

# An Introduction to Egyptian Hieroglyphs

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## Class Meeting Time/Place

Date: July 17 – July 21, 2017  
Time: 15:30 – 18:20  
Place: J. Walter Wilson 303

## Office Hours

Date: July 17 – July 21, 2017  
Time: 13:30 – 15:00  
Place: Wilbour Hall 302

## Course Description

Egyptian has the longest written history of any language, with surviving texts spanning four millennia, from approximately 3200 BC to at least 1100 AD. However, knowledge of this ancient language was lost until the discovery of the Rosetta Stone in 1799 AD. There are no longer any native speakers of Egyptian, and the language can only be studied through an imperfectly-understood script. Despite these shortcomings, Egyptologists have made great headway in understanding this once incomprehensible script and the language it ultimately represents.

One of the greatest barriers to learning the hieroglyphs is their lack of connection to a spoken language. Egyptologists generally work with an artificial reconstruction of the language which bears little similarity to actual spoken Egyptian. This scholarly form of Egyptian is difficult to understand for new students, especially those who lack experience with advanced studies of philology, phonetics, and syntax. However, thanks to new information about pronunciation and grammar preserved in later Coptic texts, which is still being developed through ongoing research, it is possible to teach Egyptian with a deliberate focus on what we do know about the spoken language.

In keeping with this aim, this course will teach the most recent stage of Egyptian that was written using the hieroglyphic script: Late Egyptian. This method will enable students to learn the hieroglyphic script through the medium of a language that they can practice by speaking aloud. The goal behind this approach, which is supported by extensive scientific research in the field of second-language acquisition, is to create an introduction to Egyptian which provides the best foundation for long-term study, and which communicates the crucial message that Hieroglyphic script represents a real language, which was once spoken by real people who lived lives that were not entirely different from ours.

## Course Objectives

By the end of the course, students will be able to read short Egyptian texts similar to those studied in class. They will have a broad understanding of the history of the Egyptian language, and they will be well prepared to begin a serious study of Egyptian at the undergraduate level. Students will also develop a familiarity with the resources available to them so that they can continue their studies on their own if they wish.

## Course Requirements

### Prerequisites

This course requires some knowledge of English grammar so that parallel concepts in Egyptian can be introduced quickly. Students who have not studied grammar in school (at an advanced level) will be expected to read a book on English grammar in preparation for the course.

The following diagnostic questions will help you determine whether you need to brush up on English grammar:

- What is the difference between the definite and indefinite article?
- Which type of article (definite or indefinite) shows the most similarity to the demonstrative adjectives? Can you come up with a hypothetical explanation for this?
- What differentiates an interrogative pronoun from a relative pronoun? In your opinion, why do they look so similar?
- What is the difference between a gerund and a participle used substantively? What do their definitions have in common?

If all of the terms in these questions are readily familiar, and if you can come up with an answer (even if you're still a little unsure about your answer), you can expect to understand all of the concepts necessary for learning Late Egyptian. If any of these questions is impossible for you to answer, don't despair, nothing here is especially difficult once you've seen an explanation, but you will need to study English grammar before the first day of class. Consider using one of the *English Grammar for Students of X* books, where *X* is a language that you want to learn more about (e.g. *English Grammar for Students of Latin*). These books offer very precise definitions of grammatical terms that are useful for the study of foreign languages, but they also contain a lot of material on the second language to be studied, so choose a second language that you are also interested in studying (N.B. An advanced degree in Egyptology will require reading proficiency in French and German, so those are good languages to start learning now). If you're feeling particularly adventurous, consider reading *English Grammar for Students of Arabic*.

### Assignments and Readings

Most assignments and readings will be handed out in hard copy in class (except Extra Practice assignments, which are optional). All will be posted on the Canvas website so that they can be accessed electronically at any time. Quizzes and exams will not be on Canvas, but they will be made available online after the end of the course.

### Materials

In addition to the usual basic school supplies (notebook and pencils), students will also be required to bring index cards ( $\approx 200$ ). These will be used to make flashcards for studying signs and vocabulary outside of class.

## Coursework

### Attendance & Participation

Attending class and participating in group activities are mandatory and represent a significant portion of your total evaluation for this course. Some of the in-class activities are designed to encourage collaboration with other students, and students will be expected to work together.

### Homework

Each day, beginning with the first class, students will be asked to complete a homework assignment to practice a crucial skill learned that day. This is necessary because subsequent classes assume a thorough knowledge of the previous day's most important topics. Most of these assignments are meant to teach vocabulary, which will be tested on the following day during the quiz. There will be four homeworks in total (Monday-Thursday).

### Quizzes

Beginning with the second day of class, there will be daily quizzes on vocabulary and grammar. The quizzes will be largely diagnostic, but they will still be graded and those grades included in the final score for the course; however, they will not be graded as strictly as other assignments. The quiz scores will be curved up so that the lowest possible quiz grade will be a 70, meaning that everyone who takes the quiz is guaranteed at least a passing grade for that part of the course. There will be four quizzes in total (Tuesday-Friday).

### Final Exam

On Friday, students will take a short final exam covering the material from the literature reading. Like the quizzes, this exam will be graded on a curve so that no score is below passing.

### Final Project

For their final project, students will compose an original text in Ancient Egyptian and write it on papyrus like a real Egyptian scribe. Students will be allowed to take the second project home as a souvenir.

### Grading

Attendance & Participation	20%
Homework	20%
Quizzes	10%
Final Exam	25%
Final Project	25%

## Course Calendar

Each day is divided into four parts:

- I. In-Class Activities
- II. Homework
- III. Reading
- IV. Extra Practice

Extra practice is a way for students to study beyond the course material. It is always optional. Extra practice materials will not be discussed during class, but interested students are welcome to discuss them with me during office hours.

## **Monday, July 17**

### **Class 1 – I. In-Class Activities**

- Rosetta Stone
  - Using royal names from the Rosetta Stone (and elsewhere), decipher some basic Egyptian phonograms, just as Thomas Young did in the early 1800s.
- Nametags, Meet your Classmates
  - Using the uniliteral signs learned in the previous activity, make a nametag for yourself in the hieroglyphic script. Use these nametags to learn your classmates' names and introduce yourself.
- Sign Types
  - Learn the other types of hieroglyphic signs: Multiliterals and Determinatives.
- The Begatitudes
  - Using the names found in the Genealogy of Jesus from Matthew, decipher the Coptic script. We will use Coptic throughout the rest of the class to learn the pronunciations of Egyptian words.

### **Class 1 – II. Homework**

Label the objects around your house with the household object stickers. Then make flashcards of these words and study them. Identify any new signs that you have not learned yet, and try to determine their meanings and/or phonetic values.

### **Class 1 – III. Reading**

(Allen, 2014, pp. 1-12) – The history of the Egyptian language.

### **Class 1 – IV. Extra Practice (Optional)**

(Gardiner, 1957, pp. 442-548) – Study the signs and what they represent.

## **Tuesday, July 18**

### **Class 2 – I. In-Class Activities**

- Quiz – Uniliterals
- Quiz – Household Objects
- Review Homework
  - Discuss new signs and their meanings or phonetic values.
- New Sign Calligraphy
  - Learn to write our newly-learned hieroglyphs as an Egyptian scribe would have.

- Create a Timeline of the Egyptian languages
  - Design a timeline that shows the development of Egyptian over its long history based on what you learned in last night's reading.
  - In groups, combine your individual ideas and make a huge timeline to hang on the wall.
- Vocabulary
  - Learn some basic Egyptian vocabulary – nouns, articles, and pronouns – in preparation for the following grammar activity.
- Possessive articles and nouns
  - Practice creating possessive noun phrases using the printed cards.
  - Test your partner by inventing new combinations.

## **Class 2 – II. Homework**

Make flashcards of the new vocabulary you were given at the end of class (Nouns, Pronouns). Identify any new signs that you have not learned yet, and try to determine their meanings and/or phonetic values. Read *The Misadventures of Wenamun* comic book.

## **Class 2 – III. Reading**

(Manley, 1996, pp. 70-73, 94-95, 98-99) – Egyptian geography during the Third Intermediate Period.

## **Class 2 – IV. Extra Practice (Optional)**

(Goedicke, 1975, pp. 149-158) – The complete story of Wenamun in translation.

(Depuydt, 1993, pp. 1-5) – A paper by a Brown professor on Egyptian pedagogy, which inspired the methodology of this week's grammar lessons.

## **Wednesday, July 19**

### **Class 3 – I. In-Class Activities**

- Quiz – Nouns and Pronouns
- Quiz – Noun Phrases
- Quiz – Wenamun Story
- Review Homework
  - Discuss new signs and their meanings or phonetic values.
- New Sign Calligraphy
  - Learn to write our newly-learned hieroglyphs as an Egyptian scribe would have.
- Create a map of Ancient Egypt and the Eastern Mediterranean
  - Using the *Atlas of Ancient Egypt* (part of which you read for homework) locate places from the list of geographical nouns on your own map.
  - In groups, use your individual maps to create a large, poster-sized map to hang on the wall.

- Prepositions and prepositional phrases
  - Practice creating prepositional phrases using the printed cards (both from today and yesterday).
  - Test your partner by inventing new combinations.

### **Class 3 – II. Homework**

Make flashcards of the new vocabulary you were given at the end of class (Verbs, Prepositions). Study them diligently, as you will need to know these words for tomorrow's grammar lesson. Identify any new signs that you have not learned yet, and try to determine their meanings and/or phonetic values.

### **Class 3 – III. Reading**

(Gardiner, 1957, pp. 5-11) – The history of the various Egyptian scripts.

### **Class 3 – IV. Extra Practice (Optional)**

(Casey, 2008, pp. 88-100) – Learn Hieratic using the sign list that I created as part of my undergraduate thesis.

## **Thursday, July 20**

### **Class 4 – I. In-Class Activities**

- Quiz – Verbs
- Quiz – Prepositional Phrases
- Quiz – Nominal Sentences
- Visit the Hay Library
  - We will take a short field trip to Brown's own Hay library, where we will see real examples of Egyptian papyri.
- Review Homework
  - Discuss new signs and their meanings or phonetic values.
- New Sign Calligraphy
  - Learn to write our newly-learned hieroglyphs as an Egyptian scribe would have.
- Verbs
  - Discuss the different types of verbal sentences in Egyptian.
  - Translate examples together as a class.
  - Create your own examples in small groups.
- Particles, Adjectives, Adverbs
  - Introduce the remaining (and comparatively rare) parts of speech.
  - Translate examples as a class.
- Storytime
  - Read the Wenamun story together for the remaining class time.

## **Class 4 – II. Homework**

Make flashcards of the new vocabulary you were given at the end of class (Particles, Adjectives, Adverbs). Identify any new signs that you have not learned yet, and try to determine their meanings and/or phonetic values.

## **Class 4 – III. Reading**

Study the Wenamun story with transcription and translation. Understand the parts you can understand, mark the parts you cannot for discussion in class tomorrow.

## **Class 4 – IV. Extra Practice (Optional)**

Try your hand at the unabridged, original text of the Wenamun story, complete with variant spellings, uncertain readings, and large patches of missing text (lacunae). Use the complete translation from Goedicke, 1975 to help you.

## **Friday, July 21**

### **Class 5 – I. In-Class Activities**

- Exam – Literature
- Quiz – All Vocabulary
- Final Project – Create your own Egyptian text
  - Prepare composition in English and discuss with teacher.
  - Learn vocabulary needed to produce Egyptian text.
  - Identify any new hieroglyphs in the vocabulary and learn to draw them.
  - Work out grammar of text and implement Egyptian version.
  - Draw text with cursive hieroglyphs on papyrus in the style of an Egyptian funerary text.
  - Read your text aloud to your classmates (optional).







# Household Vocabulary

**Part 1:** Label the objects around your dorm/house.

*N.B. Use common sense. Don't put labels on anything they will damage.*

**Part 2:** Make flashcards for the following words and study them.

	ΔΝΗΒΕ	ʕt-(n)-sbʒ	classroom
	ΒΟΛ	bnrw	outside
	ΕΗΤ	sʒtw	floor
	ΗΙ	ʕwt	rooms = house
	ΚΟΟ2	qʕh	corner
	ΠΩΡ, ΠΕΡ-	pr	house
	ΡΙ	riit	room
	ΡΟ	r	entrance
	CBE	sbʒ	door, gate
	COBT	sbt	wall
	ΤΩΩΒΕ	dbt	brick
	ΩΝΕ	inr	stone
	ΥΕ	ht	wood
	ΥΟΥΥΤ	sšd	window
	ΖΔΕΙΤ	hit (hʒ-ii-ti)	porch
	ΖΟΥΝ	hnw	inside
	ΔΠΟΤ	ipt	cup
	ΔΡΩΟΥΙ	ʕrw	pen
	ΝΗΕ	nst	chair
	ΟΥΟΕΙΝ	wnii	light
	ΤΟΥΕ	tiwt	shoe

	ϣΗΥΕ	<i>ḥ3wt</i>	table
	ϣΟΤ	<i>šd</i>	pillow
	ϷΔΤ	<i>ḥd</i>	silver, money
	ϷΒΟC	<i>ḥbs</i>	clothing
	ḥHBC	<i>ḥbš (ḥ3-bw-š3)</i>	lamp
	ϭΩΩΜΕ	<i>dmꜥ (d3-m3ꜥ)</i>	book
	ΕΒΙΩ	<i>bit</i>	honey
	ΕΛΟΟΛΕ	<i>i3rrt</i>	grape
	ΕΡΩΤΕ	<i>irtt</i>	milk
	KOMME	<i>kmiit</i>	gum
	MOOY	<i>mw</i>	water
	ΟΕΙΚ	<i>ꜥqw</i>	bread
	COOY2E	<i>swḥt</i>	egg
	ϷMOY	<i>ḥm3t</i>	salt
	ϷPE	<i>ḥrt</i>	food
	ϭΕΜΠΕ2	<i>dphw</i>	apple
	KΔME	<i>km</i>	black
	ΟΥΩΒΩ	<i>wbh</i>	white
	ΟΥΩΤ	<i>w3d</i>	blue/green
	ΤΩΡΩ	<i>dšr</i>	red
	ϭΟΟΥϭ	<i>twfy</i>	papyrus

## Vocabulary Homework – Tuesday, July 18

Make flashcards for the following words and study them.






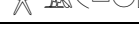
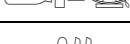
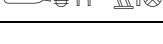
### Proper Nouns

	ΑΜΟΥΝ ΡΗ	<i>imn-r<sup>c</sup></i>	Amun-Re
		<i>irs (i-r-s3)</i>	Alashiya
	ΟΥΝΑΜΟΥΝ	<i>wn-imn</i>	Wenamun
		<i>bdr (b3-dy-r)</i>	Bader
		<i>ni-sy-sw-b3-nb-dd</i>	Smendes
		<i>htb (h3-ti-b3)</i>	Hatiba
	ΥΑΙΡΙ	<i>h3rw</i>	Syria
	ΒΙΝΟΥΗΛ	<i>kpwn3</i>	Byblos
	ΚΗΜΕ	<i>kmt</i>	Egypt
	ΤΑΝΕ	<i>tnt-niwt</i>	Tantne
		<i>tkr (t3-k3-r)</i>	Tjeker
		<i>dyr</i>	Dor
	ΞΑΝΕ	<i>d<sup>c</sup>nt</i>	Tanis






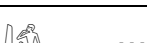
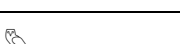
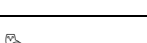
### Nouns

	ΩΤ	<i>3ty</i>	back
	ΙΟΜ	<i>iiwm</i>	sea
	ΗΠΤ	<i>irp</i>	wine
	ΕΙΟΟΡ	<i>irtw (itrw)</i>	river
	ΑΠΟΟΥΤΕ	<i>iwpwty</i>	diplomat
	ΕΙΩΤ	<i>it</i>	father

	ΕΙΟΤΕ	<i>it̪i</i>	fathers
	ωχ	<i>it̪i</i>	thief
	ωΝϢ	<i>ʕnh̪y</i>	life
		<i>ʕrt (ʕzy-r-ti)</i>	loft, upper room
	ΟΕΙΚ	<i>ʕqw</i>	bread
		<i>wiʕ</i>	boat
	ΟΥΩΡ	<i>wr</i>	ruler
	ΟΥΧΔΙ	<i>wḏzy</i>	prosperity
	ΒΩΚ	<i>bʕki</i>	servant
	ΒΔΙΡΕ	<i>br (b-pzy-r)</i>	freighter
	ΠΩΡ	<i>pr</i>	house
	ΕΜΡΩ	<i>mr</i>	harbor
	ΜΝΤ	<i>mdt</i>	word, matter
	ΝΗΒ	<i>nb</i>	lord
	ΕΝC	<i>nsw</i>	king
	ΕΝΤΗΡ	<i>ntrw</i>	gods
	ΡΩΜΕ	<i>rmt̪</i>	man
	ΖΟΟΥ	<i>hʕw</i>	day
	ΖΟΕΙΜ	<i>hʕnw</i>	wave
	ΖΩC	<i>ḥz</i>	singer
	ΖΔΤ	<i>ḥḏ</i>	money, silver
	ϣΕ	<i>ḥt</i>	wood
	CΔ	<i>z</i>	man
	CΩΠΕ	<i>spt</i>	shore
		<i>snby</i>	health

	C <sub>2</sub> NE	<i>shnw</i>	commission
	C <sub>2</sub>	<i>sh3</i>	scribe
	WYUYT	<i>sšdt</i>	window
	TO	<i>t3</i>	land
	THY	<i>t3w</i>	wind
	TOOYE	<i>dw3t</i>	morning
		<i>dpt</i>	boat
	TIME	<i>dmiit</i>	town





## Independent Pronouns





	ANOK	<i>ink</i>	I (1cs)
	NTOK	<i>mntk</i>	you (2ms)
	NTO	<i>mntt</i>	you (2fs)
	NTO4	<i>mntf</i>	he (3ms)
	NTOC	<i>mnts</i>	she (3fs)
	ANON	<i>inn</i>	we (1cp)
	NTWTEN	<i>mnttn</i>	you (2cp)
	NTOOY	<i>mntw</i>	they (3cp)

## Geographic Vocabulary

**Part 1:** Locate the following places on the map and label them in hieroglyphic.

**Part 2:** Create flashcards from the following vocabulary list and study them.

	ΕΒΩΤ	<i>ʒbdw</i>	Abydos
	ϣΜΙΝ	<i>hnt-mn</i>	Akhmim
	ΡΑΚΟΤΕ	<i>r<sup>c</sup>-qdyt</i>	Alexandria
	COΥΑΑΝ	<i>swnw</i>	Aswan
	CIΟΟΥΤ	<i>z3wty</i>	Asyut
	ΠΟΥΒΑΣΤ	<i>pr-b3stt</i>	Bubastis
	ΠΟΥΤΟ	<i>pr-w3dyt</i>	Buto
	ΒΙΝΟΥΗΛ	<i>kpn (kp-w-n3)</i>	Byblos
	ΚΕΒΤΩ	<i>gbtyw</i>	Coptos
		<i>irs (i-r-s3)</i>	Cyprus (Alashiya)
	ΝΙΤΕΝΤΩΡΕ	<i>iwnt-t3-ntrt</i>	Dendera
		<i>dyr</i>	Dor
	ΚΗΜΕ	<i>kmt</i>	Egypt
	ϣΜΟΥΝ	<i>hmnw</i>	El-Ashmunein
	ΙΗΒ	<i>3bw</i>	Elephantine
	ΠΙΟΜ	<i>p3-iim</i>	Fayoum
	ΩΝ	<i>iwnw</i>	Heliopolis
	ΛΙΒΑΝΟC	<i>p3 rbrn (p3y r-b3-r-n3)</i>	Lebanon
	ΜΕΝΦΕ	<i>mn-nfr</i>	Memphis
	ΡΑΜΕCCH	<i>pr-r<sup>c</sup>-ms-sw</i>	Piramesse
	ΣΕΜΝΟΥΤ	<i>tb-ntr</i>	Sebennytos
	ϣΑΙΡΙ	<i>h3rw</i>	Syria











	ΧΛΔΝΕ	<i>d<sup>ḥ</sup>nt</i>	Tanis
	ΠΙΘΩΜ	<i>pr-itm</i>	Tell er-Rataba
	ΝΕ	<i>niwt</i>	Thebes
	ΤΥΡΟC	<i>dr (d<sup>3</sup>-r)</i>	Tyre












## Vocabulary Homework – Wednesday, July 19






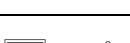
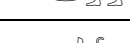
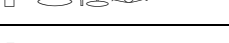

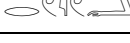
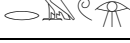


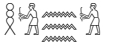





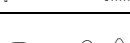
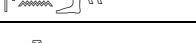
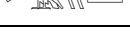
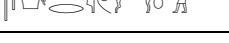

Make flashcards for the following words and study them.






### Prepositions

	N/M	<i>m</i>	in, with, from
	MMO-	<i>im-</i>	in, with, from
	NCΔ	<i>m-s3</i>	after
	NTE/NTΔ-	<i>m-di</i>	with
	NTEPE/NTEP-	<i>m-dr</i>	when
	N/M	<i>n</i>	of, for
	ε/εPO-	<i>r</i>	toward
	2I	<i>hr</i>	upon
	2IΔΩ-	<i>hr-d3</i>	on top of
	6OEIΔE	<i>q3iwn</i>	as a visitor of

### Verbs

	εΔΔ-	<i>i-ir</i>	which...do
	EI	<i>ii</i>	come
	HΥ	<i>iw</i>	come
	MΔ-	<i>imm</i>	give, cause (imp.)
	EINE	<i>ini</i>	bring
	EIPE/ΔΔ-/EP-	<i>iri</i>	do
	ΩNH	<i>nh</i>	live
	ΛOOΔE	<i>r'r</i>	arrange, manage
	OYΩ2	<i>w3hy</i>	remain

	ΟΥΝ-/ΟΥΟΝ	<i>wn</i>	there is/are
	ΟΥΩΜ	<i>wnm</i>	eat
	ΟΥΩΨ	<i>wh3</i>	seek
	ΟΥΩΩΤΕ	<i>wdwy</i>	dispatch
	ΟΥΟΧ	<i>wd3y</i>	prosper
	ΠΕΙΡΕ	<i>pri</i>	go forth
	ΠΩΩΡΕ	<i>ptri</i>	see
	ΜΝ/ΜΜΟΝ	<i>mn</i>	there is/are not
	ΛΟ	<i>rwiw</i>	go away
	ΡΙΜΕ	<i>rmi</i>	cry
	ΖΕΙ	<i>h3ii</i>	go down
	ΖΩΒ	<i>h3bw</i>	send
	ΖΙ	<i>hwi</i>	strike, throw
	ΖΗΒΕ	<i>hbi</i>	celebrate
	ΚΩ	<i>h3c</i>	leave, put
	ΨΩΠΕ	<i>hpr</i>	become
	ΦΟΤΕΒ	<i>hdbw</i>	kill
	CΩ	<i>swr</i>	drink
	CΟΠ	<i>sprw</i>	arrive
		<i>snby</i>	be healthy
	CΩΤΕΜ	<i>sdm</i>	hear
	ΨΑΕΙΡΕ	<i>sdriw</i>	sleep
	ΨΕ	<i>ši</i>	go
	ΨΩΩΤ	<i>šc'd</i>	cut
	ΓΙΝΕ	<i>gmy</i>	find

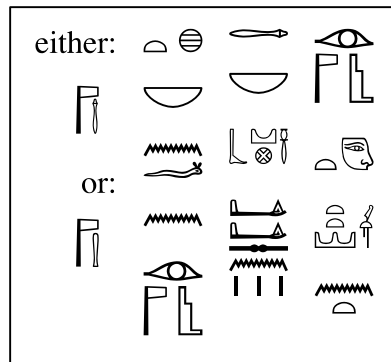
	ⲭⲓ	<i>tʒi</i>	take
	ⲡ/ⲧⲁⲗ-	<i>dit</i>	give
	ⲧⲱⲟϥⲛ	<i>dwnw</i>	get up, stretch
	ⲭⲱ	<i>dd</i>	say
	ⲭⲧⲁⲗ	<i>ddḥ</i>	arrest

## Fieldtrip to the Hay Library

Today we will visit the John Hay Library to look at some real Egyptian papyri, which contain writing in both the hieroglyphic and hieratic scripts. One of the papyri includes a text in cursive hieroglyphs, which are so cursive that they fall into the grey area between hieroglyphic and hieratic. Try to find it, and use the information in this handout to read the original.

There is some doubt about the reading of one of the signs. After looking at the original text yourself, decide which you think is correct.

### Text:



### Transliteration:

1. *ws-ir ḥnt imntt ntr*
2. *ʿ3 nb 3b-dw dd.sn*
3. *ḥt nb nfr n ws-ir*
4. either: *ntr-ʿ3* or: *ḥm-ntr*

### Translation:

1. Osiris, foremost of the West, god ...
2. ... great, lord of Abydos. They give
3. every good thing to Osiris.
4. *either: great-god or: priest*








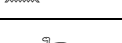
### Vocalization:

1. OYCIPE, UΔANT ΔMENTE, NOYTE
2. O, NHB EBWT, T-CEN
3. ΔUJE NIM NOYCI N OYCIPE
4. *either: NETO or: ZONT*



## Vocabulary Homework – Thursday, July 20

Make flashcards for the following words and study them.







### Particles, &c.

	ε	<i>iw</i>	[initial part.]
	εNE	<i>in</i>	[interrogative part.]
		<i>ir</i>	as for, if
	αϣ	<i>ih</i>	what?
	ⲙ	<i>bw</i>	[negative part.]
	Ⲛ	<i>bn</i>	[negative part.]
	εΤ/NT	<i>nty</i>	who, which
	ⲭε	<i>r-dd</i>	saying, quote

















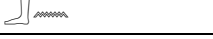





### Adjectives

	ⲟ	ⲓ	great, large
	Ⲛⲓⲙ	<i>nb</i>	any, every

### Adverbs

	ⲙⲙⲁϣ	<i>im</i>	therein
	ⲟⲚ	ⲓⲛ	again
		<i>m-r-ⲓ</i>	also
	εⲥⲡⲁⲓ	<i>r-hr</i>	upward
	ⲧⲱⲚ	<i>tn</i>	where?
	ⲧⲁⲓ	<i>d</i>	here

	ΩΤ	3ty	back
	ΕΑΑ-	i-ir	which...do
	ΕΙ	ii	come
	ΙΟΜ	iiwm	sea
	Ε	iw	[initial part.]
	ΗΥ	iw	come
	ΑΠΟΟΥΤΕ	iwpwty	diplomat
	ΜΜΑΥ	im	therein
	ΜΜΟ-	im-	in, with, from
	ΜΑ-	imm	give, cause (imp.)
	ΑΜΟΥΝ ΡΗ	imn-r <sup>c</sup>	Amun-Re
	ΕΝΕ	in	[interrogative part.]
	ΕΙΝΕ	ini	bring
	ΑΝΟΝ	inn	We (1cp)
	ΑΝΟΚ	ink	I (1cs)
		ir	as for, if
	ΕΙΡΕ/ΑΑ-/ΕΡ-	iri	do
	ΗΡΠ	irp	wine
		irs (i-r-s <sup>3</sup> )	Alashiya
	ΕΙΟΟΡ	irtw (itrw)	river
	ΑΨ	ih	what?
	ΕΙΩΤ	it	father
	ΕΙΟΤΕ	itii	fathers
	ΩΧ	it <sup>3</sup> ii	thief
	Ο	3	great, large

	ON	ʕn	again
	ΩNḥ	ʕnhy	live
	ΩNḥ	ʕnhy	life
	ΛΟΟΛΕ	ʕrʕr	arrange, manage
		ʕrt (ʕzy-r-ti)	loft, upper room
	ΟΕΙΚ	ʕqw	bread
	ΟΥΩΖ	wʒhy	remain
		wiʒ	boat
	ΟΥΝ-/ΟΥΟΝ	wn	there is/are
	ΟΥΝΑΜΟΥΝ	wn-imn	Wenamun
	ΟΥΩΜ	wnm	eat
	ΟΥΩΡ	wr	ruler
	ΟΥΩΨ	whʒ	seek
	ΟΥΟΧ	wḏzy	prosper
	ΟΥΧΔΙ	wḏzy	prosperity
	ΟΥΩΩΤΕ	wḏwy	dispatch
	Μ	bw	[negative part.]
	Ν	bn	[negative part.]
	ΒΔΙΡΕ	br (b-pʒy-r)	freighter
	ΒΩΚ	bʒki	servant
		bdr (bʒ-dy-r)	Bader
	ΠΩΡ	pr	house
	ΠΕΙΡΕ	pri	go forth
	ΠΩΩΡΕ	ptri	see
	Ν/Μ	m	in, with, from

		<i>m-r-ꜥ</i>	also
	NCA	<i>m-sʒ</i>	after
	NTE/NTA-	<i>m-di</i>	with
	NTEPE/NTEP-	<i>m-dr</i>	when
	MN/MMON	<i>mn</i>	there is/are not
	NTOOY	<i>mntw</i>	they (3cp)
	NTOQ	<i>mntf</i>	he (3ms)
	NTOC	<i>mnts</i>	she (3fs)
	NTOK	<i>mntk</i>	you (2ms)
	NTO	<i>mntt</i>	you (2fs)
	NTWTEH	<i>mnttn</i>	you (2cp)
	EMPW	<i>mr</i>	harbor
	MNT	<i>mdt</i>	word, matter
	N/M	<i>n</i>	of, for
		<i>ni-sy</i>	belonging to
		<i>ni-sy sw bʒ nb dd</i>	Smendes
	NHB	<i>nb</i>	lord
	NIM	<i>nb</i>	any, every
	ENC	<i>nsw</i>	king
	ET/NT	<i>nty</i>	who, which
	ENTHP	<i>ntrw</i>	gods
	E/EP0-	<i>r</i>	toward
	E2PAI	<i>r-ḥr</i>	upward
	XE	<i>r-dd</i>	saying, quote
	AO	<i>rwiw</i>	go away



	PIME	<i>rmi</i>	cry
	PWME	<i>rmt</i>	man
	ZEI	<i>h3ii</i>	go down
	ZOY	<i>h3w</i>	day
	ZWB	<i>h3bw</i>	send
	ZOElM	<i>h3nw</i>	wave
	ZI	<i>hwi</i>	strike, throw
	ZHBE	<i>hbi</i>	celebrate
	ZI	<i>hr</i>	upon
	ZIXW-	<i>hr-d3</i>	on top of
	ZWC	<i>hz</i>	singer
		<i>htb (h3-ti-b3)</i>	Hatiba
	ZAT	<i>hd</i>	money, silver
	KW	<i>h3c</i>	leave, put
	YAPI	<i>h3rw</i>	Syria
	YWPTE	<i>hpr</i>	become
	YE	<i>ht</i>	wood
	hOTEB	<i>hdbw</i>	kill
	CA	<i>z</i>	man
	CW	<i>swr</i>	drink
	COT	<i>sprw</i>	arrive
	CWTE	<i>spt</i>	shore
		<i>snby</i>	be healthy
		<i>snby</i>	health
	CAZNE	<i>shnw</i>	commission
	CAZ	<i>sh3</i>	scribe

	ψΟΥΨΤ	<i>sšdt</i>	window
	СΩΤЕМ	<i>sḏm</i>	hear
	ψΑΕΙΡΕ	<i>sḏriw</i>	sleep
	ψε	<i>ši</i>	go
	ψα	<i>šꜥ</i>	until
	ψΩΩΤ	<i>šꜥd</i>	cut
	ΒΟΕΙΛΕ	<i>qḳiwn</i>	as a visitor of
	ΒΙΝΟΥΗΛ	<i>kpwn</i>	Byblos
	ΚΗΜΕ	<i>kmt</i>	Egypt
	ΒΙΝΕ	<i>gmy</i>	find
	ΤΟ	<i>tḳ</i>	land
	ΤΩΝ	<i>tn</i>	where?
	ΤΑΝΕ	<i>tnt-niwt</i>	Tantne
	ΧΙ	<i>tḳii</i>	take
	ΤΗΥ	<i>tḳw</i>	wind
		<i>tḳr (tḳ-kḳ-r)</i>	Tjeker
	ΤΑΙ	<i>d</i>	here
	†/ΤΑΔ-	<i>dit</i>	give
	ΤΟΟΥΕ	<i>dwḳt</i>	morning
	ΤΩΟΥΝ	<i>dwnw</i>	get up, stretch
		<i>dpt</i>	boat
	ΤΙΜΕ	<i>dmiit</i>	town
		<i>dḳr</i>	Dor
	ΧΑΔΑΝΕ	<i>dꜥnt</i>	Tanis
	ΧΩ	<i>ḏd</i>	say
	ΧΤΑΖ	<i>ḏdḥ</i>	arrest