

# A Workbook for

## An Introduction to Egyptian Hieroglyphs

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## **Syllabus**

## **Class Meeting Time/Place**

Date: July 9–13, July 16–20, 2018  
Time: 8:30 – 11:20  
Place: Wilbour Hall 301

## **Office Hours**

Date: July 9–13, July 16–20, 2018  
Time: 12:00 – 14:00  
Place: Wilbour Hall 304

## **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 Late Egyptian stories similar to those studied in class. They will also be able to read some inscriptions, such as those found in many art museums across the United States. 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. For those students who do not have a thorough grasp of English grammar, supplementary readings will be provided from the book *English Grammar Guide for Language Students*. This book, which is required for the course, is designed to fill gaps in grammatical knowledge for new students of ancient languages.

### **Assignments and Readings**

Most assignments and readings will be handed out in hard copy in class. All will also 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. However, students may also download the Anki app (<https://apps.ankiweb.net>), which will enable them to download shared decks to study on laptops and phones. (N.B. The browser and desktop versions are free. The mobile version is not, but it is well worth the price. There are shared decks for a huge variety of subjects, and you can use this app for the rest of the time you're in school.) The shared deck for this course is available online at: <https://ankiweb.net/shared/info/129788792>.

## **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. Students who have difficulty with class participation should discuss this with the instructor so that special accommodations can be made. Any discussions will be kept confidential.

### **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.

### **Quizzes**

Beginning with the second day of class, there will be daily quizzes on vocabulary and grammar. The quizzes will be largely diagnostic. Their primary purpose is to allow me to update the lessons to reflect the specific needs of this class, but they will still be graded. All together they only make up 10% of the final score for the course.

### **Final Exam**

On Friday, July 20, students will take a final exam covering the material from the literature reading.

### **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 three parts:

- I. In-Class Activities
- II. Homework
- III. Reading

# **Week 1**

## **Monday, July 9**

### **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.
- Calligraphy Practice 1 – Uniliterals
  - Learn to write the uniliteral hieroglyphs as an Egyptian scribe would have.
- Your Name in Hieroglyphs
  - Make a nametag
    - \* Using the uniliteral signs learned in the previous activity, make a nametag for yourself in the hieroglyphic script.
  - Meet your Classmates
    - \* Use these nametags to learn your classmates' names and introduce yourself.
- The Beatitudes
  - Using the names found in the Genealogy of Jesus from Matthew, decipher the Coptic script. We will use Coptic throughout the course to reconstruct the pronunciations of Egyptian words.
- Vocabulary – Uniliterals & Classifiers

### **Class 1 – II. Homework**

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.

### **Class 1 – III. Reading**

- Allen, 2014, pp. 1-12 – The History of the Egyptian Language.
- Burton, pp. 23-47, 97-100 (Parts of Speech)

## **Tuesday, July 10**

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

- Quiz – Uniliteral Vocabulary
- Quiz – Coptic Orthography
- Quiz – Parts of Speech
- Timeline
  - 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 to make a large timeline to hang on the wall.
- Calligraphy Practice 2 – Bilaterals
  - Learn to write the bilateral hieroglyphs as an Egyptian scribe would have.
- Vocabulary – Biliterals & Classifiers

## **Class 2 – II. Homework**

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.
- Label household objects.

## **Class 2 – III. Reading**

- Depuydt, 1993, pp. 1-5
- Burton, pp. 111-132 (Person, Number, Gender, Agreement, Pronouns)

## **Wednesday, July 11**

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

- Quiz – Biliteral Vocabulary
- Quiz – Person, Number, & Gender
- Calligraphy Practice 3 – Multiliterals & Common Classifiers
  - Learn to write the multiliteral hieroglyphs as an Egyptian scribe would have.
- Vocabulary – Multiliterals & Classifiers
- Vocabulary – Suffix Pronouns & Parts of the Body
- Parts of the Body
  - Label the figure in your workbook in both hieroglyphs and Coptic.
  - In groups, label the poster-sized figure to hang on the wall.
- Grammar – Suffix Pronouns
  - Practice creating possessive noun phrases using the printed cards.
  - Test your partner by inventing new combinations.

### **Class 3 – II. Homework**

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.
- Complete the Suffix Pronoun activity in your workbook.

### **Class 3 – III. Reading**

- Pinch, 2004, figs. 2a-b, pp. 30-53
- Burton, pp. 5-22 (Subject and Predicate)

## **Thursday, July 12**

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

- Quiz – Multiliteral Vocabulary
- Quiz – Suffix Pronouns
- Quiz – Subject and Predicate
- Vocabulary – Articles, Independent Pronouns, Family, Gods & Goddesses
- Grammar – Possessive Articles
  - Practice creating noun phrases using the printed cards.
  - Test your partner by inventing new combinations.
- Grammar – Nominal Sentences
  - Practice creating nominal sentences using the printed cards.
  - Test your partner by inventing new combinations.
- Gods & Goddesses
  - Label the figures in your workbook in both hieroglyphs and Coptic.
- Divine Family Tree
  - Label the Ennead in your workbook in both hieroglyphs and Coptic.
  - In groups, label the Ennead poster to hang on the wall.
  - Use nominal sentences to describe the relationships between deities.

### **Class 4 – II. Homework**

- Make flashcards for the words we learned in class and study them.
- Complete the Nominal Sentences activity in your workbook.

### **Class 4 – III. Reading**

- Watch "The Egyptian Book of the Dead" documentary (in Canvas)
- Burton, pp. 49-64 (Copular Sentences)

## **Friday, July 13**

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

- Quiz – Gods and Nouns
- Quiz – Articles and Nominal Sentences
- Quiz – Objects, Stative, Copula
- Vocabulary – Prepositions, Adverbs
- Grammar – Prepositional Phrases
  - Practice creating prepositional phrases using the printed cards (both from today and yesterday).
  - Test your partner by inventing new combinations.
- Grammar – Adverbial Sentences
  - Practice creating adverbial sentences using the printed cards.

- Test your partner by inventing new combinations.
- The Book of the Dead
  - Read the text in the workbook on your own.
  - Discuss the text with the class.
- Hay Library
  - We will take a short field trip to the Hay library, where we will view the mysterious and esoteric ancient papyri in Brown's collection.

### **Class 5 – II. Homework**

- Make flashcards for the words we learned in class and study them.
- Complete the Adverbial Sentences activity in your workbook.

### **Class 5 – III. Reading**

- *The Misadventures of Wenamun* (comic book).
- Burton, pp. 133-153 (Non-finite Verbs), 163-169 (Adj. Phrases)

## **Week 2**

### **Monday, July 16**

#### **Class 6 – I. In-Class Activities**

- Quiz – All vocabulary
- Quiz – Verbs and Adjectives
- Discuss *The Misadventures of Wenamun* together as a class.
- Vocabulary – Dependent Pronouns, Adjectives, Verbs
- Grammar – Adjectives
- Grammar – Statives
- Grammar – Pseudoverbal Sentences
  - Practice creating pseudoverbal sentences using the printed cards.
  - Test your partner by inventing new combinations.
- Writing Materials and Technology
  - Make your own Egyptian papyrus and ink from raw materials

#### **Class 6 – II. Homework**

- Make flashcards for the words we learned in class and study them.
- Complete the Adjectives, Statives, Pseudoverbals activity in your workbook.

#### **Class 6 – III. Reading**

- Manley, 1996, pp. 70-73, 94-95, 98-99 (Egyptian geography during the Third Intermediate Period)
- Gilboa, 2015
- Burton, pp. 67-96 (Verbs)

## Tuesday, July 17

### Class 7 – I. In-Class Activities

- Quiz – Adjectives, Verbs
- Quiz – Verbs
- Vocabulary – Geography
- Create a map of Ancient Egypt and the Eastern Mediterranean
  - Using the *Atlas of Ancient Egypt* (part of which you read yesterday) locate places from the list of geographical nouns on your own map.
  - In groups, use your individual maps to label a large map to hang on the wall.
- Vocabulary – Particles, Imperatives
- Grammar – Imperatives
- Grammar – *sdm.f*'s
- Grammar – Conjunctives, Temporals, Terminatives

### Class 7 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Imperative, *sdm.f*'s, Temporal Clauses activity in your workbook.

### Class 7 – III. Reading

- Simpson, 2003
  - Allen, The Stela of Heni
    - \* Burton, pp. 171-188 (Clauses)

## Wednesday, July 18

### Class 8 – I. In-Class Activities

- Quiz – Geography
- Quiz – Clauses
- Vocabulary – Relative Verbs
- Grammar – Relative Verbs
- Grammar – Second Tenses
- The Steal of Heni
  - Read the text in the workbook on your own.
  - Discuss the text with the class.
- Gods & Tombs
  - We will take a short field trip to the RISD Museum, where we will read inscriptions and see an Egyptian god incarnate.

### Class 8 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Relatives & Second Tenses activity in your workbook.

### **Class 8 – III. Reading**

- Junge, 2001, pp. 41-45 – Group Writing

## **Thursday, July 19**

### **Class 9 – I. In-Class Activities**

- Quiz – Relative Verbs
- Vocabulary – Group Writing
- Grammar – Group Writing
- Grammar – Converters
- Wenamun
  - Together as a class we will read the entire story, which is included in your workbook.
- Speech Bubbles
  - Select lines from the hieroglyphic story to write into large frames from the comic book to decorate the room.

### **Class 9 – II. Homework**

- Make flashcards for the words we learned in class and study them.
- Reread and study the Wenamun story in Egyptian.

### **Class 9 – III. Reading**

- Sass, 2002

## **Friday, July 20**

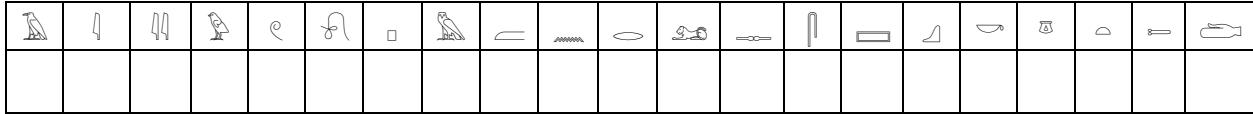
### **Class 10 – I. In-Class Activities**

- Exam – Literature
- Wenamun
  - Discuss the entire story and any grammatical difficulties that you discovered during your studying.
- 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).

**Day 1**

## Rosetta Stone

Determine the sounds of these hieroglyphs...



... using the names of these famous kings who once ruled Egypt:

	Psamtek
	Darius (Duriush)
	Alexander (Aleksandros)
	Autocrator
	Caesar (Kaisaros)
	Cleopatra
	Ptolemy (Ptolemaios)

## Calligraphy Practice 1 – Unilaterals

Write the phonetic values of the uniliteral hieroglyphs and practice drawing/writing them in the space provided:

Translit.	Typed	Cursive	Practice
	ꜥ		
	ỉ		
	ii		
	ii		
	l		
	ꜥ		
	ỉ		

	ـ		
	ـ		
	ـ		
	ـ		
	ـ		
	ـ		
	ـ		
	ـ		
	ـ		
	ـ		


## Meet Your Classmates

Go around the room and learn everyone's name using only their nametag (and maybe the occasional hint). Find out where they are from and at least one interesting fact about them.

## Selections from Matthew 1:1-16 – The “Begatitudes”

**Part 1:** Determine the sounds of the Coptic alphabet using the text below.

Tips:

- *Do not assume that the letters have the values of the letters they resemble in the Latin alphabet (some do, many don't).*
- *Note that some letters represent multiple sounds (e.g. x = ks), and some sounds are represented by a combination of two letters (e.g. sh = f).*
- *Do not hunt for letters from this list individually. Read the text and figure out the true relationships between sound and symbol.*

ȝ	c	ѧ	ε	†	в	р	х	н	ѱ	ει	θ	զ	γ	օգ	չ	ի	ψ	շ	մ	π	Ծ	կ	ն	ա	ձ	Փ	տ	օ	Կ	Ր
ks									sh						dy		ps			ky								f		

Evidence:

English	Saidic Coptic	Bohairic Coptic
The book of the generation of Jesus Christ, the son of David, the son of Abraham.	πχωμε μπεχπο νιհсоyc πχριستос πշիրե նձայειձ πշիրե նաբրաշام.	πχωմ մմիւ նտեհсоyc πχրιտօս պշիրի նձայիձ պշիրի նաբրաժամ.
Abraham begat Isaac; and Isaac begat Jacob; and Jacob begat Judas and his brethren;	աբրաշամ աչխո նիշակ իշակ ձե աչխո նիակաբ իակաբ ձե աչխո նիոյձած մն նեշնիյ.	աբրաժամ ձե աչխփէ իշակ իշակ ձե աչխփէ իակաբ իակաբ ձե աչխփէ իոյձած նեմ նեշնիոյ.
And Judas begat Phares and Zara of Thamar; and Phares begat Esrom; and Esrom begat Aram;	իոյձած ձե աչխո մֆարէս մն չարա ևボլ շն թամար ֆարէس ձե աչխո նեշրամ. եշրամ ձե աչխո նարամ.	իոյձած ձե աչխփէ ֆարէս նեմ չարա ևボլ ֆենումար ֆարէس ձե աչխփէ եշրամ. եշրամ ձե աչխփէ արամ.
And Salmon begat Booz of Rachab; and Booz begat Obed of Ruth; and Obed begat Jesse;	սալման ձե աչխո նեօէս ևボլ շն շրախավ. եօէս ձե աչխո նիւբիձ ևボլ շն շրօյթ. իւբիձ ձե աչխո նիշշալ.	սալման ձե աչխփէ եօէս ևボլ ֆենրիխավ եօէս ձե աչխփէ իուբիձ իուբիձ ձե աչխփէ իշշալ.

And Jesse begat David the king; and David the king begat Solomon of her that had been the wife of Urias;	ΙΕΣΣΑΙ ΔΕ ΑΓΧΠΟ ΝΔΑΥΕΙΔ ΠΡΡΟ. ΔΔΑΥΕΙΔ ΔΕ ΑΓΧΠΟ ΝΚΟΛΟΜΩΝ ΕΒΟΛ ΣΝ ΘΙΜΕ ΝΟΥΡΙΑC.	ΙΕΣΣΕ ΔΕ ΑΓΧΦΕ ΔΔΑΥΙΔ ΔΔΑΥΙΔ ΔΕ ΑΓΧΦΕ ΣΟΛΟΜΩΝ ΕΒΟΛ ΦΕΝΘΑ ΟΥΡΙΑC.
And Solomon begat Roboam; and Roboam begat Abia; and Abia begat Asa;	ΣΟΛΟΜΩΝ ΔΕ ΑΓΧΠΟ ΝΣΡΟΒΟΔΜ ΣΡΟΒΟΔΜ ΔΕ ΑΓΧΠΟ ΝΔΑΙΔ ΑΒΙΑΔ ΔΕ ΑΓΧΠΟ ΝΑΣΑΦ.	ΣΟΛΟΜΩΝ ΔΕ ΑΓΧΦΕ ΡΟΒΟΔΜ ΡΟΒΟΔΜ ΔΕ ΑΓΧΦΕ ΑΒΙΔ ΑΒΙΔ ΔΕ ΑΓΧΦΕ ΑΣΑΦ.
And Ozias begat Joatham; and Joatham begat Achaz; and Achaz begat Ezekias;	ΟΖΕΙΑC ΔΕ ΑΓΧΠΟ ΝΙΩΔΘΑM. ΙΩΔΘΑM ΔΕ ΑΓΧΠΟ ΝΔΑΖ ΑΧΑΖ ΔΕ ΑΓΧΠΟ ΝΕΖΕΚΕΙΑC.	ΟΖΙΑC ΔΕ ΑΓΧΦΕ ΙΩΔΘΑM ΙΩΔΘΑM ΔΕ ΑΓΧΦΕ ΑΧΑΖ ΑΧΑΖ ΔΕ ΑΓΧΦΕ ΕΖΕΚΙΑC.
And Ezekias begat Manasses; and Manasses begat Amon; and Amon begat Josias;	ΕΖΕΚΕΙΑC ΔΕ ΑΓΧΠΟ ΜΜΑΝΑССΗ ΜΑΝΑССΗ ΔΕ ΑΓΧΠΟ ΝΣΑΜΩC. ΣΑΜΩC ΔΕ ΑΓΧΠΟ ΝΙΩCΙΑC.	ΕΖΕΚΙΑC ΔΕ ΑΓΧΦΕ ΜΑΝΑССΗ ΜΑΝΑССΗ ΔΕ ΑΓΧΦΕ ΑΜΩC ΑΜΩC ΔΕ ΑΓΧΦΕ ΙΩCΙΑC.
And Josias begat Jechonias and his brethren, about the time they were carried away to Babylon:	ΙΩCΙΑC ΔΕ ΑΓΧΠΟ ΝΙΕΧΟΝΙΑC ΜΝ ΝΕΨCNΗY ΣI ΠΠΩΨΗΝE ΕΒΟΛ ΝΤΒΔΒΥΔΩN.	ΙΩCΙΑC ΔΕ ΑΓΧΦΕ ΙΕΧΟΝΙΑC ΝΕΨCNΗOY ΣI ΠΙΟΨHΤEΒ ΕΒΟΛ ΝΤΕΒΔΒΥΔΩN.
And after they were brought to Babylon, Jechonias begat Salathiel; and Salathiel begat Zorobabel;	ΜΝΝCΑ ΠΠΩΨΗΝE ΔΕ ΕΒΟΛ ΝΤΒΔΒΥΔΩN ΙΕΧΟΝΙΑC ΑΓΧΠΟ ΝΔΑΛΑΘΗΙΔ ΣΑΛΑΘΗΙΔ ΔΕ ΑΓΧΠΟ ΝΖΟΡΟΒΔΒΕΔ.	ΜΕΝΕΝCΑ ΠΙΟΨHΤEΒ ΕΒΟΛ ΝΤΕΒΔΒΥΔΩN ΙΕΧΟΝΙΑC ΑΓΧΦΕ ΣΑΛΑΘΗΙΔ ΣΑΛΑΘΗΙΔ ΔΕ ΑΓΧΦΕ ΖΟΡΟΒΔΒΕΔ.
And Jacob begat Joseph the husband of Mary, of whom was born Jesus, who is called Christ.	ΙΑΚΩB ΔΕ ΑΓΧΠΟ ΝΙΩCΗF ΠΣΔΙ ΜΜΑΡΙΔ. ΤΑI ΝΤΑΥΧΠΕ ΙΗCΟΥC ΕΒΟΛ ΝΣΗTC. ΠΔΙ ΝΨΑΥΜΟΥΤE ΕΡΟC ΣE ΠΕΧΡΙСΤΟC.	ΙΑΚΩB ΔΕ ΑΓΧΦΕ ΙΩCΗF ΠΣΔΙ ΜΜΑΡΙΔ ΘΗ ΕΤΑCΜΕC ΙΗCΟΥC ΦΗ ΕΤΟΨΜΟΥT ΕΡΟC ΣE ΠΕΧΡΙСΤΟC.

**Part 2:** Write the complete Coptic alphabet together as a class:

## Vocabulary – Uniliterals & Classifiers

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

Egyptian	Coptic	Transcription	English
			translator
	ωBT		duck, bird
			thing
	ωT		back
	ωΤΠ		to load
	oo2		moon
	oo2		moon
	ε-		(circumstantial converter)
	MMAY		there
	ΜΑ-		give, cause (imp.)
	MMOC		in it (3fs)
	ΕΝΕ		(focalizer)
	ωΝΕ		stone
			as for (particle)
	HPTT		wine
			bull
	ε2ε		cow
			stable
	λψ		what?

		excellent
	εΙΩΤ	barley
	εΙΩΤ	father
	εΙΟΤΕ	fathers
	εΙΟΡ	river
	εΙΕ	indeed
	εΙΟΜ	sea
	ΟΝ	again
	εΙΝΕ	fingernail
	εΙΝΕ	fingernail
	λΟΟΛΕ	to manage
	ΑΡΩΟΥΙ	scroll
	ωΨ	to read, call
	ΟΕΙΚ	bread
		sacred barque
		to flee
	ΟΥΑΣΕ	oasis
		catfish
	ΟΥωΣΕ	fishermen
	ΟΥωΨΒ	to answer
	ΒΩΒΝ	evil
	ΒΗΦ	falcon
	Ν	not (neg. particle)

	πε	sky, heaven
	ϙαι	raise, lift up, carry
	ϙнт	worm
	ϙнт	worm
	μ	in, with, from
	λε-	overseer
		also, likewise
	μμον	there is not
	ντοογ	they (3cp ind. pron.)
	ντογ	he (3ms ind. pron.)
	ντοκ	you (2ms ind. pron.)
		behold
	μαζ	crocodile
	μαζ	crocodile
	μαζ	crocodile
	μογ	to die
	μογ	to die
	νγ-	and he (3ms conj.)
	ντετν-	and y'all (2cp conj.)
	ν	of
	ναι	these
	νεκ-	your (2ms p. def. art.)
	μεν/νμμα-	with

	NAY	for them (3cp)
	NAQ	for him
	ΣΟΕΙΝΕ/ΣΕΝ-	some (p. indef. art.)
	NT	who, which
	ε/ΕΡΟ-	toward
	PH	sun
	ΛΟ	to get out
	ΡΙΜΕ	to cry
	PAN	name
	PAN	name
	-Ψ-	to know
	ΡΑΨΕ	to rejoice
	ΡΟΜΕ	man
	ΣΑΙ	to go down
	ΣΟΟΥ	day
	ΣΩΒ	to send
	ΑΣΡΕΥ	days
	ΣΙΒΩΙ	ibis
	ΣΩΨ-	body, -self
	ΣΟΨ	snake
	ΣΜΟΟС	to occupy (a place)
	ΣΝΚΕ	beer
	ΣΚΟ	to be hungry

	ΣΚΟ	to be hungry
	ΨΩΠΕ	to occur, to happen
	ΨΑ-	(particle)
	ΣΩΤΒ	to kill
	ΣΔ-	man
		to be merciful
	СΟΠ	occasion
		investigator
	СΩΠΕ	lip
	СΩΠΕ	shore
	СΠΙΡ	rib
	СНОЧ	blood
	ΨΟΨΕΝ	lily
		letter
	ΨΩΤ	to cut
	ΚΑС	bone
	ΔΗΨΕ	migratory bird
	Τ-	the (f.)
	ΤΔΙ	this (f.)
	ΤΕΨ-	his (3ms) (f.)
	ΤΕΚ-	your (2ms) (f.)
	ΤΟΟΥΤ	statue
	ΤΟΟΥΕ	shoes

	ταὶ	here
	χομπεξ	apples
		boat
	ταξτ	lead (metal)
	ετηψι	flamingo
	τωρψ	red
		the Red Land, desert
	τωωβε	brick
	της	wing
	χαλνε	Tanis
	της	wing
	ταξτ	lead (metal)
	χω	to say
		to arrest

**Day 2**

## Timeline of Egyptian Languages

**Part 1:** Create your own timeline below based on the information in the reading.

- *You may use whatever scale you think best captures the information.*
- *Try to include as much information as you can.*

## Calligraphy Practice 2 – Bilaterals

Together in class, write the phonetic values of the hieroglyphs. Then practice writing them in the space provided.

Translit.	Typed	Cursive	Practice
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## Biliteral Chart

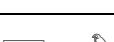
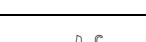
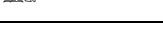
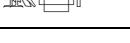
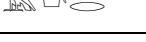
	$-z$	$-i$	$-e$	$-w$	$-b$	$-p$	$-m$	$-n$	$-r$	$-h$	$-z$	$-s$	$-q$	$-k$	$-t$	$-d$	$\underline{-d}$
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## Vocabulary – Biliterals & Classifiers

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

Egyptian	Coptic	Transcription	English
	ει		to come
	-HY		to come
	ΑΠΟΟΥΤΕ		messenger
	OYTE		between
	ΑΜΟΥΝ		Amun
	ΑΜΟΥΝ-ΦΗ		Amun-Re
	ΕΙΝΕ		to bring
	ΑΝΟΚ		I (1cs ind. pron.)
	ΕΙΡΕ		to do
			crew
	ΕΧΩ		thief
	-O/-Ω/-OI		great
	ΕΙΜΕ		to understand
			to push
	OYAI/OY-		one
	OYEI/OY-		one
	OYN-		to be
	OYNAMOYN		Wenamun
	NE-		(particle)

		chief
	ΟΥΗΡ	how many?
	ΟΥωψ	commission
	ΟΥωψτ	to worship
	ΟΥωωτε	to send
	ΟΥχαι	to be safe
	ΒΩΚ	servant
	Π-	the (m.)
	Παι	this (m.)
	Πωρ/πε	house
	Πειρε	to go out
	Πρρο	Pharaoh
	Πωωρε	to look at
	Μπρ-	do not (neg. imp.)
	Μμηνε	daily
	Να	behind
	Ντε	with
	Ντερε-	since
	Μρω	harbor
	Αμασε	to seize
	Μακς	back of head
	Μογτε/Μντ-	to speak
	Μητ	ten

	NAY	time
	NAY	to see
	NIM	all, every, any
	NHB	lord
	C	belonging to
		Smendes
	-NC	king
		kings
	E2P2I	upward
	2O2IM	wave
	2IO2E	to strike
	2O2P	to celebrate
	2MOOC	to sit, dwell
		lady
	2I	upon
	2I2KWAH-	on top of
	2E2I	terror
		singer (f.)
	2A2T	money
		to get angry
	KW	to throw, abandon
	W2E	wood, tree
	C2E	him (3ms d.o. pron.)

	CW	to drink
	CMINE	to establish
	CA2NE	business
	3WA3T	window
		place
	3AEIPRE	to lie down, sleep, die
	3A-	until
	3E	to go
	3E	hundred
	KHMEE	Egypt
	6INE	to find
	TO	land
	XI	to take
	T	to give
	T	to give (inf.)
	TOOYN	to stretch out
	TMEE	town
	THP-	entirety

## Vocabulary – Household Objects

Label the objects around your dorm/house.

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

	ѧNCHΒΕ	‘t-(n)-sb3	classroom
	ΒΟΛ	bnrw	outside
	ЕCHΤ	s3tw	floor
	HI	‘wt	rooms = house
	ΚΟΟΣ	q‘h	corner
	ΠΩΡ, ΠΕΡ-	pr	house
	ΡΙ	riit	room
	ΡΟ	r	entrance
	СВЕ	sb3	door, gate
	СОВТ	sbt	wall
	ΤωωΒΕ	dbt	brick
	ѠΝΕ	inr	stone
	ѠЕ	ht	wood
	ѠΟΥϣΤ	sšd	window
	ΣΑΕΙΤ	hit (h3-ii-ti)	porch
	ΣΟΥΝ	hnw	inside
	ѧΠΟΤ	ipt	cup
	ѧΡωΟΥΙ	‘rw	pen
	ΝΗCE	nst	chair
	ΟΥΟΕИΝ	wni'	light
	TOOYE	tiwt	shoe

	ϣΗγε	<i>hʒwt</i>	table
	ϣօտ	<i>šd</i>	pillow
	շՃԹ	<i>hd</i>	silver, money
	շՅԾԸ	<i>hbs</i>	clothing
	ֆԻԲԸ	<i>hbš (hʒ-bw-š3)</i>	lamp
	շԱՄԱԿ	<i>dmč (dʒ-mʒč)</i>	book
	ԵՎԻԱ	<i>bit</i>	honey
	ԵԽՈՕԼԵ	<i>iʒrrt</i>	grape
	ԵՐՎՏԵ	<i>irtt</i>	milk
	ԿՈՄՄԵ	<i>kmiit</i>	gum
	ԽՈՅ	<i>mw</i>	water
	ՕԵԻԿ	<i>‘qw</i>	bread
	ԸՈՒՐԵ	<i>swht</i>	egg
	ՇԽՈՅ	<i>hmʒt</i>	salt
	ՇՔԵ	<i>hrt</i>	food
	ՃԵՄՊԵԶ	<i>dphw</i>	apple
	ԿՃՄԵ	<i>km</i>	black
	ՕՐԱԲՎՅ	<i>wbh</i>	white
	ՕՐՎԴ	<i>wʒd</i>	blue/green
	ԴՎՐՎ	<i>dšr</i>	red
	ԽՈՈՐՎ	<i>twfy</i>	papyrus

## Day 3

## Calligraphy Practice 3 – Multiliterals & Common Classifiers

Together in class, write the phonetic values of the hieroglyphs. Then practice writing them in the space provided.

### Multiliterals

Translit.	Typed	Cursive	Practice
	ȝ		
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### Some Common Classifiers

Sign Code	Typed	Cursive	Practice
A1		  	
A2		  	
A24		 	

B1			
D40			
D54			
D41			
G37			
N36			
N1			
N31			
N8			
P1			
V12			
Y1			

## Vocabulary – Multiliterals & Classifiers

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

Egyptian	Coptic	Transcription	English
	ѧBOT		month
			life, prosperity, health!
	ѡN2		life
	ѧ2E		position
	OYωS		to remain
	OYωM		to eat
			butler
	MMa2-		in the presence of
	ME		truth
	NH		city, Thebes
	NOΨΡΕ		good
	NOΥΤΕ		god
	ENTHP		gods
	ΡΟΜΠΕ		year
	ΖΟΥΕΙΤ		first, previous
			Khamwas
	ѱѡPЕ		to come about
	СПИР		shore
	СѡPЕ		lip, edge

	CΣΔΙ	scribe
	COTΜ	to hear
		falsehood
		Tantne
	ΤΗΥ	wind
	ΤΟΟΥΕ	morning

## Vocabulary – Suffix Pronouns, Parts of the Body

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

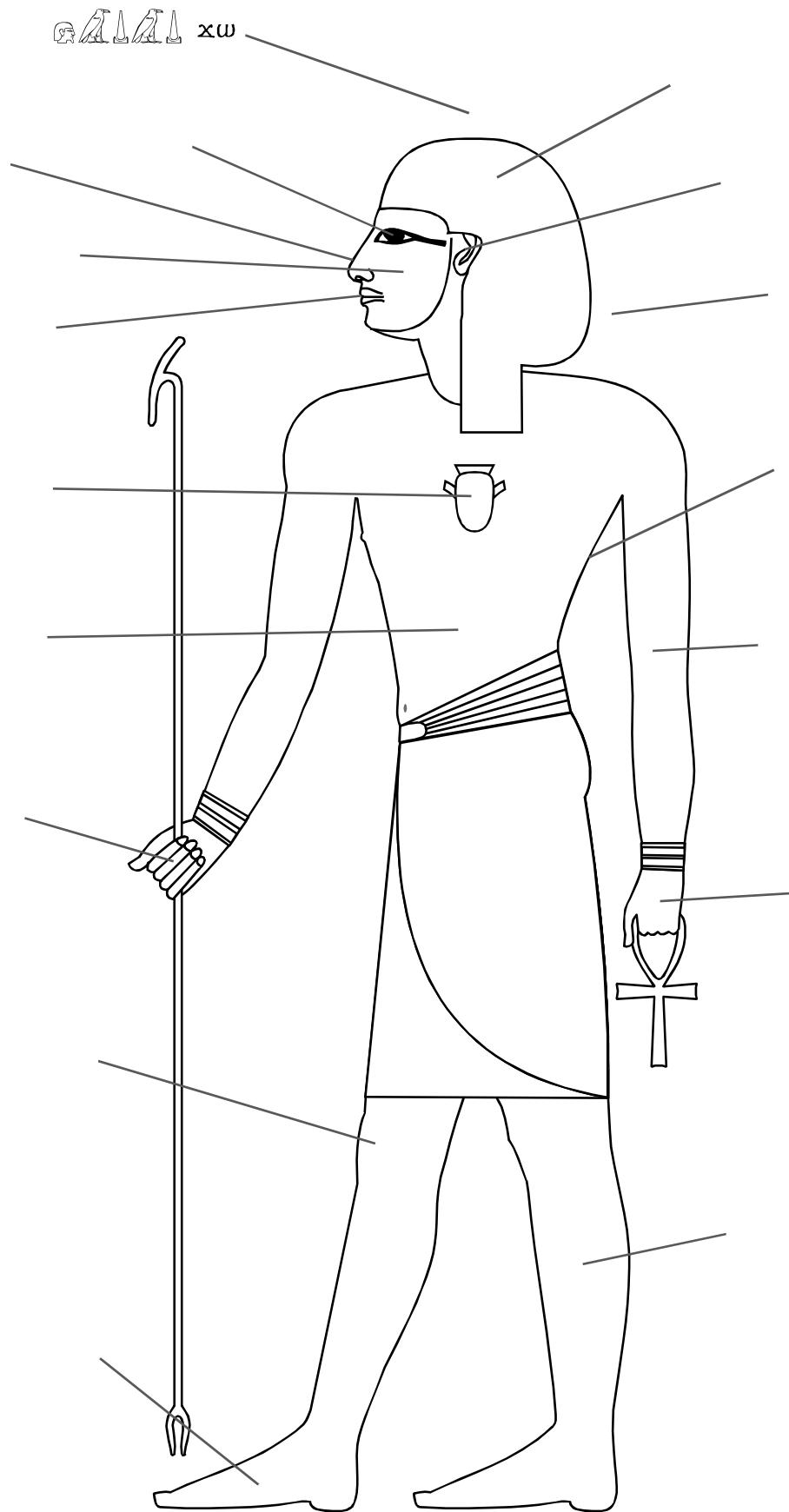
### Suffix Pronouns

Egyptian	Coptic	Transcription	English
	-ι/-ѧ		my (1cs)
	-κ		your (2ms)
	-օγ/-ε		your (2fs)
	-ϙ		his (3ms)
	-ϙ		her (3fs)
	-Ν		our (1cp)
	-ΤϚΝ		your (2cp)
			their (3cp)
	-γ		their (3cp)
			one's (impersonal)

**Make a table:**

## Parts of the Body

Egyptian	Coptic	Transcription	English
	կω		hair
	εια, ειατ=		eye
	χω, χω=		head
	μακσ		back of head
	շօ, շրա=		face
	μαλχε		ear
	յλ, յλντ=		nose
	րօ, րω=		mouth
	յառս		arm
	տարէ, տօտ=		hand
	թիհբէ		finger
	շհտ, շթհ=		heart
	շհ, շհտ=		belly
	πատ		leg
	բատ, բատ=		foot
	ատ, ատ=		back
	ալօճ		knee



## Homework – Suffix Pronouns & Parts of the Body

Transcribe and translate the following made-up phrases.



**Day 4**

## Vocabulary – Articles, Independent Pronouns, Family, Deities

Transcribe the following words.

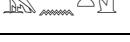
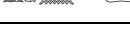
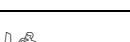
*N.B. The Coptic can help you figure things out, but it doesn't match perfectly.*

### Articles

Egyptian	Coptic	Transcription	English
	ΟΥΔΙ	one (m)	
	ΟΥΕΙ	one (f)	
	ΣΟΕΙΝΕ/ΣΕΝ-	some (p)	
	ΠΗΙ	this (m)	
	ΤΗΙ	this (f)	
	ΝΗΙ	this (p)	
	ΠΕ-	the (m) of ...	
	ΤΕ-	the (f) of ...	
	ΝΕ-	the (p) of ...	

**Make a table:**

## Independent Pronouns

Egyptian	Coptic	Transcription	English
	ѧNOK	I (1cs)	
	NTOK	you (2ms)	
	NTO	you (2fs)	
	NTOQ	he (3ms)	
	NTOC	she (3fs)	
	ѧNON	we (1cp)	
	NTWTN	you (2cp)	
	NTOOY	they (3cp)	

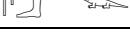
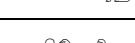
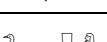
**Make a table:**

**Family Members**

Egyptian	Coptic	Transcription	English
	ειωτ		father
	μαλγ		mother
	ζαι		husband
	ζιμε		wife
	ψηρε/ψεερε		boy/girl
	ψρηγ		children
	CON		brother
	κωνε		sister
	cnhy		siblings
	νούτε		god
	ντωρε		goddess
	εμογ		cat

**Gods & Goddesses**

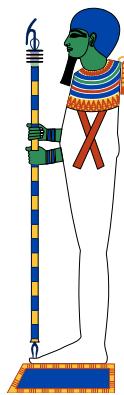
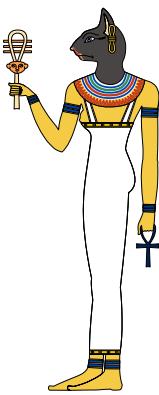
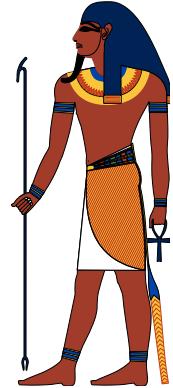
Egyptian	Coptic	Transcription	English
	αμογν		Amun
	ανογπ		Anubis
	հσε		Isis
	ατογμ		Atum
	օγciρε		Osiris

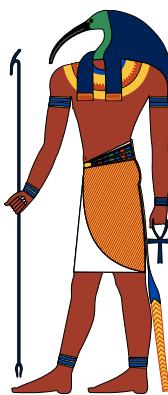
	BASTET	Bastet
	PTAH	Ptah
	ME	Maat
		Nut
	NEBETH	Nephthys
	REH	Re
	HWY	Horus
	CHAOTW	Hathor
		Sobek
	CHSM	Sekhmet
	CHTH	Seth
		Shu
		Geb
		Tefnut
	THOHT	Thoth

**Sketch the Ennead:**

## Gods and Goddesses

Label each deity with both its hieroglyphic and its Coptic name.



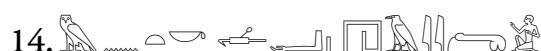


## The Ennead



## Homework – Nominal Sentences

Transcribe and translate the following made-up phrases.



Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*



**Day 5**

## Vocabulary – Subject Pronouns, Prepositions, Adverbs

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

### Subject Pronouns

Egyptian	Coptic	Transcription	English
𠁥	†	I (1cs)	
𠁦		you (2ms)	
𠁧	τε	you (2fs)	
𠁨		he (3ms)	
𠁩	c	she (3fs)	
𠁥𠁩𠁩	TN	we (1cp)	
𠁥𠁩𠁩𠁩	ΤεTN	you (2cp)	
𠁩𠁩𠁩	cε	they (3cp)	
𠁥𠁩		one (impersonal)	

**Make a table:**

## Prepositions

Egyptian	Coptic	Transcription	English
	N/M		in, with, from
	MMO=		in, with, from
	NC&, NCW=		after
	NT&, NT&=		with
	NT&PE, NT&PE=		when
	NTN, NTOOT=		in hand of
	N, N&=		of, for
	&, &PO=		toward
	SI, SIW&=		upon
	SIZN, SIZW=		on top of
	GOEIAE		as a visitor of

## Adverbs

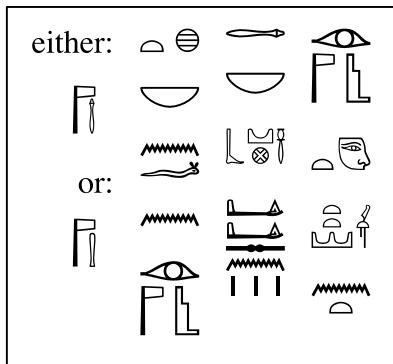
Egyptian	Coptic	Transcription	English
	MMAY		therein
	ON		again
			also
	&SPAI		upward
	TWN		where?
	T&I		here

## The Book of the Dead

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 hnt imn<sup>t</sup>t n<sub>tr</sub>*
2. *ȝ nb ȝb-dw dd.sn*
3. *ȝt nb nfr n ws-ir*
4. either: *n<sub>tr</sub>-ȝ* or: *hm-n<sub>tr</sub>*

### 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. ΟΥCΙΡΕ, ψΑΝΤ ΑΜΕΝΤΕ, ΝΟΥΤΕ
2. Ο, ΝΗΒ ΕΒΩΤ, Τ-ΣΕΝ
3. ΑΨΕ ΝΙΜ ΝΟΥΨΙ Ν ΟΥCΙΡΕ
4. either: ΝΕΤΟ or: ΖΟΝΤ

## Homework – Adverbial Sentences

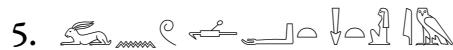
Transcribe and translate the following made-up phrases.

1. 

2. 

3. 

4. 

5. 

6. 

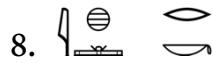
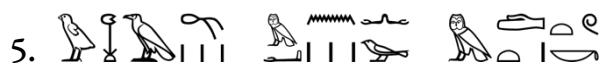
7. 

8. 

9. 

Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*



## **Day 6**

## Vocabulary – Dependent Pronouns, Prepositions, Adverbs

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

### **Dependent Pronouns**

Egyptian	Coptic	Transcription	English
𓂋		me (1cs)	
𓂋		you (2ms)	
𓂋		you (2fs)	
𓅓		him (3ms)	
𓅓		her (3fs)	
𓁻		us (1cp)	
𓂋𓋓𓁻		you (2cp)	
𓁻		them (3cp)	

**Make a table:**

**Adjectives**

Egyptian	Coptic	Transcription	English
			excellent
	-o/-w/-oi		great
			big
			theirs
	NTOQ		his
	NTOK		your
	NIM		all, every, any
	NOΨΡΕ		good
	C		belonging to
	ΖΟΥΕΙΤ		first, previous

**Verbs**

Egyptian	Coptic	Transcription	English
	ΩΤΠ		to load
	ΕΙ		to come
	-ΗΥ		to come
	ΕΙΝΕ		to bring
	ΕΙΡΕ		to do
	ΕΙΜΕ		to understand
	ΛΟΟΛΕ		to manage
	ωψ		to read, call
	ΟΥωΣ		to remain

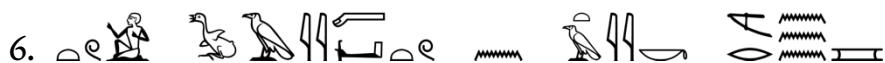
		to push
		to flee
	ΟΥΩΜ	to eat
	ΟΥΩΨ	to answer
	ΟΥΩΨΤ	to worship
	ΟΥΧΑΙ	to be safe
	ΟΥΩΨΤΕ	to send
	ΠΕΙΡΕ	to go out
	ΠΩΨΡΕ	to look at
	ΔΜΑΣΕ	to seize
	ΜΟΥ	to die
	ΜΟΥΤΕ/ΜΝΤ-	to speak
	ΝΑΥ	to see
	ΛΟ	to get out
	ΡΙΜΕ	to cry
	-Ψ-	to know
	ΡΑΨΕ	to rejoice
	ΣΑΙ	to go down
	ΣΩΒ	to send
	ΣΙΟΥΕ	to strike
	ΖΟΠ	to celebrate
	ΖΜΟΟC	to sit, dwell
		to get angry

	KW	to throw, abandon
	YWPE	to come about
	SWTB	to kill
	CW	to drink
		to be merciful
	CMINE	to establish
	YAEIRP	to lie down, sleep, die
	CWTM	to hear
	YE	to go
	YWT	to cut
	DIN	to find
	XI	to take
	T	to give (inf.)
	TOOYN	to stretch out
	XW	to say
		to arrest

## Homework – Adjectives, Statives, Pseudoverbals

Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*



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**Day 7**

## Vocabulary – Geography

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

### Geographic Locations

Egyptian	Coptic	Transcription	English
	εΒωΤ		Abydos
	ψΜΙΝ		Akhmim
	ΡΑΚΟΤΕ		Alexandria
	COΥΔΑΝ		Aswan
	СΙΟΟΥΤ		Asyut
	ΠΟΥΒΑΣΤ		Bubastis
	ΠΟΥΤΟ		Buto
	δΙΝΟΥΗΛ		Byblos
	κΕΒΤΩ		Coptos
			Cyprus (Alashiya)
	ΝΙΤΕΝΤΩΡΕ		Dendera
			Dor
	κΗΜΕ		Egypt
	ψΜΟΥΝ		El-Ashmunein
	IHB		Elephantine
	ΠΤΙΩΜ		Fayoum
	ωΝ		Heliopolis
	λΙΒΑΝΟC		Lebanon

	ΜΕΝΨΕ	Memphis
	ΡΑΜΕΣΣΗ	Piramesse
	ΣΕΜΝΟΥΤ	Sebennytos
	ΣΑΙΡΙ	Syria
	ΧΑΣΝΕ	Tanis
	ΠΙΘΩΜ	Tell er-Rataba
	ΝΕ	Thebes
	ΤΥΡΟC	Tyre

# Mediterranean Sea



## Vocabulary – Particles & Conjunctions, Special Imperatives

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

### Particles & Conjunctions

Egyptian	Coptic	Transcription	English
	εΝΕ		(focalizer)
			as for (particle)
	ΜΠΕ-		(neg. of sdm.f.)
	Ν		not (neg. particle)
	Ν		not (neg. particle)
	Ν-		(base of Conj.)
	ΝΤΕΡΕ-		(base of Temp.)
	ϣѧ-		(conjunction)
	ϣѧ-		(base of Term.)

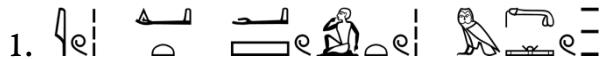
### Imperatives

Egyptian	Coptic	Transcription	English
	ϣѧ-		give, cause (imp.)
	εѧѧ-		do (imp.)
	ѧօ		get out (imp.)
	ΜΠԵ-		do not (neg. imp.)

## Homework – Imperatives, *sdm.f's*, Temporal Clauses

Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*



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A row of five hieroglyphs. From left to right: a cross with a kneeling figure, a kneeling figure, a bird, a wavy line, and a kneeling figure.

A row of ancient Egyptian hieroglyphs. From left to right: a kneeling man holding a staff; a bucket; a square frame; a fish; a person; a staff; a kneeling man; a bird in flight; a vulture standing; a double-headed arrow; and a square frame.

A row of five hieroglyphs. From left to right: 1) A seated figure with arms crossed over his chest. 2) A cobra with its hood spread. 3) A coiled spring. 4) A falcon with its wings spread. 5) A seated figure with arms crossed over his chest. 6) Two rings.

A row of four hieroglyphs. From left to right: a vessel with a lid; a bed; a person standing; and a wavy line.

**Day 8**

## Vocabulary – Relative Verbs & Second Tenses

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

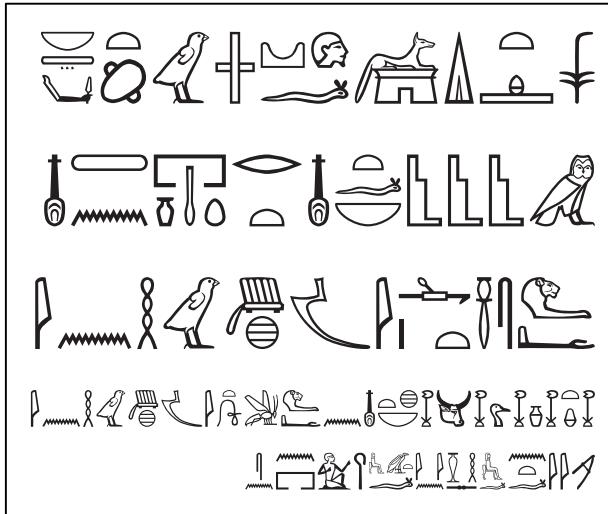
### **Special Nominal Verb Forms**

Egyptian	Coptic	Transcription	English
			who come
			which ... bring
			which ... do
			who go
			which ... say

## The Stela of Heni

Today we will visit the RISD Museum to look at some Egyptian artifacts, including the Stela of Heni which you read about for homework. Study the text of the stela so that you can read it yourself when you see it in person. Note that this text is much older than the other things we have read in class, and the grammar has some obvious differences.

### Text:



### Transliteration:

1. *htp-di-nsw inpw dp dw.fimiw wt nb t3 dsr*
2. *m swt.f nb nfrt prt-hrw n nfr*
3. *h3ti-ε smr wεt im3hw hni*
4. *h3 t h3 hnqt h3 3pd h3 k3 h3 ht nb nfr n h3ti-ε bw3 biti im3hw hni*
5. *mry n it.f šps.f hzii n mwt šps.f hq3 n pr.sn*

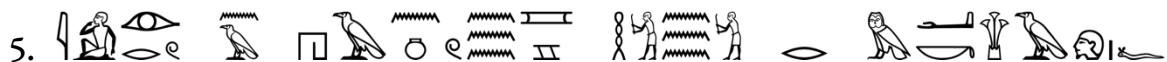
### Translation:

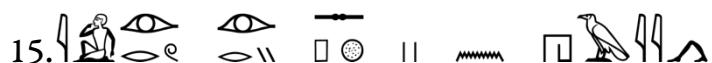
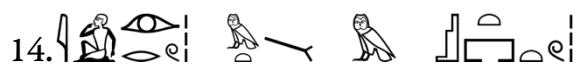
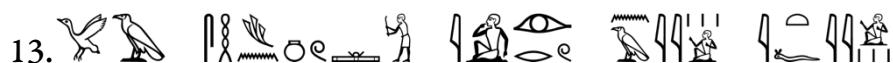
1. A royal offering of Anubis atop his mountain and in wrappings, lord of the sacred land,
2. in all his good places: a good invocation offering for
3. the high official, sole courtier, worthy Heni.
4. 1000 bread, 1000 beer, 1000 fowl, 1000 bulls, 1000 every good thing for the high official, king's notable, worthy Heni,
5. beloved of his noble father, praised of his noble mother, leader of their household.

## Homework – Relatives & Second Tenses

Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*





**Day 9**

## Vocabulary – Group Writing

Transcribe the following words.

N.B. *The Coptic can help you figure things out, but it doesn't match perfectly.*

### Foreign Words in Group Writing

Egyptian	Coptic	Transcription	English
			Alashiya
			loft, upper room
	BΑΙΡΕ		freighter
			Bader
			Hatiba
	ΨΑΙΡΙ		Syria
	ΒΙΝΟΥΗΛ		Byblos
			Tjeker
			Dor
	ΤΥΡΟC		Tyre

1<sup>(1,1)</sup>
  
 2<sup>(1,3)</sup>
  
 3<sup>(1,4)</sup>
  
 4<sup>(1,5)</sup>
  
 5<sup>(1,7)</sup>
  
 6<sup>(1,8)</sup>
  
 7<sup>(1,9)</sup>
  
 8<sup>(1,10)</sup>
  
 9<sup>(1,12)</sup>
  
 10<sup>(1,12)</sup>
  
 11<sup>(1,13)</sup>
  
 12<sup>(1,14)</sup>
  
 13<sup>(1,14)</sup>
  
 14<sup>(1,17)</sup>
  
 15<sup>(1,20)</sup>

A row of four hieroglyphs. From left to right: 1) A figure standing facing right, holding a long staff or object. 2) A vertical door frame with a horizontal bar across it. 3) A falcon standing on its legs. 4) A wavy line representing water.

Wenamun leaves Dor and stops at Tyre briefly. (This part of the text is fragmentary.)

23<sup>(1,30)</sup> | 

A row of 28 numbered cartouches, each containing a different Egyptian symbol or deity. The symbols include various birds, human figures in different poses, and geometric shapes like triangles and circles.

29<sup>(1,35)</sup>

30<sup>(1,37)</sup>

31<sup>(1,37)</sup>

32<sup>(1,38)</sup>

33<sup>(1,39)</sup>

34<sup>(1,42)</sup>

35<sup>(1,47)</sup>

36<sup>(1,48)</sup>

37<sup>(1,50)</sup>

38<sup>(1,50)</sup>

39<sup>(1,51)</sup>

40<sup>(1,52)</sup>

41<sup>(1,52)</sup>

42<sup>(1,53)</sup> -

43<sup>(1,53)</sup>

44<sup>(2,3)</sup>

45<sup>(2,3)</sup>

46<sup>(2,4)</sup>

47<sup>(2,5)</sup>

48<sup>(2,6)</sup>

49<sup>(2,6)</sup>

50<sup>(2,8)</sup>

51<sup>(2,8)</sup>

52<sup>(2,9)</sup>

53<sup>(2,12)</sup>

54<sup>(2,22)</sup>

55<sup>(2,24)</sup>

56<sup>(2,28)</sup>

57<sup>(2,29)</sup>

58<sup>(2,30)</sup>

59<sup>(2,31)</sup>

60<sup>(2,32)</sup>

61<sup>(2,32)</sup>

62<sup>(2,34)</sup>

63<sup>(2,37)</sup>

64<sup>(2,38)</sup>

65<sup>(2,39)</sup>

66<sup>(2,39)</sup>

67<sup>(2,42)</sup>

69<sup>(2,43)</sup> | -

Figure 71 (2,50) displays a series of bird-related illustrations and symbols. From left to right, the elements include:

- A small figure of a person standing next to a bird.
- A stylized eye-like shape.
- A bird perched on a branch.
- A bird facing right.
- A bird facing left.
- A bird facing right.
- A small zigzag line.
- A large bird in flight.
- A bird perched on a branch.
- A small figure of a person sitting on a chair.
- A series of wavy lines.
- A small bird symbol.

79<sup>(2,63)</sup>

81<sup>(2,64)</sup> | ፩ ዕ ቀ ስ እ ዕ ዕ ዕ ዕ

82<sup>(2,65)</sup> | ፩ ገ ተ ተ ተ ተ

83<sup>(2,65)</sup> | ፩ ዕ ገ ተ ተ ተ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

84<sup>(2,66)</sup> | መ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

85<sup>(2,66)</sup> | ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

86<sup>(2,67)</sup> | ፩ ገ ተ

87<sup>(2,67)</sup> | ፩ ገ ተ መ ዕ ዕ

88<sup>(2,67)</sup> | ፩ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

89<sup>(2,68)</sup> | ፩ ዕ ዕ ዕ ዕ ዕ ዕ

90<sup>(2,68)</sup> | ፩ ዕ ዕ ዕ

91<sup>(2,68)</sup> | ፩ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

92<sup>(2,69)</sup> | ፩ መ ዕ ዕ ዕ ዕ

93<sup>(2,70)</sup> | ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

94<sup>(2,70)</sup> | \* ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ ዕ

95<sup>(2,73)</sup> | -

96<sup>(2,74)</sup> | -

97<sup>(2,75)</sup> | -

98<sup>(2,75)</sup> | -

99<sup>(2,76)</sup> | -

100<sup>(2,76)</sup> | -

101<sup>(2,77)</sup> | -

102<sup>(2,77)</sup> | -

103<sup>(2,78)</sup> | -

104<sup>(2,78)</sup> | -

105<sup>(2,81)</sup> | -

106<sup>(2,82)</sup> | -

107<sup>(2,82)</sup> | -

108<sup>(2,83)</sup> | -

## The Misadventures of Wenamun – Transliteration

1. *h3w n wdy i-irw wn-imn r in t3 ht*  
*n p3 wi3 ɔ n imn-rɛ nsw ntrw nty hr-d3 irtw.*
2. *h3w n spr i-irw.f r dɛnt r p3 nty nsy-sw-b3-nb-dd im.*
3. *iw.i dit n.w n3 wh3w n imn-rɛ nsw ntrw.*
4. *iw.w dit ɔsw.tw.w m-b3h.w*
5. *iw.i h3ii r p3 iiwm ɔ n h3rw.*
6. *iw.i sprw r dyr, wɛ dmiiit n t3-k3-r.*
7. *iw b3-dy-r, p3ii.f wr, dit in.tw n.i ɛqw irp.*
8. *iw wɛ rmt n t3ii.i b-p3y-r wɛ rw iw t3ii.f hd.*
9. *iw.i dwnw m t3y d3wt.*
10. *iw.i ši r p3 nty p3 wr im.*
11. *iw.i dd n.f: "tw.i t3ii.tw n t3ii.k mr.*
12. *"hr mntk p3 wr n p3y t3? hr mntk p3ii.f smty?*
13. *"wh3 p3ii.i hd."*
14. *iw.f dd n.i: "bw irw.i ɛm3 t3y wsbt i-dd.k n.i.*
15. *"ii3 ir p3 it3ii, mntk sw. ns-sw t3ii.k b-p3y-r.*

16. "*i-irw n-h3ii-n h3rw d q3iwn.i wh3.i sw.*"
17. *iw.i iry h3ww 9 m t3ii.fmr.*
18. *iw.i ši q3iwn.f.*
19. *iw.i dd n.f: "mky bwpw.k gmy p3ii.i hd."*
20. *iw.i pr m d3-r.*
21. *iw.i pt̄i w̄t b-p3y-r.*
22. *iw.i gmy hd im.st.*
23. *iw.i mh im.w.*
24. *iw.i dd n.w: "p3ii.tn hd, iw.fr w3hy m-di.i,  
"s3̄ i-irw.tn gmy p3ii.i hd.*
25. "*bwpw.i it̄3ii.tn, iw.i r it̄3ii-tw.f.*"
26. *iw.w ši n.w.*
27. *iw.i hbt n.i m w̄t imw hr spt p3 iiwm m t3 mr n kp-w-n3.*
28. *iw p3 wr n kp-w-n3 h3bw n.i, r-dd: "i-rwi3-tw.k t3ii mr."*

29. *iw.i h3bw n.f, r-dd:* "i-irw.i ši r tn?"
30. *iw.i iry h3rw 29 m t3ii.f mr.*
31. *iw i-irw.f nw h3bw n.i m-mnt, r-dd:* "i-rwi3-tw.k t3ii mr."
32. *iw p3 ntr t3ii p3 wr.*
33. *iw.f dd n.f:* "iny p3 iwpty r-hr
34. *iw p3 mr mr ii n.i, r-dd:* "smn.tw š3č d3wt."
35. *iw d3wt hprw, iw.f iłt3ii.i r-hr.*
36. *iw.i gmy-tw.f m t3ii.f č3y-r-tit,*  
*iw h3č 3ty-tw.f r wč sšdt*  
*iw i-irw n3 h3nw n p3 iiwm č3 n h3rw*  
*hw r mkh3.f*
37. *iw.i dd n.f:* "sftii imn."
38. *iw.f dd n.i:* "wr r p3 h3w m-dr iw.k m p3 nty imn im?"
39. *iw.i dd n.f:* "5 ibd n h3w r p3y."
40. *iw.f dd n.i:* "sw tn, p3 wh3 n imn nty m-drt-tw.k?"
41. *iw.i dd n.f:* "diw.i st n nsy-sw-b3-nb-dd."

42. *iw.fhdnw r iqr.*

43. *iw.fdd n.i: "ḥr mky wh3 mn m-drt-tw.k?"*

44. *iw.fdd n.i: "i-irw.k ii ḥr ih n shnw?"*

45. *iw.i dd n.f: "i-irw.i ii m-s3 t3 ht*

*n p3 wi3 ɔ3 n imn-r<sup>c</sup>, nsw ntrw.*

46. *"i-irw p3ii.k it, i-irw p3 it n p3ii.k it,*

*"iw.k r irw.f m-r-<sup>c</sup>."*

47. *iw.fdd n.i: "mntw i-irw sw m m3<sup>c</sup>t.*

48. *"iw.k r dit n.i n iry sw, mtw.i iry sw.*

49. *"ii3 i-irw n3ii.i iry p3y shnw*

*"iw diw pr-ɔ3 ɔ.w.s. in.tw 9 b-p3-r-ii, iw.w 3tp.w n 3ḥtw n kmt.*

50. *"mntk, ih p3 i-in.k n.i?"*

51. *iw.fdit in.tw ɔrw h3w n3ii.fitii.*

52. *iw.fdit ɔšw.tw.st m-b3ḥ.i.*

53. *iw.fdd n.i: "in ink p3ii.k b3ki?*

*"in ink b3ki n p3 i-irw wdy.k m-r-<sup>c</sup>?"*

54. *iw.i dd n.f: "mn dpt nb ḥr-d3 irtw, iw bn nsy-st imn.*

55. "m<sup>n</sup>tf p<sup>3</sup> i<sup>t</sup>wm.

56. "ir p<sup>3</sup>ii.k dd: 'wnw n<sup>3</sup> nswii h<sup>3</sup>ty dit in.tw hd.'

57. "h<sup>3</sup>n<sup>3</sup> wnw di.w <sup>n</sup>hy wd<sup>3</sup>y snby,

"wnw bn iw.w r dit iny.tw n<sup>3</sup> 3htw.

58. "hr ir imn-r<sup>c</sup>, nsw ntrw,

"m<sup>n</sup>tf p<sup>3</sup> nb n p<sup>3</sup> <sup>n</sup>hy wd<sup>3</sup>y snby.

59. "hr m<sup>n</sup>tf p<sup>3</sup> nb n n<sup>3</sup>ii.k itii.

60. "mntk m-r-<sup>c</sup> mntk b<sup>3</sup>ki n imn.

61. "ir iw.k r <sup>r</sup><sup>c</sup>r p<sup>3</sup>ii.f shnw,

"iw.k r <sup>n</sup>hy, mtw.k wd<sup>3</sup>y, mtw.k snby,

"mtw.k nfry n p<sup>3</sup>ii.k t<sup>3</sup> drw.f.

62. "imm in.tw n.i p<sup>3</sup>ii.k sh3, h<sup>3</sup>b.i sw n nsy-sw-b<sup>3</sup>-nb-dd,

"mtw.f dit in.tw p<sup>3</sup> hd."

63. iw.f dit t<sup>3</sup>ii.i š<sup>c</sup>t m-drt p<sup>3</sup>ii.f iwpty.

64. iw.f dit in.tw.w r kmt.

65. iw p<sup>3</sup>ii.f iwpty ši r kmt, ii n.i r h<sup>3</sup>-rw.

66. iw diw nsy-sw-b<sup>3</sup>-nb-dd in.tw p<sup>3</sup> hd.

67. iw p<sup>3</sup> wr ršwti.

68. *iw.f<sup>c</sup>r<sup>c</sup>r z 300 ih 300 r dit š<sup>c</sup>d.w n<sup>3</sup> htw.*

69. *iw.w š<sup>c</sup>d.w.*

70. *iw.f dd n.i: "pti p<sup>3</sup> shnw i-irw n<sup>3</sup>ii.i itii, iw irii.i sw.*

71. *"m-ir pti t<sup>3</sup> hrii n p<sup>3</sup> iiwm.*

72. *"wnny iw.k r pti t<sup>3</sup> hrii n p<sup>3</sup> iiwm,*

*"iw.k r pti t<sup>3</sup>ii.i h<sup>c</sup>t.i.*

73. *"i<sup>3</sup> bwpwy.i iry n.k p<sup>3</sup> irw.w n n<sup>3</sup> iwpty n h<sup>c</sup>-m-w<sup>3</sup>s.*

74. *"m-dr irii.w 19 rnpt m p<sup>3</sup>y t<sup>3</sup> i-irw.w mt m st-tw.w."*

75. *iw.f dd n p<sup>3</sup>iiw.f wdpwy:*

*"t<sup>3</sup>ii sw, imm pti.f t<sup>3</sup>ii.w h<sup>c</sup> nty st sdiw n-im.st*

76. *iw.i dd n.f: "m-ir dit pti.i sw."*

77. *iw.i ši n.i r spt p<sup>3</sup> iiwm r p<sup>3</sup> nty n<sup>3</sup> htw im.*

78. *iw.i pti r 11 n b-p<sup>3</sup>y-r,*

*iw.w n-iw m p<sup>3</sup> iiwm, iw ns-st n<sup>3</sup> t<sup>3</sup>-k<sup>3</sup>-r.*

79. *r-dd: "ddh sw."*

80. *iw.i hprw r rmw.*

81. *iw p<sup>3</sup> zh<sup>3</sup>w n p<sup>3</sup> wr ii n.i.*
82. *iw.f dd n.i: "ih r.k?"*
83. *iw.i dd n.f: "in bw irw.k pti n<sup>3</sup> g<sup>3</sup>šw  
"i-irw iry zp 2 n h<sup>3</sup>li r kmt?*
84. *"š<sup>3</sup>c.tw ih ii iw.i d h<sup>3</sup>c.tw?"*
85. *"hr in bw irw.k pti n<sup>3</sup> iw r ddh.i 'n?"*
86. *iw.f ši n.f.*
87. *iw.f dd-tw.f n p<sup>3</sup> wr.*
88. *iw p<sup>3</sup> wr hprw r rmw m-dr n<sup>3</sup> mdt i-dd.w n.f.*
89. *iw.f dit iw n.i p<sup>3</sup>ii.f zh<sup>3</sup>w.*
90. *iw in.f n.i irp.*
91. *iw.f dit in.tw n.i ti-nt-niwt, w<sup>c</sup>t hz n kmt.*
92. *iw.f h<sup>3</sup>bw n.i, r-dd: "wnm. swi"*
93. *iw.k r sdmy p<sup>3</sup> nb nty iw.i r dd-tw.f m d<sup>3</sup>wt.*
94. *iw d<sup>3</sup>wt hpr, iw.f dd n n<sup>3</sup> t<sup>3</sup>-k<sup>3</sup>-r:  
"bn iw.i rh<sup>y</sup> ddh p<sup>3</sup> iwpty n imn m p<sup>3</sup>ii.i t<sup>3</sup>.*

95. "*imm-tw.i wdy.i sw, mtw.tn ši m-s3.fr ddh.f.*"

96. *iw p3 t3w hw3-tw.i r p3 t3 n i-r-s3.*

97. *iw n3y n p3 dmiiit pr r.i r hdbw.i*

98. *iw.i w3š3-tw.i iwd.w r p3 nty h3-ti-b3,*

*t3 wr n p3 dmiiit im.*

99. *iw.i gmy-tw.st m-dr pr.st m p3ii.st pr.*

100. *iw.i wšdy.st.*

101. *iw.i dd n n3 rmt nty q3iwn.st:*

*"in mn w<sup>c</sup> n-im.tn iw.f sdmy mdt kmt?"*

102. *iw w<sup>c</sup> n-im.w dd: "tw.i sdmy."*

103. *iw.i dd n.f: "i-dd n t3ii.i hnwt:*

*"wnw.i sdmy š3<sup>c</sup> niwt, r p3 nty imn im,*

104. "*r-dd: "i-irw.tw grg m dmiiit nb, i-ir.tw m3<sup>c</sup>t m p3 t3 n i-r-s3.*"

105. "*ink iwpty n imn.*

106. "*ir t3y izt n p3 wr n kp-w-n3 nty st wh3 hdbw sw,*

107. "*in bn iw p3ii.st nb r gmy 10 n izt m-di.t, mtw.f hdbw.w?"*

108. *iw.st dd n.i: "sdiiw n.k."*

## The Misadventures of Wenamun – Translation

1. The day of the dispatch which Wenamun made to bring the wood  
for the great boat of Amun-Re, king of gods, who is upon [the] river.
2. The day of arriving which he did to Tanis, to the [place] which Smendes is therein.
3. And I gave to them the commissions of Amun-Re, king of gods.
4. And they caused that they be read in their presence.
5. And I went down to the great sea of Syria.
6. And I arrived to Dor a town of the Tjeker.
7. And Bader, its ruler, caused that bread and wine be brought to me.
8. And a man of my freighter fled, having stolen money.
9. And I got up in the morning.
10. And I went to the [place] which the ruler was in.
11. And I said to him: “I was robbed in your harbor.
12. “Are you the ruler of this land? Are you its leader?
13. “Seek my money.”
14. And he said to me: “I don't understand this answer which you have said to me.
15. “Indeed, as for the thief, he is yours. He belongs to your freighter.

16. "Spend some days here as a visitor of me that I may seek him."
17. And I spent 9 days in his harbor.
18. And I went as a visitor of him.
19. And I said to him: "Look, you have not found my money."
20. And I went out from Dor.
21. And I saw a freighter.
22. And I found money in it.
23. And I seized from it.
24. And I said to them: "Your money, it will remain with me,  
"until you have found my money."
25. "I have not robbed you, but I will take it."
26. And they went away.
27. And I celebrated in a tent on the seashore in the harbor of Byblos.
28. And the ruler of Byblos sent to me, saying: "Get yourself out of my harbor!"

29. And I sent to him, saying: "Where should I go?"
30. And I spent 29 days in his harbor.
31. While he spent time sending to me daily, saying: "Get yourself out of my harbor!"
32. And the god took the ruler.
33. And he said to him: "Bring the messenger up."
34. And the harbormaster came to me, saying: "Keep yourself until morning."
35. And morning came about, and he took me up.
36. And I found him in his loft,  
having his back cast toward a window,  
while did the waves of the great sea of Syria  
strike toward the back of his head.
37. And I said to him: "Amun be merciful!"
38. And he said to me: "How long to the day since you came from the [place] which Amun is in?"
39. And I said to him: "5 months of days to this."
40. And he said to me: "Where is it, the commission of Amun which [was] in your hand?"
41. And I said to him: "I gave it to Smendes."

42. And he got angry to excellence.

43. And he said to me: "But look, a commission, there is none in your hand?"

44. And he said to me: "You did come upon what business?"

45. And I said to him: "I did come after the wood

"for the great boat of Amun-Re, king of gods.

46. "What your father did, what the father of your father did,

"you will do it also."

47. And he said to me: "They did it in truth.

48. "You will give to me for doing it, and I do it.

49. "Indeed, mine did do this business,

"and Pharaoh (l.p.h.) caused that 9 freighters be brought, loaded of things of Egypt."

50. "You, what is it that you have brought for me?"

51. And he caused that the scrolls of the day of his fathers be brought.

52. And he caused that they be read in my presence.

53. And he said to me: "Am I your servant?

"Am I [a] servant of the one who dispatched you also?"

54. And I said to him: "There is not any boat upon a river, which does not belong to Amun.

55. "His is the sea.

56. "As for your saying: 'The previous kings were causing that money be brought.'

57. "If they had given life, prosperity, and health,

"they would not have caused that the things be brought.

58. "But as for Amun-Re, king of gods,

"*He* is the lord of life, prosperity, and health.

59. "*He* the lord of your fathers.

60. "You, also you, are a servant of Amun.

61. "If you will arrange his business,

"you will live and prosper and be healthy

"and be good for your land in its entirety.

62. "Cause that your scribe be brought to me that I may send him to Smendes,

"and he will cause that the money be brought."

63. And he placed my letter in the hand of the messenger.

64. And he caused that they be brought to Egypt.

65. And his messenger went to Egypt, and came to me to Syria.

66. When Smendes caused that money be brought.

67. And the ruler rejoiced.

68. And he arranged men: 300 and bulls: 300 to cause that they cut the wood.

69. And they cut them.

70. And he said to me: "See, the commission, which my fathers did, I have done it.

71. "Do not see the terror of the sea.

72. "If you will see the terror of the sea,

"you will see mine myself.

73. "Indeed, I did not do to you that which they did to the messenger of Khamwas.

74. "When they spent 19 years in this land, they died in their places."

75. And he said to his butler:

"Take him, cause that he see their position which they slept in it."

76. And I said to him: "Do not cause that I see it."

77. And I went away to the seashore, to the [place] where the wood was there.

78. And I saw 11 freighters,

which were coming from the sea, which belonged to the Tjeker.

79. [Who were] saying: "Arrest him!"

80. And I began to cry.

81. And the scribe of the ruler came to me.

82. And he said to me: "What is toward you?"

83. And I said to him: "Do you not see the migratory birds

"who did do two occasions of going down to Egypt?

84. "Until what comes am I abandoned here?

85. "Do you not see the ones who come to arrest me again?"

86. And he went away.

87. And he said it to the ruler.

88. And the ruler began to cry because of the matter which they said to him.

89. And he caused that his scribe come to me,

90. he having brought wine to me.

91. And he caused that Tantne be brought to me, a singer of Egypt.

92. And he sent to me, saying: "Eat! Drink!

93. "And you will hear everything which I will say in the morning."

94. When morning came about, he said to the Tjeker:

"I cannot arrest the messenger of Amun in my land.

95. “Allow me that I dispatch him, and you go after him to arrest him.”

96. And the wind drove me to the land of Alashiya.

97. And those of the town came out toward me to kill me.

98. And I pushed myself between them to the [place] which Hatiba,  
the ruler of the town, was in.

99. And I found her when she went out from her house.

100. And I worshipped her.

101. And I said to the people who were around her:

“Is there not one among you who understands speech of Egypt?”

102. And one of them said: “I understand.”

103. And I said to him: “Say to my lady:

“I have been hearing until Thebes, to the [place] which Amun is in,

104. “that: “Falsehood is done in every town, truth is done in Alashiya.”

105. “I am a messenger of Amun.

106. “As for this crew of the ruler of Byblos that it seeks to kill him,

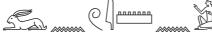
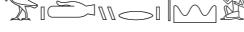
107. “Will its lord not find 10 crews with you, and he kill them?””

108. And she said to me: “Rest yourself.”

## The Misadventures of Wenamun – Glossary

Egyptian	Coptic	Transcription	English
		ȝht	thing
	ωτ	ȝty	back
	ωτπ	ȝtp	to load
	ει	ii	to come
	ειε	ii3	indeed
	ειομ	iiwm	sea
	ε-	iw	(circumstantial converter)
	-HY	iw	to come
	αποούτε	ippty	messenger
	ούτε	iwd	between
	αβοτ	ibd	month
	μμαγ	im	there
	μμοc	im.s	in it (3fs)
	μα-	imm	give, cause (imp.)
	αμογν	imn	Amun
	αμογν-φ	imn-r̥	Amun-Re
	ενε	in	(focalizer)
	εινε	iny	to bring
	ανοκ	ink	I (1cs ind. pron.)
		ir	as for (particle)
	ειρε	iry	to do

	ΕΙΡΕ	<i>irw</i>	to do
	ΗΡΤΤ	<i>irp</i>	wine
		<i>irs (i-r-s3)</i>	Alashiya
		<i>ih</i>	bull
	ΑΥ	<i>ihs</i>	what?
		<i>izwt</i>	crew
		<i>iqr</i>	excellent
	ΕΙΩΤ	<i>it</i>	father
	ΕΙΟΤΕ	<i>itii</i>	fathers
	ΕΙΟΩΡ	<i>itrw</i>	river
	ΕΧΩ	<i>it3ii</i>	thief
	-Ο/-Ω/-ΟΙ	ς	great
	ΕΙΜΕ	ςμς	to understand
	ΟΝ	ςη	again
		ςnh-(w)d3-s(nb)	life, prosperity, health!
	ΩΝΣ	ςnhy	life
	ΛΟΟΛΕ	ςrςr	to manage
	ΔΡΩΟΥΙ	ςrw	scroll
		ςrt (3y-r-tit)	loft, upper room
	ΑΖΕ	ςhς	position
	ωΨ	ςsw	to read, call
	ΟΕΙΚ	ςqw	bread
	ΟΥΩΣ	ςw3hy	to remain

	w <sup>3</sup> s <sup>3</sup>	to push	
	wi <sup>3</sup>	sacred barque	
	OYAI/OY-	w <sup>c</sup>	one
	OYEI/OY-	w <sup>c</sup> t	one
		w <sup>c</sup> rw	to flee
	OYN-	wnw	to be
	OYNAMOYN	wnw-imn	Wenamun
	OYWM	wnm	to eat
	Nε-	wnn <sup>y</sup>	(particle)
		wr	chief
	OYHP	wr	how many?
	OYWA <sup>3</sup>	w <sup>h</sup> 3	commission
	OYWA <sup>3</sup> B	w <sup>sh</sup> b	to answer
	OYWA <sup>3</sup> T	w <sup>sh</sup> dy	to worship
		wdpwy	butler
	OYXAI	w <sup>d</sup> 3y	to be safe
	OYWA <sup>3</sup> E	w <sup>d</sup> wy	to send
	BWK	b3ki	servant
	MPE-	bwpw	(neg. of sdmf.)
	N	bn	not (neg. particle)
	BALP <sup>E</sup>	br (b-p3y-r)	freighter
		bdr (b3-dy-r)	Bader
	Π-	p <sup>3</sup>	the (m.)

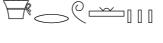
	ΠΔΙ	<i>p̥y</i>	this (m.)
	ΠΩΡ/ΠΕ	<i>pr</i>	house
	ΠΡΡΟ	<i>pr-ꜥ</i>	Pharaoh
	ΠΕΙΡΕ	<i>pri</i>	to go out
	ΠΩΨΡΕ	<i>pti</i>	to look at
	Μ	<i>m</i>	in, with, from
	ΜΠΡ-	<i>m-ir</i>	do not (neg. imp.)
	ΜΜΑΖ-	<i>m-bȝḥ</i>	in the presence of
	ΜΜΗΝΕ	<i>m-mnt</i>	daily
	ΛΕ-	<i>m-r</i>	overseer
		<i>m-r-</i>	also, likewise
	ΝΔΑ	<i>m-sȝ</i>	behind
	ΝΤΕ	<i>m-diw</i>	with
	ΝΤΕΡΕ-	<i>m-dr</i>	since
	ΜΕ	<i>mȝt</i>	truth
	ΜΜΟΝ	<i>mn</i>	there is not
		<i>mntw</i>	they (3cp ind. pron.)
	ΝΤΟΨ	<i>mntf</i>	he (3ms ind. pron.)
	ΝΤΟΚ	<i>mntk</i>	you (2ms ind. pron.)
	ΜΡΩ	<i>mr</i>	harbor
	ΑΜΑΖΕ	<i>mh</i>	to seize
		<i>mky</i>	behold
	ΜΑΚΣ	<i>mkhȝ</i>	back of head

	MOY	<i>mt</i>	to die
	NQ-	<i>mtwf</i>	and he (3ms conj.)
	NTETN-	<i>mtwtn</i>	and y'all (2cp conj.)
	MOYTE/MNT-	<i>mdt</i>	to speak
	MHT	<i>md</i>	ten
	N	<i>n</i>	of
	MEN/NMMA-	<i>n-im</i>	with
	ZOEINE/ZEN-	<i>n-h3ii</i>	some (p. indef. art.)
	NAY	<i>n.w</i>	for them (3cp)
	Naq	<i>n.f</i>	for him
	NEK-	<i>n3ii.k</i>	your (2ms p. def. art.)
	NAI	<i>n3y</i>	these
	NH	<i>niwt</i>	city, Thebes
	NAY	<i>nw</i>	time
	NAY	<i>nw</i>	to see
	NIM	<i>nb</i>	all, every, any
	NHB	<i>nb</i>	lord
	NOQPE	<i>nfr</i>	good
	C	<i>ns</i>	belonging to
		<i>nsy-sw-b3-nb-dd</i>	Smendes
	-NC	<i>nsw</i>	king
		<i>nswii</i>	kings
	NT	<i>nty</i>	who, which

	NOΥΤΕ	<i>ntr</i>	god
	ΕΝΤΗΡ	<i>ntrw</i>	gods
	Ε/ΕΡΟ-	<i>r</i>	toward
	ΕΣΡΑΙ	<i>r-hr</i>	upward
	ΡΗ	<i>r̥</i>	sun
	ΛΟ	<i>rwi3</i>	to get out
	ΡΙΜΕ	<i>rmw</i>	to cry
	ΡΟΜΕ	<i>rmt</i>	man
	ΡΟΜΠΕ	<i>rnpt</i>	year
	-Ψ-	<i>rhy</i>	to know
	ΡΑΨΕ	<i>ršwti</i>	to rejoice
	ΖΑΙ	<i>h3ii</i>	to go down
	ΖΟΟΥ	<i>h3w</i>	day
	ΖΩΒ	<i>h3bw</i>	to send
	ΖΟΕΙΜ	<i>h3nw</i>	wave
	ΖΩΡΕΥ	<i>h3rw</i>	days
	ΖΩΩ-	<i>h̥t</i>	body, -self
	ΖΟΥΕΙΤ	<i>h3ty</i>	first, previous
	ΖΙΟΥΕ	<i>hw3</i>	to strike
	ΖΟΠ	<i>hbt</i>	to celebrate
	ΖΟΨ	<i>h3w</i>	snake
	ΖΜΟΟС	<i>hmsi</i>	to sit, dwell
		<i>hnwt</i>	lady

	ƧI	<i>hr</i>	upon
	ƧIΧΩΩ-	<i>hr-dʒ</i>	on top of
	ƧΕΛΙ	<i>hrii</i>	terror
		<i>hsı</i>	singer (f.)
		<i>htb (hʒ-ti-bʒ)</i>	Hatiba
	ƧΔΤ	<i>hd</i>	silver, "money"
		<i>hdnw</i>	to get angry
	ΚΩ	<i>hʒc</i>	to throw, abandon
	ѰΑΙΡΙ	<i>hʒrw</i>	Syria
		<i>hʒ-m-wʒs</i>	Khamwas
	ѰΑΡΕ	<i>hprw</i>	to come about
	ѰΔ-	<i>hr</i>	(conjunction)
	ѰΕ	<i>ht</i>	wood, tree
	ƧΩΤΒ	<i>hdb</i>	to kill
	ϹΔ-	<i>z</i>	man
	ϹΕ	<i>sw</i>	he, him (3ms pron.)
	ϹΩ	<i>swi</i>	to drink
	ϹΩΠ	<i>zp</i>	occasion
	ϹΠΙΡ	<i>sprw</i>	shore
	ϹΩΠΕ	<i>spt</i>	lip, edge
		<i>sftii</i>	to be merciful
	ϹΜΙΝΕ	<i>smn</i>	to establish
	ϹΑΣΝԵ	<i>shnw</i>	business

	CGAI	<i>z̥hʒw</i>	scribe
	ΨωΨΤ	<i>sšdt</i>	window
		<i>st</i>	place
	ΨΑΕΙΡΕ	<i>sdiw</i>	to lie down, sleep, die
	СОТМ	<i>sdmy</i>	to hear
	ΨΩΨΕΝ	<i>z̥šn</i>	lily
	ΨΑ-	<i>šʒr</i>	until
	ΨΕ	<i>ši</i>	to go
		<i>š̥t</i>	letter
	ΨΩΤ	<i>š̥d</i>	to cut
	ΨΕ	<i>š̥t</i>	hundred
	БΟΕΙΛΕ	<i>qʒiwn</i>	as a visitor of
	ΚΑС	<i>qs</i>	bone
	БΙΝΟΥΗΛ	<i>kpwn</i>	Byblos
	ΚΗΜЕ	<i>kmt</i>	Egypt
	БИШЕ	<i>gʒšw</i>	migratory bird
	БΙΝΕ	<i>gmy</i>	to find
		<i>grg</i>	falsehood
	Τ-	<i>tʒ</i>	the (f.)
	ΤΟ	<i>tʒ</i>	land
	ΤΕΨ-	<i>tʒiif</i>	his (3ms) (f.)
	ΤΕΚ-	<i>tʒii.k</i>	your (2ms) (f.)
	ΤΑΙ	<i>tʒy</i>	this (f.)

		<i>ti-n̄t-n̄iwt</i>	Tantne
	TOOYT	<i>twt</i>	statue
	XI	<i>ȝii</i>	to take
	THY	<i>t̄w</i>	wind
	TOOYE	<i>tbwty</i>	shoes
		<i>tkr</i> ( <i>t̄-k̄-r</i> )	Tjeker
	TAII	<i>d</i>	here
	TOOYE	<i>dʒwt</i>	morning
	TAI	<i>diw</i>	to give
	TAI	<i>dit</i>	to give (inf.)
		<i>dyr</i>	Dor
	TOOYN	<i>dwn</i>	to stretch out
		<i>dpt</i>	boat
	TMEE	<i>dmiī</i>	town
	TYPOC	<i>dʒr</i>	Tyre
	XANNE	<i>d̄nt</i>	Tanis
	THP-	<i>drw</i>	entirety
	TWPE, TOOT-	<i>drt</i>	hand
	XW	<i>dd</i>	to say
		<i>ddh</i>	to arrest