'uráyyib (near)	á'rab (nearer)
bi9ûid (far)	áb9ad (further)
'adûim (old)	á'dam (older)
'uSáyyar (short)	á'Sar (shorter)
Tawûil (tall/long)	áTwal (taller/longer)
rufáyya9 (thin)	árfa9 (thinner)
tikhûin (fat)	átkhan (fatter)
Hîlw (nice/sweet)	áHla (nicer/sweeter)
lazûiz (delicious)	alázz (more delicious)
muhímm (important)	ahámm (more important)
gidûid (new)	ágdad (newer)

Note that the comparative of **kwáyyis** (good) is irregular: **áHsan** (better).

The equivalent of the English comparative 'than' is **min** (with the personal ending if appropriate):

faránsa á'rab min il-maksûik. France is nearer than Mexico.

ána áTwal mínak. I'm taller than you.

il-banafsígi áHla min il-ásfar. The purple (one) is nicer than the yellow (one).

híyya árfa9 míni. She's thinner than me.

To give the meaning of 'much', **bi-kitûir** ('by a lot') is added at the end of the comparison:

faránsa á'rab min il-maksûik bi-kitûir. France is much nearer than Mexico.

To express the superlative ('the ... est/the most ...'), simply add the comparative *in front of* the thing being described, or use **il-**:

áhamm(i) Háaga the most important thing

ákbar kabûna the biggest cabin

il-áhamm the most important

il-ákbar the biggest

Exercise 1

Give the feminine and the comparative forms for these adjectives, using the example:

rufáyya9 → rufáyya9a, árfa9

ḥabīb

ḥabīb

ḥabīb

ḥabīb

ḥabīb

ḥabīb

ḥabīb

ḥabīb

ḥabīb

Exercise 2

Play a game of one upmanship. Your friend is talking about himself, but everything he says, you go one better! Follow the examples to complete the exercise.

ana Tawūl. → ána áTwal mínak.

ukhtī Hīlwa. → úkhti áHla mín úkhtak.

ana rufáyya9.

ana kibīr.

ana Tawūl.

ana mūhim.

akīrsi bīTāa9i 'adīm.

akīl ummi lazīz.

amīSi gidīd.

arabíyyti kibīra.

Exercise 3

Join the two sentences using **la'ánn** (+ ending if appropriate), as in the example:

- 1 lagháyna l-maksúk. híyya bi9úida.
→ lagháyna l-maksúk la'annáhaa bi9úida.
- 2 fHna rayHfín faránsa fi shahr il-9ásal. híyya 'urayyíba.
- 3 faránsa áHsan. il-akl lazíiz.
- 4 mish rayHfín il-maksúk. ána ma b-aHfbbish iT-Tayaráan iT-Tawíil.
- 5 lagháyna k-kabúina. híyya Sughayyára.
- 6 húwwa mish 9áwwiz bilíla. húwwa líssa wáakil.

Dialogue 2

Listen to a woman tourist finding out about tickets to Luxor from a travel agent.

- IS-SÁYHA: bikáam tazkárit l-u'Sur ráayiH gáyy min fáDlik?
- IL-WAKÍILA: biT-Tayyáara wála bil-'aTr HaDrítik?
- IS-SÁYHA: árkhaS Háaga eh?
- IL-WAKÍILA: il-otobfís! bass ir-ríHla Tawíila wi mish muríH 'áwi.
- IS-SÁYHA: w-iT-Tayyáara?
- IL-WAKÍILA: iT-Tayyáara ghálya, ághla min il-'aTr bi-kitfír. 'aTr dáraga úula sí9ruh ma9úul. HaDrítik 9áw kaam tazkára?
- IS-SÁYHA: taláata ... itnáyn kubáar wi Tífl wáaHid. takhfíiDáat lil-aTfáal?
- IL-WAKÍILA: áywa, il-aTfáal bi-nuSS is-si9r.
- IS-SÁYHA: Táyyib. khallfina fil-'aTr áHsan.

- THURIST:** *How much is a return ticket to Luxor, please?*
AGENT: *By plane or by train, Madam?*
THURIST: *What's the cheapest?*
AGENT: *The bus! But the journey is long and not very comfortable.*
THURIST: *And the plane?*
AGENT: *The plane is expensive, much more expensive than the train. First class in the train is a reasonable price. How many tickets do you want?*
THURIST: *Three ... two adults and a child. Are there discounts for children?*
AGENT: *Yes, children are half price.*
THURIST: *OK. Let's stick with the train, it's better.*



There is a well-established rail network in Egypt connecting many of the major towns. Train travel is generally cheap and is a good way of seeing more of the Egyptian countryside. One of the most regular tourist routes is the line to Luxor, about 750 km south of Cairo. The sleeper train travels along the Nile valley to Luxor, from where cruise boats sail regularly to and from Aswan.

Vocabulary

tazkára (<i>pl. tazáakir</i>)	ticket
ráayiH gáyy	return (ticket)
Tayyáara (<i>pl. Tayyaráat</i>)	plane
'aTr (<i>pl. 'uTuráat</i>)	train
árkhaS	cheapest/cheaper; <i>from rakhūS</i> (cheap)
otobūis (<i>pl. otobiisáat</i>)	bus/coach
riHla (<i>pl. riHlāat</i>)	journey
'áwi	very
gháali (<i>fem. ghálya</i>)	expensive
ághla	more expensive
dáraga úula	first class
sí9r (<i>pl. as9áar</i>)	price
ma9úul	reasonable
kubáar	adults
Tifl (<i>pl. aTfáal</i>)	child
takhfiiD (<i>pl. takhfiiDáat</i>)	discount
khallīina fi	let's stick to/let's stay with

Language points

Plural patterns

You may have started to spot a few patterns emerging in the plurals of words. Many longer words and those of foreign origin are made plural by using the external ending **-áat**:

<i>Singular</i>	<i>Plural with -áat</i>
takhfiiD (discount)	takhfiiDáat
'otobūis (bus)	otobiisáat
Tayyáara (plane)	Tayyaráat
banTalóhn (trousers)	banTaloHnáat

Shorter words are more likely to have an internal plural based on the three root letters. Here are two of the more common internal patterns. **C¹ / C² / C³** are used to represent the three root consonants.

Pattern 1: aC¹C²áaC³

<i>Singular</i>	<i>Plural</i>
sá9r (price)	as9áar
Tíí (child)	aTfáal

Pattern 2: C¹iC²áC³

<i>Singular</i>	<i>Plural</i>
gízma (shoe/pair of shoes)	gízam
bídla (suit)	bídal
9íiba (box/tin)	9íilab

It will take time to become familiar with these and other internal plural patterns. In the meantime, if you are unsure of a plural, try using the **-áat** ending or simply use the singular – you will still be understood.

Means of transport

-bi - il ('by the') is used with means of transport. Remember that **il** can be assimilated by the sound of the following letter (see Table 2):

-aTr	by train
-ambis	by bus
-llyayáara	by plane
-aks	by taxi

Exercise 4

Make questions about the price of tickets, as in the examples.

1 iskindiríyya



→ bikáam tazkárít iskindiríyya bil-
'aTr?

2 ig-gúza



6 iz-zamáalik



3 aswáan



7 il-ú'Sur



4 is-sways



8 il-maksík



5 faránsa



9 sharm ish-shaykh



Exercise 5



Listen to a man buying travel tickets for his family and fill in the information chart below.

Destination:

Means of transport:

Number of tickets:

Number of adults:

Number of children:

Discounts for children?:

Exercise 6

You want to buy tickets for two adults and one child to travel by bus to Port Said. Prepare what you want to say and then join in the conversation on the recording.

Animals

kalb (pl. kiláab)	dog
'aTTa (pl. 'óTaT)	cat
hisān (pl. HiSina)	horse
himār (pl. Himūr)	donkey
fīrān (pl. firāan)	mouse
bā'ar (pl. bá'ar)	cow
baTT (pl. baTT)	duck
khirfān (pl. khirfāan)	sheep
aráanib (pl. aráanib)	rabbit

Dialogue 3

Father and Hassan do not agree about household pets!

ána b-aHíbb ik-kiláab. abúuya 9ánduh tálat kiláab wuulf.

yaa sáatir! ána ma b-aHíbbish ik-kiláab. iHna 9andína 'óTTa siyáami. il-'óTaT áHsan min ik-kiláab.

il-'óTaT di maalháash fáyda.

izzáay? di muffida 'áwi. bi-tímsik il-firāan wi niDífa zayy il-full.

firāan? ik-kiláab bi-tímsik Haraamíyya, mish firāan!

I like dogs. My father has three German Sheperd dogs.

God help us! I don't like dogs. We have a Siamese cat. Cats are better than dogs.

Those cats, they're useless.

How come? They're very useful. They catch mice and are clean as anything.

Mice? Dogs catch thieves, not mice!

Vocabulary

kalb wuulf (<i>pl. kiláab wuulf</i>)	German Shepherd dog (<i>lit. 'wolf dog'</i>)
'óTTa siyáami (<i>pl. 'óTaT siyáami</i>)	Siamese cat
maalháash fáyda	they're useless (<i>lit. 'they have no use'</i>)
mufiid	useful
bi-tímsik	they catch
niDúf zayy il-full	clean as anything (<i>lit. 'clean as Jasmine'</i>)
Haráami (<i>pl. Haraamíyya</i>)	thief/burglar

Agreeing and disagreeing

(ána) b-aHíbb	I like
(ána) ma b-aHíbbish	I don't like
(ána) muwáafi'/muwáf'a	I agree (<i>masc./fem.</i>)
(ána) mish muwáafi'/ mish muwáf'a	I don't agree (<i>masc./fem.</i>)
9ándak Ha'/9ándik Ha'	you're right (<i>masc./fem.</i>)
ma 9andáksh(i) Ha'/ ma 9andakúish Ha'	you're not right (<i>masc./fem.</i>)
izzáay?	how (come)?
yaa saatir!	God help us!
ána kamáan	me too
wála ána	me neither/nor I
fi9lan	actually/really

Exercise 7

Zakareyya's on his way to market with animals and food to sell. He's standing by the river bank planning how to cross in his small boat which only has limited space. He will definitely have to make more than one crossing.

Which of these pairs can he leave safely together on the bank?

- k-kalb wi s-sabáanikh?
- il-óTTa wi k-kalb?
- il-Humáar wi t-tuffáaH?
- il-bá'ara wi z-zatúun?
- il-bámya wi l-óTTa?
- il-báTTa wi l-árnab?
- il-bá'ara wi s-sabáanikh?
- il-óTTa wi l-lában?

Exercise 8

Make these sentences negative, as in the example.

- ána b-aHíbb il-bámya. → ána ma b-aHíbbish il-bámya.
- ána b-aHíbb iz-zatúun.
- ána muwáafi'.
- Wíndak Ha' yaa ibrahím
- aywa, 9ándik Ha' yaa widáad
- ána b-aHíbb il-fuul bil-lamúun.

Exercise 9

What do *you* think? Respond to these statements with your own opinion:

- ána b-aHíbb il-HiSína.
- ána b-aHíbb il-óTaT.
- ána ma b-aHíbbish iz-zatúun.
- il-Himíir mufíida.
- il-firáan maalháash fáyda.
- il-akl fi faránsa alázz min il-akl fi ingiltára.

Arabic script

The following pair of Arabic letters share the same shape and are *non-joining* letters:

the letter **ray**, pronounced as a slightly trilled 'r'

the letter **zay**, pronounced as the 'z' as in 'zebra'

Be careful not to confuse the shape of these two letters with that of **daal** (د) and **dhaal** (ذ) which you met in the last unit. **ray** and **zay** have a straighter shape and sit *below the line*, rather than *on the line* as **daal** and **dhaal** do. Look at how some words you have met are written in the Arabic script:

ráayih (going to) = رايح

gidûd (new) = جديد

ruzz (rice) = رز

árnab (rabbit) = أرنب

zayy (like/similar to) = زي

Exercise 10

Match the Arabic names to the script.

a Widaad

1 جابر

b Dina

2 وداد

c Zidane

3 رشدي

d Rushdi

4 زينب

e Gaber

5 زيدان

f Zeinab

6 دينا

8 Review

muráaga9a

In this lesson you will review the language covered in Units 1–7, before moving on to the second half of the course. If you have difficulty completing one of these review exercises, go back to the unit that deals with that language point and re-read the explanations and dialogues.

Exercise 1

Say where these people are from, as in the example:

1 Ahmed



→ áHmad min maSr. húwwa máSri.

2 Pierre



5 Ronny



3 Maria



6 Jack



4 Holly



Exercise 2

Look at the family tree and fill in the gaps in the description.



ána kháalid wi di 9lfti. ana 9ándi ukht(i) Sughayárri ismáhaa
 _____. híyya _____ khámas sinfín. wi 9ándi akh
 ísmuh _____ wi húwwa _____ táman _____.
 abúyaa _____ walíd wi 9ánduh shánab kibúir. úmmi
 _____ móna wi híyya áHsan umm!

Exercise 3

Make these sentences negative, as in the example:

- 1 il-9arabíyya fíihaa takúf. → il-9arabíyya ma fíiháash takúf.
- 2 húwwa 9áwwiz bilfíla.
- 3 ána miHtáag gázma lish-shughl.
- 4 húwwa min faránsa.
- 5 ána b-aHíbb iT-Tayaráan iT-Tawfíl.
- 6 fíih faar taHt ik-kúrsi.
- 7 híyya lábsa fustáan ábyaD.
- 8 íHna nazlín bil-otobfís.

Exercise 4



Listen to Widáad describing a hotel room to a client. Decide which of the facilities below the room offers.

- 1 takíif
- 2 tarabáyza
- 3 tilifizyóhn
- 4 sirfir kibfir
- 5 nádyo
- 6 kúrsi murúH
- 7 kombyúutir bil-internet

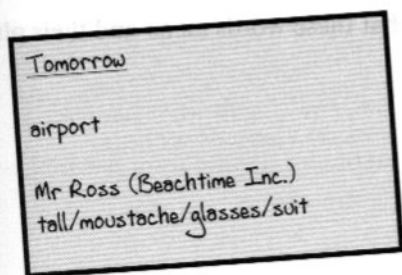
Exercise 5

Now make seven sentences describing the room in Exercise 4, as in the example.

- 1 fiháa takíif.

Exercise 6

Look at the notes for Ibrahim's pick-up tomorrow:



Describe to Ibrahim where he's going tomorrow, who he's picking up and what the visitor looks like. Start like this:

bakra ínta ráayiH ...

Exercise 7

Listen to a group of friends ordering lunch in a restaurant. Make a note of what they order, as in the example:

	<i>Meal</i>	<i>Drink</i>
<i>Man</i>	kebab and green salad	
<i>Woman 1</i>		
<i>Woman 2</i>		

Exercise 8

Say these numbers in Arabic

13	6
5	27
72	18
14	39
44	100
140	250

Exercise 9

Can you remember what these words mean and their plurals?

- 1 'amīS
- 2 tilifizyóhn
- 3 Tába'
- 4 lohn
- 5 shóhka
- 6 bádla
- 7 rigl
- 8 naDDáara
- 9 takhfíD
- 10 raghfíf

Exercise 10

Use the adjectives in brackets to complete the sentences, changing them to feminine or comparative if necessary, as in the example.

Ána ísmi nádyá hilálal w-ána min iz-zamáalik fi maSr. 9ándi
úkh(i) wi akh. úkhti, sámya, **Tawfíla** (Tawfíl) 'áwi, _____

(Tawfíl) míni bi-kitfír. bass ána _____ (kibfír) mínhaa fi s-

ákhí ísmuh Táari' wi 9ánduh khamastáashar sána. húwwa

_____ (rufáyya9) wi _____ ('uSáyyar) min sámya. abúna

Háami _____ (muhímm) - il-_____ (muhímm) fi

iz-zamáalik - wi ummína mumassíla 9ála t-tilfizyóhn.

9 Hayáati

My life

In this unit you will learn about:

- days of the week
- time
- describing your routine
- present/future tense of verbs
- recognizing and pronouncing these Arabic letters: م غ ع

Days of the week

Friday (**ig-gúm9a**) is the main holiday (**agáaza**) for most Egyptians as it is the Muslim holy day. Many offices and schools also close Saturday or Thursday, making a two-day weekend. Some schools and businesses close on Sunday.

Other than Friday and Saturday, the names of the days of the week are similar to the numbers 1–5, starting with Sunday:

il-Had	Sunday
il-itnáyn	Monday
it-taláat	Tuesday
il-árba9	Wednesday
il-khamíis	Thursday
ig-gúm9a	Friday
is-sabt	Saturday

Note: sometimes the word **yohm** ('day') is prefixed: **yohm ig-gúm9a**.

Dialogue 1

Nadim is discussing the week ahead with Ibrahim.

NADIM: yaa ibrahīm, isma9 ... bŭkra il-khamīs w-inta
Tāali9 il-maTāar 9ashāan mīstir nadīm min far9
9amāan.

IBRAHIM: is-sāa9a kaam iT-Tayāara?

NADIM: is-sāa9a khāmsa S-SubH.

IBRAHIM: yaa sāatir! bādri 'āwi!

NADIM: ma9lēsh yaa ibrahīm, yohm ig-gŭm9a agāaza. bass
inta mashgŭl min is-sabt 9ashāan il-fawg il-
yabāani.

IBRAHIM: rayHīn fāyn?

NADIM: is-sabt rayHīn il-ahráam bādri Hawāali is-sāa9a
sitta wi nuSS ... wi ba9d iD-Duhr kŭlluh fil-
mātHaf il-māSri. il-Had 9andúhum Hagz fi
māT9am filfīla is-sāa9a wāHda illa rub9 wi rayHīn
khaan il-khalīli ba9d il-ghāda.

IBRAHIM: khaan il-khalīli? zāHma wil-murúur wíHish 'āwi
hināak!

NADIM: *Ibrahim, listen ... tomorrow is Thursday and you're
going to the airport for Mr Nadim from the Amman
branch.*

IBRAHIM: *What time is the flight?*

NADIM: *Five o'clock in the morning.*

IBRAHIM: *My Goodness! [That's] very early!*

NADIM: *Never mind Ibrahim, Friday's a holiday. But you're
busy from Saturday because of the Japanese group.*

IBRAHIM: *Where are they going?*

NADIM: *On Saturday they're going to the pyramids early,
about half past six ... and all afternoon at the
Egyptian Museum. Sunday they have a reservation
in Filfīla restaurant at quarter to one and they're
going to Khan el-Khalili after lunch.*

IBRAHIM: *Khan el-khalili? It's crowded and the traffic is really
terrible there!*

Vocabulary

far9 (<i>pl. furúu9</i>)	branch
iS-SubH	(in) the morning
bádri	early
ma9lésh	never mind
agáaza (<i>pl. agazáat</i>)	holiday
mashgúul	busy
fawg (<i>pl. afwáag</i>)	group (of tourists)
il-ahráam	the pyramids (<i>at Giza</i>)
Hawáli	about/approximately
ba9d iD-Duhr	(in) the afternoon
mátHaf (<i>pl. matáaHif</i>)	museum
Hagz	reservation
máT9am (<i>pl. maTáa9im</i>)	restaurant
ba9d	after; before = 'abl
gháda	lunch; breakfast = fīTáar ; dinner = 9ásha
záHma	crowded
murúur	traffic
wīHish	terrible/awful

Language points

Telling the time

is-sáa9a kaam?	What's the time?
is-sáa9a kaam il ...?	What time's the ...?
is-sáa9a wáHda	one o'clock
is-sáa9a itnáyn	two o'clock
is-sáa9a taláata	three o'clock
is-sáa9a arbá9a	four o'clock
is-sáa9a khámsa	five o'clock
is-sáa9a sítta	six o'clock
is-sáa9a sába9	seven o'clock
is-sáa9a tamánya	eight o'clock

is-sáa9a tís9a	nine o'clock
is-sáa9a 9áshara	ten o'clock
is-sáa9a Hidáaashar	eleven o'clock
is-sáa9a itnáaashar	twelve o'clock
is-sáa9a) taláata wi nuSS	half past three
is-sáa9a) khámsa wi rub9	quarter past five
is-sáa9a) tís9a wi tilt	twenty past nine (lit. 'nine and a third')
is-sáa9a) Hidáaashar wi 9áshara	ten past eleven
is-sáa9a) sítta ílla rub9	quarter to six
is-sáa9a) itnáaashar ílla tilt	twenty to twelve (lit. 'twelve except a third')
is-sáa9a) tamánya ílla khámsa	five to eight

There is no equivalent of the English 'on', 'at' or 'in' when expressing time:

il-Tayáara is-sáa9a khámsa S-SabH.	The flight is [at] five o'clock [in] the morning.
is-sabt rayHíin il-ahráam.	[On] Saturday they're going to the pyramids.
adúhum Hagz fi T9am filfíla is-sáa9a Hda ílla rub9.	They have a reservation in Filfíla restaurant [at] quarter to one.

Nouns of place

Basic words with the pattern **máC'C'aC'** (or less commonly **máC'C'C'**) are usually *nouns of place*, describing where something is, e.g.

T9am (restaurant, <i>place of eating</i>)	root = T / 9 / m
Haf (museum, <i>place of precious things</i>)	root = t / H / f

Other common nouns of place are:

máktab (office, *place of writing*) root = **k / t / b**

máTbakh (kitchen, *place of cooking*) root = **T / b / kh**

másgid (mosque, *place of kneeling*) root = **s / g / d**

Nouns of place sometimes end in the feminine **a**, e.g.

madrása (school, *place of studying*) root letters = **d / r / s**

maghsála (laundry, *place of washing*) root letters = **gh / s / l**

maktába (library/bookshop, *place of writing*) an alternative meaning from the root letters = **k / t / b**

The plural pattern for most nouns of place is **maC'áaC'iC'**, e.g.

mátHaf → **matáaHif** (museums)

madrása → **madáaris** (schools)

Exercise 1

is-sáa9a kaam?

Give the correct times for these clocks, as in the example.

1



2



3



is-sáa9a tamánya.

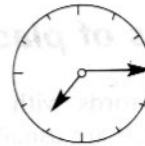
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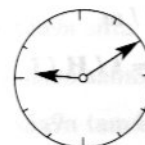
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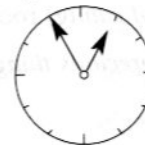
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7



8



Exercise 2

Give the meanings and the plurals for these nouns of place.

1. madrása

2. maTbakh

3. maT9am

4. maT Haf

5. maTsgid

6. maktab

7. maghsála

Exercise 3

Now make sentences about a group's itinerary, as in the example.

1. Monday/pyramids/6:00 → (yohm) il-itnáyn rayHün il-ahráam
is-sáa9a sítta.

2. Tuesday/Egyptian Museum/10:00

3. Wednesday/Filfila Restaurant/1:30

4. Thursday/Alexandria/7.15

5. Friday/Mohammed Ali mosque/4.30

6. Saturday/Khan el-khalili/5:00

7. Sunday/airport/8.45



Dialogue 2

Samya, a flight attendant for EgyptAir, is talking about her weekly routine.

ána muDúifa fi maSr liT-Tayaráan wi-sákna fi maSr il-gidfida.

is-sáa9a khámsa wi nuSS(i) b-áSHa wi b-áakul Háaga khaffúfa wi b-úkhruġ min il-báyt is-sáa9a sítta wi rub9. b-áwSal il-maTáar is-sáa9a sáb9a biZ-ZabT.

il-itnáyn wil-árba9 wis-sabt bi-nisáafir 9amáan, wil-khamfís wil-Had bi-nisáafir aswáan marritáyn – márra S-SubH wi marra D-Duhr.

it-taláat agáaza wi b-arúuh in-náadi ba9d iD-Duhr Hawáali is-sáa9a khámsa bál9ab basketball má9a aSHáabi wi má9a náadya bint(i) 9ámmi.

ig-gúm9a b-á'9ud fil-bayt áakul w-anáam!

I'm a flight attendant for Egypt Air and I live in Heliopolis.

At half past five I get up, eat something light and I leave the house at quarter past six. I arrive at the airport at seven o'clock exactly.

On Monday, Wednesday and Saturday we travel to Amman, and on Thursday and Sunday we go down to Aswan twice – once in the morning and once in the afternoon.

Tuesday is a holiday and I go to the club in the afternoon about five o'clock and play basketball with my friends and with Nadia, my cousin.

On Friday I stay at home and eat and sleep!

Vocabulary

ساكن (fi)

(fem. sákna; pl. saknūn)

live (in); *tends to be used for a specific town, neighbourhood, etc. If referring to a country or region then 9áayish (fi)*

(fem. 9áysha; pl. 9ayshūn) is usually used: ana 9áayish fi maSr. (I live in Egypt.)

الجيزة il-gidūda

the area of Cairo known as 'Heliopolis' in English but 'new Egypt' in Arabic.

ضوء

light

بالتحديد ZabT

exactly

مرة

once

مرتين itáyn

twice

نادي (pl. nawáadi)

club

صديق Hib

friend

(fem. SáHba; pl. aSHáab)

عم (i) 9ámmi

my cousin; *lit. 'daughter of my (paternal) uncle'. There is no single word for 'cousin'. You need to express the relationship in terms of the son/daughter of maternal/paternal aunt or uncle, giving you eight different relationships! (See Unit 2 for family members.)*

Language points

Verbs: introduction

Arabic only has two tenses: *present/future* and *past*. From this point of view it is straightforward.

Try to get to master the basic principles of the verbs first – the variations will come slowly as you progress. Remember, too, that you can often use an *active participle* (see Unit 6) instead of a verb.

This unit will cover the *present/future* tense. The *past* tense will be covered later in the course.

Verbs: present/future

The present/future tense is formed by adding prefixes and suffixes to a *present stem*.

Here is the present/future for the verbs **yíl9ab** ('to play') and **yúkhrug** ('to go out'):

	<i>Prefix/suffix</i>	yíl9ab (<i>stem = l9ab</i>)
ána (I)	a-	ál9ab
ínta (you, <i>masc.</i>)	ti-	tíl9ab
ínti (you, <i>fem.</i>)	ti-/i	tíl9ábi
húwwa (he)	yi-	yíl9ab
híyya (she)	ti-	tíl9ab
íHna (we)	ni-	níl9ab
íntu (you, <i>pl.</i>)	ti-/u	tíl9ábu
húmma (they)	yi-/u	yíl9ábu

	<i>Prefix/suffix</i>	yúkhrug (<i>stem = khrug</i>)
ána (I)	a-	ákhrug
ínta (you, <i>masc.</i>)	tu-	túkhrug
ínti (you, <i>fem.</i>)	tu-/i	tukhrúgi
húwwa (he)	yu-	yúkhrug
híyya (she)	tu-	túkhrug
íHna (we)	nu-	núkhrug
íntu (you, <i>pl.</i>)	tu-/u	tukhrúgu
húmma (they)	yu-/u	yukhrúgu

Arabic verbs fit into one of these two patterns, the difference being the vowel on the prefix. The prefix vowelled with **i** (**ti-**, **yi-** etc.) is more common in Egyptian Arabic.

There is no infinitive (equivalent of the English 'to play'), so the **áa** ('he') part of the verb is used: **yíl9ab**, **yúkhrug**, etc.

Here are the verbs that appear in Dialogue 2, with the present stem underlined:

yíSHa	to wake up
yákhrug	to leave/go out
yírúuH	to go
yí9ab	to play
yí9ud	to stay/remain
yíakul*	to eat
yíáam	to sleep
yíSal	to arrive
yíáafir	to travel (to)

Here the prefix is shortened to **y-** (**t-**, etc.) because the stem **áakul** starts with a vowel.

The stem *ends* with a vowel, e.g. **yíSHa**, the final vowel is removed before any ending is added:

yíSHa I wake up; **yíSHa** he wakes up; *but*

yíSHi you (*fem.*) wake up; **yíSHu** they wake up,

The same basic verb is used for both present and future, except that the present is often preceded by **bi-** and the future by **Ha-** (shortened to **b-** and **H-** before a vowel):

bi-níl9ab we play **Ha-níl9ab** we will play

b-ákhrug I go out **H-ákhrug** I will go out

Then there is no need to use the subject pronoun (**ána**, **ínta**, etc.) as the verb will make this clear:

b-ákhrug min il-báyt I leave the house at quarter past 6.

bi-sí9a sítta wi rub9.

bi-thamúis wil-Had Thursday and Sunday we travel to
bi-síáafir aswáan. Aswan.

bi-gúm9a Ha-yírúuh On Friday he's going to the club

bi-síadi má9a aSHáabuh. with his friends.

However, you will sometimes hear the subject pronoun used for

emphasis or for clarification between the identical **ínta** and **híyya** parts of the verb.

húwwa bi-yíl9ab basketball
bass **ána** b-ál9ab tennis.

He plays basketball
but *I* play tennis.

búkra híyya Ha-tú'9ud
fil-bayt.

Tomorrow she will stay at
home.

Exercise 4

Change the subject of these sentences, as in the example.

- 1 **b-ákhrug** is-sáa9a sítta. (**húwwa**) → **bi-yúkhruḡ** is-sáa9a sítta.
- 2 b-áSHa is-sáa9a khámsa wi nuSS. (**húwwa**)
- 3 bi-tíwSal il-maTáar is-sáa9a sá9a biZ-ZabT. (**ána**)
- 4 bi-yirúuH in-náadi má9a aSHáabuh. (**ihna**)
- 5 Ha-túkhruḡ bádri búkra. (**húmma**)
- 6 b-áakul Háaga khafiifa. (**ínta**)
- 7 H-arúuH il-mátHaf is-sáa9a itnáyn. (**híyya**)
- 8 bi-tíl9ab basketball? (**íntu**)

Exercise 5

Look back at the flight attendant's week in Dialogue 2. Imagine you are telling a friend about her routine. Start like this:

híyya muDúfa fi maSr liT-Tayaráan. is-sáa9a khámsa wi
nuSS(i) bi-tíSHa ...

Exercise 6



Here is your diary for tomorrow. Imagine you are explaining your movements to a partner or friend. Try to speak out loud to improve your confidence. Then listen to the recording for a possible model.

is-sáa9a tamánya H-ákhrug
min il-bayt w ...

8.00 leave house
8.30 arrive office
11.00 go to airport
12.45 lunch at the Nile restaurant
2.20 go to Marwan's school
6.30 leave office
7.15 basketball with friends at club

Dialogue 3

Back to the student radio quiz. The announcer is finding out a bit more about the contestants.

- MUZÍ9:** móna, ínti bi-tidrísi eh?
MONA: ána b-ádris fi 9ulúum iskandaríyya takháSSuS kímíya.
MUZÍ9: w-ínta yaa kamáal bi-tídris eh?
KAMÁAL: ána fi má9had il-fanáadi', wi b-atmárran fi sh-sheraton.
MUZÍ9: 9aZiim. w-ínti yaa samíira?
SAMIRA: ána 9áysha fi buur sa9fid wi b-aHáDDar majistáyrr
 lugháat sharqíyya fi gám9it il-qanáah.
MUZÍ9: mashaa'alláah yaa samíira ... musta9idfin lil-as'íla
 yaa shabáab?
FALÁATA: musta9idfin!
BROADCASTER: *Mona, what are you studying?*
MONA: *I'm studying in the faculty of sciences at Alexandria, speciality chemistry.*
BROADCASTER: *And you, Kamal, what are you studying?*
KAMAL: *I'm in the Hotel Institute, and I train at the Sheraton.*
BROADCASTER: *Great. And you Samira?*
SAMIRA: *I live in Port Said and I'm preparing a masters in Eastern Languages at the University of the Canal.*
BROADCASTER: *My goodness Samira ... Ready for the questions you guys?*
ALL THREE: *Ready!*

Egypt is well-known for its extensive network of universities and vocational colleges. Every Egyptian is entitled to free higher education – an entitlement that has put pressure on the system as the population grows and aspirations increase. Nevertheless, some of the most respected international doctors, academics and engineers are still the product of Egyptian state-funded higher education.

Vocabulary

yídris	to study
9ulúum	sciences. <i>When referring to a particular university or college faculty, Egyptians usually just put the subject in front of the name of the university: 9ulúum iskandariyya</i> = [faculty of] sciences [at] Alexandria; tigáarit asyúut = [faculty of] commerce [at] Asyut.
takháSSuS	speciality
(pl. takhaSSuSáat)	
má9had (pl. ma9áahid)	institute; <i>noun of place from the root 9/h/d (see Language points, Dialogue 1)</i>
fúndu' (pl. fanáadi')	hotel; má9had il-fanáadi' = hotel institute (<i>lit.</i> 'institute [of] the hotels')
yitmárran	to train
9aZüüm	great
yiHáDDar	to prepare
majistáyr	masters (degree); <i>from the French 'magistère'</i>
lúgha (pl. lugháat)	language
shárqi (fem. sharqíyya)	Eastern
gám9a (pl. gam9áat)	university; gám9it il-qanáat = 'University of the Canal' – <i>a well-known university in the Suez Canal region</i>
mashaa'alláah	<i>lit.</i> 'what God wishes', <i>used to express approval or admiration</i>
musta9íd	ready
su'áal (pl. as'íla)	question
yaa shabáab	you guys; <i>lit.</i> 'you youths'

Language points

Summary of plurals

Now that you have met more Arabic words and their plurals, you should be able to see more patterns emerging. Here is a summary of the main plural patterns you have met so far in this course, with examples:

1 External plural -iin (only used for people)

mudárris (teacher) → *pl.* **mudarrisiin**

máSri (Egyptian) → *pl.* **maSriyyiin**

2 External plural -áat

banTalóhn (trousers) → *pl.* **banTalohnáat**

otobáis (bus) → *pl.* **otobiisiáat**

agáaza (holiday) → *pl.* **agazáat**

nHla (journey) → *pl.* **riHláat**

3 Internal plural C'uC²áaC³

Tába' (plate) → *pl.* **Tubáa'**

Tawfíl (tall) → *pl.* **Tuwáal**

4 Internal plural aC'C²áaC³

sí9r (price) → *pl.* **as9áar**

SáaHib (friend) → *pl.* **aSHáab**

lohn (colour) → *pl.* **alwáan**

fawg (group) → *pl.* **afwáag**

5 Internal plural C'iC²áaC³

kalb (dog) → *pl.* **kiláab**

6 Internal plural C'uC²úuC³far⁹ (branch) → *pl.* furúu⁹**7 Internal plural** C'íC²aC³bádla (suit) → *pl.* bídalgázma (shoe) → *pl.* gízam9ílba (packet/box/tin) → *pl.* 9íláb**8 Internal plural** maC'áaC²iC³ or C'awáaC²iC³má⁹had (institute) → *pl.* ma⁹áahidmátHaf (museum) → *pl.* matáaHifmadrása (school) → *pl.* madáarisnáadi (club) → *pl.* nawáadiSobáa⁹ (finger) → *pl.* Sawáabi⁹**9 Other internal plurals**su'áal (question) → *pl.* as'ílashóhka (fork) → *pl.* shúwakraghúif (loaf) → *pl.* raghífaHuSáan (horse) → *pl.* HiSínafustáan (dress) → *pl.* fasatíin'amúS (shirt) → *pl.* 'umSáan

Try to learn the plural for each word when you learn the singular. You can write the singular on the front of a small card and the plural and English meaning on the back. Shuffle the cards and then put them with the singular showing. Try to remember what the word means and say its plural. Put those you get right on one side and those you don't on another. Keep shuffling and testing yourself until you can get them all right.

Exercise 7

Can you remember the meanings and plurals of these words in Arabic?

1 maktab

2 maṭṭam

3 masgid

4 masjid

5 masdi

6 masHib

7 mas'al

8 masgha

Exercise 8



Listen to Samira talking about her daily routine! Fill in the missing times in the table below as you listen.

Get up 7.00AM

Drink tea

Leave house

Arrive at university.....

Sandwich break

Go home

Go to club with friends

Exercise 9

Now prepare to tell someone about what *you* do in the week. Try to make five or six sentences altogether and say them out loud.

Pronunciation

The letter **9ayn** (ع) is a sound distinctive to Arabic. Because there is no English equivalent, we have used a **9** to represent this letter.

To say the **9ayn**, tighten your throat and say 'ah' while pushing up air from your stomach. It will take time to hear the sound and longer to be able to produce it, but to Arabs it is a consonant like any other and you should try to master it.

Try listening to and repeating these words you have met in the course so far. They all contain the letter **9ayn**.

9áshara (ten)

arbá9a (four)

9ándi (I have)

bi9iid (far)

9ayn (eye)

muzi9 (broadcaster)

rub9 (quarter)

shá9r (hair)

Arabic script

The Arabic 'm' (**miim**) looks like a small circle with a tail:



miim, pronounced 'm' as in 'milk'

When joined to the next letter, the tail disappears, leaving just a small circular shape:

مصري **máSri** (Egyptian)

زحمة **záHma** (crowded)

اسم **ism** (name)

is a common prefix in Arabic. For example, the nouns of place we have learnt in this unit all begin with **mūm**:

مسجد **másgid** (mosque)

مطعم **máT9am** (restaurant)

مدرسة **madrása** (school)

مغسلة **maghsála** (laundry)

The guttural letter **9ayn** shares its shape with the letter **ghayn**. The letters are only distinguished by a dot above:

ع the letter **9ayn**, the famous Arabic guttural sound – see pronunciation opposite

غ the letter **ghayn**, pronounced as a throaty 'r' like the French 'r' in 'rue'

These two letters change shape significantly when they are joined to other letters.

joined to the letter *after*: ع...

joined on *both sides*: ...ع...

joined to the letter *before*: ع...

Here are some words from this unit that feature the letters ع and غ:

عشرة **9áshara** (ten)

أربعة **arbá9a** (four)

لغة **lúhga** (language)

طالع **Táali9** (heading for/going to)

غداء **gháda** (lunch)

10 b-aHíbb Sayd is-sámak

I like fishing

In this unit you will learn about:

- describing your hobbies
- making sentences negative
- giving advice
- the Internet in the Arab world
- recognizing and pronouncing these Arabic letters: ف ق

Dialogue 1



At the radio quiz the announcer is finding out about the contestants' hobbies and leisure activities.



IL-MUZÍ9:

móna, ínti
hiwayáatik eh?

MÓNA:

ána b-aHíbb ál9ab iskwáash. ána káabtin fan
ik-kulfiya. wi kamáan b-aHíbb il-muusfiqa
riwaayáat nagfíb maHfúuZ.

IL-MUZÍ9:

w-ínta yaa kamáal? hiwayáatak eh?

KAMÁAL:

b-aHíbb ál9ab ik-kúra w-ána gháawi l-internet
kull(i) yohm láazim á'9ud saa9táyn taláata 'ud
ik-kombyúutir. ma b-akhrúgsh(i) min il-bayt
ma aSábbaH 9ála k-kombyúutir.

IL-MUZÍ9:

haa! haa! w-ínti yaa samfíra?

SAMÍIRA:

lil-ásaf dilwá'ti ma 9andfish wa't l-hiwayáayi - Sayd
is-sámak má9a bába wi Hásan akhúyaa. kull
yohm ig-gúm9a húmma bi-yi9l9u iS-Sayd w-án
b-á'9ud azáakir.

IL-MUZÍ9:

ma9lésh yaa samfíra. bá9d il-maajistáyr mún
tiSTáadi sámak il-baHr(i) kúlluh!

- BROADCASTER: *Mona, what are your hobbies?*
- DNA: *I like playing squash. I'm the captain of the college team. And I also like music and the novels of Naguib Mahfouz.*
- BROADCASTER: *And you, Kamal? What are your hobbies?*
- KAMAL: *I like playing football and I'm keen on the Internet. Every day I have to sit for two or three hours in front of the computer. I don't leave the house before I say good morning to the computer.*
- BROADCASTER: *Ha! Ha! And you Samira?*
- SAMIRA: *Unfortunately now I don't have time for my hobby – fishing with Dad and Hassan, my brother. Every Friday they go off fishing and I stay and study.*
- BROADCASTER: *Never mind Samira. After the masters degree you can catch all the fish in the sea!*

Glossary

hobbya (pl. hiwayáat)	hobby
gháwáash	squash
gháwáash	captain (of a sports team)
gháwáash (pl. fira')	team
gháwáash (pl. kulliyáat)	college
gháwáash	music
gháwáash (pl. riwaayáat)	novel
gháwáash	football/soccer (lit. 'ball')
gháwáash (fem. gháwya)	keen on
gháwáash	every/all; kull(i) yohm = every day; kúlluh = all of it/them
gháwáash	computer
gháwáash	before (+ verb; lit. 'before what');
gháwáash	after + verb = ba9d(i) ma
gháwáash	to say good morning to; to greet in the morning
gháwáash	unfortunately
gháwáash	now
gháwáash	time
gháwáash is-sámak	fishing (lit. 'hunting fish')
gháwáash	to study
gháwáash	to fish/to hunt
gháwáash (pl. biHáur)	sea

Naguib Mahfouz

Naguib Mahfouz is probably the best-known contemporary Egyptian author. Famous for his gritty style and dramatic tales set in the backstreets of old Cairo, he was the first Egyptian to win the Nobel prize for Literature in 1988. A distinctive feature of his literary style is the inclusion of Egyptian spoken dialect in the dialogue, where previous writers had mainly used the formal standard Arabic. This use of the colloquial helps create a more realistic portrait of the characters and setting.

The novels of Naguib Mahfouz have been translated into many languages and made into films popular throughout the Arab world. Amongst his best-known works are *il-kiláb* (*The Thief and the Dogs*), *zuqáaq il-Mídaq* (*Midaq Alley*) and *awláad gabaláawi* (*Children of Gabalawi*).

Language points

Generalization

We have already seen that Arabic tends to use the definite article *il-* when talking in general:

- | | |
|------------------------------------|--------------------------|
| b-aHíbb il-muusúqa. | I like music. |
| b-aHíbb ál9ab ik-kúra. | I like playing football. |
| ma b-aHíbbish ir-riwaayáat. | I don't like novels. |

Remember that *il-* is dropped from the first word of a possessive construction (see Unit 3), although the construction as a whole remains definite:

- | | |
|--|--------------------------------------|
| ma b-aHíbbish Sayd is-sámak. | I don't like fishing. |
| b-aHíbb riwaayáat nagúib maHfúuZ. | I like the novels of Naguib Mahfouz. |

bi-yiHíbb + verb

The verb **bi-yiHíbb** ('to like') can be followed by another verb with the same subject:

ᐃᐱᐃᐃᐃ ᐱᐃᐃᐃ ᐃᐱᐃᐃᐃᐃ.

I like playing squash.
(lit. 'I like I play squash')

ᐃᐱᐃᐃᐃ ᐃᐱᐃᐃᐃ ᐃᐃᐃᐃ

He likes sitting in front
of the computer.

ᐃᐱᐃᐃᐃᐃᐃ.

(lit. 'He likes he sits...')

Modifying words

There are a number of useful words which can be used before a present verb to modify the meaning. Amongst the most common

ᐃᐃᐃᐃᐃ (have to/must)

ᐃᐃᐃᐃᐃ ᐱᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ.

I have to stay two or
three hours.

ᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ.

He must study now.

ᐃᐃᐃᐃᐃᐃ (can/be allowed to)

ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃ.

You (fem.) can go fishing.

ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ?

Can we go to the club?

ᐃᐃᐃᐃᐃᐃᐃ (should)

ᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ ᐃᐃᐃᐃ.

You (masc.) should eat
something.

ᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ ᐃᐃᐃᐃ.

He should go to sleep
early.

ᐃᐃᐃᐃᐃᐃ (have to/need to)

ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃ.

We have to get up at
seven o'clock.

ᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃ.

They have to go out now.

Notice how the modifying words themselves don't change according to the subject, but the following verb does.

Making sentences negative

There are two principal ways of forming the negative. The uses outlined below are guidelines, but be aware that the colloquial language is flexible and you may hear other combinations.

ma ... (i)sh

Uses:

1 With the present tense (and past tense presented in Unit 12):

b-aHíbb/ma b-aHíbbish

I like/I don't like

nákhruḡ/ma nakhrúḡsh

we go out/we don't go out

2 With certain phrases, such as **fíih** ('there is/are'), and **9a** ('have/has'):

9andáhaa/ma 9andháash

she has/she doesn't have

fíih/ma fíish

there is/there isn't

mish

Uses:

1 With simple non-verbal sentences:

húwwa mudárris./

He's a teacher./

húwwa mish mudárris.

He isn't a teacher.

2 With adjectives and participles:

il-'amúS kibúir./

The shirt is big./

il-'amúS mish kibúir.

The shirt isn't big.

ána gháawi S-Sayd./

I'm keen on fishing./

ána mish gháawi S-Sayd.

I'm not keen on fishing.

3 With modifying words:

lázim á'9ud./

I have to stay./

mish láazim á'9ud.

I don't have to stay.

4 With future **Ha-**:

Ha-yíwSal búkra./

He'll arrive tomorrow./

mish Ha-yíwSal búkra.

He won't arrive tomorrow.

Exercise 1

Make these sentences negative, as in the example.

1 **b-aHíbb ik-kúra. → ma b-aHíbbish ik-kúra.**

2 **ama gháawi Sayd is-sámak.**

3 **Widik wa't l-hiwáaytik.**

4 **fin shibbáak ganb is-sirfir.**

5 **hazim nirúuH il-mádrasa.**

6 **múmkín ál9ab má9ak?**

7 **in-yiHíbb riwaayáat nagfíb maHfúuZ.**

8 **at-taláat b-arúuH in-náadi.**

9 **hakra Ha-yí9ab il-iskwáash.**

10 **Darúuri áTla9 il-maTáar.**

Exercise 2

A friend is checking out your lifestyle and hobbies, but has got many of the details wrong. Listen to the prompts on the recording and correct the mistakes.

Exercise 3

Look at the sports and make sentences as in the example:



→ **ma b-aHíbbish il-iskwáash.**

4



5



6



Exercise 4

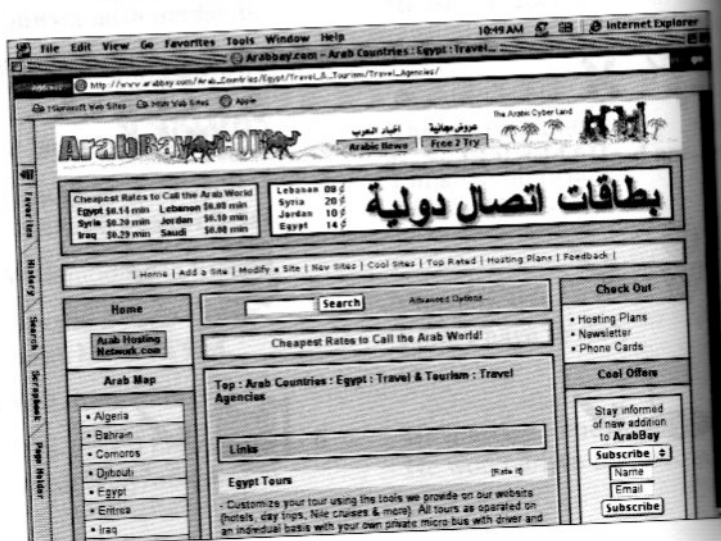
Now try to make up 2-3 sentences about your own hobbies.

Dialogue 2

Widaad is explaining her company's plans for a new website.

shfkrkit in-niil lis-siyáaHa náwya tí9mil mawqí9 9ála l-internet shayfiin innuh l-Huguuzáat múmkin tiziid Hawáali 9ishriin fil-míyya. leh? la'ánn il-Hagz bil-internet sahl(i) gíddan wi ma yaakhúsh(i) wa't. dilwá'ti iz-zibúun mish láazim yínzil maktábna fi miidáan il-úubraa 9asháan yíHgz agáaza yohmáyn. múmkin yikhállas Hágtuh wi húwwa 'áa9id fil-bayt. Tá9an ahámmá Háaga inn il-mawqí9 yishtághal wi yfb'a wáaDiH wi sarfi9.

Nile Travel is intending to create a website on the Internet. They believe that bookings can increase by about 20 per cent. Why? Because booking on the Internet is very easy and doesn't take time. Now the client doesn't have to come down to our office in Open Square in order to book a two-day holiday. He can finish his business while he's sitting in the house. Of course, the most important thing is that the site works and remains clear and fast.



bulary

(pl. shirkáat)

company/business

(fem. náwya;

intending to

yūn)

to make/create

(pl. mawáaqi9)

(web)site; *noun of place from root*

w / q / 9 (to place/site)

(fem. sháyfa;

seeing/believing; **shayfūn innu** ... = they

fūn)

believe that ...

(pl. Huguuzáat)

booking/reservation

to increase

per cent (*lit.* 'in the hundred')

easy

to take; *stem starts with a vowel* – see

yáakul Unit 9.

(pl. zabáayin)

customer/client

to go down (to)/get down (to)

(pl. mayaadiin)

(town) square; **miidáan il-úubraa** = Opera

Square, *a well-known square in central*

Cairo

to book/reserve

to finish; **yikhállas Hágth** = to finish his

business (*lit.* 'his thing')

(fem. 'á9da;

sitting/staying

adiin)

to work

to remain

clear

fast

Internet in Egypt

The Internet is popular in Egypt and there are many local service providers. Although English is widely used, or at least English in text-message form, many surfers also make use of Arabic-script browsers and email programs to communicate and access the growing bank of information available in Arabic on the web. Many newspapers and magazines have their own sites, as do other companies and tourist-orientated businesses.

Language points

Simultaneous events

Arabic uses **wi** + *active participle* to express events that happen simultaneously, where English uses 'while':

**múmkín yikhállas Hāgtuh
wi húwwa 'áa9id fil-bayt.**

He can finish his business
while he's sitting in the
house.

bi-náakul w-íHna wa'fiin.

We eat while we're
standing up.

Plurals in sentences

All nouns are either masculine or feminine, singular or plural.

When a noun is *singular*, verbs, adjectives, pronouns and particles will match the gender of the noun. For example, in the following sentence from Widaad's speech, the participle **náwya** and the verb **tí9mal** are feminine because the subject **shírka** (company) is feminine:

shírkit in-niil lis-siyáaHa náwya tí9mal mawqí9.

The Nile Travel company is intending to create a website.

If she had used a masculine subject, such as **máT9am** (restaurant), the participle and verb would have been masculine:

máT9am in-niil náawi yí9mal mawqí9.

The Nile Restaurant is intending to create a website.

In the *plural*, the situation is less clear-cut. In general, all non-human plurals (objects, ideas, etc.) are considered grammatically *feminine singular*. The plural forms are reserved for people. So non-human plurals are referred to by feminine singular pronouns (**híyya/di**), personal/possessive endings (**-haa**), adjectival endings (**-a**) and verbs (**ti/tu**):

il-'umSáan di kibûira. ána 9áawiz áSghar mínhaa.

These shirts are big. I want smaller ones (*lit.* 'smaller than them').

Ex 1-madáaris bi9fida 9an bayt(i)na.

All the schools are far from our house.

Ex 2-Huguuzáat múmkin tizíid Hawáali 9ishrín fil-míyya.

Bookings can increase by about 20 per cent.

The treatment of non-human plurals as feminine singular is an absolute rule in formal Arabic, but there is more flexibility in the spoken dialect. You may hear people using either the feminine singular (**híyya/di**, etc.) or the plural (**húmma/duul**, etc.) to refer to plurals. It is simpler as a learner to stick to the rule of using the feminine singular while being aware of variations.

Exercise 5

This is the text of Widaad's speech. Fill the gaps with the words in the box and then check your answer with the recording or the answer section.

_____	sarí9	shírkít	lázim	ahámm
_____	tizíid	'áa9id	internet	miidáan

_____ in-niil lis-siyáaHa náwya tí9mil _____ 9ála l-internet.

_____ innuh l-Huguuzáat múmkin _____ Hawáali 9ishrín

_____ leh? la'ánn il-Hagz bil-_____ sahl(i) gíddan wi ma

_____ khúsh(i) wa't. dílwá'ti iz-zibúun mish _____ yínzil

_____ na fi _____ il-úubraa 9asháan yíHgiz _____

_____ máyn. múmkin yikhállas Hágth wi húwwa _____ fil-

_____ Táb9an _____ Háaga inn il-mawqí9 yishtághal wi yíb'a

_____ DiH wi _____.

Exercise 6

Work out the meaning of these sentences and then make them plural, as in the example. You can use the bilingual glossary at the end of the book to check the plurals of words.

- 1 **il-maT9ám bi9fūd 9an miidáan il-úubraa.**

(The restaurant is far from Opera Square.)

→ **il-maTáa9im bi9fūda 9an miidáan il-úubraa.**

(The restaurants are far from Opera Square.)

- 2 il-'amfiS Sugháyyar. ána 9áawiz ákbar mínuh.
- 3 il-Hagz mawgúud 9ála k-kombyúutir.
- 4 ik-kalb bi-yiHfbb il-láHma wil-'óTTa bi-tiHfbb il-lában.
- 5 il-farfi' Ha-yisáafir búkra.
- 6 il-Tayáara bi-tíwSal yohm il-gúm9a.

Exercise 7

A friend of yours has been told he is overweight. Give him some advice using the prompts below and the phrases:

il-mafrúuD ... You should ...

mish láazim ... You mustn't ...

- 1  → **mish láazim táakul kayk.**



Can you think of any more advice using the Arabic you have learnt so far in this course?

Arabic script

ف

the letter **faa**, pronounced 'f' as in 'fall'

ق

the letter **qaaf**, formally 'q' produced from the back of the throat, but usually pronounced as a glottal stop in Egyptian Arabic. This glottal stop is similar to the sound made when the word 'butter' is pronounced with a Cockney accent, dropping the 'tt'. We have used ' to represent this sound in the transliteration.

These two letters have a similar shape but **qaaf** has a more round-tail, only evident when not joined to the letter following:

فندق **fúndu'** (hotel)

فوج **fawg** (group)

فريق **farīi'** (team)

قميص **'amīis** (shirt)

وقت **wa't** (time)

عاقد **9áa'id** (sitting)

Exercise 8

Look at the hotel receipt below. Can you circle all instances of **qaaf** and **faa** (ignoring the handwritten material)?

Now look at the top two lines in the right-hand corner of the receipt. Can you identify the name of the hotel (on the first line), and its location (on the second line)?

فندق العلمين

سيدي عبد الرحمن

№: 000031

إشعار قيد مكالمة جاري

١٨٤٨

البلد: بريطانيا

الرقم المطلوب: ٥٤-٥٩٤٤

رقم الغرفة:

٥٩٤٤

نوع الإقامة: ٤٩٥٠

مدة المكالمة: ٧٠

٤٩٥٠

فقط وقدره:

القيمة: ٤٩٥٠

٤٩٥٠

اسم الطالب:

٤٩٥٠

٤٩٥٠

توقيع عامل التليفون

التاريخ: ١٨ / ١١ / ١٩٩٤

٤٩٥٠

الوقت: ١٨

توقيع العميل:

٤٩٥٠

الحسابات الجارية (الخزينة):

٤٩٥٠

11 9ála Tuul!

Straight on!

In this unit you will learn about:

- places around town
- understanding directions
- giving instructions
- different types of verbs
- recognizing this Arabic letter: و
- learning how long vowels are written in the Arabic script



Dialogue 1

Ibrahim phones Widaad in the office to talk about Mr Laurence's plans.

- IBRAHÍM:** aló? áywa yaa madáam, ána ibrahíim. da "mister Laurence" 9áawiz yínzil wusT il-bálad li-wáHduh.
- WIDÁAD:** leh yaa ibrahíim?
- IBRAHÍM:** bi-yi'úul 9áawiz yirúuH miidáan it-taHrír 9asháan yizúur il-mátHaf wi ba9dáyn 9áawiz yínzil maHáTTit ramsís 9asháan yiHgiz fi 'aTr(i) lú'Sur.
- WIDÁAD:** il-mátHaf wil-maHáTTa? akháaf laytúuh yaa ibrahíim.
- IBRAHÍM:** ma tikhaafiish yaa madáam. ána H-awSif lu is-sikka kwáyyis.
- IBRAHIM:** *Hello? Yes, Madam. This is Ibrahim. Mr Laurence wants to go down to the city centre by himself.*
- WIDAAD:** *Why, Ibrahim?*
- IBRAHIM:** *He says he wants to go to Tahrir Square to visit the museum and then he wants to go to Ramsis station to reserve [tickets] on the Luxor train.*
- WIDAAD:** *The museum and the station? I'm afraid in case he gets lost, Ibrahim.*
- IBRAHIM:** *Don't worry Madam. I'll describe the route to him well.*

Vocabulary

wusT il-bálad	city centre/downtown
li-wáHduh	by himself; li-wáHdi = by myself, li-waHdáhaa = by herself, etc.
yí'úul	to say
yizúur	to visit
ba9dáyn	then
maHáTTa (pl. maHaTTáat)	station
yíkháaf	to be afraid/to be worried; akháaf laytúuh = I'm afraid in case he gets lost
ma tikhaafiish	don't worry (fem.)
yíwSif	to describe
sikka (pl. síkak)	route/way

Around town – additional vocabulary

sūnima (<i>pl. sūnimáat</i>)	cinema
másraH (<i>pl. masáariH</i>)	theatre
bank (<i>pl. bunúuk</i>)	bank
maHáll (<i>pl. maHalláat</i>)	shop/store
sifáara (<i>pl. sifaráat</i>)	embassy
suu' (<i>pl. aswaa'</i>)	market/souq
mustáshfa (<i>pl. mustashfayáat</i>)	hospital
kúbri (<i>pl. kabáari</i>)	bridge
sháari9 (<i>pl. shawáari9</i>)	street
isháara (<i>pl. isharáat</i>)	(traffic) lights

Language points

Types of verbs

In the most basic type of verb, the three root letters are separated in the present/future tense by a vowel between the second and third root letters:

yíHgiz to reserve; root = **H / g / z**

yúkhru9 to go out; root = **kh / r / g**

yínzil to go/get down; root = **n / z / l**

There are other types of verb where the root letters are manipulated – sometimes root letters are doubled or mixed with additional letters. These are known as *forms of the verb*. Examples you have met so far include:

yikhállas to finish; root = **kh / l / s**

yisáafir to travel; root = **s / f / r**

yitmárran to practise; root = **m / r / n**

The different forms of the verb will be covered in more detail in Unit 13. For the moment it is enough to grasp the general principle.

Irregular verbs

Most irregularities occur when **waaw**, **yaa** or a 'half-letter' called **hamza** is one of the root letters. These letters can mutate into a vowel sound causing a change in the verb stem pattern. There are three main types of irregular verbs:

1 The present stem *starts with a long vowel*. These verbs are known as *defective verbs*, e.g.

yáakul to eat; present stem = **áakul**

yáakhud to take; present stem = **áakhud**

The present/future prefix is shortened to **y-** (**t-**, **n-**, etc.), e.g. **yáakul** 'to eat/he eats'; **náakhud** 'we take'

2 The present stem has a *long vowel in the middle*. These verbs are known as *hollow verbs*, e.g.

yirúuH to go; present stem = **rúuH**

yizíid to increase; present stem = **zíid**

yináam to sleep; present stem = **náam**

The stress in hollow verbs shifts to the long vowel, e.g. **yirúuH** 'to go/he goes' (compare with **yínzil** or **yúkhruḡ**).

3 The present stem *ends with a vowel*. These verbs are known as *weak verbs*, e.g.

yíSHa to wake up; present stem = **SHa**

yíb'a to remain; present stem = **b'a**

In a weak verb, the final vowel of the present stem is removed before any suffix is added, e.g. **yíSHa** 'to wake up/he wakes up'; **yíSHu** 'they wake up'; **tíSHi** 'you (fem.) wake up'.

Exercise 1

Imagine you want to visit these places. Make sentences as in the example. Use **9áawiz** if you are male and **9áwza** if you are female. Use one of these three verbs: **arúuH** (I) go; **azúur** (I) visit; **áakul fi** (I) eat in. There could be more than one correct answer.

1 theatre/centre of town

→ **ána 9áawiz (9áwza) arúuH il-másraH fi wusT il-bálad.**

2 Hilton Hotel/Tahrir Square

3 Nile Restaurant/Mosaddaq Street

4 Station/Ramsis Square

5 Egyptian Museum/Tahrir Square

6 American Embassy/Garden City (an area of Cairo pronounced 'Garden City')

7 my (maternal) aunt/hospital

8 Filfila Restaurant/Tala'at Harb Street

Exercise 2

Now make the sentences you created in Exercise 1 refer to you and a group of friends like this:

1 **íHna 9awzín nirúuH il-másraH fi wusT il-bálad.**

Exercise 3

Listen to this conversation between Hassan and Gaber about their plans for the day and tick the places each of them wants to go, as in the example.

Hassan Gaber

Hospital

Bank

French Embassy

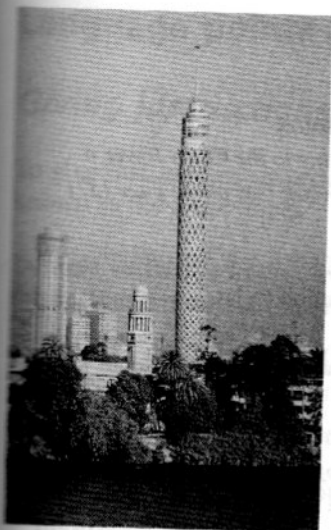
Station

Cinema

Market

Music Shop





Dialogue 2

Ibrahim explains to Mr Laurence how to find his way to the museum and Ramsis Station via the Cairo Tower.

H-awSíf lak il-mátHaf wil-maHáTTa mináyn.

il-áwwil fTla9 kúbri sítta oktúbir w-ínzil ba9d il-burg. khallfik dúghri 9ála k-korníish wi khud shimáal 9and il-Hilton. Ha-tílaa'i l-mátHaf 9ála l-yimín.

bin-nísba lil-maHáTTa khallfik fi sháari9 ramsís 9ála Tuul li-gháayit il-miidáan náfsuh. khállli báalak, mádkhal il-maHáTTa ba9d táani sháara taHt ik-kúbri, ganb maHáll(i) kibúir bi-yibí9 sandawitsháat fuul wi Ta9míyya ísmuh 'ábu wárda'.

I'll describe to you how you get to the museum and the station.

First go up the 6th of October Bridge and come down after the Tower. Keep straight on along the Corniche and take a left at the Hilton. You will find the museum on your right-hand side.

As regards the station, keep straight on in Ramsis Street until the square itself. Be careful, the entrance of the station is after the second set of lights under the bridge, near a big shop selling bean and falafel sandwiches called 'Abu Warda'.

Vocabulary

il-áwwil	first/firstly
kúbri sitta októubir	6th of October
burg (pl. abráag)	Bridge
	tower; here referring to the Cairo Tower, a well-known landmark (see photo page 137)
kornfish	Corniche
yiláa'i	to find
bin-nisba li	as regards/in relation to
li-gháayit	until/up to
náfsuh	itself/himself; náfsi = myself, nafsáhaa = herself, etc.
khállí báalak (fem. báalik)	be careful/watch out
mádkhal (pl. madáakhil)	entrance; noun of place from root d / kh / l (to enter), exit = mákhrag from root kh / r / g (to go out)
yibú9	to sell

Directions

... mináyn?	How do I get to ...? (lit. '... from where?')
khallúk (fem. khallúki)	keep/stay (lit. 'keep yourself')
shimáal	left
yimūn	right
dúghri/9ála Tuul	straight on
khud (fem. khúdi)	take
áwwil (sháari9)	the first (street)
táani (isháara)	the second (traffic lights)
táalit (kúbri)	the third (bridge)
9ála sh-shimáal	on the left
9ála l-yimūn	on the right

Language points

Giving instructions

To give instructions or orders, you need to use a form of the verb known as the *imperative*.

In basic verbs, the imperative is formed by taking the 'you' part of the verb and removing the initial **t**.

tínzil you (*masc.*) go down → **ínzil** go down! (*masc.*)

tínzili you (*fem.*) go down → **inzili** go down! (*fem.*)

tínzilu you (*plural*) go down → **inzilu** go down! (*plural*)

túkhrug you (*masc.*) go out → **úkhrug** go out! (*masc.*)

tukhrúgi you (*fem.*) go out → **ukhrúgi** go out! (*fem.*)

tukhrúgu you (*plural*) go out → **ukhrúgu** go out! (*plural*)

tíSHa you (*masc.*) wake up → **íSHa** wake up! (*masc.*)

tíSHi you (*fem.*) wake up → **íSHi** wake up! (*fem.*)

tíSHu you (*plural*) wake up → **íSHu** wake up! (*plural*)

For irregular hollow verbs and defective verbs starting with a long vowel, the initial **t** and the following vowel are removed:

tírúuH you (*masc.*) go → **rúuH** go! (*masc.*)

tírúuHi you (*fem.*) go → **rúuHi** go! (*fem.*)

tírúuHu you (*plural*) go → **rúuHu** go! (*plural*)

táakhud you (*masc.*) take → **khud** take! (*masc.*)

tákhdí you (*fem.*) take → **khúdí** take! (*fem.*)

tákhdú you (*plural*) take → **khúdu** take! (*plural*)

There is one imperative in Dialogue 2 which is not from a basic-type verb. You can just recognize this for the moment:

khállí keep/stay! (*masc. and fem.*)

More details of this type of verb will be given in Unit 13.

Negative instructions

A negative instruction is made in one of two ways:

1 By putting **ma-** and **-sh** either side of the present verb:

ma tinzílsh! don't go down! (*masc.*)

ma tukhrugísh! don't go out! (*fem.*)

ma taakhdúsh! don't take! (*plural*)

Notice that the word stress moves to the last syllable.

2 By putting **baláash** in front of the present verb. The instructions above would then become:


baláash tinzíl!

baláash tukhrúgi!

baláash táakhdú!

Exercise 4

Ask for directions to these places, as in the example.

1  → law samáHt,
il-burg mináyn?

2 

3 

4 

5 

6 

7 

8 

How would you ask a woman the same questions?

Exercise 5

Change these into instructions, as in the example.

1 **tíTla9 kúbri sítta októubir. → íTla9 kúbri sítta októubir.**

2 tinzíli bá9d táani isháara.

3 tukhrúgu l-bayt is-sáa9a sá9a.

4 táakhud áwwil sháari9 shimáal.

5 tirúuHi l-mádrasa asháan ibrahíim.

6 tishrábi Háaga sáa9a?

7 tináamu bádri.

8 táakli Háaga 'ábl il-mádrasa?

Now make the instructions negative, e.g.

1 **ma tíTla9sh kúbri sítta októubir.** (or **baláash tíTla9 ...**)

Exercise 6

Listen to the directions on the recording and mark the position of these buildings around town on the plan, as in the example.

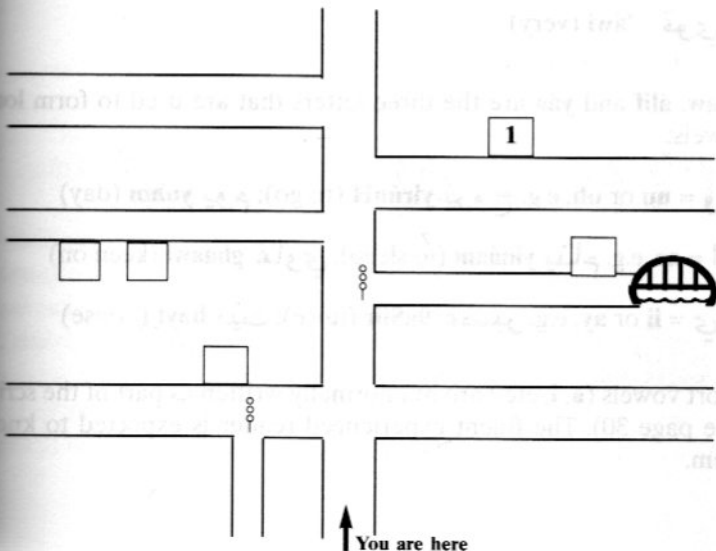
1 il-bank

2 il-mátHaf

3 il-maHáTTa

4 is-sifáara il-amriikíyya

5 is-sfínima



Exercise 7

Now try to describe in your own words to a passer-by how to get to the places in Exercise 6, using your completed plan. Compare what you said against the directions on the recording for Exercise 6.

Exercise 8

You are going to give someone directions to your office. Follow the prompts on the recording. You will hear a model answer after the pause, but don't forget that your answer could be phrased differently.

Arabic script

Here is a letter that does not share its shape with any other:

و

the letter **waaw**, can be a consonant pronounced 'w' as in 'window' or a long vowel pronounced **uu** as in 'boot' or **oh** as in 'toe' or 'boat'

waaw is a non-joining letter and so doesn't change its shape whatever its position in a word:

واحد **wáaHid** (one)

قوي **'áwi** (very)

waaw, **álif** and **yáa** are the three letters that are used to form long vowels:

و = **uu** or **oh**, e.g. يروح **yirúuH** (to go); يوم **yohm** (day)

ا = **aa**, e.g. ينام **yináam** (to sleep); غاوي **gháawi** (keen on)

ي = **ii** or **ay**, e.g. عصير **9aSiir** (juice); بيت **bayt** (house)

Short vowels (**a**, **i**, etc.) are not normally written as part of the script (see page 30). The fluent experienced reader is expected to know them.

Exercise 9

Can you read these words you have met in this unit?

1 شمال

2 يمين

3 دوغري

4 سينما

5 يزور

6 شارع

12 inbasáTt fi faránsa?

Did you enjoy yourself in France?

In this unit you will learn about:

- talking about the past
- months of the year
- calendar dates
- recognizing these Arabic letters: ه ك

Dialogue 1

Hassan is asking Gaber about his recent honeymoon.

HÁSAN: izzáayak yaa 9aríis? inbasáTt fi faránsa?

GÁABIR: 'áwi, 'áwi.

HÁSAN: wiSíltu ímta?

GÁABIR: wiSílna yohm is-sabt.

HÁSAN: wi widáad? líssa bi-tikháaf min iT-Tayaráat?

GÁABIR: áywa, bass(i) khádit musákkín min id-duktúur.

HÁSAN: fi9lan? wi 9imíltu eh hináak?

GÁABIR: rúHna amáakin kitúra – matáaHif, wi burg 'Eiffel',
wi nizílna fi márkib 9ála nahr is-'Seine'. Hilw in-nahr.
shúfna kull(i) Háaga min il-márkib – ik-kanáayis
il-'adúma, wil-mabáani il-gamúla, tamaasúil dahab ...

HÁSAN: wi káltu kwáyyis?

GÁABIR: ána kalt(i) sámak lazúiz wi maHáar, láakin widáad
ma bi-tiHíbbish is-sámak, fa-kálit láHma wi firáakh

Language

- wi Haagáat zayy kídida. wi Tá9an garrábna
il-Halawiyáat – áHsan Halawiyáat fi d-dúnya!
- HASAN: yaa saláam yaa sfidi. w-eh kamáan?
- GABIR: in-naas hináak Tá9an bi-yishrábu in-nibfiit il-
faransáawi il-mashhur, bass íHna shirfbna
masharfiib mun9ísha gíddan ma9múula min in-
ni9náa9 wi-rummáan.
- HASAN: ni9náa9 wir-rummáan? – da eh il-gamáal da?!
- GABIR: áywa, áakhir gamáal, bass(i) khalláaS, rig9na
dilwá'ti.

- HASSAN: *How are you, bridegroom? Did you enjoy yourself
in France?*
- GABER: *Very much.*
- HASSAN: *When did you arrive (back)?*
- GABER: *We arrived on Saturday.*
- HASSAN: *And Widaad? Is she still afraid of aeroplanes?*
- GABER: *Yes, but she got a sedative from the doctor.*
- HASSAN: *Really? And what did you do there?*
- GABER: *We went to lots of places – museums, and the Eiffel
Tower and we went on a boat on the River Seine.
The river's lovely. We saw everything from the boat
– the old churches, and the beautiful buildings, the
golden statues ...*
- HASSAN: *Did you eat well?*
- GABER: *I ate some delicious fish and oysters but Widaad
doesn't like fish so she ate meat and chicken and
things like that. And of course we tried the patis-
serie – the best in the world!*
- HASSAN: *My goodness. And what else?*
- GABER: *People there of course drink the famous French
wine, but we drank very refreshing drinks made
from mint and pomegranate.*
- HASSAN: *Mint and pomegranate? Oh! How marvellous!*
- GABER: *Yes, marvellous indeed! But it's over. We're back
now.*

Vocabulary

musákkín (<i>pl. musakkináat</i>)	tranquillizer
fi9lan?	really
makáan (<i>pl. amáakin</i>)	place
kiníisa (<i>pl. kanáayis</i>)	church
mábna (<i>pl. mabáani</i>)	building
timsáal (<i>pl. tamaasíil</i>)	statue
dahab	gold; tamaasíil dahab = statues [of] gold
maHáar	oysters
láHma	meat
firáakh	chicken (meat)
Halawiyáat	patisserie/desserts
id-dúnya	the world
mashhúur	famous
mashrúub (<i>pl. masharíib</i>)	drink
naas	people
mun9ísh	refreshing
ma9múul min	made from
ni9náa9	mint
rummáan	pomegranate
da eh il-gamáal da?!	how marvellous! (<i>lit.</i> 'what's this beauty?'); the reply áakhir gamáal means 'the final beauty'
khalláaS	(it's) over/finished

Language points

Past tense

When talking about completed actions, Arabic uses the *past tense*. This is formed by adding endings to a past stem as shown in the table below:

	Ending	yínzil (to go/get down) (past stem = nízil)
ána (I)	-t	nízilt
ínta (you, <i>masc.</i>)	-t	nízilt
ínti (you, <i>fem.</i>)	-ti	nízilti
húwwa (he)		nízil
híyya (she)	-it	nízilit
íHna (we)	-na	nízilna
íntu (you, <i>pl.</i>)	-tu	níziltu
húmma (they)	-u	nízlu

Note that for **húwwa** there is no ending, and that **ána** and **ínta** are identical in the past. Pay attention also to how the word stress moves for the different parts of the verb. For **híyya** and **húmma**, where the stress falls on the first syllable, the second vowel of the stem drops out altogether.

The past stem varies somewhat from the present stem. In basic verbs the three root letters are separated by vowels, most commonly *i*. This means each verb has a past and a present stem:

yínzil (to go down/get off)	past stem = nízil
yíshrab (to drink)	past stem = shírib
yíwSal (to arrive)	past stem = wíSil

In other types of verbs the vowels vary and additional letters may appear around the root. More detail of these changes will be given in Unit 13. For the moment, try to remember each verb individually.

Irregular verbs in the past

1 Defective verbs

The initial vowel is generally dropped in the past tense, but otherwise these verbs are mainly regular:

	Ending	yáakul (to eat) (past stem = kal)
ána (I)	-t	kalt
ínta (you, <i>masc.</i>)	-t	kalt
ínti (you, <i>fem.</i>)	-ti	kálti
húwwa (he)		kal
híyya (she)	-it	kálit
íHna (we)	-na	kálna
íntu (you, <i>pl.</i>)	-tu	káltu
húmma (they)	-u	kálu

2 Hollow verbs

Hollow verbs have two past stems, a long **aa** in the middle for **húwwa**, **híyya** and **húmma**, and a short **u** (or sometimes **i**) for the other parts of the verb:

	Ending	yirúuH (to go) (past stem = raaH/ruH)
ána (I)	-t	ruHt
ínta (you, <i>masc.</i>)	-t	ruHt
ínti (you, <i>fem.</i>)	-ti	rúHti
húwwa (he)		raaH
híyya (she)	-it	ráaHit
íHna (we)	-na	rúHna
íntu (you, <i>pl.</i>)	-tu	rúHtu
húmma (they)	-u	ráaHu

3 Weak verbs

The past stem of weak verbs ends with **i**, but this changes slightly depending on the ending added:

	<i>Ending</i>	yíSHa (to wake up) (past stem = SíHi)
ána (I)	-t	SiHít
ínta (you, <i>masc.</i>)	-t	SiHít
ínti (you, <i>fem.</i>)	-ti	SiHíti
húwwa (he)		SíHi
híyya (she)	-it	SíHyit
íHna (we)	-na	SiHína
íntu (you, <i>pl.</i>)	-tu	SiHítu
húmma (they)	-u	SíHyu

Here are the verbs in Dialogue 1 with their past stems. Some are new verbs and some you have met already in the present/future form.

yinbísiT/inbásaT	to enjoy
yíwSa/wíSil	to arrive
yáakhud/khad	to take
yí9mil/9ámál	to do
yirúuH/raaH (ruHt)	to go
yínzil/nízil	to go/get down
yishúuf/shaaf (shuft)	to see
yáakul/kal	to eat
yigárrab/gárrab	to try
yíshrab/shírib	to drink
yírga9/rígi9	to return

Verbs are given in the glossary as above with both the present and past for reference.

Negative of the past

The past is made negative by using **ma ... -(i)sh**:

shírib / ma shiríbsh	he drank / he didn't drink
wiSilt / ma wiSiltish	I arrived / I didn't arrive
ríg9it / ma rig9ítsh	she returned / she didn't return
shúfna / ma shufnáash	we saw / we didn't see

Exercise 1

Match the questions with the correct answers.

- 1 9amáltu eh fi wusT il-bálad?
- 2 kalt(i) sámak fi l-máT9am?
- 3 abúki raaH fayn?
- 4 li9fbit il-iskwáash má9a náadya?
- 5 widáad nízlit is-suu' ímta?
- 6 shuft il-film il-gidfid?

- a raaH li d-duktúur.
- b Hawáali is-sáa9a tís9a.
- c la', li9fbit(i) má9a sáara.
- d zúrna l-mátHaf.
- e la', líssa ma shuft(u)húush.
- f la', kalt(i) firáakh.

Exercise 2


Read this description of what Widaad and Gaber did yesterday (**imbáariH**) and put the verbs in brackets in the correct past form to fill in the gaps, as in the example.

imbáariH widáad wi gáabir nízlu (yínzil) wusT il-bálad. il-
fawil Hásan _____ (yirúuH) maHáll il-muusíqa wi láakin
widáad ma _____ (yirúuH) 9asháan _____ (yizúur) kháal-
haa fi l-mustáshfa. wi ba9dáyñ húmma _____ (yishúuf) film(i)
gidfid wi _____ (yáakul) sámak fi máT9am 9ála k-kornúsh.

Exercise 3

Leila had a list of things to do yesterday, but didn't get round to all of them. Make sentences about what she did and didn't do as in the example.

1 ma raaHítsh il-bank imbáariH.

- 
- 1 Go to bank X
 - 2 Visit Nadia in hospital ✓
 - 3 Finish novel X
 - 4 Go down to club ✓
 - 5 Play squash with Zeinab X
 - 6 Take dress to tailor X
 - 7 Go to station ✓

Exercise 4

Now try to make up a few sentences about what you did and didn't do yesterday, like this:

rúHt il-maHalláat imbáariH.

ma rúHtish il-bank.

Dialogue 2

A university lecturer describes the year he spent overseas.

ána ustáaz fi kulíyit iT-Tibb, gám9it il-qáahira. is-sána illi fáatit ruHt i9áara fi gám9it 'Edinburgh'. saafirna, ána wi 9ílti, iskutlánda fi oghúsTus wi laa'ína shá''a fi wusT 'Edinburgh', 'urayyíba min il-gám9a. il-awláad ráahu l-madrása fi sibtámbir wi 'a9ádna hináak 9áshar shuhúur li-gháayit niháayit is-sána il-diraasíyya fi yúunio. rigí9na maSr fi yúulio. inbasáTna fi 'Edinburgh' w-iHtimáal nírga9 táani fi l-mustá'bal.

I'm a professor in the Faculty of Medicine, Univeristy of Cairo. Last year I went on secondment to Edinburgh University. We travelled, I and my family, to Scotland in August and we found a flat in the centre of Edinburgh near the university. The children went to school in September and we stayed there ten months until the end of the school year in June. We returned to Egypt in July. We enjoyed Edinburgh and we might return in the future.

Vocabulary

ustáaz (pl. usáatiza)	professor; a word which also means 'Mr'.
iT-Tibb	medicine; kulíyit iT-Tibb = faculty of medicine
sána (pl. siníin)	year
is-sána illi fáatit	last year (lit. 'the year which has passed')
iskutlánda	Scotland
hináak	there
shá''a (pl. shú'a')	flat/apartment
awláad	children; plural of walad , meaning 'boy' but used generally to mean 'children'.
shahr (pl. shuhúur)	month
niháaya	end/finish
iHtimáal	iHtimáal + present verb = may/might; this is another modifying word that can be used like láazim , etc. (see Unit 10)
táani	again (lit. 'second' – see Unit 11)
mustá'bal	future

Language points

Passive participles

Passive participles are adjectives formed from verbs, the equivalent of the English 'broken', 'burnt' or 'known'. In Arabic they can also be nouns, i.e. 'the broken one', 'the burnt one', 'the known thing', etc.

Passive participles of basic verbs are formed from the root letters of a verb, usually in the pattern **maC'C'úuC'**:

yíksár/kasar to be broken → **maksúur** broken

yíṁmal/ṁámal to make → **maṁmúul** made

yíshghal/shaghal to be occupied → **mashghúul** occupied, busy

yíshrab/shríb to drink → **mashrúub** a drink ('the thing that is drunk')

Months and dates

In addition to the Islamic lunar months, the most famous of which is the Ramadan (**ramaDáan**) month of fasting, the Western calendar has been widely adopted for everyday and administrative purposes. Newspapers often give the date in both the Islamic *hijra* calendar and the Western solar calendar. In addition, there is more than one set of names for the Western months in circulation in the Arab world. However, in Egypt the easier Anglicized names are usually used.

yanáayir	January
fibráayir	February
máaris	March
abríl	April
máayo	May
yúunio	June
yúulio	July
oghúsTus	August
sibtámbir	September
oktúubir	October
nofámbir	November
disámbir	December

When describing the date, you can use the ordinary numbers except for '1st' which is **il-áwwil**:

il-áwwil yanáayir

January 1st

itnáyn fibráayir

February 2nd

khámsa máaris

March 5th

arba9atáashar yúunio

June 14th

tamantáashar oghúsTus

August 18th

sáb9a wi 9ishrūn sibtámbir

September 27th

talatūn disámbir

December 30th

Look back at Unit 5 if you need to review the numbers.

The Arabic for 'birthday' is **9iid miláad**, meaning 'festival of birth'. So 'my birthday is ...' would be **9iid miláadi ...** and 'his birthday is ...' would be **9iid miláaduh ...** etc.

Exercise 5

When are their birthdays? Look at the pictures and say when their birthdays are, as in the example.



→ 9iid miláaduh arbá9a abril.



Exercise 6

Can you say when *your* birthday is? How about your friends and family?

Exercise 7

Listen to the description of a round-the-world tour and write the correct months next to the countries as in the example:

1 **England** *July*

2 France

3 Italy

4 USA

5 Japan

6 China

7 India

8 Egypt

Arabic script

There are now only two letters of the alphabet you have not met. These are both distinctive and don't share their shapes with any other letters:

ه the letter **haa**, pronounced 'h' as in 'hat'

ك the letter **kaaf**, pronounced 'k' as in 'kettle'

These two letters change their shapes significantly depending on how they are joined:

on their own: ه ك

at the beginning: هـ كـ

in the middle: هـ كـ

at the end: هـ كـ

haa also has a variant form with two dots above found only at the end of words: هـ. This is the feminine ending usually pronounced **-a**, but changing to **-it** when followed by a possessive ending or another noun – see Units 2 and 3 for more details.

Exercise 8

Match the Arabic months of the year with their English equivalents.

- | | |
|-------------|-----------|
| a January | 1 يونيو |
| b March | 2 فبراير |
| c December | 3 أكتوبر |
| d April | 4 أغسطس |
| e October | 5 أبريل |
| f November | 6 يناير |
| g May | 7 ديسمبر |
| h June | 8 نوفمبر |
| i February | 9 يوليو |
| j July | 10 سبتمبر |
| k August | 11 مارس |
| l September | 12 مايو |

You have now covered the basic Arabic alphabet. If you want a full list of the letters you will find this on page 6. You can also try reading the dialogues in the Arabic script supplement, alongside the transcription if necessary.

13 min zamáan

A long time ago

In this unit you will learn about:

- comparing past and present
- more Arabic dates
- the verb 'to be' in the past
- forms of the verb
- how to read Arabic numbers

Dialogue 1



Daad is talking to Mr Laurence on the way to the pyramids in

Ca.



da sháari9 il-háram – dáyman záHma! shuft(i) kull il-9arabiyyáat wil-mabáani wil-maTáa9im wil-maHalláat? zamáan ma kaansh(i) fiih kull(i) da. kaan fiih ghayTáan barsiim wi nakhl(i) wi Himfiir. ána fákra lámma kunt(i) Sughayyára kaan 9ándi SáHba káanit 9áysha hína ganb it-tír9a fi bayt(i) gamfiil háadi. bass(i) dilwá'ti fi makáan báythaa Ha-tiláa'i khámas 9imaráat!

gíddi 'aal li in fi l-talatiináat wil-arba9iináat kaan fiih mu9áskar taba9 ig-gaysh il-ingilízi, hináak fi S-SaHrá 9and ábul-hohl. Tá9an il-ingilíiz míshu min zamáan, min sánit alf w-tísa9 míyya arbá9a wi khamsiin, láakin líssa fiih isTabláat li-gháayit dilwá'ti win-naas tí'dar tírkab khayl hináak 9andúhum.

This is the Pyramids Road – it's always crowded! Did you see all the cars, buildings, restaurants and shops? A long time ago there wasn't all of this. There were fields of clover, palm trees and donkeys. I remember when I was young I had a friend (who) was living here near the canal, in a beautiful peaceful house. But now in the place of her house you'll find five apartment blocks!

My grandfather told me that in the thirties and forties there was a camp belonging to the English army, there in the desert by the Sphinx. Of course, the English left a long time ago, from 1954, but there are still stables until now and people ride horses there with them.

Vocabulary

dáyman	always
zamáan/min zamáan	a long time ago
ghayT (pl. ghayTáan)	field
barsiim	clover (a common animal feed)
nakhl	palm trees
fáakir (fem. fákra; pl. fakrfiin)	remember(ing); an active participle use with a verbal meaning – see Unit 6
lámma	when; used in a sentence rather than a ques- tion (compare with ímta? – when?)
tír9a (pl. tíra9)	canal (small irrigation channel)

háadi	peaceful/quiet
fi makáan	in the place of
9imáara (<i>pl. 9imaráat</i>)	apartment building/block of flats
min ... (+ <i>period of time</i>)	... ago
gidd	grandfather; gídda = grandmother
in	that; 'aal li in = he told me that
mu9áskar	camp; encampment
taba9	belonging to/relating to; <i>similar to</i> bitáa9 <i>but less personal</i>
gaysh (<i>pl. giyúush</i>)	army
SaHrá	desert
ābul-hohl	the Sphinx
yimshi/míshi	to go (away); to walk
isTábl (<i>pl. isTabláat</i>)	stable
yī'dar	to be able/can; <i>followed directly by another verb in the present/future tense</i> : in-naas ti'dar tírkab khayl = people can ride horses
yírkab	to ride
khayl	horses

Language points

More about dates

The year is usually expressed by saying the number prefixed by **sánit** ('year of'):

1954 **sánit alf wi tísa9 míyya arbá9a wi khamsīn**
(*lit. 'the year of a thousand, nine hundred and fifty-four'*)

1450 **sánit alf wi rubu9 míyya wi khamsīn**

2002 **sánit alfáyn w-itnáyn** (**alfáyn** = two thousand)

2015 **sánit alfáyn wi khamastáashar**

yikúun/kaan

Although the verb **yikúun/kaan** ('to be') is usually omitted in the present tense, it is essential in the past and future.

húwwa ga9áan.	He's hungry.
kaan ga9áan.	He was hungry.
Ha-yikúun ga9áan.	He will be hungry.

yikúun/kaan is a hollow verb formed in a similar way to **yirúuH** ('to go'— see pages 135 and 148). This table shows how the verb is formed:

	<i>Present/future</i>	<i>Past</i>
ána (I)	akúun	kunt
ínta (you, masc.)	tikúun	kunt
ínti (you, fem.)	tikúuni	kúnti
húwwa (he)	yikúun	kaan
híyya (she)	tikúun	káanit
íHna (we)	nikúun	kúnna
íntu (you, pl.)	tikúunu	kúntu
húmma (they)	yikúunu	káanu

The present/future is also used after modifying words or verbs:

iHtimáal akúun ga9áan.	I might be hungry.
híyya 9áwza tikúun mudarrísa.	She wants to be a teacher.

kaan or **ma káansh** is used in front of standard phrases such as **fiih** ('there is/are') and **9and** ('to have') to refer to the past.

kaan fiih ghayTáan barsiim.	There were fields of clover.
ma kaansh(i) fiih kull(i) da.	There wasn't all of this.
kaan 9ándi SáHba.	I had a friend.
kaan fiih mu9áskar.	There was a camp.

Note also these uses of the verb **kaan**:

1 **kaan** + *active participle* – past continuous ('was ...ing')

kaan láabis banTalóhn ákhDar. He was wearing green trousers.

kúnti ráyHa lid-duktúur? Were you (*fem.*) going to the doctor?

2 **kaan** + *present* – past habitual ('used to')

kúnna bi-ní9ab kúra kull(i) yohm. We used to play football every day.

ma kaanúush bi-yiStáadu fi t-tír9a. They didn't used to fish in the canal.

3 **kaan** + *future* – past intention ('was going to')

káanit Ha-tizáakir bass(i) ma káansh fiih wa't. She was going to study but there wasn't time.

ma kúntish H-anáam bass(i) kunt(i) na9sáan. I wasn't going to sleep but I was tired.

illi

Arabic only uses the word for 'who/which' (**illi**) when it refers to a *definite* noun (i.e. 'the ...'):

ána shuft il-bint illi káanit rákba HuSáan. I saw *the* girl who was riding a horse.

ána shuft bint káanit rákba HuSáan. I saw *a* girl [who] was riding a horse.

Here are two examples of **illi** from the dialogues:

is-sána illi fáatit last year (*lit.* 'the year which has passed')

kaan 9ándi SáHba káanit 9áysha hína. I had a friend [who] was living here.

Exercise 1

Put these sentences and questions into the past, as in the example.

- 1 **fiih nakhl kitūr. → kaan fiih nakhl kitūr.**
- 2 ána 9áawiz arúuH il-másraH.
- 3 9ándak SáaHib 9áayish hína?
- 4 ma fiish bank fi wusT il-bálad.
- 5 áHmad bi-yishtághil fi buur sa9fíd.
- 6 íHna mashghuulín.
- 7 húmma labsfín eh?
- 8 láazim tizáakir 9asháan 9áwwiz tizúur úkhtak búkra.

Exercise 2

Look at this scene now and 100 years ago. Make as many sentences as you can about the changes that have happened, using the example as a model.

min mī'ti sána kaan fiih nakhl kitūr, bass dilwá'ti fiih 9imáaraat.



Exercise 3

Think about where you live or a town you know well and the changes that have happened over the past 100 years. Try to make 5-6 sentences in Arabic explaining these changes.

Dialogue 2

A visitor to Upper Egypt is recounting his holidays there.

Hna saafirna lú'Sur biT-Tayyáara, wi ba9dáyn khádna filúuka min lú'Sur li-aswáan. káanit ríHla gamíla fi n-niil, il-marákbi Tábakh lináa sámak wi ruzz. lámma wiSílna aswáan rúHna ábu símbal bil-otobíis.

is-sána illi fáatit rúHna lú'Sur bi-táksi min l-ghardá'a. khádna is-sikka illi bi-tirúuH min safáaga. il-mishwáar khad luh Hawáali tálat saa9áat láakin iHna inbasáTna li'ánn is-sawwáa' kaan mishághghal sharíT agháani afláam zamáan. ána b-aHíbb il-afláam il-'adúma áktar min il-afláam il-gidíida li'ánn afláam zamáan mitkallífa wi ma9múula bi-zímma.

We travelled to Luxor by plane, and then we took a felucca from Luxor to Aswan. The journey was beautiful on the Nile. The boatman cooked us fish and rice. When we arrived in Aswan, we went to Abu Simbel by bus.

Last year we went to Luxor by taxi from Hurghada. We took the route that goes from Safaga. The (whole) distance took about three hours but we enjoyed ourselves because the driver was playing a tape of songs from an old film. I like old films more than new films because the films from the past are lavish and made with integrity.

Vocabulary

filúuka (<i>pl. faláayik</i>)	felucca; <i>small sailing boats which ply the River Nile. They can be hired for anything from an hour to several days.</i>
marákbi (<i>pl. marakbíyya</i>)	boatman
yúTbukh/Tábakh	to cook
mishwáar (<i>pl. mashawfír</i>)	distance/errand/task; <i>a flexible word used for distances or errands undertaken outside the house, e.g. a shopping trip</i>
sawwáa' (<i>pl. sawwa'fín</i>)	driver
yishághghal	to operate/to play (<i>a tape, etc.</i>); kaan mishághghal = he was playing
shiríiT (<i>pl. sharáayiT</i>)	tape/cassette
ughníyya (<i>pl. agháani</i>)	song
film (<i>pl. afláam</i>)	film/movie
mitkállif	lavish
zímma	integrity/honesty

Abu Simbel

Abu Simbel was originally the name of a site on the banks of the Nile in Southern Egypt where two huge temples had been cut into the rock in the reign of Ramsis II. During the 1960s the temples were the subject of a massive rescue effort to save them from being submerged by Lake Nasser, created when the Aswan Dam was built. In a series of operations, the temples were moved to the desert southwest of Aswan and can now be visited by plane or bus.



Language points

Personal endings with verbs

The personal endings that are used on the end of nouns and prepositions (see Units 2 and 4) can also be used with verbs. The only change is that **-i** ('my') changes to **-ni** ('me') on the end of a verb:

maHmúud záarni imbáariH.

Mahmoud visited me yesterday.

ána ma shuftuhúmsh fi l-máktab.

I didn't see them in the office.

ma fiish mashariib fit-taláaga. khallasnáhaa.

There's no drinks in the fridge. We finished them.*

*Remember plurals of objects take the feminine singular **-haa**.

Shifting stress patterns



An issue with adding personal endings is that the word stress often changes. Shifting stress is a feature generally of Egyptian Arabic, but particularly with personal endings and negatives. You could compare this to the changing stress on the English *photograph*, *photographer*, *photographic*. Look carefully at the following examples and listen to the recording. Try to copy the stress patterns.

ána shúft Hásan.

I saw Hassan.

ána shúftuh.

I saw him.

ána ma shuftuhúush.

I didn't see him.

iHna sami9na l-akhbáar.

We heard the news.

iHna sami9náhaa.

We heard it.

iHna ma sami9naháash.

We didn't hear it.

ínti bi-tákli ruzz.

You (*fem.*) eat rice.

ínti bi-taklîh.

You eat it.

ínti ma bi-taklihúush.

You don't eat it.

You will pick up these stress patterns with time and practice. It is more a question of ear than firm rules.

Forms of the verb

You already know that there are certain verbs which have additional letters around the three root consonants. When they have these additional letters they are referred to as *forms of the verb*. The basic root is manipulated to create verbs with different, but related, meanings. For example, doubling the middle root letter in the pattern **yiC'aC²C²aC³** often makes the meaning *causative* or *transitive* (carrying out the action on someone/something else), e.g.

yikhlaS/khīlīS: *il-film khīlīS.* to end: the film has ended.

yikhállāS/khállāS: to finish something:

ána khallāSt il-lában. I've finished the milk.

There are ten forms altogether, counting the basic verb such as **yínzil/nízil** as form I. Western Arabic scholars generally refer to the forms of the verb using Roman numerals, i.e. form II, form X, form VIII, etc. However, native speakers refer to them using the present/future tense with the root **f / 9 / l** ('to do'), e.g. **yíf9al**, **yifá99al**, etc.

Here are forms II to X in the present/future and past tenses, with examples. Many of these example verbs are already familiar to you and you can use them to remember the patterns. Form IX is rare and form IV is uncommon in Egyptian Arabic. These are shown in brackets for reference only.

	<i>Present/future</i>	<i>Past</i>	<i>Pattern (present/past)</i>
Form II	yikhállāS (to finish)	khállāS	yiC'aC²C²aC³ or yiC'aC²C²iC³ / C'aC²C²aC³
Form III	yisáafir (to travel)	sáafir	yiC'aaC²iC³ / C'aaC²iC³
[Form IV]	yúslim (to become a Muslim)	áslam	yuC'iC²iC³ / aC'iC²aC³
Form V	yitmárran (to train)	itmárran	yitC'aC²C²aC³ / itC'aC²C²aC³
Form VI	yit'áabil (to meet)	it'áabil	yitC'aaC²iC³ / itC'aaC²iC³
Form VII	yinbísīT (to enjoy)	inbásaT	yinC'iC²iC³ / inC'aC²aC³
Form VIII	yishtághal (to work)	ishtághal	yiC'taC²iC³ / iC'taC²iC³
[Form IX]	yiHmárr (to blush)	iHmárr	yiC'C²aaC²C³ / iC'C²aaC²C³
Form X	yistá9mil (to use)	istá9mil	yistaC'iC²iC³ / istaC'iC²iC³

Remember that **kh**, **sh** and **gh** are single Arabic letters.

There will be some variations in these patterns, particularly for irregular verbs but, in general, the same features show up. For example, except in forms II and V, hollow verbs display their characteristic long final vowel, e.g. **yiStáad** ('to fish'), which is a form VIII hollow verb. Weak verbs end in a vowel as they do in basic verbs, e.g. **yiláa'i** ('to find'), which is a form III weak verb. Concentrate on the main patterns at first and the variations will follow with time.

Certain meanings are connected with each form, although these are not always obvious in individual verbs. However, knowing these helps understand the connection between the grammar and the meaning:

- | | |
|-----------|--|
| Form II | <ul style="list-style-type: none"> • carrying out an action on someone/ something else • doing something intensely or repeatedly |
| Form III | <ul style="list-style-type: none"> • trying to do something • doing something with someone else |
| Form V | <ul style="list-style-type: none"> • doing something to or for yourself; reflexive of Form II |
| Form VI | <ul style="list-style-type: none"> • doing something together/collaborating in doing something |
| Form VII | <ul style="list-style-type: none"> • doing something to or for yourself; reflexive of Form I |
| Form VIII | <ul style="list-style-type: none"> • similar to Form VII |
| Form X | <ul style="list-style-type: none"> • asking to do something • considering something/someone to be |

There are usually two to four verb forms that are possible with a particular root, but there may be up to five or six. Although the forms may at first seem irrelevant and complicated (after all, you can just learn the verbs individually), they can help you. If you recognize the root and the form of the verb, you can have a good guess at the meaning even if you have never met that particular word before.

Forms of the verb: active/passive participles

Active and passive participles can be created from the forms of the verb and used in a similar way to the basic form I participles (e.g. **9áamil/ma9múul**).

Active participles are made from the forms of the verb by taking the present/future stem and adding the prefix **mu** (or sometimes **mi**). They have the meaning of doing something, or the person who does something, e.g.

yistáhlík to consume (form X) → **mustáhlík** consuming/consumer

yisáafir to travel (form III) → **musáafir** travelling/traveller

Passive participles are formed in a similar way, only the final vowel changes to **a**, e.g.

yistáhlík to consume (form X) → **mustáhlak** (something)
consumed/used up

yifássir to explain (form II) → **mufáassar** (a text) explained

yistá9mal to use (form II) → **mustá9mal** (something)
used/second-hand

Exercise 4

Can you identify the root letters and form of these words you have met in this course?

1 **yizáakir** → **z / k / r** (form III)

2 **yiHáDDar**

3 **mitkállif**

4 **mustá'bal**

5 **mudárris**

6 **yiSábbaH**

7 **musta9id**

8 **musákkín**

Do you remember their meanings?

Exercise 5

Here is the text of the second half of Dialogue 2 again, this time in the wrong order. Without looking back, try to put the sentences and phrases into the right order.

- 1 ... li'ánn afláam zamáan mitkallífa wi ma9múula bi-zímma.
- 2 ... li'ánn is-sawwáa' kaan mushághghil sharíiT agháani afláam zamáan.
- 3 ána b-aHíbb il-afláam il-'adíma áktar min il-afláam ig-gidfída...
- 4 il-mishwáar khad luh Hawáali tálat saa9áat ...
- 5 is-sána ílli fáatit rúHna lú'Sur bi-táksi min il-ghardá'a.
- 6 khádna is-síkka ílli bi-tirúuH min safáaga.
- 7 ... láakin íHna inbasáTna ...

Exercise 6



You are going to tell an Egyptian friend in Arabic about your holiday last year on the Red Sea coast. Look at the details below and prepare what you are going to say. Then turn on the recording and join in the conversation.

- travelled to Sharm el-sheikh (**sharm ish-shaykh**) by plane
- went with your family: wife or husband and 3 daughters
- fished in the Red Sea (**il-baHr il-aHmar**) and went out on a boat
- went to Taba (**Táaba**) by bus
- journey took about three hours but driver was playing an old film in the bus
- enjoyed holiday and might go back in the future

You will hear a model conversation on the recording after the exercise, but your responses could vary slightly.

Exercise 7

Think of a holiday you have enjoyed in the past and try to make up a short description of what you did. If possible, find an Egyptian to listen to your description and give you feedback.

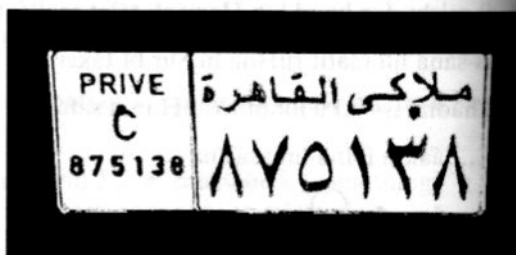
Arabic script

Numbers

Arabic has its own set of figures which are different but related to the ones used in English and other Latin-script languages.

Here are the figures 0–9:

•	0
١	1
٢	2
٣	3
٤	4
٥	5
٦	6
٧	7
٨	8
٩	9



Can you work out the registration number of this car?

Unlike the rest of the Arabic script, numbers are written left to right (the same way as English):

١٤	14	١٥٦	156
٣١	31	١٨٧٢	1872
٩٠	90	٢٠٤٥	2045

Exercise 8

What are these numbers? Say them out loud in Arabic.

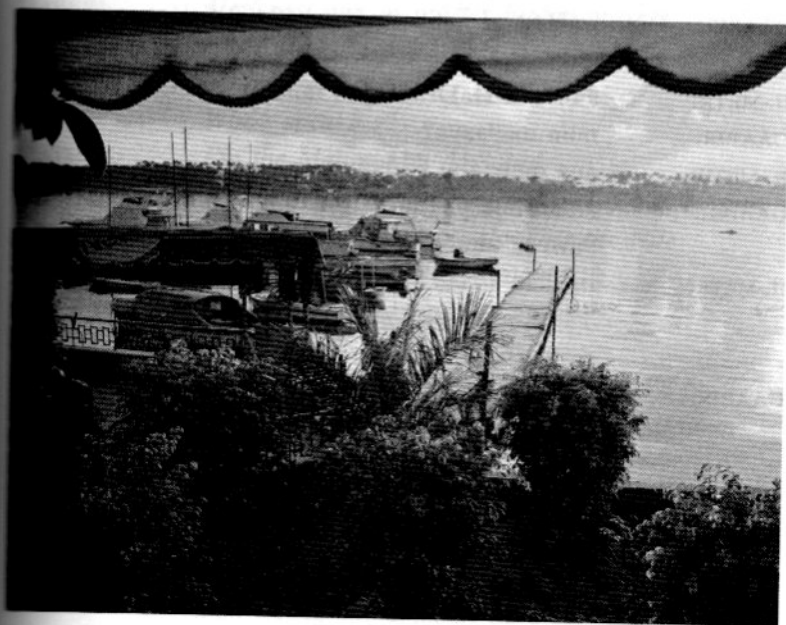
a ٥	b ١٣	c ٢٠
d ٨٦	e ١٠٠	f ٢٥٠
g ١٣٤٤	h ١٩٩٧	
i ٢٠٠٠	j ٢٠١٢	

14 máT9am in-niil

The Nile Restaurant

In this final unit you will learn about:

- making restaurant reservations by phone
- making suggestions
- some typical Egyptian dishes
- how to continue your study of Egyptian Arabic



Dialogue 1

Gaber is phoning the Nile Restaurant to reserve a table.

- IL-METR: máT9am in-niil, SabáaH il-khayr.
 GÁABIR: áywa, máT9am in-niil?
 IL-METR: áywa, SabáaH il-khayr yaa fándim.
 GÁABIR: SabáaH in-nuur. law samáHt 9awzín níHgiz tarabáyza li-khámsa yohm ig-gúm9a ig-gáyya.
 IL-METR: taHt ámrak yaa fándim. láHZa ma9áaya min fáDlak ... ig-gúm9a sittáashar HaDrítak?
 GÁABIR: áywa, maZbúuT. ig-gúm9a ig-gáyya 9ála Tuul.
 IL-METR: tarabáyza li-khámsa. b-ism(i) miin HaDrítak?
 GÁABIR: b-ismi ána. gáabir 9ábd il-waháab.
 IL-METR: gáabir 9ábd il-waháab. HaDrítak Ha-tisharráfna is-sáa9a kaam in sháa alláah?
 GÁABIR: wáHda wi nuSS, itnáyn. bá9d(i) Saláat ig-gúm9a kída.
 IL-METR: áhlan bi-HaDrítak yaa fándim.
 GÁABIR: miin ma9áaya?
 IL-METR: ána metr ábu s-su9úud.
 GÁABIR: áhlan biik yaa metr. b-a'úulak eh wiHyáatak, ána 9áwwiz tarabáyza Hílwa 9ála n-niil 9ála Tuul.
 IL-METR: in sháa alláah yaa beh bass(i) HaDrítak 9áarif Tá9an yohm ig-gúm9a b-yíb'a záHma shuwáyya ma9lésh.
 GÁABIR: la', yaa ábu s-su9úud wiHyáatak. ma tiksafníish. ána Ha-yikúun ma9áaya gamáa9a agáanib. láazim ni'a99ádhum 9ála n-niil.
 IL-METR: in sháa alláah yaa fándim.
 GÁABIR: khalláaS. ittafá'na yaa ábu s-su9úud. is-saláamuh 9aláykum.
 IL-METR: má9a alf saláama yaa gáabir beh.

- MAÎTRE: Nile Restaurant, good morning.
- GABER: Yes, Nile Restaurant?
- MAÎTRE: Yes, good morning sir.
- GABER: Good morning. Please, we want to reserve a table for five next Friday.
- MAÎTRE: At your service, sir. One moment please ... Friday the 16th sir?
- GABER: Yes, (that's) right. The Friday coming directly.
- MAÎTRE: Table for five. In whose name, sir?
- GABER: In my name. Gaber Abd al-Wahaab.
- MAÎTRE: Gaber Abd al-Wahaab. What time will you arrive sir, God willing?
- GABER: Half past one, two. After Friday prayers some time.
- MAÎTRE: You're welcome, sir.
- GABER: Who's speaking?
- MAÎTRE: I'm the Maitre Abu Al-Su'ud.
- GABER: Welcome to you, Maitre. I tell you what, I want a nice table directly overlooking the Nile.
- MAÎTRE: God willing sir, but you know of course that Friday gets a little busy, I'm sorry.
- GABER: No, Abu Su'ud. Don't disappoint me. I'll be with a group of foreigners. We must seat them overlooking the Nile.
- MAÎTRE: God willing sir.
- GABER: OK. We've agreed Abu Su'ud.
- MAÎTRE: Goodbye.
- MAÎTRE: Goodbye, Gaber, sir.

Vocabulary

gáyy	coming/next from the verb yígi (see <i>Language points</i>); ig-gúm9a ig-gáyya = next Friday.
taHt ámrak (fem. taHt ámrík)	at your service (lit. 'under your command')
láHZa ma9áaya	one moment (lit. 'a moment with me'); a useful telephone phrase
maZbúuT	correct/right
yishárraf	to honour; a verb often used with the meaning of 'to honour us with your presence'. Ha-tisharráfna is-sáa9a kaam? (lit. 'You will honour us what time?') is a polite way of asking when someone will be arriving.
Saláat	prayers; Saláat ig-gúm9a is the main Friday prayers and sermon in the mosque.
miin ma9áaya?	who's speaking? (lit. 'who with me?'); another useful telephone phrase
wiHyáatak (fem. waHyáatik)	please (lit. 'on your life')
beh	sir; from the Turkish 'Bey'
shuwáyya	a little/somewhat
yíksif/kásaf	to disappoint/to embarrass; ma tiksafnūsh = don't disappoint me
gamáa9a (pl. gamaa9áat)	group
agnábi (fem. agnabíyya , pl. agáanib)	foreigner
yí'a99ad/á99ad	to seat; láazim ni'a99ádhum = we must seat them
yittífi'/ittáfa'	to agree; ittafá'na = we have agreed
is-saláamuh 9aláykum	'peace on you'; the traditional greeting or leave-taking which has a number of possible replies, including má9a alf saláama ('with a thousand peaces') and wa-9aláykum is-saláam ('and peace on you')

Language points

yūgi (*to come*)

The verb **yūgi** ('to come') is irregular and must be learnt by heart.

	<i>Present/future</i>	<i>Past</i>	<i>Imperative</i> (come!)
ána (I)	ági	gayt	
ínta (you, <i>masc.</i>)	tūgi	gayt	ta9áal!
ínti (you, <i>fem.</i>)	tūgi	gáyti	ta9áali!
húwwa (he)	yūgi	geh	
híyya (she)	tūgi	gat	
íHna (we)	nūgi	gáyna	
íntu (you, <i>pl.</i>)	tūgu	gáytu	ta9áalu!
húmma (they)	yūgu	gum	

active participle = **gayy** ('coming/next')

Ha-tūgi ímta?

When are you coming?

gum min sáa9a.

They came an hour ago.

**nūgi nishúufak ig-gúm9a
ig-gáyya.**

We're coming to see you
next ('the coming') Friday.

ta9áli hína yaa samūra!

Come here Samira!

Exercise 1

Reserve a table using the number of people and days of the week given, as in the example:

1 **Monday for 3** → 9awzūn nīHgiz tarabáyza li-taláata
(yohm) il-itnáyn ig-gayy.

2 Saturday for 4

3 Wednesday for 6

4 Tuesday for 2

5 Sunday for 8

6 Thursday for 15

Exercise 2

Can you say this in Arabic?

1 We'll come at eight o'clock.

2 My mother came yesterday.

3 Widaad is coming to see us next Friday.

4 Come here Hassan!

5 I come here every Thursday.

6 Do you (*masc.*) want to come to the club?

7 They came yesterday but I wasn't here.

8 You (*pl.*) must come now.

Exercise 3

Now join in the conversation on the recording where you'll be reserving a table for yourself and two friends. You'll be prompted when it's your turn to speak.

Dialogue 2

Gaber, Hassan, Widaad, Samira and her English friend Jane are at the restaurant trying to decide what to eat.

- WIDÁAD: samíira, Ha-ti'akkíli SaHbítik eh?
 SAMÍIRA: *What do you want to eat, Jane?*
 JANE: *Something typically Egyptian!*
 GÁABIR: uTlubú lhaa muluukhíyya bil-aráanib.
 WIDÁAD: la' yaa gáabir, mish ma9'úul. il-9ayyáal il-ingilíiz bi-yirábbu l-aráanib fi l-buyúut zayy il-'óTaT wik-kiláab wil-Haagáat di 9andína.
 SAMÍIRA: Ha-ti'úul 9aláyna mutawaHHishíin law 'úlna láhaa Ha-ni'akkílik árnab.
 WIDÁAD: núTlub láhaa wára 9ínab másalan?
 SAMÍIRA: aah, wára 9ínab yíb'a gamíil. *Jane, have you tried stuffed vine leaves?*
 JANE: *Yes! Dolmades! We had it in Greece. It was good!*
 SAMÍIRA: OK. khalláaS. núTlub láhaa wára 9ínab má9a firáakh másalan aw láHma banáyh.
 HÁSAN: má9a kabáab áHsan 9alasháan ik-kabáab máSri aSíl.
 WIDÁAD: áywa, SaHH. w-ínti yaa samíira, Ha-táakli eh?
 SAMÍIRA: walláahi ána miHtáara bayn il-bámya wi bayn il-bisílla.
 WIDÁAD: ána shakhSáyyan H-áTlub bámya.
 SAMÍIRA: Tab khalláaS. áTlub ána l-bisílla, w-ána adawwá'ik bisillíti, w-ínti tidawwa'íni bamýítik!
 GÁABIR: ána miHtáar yaa gamáa9a. áakul sámak má'li walla firáakh?
 HÁSAN: íHna múmkin niná''i sámaka kibíira wi ni'símhaa.
 GÁABIR: máashi. wi Ha-núTlub gambári Tá9an.
 HÁSAN: Tá9an.
 WIDÁAD: huh? gaahzíin yaa gamáa9a núTlub?
 HÁSAN/GÁABIR: gaahzíin.
 GÁABIR: yaa metr. yaa ábu s-su9úud ... íHna gaahzíin.

- WIDAAD: *Samira ... What are you going to give your friend to eat?*
- SAMIRA: *'What do you want to eat, Jane?'*
- JANE: *'Something typically Egyptian!'*
- GABER: *Order (for) her molokheyya with rabbit.*
- WIDAAD: *No Gaber, (that's) not reasonable. English kids keep rabbits in their houses like cats and dogs and those kind of things we have.*
- SAMIRA: *She'll call us savages if we tell her 'we're going to give you rabbit to eat'.*
- WIDAAD: *Let's order stuffed vine leaves for her, for example.*
- SAMIRA: *Yes, stuffed vine leaves would be nice. 'Jane, have you tried stuffed vine leaves?'*
- JANE: *'Yes! Dolmades! We had it in Greece. It was good!'*
- SAMIRA: *OK. Decided. We'll order her stuffed vine leaves with chicken, for example, or pan-fried meat.*
- HASSAN: *With kebab is better because kebab is authentic Egyptian.*
- WIDAAD: *Yes, right. And you Samira, what are you going to eat?*
- SAMIRA: *Really I'm wavering between the okra and the peas.*
- WIDAAD: *Personally, I'm going to order the okra.*
- SAMIRA: *OK, that settles it. I'll order the peas and I'll give you a taste of my peas, and you give me a taste of your okra!*
- GABER: *I'm wavering, everyone. Shall I eat the fried fish or the chicken?*
- HASSAN: *We can choose a large fish and share it.*
- GABER: *OK. And we'll order prawns of course.*
- HASSAN: *Of course.*
- WIDAAD: *So, is everyone ready to order?*
- HASSAN/GABER: *Ready.*
- GABER: *Maitre! Abu Su'ud! We're ready.*

Vocabulary

ʔákkil/ákkil	to give (<i>someone</i>) to eat/to feed
ʔutlub/Tálab	to order/to ask for; ʔutlubú lhaa = order (<i>pl.</i>) for her
ʔayyá (pl. 9ayyáal)	kid
ʔabbí/rábbá	to keep (<i>pets</i>)/to breed/to bring up
ʔála 9ála	to call/to say about (<i>someone/something</i>)
ʔutawáHHish (<i>pl. mutawaHHishūn</i>)	savage
ʔashwi (<i>fem. mashwíyya</i>)	grilled
ʔáalan	for example
ʔashy	pan fried/escalope
ʔásh	authentic/original
ʔáshahi	really (<i>lit. 'by God'</i>)
ʔáhtáar (bayn)	wavering (between)/confused
ʔáshla	peas
ʔáshSáyyan	personally; <i>from shakhS (person)</i>
ʔáshwa'/dáwwa	to give (someone) a taste
ʔásh gamáa9a	everyone/'you lot'
ʔásh (fem. ma'líyya)	fried
ʔásh "i/ná"á	to choose
ʔáshim	to share/to split
ʔáshbári	prawns
ʔáshiz (fem. gáahza; <i>pl. gaahzūn</i>)	ready

Egyptian cooking

A typical Egyptian restaurant meal consists of meat (**láHma**) or fish (**sámak**) – grilled, fried or in a sauce with vegetables. This is eaten with rice and bread.

The meat and vegetable dishes are often referred to by just the name of the vegetable, e.g. **bámya** (okra), **bisílla** (peas), **muluukhíyya** (a green, spinach-type vegetable). If you want the vegetables *without* the meat (usually lamb) you need to specify this (*min ghayr láHma*).

The main course is usually preceded by some tahina dip (**sálaTa** **TaHúina**), salad (**sálaTa**), pickles (**túrshi**) and bread (**9aysh**).



Language points

More about verbs

The dialogues in this unit have some examples of form II verbs – one of the most common forms of the verb in Egyptian colloquial Arabic. Look at how the meanings become transitive when the root is put into the form II pattern (**yiC'aC'aC'aC'**):

lāazim nú'9ud 9ála n-niil.

We must sit overlooking the Nile.

lāazim ni'a99ádhum 9ála n-niil.

We must seat them overlooking the Nile.

yidúu' il-bámya.

He tastes the okra.

yidawwí'ni il-bámya.

He gives me a taste of the okra.

Ha-táakli eh?

What are you (*fem.*) going to eat?

Ha-ti'akkáli SaHbítik eh?

What are you (*fem.*) going to give your friend to eat?

Hollow verbs have either the letter **waaw** or **yaa** as the middle root letter. This drops out in the basic verb form I, usually creating either a long **uu** if the middle root is **waaw** (**yidúu'** – to taste) or a long **ii** if the middle root is **yaa** (**yīTūr** – to fly). However, in form II the middle root reappears (**yidáwwi'** – to give someone a taste; **yīTáyyir** – to make something fly). The same is also true of forms III, V and VI.

Here are some more examples of hollow verbs in the forms:

yiráwwaH/ráwwaH (to go home): form II

yīHáawal/Háawal (to try): form III

yitgáwwiz/itgáwwiz (to get married): form V

yīStáad/iStáad (to fish): form VIII

Exercise 4

Without looking at the transcript of Dialogue 2, listen again and fill in the following chart, as in the example:

	kebab	chicken	fish	prawns	peas	okra	vine leaves
Jane	✓						✓
Samira							
Widaad							
Gaber							
Hassan							

Exercise 5

Now say what you're going to order as in the example:

- 1 **chicken with rice → H-áTlub il-firáakh má9a ruzz.**
- 2 okra with bread
- 3 grilled prawns
- 4 kebab with salad
- 5 chicken with peas
- 6 fried fish and prawns
- 7 molokheyya with rabbit
- 8 vine leaves and escalope

Exercise 6

Imagine you are being taken to a restaurant in Cairo by some Egyptian friends. Of course, you can do better than Jane and discuss what you'd like to eat in Arabic! Look at the list in Exercise 5 and think about what you would like to order and then follow the prompts on the recording.

This final speaking exercise is a little different from other similar exercises since there is no correct answer. Just try to join in the conversation in the pauses using the language you have learnt so far.

Arabic script

Reading menus

Now that you have the basic Arabic script and numbers, you should be able to get the gist of menus and other simple lists and signs.

Exercise 7

Look at the menu below and see if you can work out how much the following cost:

- | | |
|-----------------------|-----------------|
| 1 stuffed vine leaves | 5 molohkeyya |
| 2 okra | 6 fried chicken |
| 3 prawns | 7 cola |
| 4 fish with rice | 8 lemon juice |

مطعم النيل	
٢٠	ورق عنب
٥٥	سمك بالرز
٥٠	سمك بالبطاطس
٣٥	فراخ مقلية
٤٠	فراخ مشوية
٧٥	جمبري
٤٥	بامية
٣٨	ملوخية
مشروبات	
٨	قهوة
٥	شاي
١٠	عصير تفاح
١٢	عصير ليمون
٥	كولا

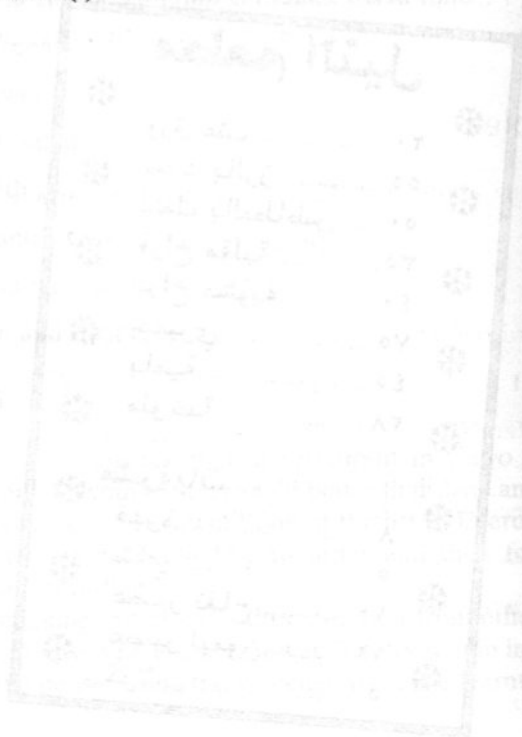
Hints for further study

You have now reached the end of *Colloquial Arabic of Egypt* and we hope you have enjoyed the course. Although a visit to Egypt is obviously the best method of practising and improving your grasp of the language, there are other things you can do to help your fluency.

It is reasonably easy to subscribe to Arabic satellite and cable channels. Many of these show Egyptian soap operas and films. These popular programmes tend to use colloquial language, as opposed to news or current affairs which will generally be in the more formal Modern Standard Arabic.

Many large Western cities have Arabic shops and cafés where you may get a chance to practise your Egyptian Arabic. Egyptian newspapers also carry cartoons with captions in colloquial and, if you are already familiar with Standard Arabic, you can read novelists such as Naguib Mahfouz who include dialogue in colloquial.

Good luck! **HaZZ(i) sa9ûd!**



Structure Summary

This section summarizes the main grammar points in the course for easy reference.

1 Gender

All nouns are either masculine or feminine. Almost all feminine nouns end with an **-a** (and almost all masculine nouns do not):

fáraH (<i>masc.</i>)	wedding
rádyo (<i>masc.</i>)	radio
Súura (<i>fem.</i>)	photo/picture
kháala (<i>fem.</i>)	aunt (maternal)

The main exceptions are some feminine nouns which don't end in **-a** but refer to females, e.g. **umm** (mother), **bint** (daughter/girl), etc.

2 Articles

The definite article is **il**. There is no indefinite article ('a/an'):

bint	(a) girl
il-bint	the girl

If the word before **il** ends in a vowel, the **i** is dropped:

il-fáraH	the wedding
ímta l-fáraH?	When's the wedding?

The **l** of **il** often changes to the sound of the following letter, which is pronounced doubled. For example:

Súura	picture
iS-Súura	the picture
rádyo	radio
ir-rádyo	the radio

This assimilation happens with words beginning with these letters:

t, d, z, n, r, s, sh, k, S, T, D, Z, I, and sometimes **g**.

3 Personal pronouns

ána	I
ínta	you (<i>masc. singular</i>)
ínti	you (<i>fem. singular</i>)
húwwa	he
híyya	she
íHna	we
íntu	you (<i>plural</i>)
húmma	they

4 Plurals

Arabic plurals are divided into simple *external* endings and *internal* plurals that have to be learnt individually.

1 External plural -īn (*only used for people*)

mudárris (teacher) → *pl. mudarrisīn*

máSri (Egyptian) → *pl. maSriyyīn*

2 External plural -áat

banTalóhn (trousers) → *pl. banTaloHnáat*

otobūis (bus) → *pl. otobiisáat*

agáaza (holiday) → *pl. agazáat*

riHla (journey) → *pl. riHláat*

3 Internal plural C¹uC²áaC³

Tába' (plate) → *pl. Tubáa'*

Tawīl (tall) → *pl. Tuwáal*

4 Internal plural aC¹C²áaC³

si⁹r (price) → pl. as⁹áar

SáaHib (friend) → pl. aSHáab

lohn (colour) → pl. alwáan

fawg (group) → pl. afwáag

5 Internal plural C¹iC²áaC³

kalb (dog) → pl. kiláab

6 Internal plural C¹uC²úuC³

far⁹ (branch) → pl. furúu⁹

7 Internal plural C¹iC²aC³

bádla (suit) → pl. bídal

gázma (shoe) → pl. gízam

9ílba (packet/box/tin) → pl. 9íláb

8 Internal plural maC¹áaC²iC³ or C¹awáaC²iC³

má⁹had (institute) → pl. ma⁹áahid

mátHaf (museum) → pl. matáaHif

madrása (school) → pl. madáaris

náadi (club) → pl. nawáadi

Sobáa⁹ (finger) → pl. Sawáabi⁹

9 Other internal plurals

su'áal (question) → pl. as'íla

shóhka (fork) → pl. shúwak

raghíif (loaf) → pl. raghífa

HuSáan (horse) → pl. HiSína

fustáan (dress) → pl. fasatíin

'amúS (shirt) → pl. 'umSáan

In general, all non-human plurals (objects, ideas, etc.) are considered grammatically *feminine singular*. The plural forms are reserved for people. So non-human plurals are referred to by feminine singular pronouns (**hiyya/di**), personal/possessive endings (**-haa**), adjectival endings (**-a**) and verbs (**(ti-/tu-)**):

il-'umSáan di kibûra. ána 9áawiz áSghar mínhaa.

These shirts are big. I want smaller ones (*lit.* 'smaller than them').

kull il-madáaris bi9fida 9an baytína.

All the schools are far from our house.

il-Huguuzáat múmkin tizúid Hawáali 9ishrún fil-míyya.

Bookings can increase by about 20 per cent.

The treatment of non-human plurals as feminine singular is an absolute rule in formal Arabic, but there is more flexibility in the spoken dialect. You may hear people using either the feminine singular (**hiyya/di**, etc.) or the plural (**húmma/duul**, etc.) to refer to plural objects. It is simpler as a learner to stick to the rule of using the feminine singular while being aware of variations.

5 Adjectives

Adjectives change according to the gender of what they are describing. If the noun described is feminine, the feminine ending **-a** is added to the adjective:

is-sirûr gidûd.

The bed is new. (*masc.*)

il-9arabíyya gidûda.

The car is new. (*fem.*)

To say 'the new car ...', etc. **il-** is added to the adjective as well as to the noun:

is-sirûr ig-gidûd

the new bed

il-9arabíyya ig-gidûda

the new car

Adjectives are made negative with **mish**:

il-'amûS mish kibûr.

The shirt isn't big.

il-9arabíyya mish gidûda.

The car isn't new.

Some adjectives don't usually take the feminine ending by convention (although they would in more formal Standard Arabic). Examples of adjectives that don't usually alter when

describing a feminine noun are:

Sáyfi	summer(y)
shítwi	winter(y)
Haríimi	ladies
búnni	brown
banafsígi	purple
lamúuni	lemon(y)

The basic colours have their own special feminine form.

<i>Masculine</i>	<i>Feminine</i>	
ásfar	Sáfra	yellow
ázra'	zár'a	blue
áHmar	Hámra	red
ákhDar	kháDra	green
ábyaD	báyDa	white
íswid	sóda	black

Comparatives

<i>Adjective</i>	<i>Comparative</i>
kibûir (big)	ákbar (bigger)
gamîl (beautiful)	ágmal (more beautiful)
Sugháyyar (small)	ásghar (smaller)
'uráyyib (near)	á'rab (nearer)
bi9îid (far)	áb9ad (further)
'adîim (old)	á'dam (older)
'uSáyyar (short)	á'Sar (shorter)
Tawîl (tall/long)	áTwal (taller/longer)
rufáyya9 (thin)	árfa9 (thinner)
tikhûin (fat)	átkhan (fatter)
Hîlw (nice/sweet)	áHla (nicer/sweeter)
lazîz (delicious)	alázz (more delicious)
muhímm (important)	ahámm (more important)
gidîid (new)	ágdad (newer)

Note that the comparative of **kwáyyis** (good) is irregular: **áHsan** (better).

The equivalent of the English comparative 'than' is **min** (with the personal ending if appropriate):

faránsa á'rab min il-maksúk. France is nearer than Mexico.

ána áTwal mínak. I'm taller than you.

il-banafsígi áHla min il-áSfar. The purple (one) is nicer than the yellow (one).

híyya árfa9 míni. She's thinner than me.

To give the meaning of 'much', **bi-kitúr** ('by a lot') is added at the end of the comparison:

faránsa á'rab min il-maksúk bi-kitúr. France is much nearer than Mexico.

To express the superlative ('the ...est/the most ...'), simply add the comparative *in front of* the thing being described, or use **il-**:

áhamm(i) Háaga the most important thing

ákbar kabúna the biggest cabin

il-áhamm the most important

il-ákbar the biggest

6 Numbers

wáaHid	one
itnáyn	two
taláata (tálat)	three
arbá9a (árba9)	four
khámsa (khámas)	five
sítta (sitt)	six
sáb9a (sába9)	seven
tamánya (táman)	eight
tís9a (tísa9)	nine
9áshara (9áshar)	ten
Hidáashar	eleven
itnáashar	twelve
talatáashar	thirteen
arba9atáashar	fourteen
khamastáashar	fifteen
sittáashar	sixteen

saba9táashar	seventeen
tamantáashar	eighteen
tis9atáashar	nineteen
9ishrūn	twenty
talatūn	thirty
arba9ūn	forty
khamsūn	fifty
sittūn	sixty
sab9ūn	seventy
tamanūn	eighty
tis9ūn	ninety
míyya	hundred

The shorter form in brackets above is generally used when the numbers 3–10 are put in front of a noun:

árba9 'umSáan	four shirts
tálat galaalīb	three galabeyyas
táman mudarrisūn	eight teachers

wi ('and') is used to join units and tens, with the units coming first:

wáaHid wi 9ishrūn	twenty-one (<i>lit.</i> 'one and twenty')
arbá9a wi talatūn	thirty-four
tis9a wi sab9ūn	seventy-nine
sáb9a wi tamanūn	eighty-seven
míyya wi 9áshara	one hundred and ten
míyya khámsa wi arba9ūn	one hundred and forty-five

Only the numbers 3–10 are followed by a plural noun. From 11 upwards the number is followed by a *singular* noun:

khámas 'umSáan	five shirts
saba9 galaalīb	seven galabeyyas
Hidáashar 'amūs	eleven shirts
talatūn raghūf	thirty loaves

Two items are usually expressed by using a special dual **-áyn** ending. If the word ends with the feminine **-a** this changes to **-t** or **-it** when the dual ending is added:

raghūf	a loaf
raghiífáyn	two loaves
shóhka	a fork
shohktáyn	two forks

7 Demonstratives

Egyptian Arabic makes no distinction between 'this' and 'that' (demonstratives). However, the word does change depending on the gender and number: **da** for a masculine word, **di** for a feminine word and **duul** for plurals:

da kháali.	This/That [is] my uncle.
di Súura.	This/That [is a] picture.
miin duul?	Who [are] these/those?

If you want to say the equivalent of 'this/that picture' or 'this/that wedding', you need to make the noun definite by adding **il** and put **da/di** after the word:

iS-Súura di	this/that picture
il-fáraH da	this/that wedding

8 Sentences/questions without verbs

There is no equivalent of the English 'is', 'am', 'are' (verb 'to be') in Arabic. So you can make simple sentences and questions without any verb:

ána min buur sa9iid.	I [am] from Port Said.
ána samiira.	I [am] Samira.
gáabir SaaHi?	[Is] Gaber awake?
húwwa min aswáan.	He [is] from Aswan.
ínti min maSr?	[Are] you (<i>fem.</i>) from Egypt?

There is no special question form in Arabic. You can turn a sen-

ence into a question by simply raising your voice at the end:

húwwa min buur sa9úid. He's from Port Said.

húwwa min buur sa9úid? Is he from Port Said?

The position of question words, such as **miin?** (who?), **fayn?** (where?) or **ímta?** (when?), is flexible and they are often put at the end of the question:

miin da?/da miin? Who's that?

fayn iS-Súura di?/ iS-Súura di fayn? Where's this picture [taken]?

mish (also pronounced **mush**) means 'not' and is used to make simple phrases and sentences negative:

ána duktúur. I'm a doctor.

ána mish duktúur. I'm not a doctor.

di úmmi. That's my mother.

di mish úmmi. That's not my mother.

9 Want/need

The equivalent of the English 'want' is **9áawiz**, also pronounced **9áyiz**. This changes to **9áwza/9áyza** in the feminine and **9awziin/9ayziin** in the plural. It is not necessary to add the personal pronoun ('I', 'you', etc.) when the context is clear:

(ána) 9áawiz I (masc.) want

(ána) 9áwza I (fem.) want

(iHna) 9awziin we want

(húwwa) 9áawiz he wants, etc.

miHtaág ('need') works in a similar way to **9áawiz**:

(ána) miHtaág I (masc.) need

(ána) miHtaaga I (fem.) need

(iHna) miHtaagiin we need, etc.

miHtaág and **9áawiz** are made negative with **mish**:

mish miHtaagûn

we don't need

ána mish 9áawiz

I don't want

10 Personal/possessive endings

	Ending after consonant	Example (bînt)	Ending after vowel	Example (ábu)
my	-i	bînti	-ya	abúya
your (masc.)	-ak	bîntak	-k	abúk
your (fem.)	-ik	bîntik	-ki	abúki
his	-uh	bîntuh	-h	abúh
her	-haa	bînt(á)haa	-haa	abúhaa
our	-na	bînt(i)na	-na	abúna
your (pl.)	-ku	bînt(ú)ku	-ku	abúku
their	-hum	bînt(ú)hum	-hum	abúhum

Note: If a possessive ending starts with a consonant and the word before already ends in two consonants, then a 'helping' vowel is put between the word and the ending (shown in brackets above) to prevent a consonant cluster.

When you add a possessive ending to a feminine word ending in **-a**, the **-a** changes to **-t** or **-it**:

Súura picture → **Suurítna** our picture

khaTüba fiancée → **khaTibtî** my fiancée

The personal endings can be used with nouns and prepositions and also with verbs. The only change is that **-i** ('my') changes to **-ni** ('me') on the end of a verb:

maHmúud záarni imbáariH. Mahmoud visited me yesterday.

bitáa9 (fem. **bitáa9it**), roughly meaning 'belonging to', can also be used with the personal endings:

ir-rádyo bitáa9i the radio (masc.) belonging to me; i.e. my radio

iS-Súura bitaa9íthaa the picture (fem.) belonging to her; i.e. her picture

The equivalent of the English verb 'to have' ('I have', 'you have', 'he has', etc.) is expressed by using the word **9and** (roughly meaning 'with', 'at' or 'chez') and the appropriate possessive ending (see Unit 2):

9ándi	I have (<i>lit.</i> 'with me')
9ándak	you (<i>masc.</i>) have
9ándik	you (<i>fem.</i>) have
9ándu	he has
9andáhaa	she has
9andína	we have
9andúku	you (<i>pl.</i>) have
9andúhum	they have

11 Construct phrases

A construct phrase is made by putting two related nouns directly together.

ábu widaád	father of Widaad/Widaad's father
sandawítsh Ta9míyya	(a) falafil sandwich

The feminine **-a** changes to **-it** when it is the first noun in a construct phrase:

sálaTit sabáanikh	spinach salad
Súurit binti	my daughter's picture

If the construct phrase is definite (i.e. the bowl of porridge), then the article **il-** is added only to the second word:

Tába' il-bilíla	the bowl of porridge
ráqam it-tarááyza	the number of the table

12 Modifying words

Certain words can be used in front of a verb to modify the meaning. The modifying words themselves don't change according to the subject, but the following verb does. Here are a list of common modifying words:

lázim (have to/must)**lázim a'9úd saa9táyn taláata.**

I have to stay two or three hours.

lázim yizáakir dilwá'ti.

He must study now.

múmkín (can/be allowed to)**múmkín tiSTáadi sámak.**You (*fem.*) can go fishing.**múmkín nirúuH in-náadi?**

Can we go to the club?

il-mafrúuD (should)**il-mafrúuD táakul Háaga.**You (*masc.*) should eat something.**il-mafrúuD yináam bádri.**

He should go to sleep early.

Darúuri (have to/need to)**Darúuri níSHa is-sáa9a sáb9a.**

We have to get up at seven o'clock.

Darúuri yukhrúgu dilwá'ti.

They have to go out now.

iHtimáal (may/might)**iHtimáal nírga9 fi l-mustá'bal.**

We might come back in the future.

Modifying words are made negative with **mish**:**mish láazim á'9ud.**

I don't have to stay.

mish múmkín ti'9úd hína.

You can't sit here.

13 Active participles

Active participles are used in Arabic to describe what is happening at the moment or what will happen in the near future, similar to the English *-ing*.

<i>Masculine</i>	<i>Feminine</i>	<i>Plural</i>
náazil	názla	nazlūn
Táali9	Tál9a	Tal9ūn
láabis	lábsa	labsūn
9áarif	9árfa	9arfūn
wáakil	wákla	waklūn
sháarib	shárba	sharbūn

híwwa láabis bádla.

He's wearing a suit.
(lit. 'he wearing suit')

híyya lábsa fustáan.

She's wearing a dress.

ī-itnāyn labsūn baraanūT.

The two (of them) are wearing hats.

hū khawáaga náazil.

There's a foreigner getting off.

hí Táali9 il-mīina búkra.

You're going to the port tomorrow.

You can also use active participles with **lissa** to mean 'just having done something':

(hí) lissa wáakil.

I've just eaten.

(hí) lissa sharbūn.

We've just had a drink.

Active participles can be made negative using **mish**:

híwwa mish láabis bádla.

He's not wearing a suit.

hūmma mish nazlūn hína.

They're not getting off here.

hí mish 9áarif.

I don't know.

(lit. 'I'm not knowing')

See page 207 for active participles from forms of the verb.

14 Present/future tense

The present/future tense is formed by adding prefixes and suffixes to a *present stem*. Verbs fit into one of two following patterns, the difference being the vowel on the prefix. The prefix vowelled with **i** (e.g. **yī** etc.) is more common in Egyptian Arabic.

	Prefix/suffix	yíl9ab (to play) (stem = l9ab)
ána (I)	a-	ál9ab
ínta (you, <i>masc.</i>)	ti-	tíl9ab
ínti (you, <i>fem.</i>)	ti-/i	til9ábi
húwwa (he)	yi-	yíl9ab
híyya (she)	ti-	tíl9ab
íHna (we)	ni-	níl9ab
íntu (you, <i>pl.</i>)	ti-/u	til9ábu
húmma (they)	yi-/u	yil9ábu

	Prefix/suffix	yúkhrug (to go out) (stem = khrug)
ána (I)	a-	ákhrug
ínta (you, <i>masc.</i>)	tu-	túkhrug
ínti (you, <i>fem.</i>)	tu-/i	tukhrúgi
húwwa (he)	yu-	yúkhrug
híyya (she)	tu-	túkhrug
íHna (we)	nu-	núkhrug
íntu (you, <i>pl.</i>)	tu-/u	tukhrúgu
húmma (they)	yu-/u	yukhrúgu

If the stem *ends* with a vowel, e.g. **yíSHa**, the final vowel is removed before any ending is added:

áSHa I wake up; **yíSHa** he wakes up; *but*

tíSHi you (*fem.*) wake up; **yíSHu** they wake up,

The same basic verb is used for both present and future, except that the present is often preceded by **bi-** and the future by **Ha-** (shortened to **b-** and **H-** before a vowel):

bi-níl9ab we play

Ha-níl9ab we will play

b-úkhrug I go out

H-ákhrug I will go out

The present is made negative by adding **ma ... -(i)sh** either side of the verb:

ma b-aHíbbish is-sámak.

I don't like fish.

ma nakhrúgsh yohm il-Had.

We don't go out [on]
Sunday.

The future is made negative by adding **mish** in front of the **H(a)-**:

mish Ha-yíwSal búkra.

He won't arrive tomorrow.

Irregular verbs in the present

1 The present stem starts with a long vowel. These verbs are known as *defective verbs*, e.g.

yáakul to eat; present stem = **áakul**

yáakhud to take; present stem = **áakhud**

The present/future prefix is shortened to **y-** (**t-**, **n-**, etc.), e.g. **yáakul** 'to eat/he eats'; **náakhud** 'we take'.

2 The present stem has a long vowel in the middle. These verbs are known as *hollow verbs*, e.g.

yirúuH to go; present stem = **rúuH**

yizúid to increase; present stem = **zúid**

yináam to sleep; present stem = **náam**

The stress in hollow verbs shifts to the long vowel, e.g. **yirúuH** 'to go/he goes' (compare with **yínzil** or **yúkhruḡ**).

3 The present stem ends with a vowel. These verbs are known as *weak verbs*, e.g.

yíSHa to wake up; present stem = **SHa**

yib'a to remain; present stem = **b'a**

In a weak verb, the final vowel of the present stem is removed before any suffix is added, e.g. **yíSHa** 'to wake up/he wakes up'; **yíSHu** 'they wake up'; **tíSHi** 'you (*fem.*) wake up'.

15 Past tense

When talking about completed actions, Arabic uses the *past tense*. This is formed by adding endings to a past stem as shown in the table below:

	Ending	yínzil (to go/get down) (past stem = nizil)
ána (I)	-t	nizilt
ínta (you, <i>masc.</i>)	-t	nizilt
ínti (you, <i>fem.</i>)	-ti	nizilti
húwwa (he)		nízil
híyya (she)	-it	nízlit
íHna (we)	-na	nizílna
íntu (you, <i>pl.</i>)	-tu	nizíltu
húmma (they)	-u	nízlu

Note that for **húwwa** there is no ending, and that **ána** and **ínta** are identical in the past. Pay attention also to how the word stress moves for the different parts of the verb. For **híyya** and **húmma**, where the stress falls on the first syllable, the second vowel of the stem drops out altogether.

The past is made negative by using **ma ... -(i)sh**:

shírib/ma shiríbsh	he drank/he didn't drink
wiSílt/ma wiSíltish	I arrived/I didn't arrive
rígí9it/ma rigi9ítsh	she returned/she didn't return
shúfna/ma shufnáash	we saw/we didn't see

Regular verbs in the past

Defective verbs

The initial vowel is generally dropped in the past tense, but otherwise these verbs are mainly regular:

	Ending	yáakul (to eat) (past stem = kal)
ána (I)	-t	kalt
ínta (you, <i>masc.</i>)	-t	kalt
ínti (you, <i>fem.</i>)	-ti	kálti
húwwa (he)		kal
híyya (she)	-it	kálit
ihna (we)	-na	kálna
íntu (you, <i>pl.</i>)	-tu	káltu
húmma (they)	-u	kálu

Follow verbs

Follow verbs have two past stems, a long **aa** in the middle for **húwwa**, **híyya** and **húmma**, and a short **u** (or sometimes **i**) for the other parts of the verb:

	Ending	yirúuH (to go) (past stem = raaH/ruH)
ána (I)	-t	ruHt
ínta (you, <i>masc.</i>)	-t	ruHt
ínti (you, <i>fem.</i>)	-ti	rúHti
húwwa (he)		raaH
híyya (she)	-it	ráaHit
ihna (we)	-na	rúHna
íntu (you, <i>pl.</i>)	-tu	rúHtu
húmma (they)	-u	ráaHu

3 Weak verbs

The past stem of weak verbs ends with **i**, but this changes slightly depending on the ending added:

	Ending	yíSHa (to wake up) (past stem = SÍHi)
ána (I)	-t	SiHít
ínta (you, <i>masc.</i>)	-t	SiHít
ínti (you, <i>fem.</i>)	-ti	SiHíti
húwwa (he)		SíHi
híyya (she)	-it	SiHyit
íHna (we)	-na	SiHína
íntu (you, <i>pl.</i>)	-tu	SiHítu
húmma (they)	-u	SiHyu

16 yikúun/kaan

Although the verb 'to be' is often omitted in the present tense, it is essential in the past and future. It is a hollow verb:

	Present/future	past
ána (I)	akúun	kunt
ínta (you, <i>masc.</i>)	tikúun	kunt
ínti (you, <i>fem.</i>)	tikúuni	kúnti
húwwa (he)	yikúun	kaan
híyya (she)	tikúun	káanit
íHna (we)	nikúun	kúnna
íntu (you, <i>pl.</i>)	tikúunu	kúntu
húmma (they)	yikúunu	káanu

húwwa ga9áan. He's hungry.

kaan ga9áan. He was hungry.

Ha-yikúun ga9áan. He will be hungry.

The present/future is also used after modifying words or verbs:

- Himáal akúun ga9áan.** I might be hungry.
hiya 9áwza tikúun mudarrísa. She wants to be a teacher.

ma or **ma káansh** is used in front of standard phrases such as **fiih** ('there is/are') and **9and** ('to have') to refer to the past.

- kaan fiih ghayTáan barsûm.** There were fields of clover.
ma kaansh(i) fiih kull(i) da. There wasn't all of this.
kaan 9ándi SáHba. I had a friend.
kaan fiih mu9áskar. There was a camp.

Note also these uses of the verb **kaan**:

- 1 **kaan + active participle** – past continuous ('was ...ing')

- kaan láabis banTalóhn** He was wearing green
akhDar. trousers.
kúnti ráyHa lid-duktúur? Were you (*fem.*) going to
the doctor?

- 2 **kaan + present** – past habitual ('used to')

- kúnna bi-níl9ab kúra** We used to play football
kull(i) yohm. every day.
ma kaanúush bi-yiStáadu They didn't used to fish in
fi t-tír9a. the canal.

- 3 **kaan + future** – past intention ('was going to')

- káanit Ha-tizáakir bass(i)** She was going to study
ma káansh(i) fiih wa't. but there wasn't time.
ma kúntish H-anáam bass(i) I wasn't going to sleep
kunt(i) na9sáan. but I was tired.

17 Imperative

In basic verbs, the imperative is formed by taking the 'you' part of the verb and removing the initial **t**.

tínzil you (*masc.*) go down → **ínzil** go down! (*masc.*)

tinzíli you (*fem.*) go down → **inzíli** go down! (*fem.*)

tinzílu you (*plural*) go down → **inzílu** go down! (*plural*)

túkhrug you (*masc.*) go out → **úkhrug** go out! (*masc.*)

tukhrúgi you (*fem.*) go out → **ukhrúgi** go out! (*fem.*)

tukhrúgu you (*plural*) go out → **ukhrúgu** go out! (*plural*)

tíSHa you (*masc.*) wake up → **íSHa** wake up! (*masc.*)

tíSHi you (*fem.*) wake up → **íSHi** wake up! (*fem.*)

tíSHu you (*plural*) wake up → **íSHu** wake up! (*plural*)

For irregular hollow verbs and defective verbs starting with a long vowel, the initial **t** and the following vowel are removed:

tirúuH you (*masc.*) go → **rúuH** go! (*masc.*)

tirúuHi you (*fem.*) go → **rúuHi** go! (*fem.*)

tirúuHu you (*plural*) go → **rúuHu** go! (*plural*)

táakhud you (*masc.*) take → **khud** take! (*masc.*)

tákhdi you (*fem.*) take → **khúdi** take! (*fem.*)

tákhdu you (*plural*) take → **khúdu** take! (*plural*)

A negative instruction is made in one of two ways:

1 By putting **ma-** and **-sh** either side of the present verb:

ma tinzílsh! don't go down! (*masc.*)

ma tukhrugísh! don't go out! (*fem.*)

ma taakhdúsh! don't take! (*plural*)

Notice that the word stress moves to the last syllable.

2 By putting **baláash** in front of the present verb. The instructions above would then become:

baláash tinzíl!

baláash tukhrúgi!

baláash táakhdu!

18 Passive participles

Passive participles are adjectives formed from verbs, the equivalent of the English 'broken', 'burnt' or 'known'. In Arabic they can also be nouns, i.e. 'the broken one', 'the burnt one', 'the known thing', etc.

Passive participles are formed from the root letters of a verb, usually in the pattern **maC'C'úuC'**:

yíksár/kasar to be broken → **maksúur** broken

yí9mal/9ámal to make → **ma9múul** made

yíshghal/shaghal to be occupied → **mashghúul** occupied, busy

yíshrab/shríb to drink → **mashrúub** a drink ('the thing that is drunk')

19 Nouns of place

Arabic words with the pattern **máC'C'aC'** (or less commonly **maC'C'iC'**) are usually *nouns of place*, describing where something takes place, e.g.

máT9am (restaurant, *place of eating*) root = **T / 9 / m**

mátHaf (museum, *place of precious things*) root = **t / H / f**

Other common nouns of place are:

máktab (office, *place of writing*) root = **k / t / b**

máTbakh (kitchen, *place of cooking*) root = **T / b / kh**

másgid (mosque, *place of kneeling*) root = **s / g / d**

Nouns of place sometimes end in the feminine **a**, e.g.

madrása (school, *place of studying*) root letters = **d / r / s**

maghsála (laundry, *place of washing*) root letters = **gh / s / l**

maktába (library/bookshop, *place of writing*) an alternative meaning from the root letters = **k / t / b**

The plural pattern for most nouns of place is **maC'áaC'iC'**, e.g.

mátHaf → **matáaHif** (museums)

madrása → **madáaris** (schools)

10 Forms of the verb

There are ten forms, counting the basic verb such as **yínzil/nízil** as form I. Western Arabic scholars generally refer to the forms of the verb using Roman numerals, i.e. form II, form X, form VIII, etc. However, native speakers refer to them using the present/future tense with the root **f / 9 / l** ('to do'), e.g. **yif9al**, **yifá99al**, etc.

Here are forms II to X in the present/future and past tenses, with examples. Many of these example verbs are already familiar to you and you can use them to remember the patterns. Form IX is rare and form IV is uncommon in Egyptian Arabic. These are shown in brackets for reference only.

	<i>Present/future</i>	<i>Past</i>	<i>Pattern (present/past)</i>
Form II	yikhállas (to finish)	khállas	yiC'aC²C²aC³ or yiC'aC²C²iC³/C'aC²C²aC³
Form III	yisáafir (to travel)	sáafir	yiC¹aaC²iC³/C¹aaC²iC³
[Form IV	yúslim (to become a Muslim)	áslam	yuC¹C²iC³/aC¹C²aC³]
Form V	yitmárran (to train)	itmárran	yitC¹aC²C²aC³/itC¹aC²C²aC³
Form VI	yit'áabil (to meet)	it'áabil	yitC¹aaC²iC³/itC¹aaC²iC³
Form VII	yinbísiT (to enjoy)	inbásaT	yinC¹iC²iC³/inC¹aC²aC³
Form VIII	yishtághal (to work)	ishtághal	yiC¹taC²iC³/iC¹taC²iC³
[Form IX	yiHmárr (to blush)	iHmárr	yiC¹C²aaC³C³/iC¹C²aaC³C³]
Form X	yistá9mil (to use)	istá9mil	yistaC¹C²iC³/istaC¹C²iC³

Remember that **kh**, **sh** and **gh** are single Arabic letters.

Certain meanings are connected with each form, although these are not always obvious in individual verbs. However, knowing these helps understand the connection between the grammar and the meaning:

- | | |
|----------|---|
| Form II | <ul style="list-style-type: none"> • carrying out an action on someone/something else • doing something intensely or repeatedly |
| Form III | <ul style="list-style-type: none"> • trying to do something • doing something with someone else |

- Form V • doing something to or for yourself;
reflexive of Form II
- Form VI • doing something together/collaborating in
doing something
- Form VII • doing something to or for yourself;
reflexive of Form I
- Form VIII • similar to Form VII
- Form X • asking to do something
• considering something/someone to be

There are usually two to four verb forms that are possible with a particular root, but there may be up to five or six.

Active and passive participles can be created from the forms of the verb and used in a similar way to the basic form I participles (e.g. **ḡāmil/maḡmūl**).

Active participles are made from the forms of the verb by taking the present/future stem and adding the prefix **mu** (or sometimes **mi**), e.g.

yistáhlik to consume (form X) → **mustáhlík** consuming/consumer

yisáafir to travel (form III) → **musáafir** travelling/traveller

Passive participles are formed in a similar way, only the final vowel changes to **a**, e.g.

yistáhlik to consume (form X) → **mustáhlak** (something)
consumed/used up

yifássir to explain (form II) → **mufáassar** (a text) explained

yistáḡmal to use (form II) → **mustáḡmal** (something)
used/second-hand

There will be some variations in these patterns, particularly for irregular verbs but, in general, the same features show up.

Hollow verbs have either the letter **waaw** or **yaa** as the middle root letter. This drops out in the basic verb form I, usually creating either a long **uu** if the middle root is **waaw** (**yirúuH** – to go) or a long **ii** if the middle root is **yaa** (**yiTūr** – to fly). Hollow verbs also feature

their characteristic long final vowel in forms VII, VIII, and X, e.g. **yiSTáad** ('to fish'), which is a form VIII hollow verb. However, in forms II, III, V and VI the middle root reappears:

yiráwwaH/ráwwaH (to go home): form II

yiHáawal/Háawal (to try): form III

yitgáwwiz/itgáwwiz (to get married): form V

Weak verbs end in a vowel as they do in basic verbs, e.g. **yiláa'i** ('to find'), which is a form III weak verb.

Concentrate on the main patterns at first and the variations will follow with time.

20 Relative clauses

Arabic only uses the word for 'who/which' (**illi**) when it refers to a *definite* noun (i.e. 'the ...'):

**ána shuft il-bint illi káanit
rákba HuSáan.**

I saw *the* girl *who* was
riding a horse.

**ána shuft bint káanit
rákba HuSáan.**

I saw *a* girl [*who*] was
riding a horse.

Arabic script supplement

This section gives the dialogues and other listening texts in the Arabic script.

If you are already familiar with the script from previous knowledge of Standard Arabic, or other Arabic-script languages such as Farsi or Urdu, you may prefer to read the dialogues in this form. But be aware that the colloquial language does not have hard-and-fast 'spelling' rules and you may see some words spelt differently in other contexts.

Alternatively, you may want to complete *Colloquial Arabic of Egypt* using the transliteration and then come back to this section at the end when you have completed the script sections included in each unit. You can compare the Arabic script to the transliterated version to help you become familiar with the Arabic letters and how they join.

Dialogues

Unit 1

Dialogue 1

- صباح الخير يا طنت.
- أهلا يا حسن. إزيك يا بني؟
- الحمد لله. جابر صاحي؟
- أيوه، من بدري.

Dialogue 2

- ضيف رقم ١ ... اسمك إيه؟
- أنا اسمي منى. أنا من اسكندرية.
- أهلا منى. ضيف ٢ ... اسمك إيه؟
- أنا اسمي كمال. أنا من أسوان.
- ضيف ٣؟
- وأنا سميرة. أنا من بور سعيد.

Dialogue 3

- أهلا وسهلا يا مدام. اسم حضرتك؟
- ستانلي.
- ستانلي؟ حضرتك من اسكندرية؟!
- لا، لا. أنا من ليفربول. أنا انجليزية!
- اتفضلني. ترابيزة خمسة.

Exercise 4

- صباح الخير يا أستاذ.
- صباح النور.
- أنا وداد من النيل للسياحة. اسم حضرتك محمود أمين؟
- محمد أمين. أنا اسمي محمد أمين.
- أيوه محمد أمين - آسفة. أهلا وسهلا.
- أهلا بيكي.
- حضرتك من اسكندرية؟
- أيوه. وأنتي؟
- أنا من الجيزة.
- آه الجيزة...

Exercise 7

- أهلا، أنا اسمي ريتا ستانلي. أنا إنجليزية. أنا من ليفربول.

Unit 2

Dialogue 1

- يا حسن! تعال! أختك في الراديو!
- أختي؟
- بسرعة. قول لأبوك تعال!
- بابا! بابا! تعال اسمع بنتك في الراديو.
- بنتي؟ هات الراديو هنا يا حسن يا بني.
- لا. احنا هنا! تعال أنت للراديو!

Exercise 4

Exercise 3

- أنا اسمي سميرة وأنا من بور سعيد.
- أخويا اسمه حسن وأمي اسمها ليلي.
- بابا... أبويا... اسمه عثمان.

Dialogue 2

- مين دي يا جابر؟
- دي خطيبتي، وداد.
- وامتي الفرح إن شاء الله؟
- الفرح في الصيف.
- وده مين؟
- ده خالي أمين بتاع استراليا
- والصورة دي فين يا جابر؟
- شرم الشيخ.

Unit 3

Dialogue 1

- تشرب شاي يابني؟
- لا شكرا يا طنت. لسه شارب.
- تاكل طبق بليلة؟
- بليلة؟ أنا أموت في البليلة!
- طيب اقعد يابني!

Dialogue 2

- تشربي إيه حضرتك؟ عصير؟ كولا؟ كركديه؟
- ميه من فضلك. طبق اليوم إيه؟
- طبق اليوم كباب وكفتة. وعندنا ورق غنب، سبانخ، اومليت.
- حضرتك تحبي مصري؟
- أيوه. هات لي الكباب وسلطة.
- واحد كباب وسلطة!

Exercise 4

- تشربي إيه حضرتك؟ عصير؟ كولا؟ كركديه؟
- عصير ليمون من فضلك.
- وحضرتك تشرب إيه؟
- قزازه كولا.
- عصير وكولا... تاكلي إيه يا آنسة؟
- هات لي بامية ورز.
- وحضرتك؟
- سبانخ وسلطة من فضلك.
- واحد بامية ورز وواحد سبانخ وسلطة!

Dialogue 3

Dialogue 3

- اسم حضرتك إيه يا مدام؟
- اسمي زينب سرحان.
- وحضرتك بتشتغلي إيه؟
- أنا مدرسة - مدرسة كيميا.
- واسم حضرتك إيه يا أستاذ؟
- أنا الدكتور أحمد منير.
- وحضرتك بتشتغل هنا في مصر؟
- لا مش هنا. أنا دكتور في فرنسا.
- وحضرتك يا آنسة؟
- أنا اسمي سامية نور وأنا مضييفة في مصر للطيران.

Exercise 4

Unit 4

Dialogue 1

- ألو؟ النيل للسياحة؟ محمد موجود؟
- لا، مش موجود يا فندم. معاك ودا.
- أهلا ودا. فيه كابينة بين الأقصر وأسوان؟
- أيوه، فيه كابينة لو كس... كبيرة.
- فيها كم سرير؟
- سريرين فوق بعض وتليفزيون جنب الباب.
- وفيها كم شباك؟
- شباك واحد. بين السرير والترابيزة.

Dialogue 2

- العربية جديدة؟ مبروك عليك!
- الله يبارك فيك.
- فيها تكييف؟
- لا، ما فيهاش. بس فيها سي دي.
- سي دي؟ فين؟
- أهو، تحت الراديو.
- الكرسي مريح. ده جلد يا جابر؟
- لا. ما فيش في الموديل ده جلد.
- أمال؟
- الكبيرة، الألفين سي سي فيها جلد و تكييف.
- طيب. يللا بينا.

Exercise 5

- أوضة النوم بتاعتي كبيرة. فيها شباك كبير وبلكونة. سريري جنب الشباك وفيه بورتريه لماما فوق السرير. فيها ترابيزة وكرسي مريح وفيه كمان ترابيزة صغيرة في البلكونة. بس ما فيهاش تكييف.

Unit 5

Dialogue 1

- تعال معايا خان الخليلي.
- بالعربية الجديدة؟
- طبعاً. عاوزين جلبية لوداد، وكنكة نحاس لأمي.
- وأنا كمان محتاج قميص أبيض للشغل.
- فكرة. وأنا برضه عاوز قمصان جديدة.

Dialogue 2

- اديني علبة جبنة رومي وربع كيلو زيتون.
- حاضر يا مدام. وحضرتك محتاجة عيش؟
- هات لي اثناشر رغيف بلدي، من فضلك.
- إيه كمان؟
- عاوزين طباق ورق وشوك بلاستيك.
- ماشي.
- بكام التفاح؟
- التفاح بعشرة جنية.
- عشرة؟ ليه؟ ده بثمانية في كل حبة.

Exercise 5

- صباح الخير. اديني نص كيلو جبنة بيضا لو سمحت.
- حاضر.
- وهات لي عشرة أرغفة شامي.
- إيه كمان؟
- عاوزين قزازة كولا كبيرة وثلاث علب عصير.
- ده كله يا بيه؟
- بكام الزيتون؟
- الربع كيلو بعشرين جنيه.
- ماشي اديني ربع كيلو من فضلك.

Dialogue 3

- مساء الخير. عاوز جلبية حريمي صيفي.
- مقاس إيه؟
- وسط. زيك انتي كده.
- الألوان عندنا أصفر لموني وأزرق فاتح وبنفسجي.
- حلوة البنفسجي. بكام دي لو سمحتي؟
- دي بمية وعشرة، والزرقا والصفرا بخمسة وتسعين.

Exercise 5

Exercise 9

- صباح الخير. عاوز قميص شتوي.
- مقاس إيه؟
- كبير. الألوان عندكم إيه؟
- عندنا أبيض وأخضر غامق وبني.
- حلو الأخضر. بكام ده لو سمحتي؟
- ده بخمسة وثمانين.

Unit 6

Dialogue 1

- يا ابراهيم، أنت طالع المينا في بورسعيد بكرة عشان مستر لورنس بتاع صن شاين كروز.
- شكله إيه مسترلورنس ده؟
- طويل وشعره أحمر. عينييه ملونة ولايس نظارة. استنى عند سلم المركب.
- ماشي يا مدام وداد.

Exercise 2

- ١ - الراحل ده قصير وشعره أسود. عنده شنب وودانه كبيرة شوية.
- ٢ - الست دي شعرها قصير ولايسة نظارة.
- ٣ - الراحل ده طويل ورجليه طويلة كمان. هو أصلع ولكن بشنب.
- ٤ - الست دي شعرها طويل وأسود. عينيها جميلة.

Dialogue 2

- يا مدام وداد، أنا عند سلم المركب. فيه خاجة نازل لابس نظارة شمس وبدلة زرقة كحلي، ومعاها واحدة ست لابسـة فستان أخضر.
- أيوه يا ابراهيم، يعني هو مستر لورانس وللا مش هو؟
- أنا مش عارف يا مدام. شعره الأحمر مش باين عشان الاثنـين لابسـين برانيط.
- طيب، عنده كام سنة يا ابراهيم؟
- حوالي زي أربعين خمسين كده.
- طيب يا ابراهيم... اسأله "Are you Mr Laurence?"

Exercise 5

- يا ابراهيم، اسمع. أنت طالع المطار بكرة عشان سنيورا سنشيز عندها حوالي أربعين سنة كده. شكلها طويلة ورفيعة. شعرها إسود وقصير ولا بسـة نظارة. دايمـا لابسـة جونلة طويلة وبلوزة بيضا.

Unit 7

Dialogue 1

- احنا رايعين فرنسا في شهر العسل.
- يعني مش رايعين المكسيك؟
- لا، لغينا المكسيك لأنها بعيدة. أبعد من فرنسا بكثير. أنا ماباحبش الطيران الطويل.
- ولا أنا. فرنسا قريبة ... أقرب من المكسيك. كده أحسن فعلا.
- وكمان الأكل في فرنسا لذيذ.
- عندك حق. الأكل اللذيذ مهم جدا.
- أهم حاجة في شهر العسل!

Dialogue 2

- بكام تذكرة الأقصر رايع جاي من فضلك؟
- بالطيارة ولا بالقطر حضرتك؟
- أرخص حاجة إيه؟
- الأوتوبيس! بس الرحلة طويلة ومش مريحة قوي.
- والطيارة؟
- الطيارة غالية، أغلى من القطر بكثير. القطر درجة أولى سعره معقول. حضرتك عاوزة كام تذكرة؟
- ثلاثة... اثنين كبار وطفل واحد. فيه تخفيضات للأطفال؟
- أيوه الأطفال بنص السعر.
- طيب، خلينا في القطر أحسن.

Exercise 5

- بكام تذكرة أسوان رايع جاي من فضلك؟
- بالطيارة ولا بالقطر حضرتك؟
- أرخص حاجة إيه؟
- القطر بس الرحلة أطول.
- طيب، خللينا في الطيارة.
- حضرتك عاوز كام تذكرة؟
- خمسة... اثنين كبار وثلاث أطفال. فيه تخفيضات للأطفال؟
- لا ما فيش، للأسف.

Dialogue 3

- أنا باحب الكلاب. أبويا عنده ثلاث كلاب وولف.
- يا ساتر! أنا ما باحبش الكلاب. أحنا عندنا قطة سيامي.
- القوط أحسن من الكلاب.
- القوط دي مالهاش فايده.
- إزاي؟ دي مفيدة قوي. بتمسك الفيران ونظيفة زي الفل.
- فيران؟ الكلاب بتمسك حرامية، مش فيران!

Unit 8

Exercise 4

- الأوضة فيها تكيف، مافيهاش راديو لكن فيها تليفزيون بالألوان.
- فيها كمان كرسي مريح بس الأوضة صغيرة والسريير مش كبير.
- فيها ترابيزة جنب السريير وعليها كمبيوتر بس مش بالانترنت.

Exercise 7

- أنا عاوز كباب وسلطة خضرة.
- وتشرب إيه حضرتك؟
- هات لي عصير ليمون.
- وحضرتك؟
- عندكم بامية حلوة النهارده؟
- إن شاء الله. تحبي أجيب لحضرتك رز مع البامية؟
- أيوه، رز أبيض. وهات لي كباية كركديه.
- حاضر. والمدام؟ تحبي تاكلي إيه حضرتك؟
- فيه سبانخ يا متر؟
- لا، يا مدام مافيش سبانخ النهاردة.
- طب هات لي ورق عنب وسلطة وقزازه كولا.

Unit 9

Dialogue 1

- يا ابراهيم، اسمع... بكرة الخميس وأنت طالع المطار عشان
- مستر نديم من فرع عمان.
- الساعة كام الطائرة؟
- الساعة خمسة الصبح.
- يا ساتر! بدري قوي!

- معلهش يا ابراهيم، يوم الجمعة أجازة. بس أنت مشغول من السبت عشان الفوج الياباني.
- رايعين فين؟
- السبت رايعين الأهرام بدري حوالي الساعة ستة ونص ... وبعد الظهر كله في المتحف المصري. الحد عندهم حجز في مطعم فلفلة الساعة واحدة الا ربع ورايعين خان الخليلي بعد الغدا.
- خان الخليلي؟ زحمة والمرور وحش قوي هناك!

Dialogue 2

- أنا مضيصة في مصر للطيران وساكنة في مصر الجديدة.
- الساعة خمسة ونص باصحي وبأكل حاجة خفيفة وباخرج من البيت الساعة ستة وربع. باوصل المطار الساعة سبعة بالضبط
- الأثنين والأربع والسبت بنسافر عمان، والخميس والحد بنسافر أسوان مرتين، مرة الصبح ومرة الظهر. الثلاث أجازة وباروح النادي بعد الظهر حوالي الساعة خمسة بالعب باسكت بول مع أصحابي ومع نادبة بنت عمي.
- الجمعة بأقعد في البيت آكل وأنام!

Exercise 6 (model answer)

- الساعة ثمانية حاخرج من البيت وحاوصل المكتب الساعة ثمانية ونص. الساعة حذاشر حاطلع المطار. عندي حجز للغداء في مطعم النيل الساعة واحدة إلا ربع. حاروح مدرسة مروان الساعة اثنين وثلث. حاخرج من المكتب حوالي الساعة ستة ونص علشان العب باسكت بول مع أصحابي في النادي الساعة سبعة وربع.

Dialogue 3

- منى، أنتي بتدرسي إيه؟
- أنا بادرّس في علوم اسكندرية تخصص كيميا.
- وأنت يا كمال بتدرّس إيه؟
- أنا في معهد الفنادق، وباتمرن في الشيراتون.
- عظيم. وأنتي يا سميرة؟
- أنا عايشة في بور سعيد وباحضر ماجستير لغات شرقية في جامعة القناة.
- ما شاء الله يا سميرة. مستعدين للأسئلة يا شباب؟
- مستعدين!

Exercise 8

- أنا عايشة في بور سعيد وباحضر ماجستير لغات شرقية في جامعة القناة. كل يوم باصحي الساعة سبعة وباشرب شاي الساعة سبعة ونص. باخرج من البيت الساعة ثمانية بأوصل الجامعة في نص ساعة.
- باقعد في مكتبة الجامعة ساعتين ثلاثة كدة وياكل سندويتش حوالي الساعة اتناشر. بأدرّس لغات للطلاب بعد الظهر وباروح البيت الساعة ثلاثة الاربعة. عموما باروح النادي حوالي الساعة ستة أَلعب تنس مع أصحابي.

Unit 10

Dialogue 1

- منى، أنتي هواياتك إيه؟
- أنا باحِب ألعب اسكواش. أنا كابتن فريق الكلية. وكمان باحِب الموسيقى وروايات نجيب محفوظ.
- وأنت يا كمال؟ هواياتك إيه؟
- باحِب ألعب كرة وأنا غاوي الانترنت. كل يوم لازم اقعد ساعتين ثلاثة قدام الكمبيوتر. ما باخرجش من البيت قبل ما أصبح على الكمبيوتر!
- ها! ها! وأنتي يا سميرة؟
- للأسف دلوقتي ماعنديش وقت لهوايتي - صيد السمك مع بابا وحسن أخويا. كل يوم جمعة هما بيطلعوا الصيد وأنا باقعد أذاكر.
- معلش يا سميرة. بعد الماجستير ممكن تصطادي سمك البحر كله!

Dialogue 2

- شركة النيل للسياحة ناوية تعمل موقع على الانترنت. شايفين إنه الحجزات ممكن تزيد حوالي عشرين في المية. ليه؟ لأن الحجز بالانترنت سهل جدا وماياخدش وقت. دلوقتي الزبون مش لازم ينزل مكتبنا في ميدان الاوبرا عشان يحجز أجازة يومين. ممكن يخلص حاجته وهو قاعد في البيت. طبعا أهم حاجة إن الموقع يشتغل ويبقى واضح وسريع.

Unit 11

Dialogue 1

- آلو؟ أيوه يا مدام، أنا ابراهيم. ده مستر لورنس عاوز ينزل وسط البلد لوحده.
- ليه يا ابراهيم؟
- بيقول عاوز يروح ميدان التحرير عشان يزور المتحف وبعدين عاوز ينزل محطة رمسيس عشان يحجز في قطر الأقصر.
- المتحف والمحطة؟ أخاف ليقوه يا إبراهيم.
- ماتخافيش يا مدام. أنا حاوصفله السكة كويس.

Exercise 3

- عايز تروح السوق معايا يا جابر؟ أنا محتاج شوية حاجات.
- دلوقتي مش ممكن. المفروض أروح البنك وبعدين السفارة الفرنسية عشان الفيزا وبعدين المحطة عشان أحجز لأمي.
- يا ساتر! حا تخلص الساعة كام؟
- حوالي اتناشر واحدة كده.
- طب، خلّص حاجتك وممكن ننزل وسط البلد بعد الظهر.
- ماشي. عاوز تروح السينما؟
- آه فكرة. نتقابل عند السينما الساعة اتنين. وأنا حاشترى سي دي من محل الموسيقى بعد الفيلم.

Dialogue 2

- حاوصفك المتحف والمحطة منين.
- الأول اطلع كوبري ستة اكتوبر وانزل بعد البرج. خليلك دوغري على الكورنيش وخذ شمال عند الهيلتون حتلاقي المتحف على اليمين.
- بالنسبة للمحطة خليلك في شارع رمسيس على طول لغاية الميدان نفسه. خللي بالك، مدخل المحطة بعد ثاني إشارة تحت الكوبري جنب محل كبير بيبيع سندوتشات فول وطعمية اسمه أبو وردة.

Exercise 6

- البنك؟ الأول خليلك دوغري في الشارع ده وبعدين خد تالت شارع يمين والبنك على الشمال.
- المتحف؟ خدي أول شارع شمال واطلعي دوغري لغاية الإشارة. المتحف على اليمين.
- المحطة؟ اطلعي على طول لغاية الإشارة وخدي يمين. حاتلاقي المحطة على الشمال قبل الكوبري.
- عاوز السفارة الأمريكية؟ خليلك دوغري في الشارع ده وبعدين خد ثاني شارع شمال. السفارة على الشمال قبل السينما.

Dialogue 1

- أزيك يا عريس؟ انبسطت في فرنسا؟
- قوي قوي.
- وصلتوا امتي؟
- وصلنا يوم السبت.
- ووداد؟ لسة بتخاف من الطيارات؟
- أيوة، بس خدت مسكن من الدكتور.
- فعلا؟ وعملتوا ايه هناك؟
- رحنا أماكن كتيرة - متاحف وبرج ايفيل، ونزلنا في مركب على نهر السين - حلو النهر. شفنا كل حاجة من المركب - الكنايس القديمة، والمباني الجميلة، تماثيل ذهب...
- واكلتوا كويس؟
- أنا كلت سمك لذيذ ومحار لكن وداد ما بتحبش السمك فكلت لحمة وفراخ وحاجات زي كده. وطبعاً جربنا الحلويات - أحسن حلويات في الدنيا!
- يا سلام يا سيدي. وإيه كمان؟
- الناس هناك طبعاً بيشرّبوا النبيذ الفرنسي المشهور بس إحنا شربنا مشاريب منعشة جداً معمولة من النعناع والرمان
- نعناع ورمان؟ ده ايه الجمال ده؟
- أيوه، آخر جمال، بس خلاص، رجعنا دلوقتي.

Dialogue 2

- أنا أستاذ في كلية الطب، جامعة القاهرة. السنة اللي فاتت رحنت إعارة في جامعة "ادنبره". سافرنا، انا وعيلتي، اسكتلندا في أغسطس ولقينا شقة في وسط "ادنبره"، قريبة من الجامعة. الأولاد راحوا المدرسة في سبتمبر وقعدنا هناك عشر شهور لغاية نهاية السنة الدراسية في يونيو. رجعنا مصر في يوليو. انبسطنا في "ادنبره" واحتمال نرجع ثاني في المستقبل.

Exercise 7

- السنة اللي فاتت شفت الدنيا كلها! الأول سافرت لندن في يوليو وزرت عمتي هناك. بعدين لفيت أوروبا بالقطر: فرنسا في أغسطس وإيطاليا في سبتمبر. انبسطت قوي في إيطاليا عشان باحب الباستا والآيس كريم! في اكتوبر خدت طيارة لنيو يورك وعملت جولة في أمريكا شهرين. ومن لوس أنجيلوس سافرت اليابان وده كان في الشتاء - في ديسمبر. من اليابان رحنت الصين في يناير - بلد عظيمة - وأخيرا في مارس زرت الهند شهر بحاله ورجعت مصر آخر أبريل.

Unit 13

Dialogue 1

- ده شارع الهرم - دايما زحمة! شفت كل العربيات والمباني والمطاعم والمحلات؟ زمان ما كانش فيه كل ده. كان فيه غيطان برسيم ونخل وحمير. أنا فاكرة لما كنت صغيرة كان عندي صاحبة كانت عايشة هنا جنب الترعة في بيت جميل هادي. بس دلوقتي في مكان بيتها حاتلاقي خمس عمارات! جدي قال لي إن في الثلاثينات والأربعينات كان فيه معسكر تبع الجيش الانجليزي، هناك في الصحراء عند أبو الهول. طبعاً الانجليز مشوا من زمان، من سنة ١٩٥٤، لكن لسة فيه اسطبلات لغاية دلوقتي والناس تقدر تركب خيل هناك عندهم.

Dialogue 2

- احنا سافرنا الأقصر بالطيارة، وبعدين خدنا فلوكة من الأقصر لأسوان. كانت رحلة جميلة في النيل. المراكبي طبخ لنا سمك ورز. لما وصلنا أسوان رحنا أبو سمبل بالأوتوبيس. السنة اللي فاتت رحنا الأقصر بتاكسي من الغردقة. خدنا السكة اللي بتروح من سفاجا. المشوار خد له حوالي ثلاث ساعات لكن احنا انبسطنا لأن السواق كان مشغّل شريط أغاني أفلام زمان. أنا بأحب الأفلام القديمة أكثر من الأفلام الجديدة لأن أفلام زمان متكلفة ومعمولة بزمة.

Exercise 6 (model)

- رحتوا فين في الأجازة السنة اللي فاتت؟

- رحنا البحر الأحمر.

- سافرتوا بالأوتوبيس؟

- لا، سافرنا شرم الشيخ بالطيارة.

- مع العيلة؟

- آه، كلهم.. مراتي والثلاثة بنات.

- وعملتوا ايه هناك؟

- يعني.. اصطدنا كثير ونزلنا مرة بالمركب.

- قعدتوا في شرم الشيخ ولا رحتوا حدة تانية؟

- رحنا طابا بالأوتوبيس.

- رحلة طويلة! عملتوا ايه ثلاث ساعات؟

- فعلا المشوار خد له حوالي ثلاث ساعات لكن السواق كان

مشغل فيلم قديم.

- عظيم! يعني انبسطتوا في البحر الأحمر.

- قوي. احتمال نرجع في المستقبل.

Unit 14

Dialogue 1

- مطعم النيل، صباح الخير.
- أيوه، مطعم النيل؟
- أيوه. صباح الخير يا فندم.
- صباح النور. لو سمحت عاوزين نحجز ترابيزة لخمسة يوم الجمعة الجاية.
- تحت أمرك يا فندم. لحظة معايا من فضلك...
- الجمعة ١٦ حضرتك؟
- أيوه مضبوط. الجمعة الجاية على طول.
- ترابيزة لخمسة. باسم مين حضرتك؟
- باسمي أنا. جابر عبد الوهاب.
- جابر عبد الوهاب. حضرتك حتشرفنا الساعة كام إن شاء الله؟
- واحدة ونص، اثنين. بعد صلاة الجمعة كده.
- أهلا بـ حضرتك يا فندم.
- مين معايا؟
- أنا متر أبو السعود.
- أهلا بـك يا متر. باقولك إيه وحياتك أنا عاوز ترابيزة حلوة على النيل على طول.
- إن شاء الله يا بيه بس حضرتك عارف طبعاً يوم الجمعة بيبقى زحمة شوية معلش.
- لا يا أبو السعود وحياتك. ما تكسفينش. أنا حيكون معايا جماعة أجنب. لازم نقدهم على النيل.
- إن شاء الله يا فندم.
- خلاص. اتفقنا يا أبو السعود. سلامه عليكم.
- مع ألف سلامة يا جابر بيه.

Dialogue 2

- سميرة... حتأكلي صاحبك إيه؟
- *What do you want to eat, Jane?*
- *Something typically Egyptian!*
- اطلبولها ملوخية بالأرانب.
- لا يا جابر، مش معقول. العيال الانجليز بيربوا الأرانب في البيوت زي القبط والكلاب والحاجات دي عندنا.
- حتقول علينا متوحشين لو قلنالها حنألك أرنب.
- نطلب لها ورق عنب مثلاً؟
- آه. ورق عنب يبقى جميل.
- *Jane, have you tried stuffed vine leaves?*
- *Yes! Dolmades! We had it in Greece. It was good!*
- او كي. خلاص. نطلبلها ورق عنب مع فراخ مثلاً أو لحمه بانيه.
- مع كباب أحسن علشان الكباب مصري أصيل.
- أيوه صح. وانتي يا سميرة، حتأكلي إيه؟
- والله أنا محتارة بين البامية وبين البسلة.
- أنا شخصيا حاطلب بامية.
- طب خلاص. أطلب أنا البسلة، وأنا أدوقك بسلتي، وانتي تدوقيني باميتك!
- أنا محتار يا جماعة. أكل سمك مقلي ولا فراخ؟
- إحنا ممكن ننقي سمكة كبيرة ونقسمها.
- ماشي. وحنطلب جمبري طبعاً.
- طبعاً.
- هه؟ جاهزين يا جماعة نطلب؟
- جاهزين.
- يا متر... يا أبو السعود... احنا جاهزين.

Key to exercises

Unit 1

Exercise 1

- 1 – SabáaH il-khayr.
– SabáaH in-nuur.
- 2 – áhlan.
– áhlan bfiki.
- 3 – masáa il-khayr.
– masáa in-nuur.
- 4 – izzáayak?
– il-Hámdu lilláah.
- 5 – má9a s-saláama.
– alláah yisallímik.

Exercise 2

1 ísmik eh? 2 HáSan SaaHi? 3 ísmak eh? 4 ínta min lú'Sur?
5 ínti samíra? 6 híyya min iskindiríyya?

Exercise 3

1d; 2e; 3a; 4c; 5f; 6b

Exercise 4

1 false 2 true 3 true 4 true 5 false

Exercise 5

1 ána amriikaaníyya. 2 híyya maSríyya. 3 híyya iskutlandíyya.
4 ínti ingiliizíyya? 5 ána ostoraliyya. 6 híyya ostoraliyya?

Exercise 6

maláata 3

itmáyn 2

khámsa 5

arbá9a 4

wáaHid 1

Exercise 7

There is no correct answer for these open-ended speaking exercises. The aim is to encourage you to talk about yourself and your environment using the language taught in the unit. If you can, try to find an Egyptian who can listen to you. You could also record your own description and listen critically to your accent and language – a useful self-assessment.

Unit 2

Exercise 1

1 húwwa ísmuh kamáal. 2 bínítk hína? 3 abúna min aswáan.
4 góhzhāa ísmuh 9osmáan. 5 ukht(ú)hum fi r-rádyo.
6 úmmak ism(á)hāa láyla.

Exercise 2

- 1 – ísmak eh?
– ána ísmi Hásan.
- 2 – ísmik eh?
– ána ísmi samfira.
- 3 – bínítk ísm(á)haa eh?
– bínítk ísm(á)haa móna.
- 4 – abúki ísmuh eh?
– abúya ísmuh kamáal.
- 5 – miráatak ísm(á)haa eh?
– miráati ísm(á)haa láyla.

Exercise 3

(model answer – yours may vary slightly)

ána ísmi wídaad w-ána min ig-gfíza.

akhúya ísmuh hiláal wi úkhti ísm(á)haa sáara. úmmi ísm(á)haa fawzíyya wi bába ... abúya ... ísmuh ánwár.

Exercise 5

- 1 masculine il-ab 2 masculine il-ism 3 masculine ir-ráqam
4 feminine il-khaTfíba 5 masculine iS-Sáyf 6 feminine il-umm
7 feminine it-tarabáyza 8 masculine iD-Dayf

Exercise 6

- 1 miin da? 2 miin di? 3 fayn iS-Súura di? 4 il-rádyo bitáa9
miin? 5 il-fáraH ímta? 6 khaTíbtak fayn?

Exercise 7

For these kinds of prompted speaking exercises, you will hear a model response on the recording for you to check your answer.

Exercise 8

1c; 2f; 3a; 4d; 5c; 6b

Unit 3

Exercise 1

1 tishrab áhwa yaa gáabir? 2 la' shúkran líssa sháarib. 3 áywa min fádlik. 4 tishrabi shay yaa widáad? 5 la' shúkran yaa Tant, líssa shárba. 6 tákul Tába' bilíla yaa Hásan? 7 ána amúut fi bilíla. 8 Táyyib u'9úd yábni.

Exercise 2

1c; 2c; 3b; 4f; 5d; 6a

Exercise 3

1 izáazit máyya (bottle of water) 2 Tába' ruzz (bowl of rice) 3 izáazit/kubbáayit kóhla (bottle/glass of cola) 4 kubbáayit shay (glass of tea) 5 Tába'/sandawítsh Ta9míyya (plate/sandwich of falafel) 6 Tába' bámya (plate of okra) 7 Tába'/sandawítsh fuul (plate/sandwich of beans) 8 kubbáayit 9aSíir lamúun (glass of lemon juice)

Exercise 4

	Water	Lemon juice	Cola	Spinach	Okra	Kebab	Rice	Salad
Widaad		✓			✓		✓	
Gaber			✓	✓				✓

Exercise 6

1 ána muhandísa fi amríka. 2 híyya muDúifa fi maSr
liT-Tayaráan. 3 híyya mudarrísit kímia. 4 ínti mumassíla yaa
madaám? 5 ána Taalíba fi iskindiríyya. 6 ínti Taalíba hína?

Exercise 7

1 la', ána mish iskutlándi (iskutlandíyya). 2 la', ána mish min
Glasgow. 3 la', di mish bínti. 4 la', di mish íbni. 5 la', ísmi mish
Stanley. 6 la', ána mish mumássil (mumassíla).

Exercise 8

1 húmma mudarrísín. 2 húmma muhandísín. 3 íHna
mumassílín. 4 húmma maSriyyín. 5 húmma ostoralíyyín.
6 íHna muHaasbín.

Exercise 10

1 ab 2 bint 3 akh 4 ukht 5 ibn

Unit 4

Exercise 1

1 il bint fi k-kabíina. 2 is-sirír ganb il-baab. 3 ána 'uddáam
ish-shibáak. 4 it-tilífizyóhn 9ála t-tarabáyza. 5 is-sirír bayn
it-tarabáyza wil-baab. 6 ir-rádyo wára it-titífizyóhn.

Exercise 2

c; d; e; f; a; b

Exercise 3

1 is-sirfiri gánbuh. 2 ána 'uddáamhaa. 3 is-sirfiri táHtuh.
4 ána waráhum. 5 kaam sirfiri fíihaa. 6 wídad mawgúuda fíih?

Exercise 4

1 ish-shibáak 2 kúrsi 3 tilifizyóhn/rádyo 4 il-baab/wit-tarabáyza
5 is-sirfiri

Exercise 5

1 false 2 true 3 false 4 true 5 false 6 false

Exercise 6

1 ma fiish sirfiri taHt ish-shibáak. 2 ma fíiháash takfíf.
3 il-9arabíyya mish gidfída. 4 ma fiish kúrsi ganb il-baab.
5 ik-kúrsi mish murfíH. 6 ma fiish CD taHt ir-rádyo.
7 mahámmad mish mawgúud. 8 ma fíiháash shibáak?
9 ma fiish mushkíla. 10 is-sirfiri mish kibíir.

Exercise 7

a6; b4; c1; d8; e3; f2; g5; h7

Unit 5

Exercise 1

1 (ána) 9áawiz 'amfíS. 2 (ána) 9áwza galaalfíb. 3 (ínti) 9áwza áhwa? 4 (húwwa) 9áawiz shay. 5 (íHna) 9awzíin 9arabíyya gidfída. 6 (híyya) 9áwza kánaka naHáas? 7 (húmma) 9awzíin kabfína lux. 8 (ínta) 9áawiz 'umSáan?

Exercise 2

- 1 widáad miHtáaga gallabíyya. 2 gáabir miHtáag 'amíiS.
3 umm(i) gáabir miHtáaga kánaka. 4 gáabir wi Hásan
miHtaagfin 'umSáan. 5 ábu Hásan miHtáag shíisha.
6 umm(i) w-ábu gáabir miHtaagfin 9aysh.

Exercise 3

- 1 Tába'/Tubáa' (plate, dish) 2 9ílba/9ílab (box, packet, tin)
3 mudárris/mudarrisfin (teacher) 4 shóhka/shúwak (fork)
5 'amíiS/'umSaán (shirt) 6 gallabíyya/galaalíb (galabeyya)
7 raghiif/raghífa (loaf) 8 tarabáyza/tarabayzáat (table)
9 tuffáaHa/tuffáaH (apple) 10 tilifóhn/tilifohnáat (telephone)

Exercise 4

- 1 iddíni arbá9 'umSáan, min fáDlak. 2 iddíni 9áshar raghífa,
min fáDlak. 3 iddíni itnáashar shóhka biláastik, min fáDlak.
4 iddíni sitt(i) Tubáa', min fáDlak. 5 iddíni árba9 9ílab, min
fáDlak. 6 iddíni tálat galaalíb, min fáDlak. 7 iddíni Hidáashar
Tába' wára', min fáDlak. 8 iddíni 'amiiSáyn, min fáDlak.

Exercise 5

- 1 true 2 true 3 false 4 false 5 true 6 false

Exercise 7

- 5 khámsa 8 tamánya 11 Hidáashar 16 sittáashar 22 itnáyn wi
9ishrín 46 sítta w-arba9ín 75 khámsa wi sab9ín 90 tis9ín
62 itnáyn wi sittín 31 wáaHid wi talatín 106 míyya wi sítta
158 míyya tamánya wi khamsín

Exercise 8

- 1 - bikáam il-'amíS?
- bi-khámsa wi sittíin.
- 2 - bikáam ik-kánaka?
- bi-khamsíin.
- 3 - bikáam kíilu it-tufáaH?
- bi-tamánya.
- 4 - bikáam ish-shúwak?
- bi-itnáyn w-arba9íin.
- 5 - bikáam il-gallabíyya?
- bi-míyya wi khamastáashar.
- 6 - bikáam rub9 kíilu zatúun?
- bi-9ishríin.
- 7 - bikáam it-tarabáyza?
- bi-sitta míyya wi sittíin.
- 8 - bikáam nuSS(i) kíilu gíbna?
- bi-wáaHid wi 9ishríin.

Exercise 9

- SabáaH il-khayr. 9áawiz 'amíS shítwi.
- ma'áas eh?
- kibíir. il-alwáan 9indúkum eh?
- 9índína ábyaD w-ákhDar gháami' wi búnni.
- Hílw il-ákhDar. bi-káam da law samáHti?
- da bi-khámsa wi tamaníin gináyh.

Exercise 11

a6; b5; c1; d2; e3; f4

Unit 6

Exercise 1

1 shá9ruh 2 shá9ri 3 bo'ik 4 9aynáyh 5 iidáyna 6 widáanhaa
7 shánabuh 8 rigláyk

Exercise 2

1b; 2c; 3d; 4a

Exercise 3

1 híyya lábsa burnáyTa. 2 húmma Tal9fin il-mfina búkra.
3 ínti 9árfa widáad? 4 íHna líssa waklín. 5 híyya názla síllim
il-márbib. 6 húmma líssa nazlín. 7 íntu labsín bádla?
8 íHna mish 9arffín.

Exercise 4

1 húwwa láabis 'amíiS. 2 híyya lábsa fustáan. 3 húmma labsín
baraaníiT. 4 ínti lábsa gunílla. 5 ána láabis bádla. 6 ínti lábsa
bilúuza. 7 húwwa láabis naDDáara. 8 íntu labsín baláaTi.
9 íHna labsín shurabáat.

Exercise 5

Your drawing should show a 40-year old tall, thin woman with short black hair, glasses and wearing a long skirt and a white blouse.

Exercise 7

1 Danny 2 David 3 Donald 4 Dorothy 5 Daisy 6 Derek

Unit 7

Exercise 1

1 rufáyya9, rufayyá9a, árfa9 2 kibfūr, kibfūra, ákbar 3 bi9fid,
bi9fida, áb9ad 4 Tawfīl, Tawfīla, áTwal 5 lazfīz, lazfīza, alázz
6 tikhfīn, tikhfīna, átkhan 7 'uSáyyar, 'uSayyára, á'Sar 8 gidfīd,
gidfīda, ágdad 9 kwáyys, kwáyysa, áHsan 10 muhím, muhímma,
ahámm

Exercise 2

1 ána árfa9 mínak. 2 ána ákbar mínak. 3 fbni áTwal min fbna.
4 abúya ahámm(i) min abúk. 5 ik-kúrsi biTáa9i á'dam min
ik-kúrsi biTáa9ak. 6 akl úmmi alázz(i) min akl úmmak.
7 'amfīSi ágdad min 'amfīSak. 8 9arabíyyti ákbar min
9arabíyytak.

Exercise 3

1 lagháyna l-maksfīk la'annáhaa bi9fida. 2 iHna rayHfīn faránsa
il-shahr il-9ásal la'annáhaa 'urayyība. 3 faránsa áHsan la'ánn
akl lazfīz. 4 mish rayHfīn il-maksfīk la'ánni ma b-aHfbbish
iT-Tayaráan iT-Tawfīl. 5 lagháyna k-kabfīna la'annáhaa
laghayyára. 6 húwwa mish 9áwwiz bilfīla la'ánnuh líssa wáakil.

Exercise 4

1 bikáam tazkárīt iskindiríyya bil-'aTr? 2 bikáam tazkárīt
il-9áza bil-otobfīs? 3 bikáam tazkárīt aswáan biT-Tayyáara?
4 bikáam tazkárīt is-sways bil-otobfīs? 5 bikáam tazkárīt faránsa
iT-Tayyáara? 6 bikáam tazkárīt iz-zamáalik bil-otobfīs? 7
8 bikáam tazkárīt il-'u'Sur bil-'aTr? 8 bikáam tazkárīt il-maksfīk
iT-Tayyáara? 9 bikáam tazkárīt sharm ish-shaykh bil-otobfīs?

Exercise 5

Destination: Aswan

Means of transport: plane

Number of tickets: 5

Number of adults: 2

Number of children: 3

Discounts for children?: No

Exercise 7

1 yes (dog and spinach) 2 no (cat and dog) 3 no (donkey and apples) 4 yes (cow and olives) 5 yes (okra and cat) 6 yes (duck and rabbit) 7 no (cow and spinach) 8 no (cat and milk)

Exercise 8

1 ána ma b-aHfbbish il-bámya. 2 ána ma b-aHfbbish iz-zatúun.
3 ána mish muwáafi'. 4 ma 9andáksh(i) Ha' yaa ibrahfím.
5 la', ma 9andakísh Ha' yaa widáad. 6 ána ma b-aHfbbish
il-fuul bil-lamúun.

Exercise 10

1e; 2a; 3d; 4f; 5c; 6b

Unit 8

Exercise 1

1 áHmad min maSr. húwwa máSri. 2 Pierre min faránsa. húwwa faransáwi. 3 Maria min il-maksíik. híyya maksiikíyya. 4 Holly min ostorálya. híyya ostorálíyya. 5 Ronny min amríika. húwwa amriikáni. 6 Jack min ingiltára. húwwa ingilízi.

Exercise 2

ana kháalid wi di 9lfti. ana 9ándi ukht(i) Sughayárri ismáhaa sáara.
 hiyya 9andáhaa khámas sinfin. wi 9ándi akh ísmuh 9omar wi húwwa
 ánduh táman sinfin. abúyaa ísmuh walíd wi 9ánduh shánab kibfir.
 ummi ismáhaa móna wi híyya áHsan umm!

Exercise 3

1 1-9arabíyya ma fiiháash takíif. 2 húwwa mish 9áwwiz bilfíla.
 3 ana mish miHtáag gázma lish-shughl. 4 húwwa mish min
 taríinsa. 5 ana ma b-aHfbbish iT-Tayaráan iT-Tawfíl. 6 ma fiish
 taHt ik-kúrsi. 7 híyya mish lábsa fustáan ábyaD.
 8 Hna mish nazlín bil-otobíis.

Exercise 4

1 takíif ✓ 2 tarabáyza ✓ 3 tilifizyóhn ✓ 4 sirfir kibfir ✗
 5 rádyo ✗ 6 kúrsi murfiH ✓ 7 kombyúutir bil-internet ✗

Exercise 5

1 fiiháa takíif. 2 fiiháa tarabáyza. 3 fiiháa tilifizyóhn. 4 ma
 fiiháash sirfir kibfir. 5 ma fiiháash rádyo. 6 fiiháa kúrsi murfiH.
 7 ma fiiháash kombyúutir bil-internet.

Exercise 6

(model answer – yours may vary slightly)

Wakra ínta ráayiH il-maTáar 9asháan il-ustáaz Ross min shírkit
 Beachtime Inc. shákluh Tawfíl wi 9ánduh shánab. láabis
 maDDáara wi bádlá.

Exercise 7

	<i>Meal</i>	<i>Drink</i>
<i>Man</i>	kebab and green salad	lemon juice
<i>Woman 1</i>	okra and rice	hibiscus tea
<i>Woman 2</i>	stuffed vine leaves and salad	cola

Exercise 8

13 talatáashar 6 sítta 5 khámsa 27 sáb9a wi 9ishrfiin
 72 itnáyn wi sab9iin 18 tamantáashar 14 arba9atáashar
 39 tís9a wi talatfiin 44 arbá9a w-arba9iin 100 míyya
 140 míyya w-arba9iin 250 miyyitáyn wi khamfiin

Exercise 9

1 'amfiS/'umSáan (shirt) 2 tilifizyóhn/tilivizyohnáat (television)
 3 Tába'/Tubáa' (plate/bowl) 4 lohn/alwáan (colour)
 5 shóhka/shúwak (fork) 6 bádla/bídal (suit) 7 rigl/rigláyn (leg)
 8 naDDáara/naDDaráat (pair of glasses) 9 takhfiiD/takhfiidáat
 (discount) 10 raghfif/raghífa (loaf)

Exercise 10

ána ísmi nádyá hiláal w-ána min iz-zamáalik fi maSr. 9ándi
 ukht(i) wi akh. úkhti, sámya, **Tawúla** 'áwi, **áTwal** míni bi-kitfir.
 bass ána **ákbar** mínhaa fi s-sinn. ákhi ísmuh Táari' wi 9ánduh
 khamastáashar sána. húwwa **árfa9** wi **á'Sar** min sámya. abúna
 muHáami **muhímm** – **il-ahámm**(i) fi z-zamáalik – wi ummína
 mumassíla 9ála
 t-tilifizyóhn.

Unit 9

Exercise 1

- 1 is-sáa9a tamánya. 2 is-sáa9a arbá9a. 3 is-sáa9a khámsa wi nuSS. 4 is-sáa9a itnáashar illa rub9. 5 is-sáa9a itnáyn wi tilt. 6 is-sáa9a sába9 wi rub9. 7 is-sáa9a tís9a wi 9áshara. 8 is-sáa9a wáHda illa khámsa.

Exercise 2

- 1 madrása/madáaris (school) 2 máTbakh/maTáabikh (kitchen) 3 máT9am/maTáa9im (restaurant) 4 mátHaf/matáaHif (museum) 5 másgid/masáagid (mosque) 6 máktab/makáatib (office) 7 maghsála/magháasil (laundry)

Exercise 3

- 1 (yohm) il-itnáyn rayHíin il-ahráam is-sáa9a sítta. 2 (yohm) it-taláat rayHíin il-mátHaf il-máSri is-sáa9a 9áshara. 3 (yohm) il-árba9 rayHíin máT9am filfíla is-sáa9a wáHda wi nuSS. 4 (yohm) il-khamíis rayHíin iskandiríyya is-sáa9a sába9 wi rub9. 5 (yohm) ig-gúm9a rayHíin másgid maHámmad 9áli is-sáa9a arbá9a wi nuSS. 6 (yohm) is-sabt rayHíin khaan il-khalíli is-sáa9a khámsa. 7 (yohm) il-Had rayHíin il-maTáar is-sáa9a tís9a illa rub9.

Exercise 4

- 1 bi-yúkhruġ is-sáa9a sítta. 2 bi-yíSHa is-sáa9a khámsa wi nuSS. 3 bi-awSal il-maTáar is-sáa9a sába9a biZ-ZabT. 4 bi-nirúuH ma-náadi má9a aSHáabna. 5 Ha-yukhrúgu bádrí búkra. 6 bi-táakul Háaga khafíifa. 7 Ha-tirúuH il-mátHaf is-sáa9a itnáyn. 8 bi-til9ábu basketball?

Exercise 5

hiyya muDfiifa fi maSr liT-Tayaráan. is-sáa9a khámsa wi nuSS(i) bi-tiSHa wi bi-táakul Háaga khafiifa wi bi-túkhrug min il-báyt is-sáa9a sitta wi rub9. bi-tíwSal il-maTáar is-sáa9a sáa9a biZ-ZabT.

il-itnáyn wil-árba9 wis-sabt bi-yisáafu 9amáan, wil-khamfís wil-Had bi-yisáafu aswáan marratáyn – márra S-SubH wi márra D-Duhr.

il-taláat agáaza wi bi-tirúh in-náadi ba9d iD-Duhr Hawáli is-sáa9a khámsa tí9ab basketball má9a aSHáabhaa wi má9a náadya bint 9ámm(a)haa.

ig-gúm9a bi-tí9ud fil-bayt táakul wi tináam!

Exercise 7

- 1 máktab/makáatib (office) 2 máT9am/maTáa9im (restaurant)
3 másgid/masáagid (mosque) 4 agáaza/agazáat (holiday)
5 náadi/nawáadi (club) 6 SaaHib/aSHáab (friend)
7 su'áal/as'íla (question) 8 lúgha/lugháat (language)

Exercise 8

Get up7.00AM

Drink tea7.30AM

Leave house8.00AM

Arrive at university8.30AM

Sandwich break12.00 NOON

Go home2.45PM

Go to club with friends6.00PM

10

Exercise 7

Exercise 1

1 b-aHíbbish ik-kúra. 2 ána mish gháawi Sayd is-sámak.
 3 Pandakfísh wa't l-hiwaáyit. 4 ma fiish shibbáak ganb
 5 mish láazim nirúuH il-mádrasa. 6 mish múmkin ál9ab
 7 ma bi-yiHíbbish riwaayáat nagfíb maHfúuZ.
 8 máat ma b-arúuHsh in-náadi. 9 búkra mish Ha-yíl9ab
 10 mish Darúuri áTla9 il-maTáar.

Exercise 3

1 b-aHíbbish il-iskwáash. 2 b-aHíbb basketball. 3 b-aHíbb
 is-sámak. 4 ma b-aHíbbish il-muusíqa. 5 ma b-aHíbbish il-
 met. 6 b-aHíbb riwaayáat nagfíb maHfúuZ.

Exercise 5

1 in-niil lis-siyáaHa náwya tí9mil mawqí9 9ála l-internet.
 2 innuh l-Huguuzáat múmkin tizfíd Hawáali 9ishrfín
 3 miyya. leh? la'ánn il-Hagz bil-internet sahl gíddan wi ma
 4 akhúdh(i) wa't. dílwá'ti iz-zibúun mish láazim yínzil maktábna
 5 miidáan il-úubraa 9asháan yíHgiz agáaza yohmáyn. múmkin
 6 allaS Hágtuh wi húwwa 'áa9id fil-bayt. Tá9an ahámm(i)
 7 inn il-mawqí9 yishtághal wi yíb'a wáaDiH wi saríf9.

Exercise 6

1 il-maTáa9im bi9fida 9an miidáan il-úubraa. (The restaurants are
 far from Opera Square.) 2 il-'umSáan Sughayyára. íHna 9awzfín
 3 minháa. (The shirts are small. We want bigger ones.)
 4 l-Huguuzáat mawgúuda 9ála k-kombyútir. (The bookings
 are [present] on the computer.) 5 ik-kiláab bi-tiHíbb il-láHma
 6 il-'óTaT bi-tiHíbb il-lában. (Dogs like meat and cats like milk.)
 7 il-fíra' Ha-yisáafiru búkra. (The teams will travel tomorrow.)
 8 il-Tayaráat bi-tíwSal yohm il-gúm9a. (The planes arrive on
 Friday[s].)

Exercise 7

(model answer – yours may vary slightly)

- 1 mish láazim táakul kayd. 2 mish láazim tíshrab kola.
 3 il-mafrúuD tíshrab máyya. 4 il-mafrúuD tíl9ab tánis.
 5 il-mafrúuD táakul sálaTa. 6 mish láazim ti'9úD 'uddáam
 ik-kombyúutir. 7 il-mafrúuD tíl9ab kúra. 8 mish láazim ti'9úD
 'uddáam it-tilifizyóhn.

Exercise 8

فندق العلمين سيدى عبد الرحمن	
إشعار قيد مكالمة جارى N° 000031	رقم الغرضة : رقم المطلوب : ٥٤-٢٩٤-١٨٤٨ مدة المكالمة : ٧-٢٩ : القيمة : ٢٩,٥ اسم الطالب : التاريخ : ١٨ / ٣ / ١٩٩٩ الحسابات الجارية (الخزينة) : الوقت : ٢٨ : توقيع العميل :

The hotel is called **fúndu' il-9álamayn** (Al-Alamein Hotel).

The hotel is in **síidi 9ábd il-raHmáan** (Sidi Abdul Rahman).

Unit 11

Exercise 1

(model answers – yours may vary slightly)

- 1 ána 9áawiz/9áwza arúuH il-másraH fi wusT il-balad.
 2 ána 9áawiz/9áwza arúuH fúndu' Hilton fi miidáan it-taHrír.
 3 ána 9áawiz/9áwza áakul fi máT9am in-níil fi sháari9 musáddaq.
 4 ána 9áawiz/9áwza arúuH il-maHáTTa fi miidáan ramsiis.
 5 ána 9áawiz/9áwza azúur il-mátHaf il-másSri fi miidáan it-taHrír.
 6 ána 9áawiz/9áwza arúuH is-sifáara il- amriikaaníyya fi 'Garden City'.
 7 ána 9áawiz/9áwza azúur khálti fi l-mustáshfa.
 8 ána 9áawiz/9áwza áakul fi máT9am filfíla fi sháari9 Tala'at Harb.

Exercise 2

(model answer – yours may vary slightly)

- 1 iHna 9awzūn nirúuH il-másraH fi wusT il-bálad.
- 2 iHna 9awzūn nirúuH fúndu' Hilton fi miidáan it-taHrír.
- 3 iHna 9awzūn náakul fi máT9am in-níl fi sháari9 musáddaq.
- 4 iHna 9awzūn nirúuH il-maHáTTa fi miidáan ramsíis.
- 5 iHna 9awzūn nizúur il-mátHaf il-máSri fi miidáan it-taHrír.
- 6 iHna 9awzūn nirúuH is-sifáara il-amriikaanfyia fi 'Garden City'.
- 7 iHna 9awzūn nizúur khalítina fi l-mustáshfa.
- 8 iHna 9awzūn náakul fi máT9am filfíla fi sháari9 Tala'at Harb.

Exercise 3

	Hasan	Gaber
Hospital		
Bank		✓
French Embassy		✓
Station		✓
Cinema	✓	✓
Market	✓	
Music Shop	✓	

Exercise 4

- 1 law samáHt, il-burg mináyn? 2 law samáHt, il-maTáar mináyn?
- 3 law samáHt, il-bank mináyn? 4 law samáHt, il-maHáTTa mináyn?
- 5 law samáHt, il-mustáshfa mináyn? 6 law samáHt, il-mátHaf mináyn?
- 7 law samáHt, is-sfinima mináyn?
- 8 law samáHt, ik-kúbri mináyn?

To ask a woman, you should use **law samáHti**.

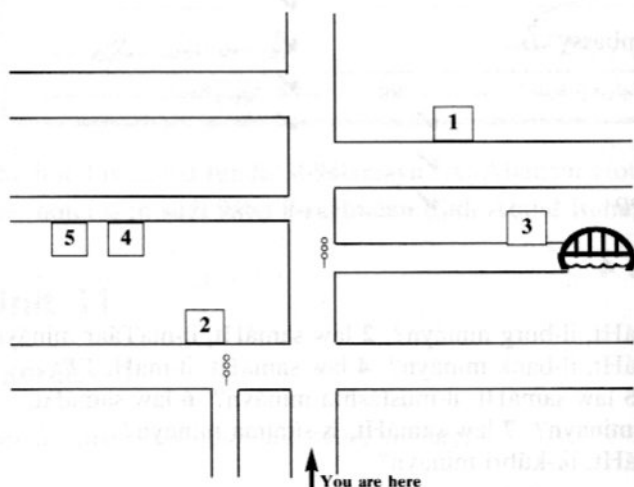
Exercise 5

1 fTla9 kúbri sítta októubir. 2 inzili bá9d táani isháara. 3 ukhrúgu l-bayt is-sáa9a sáb9a. 4 khud áwwil sháari9 shimáal. 5 rúuHi l-mádrasa asháan ibrahím. 6 ishrábi Háaga sáa9a. 7 náamu bádri. 8 kúli Háaga 'ábl il-mádrasa.

negatives:

1 ma tiTlá9sh (or baláash tiTla9) kúbri sítta októubir. 2 ma tinzilish bá9d táani isháara. 3 ma tukhrugúsh il-bayt is-sáa9a sáb9a. 4 ma tikhúdsh áwwil sháari9 shimáal. 5 ma tirúuHish il-mádrasa asháan ibrahím. 6 ma tishrabish Háaga sáa9a. 7 ma tinaamúsh bádri. 8 ma taaklish Háaga 'ábl il-mádrasa.

Exercise 6



Exercise 9

1 shimáal 2 yimíin 3 dúghri 4 sfínima 5 yizúur 6 sháari9

Unit 12

Exercise 1

1a; 2f; 3a; 4c; 5b; 6c

Exercise 2

imbáariH widáad wi gáabir **nízlu** wusT il-bálad. il-áwwil Hásan **maH** maHáll il-muusíqa wi láakin widáad ma **raaHítsh(i)** **sháa**n **záarit** kháalhaa fi l-mustáshfa. wi ba9dáyn húmma **sháafu** **ilm(i)** gidfid wi **kálu** sámak fi máT9am 9ála k-kornúsh.

Exercise 3

1 ma raaHítsh il-bank imbáariH. 2 záarit náadya fi l-mustashfa.
3 ma khallaSítsh ir-riwáaya. 4 nízlit in-náadi. 5 ma li9bítsh
il-iskwáash má9a záyna. 6 ma khadítsh il-fustáan lit-tárzi.
7 raaHit il-maHáTTa.

Exercise 5

1 9iid miláaduh arbá9a abrúil 2 9iid miláadhaa tís9a októubir.
3 9iid miláadhaa itnáashar yanáyir. 4 9iid miláaduh sáb9a
máyo. 5 9iid miláaduh khámsa wi 9ishúin oghúsTus. 6 9iid
miláaduh saba9táashar disámbir. 7 9iid miláadhaa il-áwwil
máráayir. 8 9iid miláaduh wáaHid wi talatfín yúulio.

Exercise 7

1 England *July* 2 France *August* 3 Italy *September*
4 USA *October* 5 Japan *December* 6 China *January*
7 India *March* 8 Egypt *April*

Exercise 8

1a; 2i; 3e; 4k; 5d; 6a; 7c; 8f; 9j; 10l; 11b; 12g

Unit 13

Exercise 1

1 kaan fiih nakhl(i) kitfir. 2 kunt(i) 9áawiz arúuH il-másraH.
 3 kaan 9ándak SáaHib 9áayish hína? 4 ma kaansh(i) fiih bank fi
 wusT il-bálad. 5 áHmad kaan bi-yishtághil fi buur sa9fid.
 6 kúnna mashghuulín. 7 káanu labsín eh? 8 kaan láazim
 tizáakir 9asháan kunt(i) 9áwwiz tizúur úkhtak búkra.

Exercise 2

(model answer – yours may vary)

min mf'it sána kaan fiih nakhl(i) kitfir, bass(i) dilwá'ti fiih 9imáaraat.

kaan fiih ghayTáan wi HiSína, bass(i) dilwá'ti fiih shawáari9 wi
 9arabiyyáat kitfira.

ma kaansh(i) fiih sínima hína wálla maHalláat. kaan fiih bass
 shwáyit buyúut.

il-bálad kaan gimfíl wi háadi bass(i) dilwá'ti híyya záHma.

Exercise 4

- 1 yizáakir → z/k/r (form III) to study
- 2 yiHáDDar → H/D/r (form II) to present
- 3 mitkállif → k/l/f (form V) lavish
- 4 mustá'bal → 'b/l (form X) future
- 5 mudárris → d/r/s (form II) teacher
- 6 yiSábbaH → S/b/H (form II) to say good morning
- 7 musta9íd → s/9/d (form VIII) ready
- 8 musákkín → s/k/n (form II) tranquillizer

Exercise 5

5; 6; 4; 7; 2; 3; 1

Exercise 8

a khamisa **b** talatáashar **c** 9ishrūn **d** sítta wi tamanfīn **e** míyya
f míyyitáyn wi khamśīn **g** alf wi tálat míyya, arbá9a w-arba9īn
h alf wi tisa9 míyya, sáb9a wi tis9īn **i** alfáyn **j** alfáyn w-itnáashar

Unit 14

Exercise 1

- 1 **h**awzīn nīHgiz tarabáyza li-taláata yohm il-itnáyn ig-gáyy.
- 2 **h**awzīn nīHgiz tarabáyza li-arbá9a yohm is-sabt ig-gáyy.
- 3 **h**awzīn nīHgiz tarabáyza li-sítta yohm il-árba9 ig-gáyy.
- 4 **h**awzīn nīHgiz tarabáyza li-itnáyn yohm it-taláat ig-gáyy.
- 5 **h**awzīn nīHgiz tarabáyza li-tamánya yohm il-Had ig-gáyy.
- 6 **h**awzīn nīHgiz tarabáyza li-khamastáashar yohm il-khamfīs ig-gáyy.

Exercise 2

- 1 **H**a-nfīgi is-sáa9a tamánya. 2 **ú**mmi gat imbáariH. 3 **w**idáad
tīgi tishúufna ig-gúm9a ig-gáyya. 4 **t**a9áal hína yaa Hásan.
5 **b**-ági hína kull(i) yohm il-khamfīs. 6 9áawiz tīgi in-náadi?
7 **g**um imbáariH bass(i) ma kúntish hína. 8 **l**áazim tīgu dilwá'ti.

Exercise 4

kebab chicken fish prawns peas okra vine leaves

Jane	✓					✓
Samira				✓		
Widaad						✓
Gaber		✓	✓			
Hassan		✓	✓			

Exercise 5

1 H-áTlub il-firáakh má9a ruzz. 2 H-áTlub il-bámya má9a 9aysh.
3 H-áTlub gambári máshwi. 4 H-áTlub ik-kabáab má9a sálaTa.
5 H-áTlub il-firáakh má9a bisílla. 6 H-áTlub sámak má'li wi
gambári. 7 H-áTlub muluukhíyya bil-aráanib. 8 H-áTlub wára
9ínab wi il-banáyh.

Exercise 7

1 stuffed vine leaves 20 2 okra 45 3 prawns 75 4 fish with rice
55 5 molohkeyya 38 6 fried chicken 35 7 cola 5 8 lemon juice 12

English–Arabic glossary

This section is an English–Arabic glossary of the words appearing in *Colloquial Arabic of Egypt*. The unit number in which the word first appears is given in the right-hand column.

The Arabic script is shown alongside the transliteration, but be aware that the colloquial language does not have hard-and-fast spelling rules and you may see some words spelt differently in other contexts.

Note the following:

- 1 *Plurals* are given after the singular (in transliteration).
- 2 *Verbs* are shown in the present is followed by the past and given in the **huwwa** form (*third person*). See Structure summary for more details on how verbs form.

A

a little/somewhat	شوية	shuwáyya	14
a long time ago	زمان/من زمان	zamáan/min zamáan	13
about/approximately	حوالي	Hawáali	9
above each other	فوق بعض	foh' ba9D	4
above/over	فوق	foh'	4
accountant	محاسب	muHáasib (pl. muHaasbiin)	3
actor	ممثل	mumássil (pl. mumassilín)	3
actually/really	فعلا	fi9lan	7
adults	كبار	kubáar	7
afraid, to be	يخاف/خاف	yikháaf/khaaf	11
after	بعد	ba9d	9
after (+ verb)	بعد ما	ba9d(i) maa	10
afternoon	بعد الظهر	ba9d iD-Duhr	9
ago	من	min (+ period of time)	13
agree, to	يتفق/اتفق	yittifi'/ittáfa'	14
air conditioning	تكييف	takúif (pl. takiifáat)	4
airport	مطار	maTáar (pl. maTaráat)	6
Alsatian dog; lit. 'wolf dog'	كلب وولف	kalb (pl. kiláab) wuulf	7
also	كمان	kamáan	5
always	دائما	dáyman	13
American	أمريكاني	amriikáani (pl. amriikáan)	1
and	و	wi/w-	1
anything else?	إيه كمان؟	eh kamáan?	5
apartment building	عمارة	9imáara (pl. 9imaráat)	13
apple	تفاحة	tuffáaHa (pl. tuffáaH)	5
April	أبريل	abríl	12
approximately/about	حوالي	Hawáali	6
army	جيش	gaysh (pl. giyúush)	13
arrive, to	يوصل/وصل	yíwSal/wíSil	9
as regards/in relation to	بالنسبة لـ...	bin-nísba li...	11
ask him	اسأله	is'áluh	6
at your service	حاضر	HáaDir	5

at your service	تحت أمرك	taHt ámrak (fem. taHt ámrik)	14
August	أغسطس	oghúsTus	12
auntie	طنت	Tant	1
Australia	أستراليا	ostorálya	2
Australian	أسترالي	ostoráli (pl. ostoraliyyín)	1
authentic/original	أصيل	aSíl	14
available	موجود	mawgúud	4
awake	صاحي	SáaHi	1
B			
balcony	بلكونة	balakóhna (pl. balakohnáat)	4
bald	أصلع	áSla9	6
ball/football/soccer	كرة	kúra (pl. kíwar)	10
bank	بنك	bank (pl. bunúuk)	11
bathroom	حمام	Hammáam (pl. Hammaamáat)	4
be careful/watch out	خلي بالك	khállí báalak (fem. khállí báalik)	11
beautiful	جميل	gamúil	12
because	لأن	la'ánn	7
bed	سرير	siríir (pl. saráayir)	4
bedroom	أوضة النوم	ohDt in-nóhm	4
beer	بيرة	búira	3
before	قبل	'abl	9
before (+ verb)	قبل ما	'abl(i) maa	10
behind	ورا	wára	4
belonging to/relating to	تبع	taba9	13
between	بين	bayn	4
big	كبير	kibúir	4
birthday	عيد ميلاد	9iid miláad	12
black	أسود	íswid (fem. sóda)	5
blouse	بلوزة	bilúuza (pl. biluzáat)	6

blue	أزرق	ázra' (fem. zár'a)	
boat	مركب	márkib (pl. maráakib)	
boatman	مراكبي	marákbi (pl. marakbíyya)	1
book/reserve, to	يحجز/حجز	yíHgiz/Hágaz	1
booking/reservation	حجز	Hagz (pl. Huguuzáat)	1
bottle	قزاة	izáaza (pl. azaaziiz)	5
branch	فرع	far9 (pl. furúu9)	9
bread	عيش	9aysh	3
breakfast	فطار	fiTáar	9
bridge	كوبري	kúbri (pl. kabáari)	11
bring!	هات!	haat! (fem. háati)	2
bring me ...	هات لي ...	háatli ... (fem. haatfili)	3
broadcaster	مذيع	muziiz9 (pl. muziiz9iin)	1
brother	أخو	akh(u) (pl. ikhwáat)	2
brown	بني	búnni	5
building	مبنى	mábna (pl. mabáani)	12
bus/coach	أوتوبيس	otobúis (pl. otobiisáat)	7
busy	مشغول	mashgúul	9
but	بس	bass(i)	4
by herself	لوحدها	li-waHdáhhaa	11
by himself	لوحده	li-wáHduh	11
by myself	لوحدي	li-wáHdi	11

C

cabin	كابينة	kabíina (pl. kabáayin)	4
cake	كيك	kayk	10
call, to (someone something)	يقول/قال على	yí'úul/aal 9ála	14
camp; encampment	معسكر	mu9áskar	13
can/possible	ممكن	múmkín	10
can/to be able	يقدر/قدر	yí'dar/'idir	13
canal (small irrigation)	ترعة	tír9a (pl. tíra9)	13
captain (of a sports team)	كابتن	káabtín (pl. kabáatin)	10

eat	عربية	9arabíyya (pl. 9arabiyyáat)	4
eat	قطة	'óTTa (pl. 'óTaT)	7
catch, to	يمسك/مسك	yímsik/mísik	7
cheapest/cheaper	أرخص	árkhaS	7
cheese	جبنة	gíbna	5
chemistry	كيميا	kímia	3
chicken	فراخ	firáakh	12
child	طفل	Tifl (pl. aTfáal)	7
children	أولاد	awláad	12
choose, to	ينقي/نقى	yiná''i/ná''a	14
church	كنيسة	kinúisa (pl. kanáayis)	12
cinema	سينما	síinima (pl. siinimáat)	11
city centre/downtown	وسط البلد	wusT il-bálad	11
clean	نظيف	niDúf	7
clear	واضح	wáadiH	10
clover	برسيم	barsúim	13
club	نادي	náadi (pl. nawáadi)	9
coat	بالطو	bálToh (pl. baláaTi)	6
coffee/café	قهوة	áhwa	3
cola	كولا	kóhla	3
college	كلية	kulúya (pl. kuliiyáat)	10
colour	لون	lohn (pl. alwáan)	5
coloured	ملون	miláwwin	6
come!	تعال!	ta9áala! (fem. ta9áali)	2
come this way; here you are	اتفضل	itfáDDal (fem. itfaDDáli)	1
come, to	يجي/جه	yúgi/geh	14
comfortable	مريح	murúH	4
coming/next	الجاي	ig-gáyy	14
company/business	شركة	shírka (pl. shirkáat)	10
computer	كمبيوتر	kombyúutir (pl. kombyuutiráat)	10

congratulations	مبروك	mabrúuk	4
connected with	بتاع	bitáa9	2
cook, to	يطبخ/طبخ	yúTbukh/Tabakh	13
copper	نحاس	naHáas	5
corniche	كورنيش	kornúish	11
correct/right	مضبوط	maZbúuT	14
cousin, daughter of (paternal) uncle	بنت عم	bint 9ámm	9
cow	بقرة	bá'ara (pl. bá'ar)	7
crowded	زحمة	záHma	9
customer/client	زبون	zibúun (pl. zabáayin)	10

D

dark (colour)	غامق	gháami'	5
dark blue	أزرق كحلي	ázz'a kóHli	6
daughter	بنت	bint (pl. banáat)	2
December	ديسمبر	disámbir	12
delicious	لذيذ	laziiz	7
describe, to	يوصف/وصف	yíwSif/wáSaf	11
desert	صحراء	SaHrá	13
dining room	أوضة السفرة	ohDt is-súfra	4
dinner	عشاء	9ásha	9
disappoint/embarrass, to	يكسف/كسف	yíksif/kásaf	14
discount	تخفيض	takhfiD (pl. takhfiDáat)	7
dish of the day	طبق اليوم	Tába' il-yohm	3
distance/errand/task	مشوار	mishwáar (pl. mashawúir)	13
dock/port	ميناء	múina (pl. mawáani)	6
doctor	دكتور	duktúur (pl. dakáktra)	3
dog	كلب	kalb (pl. kiláab)	7
door	باب	baab (pl. bibáan)	4
don't ...!	بلاش ...!	baláash ...!	11
donkey	حمار	Humáar (pl. Himúir)	7
dress	فستان	fustáan (pl. fasatúin)	6

drink	مشروب	mashrúub (pl. masharúib)	12
drink, to	يشرب/شرب	yíshrab/shírib	12
driver	سواق	sawwáa' (pl. sawwa'úin)	13
duck	بطة	báTTa (pl. baTT)	7
E			
ear	ودن	widn (pl. widáan)	6
early	بدري	bádri	9
Eastern	شرقي	shárqi (fem. sharqíyya)	9
easy	سهل	sahl	10
eat, to	ياكل/كل	yáakul/kál	9
Egypt Air	مصر للطيران	maSr liT-Tayaráan	3
Egyptian	مصري	máSri (pl. máSriyyúin)	1
eight	ثمانية	tamánya (táman)	5
eighteen	ثمان عشر	tamantáashar	5
eighty	ثمانين	tamanúin	5
eleven	حداشر	Hidáashar	5
embassy	سفارة	sifáara (pl. sifaráat)	11
end/finish	نهاية	niháaya	12
engineer	مهندس	muhándis (pl. muhandisúin)	3
England	انجلترا	ingiltára	7
English (nationality)	انجليزي	ingilúzi (pl. ingilúiz)	1
enjoy, to	ينبسط/انبسط	yinbísit/inbásaT	12
entrance	مدخل	mádkhal (pl. madáakhil)	11
every/all	كل	kull	10
every day	كل يوم	kull yohm	10
everyone/'you lot'	يا جماعة	yaa gamáa9a	14
everywhere	في كل حقة	fi kull Hitta	5
exactly	بالضبط	biZ-ZabT	9
exit	مخرج	mákhrag (pl. mahkáarig)	11
expensive	غالي	gháli (fem. ghálya)	7

eye	عين	9ayn (pl. 9aynáyn)	
F			
falafel	طعمية	Ta9míyya	
famous	مشهور	mash-húur	12
far	بعيد	bi9úid	
fast	سريع	sarí9	10
fat	تخين	tikhúin	6
father	أب (أبو)	ab(u)	2
fava beans	فول	fuul	3
February	فبراير	fibráayir	12
feed, to	يأكل/أكل	yi'ákkil/ákkil	14
felucca	فلوكة	filúuka (pl. faláayik)	13
fiancé(e)	خطيب/خطيبة	khaTúib (fem. khaTúiba)	2
field	غيط	ghayT (pl. ghayTáan)	13
fifteen	خمسناشر	khamastáashar	5
fifty	خمسين	khamsiin	5
film/movie	فيلم	film (pl. afláam)	13
find, to	يلاقي/لاقي	yláa'i/lá'a	11
fine ('thanks be to God')	الحمد لله	il-Hámdu lilláah	1
finger	صباغ	Sobáa9 (pl. Sawáabi9)	6
finish, to	يخلص/خلص	yikhállas/khállas	10
first	أول	áwwil	11
first class	درجة أولى	dáraga úula	7
first/firstly	الأول	il-áwwil	11
fish	سمك	samak	10
fish/hunt, to	يصطاد/اصطاد	yiSTáad/iSTáad	10
fishing	صيد السمك	Sayd is-sámak	10
five	خمسة	khámsa (khámas)	1
flat/apartment	شقة	shá'a (pl. shú'a')	12
flight attendant	مضيف	muDúif/muDúifa	3
flip-flops	شيشب	shíbshib (pl. shabáashib)	6
flying	طيران	Tayaráan	7

food	أكل	akl	7
for	لـ	li-	5
for example	مثلا	másalan	14
for/because of	عشان	9asháan	6
foreigner	أجنبي	agnábi (pl. agáanib)	14
foreigner (slang)	خواجة	khawáaga	6
forks	شوك	shóhka (pl. shúwak)	5
forty	أربعين	arba9iin	5
four	أربعة	arbá9a (árba9)	1
fourteen	أربعناشر	arba9atáashar	5
France	فرنسا	faránsa	3
Friday	الجمعة	ig-gúm9a	9
fried	مقلي	má'li	14
friend	صاحب	SáaHib (pl. aSHáab)	9
future	مستقبل	mustá'bal	12
G			
galabeyya: Egyptian robe	جلابية	galabíyya (pl. galaalíib)	5
getting down/getting off	نازل	náazil	6
give (someone) a taste	يدوق/دوق	ydáwwa'/dáwwa	14
give me	اديني	iddiini	5
glass	كباية	kubbáaya (pl. kubbayáat)	3
glasses (pair of)	نظارة	naDDáara (pl. naDDaaráat)	6
go (away)/walk, to	يمشي/مشي	yímshi/míshi	13
go down/get down, to	ينزل/نزل	yínzil/nízil	10
go, to	يروح/راح	yirúuH/raaH	9
God help us!	يا ساتر!	yaa sáatir!	7
going (to)	رايح	ráayiH (pl. rayHúin)	7
gold	ذهب	dahab	12
good afternoon/evening	مساء الخير	masáa il-khayr	1
good morning	صباح الخير	SabáaH il-khayr	1
goodbye	مع السلامة	má9a s-saláama	1

grandfather	جد	gidd	13
grandmother	جدة	gidda	13
great!	عظيم!	9aZūm!	9
green	أخضر	ákhDar (<i>fem. KháDra</i>)	5
grilled	مشوي	máshwi	14
group	جماعة	gamáa9a	14
group (of tourists)	فوج	fawg (<i>pl. afwáag</i>)	9
guest	ضيف	Dayf (<i>pl. Diyúuf</i>)	1

H

hair	شعر	shá9r	6
half	نص	nuSS	5
half past ...	الساعة ... ونص	is-sáa9a ... wi nuSS	9
hall	صالة	Sáala (<i>pl. Saaláat</i>)	4
hand	ايد	iid (<i>pl. iidáyn</i>)	6
hat	برنيطة	burnáyTa (<i>pl. baraanīT</i>)	6
have to/must	لازم	lázim	10
have to/essential	ضروري	Darúuri	10
have/has	عند	9ánd + possessive ending	3
he	هو	húwwa	1
heading up to/going to	طالع	Táali9	6
Heliopolis	مصر الجديدة	maSr ig-gidūda	1
hello	اهلا	áhlán	1
hello? (as on the telephone)	آلو؟	aló?	4
here	هنا	hína	2
herself	نفسها	nafsáhaa	11
hibiscus tea	كرديه	karkaday	3
himself	نفسه	náfsuh	11
hobby	هواية	hiwáaya (<i>pl. hiwayáat</i>)	10
holiday	أجازة	agáaza (<i>pl. agazáat</i>)	9
honeymoon	شهر العسل	shahr il-9ásal	7
honour, to	يشرف/شرف	yishárraf/shárraf	14
horse	حصان	HuSáan (<i>pl. HiSína</i>)	7

horses	خيل	khayl	13
hospital	مستشفى	mustáshfa (<i>pl. mustashfayáat</i>)	11
hotel	فندق	fúndu' (<i>pl. fanáadi'</i>)	9
how (come)?	إزاي؟	izzáay?	7
how are you?	إزيك	izzáayak (<i>fem. izzáayik</i>)	1
How do I get to ...?	منين؟	... mináyn?	11
how many?	كام؟	káam?	6
how much?	بكام؟	bikáam?	5
How old is he?	عنده كام سنة؟	9ándu kam sána?	6
hundred	مية	míyya	5
husband	جوز	gohz	2

I

I	أنا	ána	1
I adore ...	أنا أموت في ...	ána b-amúut fi ...	3
I agree (<i>masc./fem.</i>)	أنا موافق	ána muwáafi'/muwáf'a	7
I don't know	أنا مش عارف	ána mish 9áarif	6
I don't like	أنا ما باحبش	ána ma baHíbbish	7
I like	أنا باحب	ána baHíbb	7
I mean/so/well	يعني	yá9ni	6
I'm from ...	أنا من ...	ána min ...	1
I've just eaten.	لسه واكل	líssa wáakil (<i>fem. wákla</i>)	3
I've just had a drink.	لسه شارب	líssa sháarib (<i>fem. shárba</i>)	3
idea	فكرة	fíkra	5
If Gods wills/God willing	إن شاء الله	in sháa alláah	2
important	مهم	muhímm	7
in	في	fi	4
in front of	قدام	'uddáam	4
in the place of	في مكان	fi makáan	13
increase, to	يزيد/زاد	yiziid/zaad	10
institute	معهد	má9had (<i>pl. ma9áahid</i>)	9

integrity/honesty	زمة zímma
intending to	ناوي náawi (<i>pl. nawyíin</i>)
Islamic headscarf	حجاب Higáab

J

January	يناير yanáayir
journey	رحلة riHla (<i>pl. riHláat</i>)
juice	عصير 9aSúir
July	يوليو yúulio
June	يونيو yúunio

K

kebab	كباب kabáab
keen on	غاوي gháawi (<i>fem. gháwya</i>)
keep (<i>pets</i>)/breed/ bring up, to	يربي/ربي yirábbi/rábbba
kid	عيل 9áyyil (<i>pl. 9ayyáal</i>)
kilo	كيلو kíilu
kitchen	مطبخ máTbakh (<i>pl. maTáabikh</i>)

L

ladies'/women's	حريمي Haríimi	5
language	لغة lúgha (<i>pl. lugháat</i>)	9
last year	السنة اللي فاتت is-sána illi fáatit	12
laundry	مغسلة maghsála (<i>pl. magháasil</i>)	9
lavish	متكلف mitkállif	13
lawyer	محامي muHáami (<i>pl. muHaamiyíin</i>)	3
leather	جلد gild	4
leave/exit, to	يخرج/خرج yúkhruḡ/khárág	9
left (hand side)	شمال shimáal	11
leg/foot	رجل rigl (<i>pl. rigláyn</i>)	6
lemon-yellow (<i>adj.</i>)	لموني lamúuni	5

stick to/let's stay with	خللينا في khallína fi	7
library/bookshop	مكتبة maktába (<i>pl. maktabáat</i>)	9
light (weight)	خفيف khafiif	9
light (coloured)	فاتح fáatiH	5
lights (traffic)	إشارة isháara (<i>pl. isharáat</i>)	11
like this	كده kída	5
like, similar to	زي zayy	5
lime/lemon	لمون lamúun	3
listen!	اسمع! isma9! (<i>fem. ismá9i</i>)	2
live in	ساكن في sáakin fi (<i>pl. sakniin fi</i>)	9
living room	أوضة القعاد ohDt il-o9áad	4
loaf	رغيف raghúif (<i>pl. raghífa</i>)	5
lunch	غدا gháda	9
luxury/first class	لوكس lux	4

M

Madam	مدام madáam	1
made from	معمول من ma9múul min	12
maitre	متر metr	1
make/do/create, to	يعمل/عمل yí9mil/9ámal	10
March	مارس máaris	12
market	سوق suu' (<i>pl. aswaa'</i>)	11
masters (degree)	ماجستير majistáyir	9
May	مايو máayo	12
may/might	احتمال iHtimáal	12
me neither/nor I	ولا أنا wála ána	7
me too	أنا كمان ána kamáan	7
meat	لحمة láHma	12
medicine (study)	الطب iT-Tibb	12
medium (sized)	وسط wásaT	5
Mexico	المكسيك il-maksíik	7
milk	لبن lában	3
minced meat	كفتة kófta	3

mint	نعناع	ni9náa9	12
Miss, young woman	آنسة	áanisa (pl. aanisáat)	3
model (of car, etc.)	موديل	modáyl	4
Monday	الأثنين	il-itnáyn	9
month	شهر	shahr (pl. shuhúur)	12
more expensive	أغلى	ághla	7
morning (in the)	الصباح	iS-SubH	9
mosque	مسجد	másgid (pl. masáagid)	9
mother	أم	umm	2
mouse	فار	faar (pl. firáan)	7
mouth	بق	bo'	6
museum	متحف	mátHaf (pl. matáaHif)	9
music	موسيقى	muusūqa	10
my name's ...	أنا اسمي	ána ísmi ...	1
myself	نفسي	náfsi	11

N

name	اسم	ism (pl. asáami)	1
near	قريب	'uráyyib	6
need	محتاج	miHtaag (pl. miHtaagūn)	5
never mind	معلش	ma9lésh	9
new	جديد	gidúid	4
next to/near	جنب	ganb	4
nice/sweet	حلو	Hilw	5
nine	تسعة	tís9a (tísa9)	5
nineteen	تسعتاشر	tis9ataashar	5
ninety	تسعين	tis9ūn	5
no	لا	la'	1
nose	مناخير	manakhūr	6
not	مش	mish	3
not here	مش هنا	mish hína	3
novel	رواية	riwáaya (pl. riwaayáat)	10

November	نوفمبر	nofámbir	12
now	دلوقتي	dilwá'ti	10
number	رقم	rámam	1

O

	الساعة	is-sáa9a ...	9
o'clock	اكتوبر	oktúubir	12
October	طبعاً	Táb9an	5
of course	مكتب	máktab (pl. makáatib)	9
office	طيب	Táyyib	3
OK, well	ماشي	máashi	5
OK, fine	بامية	bámya	3
okra, ladies' fingers	قديم	'adūim	4
old	عجوز	9agúuz	6
old (person)	زيتون	zatúun	5
olives	اومليت	omlūt	3
omelette	على	9ála	4
on	على الشمال	9ála sh-shimáal	11
on the left	على اليمين	9ála l-yimūn	11
on the right	مرة	márra	9
once	واحد	wáaHid	1
one	لحظة معاً	láHZa ma9áaya	14
one moment	يشغل/شغل	yishághghal/shághghal	13
operate, to	يطلب/طلب	yúTlub/Tálab	14
order/ask for, to	خلاص	khalláas	12
over/finished	محار	maHáar	12
oysters			

P

packet/box/tin	علبة	9ilba (pl. 9ilab)	5
pair of shoes	جزمة	gázma (pl. gízam)	6
pair of socks	شراب	shuráab (pl. shurabáat)	6
palm trees	نخل	nákhla (pl. nakhl)	13
pan fried/escalope	بانيه	banáyh	14

paper	ورق	wára'	5
patisserie/desserts	حلويات	Halawiyáat	12
peace on you	السلام عليكم	is-saláamuh 9aláykum	14
peaceful/quiet	هادي	háadi	13
peas	بسلة	bisílla	14
people	ناس	naas	12
per cent	في المية	fil-míyya	10
personally	شخصيا	shakhSáyyan	14
photo/picture	صورة	Súura (pl. Súwar)	2
place	مكان	makáan (pl. amáakin)	12
plane	طيارة	Tayyáara (pl. Tayyaráat)	7
plastic	بلاستيك	biláastik	5
plate	طبق	Tába' (pl. Tubáa')	3
play, to	يلعب/لعب	yíl9ab/li9ib	9
please	لو سمحت	law samáHt (fem. law samáHti)	5
please	من فضلك	min fáDlak (fem. min fáDlik)	3
please (lit. 'on your life')	وحياتك	wiHyáatak (fem. -ik)	14
pomegranate	رمان	rummáan	12
pound (money)	جنيه	gináyh	5
prawns	جمبري	gambári	14
prayers	صلاة	Saláat	14
prepare, to	يحضر/حضر	yiHáDDar/HáDDar	9
price	سعر	sí9r (pl. as9áar)	7
problem	مشكلة	mushkíla (pl. masháakil)	4
professor	أستاذ	ustáaz (pl. asáatza)	12
purple	بنفسجي	banafsígi	5
Pyramids (at Giza)	الأهرام	il-ahráam	9

Q

quarter	ربع	rub9	5
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quarter past ...	الساعة... وربع	is-sáa9a ... wi rub9	9
quarter to ...	الساعة... إلا ربع	is-sáa9a ... ílla rub9	9
question	سؤال	su'aal (pl. as'íla)	9
quickly	بسرعة	bi-súr9a	2

R

rabbit	أرنب	árnab (pl. aráanib)	7
radio	راديو	rádyo (pl. radyoháat)	2
ready	جاهز	gáaHiz (pl. gaaHzúin)	14
ready	مستعد	musta9íd	9
really ('by God')	والله	walláahi	14
really?	فعلا؟	fi9lan?	12
reasonable	معقول	ma9úul	7
red	أحمر	áHmar (fem. Hámra)	5
referee	حكم	Hákam	13
refreshing	منعش	mun9ísh	12
remain, to	يبقى/بقي	yíb'a/bá'a	10
remember(ing)	فاكر	fáakir (pl. fakríin)	13
reservation	حجز	Hagz (pl. Huguuzáat)	9
restaurant	مطعم	máT9am (pl. maTáa9im)	9
return (ticket)	رايح جاي	ráayiH gáay	7
return, to	يرجع/رجع	yírga9/rígi9	12
rice	رز	ruzz	3
ride, to	يركب/ركب	yírkab/ríkib	13
right (hand side)	يمين	yimíin	11
route/way	سكة	síkka (pl. síkak)	11

S

salad	سلطة	sálaTa (pl. salaTáat)	3
sandwich	سندوتش	sandawítsh (pl. sandawitsháat)	3
Saturday	السبت	is-sabt	9
savage	متوحش	mutawáHHish	14

say good morning to	يصبح/صبح	yiSábbaH/SábbaH	10
say, to	يقول/قال	yi'úul/aal	11
school	مدرسة	madrása (pl. madáaris)	9
sciences	علوم	9ulúum	9
Scotland	اسكتلندا	iskutlánda	12
Scottish	اسكتلندي	iskutlándi (pl. iskutlandiyūn)	1
sea	بحر	baHr	10
seat, to	يقعد/قعد	yi'á99ad/á99ad	14
seat/chair	كرسي	kúrsi (pl. karáasi)	4
second/again	ثاني	táani	11
see, to	يشوف/شاف	yishúuf/shaaf	12
seeing/believing	شاييف	sháayif (pl. shayfūn)	10
sell, to	يبيع/باع	yibū9/baa9	11
September	سبتمبر	sibtámbir	12
seven	سبعة	sáb9a (sába9)	5
seventeen	سبعناشر	saba9táashar	5
seventy	سبعين	sab9ūn	5
share/split, to	يقسم	yī'sim	14
she	هي	híyya	1
sheep	خروف	kharúuf (pl. khirfáan)	7
shirt	قميص	'amūS (pl. 'umSáan)	5
shop/store	محل	maHáll (pl. maHalláat)	11
short	قصير	'uSáyyar	6
should	المفروض	il-mafrúuD	10
showing/obvious	باين	báayin	6
Siamese cat	قطعة سيامي	'óTTa (pl. 'óTaT) siyáami	7
sir	بيه	beh	14
Sir/Madam	يا فندم	yaa fándim	4
Sir/Mr	أستاذ	ustáaz	1
sister	أخت	ukht (pl. ukhwáat)	2
sit down!	اقعد!	u'9úd!	3
sitting/staying	قاعد	'áa9id (pl. 'a9dūn)	10
sitting room (for guests)	صالون	Salón	4

six	سته	sitta (sitt)	5
sixteen	ستناشر	sittáashar	5
sixty	ستين	sittūn	5
size	مقاس	ma'áas	5
skirt	جونة	gunílla (pl. gunilláat)	6
sleep, to	ينام/نام	yináam/naam	9
small	صغير	Sugháyyar	4
small coffee pot	كنكة	kánaka (pl. kának)	5
son	ابن	ibn (pl. wiláad)	2
song	أغنية	ughníyya (pl. agháani)	13
speciality	تخصص	takháSSuS (pl. takhaSSuSáat)	9
Sphinx	أبو الهول	ábul-hohl	13
spinach	سبانخ	sabáanikh	3
square (town)	ميدان	miidáan (pl. mayaadūn)	10
squash	اسكواش	iskwáash	10
stable	اسطبل	isTábl (pl. isTabláat)	13
station	محطة	maHáTTa (pl. maHaTTáat)	11
statue	تمثال	timsáal (pl. tamaasīl)	12
stay/remain, to	يقعد/قعد	yú'9ud/'á9ad	9
steps/stairs	سلم	sīlim (pl. saláalim)	6
straight on	على طول	9ála Tuul	11
straight on	دوغري	dúghri	11
street	شارع	sháari9 (pl. shawáari9)	11
student	طالب	Táalib (pl. Tálabá)	3
study (a subject), to	يدرس/درس	yídris/dáras	9
study/revise, to	يذاكر/ذاكر	yizáakir/záakir	10
suit (man's)	بدلة	bádla (pl. bídal)	6
summer	الصيف	iS-Sayf	2
summer adj.	صيفي	Sáyfi	5
Sunday	الأحد	il-Had	9
sunglasses	نظارة شمس	naDDáarit shams	6
sweet porridge	بليلة	bilíla	3

T		
table	ترابيزة tarabáyza	1
	(<i>pl. tarabayzáat</i>)	
tailor	ترزي tárzi (<i>pl. tarzíyya</i>)	5
take, to	يأخذ/خذ yáakhud/khad	10
tall/long	طويل Tawūil (<i>pl. Tuwáal</i>)	6
tape/cassette	شريط shirīT	13
	(<i>pl. sharáayīT</i>)	
tea	شاي shay	3
teacher	مدرس mudárris	3
	(<i>pl. mudarrisūn</i>)	
team	فريق farīi' (<i>pl. fira'</i>)	10
telephone	تليفون tilifóhn (<i>pl. tilifohnáat</i>)	3
television	تلفزيون tilivizyóhn	4
	(<i>pl. tilivizyohnáat</i>)	
tell ...	قول لـ... 'uul li ...	2
	(<i>fem. 'uuli li ...</i>)	
ten	عشرة 9áshara (<i>9áshar</i>)	5
terrible/awful	وحش wíHish	9
thank you	شكرا shukrán	3
that	إن in	13
theatre	مسرح másraH (<i>pl. masáariH</i>)	11
then	بعدين ba9dáyñ	11
there	هناك hináak	12
there is/are	فيه fiih	4
there is/are; it's got	فيها fiihaa	4
there is not/are not	مفيش/ما فيهاش ma fiish/ma fiiháash	4
they	هما húmma	2
they have no use	مالهاش فايده maalháash fáyda	7
thief/burglar	حرامي Haráami (<i>pl. Haraamíyya</i>)	7
thin	رفيع rufáyya9	6
thing	حاجة Háaga (<i>pl. Haagáat</i>)	7
third	ثالث táalit	11
thirteen	ثلاثاشر talatáashar	5

thirty	ثلاثين talatīn	5
this/that	ده da (<i>fem. di</i>)	2
three	ثلاثة taláata (<i>tálat</i>)	1
Thursday	الخميس il-khamīs	9
ticket	تذكرة tazkára (<i>pl. tazáakir</i>)	7
time	وقت wa't (<i>pl. aw'áat</i>)	10
tomorrow	بكرة búkra	6
too/also	برضه bárDu	5
tower	برج burg (<i>pl. abráag</i>)	11
traffic	مرور murúur	9
train	قطار 'aTr (<i>pl. 'uTuráat</i>)	7
train, to	يتمرن/اتمرن yitmárran/itmárran	9
tranquillizer	مسكن musákkín	12
	(<i>pl. musakkináat</i>)	
travel (to), to	يسافر/سافر yisáafir/sáafir	9
trousers	بنطلون banTalóhn	6
	(<i>pl. banTalohnáat</i>)	
try, to	يجرب/جرب yigárrab/gárrab	12
Tuesday	الثلاثاء it-taláat	9
twelve	اتناشر itnáashar	5
twenty	عشرين 9ishrūn	5
twenty past ...	الساعة... وثلاث is-sáa9a ... wi tilt	9
twenty to ...	الساعة... إلا ثلاث is-sáa9a ... illa tilt	9
twice	مرتين marrítáyn	9
two	اثنين itnáyn	1
U		
uncle/aunt, maternal	خال/خاله kháal/kháala	2
uncle/aunt, paternal	عم/عمة 9amm/9ámma	2
under	تحت taHt	4
unfortunately	للأسف lil-ásaf	10
university	جامعة gám9a (<i>pl. gam9áat</i>)	9
until/up to	لغاية li-gháayit	11
useful	مفيد mufiid	7

V

very	قوي؛ جدا	'áwi; gíddan	7
vine leaves (stuffed)	ورق عنب	wára' 9ínab	3
visit, to	يزور/زار	yizúur/zaar	11

W

wait!	استنى	istánna (fem. istánni)	6
waiter	جرسون	garsón	3
wake up, to	يصحى/صحى	yíSHa/SíHi	9
want	عاوز/عابز	9áawiz/9áayiz (pl. 9awzûn)	5
water	ميه	máyya	3
water pipe	شيشة	shúisha	5
wavering/confused	محتار	miHtáar	14
we	إحنا	iHna	2
wearing	لابس	láabis	6
website	مواقع	mawqi9 (pl. mawáaqi9)	10
wedding	فرح	fáraH	2
Wednesday	الأربع	il-árba9	9
welcome	أهلاً وسهلاً	áhlán wa sáhlán	1
well/good	كويس	kwáyyis	12
what do you do?	بتشتغل إيه؟	bi-tishtághal eh?	3
		(fem. bi-tishtághali eh?)	
what does he/she look like?	شكله إيه؟	sháklu/shakáhaa eh?	6
what God wishes	ما شاء الله	mashaa'alláah	9
what then?	أمال؟	ummáal?	4
what would you like to drink?	تشرب إيه؟	tishráb eh?	3
		(fem. tishrábi eh?)	
what would you like to eat?	تاكل إيه؟	tákul eh?	3
		(fem. tákli eh?)	
what's the time?	الساعة كام؟	is-sáa9a kaam?	9
what's your name?	اسمك إيه؟	ísmak eh? (fem. ísmik eh?)	1
when	لما	lámma	13
when?	امتى؟	ímta?	2
where?	فين؟	fayn?	2

white	أبيض	ábyaD (fem. báyDa)	5
who?	مين؟	miin?	2
who/which	اللى	illi	13
who's speaking?	مين معايا؟	miin ma9áaya?	14
why?	ليه؟	leh?	5
wife of ...	مرات ...	miráat ...	2
window	شباك	shibbáak (pl. shababúik)	4
wine	نبيذ	nibiit	3
winter	الشتاء	ish-shíta	5
winter (adj.)	شتوي	shítwi	5
with	مع	ma9áa	5
with a beard	بذقن	bi-da'n	6
with a moustache	بشنب	bi-shánab	6
woman/lady	سيده	sayyída (pl. sayyidáat)	3
work	شغل	shughl	5
work, to	يشتغل/اشتغل	yishtághal/ishtághal	10
world	الدنيا	id-dúnya	12
would you like ...?	تحب...؟	tiHíbb ...? (fem. tiHíbbi)	3

Y

year	سنة	sána (pl. sinûn)	12
yellow	أصفر	ásfar (fem. Sáfra)	5
yes	أيوه	áywa	1
yesterday	امبارح	imbáariH	12
you (fem. sing.)	أنت	ínti	1
you (masc. sing.)	أنتي	ínta	1
you (pl.)	أنتو	íntu	2
you guys ('you youths')	يا شباب	yaa shabáab	9
you/your (polite/formal)	حضرتك	HaDrítak (fem. HaDrítik)	1
you're not right	ما عندكش حق	ma 9andákshi Ha' (fem. ma 9andakúish Ha')	7
you're right	عندك حق	9ándak Ha' (fem. 9ándik Ha')	7
youth	شاب	shaab	6

Arabic-English glossary

This section is an Arabic-English glossary of the words appearing in *Colloquial Arabic of Egypt*. The unit number in which the word first appears is given in the right-hand column.

The Arabic words are listed alphabetical order of the transliteration, as if they were English words – with the words beginning with ' and 9 listed after z. The lower case letters and their emphatic upper case equivalents (e.g. **t** and **T**) are alphabetized together. This will make it easier for you to find the entries. (However, it is *not* the order of the Arabic alphabet – see page 6.)

The Arabic script is shown alongside the transliteration, but be aware that the colloquial language does not have hard-and-fast spelling rules and you may see some words spelt differently in other contexts.

Note the following:

- 1 *Plurals* are given after the singular (in transliteration).
- 2 *Verbs* are shown in the present followed by the past and given in the **húwwa** form (*third person*). See Structure summary for more details on how verbs form.

A

ánisa (pl. aanisáat)	آنسة	Miss, young woman	3
ab(u)	أب (أبو)	father	2
abríl	أبريل	April	12
ábul-hohl	أبو الهول	Sphinx	13
ábyaD (fem. báyDa)	أبيض	white	5
agáaza (pl. agazáat)	أجازة	holiday	9
ághla	أعلى	more expensive	7
agnábi (pl. agáanib)	أجنبي	foreigner	14
áhlán	أهلاً	hello	1
áhlán wa sáhlán	أهلاً وسهلاً	welcome	1
áHmar (fem. Hámra)	أحمر	red	5
áhwa	قهوة	coffee/café	3
akh(u) (pl. ikhwáat)	أخو	brother	2
ákhDar (fem. KháDra)	أخضر	green	5
akl	أكل	food	7
aló?	ألو؟	hello? (on the telephone)	4
amriikáani (pl. amriikáan)	أمريكاني	American	1
ána	أنا	I	1
ána b-amúut fi ...	أنا أموت في ...	I adore ...	3
ána baHíbb	أنا باحِب	I like	7
ána ísmi ...	أنا اسمي ...	my name's ...	1
ána kamáan	أنا كمان	me too	7
ána ma baHíbbish	أنا ما باحبش	I don't like	7
ána min ...	أنا من ...	I'm from ...	1
ána mish 9áarif	أنا مش عارف	I don't know	6
ána muwáafi'	أنا موافق	I agree	7
arbá9a (árba9)	أربعة	four	1
arba9atáashar	أربعناشر	fourteen	5
arba9iín	أربعين	forty	5
árkhaS	أرخص	cheapest/cheaper	7
árnab (pl. aráanib)	أرنب	rabbit	7

ásfar (<i>fem. Sáfra</i>)	أصفر	yellow	5
aSfil	أصيل	authentic/original	14
ásIa9	أصلع	bald	6
awláad	أولاد	children	12
áwwil	أول	first	11
áywa	أيوه	yes	1
ázr'a kóHli	أزرق كحلي	dark blue	6
ázra' (<i>fem. zár'a</i>)	أزرق	blue	5

B

baab (<i>pl. bibáan</i>)	باب	door	4
báabaa	بابا	dad	10
bá'ara (<i>pl. bá'ar</i>)	بقرة	cow	7
ba9d	بعد	after	9
ba9d iD-Duhr	بعد الظهر	afternoon	9
ba9d(i) maa	بعد ما	after (+ verb)	10
ba9dáyn	بعدين	then	11
báayin	باين	showing/obvious	6
bádla (<i>pl. bídal</i>)	بدلة	suit	6
bádri	بدري	early	9
baHr (<i>pl. biHúur</i>)	بحر	sea	10
baláash ...!	بلاش	don't...!	11
balakóhna (<i>pl. balakohnáat</i>)	بلكونة	balcony	4
bálToh (<i>pl. baláaTi</i>)	بالطو	coat	6
bámya	بامية	okra, ladies' fingers	3
banafsígi	بنفسجي	purple	5
banáyh	بانیه	pan fried/escalope	14
bank (<i>pl. bunúuk</i>)	بنك	bank	11
banTalóhn (<i>pl. banTaloHnáat</i>)	بنطلون	trousers	6
bárDu	برضه	too/also	5
barsüm	برسيم	clover	13
bass(i)	بس	but	4

báTTa (<i>pl. baTT</i>)	بطة	duck	7
bayn	بين	between	4
beh	بيه	sir	14
bi-da'n	بذقن	with a beard	6
bi-shánab	بشنب	with a moustache	6
bi-súr9a	بسرعة	quickly	2
bi-tishtághal eh? (<i>fem. bi-tishtághali eh?</i>)	بتشتغل إيه؟	what do you do?	3
bi9iid	بعيد	far	6
búra	بيرة	beer	3
bikáam?	بكاه؟	how much?	5
bilúla	بليلة	sweet porridge	3
bilúza (<i>pl. biluzáat</i>)	بلوزة	blouse	6
bin-nisba li	بالنسبة لـ	as regards/in relation to	11
bint (<i>pl. banáat</i>)	بنت	daughter	2
bint 9ámm	بنت عم	cousin, daughter of (paternal) uncle	9
bisílla	بسلة	peas	14
bitáa9	بتاع	connected with	2
biZ-ZabT	بالضبط	exactly	9
biláastik	بلاستيك	plastic	5
bo'	بق	mouth	6
búkra	بكرة	tomorrow	6
búnni	بني	brown	5
burg (<i>pl. abráag</i>)	برج	tower	11
burnáyTa (<i>pl. baraaníiT</i>)	برنيطة	hat	6

D

da (<i>fem. di</i>)	ده	this/that	2
dahab	ذهب	gold	12
dáraga úula	درجة أولى	first class	7
Darúuri	ضروري	have to/essential	10
Dayf (<i>pl. Diyúuf</i>)	ضيف	guest	1

dáyman	دائما	always	13
dilwá'ti	دلوقتي	now	10
disámbir	ديسمبر	December	12
dúghri	دوغري	straight on	11
duktúur (pl. dakáktra)	دكتور	doctor	3

F

fáakir (pl. fakrún)	فاكر	remember(ing)	13
faar (pl. firáan)	فار	mouse	7
fáatiH	فاتح	light (coloured)	5
far9 (pl. furúu9)	فرع	branch	9
fáraH	فرح	wedding	2
faránsa	فرنسا	France	3
faríi' (pl. fíra')	فريق	team	10
fawg (pl. afwáag)	فوج	group (of tourists)	9
fayn?	فين؟	where?	2
fi	في	in	4
fi kull Hitta	في كل حطة	everywhere	5
fi makáan	في مكان	in the place of	13
fi9lan	فعلا	actually/really	7
fi9lan?	فعلا؟	really?	12
fibráayir	فبراير	February	12
fiih	فيه	there is/are	4
fiihaa	فيها	there is/are; it's got	4
fíkra	فكرة	idea	5
fil-míyya	في المية	per cent	10
film (pl. afláam)	فيلم	film/movie	13
filúuka (pl. faláayik)	فلوكة	felucca	13
firáakh	فراخ	chicken	12
fiTáar	فطار	breakfast	9
foh'	فوق	above/over	4
foh' ba9D	فوق بعض	above each other	4
fúndu' (pl. fanáadi')	فندق	hotel	9

fustáan (pl. fasatūn)	فستان	dress	6
fuul	فول	fava beans	3

G

gáaHiz (pl. gaaHziin)	جاهز	ready	14
galabíyya (pl. galaalūb)	جلابية	galabeyya: Egyptian robe	5
gám9a (pl. gam9áat)	جامعة	university	9
gamáa9a	جماعة	group	14
gambári	جمبري	prawns	14
gamūl	جميل	beautiful	12
ganb	جنب	next to/near	4
garsón	جرسون	waiter	3
gaysh (pl. giyúush)	جيش	army	13
gáyy	جاي	coming/next	14
gázma (pl. gízam)	جزمة	pair of shoes	6
gháali (fem. ghálya)	غالية	expensive	7
gháami'	غامق	dark (colour)	5
gháawi (fem. gháwya)	غاوي	keen on	10
gháda	غدا	lunch	9
ghayT (pl. ghayTáan)	غيط	field	13
gibna	جبنة	cheese	5
gidd	جد	grandfather	13
gidda	جدة	grandmother	13
giddan	جدا	very	7
gidfid	جديد	new	4
gild	جلد	leather	4
gináyh	جنيه	pound (money)	5
gohz	جوز	husband	2
gunilla (pl. gunilláat)	جونلة	skirt	6

H

háadi	هادي	peaceful/quiet	13
HáaDir	حاضر	at your service	5

Háaga (<i>pl. Haagáat</i>)	خاجة	thing	7
haat! (<i>fem. háati</i>)	هات!	bring!	2
háatli ... (<i>fem. haatúli</i>)...	هات لي	bring me ...	3
HaDrítak (<i>fem. HaDrítik</i>)	حضرتك	you/your (polite/formal)	1
Hagz (<i>pl. Huguuzáat</i>)	حجز	reservation	9
Hákam	حكم	referee	13
Halawiyáat	حلويات	patisserie/desserts	12
Hammáam (<i>pl. Hammaamáat</i>)	حمام	bathroom	4
Harúmi	حريمي	ladies'/women's	5
Hawáali	حوالي	approximately/about	6
Hidáashar	حداشر	eleven	5
Higáab	حجاب	Islamic headscarf	6
Hílw	حلو	nice/sweet	5
hína	هنا	here	2
hináak	هناك	there	12
hiwáaya (<i>pl. hiwayáat</i>)	هواية	hobby	10
híyya	هي	she	1
Humáar (<i>pl. Himūr</i>)	حمار	donkey	7
húmma	هما	they	2
HuSáan (<i>pl. HiSína</i>)	حصان	horse	7
húwwa	هو	he	1
I			
ibn (<i>pl. wiláad</i>)	ابن	son	2
id-dúnya	الدنيا	world	12
iddúni	اديني	give me	5
ig-gúm9a	الجمعة	Friday	9
íHna	إحنا	we	2
iHtimáal	احتمال	may/might	12
iid (<i>pl. iidáyn</i>)	ايد	hand	6
il-ahráam	الأهرام	pyramids (at Giza)	9
il-árba9	الأربع	Wednesday	9

il-áwwil	أول	first/firstly	11
il-Had	الأحد	Sunday	9
il-Hámdu lilláah	الحمد لله	fine ('thanks be to God')	1
il-itnáyn	الاثنين	Monday	9
il-khamúis	الخميس	Thursday	9
il-mafrúuD	المفروض	should	10
il-maksúk	المكسيك	Mexico	7
illi	اللي	who/which	13
imbáariH	امبارح	yesterday	12
ímta?	امتى؟	when?	2
in	إن	that	13
in sháa alláah	إن شاء الله	If Gods wills/ God willing	2
ingilízi (<i>pl. ingilíiz</i>)	انجليزي	English (nationality)	1
ingiltára	انجلترا	England	7
ínta	أنتي	you (<i>masc. sing.</i>)	1
ínti	أنت	you (<i>fem. sing.</i>)	1
íntu	أنتو	you (<i>pl.</i>)	2
is'áluh	اسأله	ask him	6
is-sáa9a ...	الساعة	o'clock	9
is-sáa9a ... illa rub9	الساعة... إلا ربع	quarter to ...	9
is-sáa9a ... illa tilt	الساعة... إلا ثلث	twenty to ...	9
is-sáa9a ... wi nuSS	الساعة ... ونص	half past ...	9
is-sáa9a ... wi rub9	الساعة... وربع	quarter past ...	9
is-sáa9a ... wi tilt	الساعة... وثلث	twenty past ...	9
is-sáa9a kaam?	الساعة كام؟	what's the time?	9
is-sabt	السبت	Saturday	9
is-sána illi fáatit	السنة اللي فاتت	last year	12
iS-Sayf	الصيف	summer	2
iS-SubH	الصبح	morning (in the)	9
ish-shíta	الشتاء	winter	5

isháara (<i>pl. isharáat</i>)	إشارة	lights (traffic)	11
iskutlánda	إسكتلندا	Scotland	12
iskutlándi (<i>pl. iskutlandiyiin</i>)	إسكتلندي	Scottish	1
iskwáash	اسكواش	squash	10
ism (<i>pl. asáami</i>)	اسم	name	1
ísma9! (<i>fem. ísmá9i</i>)	اسمع!	listen!	2
ísmak eh? (<i>fem. ísmik eh?</i>)	اسمك إيه؟	what's your name?	1
isTábl (<i>pl. isTabláat</i>)	استبل	stable	13
istánna (<i>fem. istánni</i>)	استنى	wait!	6
íswid (<i>fem. sóda</i>)	أسود	black	5
it-taláat	الثلاثاء	Tuesday	9
iT-Tibb	الطب	medicine (study)	12
itfaDDal (<i>fem. itfaDDáli</i>)	اتفضل	come this way; here you are	1
itnáashar	اتناشر	twelve	5
itnáyn	اثنين	two	1
izzáay?	إزاي؟	how (come)?	7
izáaza (<i>pl. azaazúiz</i>)	فرازة	bottle	3
izzáayak (<i>fem. izzáayik</i>)	إزيك	how are you?	1

K

káabtín (<i>pl. kabáatin</i>)	كابتن	captain (of a sports team)	10
kabáab	كباب	kebab	3
kabúina (<i>pl. kabáayin</i>)	كابينة	cabin	4
kalb (<i>pl. kiláab</i>)	كلب	dog	7
kalb (<i>pl. kiláab</i>) wuulf	كلب وولف	German Shepherd dog (‘wolf dog’)	7
kamáan	كمان	also	5
kánaka (<i>pl. kának</i>)	كنكة	small coffee pot	5
kárkaday	كركدية	hibiscus tea	3
kayk	كيك	cake	10
kháal/kháala	خال/خالة	uncle/aunt, maternal	2

khafúf	خفيف	light (weight)	9
khalláas	خلاص	over/finished	12
khállí báalak (<i>fem. khállí báalik</i>)	خللي بالك	be careful/watch out	11
khallúina fi	خلليننا في	let's stick to/let's stay with	7
khamastáashar	خمسناشر	fifteen	5
khámsa (<i>khámas</i>)	خمسة	five	1
khamssūn	خمسين	fifty	5
kharúuf (<i>pl. khirfáan</i>)	خروف	sheep	7
khaTūib (<i>fem. khaTūiba</i>)	خطيب	fiancé(e)	2
khawáaga	خواجة	foreigner (<i>slang</i>)	6
khayl	خيل	horses	13
kibūr	كبير	big	4
kída	كده	like this	5
kíilu	كيلو	kilo	5
kímya	كيميا	chemistry	3
kinūisa (<i>pl. kanáayis</i>)	كنيسة	church	12
kófta	كفتة	minced meat	3
kóhla	كولا	cola	3
kombyúutir (<i>pl. kombyuutiráat</i>)	كمبيوتر	computer	10
kornūish	كورنيش	Corniche	11
kubáar	كبار	adults	7
kubbáaya (<i>pl. kubbayáat</i>)	كبابية	glass	3
kúbri (<i>pl. kabáari</i>)	كوبري	bridge	11
kulúya (<i>pl. kuliiyáat</i>)	كلية	college	10
kull	كل	every/all	10
kull yohm	كل يوم	every day	10
kúra (<i>pl. kíwar</i>)	كورة	ball/football/soccer	10
kúrsi (<i>pl. karáasi</i>)	كرسي	seat/chair	4
kwáyyis	كويس	well/good	12

L

la'	لا	no	1
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láabis	لابس	wearing	6
láazim	لازم	have to/must	10
lában	لبن	milk	3
láHma	لحمة	meat	12
láHZa ma9áaya	لحظة معايا	one moment	14
lámma	لما	when	13
lamúun	لمون	lime/lemon	3
lamúuni	لموني	lemon-yellow (<i>adj.</i>)	5
law samáHt (<i>fem. law samáHti</i>)	لو سمحت	please	5
lazúiz	لذيذ	delicious	7
la'ánn	لأن	because	7
leh?	ليه؟	why?	5
li-gháayit	لغاية	until/up to	11
li-waHdáhaa	لوحدها	by herself	11
li-wáHdi	لوحدي	by myself	11
li-wáHduh	لوحده	by himself	11
li-...	لـ...	for	5
lil-ásaf	للأسف	unfortunately	10
líssa sháarib (<i>fem. shárba</i>)	لسه شارب	I've just had a drink	3
líssa wáakil (<i>fem. wákla</i>)	لسه واكل	I've just eaten	3
lohn (<i>pl. alwáan</i>)	لون	colour	5
lúgha (<i>pl. lugháat</i>)	لغة	language	9
lux	لوكس	luxury/first class	4

M

ma 9andákshi Ha' (<i>fem. ma 9andakúish Ha'</i>)	ما عندكش حق	you're not right	7
ma fiish/ ma fiiháash	مفيش/ ما فيهاش	there is not/are not	4
ma'áas	مقاس	size	5
má'li	مقلي	fried	14

ma9a s-saláama	مع السلامة	goodbye	1
ma9áa	مع	with	5
ma9had (<i>pl. ma9áahid</i>)	معهد	institute	9
ma9lésh	معلش	never mind	9
ma9múul min	معمول من	made from	12
ma9úul	معقول	reasonable	7
maalháash fáyda	مالهاش فايده	they have no use	7
máaris	مارس	March	12
máashi	ماشي	OK, fine	5
máayo	مايو	May	12
mábna (<i>pl. mabáani</i>)	مبنى	building	12
mabrúuk	مبروك	congratulations	4
madáam	مدام	Madam	1
mádkhal (<i>pl. madáakhil</i>)	مدخل	entrance	11
madrása (<i>pl. madáaris</i>)	مدرسة	school	9
maghsála (<i>pl. magháasil</i>)	مغسلة	laundry	9
maHáar	محار	oysters	12
maHáll (<i>pl. maHalláat</i>)	محل	shop/store	11
maHáTTa (<i>pl. maHaTTáat</i>)	محطة	station	11
majistáyr	ماجستير	masters (degree)	9
makáan (<i>pl. amáakin</i>)	مكان	place	12
mákhrag (<i>pl. mahkáarig</i>)	مخرج	exit	11
máktab (<i>pl. makáatib</i>)	مكتب	office	9
maktába (<i>pl. maktabáat</i>)	مكتبة	library/bookshop	9
manakhúir	مناخير	nose	6
marákbi (<i>pl. marakbíyya</i>)	مراكبي	boatman	13
márkib (<i>pl. maráakib</i>)	مركب	boat	6
márria	مرة	once	9
marritáyn	مرتين	twice	9
masáa il-khayr	مساء الخير	good afternoon/evening	1
masalan	مثلا	for example	14
másgid (<i>pl. masáagid</i>)	مسجد	mosque	9

mashhúur	مشهور	famous	12
mashaa'alláah	ما شاء الله	what God wishes	9
mashgúul	مشغول	busy	9
mashrúub (<i>pl. masharíib</i>)	مشروب	drink	12
máshwi	مشوي	grilled	14
maSr ig-gidúda	مصر الجديدة	Heliopolis	1
maSr liT-Tayaráan	مصر للطيران	Egypt Air	3
másraH (<i>pl. masáariH</i>)	مسرح	theatre	11
máSri (<i>pl. máSriyyiín</i>)	مصري	Egyptian	1
máT9am (<i>pl. maTáa9im</i>)	مطعم	restaurant	9
maTáar (<i>pl. maTaráat</i>)	مطار	airport	6
máTbakh (<i>pl. maTáabikh</i>)	مطبخ	kitchen	9
mátHaf (<i>pl. matáaHif</i>)	متحف	museum	9
mawgúud	موجود	available	4
mawqí9 (<i>pl. mawáaqi9</i>)	مواقع	website	10
máyya	ميه	water	3
maZbúuT	مضبوط	correct/right	14
metr	متر	maître	1
miHtáag (<i>pl. miHtaagün</i>)	محتاج	need	5
miHtáar	محتار	wavering/confused	14
miidáan (<i>pl. mayaadün</i>)	ميدان	square (town)	10
miin ma9áaya?	مين معايا؟	who's speaking?	14
miin?	مين؟	who?	2
múna (<i>pl. mawáani</i>)	ميناء	dock/port	6
miláwwin	ملون	coloured	6
min (+ <i>period of time</i>)	من	ago	13
min fáDlak (<i>fem. min fáDlik</i>)	من فضلك	please	3
... mináyn?	منين؟	How do I get to ...?	11
miráat	مرات	wife	2
mish	مش	not	3

mish hína	مش هنا	not here	3
mishwáar (<i>pl. mashawíir</i>)	مشوار	distance/errand/task	13
mitkállif	متكلف	lavish	13
míyya	ميه	hundred	5
modáyl	موديل	model (of car, etc.)	4
mu9áskar	معسكر	camp; encampment	13
mudárris (<i>pl. mudarrisün</i>)	مدرس	teacher	3
muDüf/muDüfa	مضيف	flight attendant	3
mufüid	مفيد	useful	7
muHáami (<i>pl. muHaamiyün</i>)	محامي	lawyer	3
muHáasib (<i>pl. muHaasbüin</i>)	محاسب	accountant	3
muhándis (<i>pl. muhandisiün</i>)	مهندس	engineer	3
muhímm	مهم	important	7
mumássil (<i>pl. mumassiliün</i>)	ممثل	actor	3
múmkín	ممکن	can/possible	10
mun9ish	منعش	refreshing	12
murüH	مريح	comfortable	4
murúur	مرور	traffic	9
musákkín (<i>pl. musakkináat</i>)	مسكن	tranquillizer	12
mushkíla	مشكلة	problem	4
mustá'bal	مستقبل	future	12
musta9íd	مستعد	ready	9
mustáshfa (<i>pl. mustashfayáat</i>)	مستشفى	hospital	11
mutawáHHish	متوحش	savage	14
muusüqa	موسيقى	music	10
muzü9 (<i>pl. muzii9ün</i>)	مذيع	broadcaster	1

N

náadi (<i>pl. nawáadi</i>)	نادي	club	9
naas	ناس	people	12
náawi (<i>pl. nawyūn</i>)	ناوي	intending to	10
náazil	نازل	getting down/getting off	6
naDDáara	نظارة	glasses (pair of)	6
naDDáarit shams	نظارة شمس	sunglasses	6
naHáas	نحاس	copper	5
nafsáhaa	نفسها	herself	11
náfsi	نفسي	myself	11
náfsuh	نفسه	himself	11
nákhla (<i>pl. nakhl</i>)	نخل	palm trees	13
ni9náa9	نعناع	mint	12
nibūit	نبيذ	wine	3
niDūif	نظيف	clean	7
niháaya	نهاية	end/finish	12
nofámbir	نوفمبر	November	12
nuSS	نص	half	5

O

oghúsTus	أغسطس	August	12
ohDt is-súfra	أوضة السفرة	dining room	4
ohDt in-nóhm	أوضة النوم	bedroom	4
ohDt il-o9áad	أوضة القعاد	living room	4
oktúbir	اكتوبر	October	12
omlūt	اوملت	omelette	3
ostoráli (<i>pl. ostoraliyyūn</i>)	أسترالي	Australian	1
ostorálya	أستراليا	Australia	2
otobūis (<i>pl. otobiisáat</i>)	اوتوبيس	bus/coach	7

R

ráayiH (<i>pl. rayHūn</i>)	رايح	going (to)	7
ráayiH gáay	رايح جاي	return (ticket)	7

rádyo (<i>pl. radyoháat</i>)	راديو	radio	2
raghūif (<i>pl. raghífa</i>)	رغيف	loaf	5
ráqam	رقم	number	1
rigl (<i>pl. rigláyn</i>)	رجل	leg/foot	6
riHla (<i>pl. riHláat</i>)	رحلة	journey	7
riwáaya (<i>pl. riwaayáat</i>)	رواية	novel	10
rub9	ربع	quarter	5
rufáyya9	رفيع	thin	6
rummáan	رمان	pomegranate	12
ruzz	رز	rice	3

S

SáaHi	صاحي	awake	1
SáaHib (<i>pl. aSHáab</i>)	صاحب	friend	9
Sáala (<i>pl. Saaláat</i>)	صالا	hall	4
sáb9a (<i>sába9</i>)	سبعة	seven	5
sab9ūn	سبعين	seventy	5
saba9táashar	سبعناشر	seventeen	5
SabáaH il-khayr	صباح الخير	good morning	1
sabáanikh	سبانخ	spinach	3
sahl	سهل	easy	10
SaHrá	صحراء	desert	13
is-saláamuh 9aláyikum	السلام عليكم	peace on you	14
Saláat	صلاة	prayers	14
sálaTa (<i>pl. salaTáat</i>)	سلطة	salad	3
Salón	صالون	sitting room (for guests)	4
sámak	سمك	fish	10
sána (<i>pl. sinūn</i>)	سنة	year	12
sandawítsh	سندوتش	sandwich	3
(<i>pl. sandawitsháat</i>)			
sarū9	سريع	fast	10
sawwáa' (<i>pl. sawwa'ūn</i>)	سواق	driver	13
Sayd is-sámak	صيد السمك	fishing	10
Sáyfi	صيفي	summer adj.	5

sayyída (<i>pl. sayyidáat</i>)	سيدة	lady/woman	3
shá'a (<i>pl. shú'a'</i>)	شقة	flat/apartment	12
shá9r	شعر	hair	6
shaab	شاب	youth	6
sháari9 (<i>pl. shawáari9</i>)	شارع	street	11
sháayif (<i>pl. shayfiin</i>)	شايف	seeing/believing	10
shahr (<i>pl. shuhúur</i>)	شهر	month	12
shahr il-9ásal	شهر العسل	honeymoon	7
shakhSáyyan	شخصيا	personally	14
sháklul/shakáhaa eh?	شكله إيه؟	what does he/she look like?	6
shárqi (<i>fem. sharqiyya</i>)	شرقي	Eastern	9
shay	شاي	tea	3
shibbáak (<i>pl. shababūik</i>)	شباك	window	4
shībshib (<i>pl. shabáashib</i>)	شبشب	flip-flops	6
shūsha	شيشة	water pipe	5
shimáal	شمال	left (hand side)	11
shirūT (<i>pl. sharáayiT</i>)	شريط	tape/cassette	13
shírka (<i>pl. shirkáat</i>)	شركة	company/business	10
shítwi	شتوي	winter (<i>adj.</i>)	5
shóhka (<i>pl. shúwak</i>)	شوك	forks	5
shughl	شغل	work	5
shukrán	شكرا	thank you	3
shuráab (<i>pl. shurabáat</i>)	شراب	pair of socks	6
shuwáyya	شوية	a little/somewhat	14
sí9r (<i>pl. as9áar</i>)	سعر	price	7
sibtámbir	سبتمبر	September	12
sifáara (<i>pl. sifaráat</i>)	سفارة	embassy	11
sīnima (<i>pl. siinimáat</i>)	سينما	cinema	11
síkka (<i>pl. síkak</i>)	سكة	route/way	11
sīllim (<i>pl. saláalim</i>)	سلم	steps/stairs	6
sirīr (<i>pl. saráayir</i>)	سرير	bed	4
sítta (<i>sitt</i>)	سته	six	5
sittáashar	ستاش	sixteen	5

sittūn	ستين	sixty	5
Sobáa9 (<i>pl. Sawáabi9</i>)	صباغ	finger	6
su'áal (<i>pl. as'íla</i>)	سؤال	question	9
Sugháyyar	صغير	small	4
suu' (<i>pl. aswaa'</i>)	سوق	market	11
Súura	صورة	photo/picture	2
T			
ta9áala! (<i>fem. ta9áali</i>)	تعال!	come!	2
Ta9míyya	طعمية	falafel	3
Táali9	طالع	heading up to/going to	6
Táalib (<i>pl. Tálaba</i>)	طالب	student	3
táalit	ثالث	third	11
táni	ثاني	second/again	11
Táb9an	طبعا	of course	5
Tába' (<i>pl. Tubáa'</i>)	طبق	plate	3
Tába' il-yohm	طبق اليوم	dish of the day	3
taba9	تبع	belonging to/relating to	13
taHt	تحت	under	4
taHt ámrak (<i>fem. taHt ámrík</i>)	تحت أمرك	at your service	14
takháSSuS (<i>pl. takhaSSuSáat</i>)	تخصص	speciality	9
takhfūD (<i>pl. takhfūDáat</i>)	تخفيض	discount	7
takīif (<i>pl. takiifáat</i>)	تكييف	air conditioning	4
tákul eh? (<i>fem. tákli eh?</i>)	تاكل إيه؟	what would you like to eat?	3
taláata (<i>tálat</i>)	ثلاثة	three	1
talatáashar	ثلاثاشر	thirteen	5
talatūn	ثلاثين	thirty	5
tamanūn	ثمانين	eighty	5
tamantáashar	ثماناشر	eighteen	5
tamánya (<i>táman</i>)	ثمانية	eight	5

Tant	طنت	auntie	1
tarabáyza (<i>pl. tarabayzáat</i>)	ترابيزة	table	1
tárzi (<i>pl. tarzíyya</i>)	ترزي	tailor	5
Tawíl (<i>pl. Tuwáal</i>)	طويل	tall/long	6
Tayaráan	طيران	flying	7
Tayyáara (<i>pl. Tayyaráat</i>)	طيارة	plane	7
Táyyib	طيب	OK, well	3
tazkára (<i>pl. tazáakir</i>)	تذكرة	ticket	7
Tifl (<i>pl. aTfáal</i>)	طفل	child	7
tiHíbb ...? (<i>fem. tiHíbbi ...?</i>)	تحب...؟	would you like ...?	3
tikhūn	تخين	fat	6
tilifóhn	تليفون	telephone	3
tilivizyóhn (<i>pl. tilifizyohnáat</i>)	تلفزيون	television	4
timsáal (<i>pl. tamaasíl</i>)	تمثال	statue	12
tír9a (<i>pl. tíra9</i>)	ترعة	canal (<i>small irrigation</i>)	13
tís9a (<i>tísa9</i>)	تسعة	nine	5
tis9atáashar	تسعتاشر	nineteen	5
tis9iin	تسعين	ninety	5
tishráb eh? (<i>fem. tishrábi eh?</i>)	تشرب إيه؟	what would you like to drink?	3
tuffáaH	تفاح	apples	5
U			
u'9úd!	اقعد!	sit down!	3
ughníyya (<i>pl. agháani</i>)	أغنية	song	13
ukht (<i>pl. ukhwáat</i>)	أخت	sister	2
umm	أم	mother	2
ummáal?	أمال؟	what then?	4
ustáaz	أستاذ	Sir/Mr	1
ustáaz (<i>pl. asáatza</i>)	أستاذ	professor	12

W

wa't (<i>pl. aw'áat</i>)	وقت	time	10
wáaDiH	واضح	clear	10
wáaHid	واحد	one	1
wála ána	ولا أنا	me neither/nor I	7
walláahi	والله	really ('by God')	14
wára	ورا	behind	4
wára'	ورق	paper	5
wára' 9ínab	ورق عنب	vine leaves (stuffed)	3
wásaT	وسط	medium (sized)	5
wi/w-	و	and	1
widn (<i>pl. widáan</i>)	ودن	ear	6
wíHish	وحش	terrible/awful	9
wiHyáatak (<i>fem. waHyáatik</i>)	وحياتك	please (<i>lit. 'on your life'</i>)	14
wusT il-bálad	وسط البلد	city centre/downtown	11

Y

yá9ni	يعني	I mean/so/well	6
yaa fándim	يا فندم	Sir/Madam	4
yaa gamáa9a	يا جماعة	everyone/'you lot'	14
yaa saátir!	يا ساتر!	God help us!	7
yaa shabáab	يا شباب	you guys ('you youths')	9
yáakhud/khad	يأخذ/خذ	take, to	10
yáakul/kál	يأكل/كل	eat, to	9
yanáayir	يناير	January	12
yi'á99ad/á99ad	يقعد/قعد	seat, to	14
yi'ákkil/ákkil	يأكل/أكل	feed, to	14
yi'dar/'idir	يقدر/قدر	can/to be able	13
yi'sim	يقسم	share/split, to	14
yi'úul/'aal	يقول/قال	say, to	11
yi'úul/'aal 9ála	يقول/قال على	call, to (<i>someone</i>)	14
yi9mil/9ámal	يعمل/عمل	make/do/create, to	10

yíb'a/bá'a	يبقى/بقى	remain, to	10
yibú9/baa9	يبيع/باع	sell, to	11
yidáwwa'/dáwwa	يدوق/دوق	give (someone) a taste	14
yídris/dáras	يدرس/درس	study (a subject), to	9
yigárrab/gárrab	يجرب/جرب	try, to	12
yiHáDDar/HáDDar	يحضر/حضر	prepare, to	9
yíHgiz/Hágaz	يحجز/حجز	book/reserve, to	10
yúgi/geh	يجي/جه	come, to	14
yikháaf/khaaf	يخاف/خاف	afraid, to be	11
yikhállas/khállas	يخلص/خلص	finish, to	10
yíksif/kásaf	يكسف/كسف	disappoint/embarrass, to	14
yí9ab/lí9ib	يلعب/لعب	play, to	9
yiláa'i/lá'a	يلاقي/لاقي	find, to	11
yimúin	يمين	right (hand side)	11
yímshi/míshi	يمشي/مشي	go (away)/walk, to	13
yímsik/mísik	يمسك/مسك	catch, to	7
yíná'i/ná'a	ينقي/نقي	choose, to	14
yínáam/naam	ينام/نام	sleep, to	9
yinbísiT/inbásaT	ينبسط/انبسط	enjoy, to	12
yínzil/nízil	ينزل/نزل	go down/get down, to	10
yirábbi/rábba	يربي/ربي	keep (pets)/breed/ bring up, to	14
yírga9/rígi9	يرجع/رجع	return, to	12
yírkab/ríkib	يركب/ركب	ride, to	13
yirúuH/raaH	يروح/راح	go, to	9
yisáafir/sáafir	يسافر/سافر	travel (to), to	9
yiSábbaH/SábbaH	يصبح/صبح	say good morning to	10
yíSHa/SíHi	يصحي/صحى	wake up, to	9
yishághghal/ shághghal	يشغل/شغل	operate, to	13
yishárraf/shárraf	يشرف/شرف	honour, to	14
yíshrab/shírib	يشرب/شرب	drink, to	12
yishtághal/ishtághal	يشغل/اشتغل	work, to	10
yishúuf/shaaf	يشوف/شاف	see, to	12

yiSTáad/iSTáad	يصطاد/اصطاد	fish/hunt, to	10
yitmárran/ itmárran	يتمرن/اتمرن	train, to	9
yittifi'/ittáfa'	يتفق/اتفق	agree, to	14
yíwSal/wíSil	يوصل/وصل	arrive, to	9
yíwSif/wáSaf	يوصف/وصف	describe, to	11
yizáakir/záakir	يذاكر/ذاكر	study/review, to	10
yizúid/zaad	يزيد/زاد	increase, to	10
yizúur/zaar	يزور/زار	visit, to	11
yú'9ud/'á9ad	يقعد/قعد	stay/remain, to	9
yúkhruug/khárug	يخرج/خرج	leave/exit, to	9
yúTbukh/Tábakh	يطبخ/طبخ	cook, to	13
yúTlub/Tálab	يطلب/طلب	order/ask for, to	14
yúulio	يوليو	July	12
yúunio	يونيو	June	12
Z			
záHma	زحمة	crowded	9
zamáan/ min zamáan	زمان/من زمان	a long time ago	13
zatúun	زيتون	olives	5
zayy	زي	like; similar to	5
zibúun (pl. zabáayin)	زبون	customer/client	10
zímma	زمة	integrity/honesty	13
' (qaaf)			
'áa9id (pl. 'a9dúin)	قاعد	sitting/staying	10
'abl	قبل	before	9
'ábl(i) maa	قبل ما	before (+ verb)	10
'adúim	قديم	old	4
'amúS (pl. 'umSáan)	قميص	shirt	5
'aTr (pl. 'uTuráat)	قطار	train	7
'áwi	قوي	very	7

'óTTa (pl. 'óTaT)	قطعة	cat	7
'óTTa (pl. 'óTaT) siyáami	قطعة سيامي	Siamese cat	7
'uddáam	قدام	in front of	4
'uráyyib	قريب	near	6
'uSáyyar	قصير	short	6
'uul li ... (fem. 'uuli li ...)	قول لـ...	tell ...	2

9 (9ayn)

9áawiz (pl. 9awziin)	عاوز	want	5
9áayish fi (pl. 9ayshūn fi)	عايش في	live in	9
9agúuz	عجوز	old (person)	6
9ála	على	on	4
9ála l-yimūn	على اليمين	on the right	11
9ála sh-shimáal	على الشمال	on the left	11
9ála Tuul	على طول	straight on	11
9amm/9ámma	عم/عمة	uncle/aunt, paternal	2
9an	عن	from	10
9ánd + possessive ending	عند	have/has	3
9ándak Ha' (fem. 9ándik Ha')	عندك حق	you're right	7
9ándu kam sána?	عنده كام سنة؟	How old is he?	6
9arabíyya (pl. 9arabiyyáat)	عربية	car	4
9ásha	عشاء	dinner	9
9asháan	عشان	for/because of	6
9áshara (9áshar)	عشرة	ten	5
9aSūr	عصير	juice	3
9ayn (pl. 9aynáyn)	عين	eye	6
9aysh	عيش	bread	3
9áyyil (pl. 9ayyáal)	عيل	kid	14
9aZūm!	عظيم!	great!	9

9iid miláad	عيد ميلاد	birthday	12
9ilba (pl. 9ilab)	علبة	packet/box/tin	5
9imáara (pl. 9imaráat)	عمارة	apartment building/ block of flats	13
9ishrūn	عشرين	twenty	5
9ulúum	علوم	sciences	9

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