

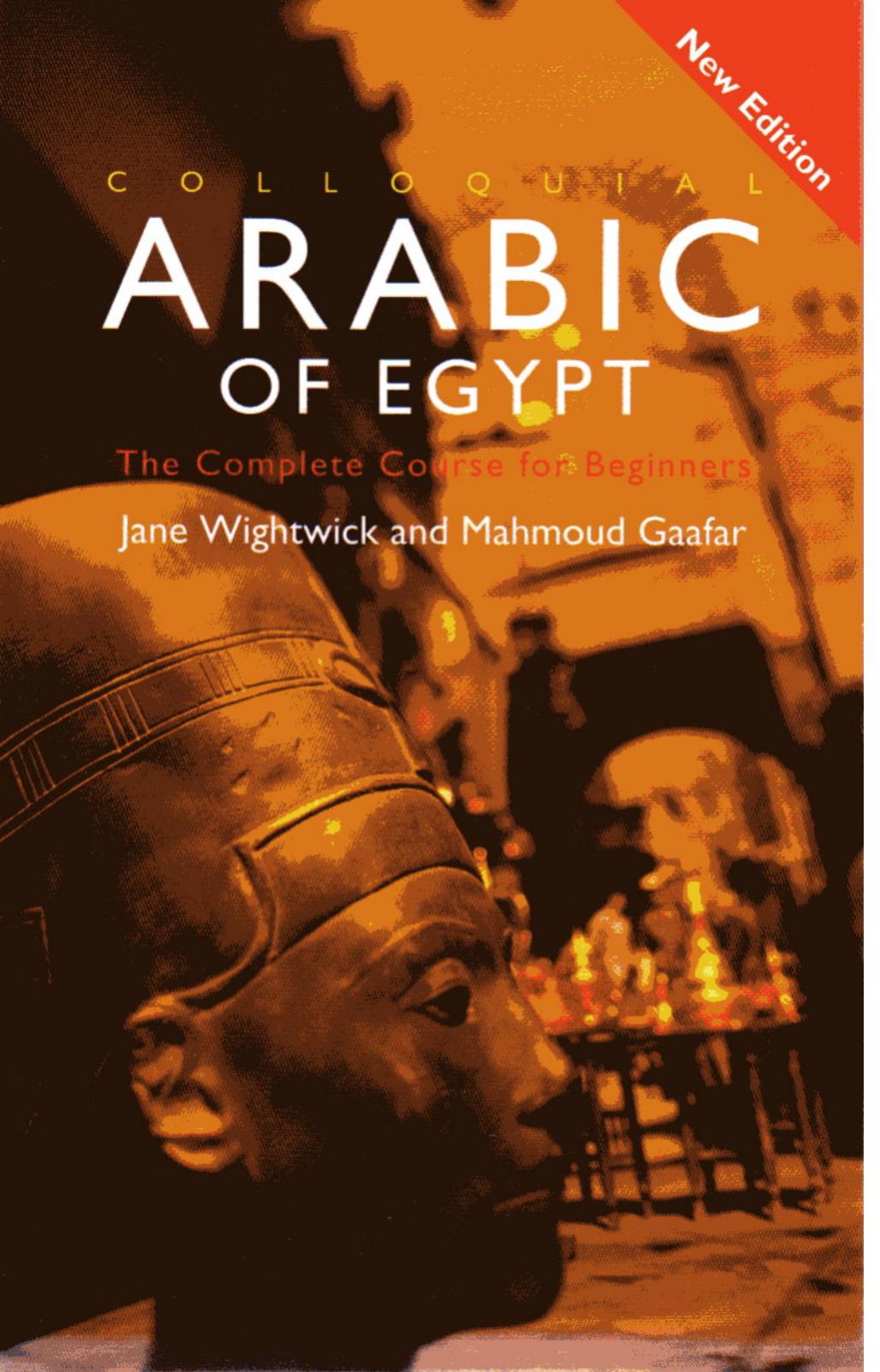
New Edition

COLLOQUIAL

ARABIC OF EGYPT

The Complete Course for Beginners

Jane Wightwick and Mahmoud Gaafar



Colloquial Arabic of Egypt

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 **Routledge**
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Introduction

The Arabic language

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

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

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

The course

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

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

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

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



Arabic sounds and alphabet

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

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

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

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

Arabic sounds



Consonants

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

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

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

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

Vowels and diphthongs

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

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

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

Doubled consonants

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

Arabic alphabet

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

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

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

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

Word stress

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

Abbreviations

<i>sing.</i>	singular	<i>fem.</i>	feminine
<i>pl.</i>	plural	<i>masc.</i>	masculine
<i>lit.</i>	literally		
<i>adj.</i>	adjective		

1 áhlan wa sáhlan!

Hello and welcome!

In this unit you will learn about:

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

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

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



Dialogue 1

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

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

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

Vocabulary

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

Greetings

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

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

Exercise 1

Fill in the missing words in these short exchanges.

- 1 – SabáaH il-khayr.
– _____ in-nuur.
- 2 – áhlan.
– _____ bíki.
- 3 – masáa _____.
– _____ in-nuur.
- 4 – izzáayak?
– _____ lilláah.
- 5 – _____ s-saláama.
– _____ yisallímk.

Dialogue 2

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

IL-MUZÍ9: Dayf ráqam wáahid ... ísmik eh?
 MÓNA: ána ísmi móna. ána min iskindiríyya.
 IL-MUZÍ9: áhlan móna. Dayf itnáyn ... ísmak eh?
 KAMÁAL: ána ísmi kamáal. ána min aswáan.
 IL-MUZÍ9: Dayf taláata?
 SAMÍIRA: w-ána samíira. ána min buur sa9fid.

BROADCASTER: Guest number one ... what's your name?
 MONA: My name's Mona. I'm from Alexandria.
 BROADCASTER: Hello Mona. Guest two ... what's your name?
 KAMAL: My name's Kamal. I'm from Aswan.
 BROADCASTER: Guest three?
 SAMIRA: And I'm Samira. I'm from Port Said.

Vocabulary

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

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

Numbers 1-5

wáahid	one
itnáyn	two
taláata	three
sa9fa	four
sa9fid	five

Egypt and its towns

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

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



Language points

Personal pronouns (singular)

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

ána	I
ínta	you (masc. singular)
ínti	you (fem. singular)
húwwa	he
híyya	she

Simple sentences

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

ána min buur sa9iđ.	I [am] from Port Said.
ána samíra.	I [am] Samira.
gáabir SáaHi?	[Is] Gaber awake?
húwwa min aswáan.	He [is] from Aswan.
ínti min maSr?	[Are] you (fem. singular) from Egypt?

Exercise 2

Give the questions for these answers.

- 1 **ána ísmi móna.**
- 2 **áywa, HáSan SáaHi.**
- 3 **ána ísmi maHámmad.**
- 4 **áywa, ána min lú'Sur.**
- 5 **áywa, ána samíra.**
- 6 **áywa, híyya min iskindiríyya.**

Exercise 3

Match the questions with the correct replies.

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

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

Dialogue 3

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

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

Vocabulary

áhlan	welcome (<i>a fuller version of áhlan</i>)
ústáaz	Madam: <i>the male equivalent is ustáaz ('sir' or 'Mr')</i>
ím	name
HaDrítak (fem. HaDrítik)	<i>a polite formal way of saying 'you/your' often used to address strangers</i>
íngliyza	English (fem.)
itfaDDál (fem. itfaDDálí)	come this way; here you are/please (take this, etc.)
tabúyza	table

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

Exercise 4

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

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

Language points

Nationalities

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

<i>Masculine</i>	<i>Feminine</i>	<i>Nationality</i>
ingilízí	ingilizíyya	English
máSri	maSríyya	Egyptian
amriikáani	amriikaaniyya	American
iskutlándi	iskutlandíyya	Scottish
ostoráali	ostoralíyya	Australian

ána ingilizíyya. I'm English (*fem.*).

húwwa máSri. He's Egyptian.

ínta amriikáani? Are you American (*masc.*)?

híyya ostoralíyya. She's Australian.

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

Exercise 5

Make these sentences feminine, as in the example.

ána ingilízí. → **ána ingilizíyya.**

- | | |
|----------------------------|--------------------------|
| 1 ána amriikáani. | 4 ínta ingilízí? |
| 2 húwwa máSri. | 5 ána ostoralí. |
| 3 húwwa iskutlándi. | 6 húwwa ostoralí? |

Exercise 6

Match the shirts with the correct Arabic numbers.

taláata

itnáyn

khámsa

arbá9a

wáaHid



Exercise 7



enhetl side A

Listen to Rita Stanley describing herself:

Áilan. ána ísmi Rita Stanley. ána ingilizíyya. ána min Liverpool.

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

Arabic script



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

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

Arabic letters

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

ب

the letter **baa**, pronounced 'b' as in 'bat'

ت

the letter **taa**, pronounced 't' as in 'tin'

ث

the letter **thaa**, formally 'th' as in 'thin', but usually pronounced 't' or 's' in spoken Egyptian Arabic

Other letters have their own unique shape. For example:

ا

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

Joining letters

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

(read from right to left)

ب = ا + ب

ت + ب = تب

ث + ب = بث

ب + ث + ت = بثت

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

(read from right to left)

ا + ب = اب

ت + ا + ب = تاب

ا + ب + ث = ابث

ب + ت + ا = بتا

2 9ílti

My family



In this unit you will learn about:

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

Dialogue 1



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

- | | |
|------------------|---|
| UMM(I) SAMÍRA: | yaa Hásan! ta9áala! úkhtak fir-rádyo! |
| HÁSAN: | úkhti? |
| UMM(I) SAMÍRA: | bi-súr9a. 'uul l-abúuk ta9áala! |
| HÁSAN: | bába! bába! ta9áala ísma9 bíntak fir-rádyo! |
| ÁBU SAMÍRA: | bínti? haat ir-rádyo hína yaa Hásan yábni. |
| UMM(I) SAMÍRA: | la'. fHna hína! ta9áala ínta lir-rádyo! |
| SAMIRA'S MOTHER: | <i>Hassan! Come here! Your sister's on the radio!</i> |
| HASSAN: | <i>My sister?</i> |
| SAMIRA'S MOTHER: | <i>Quickly. Tell your father to come here!</i> |
| HASSAN: | <i>Dad! Dad! Come and listen to your daughter on the radio!</i> |
| SAMIRA'S FATHER: | <i>My daughter? Bring the radio here, Hassan, my son.</i> |
| SAMIRA'S MOTHER: | <i>No. We're here! You come to the radio!</i> |

Vocabulary

ta9áala! (fem. ta9áali)	come here!
rádyo	radio. fir-rádyo = on the radio (lit. 'in the radio')
bi-súr9a	quickly
'uul li ... (fem. 'uulí li ...)	tell ... (lit. 'say to ...'). 'uul l-abúuk = tell your father
ísmá9! (fem. ísmá9i)	listen!
haat! (fem. háati)	bring!
hína	here

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

Members of the family

mother	مُهَمَّة
father	دُهَمَّة
sister	مُهَمَّة
brother	دُهَمَّة
daughter	مُهَمَّة
son	دُهَمَّة
husband	دُهَمَّة
wife	دُهَمَّة

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

ابن samira 'father [of] Samira', or 'Samira's father'
 اخوك 'your brother'

Language points

Personal pronouns (plural)

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

نهما	we
أنتُمْ	you (plural)
همما	they

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

Possession

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

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

ísm	name
ísmi	my name
ísmak	your (masc.) name
ísmik	your (fem.) name

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

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

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

Exercise 1

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

ána ísmi samiíra. [she] → **híyya ism(á)haa samiíra.**

íbnak SáaHi? [your (pl.) son] → **íbn(ú)ku SáaHi?**

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

Exercise 2

Fill in the missing words in these short exchanges:

1 - ísmak _____?

- ána _____ Hásan.

2 - _____ eh?

- ána _____ samíira.

3 - bántik _____ eh?

- bánti _____ móna.

4 - abúki _____ eh?

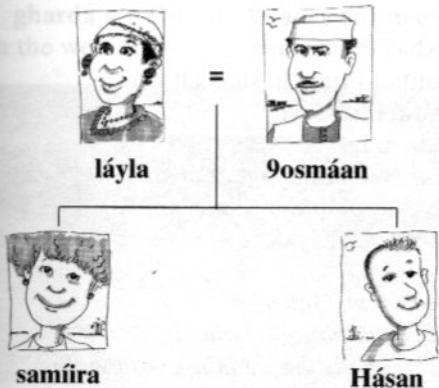
- _____ kamáal.

5 - miráatak _____ _____?

- _____ láyla.

Exercise 3

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

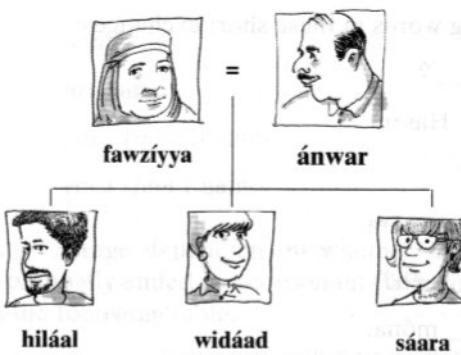


ána ísmi samíira w-ána min buur sa9fid.

ákhúya ísmuh Hásan w-úmmi ism(á)haa láyla.

hába ... abúya ... ísmuh 9osmáan.

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



ána ísmi widáad ...

Exercise 4

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

Dialogue 2

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

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

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

Vocabulary

مَنْ	who?
هَذِهِ (هُذَا) (fem.)	this/that
خَاتِي (fem.)	my fiancée; the masculine equivalent would be khaTib
مَمِّنْ	when?
شَدِيدٌ	wedding
بِإِنْ شَاءَ اللَّهُ	If Gods wills/God willing. Phrase universally used when talking about future events.
فِي الصَّيْفِ	the summer. fiS-Sayf = in the summer
خَالِدٌ	maternal uncle (mother's brother). <i>Paternal uncle is 9ámm. Aunt equivalents are kháala and 9ámma.</i>
مُنْتَهِيٌّ	connected with, belonging to
أَوْسَطِيَا	Australia
حَيْثُ	where?
فُوْتُوْرِي	photo/picture

The Red Sea

The Egyptian Red Sea coast is a popular holiday destination for both Egyptians and international tourists – famous for its marine life, long sandy beaches and year-round sunshine. Since the early 1990s, there has been a huge explosion in the number and size of resorts on the Red Sea. Amongst the most well-known are **sharm as-saykh** (Sharm el-sheikh) and **dáhab** (Dahab) on the Sinai peninsula; **ghardá'a** (Hurgharda) and **il-9ayn is-sukhna** (Ein Gedi) on the west coast.



Language points

Gender of nouns

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

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

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

il (the)

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

bint	(a) girl
il-bint	the girl

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

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

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

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

This assimilation happens with words beginning with these letters:

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

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

Exercise 5

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

1 **ab** → **masculine il-ab**

2 **ism**

3 **riqam**

4 **khaTiba**

5 **Sayf**

6 **umm**

7 **tarabáya**

8 **Dayf**

da/di/duul

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

î Súura.	This/That [is a] picture.
îa kháali.	This/That [is] my uncle.
îi umm(i) gáabir.	This/That [is] Gaber's mother.
îi khaTibti widaad.	This/That [is] my fiancée Widaad.
îiin di?	Who [is] this/that?
îiin duul?	Who [are] these/those?

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

- | | |
|--------------------|-------------------|
| iS-Súura di | this/that picture |
| il-fáraH da | this/that wedding |

Possessive endings on feminine nouns

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

Súura picture → **Suurítna** our picture

khaTíiba fiancée → **khaTíbti** my fiancée

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

bitáa9

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

kháali bitáa9 ostorályá my uncle connected with Australia

iS-Súura bitáa9it láyla the picture belonging to Leila

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

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

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

iS-Súura bitaa9íthaa the picture belonging to her; i.e. her picture

Forming questions

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

hiwwa min buur sa9fid. He's from Port Said.

hiwwa min buur sa9fid? Is he from Port Said?

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

miin da?/da miin? Who's that?

fayn iS-Súura di?/iS-Súura di fayn? Where's this picture [taken]?

Exercise 6

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

1. **da ibni áHmed.** → **miin da?**

2. **á binti sáara.**

3. **iS-Súura di fi maSr.**

4. **il-rádyo bitáa9 úmmi.**

5. **il-fáraH fiS-Sayf.**

6. **kháTibti fi dáhab.**

Exercise 7



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

Arabic script

Here are two more letters of the Arabic alphabet:

ن

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

ي

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

Joining letters

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

(read from right to left)

ن + ب = نب

ي + ث = يث

ب + ن + ت = بنت

ا + ن + ا = انا

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

(read from right to left)

ب + ن = بن

ا + ي = اي

ث + ا + ن = ثان

ب + ن + ت + ي = بنتي

Vowels

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

bint (girl/daughter) = بنت (b/n/t)

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

ab (father) = أب (alif/b)

ibn (son) = ابن (alif/b/n)

Exercise 8

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

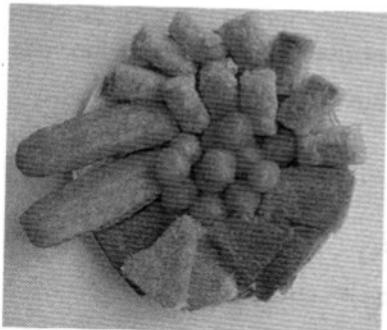
1 inta	a بنتي
2 yaa	b اثنين
3 hanti	c أنا
4 ibni	d ابني
5 aina	e أنت
6 itmáyn	f يا

3 tíshrab shay?

Would you like tea?

In this unit you will learn about:

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



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

Dialogue 1

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

- GÁABIR: tíshrab shay yábni?
 HASSAN: la' shukrán yaa Tant. líssa sháarib.
 GÁABIR: tákul Tába' bilfíla?
 HASSAN: bilfíla? ána amúut fil-bilfíla!
 GÁABIR: Táyyib, u'9úd yábni!
- GÁBER'S MOTHER: Would you like tea, dear?
 HASSAN: No, thank you, auntie. I've just had some.
 GÁBER'S MOTHER: Would you like to eat a bowl of porridge?
 HASSAN: Porridge? I adore porridge!
 GÁBER'S MOTHER: Then sit down, dear!

Vocabulary

shay	tea
shukrán	thank you
Tába'	plate/bowl/dish
líssa	sweet porridge, <i>a morning dish made with milk and grain</i>
Táyyib	OK, well: <i>a common expression sometimes shortened to just Tab</i>
u'9úd	sit down!

Offering food and drink

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

shíbb ...? (fem. tihíbbi ...?)

Would you like ...?

tíshrab ...? (fem. tishrábi ...?)

Would you like (to drink) ...?

tákul ...? (fem. tákli ...?)

Would you like (to eat) ...?

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

Yes, please.

ána amúut fi ...

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

la', shukrán.

No, thank you.

líssa sháarib (fem. shárba).

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

líssa wáakil (fem. wákla).

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

Exercise 1

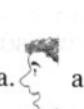
Unscramble these sentences and questions, as in the example:

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

Exercise 2

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

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

 **tíshrab shay?** áywa, ána amúut fil-bilfila.  a

 **tíshrabi áhwa?** la' shúkran. lissa wákla.  b

 **tákli Tába' bilfila?** áhwa? la' shúkran. lissa shárba.  c

 **tíshrabi shay?** la' shúkran yaa Tant. lissa sháarib.  d

 **tíshrab áhwa?** shay? áywa, min fáDlak.  e

 **tákul Tába' bilfila?** shay? áywa, min fáDlak.  f

Dialogue 2

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

- IG-GARSÓN: tishrábi eh HaDrítik? 9aSír? kóhla? kárkaday?
 RITA STANLEY: máyya min fáDlak. Tába' il-yohm eh?
 IG-GARSÓN: Tába' il-yohm kabáab wi kófta, wi 9andína wára' 9ínab, sabáanikh, omlíft. HaDrítik tiHíbbi máSri?
 RITA STANLEY: áywa. háatli k-kabáab wi sálaTa.
 IG-GARSÓN: wáaHid kabáab wi sálaTa!

- WAITER: *What would you like to drink? Juice? Cola? hibiscus tea?*
 RITA STANLEY: *Water, please. What's the dish of the day?*
 WAITER: *The dish of the day is kebab and kofta, and we have stuffed vine leaves, spinach, omelette. Would you like Egyptian (food)?*
 RITA STANLEY: *Yes. Bring me a kebab and salad.*
 WAITER: *One kebab and salad!*

Vocabulary

- tishráb eh?** What would you like to drink?
 (fem. **tishrábi eh?**)
- Tába' il-yohm** dish of the day
- 9andína** we have
- háatli ...** bring me ...
 (fem. **haatili**)

Food and drink

- | | |
|-----------------|--------------|
| máyya | water |
| 9aSír | juice |
| kóhla | cola |
| bíira | beer |
| nibíit | wine |
| kárkaday | hibiscus tea |

شَفَّافَةٌ	tea
شَفَّافَةٌ	coffee; áhwa is also used to mean a traditional coffee shop
لَبَّان	milk
كَبَاب	kebab
بَرْيَةٌ ٩ِنَابَ	(stuffed) vine leaves
لَبَّان	minced meat (served as part of kebab or as meat balls)
فَافَل	fava beans (usually baked in a sauce)
فَالَّفَافِيَّة	falafel; also known as faláafil outside the capital Cairo
عَمَلَةٌ	omelette
سَبَانِيْكَه	spinach
بَرْيَةٌ	okra, ladies' fingers
سَلَاد	salad
سَانِدَوْنِيْش	sandwich
رَيْسَه	rice
بَرَادَه	bread

Language points

To have

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

9ándi	I have (lit. 'with me')
9ándak	you (masc.) have
9ándik	you (fem.) have
9ándu	he has
9ándáhaa	she has
9ándína	we have
9ándúku	you (pl.) have
9ándúhum	they have

Construct phrases

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

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

ábu wídáad father of Widaad/Widaad's father

sandawítsh Ta9míyya (a) falafel sandwich ('sandwich [of] falafel')

Tába' bilfíla (a) bowl of porridge

9aSír liimúun (a) lemon juice ('juice [of] lemon')

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

sálaTit sabáanikh spinach salad

Súurit bínti my daughter's picture

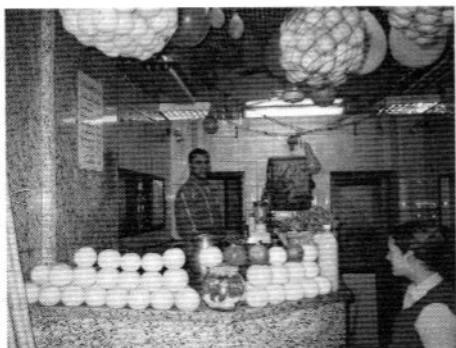
If the construct phrase is definite (i.e. the bowl of porridge), then the article **il-** is added only to the second word:

Tába' il-bilfíla the bowl of porridge

Tába' il-yohm the dish of the day

sálaTit is-sabáanikh the spinach salad

ráqam it-tarabáyza the number of the table



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

Exercise 3

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

Taba'	plate/bowl/dish
sundawítsh	sandwich
izáaza	bottle
kubbáaya	glass

1 máyya → izáazit máyya (bottle of water)

2 ruzz

3 kóhla

4 shay

5 Ta9míyya

6 bámya

7 fuul

8 9aSfir liimúun

Exercise 4

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

Water Lemon juice Cola Spinach Okra Kebab Rice Salad

Widaad

Gaber

Exercise 5

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

Dialogue 3

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

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

BROADCASTER: *What's your name, Madam?*

WOMAN 1: *My name's Zeinab Sarhan.*

BROADCASTER: *And what do you do?*

WOMAN 1: *I'm a teacher – a chemistry teacher.*

BROADCASTER: *And what's your name, Sir?*

MAN 1: *I'm Doctor Ahmed Munir.*

BROADCASTER: *And do you work here in Egypt?*

MAN 1: *No, not here. I'm a doctor in France.*

BROADCASTER: *And you, Miss?*

WOMAN 2: *My name's Samya Nur and I'm a flight attendant with Egypt Air.*



Vocabulary

bi-tishtághal eh? What do you do? (*lit.* 'you work what?')

(*lit.* bi-tishtághali eh?)

kímya Chemistry

mísh hína not here

Fransá France

misá 'Miss': a common way of addressing younger, unmarried women

maSr liT-Tayaráan Egypt Air

Occupations



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

Masculine	Feminine	
mudárris	mudarrísá	teacher
duktúur	duktúura	doctor
muDüif	muDüifa	flight attendant
muHáasib	muHásba	accountant
muhándis	muhandísá	engineer
mumássil	mumassíla	actor
muHáami	muHaamáya	lawyer
Táalib	Taalíba	student

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

Exercise 6

Make these sentences feminine, as in the example.

1. **ána duktúur fi aswáan.** → **ána duktúura fi aswáan.**

2. **ána muhándis fi amríika.**

3. **ána muDüif fi maSr liT-Tayaráan.**

4. **ána mudárris kímya.**

5. **ána mumássil yaa ustáaz?**

6. **ána Táalib fi iskindiríyya.**

7. **ána Táalib hína?**

Language points

Negative phrases with mish

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

hína

here

mish hína

not here

SáaHi

awake

mish SáaHi

not awake

ána duktúur.

I'm a doctor.

ána mish duktúur.

I'm not a doctor.

húwwa máSri.

He's Egyptian.

húwwa mish máSri.

He's not Egyptian.

di úmmi.

That's my mother.

di mish úmmi.

That's not my mother.

Exercise 7

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

Say the sentences out loud to help practise speaking.

ínta ingilíizi (ínti ingilizíyya)? →

la', ána mish ingilíizi (ingilizíyya)!

1 ínta iskulhlándi (ínti iskulhlándíyya)?

2 ínta (ínti) min Glasgow?

3 di bíntak (bíntik)?

4 da íbnak (íbnik)?

5 ísmak (ísmik) Stanley?

6 ínta mumássil (ínti mumassíla)?

Plurals

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

External plurals

There are two external plural endings:

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 8

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

húwwa muhándis. → **húmma mohandisiin.**

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

Exercise 9



Now *you* are going to be interviewed.

- Prepare information about your name, nationality, where you come from and your job. (If your job is not included in this unit, try to find out what it is or choose one of the jobs listed as an alternative.)
- Practise answering the interviewer's questions on the recording. Keep repeating the interview until you are replying fluently in the pauses allowed.

Arabic script

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

ح

the letter **Haa**, pronounced as a breathy 'h'.

Imagine you are breathing on a pair of glasses to clean them.

ج

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

خ

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

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

ح + ب = حب

ت + ح + ب = تحب

ت + ا + ج = تاج

ن + ي + ح = نيج

ب + خ + ت = بخت

Exercise 10

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

1 أب

2 بنت

3 أخ

4 أخت

5 ابن

Pronunciation

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

Hásan

Hassan

íHna

we

íráH

wedding

khaal

uncle

khámsa

five

sabáanikh

spinach

4 fíihaa takíif?

Does it have air conditioning?

In this lesson you will learn about:

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



Dialogue 1

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

in-ZIBÚUN	aló? in-niil lis-siyáaHa? maHámmad mawgúud?
WIDÁAD	la', mish mawgúud, yaa fándim. má9aak widáad.
in-ZIBÚUN	áhlan widáad. fiih kabíina bayn lú'sur w-aswáan?
WIDÁAD	áywa, fiih kabíina 'lux'... kibíira.
in-ZIBÚUN	fiíhaa kaam sirír?
WIDÁAD	síriiráyn foh' ba9d wi tilifizyóhn ganb il-baab.
in-ZIBÚUN	wi fiíhaa kaam shibbáak?
WIDÁAD	shibbáak wáahid. bayn is-sirír wit-tarabáyza.
CUSTOMER	<i>Hello? Nile Tourism? Is Mohammed there?</i>
WIDAAD	<i>No, he's not available, sir. Widaad speaking.</i>
CUSTOMER	<i>Hello Widaad. Is there a cabin between Luxor and Aswan?</i>
WIDAAD	<i>Yes, there's a luxury cabin ... a big one.</i>
CUSTOMER	<i>How many beds does it have?</i>
WIDAAD	<i>Two bunk beds and a television next to the door.</i>
CUSTOMER	<i>And how many windows?</i>
WIDAAD	<i>One window, between the bed and the table.</i>

Vocabulary

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

Language points

fiih/fiihää

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

- | | |
|-------------------------------|---|
| fiih kabüina? | Is there a cabin (available)? |
| fiih mushkila. | There's a problem. |
| fiihää kaam shibbääak? | How many windows has it got?
[i.e. has the cabin got?] |

Describing position

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

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

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

- | | |
|---------------------------------|-------------------------------|
| il-baab gánbak. | The door is next to you. |
| ish-shibbääak 'uddáamna. | The window is in front of us. |

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

- | | |
|----------------------------|---|
| síriiráyn foh' ba9d | two beds above each other
(i.e. bunk beds) |
|----------------------------|---|

Exercise 1

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

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

2 **ganb** (siriür/baab)

3 **'uddáam** (ána/shibbáak)

4 **gála** (tilifizyóhn/tarabáyza)

5 **bayn** (sirfír/tarabáyza + baab)

6 **wára** (rádyo/tilifizyóhn)

Exercise 2

Put this conversation in the right order:

a **ána** hánii silfím.

c aló, bank il-wáran.

e la', mish mawgúud.

b Tíyyib yaa ustáaz
síim. uul li, min
fáDlak...

d SabáaH il-khayr.
áHmed yúusef
mawgúud?

f aah... wi miin
HaDrítak?

Exercise 3

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

1 **it-tilifizyóhn ganb il-baab.** → **it-tilifizyóhn gánbuH.**

2 **ána 'uddáam it-tarabáyza.**

3 **is-sirfír taHt ish-shibbáak.**

4 **múura wára áhmad wi nibfíl.**

5 **kaam sirfír fi k-kabína?**

6 **widáad mawgúuda fi l-máktab?**

Dialogue 2

Hassan is admiring his friend Gaber's new car.

- | | |
|------------|--|
| HÁSAN | il-9arabíyya gidíida? mabrúuk 9aláyk! |
| GÁABIR | alláh yabáarak fiik. |
| HÁSAN | fiíhaa takíif? |
| GÁABIR | la', ma fiiháash. bass(i) fiíhaa 'CD'. |
| HÁSAN | 'CD'? fayn? |
| GÁABIR | ahó, taHt ir-rádyo. |
| HÁSAN | ik-kúrsi murfiH. da gild, yaa gáabir? |
| GÁABIR | la', ma fiish fi l-modáyl da gild. |
| HÁSAN | ummáal? |
| GÁABIR | ik-kibíira, il-alfáyn 'cc' fiíhaa gild wi fiíhaa takíif. |
| HÁSAN | Tab yálla bíina! |
|
HASSAN | <i>Is the car new? Congratulations!</i> |
| GABER | <i>Thank you.</i> |
| HASSAN | <i>Does it have air conditioning?</i> |
| GABER | <i>No, it doesn't. But it has a CD.</i> |
| HASSAN | <i>A CD? Where?</i> |
| GABER | <i>There, underneath the radio.</i> |
| HASSAN | <i>The seat's comfortable. Is it leather, Gaabir?</i> |
| GABER | <i>No, there isn't any leather in this model.</i> |
| HASSAN | <i>What then?</i> |
| GABER | <i>The big one, the 2000cc has leather and has air conditioning.</i> |
| HASSAN | <i>OK, let's go!</i> |

Vocabulary

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

Language points

Adjectives

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

gidiid	new	‘adíim	old
kibür	big	Sugháyyar	small
‘uráyyib	near	bi9iid	far
muriid	comfortable		
mawgúud	available		

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

is-sirfir gidiid. The bed is new (*masc.*).

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

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

il-9arabíyya il-gidiida the new car

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

is-sirfir mish gidiid. The bed is not new.

widaad mish mawgúuda. Widaad is not available.

ma fiish/ma fiiháash

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

ma fiish mushkila. There's no problem.

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

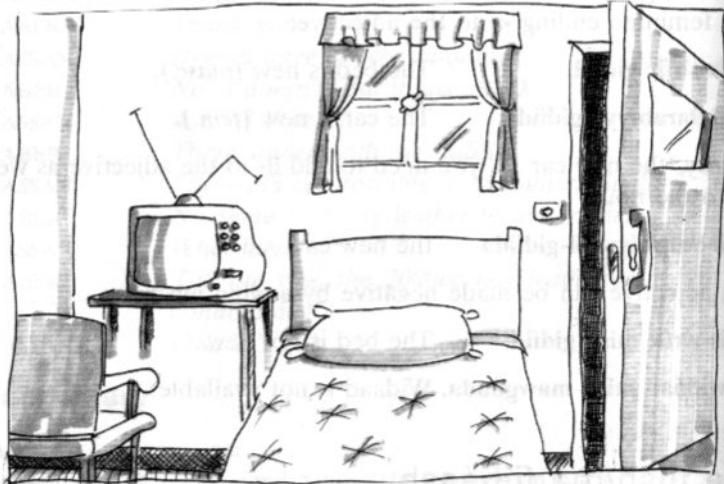
ma fiish fi l-modáyl da gild. There isn't any leather in this model.

Exercise 4

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

tilifizyóhn tarabáyza sirír shibbáak kúrsi rádyo baab

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



Accommodation in Egypt

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

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

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

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

Rooms of the house

baab Thakh	kitchen
baatimáam	bathroom
ohDt in-nóhm	bedroom
ohDt is-súfra	dining room
ohDt il-o9áad	living room
baalá	sitting room
hájá	hall
baalikóhna	balcony



Exercise 5

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

- 1 ohDt in-nóhm Sughayyára.
- 2 fíihaa shibbáak kibíir.
- 3 ma fíiháash balakóhna.
- 4 fíih bortráy foh' is-sirfír.
- 5 ik-kúrsi mish murfíH.
- 6 fíih takíif fi ohDt in-nóhm.

Exercise 6

Now make these sentences negative as in the example:

- 1 **fiih sirfír taHt ish-shibbáak.** → **ma fiish sirfír taHt ish-shibbáak.**
- 2 fíihaa takíif.
- 3 il-9arabíyya gidíida.
- 4 fíih kúrsi ganb il-baab.
- 5 il kúrsi murfíH.
- 6 fíih CD taHt ir-rádyo.
- 7 mahámmad mawgúud.
- 8 fíihaa shibbáak?
- 9 fíih mushkíla.
- 10 is-sirfír kibíir.

Arabic script

The following pair of Arabic letters have a distinctive shape:

س

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

ش

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

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

ش + ب = شب

ش + ا + ب = شاب

ن + ا + س = ناس

خ + س = خس

ح + س + ن = حسن

Another useful letter is:

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

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

ا + ل + خ = الخ

ا + ل + ب + ن = البن

ش + ا + ل = شال

Exercise 7

Match these Arabic words you have met with the transcription.

Can you remember what they all mean?

a innayn

1 جنب

b bayn

2 لبن

c għad

3 بس

d ikk

4 بين

e hax

5 حال

f liban

6 اثنين

g iħaal

7 أخت

h skħt

8 أخ

5 eh kamáan?

Anything else?

In this lesson you will learn about:

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

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

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



Dialogue 1

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

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

Vocabulary

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

Language points

Need and want

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

(ána) 9áawiz	I (<i>masc.</i>) want
(ána) 9áwza	I (<i>fem.</i>) want
(íHna) 9awziin	we want
(húwwa) 9áawiz	he wants, etc.

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

(ána) miHtáag	I (<i>masc.</i>) need
(ána) miHtáaga	I (<i>fem.</i>) need
(íHna) miHtaagiin	we need, etc.

Exercise 1

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

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

Exercise 2

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

1 widáad  → **widáad miHtáaga gallabíyya.**

2 gáabir  5 ábu Hásan 

3 umm(i) gáabir  6 umm(i) wi ábu gáabir 

4 gáabir wi Hásan 

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

Numbers 1-12

áhmad	zahid	one
ámm	zahid	two
(tálat)	zahid	three
(árba9)	zahid	four
(khámas)	zahid	five
(sitt)	zahid	six
(sába9)	zahid	seven
(táman)	zahid	eight
(tisa9)	zahid	nine
(yáshar)	zahid	ten
gáshar	zahid	eleven
máshar	zahid	twelve

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

árba9 'umSáan

four shirts

tálat galaalíib

three galabeyyas

táman mudarrisíin

eight teachers

Dialogue 2

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

- IS-SAYYÍDA: iddiíni 9ílbit gíbna rúumi wi rub9(a) kíilu zatúun.
- IL-BAYYÁA9: HáaDir yaa madáam. wi-HaDrítik miHtáaga 9aysh?
- IS-SAYYÍDA: háatli itnáashar raghíif báladi, min fáDlak.
- IL-BAYYÁA9: eh kamáan?
- IS-SAYYÍDA: 9awzíñ Tubáá' wára' wi shúwak biláastik.
- IL-BAYYÁA9: máashi.
- IS-SAYYÍDA: bikáam it-tuffáaH?
- IL-BAYYÁA9: it-tuffáaH bi-9áshara gináyh.
- IS-SAYYÍDA: 9áshara? leh? da bi-tamánya fi kull(i) Hitta.

- WOMAN: *Give me a packet of hard cheese and a quarter of a kilo of olives.*
- SHOPKEEPER: *At your service, madam. And do you need bread?*
- WOMAN: *Bring me twelve baladi (countryside) loaves, please.*
- SHOPKEEPER: *Anything else?*
- WOMAN: *We want paper plates and plastic forks.*
- SHOPKEEPER: *OK.*
- WOMAN: *How much are the apples?*
- SHOPKEEPER: *The apples are ten (Egyptian) pounds.*
- WOMAN: *Ten? Why? They're eight everywhere else.*

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



Vocabulary

give me *gibni* = give me cheese (lit. give me a packet of cheese)

(pl. 9'lab) packet/box/tin: **9'libt gibna** = packet of cheese. The feminine **-a** ending changes to **-it** in this construct phrase (see Unit 3).

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

at your service, a phrase frequently used by shop-keepers and other service providers

(pl. **raghifa**) loaf

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

(pl. **Tubáa'**) plate

paper

fork

plastic

OK/fine, a common and very useful word

how much?

apples

[Egyptian] pound; often shortened to LE

why?

(pl. **Hitta**) everywhere (lit. 'in all places')

Language points

Materials

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

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

More about plurals

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

Internal plurals

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

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

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

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

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

Collective nouns

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

zatiún	olives
taffáaH	apples

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

zatiúna	an olive
taffáaHa	an apple

Numbers and plurals

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

ħámas 'umSáan	five shirts
seħħaq galáalib	seven galabeyyas
ħidhašhar 'amħiġiS	eleven shirts (lit. 'shirt')
ħidhašhar ragħiif	twelve loaves (lit. 'loaf')

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

ragħiif	a loaf
ragħiifáy়	two loaves
saħħka	a fork
saħħktáy়	two forks

Exercise 3

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

1 Tába' → Tubáa' (plate, dish)

2 9ílba

3 mudárris

4 shóhka

5 'amfiS

6 gallabíyya

7 raghfif

8 tarabáyza

9 tuffáaHa

10 tilifóhn

Exercise 4

Ask for the following items, following the example:

1 'amfiS (4) → iddiini arbá9 'umSáan, min fáDlak.

2 raghfif (8)

3 shóhka biláastik (12)

4 Tába' (6)

5 9ílba (4)

6 galabíyya (3)

7 Tába' wára' (11)

8 'amfiS (2)

Exercise 5

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

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

Exercise 6

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

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

Colours

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

Dialogue 3

Gaber is selecting a new galabeyya in the shop.

- GÁABIR: masáa il-khayr. 9áawiz galabíyya Harfími Sáyfi.
 IL-BAYYÁA9A: ma'ás eh?
 GÁABIR: wásáT. záyyik ínti kída.
 IL-BAYYÁA9A: il-alwáan 9andína áSfar liimúuni w-ázra' fáatiH
 wi banafsígi.
 GÁABIR: Hílwa il-banafsígi. bi-káam di law samáHti?
 IL-BAYYÁA9A: di bi-míyya wi 9áshara, w-iz-zár'a w-iS-Sáfra
 bi-khámsa wi tis9fin.
- GABER: *Good afternoon. I want a ladies summer galabeyya.*
 SHOPKEEPER: *What size?*
 GABER: *Medium. Like you.*
 SHOPKEEPER: *The colours we have are lemon yellow, light blue and purple.*
 GABER: *The purple's nice. How much is that, please?*
 SHOPKEEPER: *That one is 110 [pounds], and the blue one and the yellow one are 95.*

Vocabulary

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

Language point

Numbers 13–100



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

talatáashar	thirteen
arba9atáashar	fourteen
khamaṣtáashar	fifteen
sittáashar	sixteen
sabá9táashar	seventeen
tamanítáashar	eighteen
tis9atáashar	nineteen

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

9ishrúin	twenty
talatiin	thirty
arba9fiin	forty
khamsiin	fifty
sittiin	sixty
sab9fiin	seventy
tamanifiin	eighty
tis9fiin	ninety
miyya	hundred

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

wiāHid wi 9ishrúin	twenty-one (lit. ‘one and twenty’)
arba9a wi talatiin	thirty-four
tis9a wi sab9fiin	seventy-nine
arba9a wi tamanifiin	eighty-seven
miyya wi 9áshara	one hundred and ten
miyya khámsa wi árba9fiin	one hundred and forty-five

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

simáashar lohn	sixteen colours
khámsa wi 9rba9fiin bint	forty-five girls

Exercise 7

Say the Arabic for these figures:

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

Expressing price

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

bikáam di?

How much is that?

di bi-míyya wi 9áshara.

That's 110 [pounds].

More about adjectives

Most colours have a different feminine form (see list on page 10) which should be used when referring to a feminine noun. Note that the first time the shopkeeper mentions colours, she uses the masculine form as she is describing the *colour* (*lóhn/alwáan*), which is a masculine noun:

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

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

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

**... iz-zár'a w-iS-Sáfra
bi-khámsa wi tis9íin.**

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

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

Sáyfi	summer(y)
shítwi	winter(y)
Harími	ladies
búnni	brown
banafsígi	purple
lamúuni	lemon(y)

Exercise 8

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

65

- bikáam il-'amüS?

- bi-khámsa wi sittín.



50



6 1/4kg



42



8 1/2kg



115

7



660



21

20

20

Exercise 9

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

- kibfir. il-alwáan 9andúkum eh?
- Hílw il-ákhDar. bi-káam da law samáHti?
- SabáaH il-khayr. 9áawiz 'amfíS shítwi.
- da bi-khámsa wi tamaniin.
- 9andína ábyaD w-ákhDar gháami' wi búnni.
- ma'ás eh?

Pronunciation

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

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

Exercise 10

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

Arabic script

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

ص the letter **Saad**, emphatic 's'

ض the letter **Daad**, emphatic 'd'

ط the letter **Taa**, emphatic 't'

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

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

ن + ص = نص

ظ + ل = ظل

ح + ص + ب = حصب

ي + ط + ي + ح = يطحي

Exercise 11

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

a. TánTa (Tanta)

سيوة 2

أسيوط 1

b. aswáan (Aswan)

الأقصر 3

الجيزة 4

c. asyúuT (Asyut)

طنطا 6

d. siúwa (Siwa)

أسوان 5

e. luxor (Luxor)

f. gíza (Giza)

6 shákluh eh?

What does he look like?

In this unit you will learn about:

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

Dialogue 1



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

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

IBRAHÍM: shákluh eh 'Mister Laurence' da?

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

IBRAHÍM: máashi yaa madáam widáad.

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

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

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

IBRAHIM: *OK, Madam Widaad.*

Vocabulary

تَهَبَّ	heading up to/going to
مَطَافِيرَةٌ	to the four corners; people below
غَدِيرَةٌ	tomorrow
بِعْدَ	for/because of
مَلَوْنِينَ	coloured; <i>when describing eye-colour this means 'not brown' (in contrast to most Egyptian eyes!)</i>
مَلَوْنِي	wearing/wears
مَدَارَةٌ	(pair of) glasses; <i>when the plural ending áat is added the preceding vowel is pronounced short (see page 43)</i>
(pl. مَدَارَاتٌ)	
إِسْتَانِنَةٌ	wait!
مَدَارَةٌ	steps/stairs
(pl. مَارَاكِبٌ)	boat

Describing appearance

طَوِيلٌ	tall/long
كَوْكَرٌ	short
كَبِيرٌ	fat
كَوْسِيرٌ	thin
كَبِيرٌ	old
كَوْسِيرٌ	youth
كَبِيرٌ	bald
كَبِيرَانَبٌ	with a moustache
كَبِيرَنَبٌ	with a beard

Parts of the body

فَرْسَنَةٌ	hair
نَسَكْحَرٌ	nose
مَاهِنَةٌ	mouth
(pl. 9aynáyn)	eye
(pl. 9idáyn)	hand
(pl. rigláyn)	leg/foot
(pl. widáan)	ear
(pl. Sawáabi9)	finger

Language points

Asking about appearance

The most common question used for asking about appearance is:

shákluh eh? What does he look like?
(lit. 'his shape what?')

**shákluh eh 'Mister
Laurence' da?** What does this Mr Laurence look
like?

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

shakláhaa eh? What does she look like?
(lit. 'her shape what?')

sháklak eh? What do you (masc.) look like?

-áyn ending

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

9aynáyn	eyes
9aynáyh	his eyes
iidáyn	hands
iidáyk	your (masc.) hands

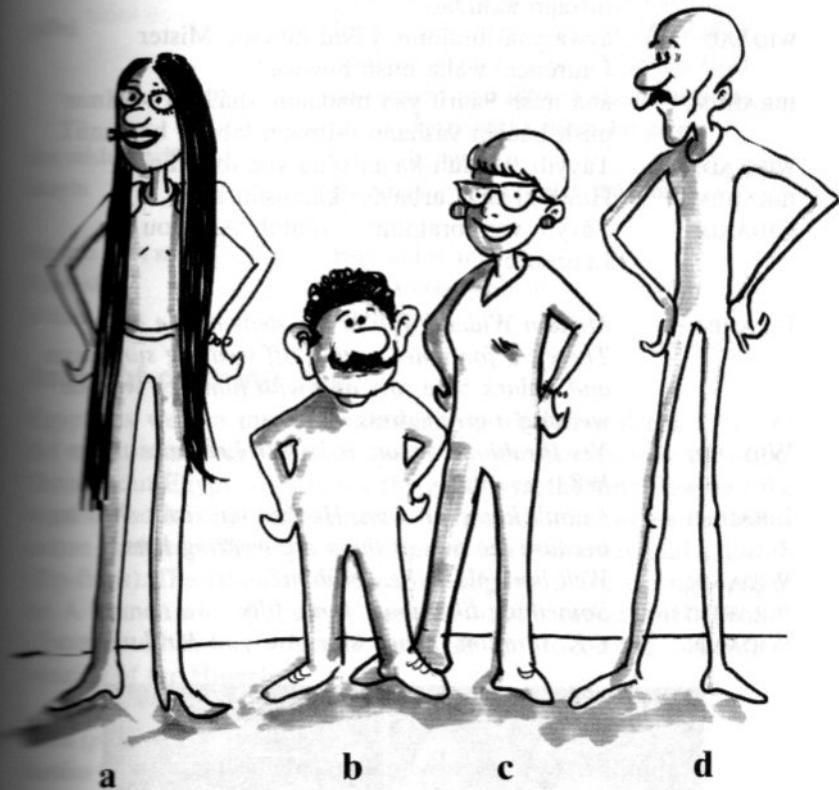
Exercise 1

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

- | | |
|----------------------------------|------------------|
| 1 shá9r (húwwa) → shá9ruh | 5 iidáyn (íHna) |
| 2 shá9r (ána) | 6 widáan (híyya) |
| 3 bo' (ínti) | 7 shánab (húwwa) |
| 4 9aynáyn (húwwa) | 8 rigláyn (ínta) |

Exercise 2  5 Augoleid

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



Dialogue 2

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

- IBRAHÍIM: yaa madáam widáad, ána 9and(i) síllim il-márkib. fiih khawáaga náazil láabis naDDáarit shams wi bádla zár'a kóHli, wi ma9áah wáHda sitt(i) lábsa fustáan ákhDar.
- WIDÁAD: áywa yaa ibrahíim, yá9ni húwwa 'Mister Laurence' wálla mish húwwa?
- IBRAHÍIM: ána mish 9áarif yaa madáam. shá9ruh l-áHmar mish báayin 9áshaan il-itnáyn labsiin baraañiIT. Táyyib, 9ánduh kaam sána yaa ibrahíim?
- WIDÁAD: Hawáali zayy arba9fin khamsiin kída.
- WIDÁAD: Táyyib yaa ibrahíim ... is'áluh 'Are you Mr Laurence?'
- IBRAHIM: *Madam Widaad, I'm at the steps of the boat. There's a foreigner getting off wearing sunglasses and a dark blue suit, and with him is a woman wearing a green dress.*
- WIDAAD: *Yes Ibrahim, I mean, is he Mr Laurence or isn't he?*
- IBRAHIM: *I don't know Madam. His red hair isn't showing because the two of them are wearing hats.*
- WIDAAD: *Well how old is he, Ibrahim?*
- IBRAHIM: *Something like about forty, fifty.*
- WIDAAD: *OK, Ibrahim ... ask him 'Are you Mr Laurence?'*



Vocabulary

shawiaga	foreigner; a term commonly used to refer to <i>Westerners</i>
zayd	getting down/getting off
zawia	wearing
zárírit shams	sunglasses (lit. 'glasses [of] sun')
záríti kóHli	dark blue; kóHli means 'the colour of kóHli ', the traditional blue eye-makeup.
zayt	I mean/so/well; perhaps one of the most common words in spoken Egyptian. Used universally as a filler in much the same way as the English equivalents given.
mish 9áarif	I don't know
báayin	showing/obvious; mish báayin = not showing
kam sáána?	How old is he?
hawáali	approximately/about
zálíkh	ask him

Items of clothing

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

zálíkh (pl. bídal)	suit
zawiaan (pl. fasatiin)	dress
zarááy Ta (pl. baraaniÍT)	hat
Talóhn (pl. banTalohnáat)	trousers
ziluza (pl. biluzáat)	blouse
zálíS (pl. 'umSáan)	shirt
zunilla (pl. gunilláat)	skirt
zuríab (pl. shurabáat)	(pair of) socks
zunna (pl. gízam)	(pair of) shoes
zálóh (pl. balááTí)	coat
zDáara (pl. naDDaráat)	(pair of) glasses

Language points

Expressing age

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

9ánduh arba9iin sána. He's forty years old.
(lit. 'he has forty year')

9andáhaa itnáashar sána. She's twelve years old.

9ánduh kaam sána? How old is he/it?

9ándak kaam sána? How old are you?

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

9ándi khamsiin sána. I'm fifty years old.

9ándak itnáashar sána. You're twelve years old.

9ánduh 9áshar sinuín. He's ten years old.

9andáhaa sít(i) sinuín. She's six years old.

Active participles

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

náazil	getting down/getting off
Táali9	heading up to/going to
láabis	wearing
9áarif	knowing
wáakil	eating
sháarib	drinking

Although derived from verbs, these participles act like adjectives in that the feminine adds **-a** and the plural adds **-iin**. Notice that these endings affect the pronunciation of the preceding vowels, the **aa** in **náazil** becoming **áazil** and the **ii** in **sinuín** becoming **íin**.

becoming short and the **i** dropping out altogether:

<i>Masculine</i>	<i>Feminine</i>	<i>Plural</i>
náazil	názla	nazlín
Táali9	Tál9a	Tal9ín
láabis	lábsa	labsín
9áarif	9árfra	9arfín
wáakil	wákla	waklín
sháarib	shárba	sharbín

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

híwwa láabis bádla. He's wearing a suit.
(lit. 'he wearing suit')

híyya lábsa fustáan. She's wearing a dress.

il-itnáyn labsín baraaníT. The two (of them) are wearing hats.

fiñ khawáaga náazil. There's a foreigner getting off.

ínta Táali9 il-miína búkra. You're going to the port tomorrow.

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

híwwa mish láabis bádla. He's not wearing a suit.

hímma mish nazlín hína. They're not getting off here.

ína mish 9áarif. I don't know.
(lit. 'I'm not knowing')

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

(ína) líssa wáakil. I've just eaten.

(ína) líssa sharbín. We've just had a drink.

Exercise 3

Change these sentences following the example:

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

Exercise 4

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

- 1  **(húwwa) → húwwa láabis 'amüS.**

- 2  **(híyya)** 6  **(ínti)**

- 3  **(húmma)** 7  **(húwwa)**

- 4  **(ínti)** 8  **(íntu)**

- 5  **(ána masc.)** 9  **(íHna)**

Exercise 5

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

Exercise 6

Read this paragraph where Ibrahim describes himself:

áma Tawíl wi rufáyya9 wi 9ándi khámsa wi 9ishrín sána. shá9ri swid wi 'uSáyyar wi 9aynáyya búnni. ána láabis bádla kóHli wi 'amíS ákhDar wi... áah w-ána bi-shánab.

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

Arabic script

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

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

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

ذ + ب = ذب

ش + د = شد

ن + ا + د + ي = نادي

ب + د + ل = بدل

ل + ذ + ي + ذ = لذيد

Exercise 7

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

1 داني

2 دافيد

3 دونالد

4 دوروثي

5 دايزى

6 ديريك

7 kída áHsan

That's better

In this unit you will learn about:

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

Dialogue 1

Gáber is telling Hassan about his honeymoon.

- GÁBER: íHna rayHín faránsa fi shahr il-9ásal.
HASSAN: yá9ni mish rayHín il-maksiik?
GÁBER: la', lagháyna l-maksiik la'annáhaa bi9ída, áb9ad min faránsa bi-kitíir. ána ma b-aHíbbish iT-Tayaráan iT-Tawíil.
HASSAN: wála ána. faránsa 'urayyíba ... á'rab min il-maksiik. kída áHsan fi9lan.
GÁBER: wi kamáan il-akl fi faránsa lazíiz.
HASSAN: 9ándak Ha'. il-akl il-laziiz muhímm gíddan.
GÁBER: áhamm(i) Háaga fi shahr il-9ásal!

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

Vocabulary

ráayiH (<i>fem.</i> ráyHa)	going (to)
<i>pl.</i> rayHín)	
shahr il-9ásal	honeymoon
il-maksiik*	Mexico
lagháyna	we cancelled
la'ánn	because
bi9íd	a long way/far
ma b-aHíbbish	I don't like
Tayaráan	flying/flight
wála ána	me neither/nor I
'uráyyib	near
fi9lan	actually/really
akl	food
laziiz	delicious
9ándak Ha'	you're right
muhímm	important
gíddan	very
Háaga (<i>pl.</i> Haagáat)	thing

*Note that countries are usually feminine.

Language points

Generalization

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

ma b-aHíbbish I don't like long flights.

iT-Tayaráan iT-Tawíl.

il-akl fi faránsa laziiz. Food in France is delicious.

la'ánn + *personal ending*

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

lagháyna l-maksiik

We cancelled Mexico

la'annáhaa bi9ída.

because it's a long way.

mina ray Hín faránsa
 minánn il-akl laziíz.

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

mina mish 9áwwiz shay
 minánni líssa sháarib.

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

Comparison

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

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

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

ááfyyá9 (thin); root letters = **r / f / 9**

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

ááháar (bigger)

ááfá9 (thinner)

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

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

áázzáz (more delicious)

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

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

ááwwí (nice/sweet)

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

<i>Adjective</i>	<i>Comparative</i>
kibūr (big)	ákbar (bigger)
gamūl (beautiful)	ágmal (more beautiful)
Sugháyyar (small)	ásghar (smaller)
'uráyyib (near)	á'rab (nearer)
bi9iid (far)	áb9ad (further)
'adúim (old)	á'dam (older)
'uSáyyar (short)	á'Sar (shorter)
Tawíl (tall/long)	áTwal (taller/longer)
rufáyya9 (thin)	árfa9 (thinner)
tikhiün (fat)	átkhan (fatter)
Hílw (nice/sweet)	áHla (nicer/sweeter)
lazíiz (delicious)	alázz (more delicious)
muhímm (important)	ahámm (more important)
gidüd (new)	ágdad (newer)

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

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

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

ána áTwal mínak. I'm taller than you.

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

híyya árfa9 míni. She's thinner than me.

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

faránsa á'rab min il-maksük bi-kitür. France is much nearer than Mexico.

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

áhamm(i) Háaga the most important thing

ákbar kabüna the biggest cabin

il-áhamm the most important

il-ákbar the biggest

Exercise 1

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

→ rufavyá9a, árfa9

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Exercise 2

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

— Tawîl. → ána áTwall mínak

úkhtí Hílwa. → úkhti áHla míñ úkhtat-

az a rufávva9.

200 Kibür.

Tawfiq

MÚJICAS MÚHIMM

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M. Lazzari

— 55 —

grana.

Exercise 3

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

- 1 **lagháyna l-maksiik. híyya bi9íida.**
→ **lagháyna l-maksiik la'annáhaa bi9íida.**
- 2 fíHna rayHíin faránsa fi shahr il-9ásal. híyya 'urayyfba.
- 3 faránsa áHsan. il-akl lazfíiz.
- 4 mish rayHíin il-maksiik. ána ma b-aHíbbish iT-Tayaráan iT-Tawíil.
- 5 lagháyna k-kabiína. híyya Sughayyára.
- 6 húwwa mish 9áwwiz bilfíila. húwwa líssa wáakil.

Dialogue 2



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

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

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



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

Vocabulary

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

Language points

Plural patterns

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

<i>Singular</i>	<i>Plural with -áat</i>
takhfiid (discount)	takhfiidáat
'otobiis (bus)	otobiisáat
Tayyáara (plane)	Tayyaráat
banTalóhn (trousers)	banTalohnáat

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

Pattern 1: aC¹C²áaC³

Singular	Plural
sər (price)	as9áar
Tifl (child)	aTfáal

Pattern 2: C¹iC²áC³

Singular	Plural
gízma (shoe/pair of shoes)	gízam
bádla (suit)	bídal
9íla (box/tin)	9ílab

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

Means of transport

The suffix **-áa** (‘by the’) is used with means of transport. Remember that **-áa** can be assimilated by the sound of the following letter (see **Assimilation**).

9ífaTr	by train
9ímbús	by bus
9ílayyáara	by plane
9ítaxi	by taxi

Exercise 4

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

1 iskindiríyya



→ bikáam tazkárit iskindiríyya bil-'aTr?

2 ig-giiza



6 iz-zamáalik



3 aswáan



7 il-ú'Sur



4 is-sways



8 il-maksíik



5 faránsa



9 sharm ish-shaykh

**Exercise 5**

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

*Destination:**Means of transport:**Number of tickets:**Number of adults:**Number of children:**Discounts for children?:*

Exercise 6



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

Animals



(pl. kiláab)	dog	(pl. cat)	cat
(pl. óTaT)	horse	(pl. HiSína)	horse
(pl. Himír)	donkey	(pl. firáan)	mouse
(pl. bá'ar)	cow	(pl. baTT)	duck
(pl. khírfáan)	sheep	(pl. aráanib)	rabbit

Dialogue 3



Father and Hassan do not agree about household pets!

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

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

il-'óTaT di maalháash fáyda.

izzáay? di mufíida 'áwi. bi-tímsik il-firáan wi niDíifa zayy il-full.

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

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

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

Those cats, they're useless.

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

Mice? Dogs catch thieves, not mice!

Vocabulary

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

Agreeing and disagreeing

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

Exercise 7

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

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

■ il-kalb wi s-sabáanikh?

■ il-óTTa wi k-kalb?

■ il-Humáar wi t-tuffáaH?

■ il-bá'ara wi z-zatúun?

■ il-bámya wi l-óTTa?

■ il-báTTa wi l-árnab?

■ il-bá'ara wi s-sabáanikh?

■ il-óTTa wi l-lában?

Exercise 8

Make these sentences negative, as in the example.

■ ana b-aHíbb il-bámya. → ana ma b-aHíbbish il-bámya.

■ ana b-aHíbb iz-zatúun.

■ ana muwáafi'.

■ hindak Ha' yaa ibrahíim

■ aywa, 9ándik Ha' yaa widáad

■ ana b-aHíbb il-fuul bil-lamúun.

Exercise 9

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

■ ana b-aHíbb il-HiSína.

■ ana b-aHíbb il-óTaT.

■ ana ma b-aHíbbish iz-zatúun.

■ il-Himíir mufíida.

■ il-fíráan maalháash fáyda.

■ il-akl fi faránsa alázz min il-akl fi ingiltára.

Arabic script

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

ر

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

ز

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

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

ráayiH (going to) = راٍيٍح

gídíd (new) = جِدِيد

ruzz (rice) = رُز

árnab (rabbit) = أَرْنَب

zayy (like/similar to) = زَيِّ

Exercise 10

Match the Arabic names to the script.

a Widaad

جابر

b Dina

وداد

c Zidane

رشدي

d Rushdi

زيتب

e Gaber

زيدان

f Zeinab

دينا

8 Review

muráaga9a

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

Exercise 1

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

1 Ahmed



→ áHmad min maSr. húwwa máSri.

2 Pierre



5 Ronny



3 María



6 Jack



4 Holly



Exercise 2

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



ána kháalid wi di 9ifti. ana 9ándi ukht(i) Sughayárra ismáhaa _____ . híyya _____ khámas sinfin. wi 9ándi akh ísmuh _____ wi húwwa _____ táman _____ . abúyaa _____ walíid wi 9ánduh shánab kibíir. úmmi _____ móna wi híyya áHsan umm!

Exercise 3

Make these sentences negative, as in the example:

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

Exercise 4



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

- 1 taküif
- 2 tarabáya
- 3 tilifizyóhn
- 4 sínur kibúir
- 5 mídyo
- 6 kúrsi murfiíH
- 7 kombyúutir bil-internet

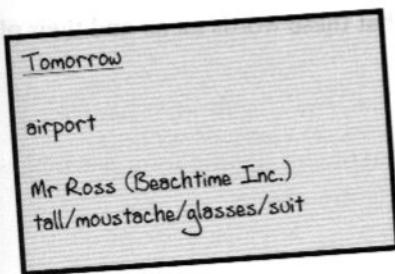
Exercise 5

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

Ílháa taküif.

Exercise 6

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



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

Ílkra ínta ráayiH ...

Exercise 7



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

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

Exercise 8

Say these numbers in Arabic

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

Exercise 9

Can you remember what these words mean and their plurals?

- 1 'amiiS
- 2 tilifizyóhn
- 3 Tába'
- 4 lohn
- 5 shóhka
- 6 bádla
- 7 rigl
- 8 naDDáara
- 9 takhfíiD
- 10 raghíif

Exercise 10

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

íma ísmi nádyá hiláal w-ána min iz-zamáalik fi maSr. 9ándi

úkhti(i) wi akh. úkhti, sámya, **Tawíla** (Tawfil) 'áwi, _____

(Tawfil) míni bi-kitíir. bass ána _____ (kibíir) mínhaa fi s-

ákhi ísmuh Táari' wi 9ánduh khamastáashar sána. húwwa

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

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

zamáalik – wi ummína mumassíla 9ála t-tilifizyóhn.

9 Hayáati

My life

In this unit you will learn about:

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

Days of the week



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

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

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

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

Dialogue 1

Nadim is discussing the week ahead with Ibrahim.

- DAAD: yaa ibrahíim, ísma9 ... búkra il-khamíis w-ínta Táali9 il-maTáar 9asháan místir nadíim min far9 9amáan.
- RAHÍM: is-sáa9a kaam iT-Tayáara?
- DAAD: is-sáa9a khámsa S-SubH.
- RAHÍM: yaa sáatir! bádri 'áwi!
- DAAD: ma9lésh yaa ibrahíim, yohm ig-gúm9a agáaza. bass ínta mashgúl min is-sabt 9asháan il-fawg il-yabáani.
- RAHÍM: rayHín fáyn?
- DAAD: is-sabt rayHín il-ahráam bádri Hawáali is-sáa9a sítta wi nuSS ... wi ba9d iD-Duhr kúlluh fil-mátHaf il-máSri. il-Had 9andúhum Hagz fi máT9am filfila is-sáa9a wáHda illa rub9 wi rayHín khaan il-khalíli ba9d il-gháda.
- RAHÍM: khaan il-khalíli? záHma wil-murúur wíHish 'áwi hináak!
- DAAD: Ibrahim, listen ... tomorrow is Thursday and you're going to the airport for Mr Nadim from the Amman branch.
- RAHIM: What time is the flight?
- DAAD: Five o'clock in the morning.
- RAHIM: My Goodness! [That's] very early!
- DAAD: Never mind Ibrahim, Friday's a holiday. But you're busy from Saturday because of the Japanese group.
- RAHIM: Where are they going?
- DAAD: On Saturday they're going to the pyramids early, about half past six ... and all afternoon at the Egyptian Museum. Sunday they have a reservation in Filfila restaurant at quarter to one and they're going to Khan el-Khalili after lunch.
- RAHIM: Khan el-khalili? It's crowded and the traffic is really terrible there!

Vocabulary

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

Language points

Telling the time

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

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

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

■-Tayáara is-sáa9a khámsa	The flight is [at] five o'clock [in] the morning.
■-SubH. rayHín il-ahráam.	[On] Saturday they're going to the pyramids.
■-Tádúhum Hagz fi	They have a reservation in
■-T9am filfila is-sáa9a	Filfila restaurant [at] quarter
■-Hda illa rub9.	to one.

nouns of place

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

■-T9am (restaurant, *place of eating*) root = **T / 9 / m**

■-Haf (museum, *place of precious things*) root = **t / H / f**

Other common nouns of place are:

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

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

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

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

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

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

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

The plural pattern for most nouns of place is **maC¹áaC²iC³**, e.g.

máTHaf → **matáaHif** (museums)

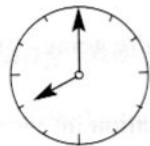
madrásá → **madáaris** (schools)

Exercise 1

is-sáa9a kaam?

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

1



2



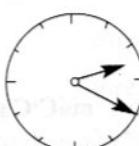
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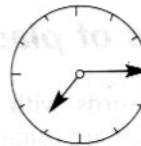
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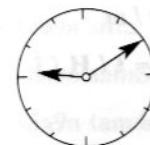
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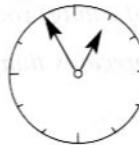
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7



8



is-sáa9a tamánya.

Exercise 2

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

- 1 madrásá
- 2 maTbakh
- 3 maT9am
- 4 maTHaf
- 5 másgid
- 6 máktab
- 7 maghsála

Exercise 3

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

- 1 Monday/pyramids/6:00 → (yohm) il-itnáyñ rayHün il-ahráam is-sáa9a síttá.
- 2 Tuesday/Egyptian Museum/10:00
- 3 Wednesday/Filfila Restaurant/1:30
- 4 Thursday/Alexandria/7.15
- 5 Friday/Mohammed Ali mosque/4.30
- 6 Saturday/Khan el-khalili/5:00
- 7 Sunday/airport/8.45



Dialogue 2

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

ána muDíifa fi maSr liT-Tayaráan wi-sákna fi maSr il-gidíida.

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

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

it-taláat agáaza wi b-arúuh in-náadi ba9d iD-Duhr Hawáali is-sáa9a khámsa bá19ab basketball má9a aSHáabi wi má9a náadya bint(i) 9ámmi.

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

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

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

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

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

On Friday I stay at home and eat and sleep!

Vocabulary

سكنى (f) (fem. سكنا; pl. سكنى)	live (in); tends to be used for a specific town, neighbourhood, etc. If referring to a country or region then ٩ايش (f)
	(fem. ٩ايشا; pl. ٩ايشىن) is usually used: انا ٩ايش fi maSr. (I live in Egypt)
الهلوبية (f) (fem. زاب)	the area of Cairo known as 'Heliopolis' in English but 'new Egypt' in Arabic.
النور (f)	light
الضبط (f)	exactly
المرة (f)	once
المرتين (f)	twice
النادي (pl. النادى)	club
الحباب (f) (fem. ساحب; pl. اصحاب)	friend
العمي (f) (fem. ٩اممى)	my cousin; lit. 'daughter of my (paternal) uncle'. There is no single word for 'cousin'. You need to express the relationship in terms of the son/daughter of maternal/paternal aunt or uncle, giving you eight different relationships! (See Unit 2 for family members.)

Language points

Verbs: introduction

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

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

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

Verbs: present/future

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

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

	<i>Prefix/suffix</i>	yíl9ab (<i>stem = l9ab</i>)
ána (I)	a-	ál9ab
ínta (you, <i>masc.</i>)	ti-	tíl9ab
ínti (you, <i>fem.</i>)	ti-/i	til9ábi
húwwa (he)	yi-	yíl9ab
híyya (she)	ti-	tíl9ab
íHna (we)	ni-	níl9ab
íntu (you, <i>pl.</i>)	ti-/u	til9ábu
húmmá (they)	yi-/u	yíl9ábu

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

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

There is no infinitive (equivalent of the English 'to play'), so the **ma** ('he') part of the verb is used: **yí9ab**, **yúkhrug**, etc.

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

yíSHa	to wake up
yúkhrug	to leave/go out
yíruH	to go
yí9ab	to play
yí9ud	to stay/remain
yí9akul*	to eat
yí9áam	to sleep
yí9al	to arrive
yí9áafir	to travel (to)

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

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

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

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

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

b-í9ab we play **Ha-ní9ab** we will play

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

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

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

b-sí9a sítta wi rub9.

b-khamiüs wil-Had Thursday and Sunday we travel to
b-sí9a aswáan. Aswan.

b-gum9a Ha-yíruuh On Friday he's going to the club

b-sáadi má9a aSHáabuh. with his friends.

However, you will sometimes hear the subject pronoun used for

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

húwwa bi-yíl9ab basketball *He plays basketball*
bass ána b-ál9ab tennis. *but I play tennis.*

búkra híyya Ha-tú'9ud *Tomorrow she will stay at*
fil-bayt. *home.*

Exercise 4

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

- 1 **b-ákhrug is-sáa9a sítta. (húwwa) → bi-yúkhrug is-sáa9a sítta.**
- 2 **b-áSHa is-sáa9a khámsa wi nuSS. (húwwa)**
- 3 **bi-tíwSal il-maTáar is-sáa9a sáb9a biZ-ZabT. (ána)**
- 4 **bi-yirúuH in-náadi má9a aSHáabuh. (íHna)**
- 5 **Ha-túkhrug bádri búkra. (húmma)**
- 6 **b-áakul Háaga khaffíifa. (ínta)**
- 7 **H-arúuH il-máthHaf is-sáa9a itnáyn. (híyya)**
- 8 **bi-tíl9ab basketball? (íntu)**

Exercise 5

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

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

Exercise 6

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

**is-sáa9a tamánya H-ákhrug
 min il-bayt wi ...**

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

Dialogue 3

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

- MUZI9: móna, ínti bi-tidrísi eh?
 MONA: ána b-ádris fi 9ulúum iskandaríyya takháSSuS kímya.
 MUZI9: w-ínta yaa kamáal bi-tidris eh?
 KAMAL: ána fi má9had il-fanáadi', wi b-atmárran fi sh-sheraton.
 MUZI9: 9aZíim. w-ínti yaa samfíra?
 SAMIRA: ána 9áysha fi buur sa9fid wi b-aHáDDar majistáyr lugháat sharqíyya fi gám9it il-qanáah.
 MUZI9: mashaa'alláah yaa samfíra ... musta9idfin lil-as'ila yaa shabáab?
 TALÁATA: musta9idfin!

ROADCASTER: *Mona, what are you studying?*

MONA: *I'm studying in the faculty of sciences at Alexandria, speciality chemistry.*

ROADCASTER: *And you, Kamal, what are you studying?*

KAMAL: *I'm in the Hotel Institute, and I train at the Sheraton.*

ROADCASTER: *Great. And you Samira?*

SAMIRA: *I live in Port Said and I'm preparing a masters in Eastern Languages at the University of the Canal.*

ROADCASTER: *My goodness Samira ... Ready for the questions you guys?*

ALL THREE: *Ready!*

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

Vocabulary

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

Language points

Summary of plurals

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

1 External plural -iin (only used for people)

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

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

2 External plural -áat

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

otobiis (bus) → *pl.* **otobiisáat**

agáaza (holiday) → *pl.* **agazáat**

riHla (journey) → *pl.* **riHláat**

3 Internal plural C¹uC²áaC³

Tába' (plate) → *pl.* **Tubáá'**

Tawíl (tall) → *pl.* **Tuwáal**

4 Internal plural aC¹C²áaC³

sí9r (price) → *pl.* **as9áar**

SáaHib (friend) → *pl.* **aSHáab**

lohn (colour) → *pl.* **alwáan**

fawg (group) → *pl.* **afwáag**

5 Internal plural C¹iC²áaC³

kalb (dog) → *pl.* **kiláab**

6 Internal plural C¹uC²úuC³**far9** (branch) → *pl. furúu9***7 Internal plural C¹íC²aC³****bádla** (suit) → *pl. bídal***gázma** (shoe) → *pl. gízam***9ílba** (packet/box/tin) → *pl. 9ílab***8 Internal plural maC¹áaC²iC³ or C¹awáaC²iC³****má9had** (institute) → *pl. ma9áahid***máthaf** (museum) → *pl. matáahif***madrásá** (school) → *pl. madáaris***náadi** (club) → *pl. nawáadi***Sobáa9** (finger) → *pl. Sawáabi9***9 Other internal plurals****su'áal** (question) → *pl. as'ila***shóhka** (fork) → *pl. shúwak***raghíif** (loaf) → *pl. raghífa***HuSáan** (horse) → *pl. HiSína***fustáan** (dress) → *pl. fasatiín***'amíiS** (shirt) → *pl. 'umSáan*

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

Exercise 7

Can you remember the meanings and plurals of these words in **Unit 9**?

1 **miktab**

2 **mat9am**

3 **masjid**

4 **aqiaya**

5 **naadi**

6 **SaaHib**

7 **saal**

8 **uigha**

Exercise 8

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

Get up 7.00AM

Drink tea

Leave house

Arrive at university.....

Sandwich break

Go home

Go to club with friends

Exercise 9

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

Pronunciation

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

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

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

9áshara (ten)

arbá9a (four)

9ándi (I have)

bi9iid (far)

9ayn (eye)

muzú9 (broadcaster)

rub9 (quarter)

shá9r (hair)

Arabic script

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

م

miim, pronounced 'm' as in 'milk'

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

مáSri (Egyptian)

záHma (crowded)

اسْم ism (name)

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

مسجد **másgid** (mosque)

مطعم **máT9am** (restaurant)

مدرسة **madrása** (school)

مغسلة **maghsála** (laundry)

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

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

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

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

joined to the letter *after*: ...ع

joined on both sides: ...غ...

joined to the letter *before*: غ...

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

عشرة **9áshara** (ten)

أربعة **arbá9a** (four)

لغة **lúhga** (language)

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

غداء **gháda** (lunch)

10 b-aHíbb Sayd is-sámak

I like fishing

In this unit you will learn about:

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

Dialogue 1

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



IL-MUZÍÍ9:

móna, ínti
hiwayáatik eh?

MÓNA:

ána b-aHíbb ál9ab iskwáash. ána káabtin
ik-kulfiya. wi kamáan b-aHíbb il-muusíiqá
riwaayáat nagiib maHfúuZ.

IL-MUZÍÍ9:

w-ínta yaa kamáal? hiwayáatak eh?

KAMÁAL:

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

IL-MUZÍÍ9:

haa! haa! w-ínti yaa samíira?

SAMÍIRA:

lil-ásaf dilwá'ti ma 9andfish wa't l-hiwáayti - ~~Saw~~
is-sámak má9a bába wi Hásan akhúyaa. ~~kull~~
yohm ig-gúm9a húmma bi-yiTlá9u iS-Sayd ~~w-á~~
b-á'9ud azáakir.

IL-MUZÍÍ9:

ma9lésh yaa samíira. bá9d il-maajistáyr ~~múm~~
tiSTáadi sámak il-baHr(i) kúlluh!

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

Vocabulary

hiwayáat (pl. hiwayáat)	hobby
kwáash	squash
fír	captain (of a sports team)
fíra' (pl. fíra')	team
kuliiyáat (pl. kuliiyáat)	college
riwaayaat	music
riwaayaat (pl. riwaayaat)	novel
gháwyá (fem. gháwyá)	football/soccer (lit. 'ball')
gháwyá (fem. gháwyá)	keen on
gháwyá (fem. gháwyá)	every/all; kull(i) yohm = every day; kúlluh = all of it/them
gháwyá (fem. gháwyá)	computer
gháwyá (fem. gháwyá)	before (+ verb; lit. 'before what');
gháwyá (fem. gháwyá)	after + verb = ba9d(i) ma
gháwyá (fem. gháwyá)	to say good morning to; to greet in the morning
gháwyá (fem. gháwyá)	unfortunately
gháwyá (fem. gháwyá)	now
gháwyá (fem. gháwyá)	time
gháwyá (fem. gháwyá)	fishing (lit. 'hunting fish')
gháwyá (fem. gháwyá)	to study
gháwyá (fem. gháwyá)	to fish/to hunt
gháwyá (fem. gháwyá)	sea

Naguib Mahfouz

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

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

Language points

Generalization

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

b-aHíbb il-muusíqa. I like music.

b-aHíbb ál9ab ik-kúra. I like playing football.

ma b-aHíbbish ir-riwaayáat. I don't like novels.

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

ma b-aHíbbish Sayd is-sámak. I don't like fishing.

b-aHíbb riwaayáat nagíb maHfúuZ. I like the novels of Naguib Mahfouz.

bi-yiHíbb + verb

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

► aHíbb ál9ab is-skwáash.

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

► yiHíbb yi'9úd 'udáam
► kombyúutir.

He likes sitting in front
of the computer.
(lit. 'He likes he sits...')

Modifying words

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

azim (have to/must)

azim a'9úd saa9táyn taláata.

I have to stay two or
three hours.

azim yizáakir dilwá'ti.

He must study now.

múmkin (can/be allowed to)

múmkin tiSTáadi sámak.

You (fem.) can go fishing.

múmkin nirúuH in-náadi?

Can we go to the club?

mafrúuD (should)

mafrúuD táakul Háaga.

You (masc.) should eat
something.

mafrúuD yináam bádri.

He should go to sleep
early.

Darúuri (have to/need to)

Darúuri níSHa is-sáa9a sáb9a.

We have to get up at
seven o'clock.

Darúuri yukhrúgu dilwá'ti.

They have to go out now.

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

Making sentences negative

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

ma ... (i)sh

Uses:

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

b-aHíbb/ma b-aHíbbish	I like/I don't like
nákhruq/ma nakhrúgsh	we go out/we don't go out

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

9andáhaa/ma 9andháash	she has/she doesn't have
fiih/ma fiish	there is/there isn't

mish

Uses:

- 1 With simple non-verbal sentences:

húwwa mudárris./	He's a teacher./
húwwa mish mudárris.	He isn't a teacher.

- 2 With adjectives and participles:

il-'amíiS kibíir./	The shirt is big./
il-'amíiS mish kibíir.	The shirt isn't big.
ána gháawi S-Sayd./	I'm keen on fishing./
ána mish gháawi S-Sayd.	I'm not keen on fishing.

- 3 With modifying words:

láazim á'9ud./	I have to stay./
mish láazim á'9ud.	I don't have to stay.

- 4 With future **Ha-**:

Ha-yíwSal búkra./	He'll arrive tomorrow./
mish Ha-yíwSal búkra.	He won't arrive tomorrow.

Exercise 1

Make these sentences negative, as in the example.

- 1 **b-aHíbb ik-kúra.** → **ma b-aHíbbish ik-kúra.**
- 2 ana gháawi Sayd is-sámak.
- 3 Endik wa't l-hiwáaytik.
- 4 tññ shibbáak ganb is-sirfir.
- 5 Iázim nirúuH il-mádrasa.
- 6 múnkin ál9ab má9ak?
- 7 m-yiHíbb riwaayáat nagíib maHfúuZ.
- 8 it-taláat b-arúuH in-náadi.
- 9 Iikra Ha-yíl9ab il-iskwáash.
- 10 Darúuri áTla9 il-maTáar.

Exercise 2

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

Exercise 3

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



→ **ma b-aHíbbish il-iskwáash.**



Exercise 4

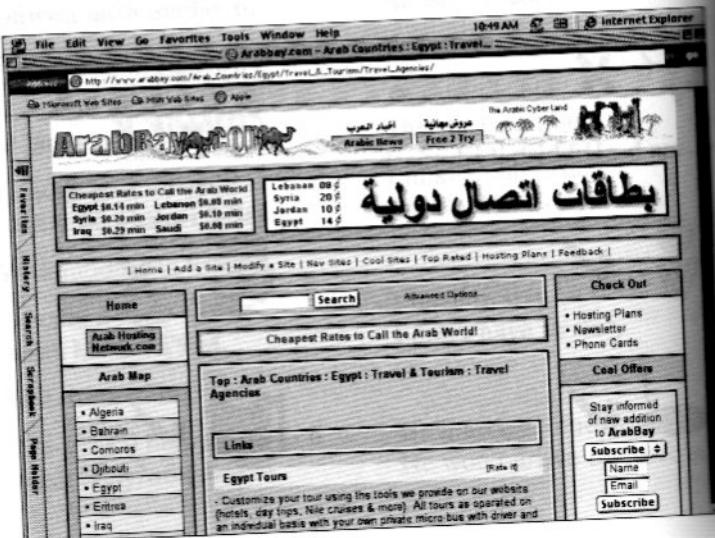
Now try to make up 2–3 sentences about your own hobbies.

Dialogue 2

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

shírkít in-níil lis-siyáaHa náwyá tif9mil mawqí9 9ála l-internet shayfiin ínnuh l-Huguuzáat múmkín tiziid Hawáali 9ishriin fi-míyya. leh? la'ánn il-Hagg bil-internet sahl(i) gíddan wi ma b-yaakhúdsh(i) wa't. dilwá'ti iz-zibúun mish láazim yínzil maktáb fi miidáan il-úubraa 9asháan yíHgiz agáaza yohmáy. múmkín yikhállaS Hágthuh wi húwwa 'áá9id fil-bayt. Táb9an ahámmi. Háaga inn il-mawqí9 yishtághal wi yib'a wáaDiH wi saríi9.

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



vocabulary**(pl. shirkáat)**

company/business

(fem. náwyá;

intending to

(yūn)

to make/create

(pl. mawáaqi9)(web)site; *noun of place from root***w / q / 9 (to place/site)**seeing/believing; **shayfiin ínnu ...** = they

believe that ...

(fem. sháyfa;

booking/reservation

(yūn)

to increase

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

easy

to take; *stem starts with a vowel – see***yáakul** Unit 9.

customer/client

(pl. zabáayin)

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

(pl. mayaadiin)(town) square; **miidáan il-úubraa** = OperaSquare, *a well-known square in central**Cairo*

to book/reserve

to finish; **yikhállaS Hágstu** = to finish hisbusiness (*lit. 'his thing'*)

sitting/staying

(fem. 'á9da;

to work

(yūn)

to remain

(fem. 'á9da;

clear

(yūn)

fast

(fem. 'á9da;

to work

(yūn)

to remain

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clear</div

Language points

Simultaneous events

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

múmkín yikhállaS Hágstu
wi húwwa 'áa9id fil-bayt.

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

bi-náakul w-iHna wa'fiin.

We eat *while we're standing up.*

Plurals in sentences

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

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

shírkit in-niil lis-siyáaHa náwya tí9mal mawqí9.

The Nile Travel company is intending to create a website.

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

máT9am in-niil náawi yí9mal mawqí9.

The Nile Restaurant is intending to create a website.

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

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

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

l-madáaris bi9íida 9an bayt(i)na.

All the schools are far from our house.

guuzáat múmkin tiziid Hawáali 9ishrín fil-míyya.

Bookings can increase by about 20 per cent.

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

Exercise 5

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

saríi9	shírkít	láazim	ahámm
tiziid	'áa9id	internet	miidáan

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

ínnuh l-Huguuzáat múmkin _____ Hawáali 9ishrín

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

khúdsh(i) wa't. dilwá'ti iz-zibúun mish _____ yínzil

áibna fi _____ il-úubraa 9asháan yíHgiz _____

múmkin yikhállaS Hágstu wi húwwa _____ fil-

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

DiH wi _____.

Exercise 6

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

- 1 **il-maT9ám bi9iid 9an miidáan il-úubraa.**
(The restaurant is far from Opera Square.)
→ **il-maTáa9im bi9iida 9an miidáan il-úubraa.**
(The restaurants are far from Opera Square.)
- 2 il-'amfíS Sugháyyar. ána 9áawiz ákbar mínuh.
- 3 il-Hagz mawgúud 9ála k-kombyúutir.
- 4 ik-kalb bi-yiHíbb il-láHma wil-'óTTa bi-tiHíbb il-lában.
- 5 il-farí' Ha-yisáafir búkra.
- 6 il-Tayáara bi-tíwSal yohm il-gúm9a.

Exercise 7

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

il-mafrúuD ... You should ...

mish láazim ... You mustn't ...

- 1  → **mish láazim táakul kayk.**



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

Arabic script

ف

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

ق

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

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

فندق fúndu' (hotel)

فوج fawg (group)

فريق farí' (team)

قميص 'amíis (shirt)

وقت wa't (time)

عاقد 9á'a'id (sitting)

Exercise 8

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

Now look at the top two lines in the right-hand corner of the receipt.

Can you identify the name of the hotel (on the first line), and its location (on the second line)?

رقم الفاتورة:	000031	إشعار قيد مكالمة جاري	فندق العلمين
البلد:	الإسكندرية	الرقم المطلوب:	٤٩٠٥٤
مدة المكالمة:	٢٠١٩٥٤	القيمة:	٤٩٥٤
توقيع عامل التليفون		اسم الطالب:	
		التاريخ:	
		الحسابات الجارية (الخزينة):	

11 9ála Tuul!

Straight on!

In this unit you will learn about:

- places around town
- understanding directions
- giving instructions
- different types of verbs
- recognizing this Arabic letter: ٩
- learning how long vowels are written in the Arabic script



Dialogue 1

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

- IBRAHÍM: aló? áywa yaa madáam, ána ibrahíim. da "mister Laurence" 9áawiz yínzil wusT il-bálad li-wáHduh. leh yaa ibrahíim?
- WIDÁAD: bi-yí'úul 9áawiz yirúuH miidáan it-taHrífir 9asháan yizúur il-máthaf wi ba9dáyn 9áawiz yínzil maHáTTit ramsíis 9asháan yíHgiz fi 'aTr(i) lú'Sur.
- WIDÁAD: il-máthaf wil-maHáTTa? akháaf laytúuh yaa ibrahíim.
- IBRAHÍM: ma tikhaafíish yaa madáam. ána H-awSif lu is-sikka kwáyyis.

- IBRAHIM: *Hello? Yes, Madam. This is Ibrahim. Mr Laurence wants to go down to the city centre by himself.*
- WIDAAD: *Why, Ibrahim?*
- IBRAHIM: *He says he wants to go to Tahrir Square to visit the museum and then he wants to go to Ramsis station to reserve [tickets] on the Luxor train.*
- WIDAAD: *The museum and the station? I'm afraid in case he gets lost, Ibrahim.*
- IBRAHIM: *Don't worry Madam. I'll describe the route to him well.*

Vocabulary

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

Around town – additional vocabulary

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

Language points

Types of verbs

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

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

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

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

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

yikhállaS to finish; root = **kh / l / S**

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

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

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

Irregular verbs

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

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

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

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

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

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

yirúuH to go; present stem = **ríuuH**

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

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

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

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

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

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

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

Exercise 1

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

1 theatre/centre of town

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

2 Hilton Hotel/Tahrir Square

3 Nile Restaurant/Mosaddaq Street

4 Station/Ramsis Square

5 Egyptian Museum/Tahrir Square

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

7 my (maternal) aunt/hospital

8 Filfila Restaurant/Tala'at Harb Street

Exercise 2

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

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

Exercise 3



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

Hassan *Gaber*

Hospital

Bank

French Embassy

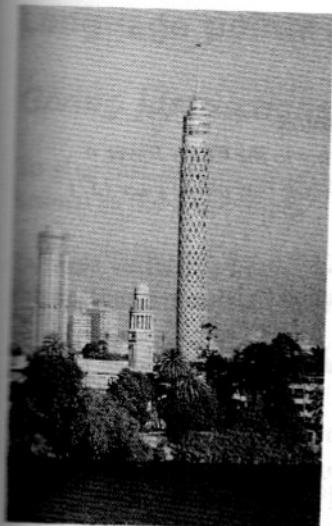
Station

Cinema

Market

Music Shop





Dialogue 2

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

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

il-áwwil fTla9 kúbri sítta oktúubir w-fínzil ba9d il-burg. khallík dúghri 9ála k-kornísh wi khud shimáal 9and il-Hilton. Ha-tiláa'i l-mátHaf 9ála l-yimísin.

bin-nísba lil-maHáTTa khallík fi sháari9 ramsíis 9ála Tuul li-gháayit il-miídáan náfsuh. khálli báalak, mádkhal il-maHáTTa ba9d táani isháara taHt ik-kúbri, ganb maHáll(i) kibfír bi-yibíi9 sandawitsháat fuul wi Ta9míyya ísmuh 'ábu wárda'.

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

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

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

Vocabulary

il-áwwil	first/firstly
kúbri sítta oktúubir	6th of October Bridge
burg (pl. abráag)	tower; <i>here referring to the Cairo Tower, a well-known landmark (see photo page 137)</i>
kornífish	Corniche
yiláa'i	to find
bin-nísba li	as regards/in relation to
li-gháayit	until/up to
náfsuh	itself/himself; náfsi = myself, nafsáhaa = herself, etc.
khálli báalak (fem. báalik)	be careful/watch out
mádkhal (pl. madáakhil)	entrance; <i>noun of place from root d / kh / l (to enter), exit = mákhraq from root kh / r / g (to go out)</i>
yibü9	to sell

Directions

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

Language points

Giving instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

khálli keep/stay! (masc. and fem.)

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

Negative instructions

A negative instruction is made in one of two ways:

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

ma tinzísh! don't go down! (*masc.*)

ma tukhrugísh! don't go out! (*fem.*)

ma taakhdúsh! don't take! (*plural*)

Notice that the word stress moves to the last syllable.

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

baláash tinzíl!

baláash tukhrúgi!

baláash táakhdu!

Exercise 4

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



→ law samáHt,

1 **il-burg mináyn?**



3

4

5

6

7

8

How would you ask a woman the same questions?

Exercise 5

Change these into instructions, as in the example.

- 1 **tíTla9 kúbri sítta oktúubir.** → **tíTla9 kúbri sítta oktúubir.**
- 2 tinxíli bá9d táani isháara.
- 3 tukhrúgu l-bayt is-sáa9a sáb9a.
- 4 táakhud áwwil sháari9 shimáal.
- 5 tirúuHi l-mádrasa asháan ibrahíim.
- 6 tishrábi Háaga sáa9a?
- 7 tináamu bádri.
- 8 tákli Háaga 'ábl il-mádrasa?

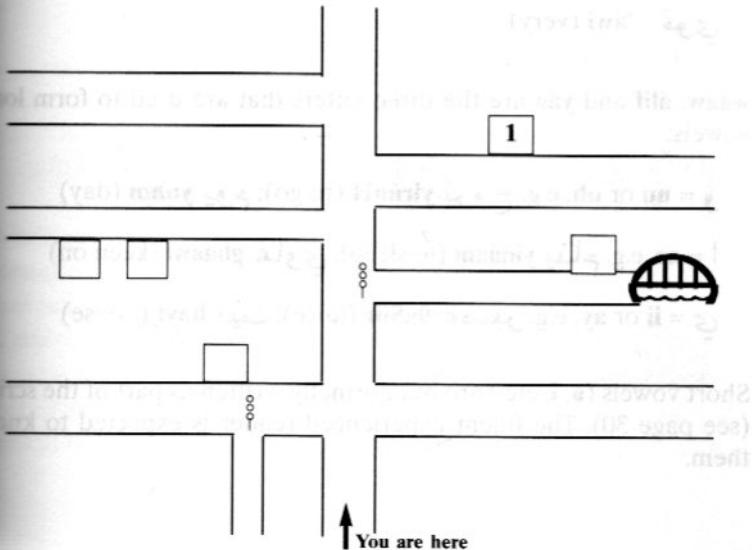
Now make the instructions negative, e.g.

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

Exercise 6

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

- | | | |
|----------------------------|--------------|--------------|
| 1 il-bank | 2 il-máthaf | 3 il-máHáTTa |
| 4 is-sifáara il-amriikíyya | 5 is-síinima | |



Exercise 7

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

Exercise 8

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

Arabic script

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

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

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

واحد **wáahid** (one)

قوى **'áwi** (very)

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

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

أ = **aa**, e.g. **yináam** (to sleep); **gháawi** (keen on) غَاوِي

ي = **ii** or **ay**, e.g. **9aSíir** (juice); **bayt** (house) بَيْتٌ

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

Exercise 9

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

1 شمال

2 يمين

3 دوغرى

4 سينيما

5 يزور

6 شارع

12 inbasáTt fi faránsa?

Did you enjoy yourself in France?

In this unit you will learn about:

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

Dialogue 1

Hassan is asking Gaber about his recent honeymoon.

- HÁSAN: izzáayak yaa 9arfis? inbasáTt fi faránsa?
GÁABIR: 'áwi, 'áwi.
HÁSAN: wiSiltu ímta?
GÁABIR: wiSílna yohm is-sabt.
HÁSAN: wi widáad? líssa bi-tikháaf min iT-Tayaráat?
GÁABIR: áywa, bass(i) khádit musákkin min id-duktúur.
HÁSAN: fí9lan? wi 9imíltu eh hináak?
GÁABIR: rúHna amáakin kitíra – matáaHif, wi burg 'Eiffel',
wi nizílna fi márkieb 9ála nahr is-'Seine'. Hilw in-nahr.
shúfna kull(i) Háaga min il-márkieb – ik-kanáayis
il-'adfiíma, wil-mabáani il-gamíila, tamaasíil dahab ...
wi kálta kwáyyis?
HÁSAN: ána kalt(i) sámak lazíiz wi maHáar, láakin widáad
GÁABIR: ma bi-tiHíbbish is-sámak, fa-kálít láHma wi firáakh

Language wi Haagáat zayy kídda. wi Táb9an garrábna il-Halawiyáat – áHsan Halawiyáat fi d-dúnya!
HÁSAN: yaa saláam yaa síidi. w-eh kamáan?
GÁABIR: in-naas hináak Táb9an bi-yishrábu in-nibšít il-faransáawi il-mashhur, bass íHna shirfbna masharíib mun9isha gíddan ma9múula min in-ní9náa9 wi-rummáan.
HÁSAN: ni9náa9 wir-rummáan? – da eh il-gamáal da?!
GÁABIR: áywa, áakhir gamáal, bass(i) khalláaS, rigí9na dilwá'ti.

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

Vocabulary

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

Language points

Past tense

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

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

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

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

yínzil (to go down/get off) *past stem = nízil*

yíshrab (to drink) *past stem = shírib*

yíwSal (to arrive) *past stem = wíSil*

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

Irregular verbs in the past

1 Defective verbs

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

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

2 Hollow verbs

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

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

3 Weak verbs

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

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

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

yinbísíT/inbásáT	to enjoy
yíwSal/wíSil	to arrive
yáakhud/khad	to take
yí9mil/9ámal	to do
yirúuH/raaH (ruHt)	to go
yínzil/nízil	to go/get down
yishúuf/shaaf (shuft)	to see
yáakul/kal	to eat
yigárrab/gárrab	to try
yishrab/shírib	to drink
yírga9/rígi9	to return

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

Negative of the past

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

shírib / ma shiríbsh he drank / he didn't drink

wiSílt / ma wiSíltish I arrived / I didn't arrive

ríg9it / ma rig9ítsh she returned / she didn't return

shúfna / ma shufnáash we saw / we didn't see

Exercise 1

Match the questions with the correct answers.

1 9amáltu eh fi wusT il-bálad?

2 kalt(i) sámak fi l-máT9am?

3 abúki raaH fayn?

4 li9fbti il-iskwáash má9a náadya?

5 widáad nízlit is-suu' ímta?

6 shuft il-film il-gidfíd?

a raaH li d-duktúur.

b Hawáali is-sáa9a tís9a.

c la', li9fbt(i) má9a sáara.

d zúrna l-mátHaf.

e la', líssa ma shuft(u)húush.

f la', kalt(i) firáakh.

Exercise 2

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

imbáariH widáad wi gáabir nízlu (yínzil) wusT il-bálad. il-áwwil Hásan _____ (yirúuH) maHáll il-muusíqa wi láakin widáad ma _____ (yirúuH) 9asháan _____ (yizúur) kháal-haa fi l-mustáshfa. wi ba9dáyn húmma _____ (yishúuf) film(i) gídfid wi _____ (yáakul) sámak fi máT9am 9ála k-kornfish.

Exercise 3

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

I ma raaHítsh il-bank imbáariH.

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

Exercise 4

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

rúHt il-maHalláat imbáariH.

ma rúHtish il-bank.

Dialogue 2

A university lecturer describes the year he spent overseas.

ána ustáaz fi kulfiyyit iT-Tibb, gám9it il-qáahira. is-sána illi fáatit ruHt i9áara fi gám9it 'Edinburgh'. saafírna, ána wi 9ílti, iskutlánda fi oghúsTus wi laa'ína shá'a fi wusT 'Edinburgh', 'urayyíba min il-gám9a. il-awláad ráahu l-madrásá fi sibtámbir wi 'a9ádná hináak 9áshar shuhúur li-gháayit niháayit is-sána il-díraasíyya fi yúunio. rigí9na maSr fi yúulio. inbasáTna fi 'Edinburgh' w-iHtimáal nírga9 táani fi l-mustá'bal.

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

Vocabulary

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

Language points

Passive participles

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

Passive participles of basic verbs are formed from the root letters of a verb, usually in the pattern **maC'C²úuC³**:

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

yí9mal/9ámal to make → **ma9múul** made

yishghal/shaghál to be occupied → **mashghúul** occupied, busy

yishrab/shírib to drink → **mashrúub** a drink ('the thing that is drunk')

Months and dates

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

yanáayir	January
fibráayir	February
máaris	March
abríil	April
máayo	May
yúunio	June
yúulio	July
əghúsTus	August
síbtámbir	September
oktúubir	October
ənfámbir	November
disámbir	December

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

il-áwwil yanáayir	January 1st
itnáyn fibráayir	February 2nd
khámsa máaris	March 5th
arba9atáashar yúunio	June 14th
tamantáashar oghúsTus	August 18th
sáb9a wi 9ishriün sibtámbir	September 27th
talatúin disámbir	December 30th

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

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

Exercise 5

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



→ **9iid miláaduh arbá9a abrúl.**



Exercise 6

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

Exercise 7

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

1 England **July**

2 France

3 Italy

4 USA

5 Japan

6 China

7 India

8 Egypt

Arabic script

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

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

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

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

on their own:

ه

ك

at the beginning:

هـ

كـ

in the middle:

ـهـ

ـكـ

at the end:

هــ

كــ

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

Exercise 8

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

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

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

13 min zamáan

A long time ago

In this unit you will learn about:

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

Dialogue 1

Tadaad is talking to Mr Laurence on the way to the pyramids in Giza.



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

gíddi 'aal li in fi l-talatiináat wil-arba9iináat kaan fiih mu9áskar taba9 ig-gaysh il-ingilízi, hináak fi S-SaHrá 9and ábul-hohl. Táb9an il-ingilíz míshu min zamáan, min sánit alf w-tísa9 míyya arbá9a wi khamsiin, láakin líssa fiih isTabláat li-gháayit dilwá'ti win-naas tí'dar tírkab khayl hináak 9andúhum.

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

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

Vocabulary

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

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

Language points

More about dates

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

1954 sánit alf wi tísa9 míyya arbá9a wi khamsiín

(lit. 'the year of a thousand, nine hundred and fifty-four')

1450 sánit alf wi rubu9 míyya wi khamsiín

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

2015 sánit alfáyn wi khamastáashar

yikúun/kaan

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

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

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

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

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

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

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

- kaan fih ghayTáan barsiim.** There were fields of clover.
ma kaansh(i) fih kull(i) da. There wasn't all of this.
kaan 9ándi SáHba. I had a friend.
kaan fih mu9áskar. There was a camp.

Note also these uses of the verb **kaan**:

1 **kaan** + *active participle* – past continuous ('was ...ing')

**kaan láabis banTalóhn
ákhDar.**

He was wearing green
trousers.

kúnti ráyHa lid-duktúur?

Were you (*fem.*) going to
the doctor?

2 **kaan** + *present* – past habitual ('used to')

**kúnna bi-níl9ab kúra
kull(i) yohm.**

We used to play football
every day.

**ma kaanúush bi-yiStáadu
fi t-tír9a.**

They didn't used to fish in
the canal.

3 **kaan** + *future* – past intention ('was going to')

**káanit Ha-tizáakir bass(i)
ma káansh fiih wa't.**

She was going to study
but there wasn't time.

**ma kúntish H-anáam bass(i)
kunt(i) na9sáan.**

I wasn't going to sleep
but I was tired.

ílli

Arabic only uses the word for 'who/which' (**ílli**) when it refers to a *definite* noun (i.e. 'the ...'):

**ána shuft il-bint ílli káanit
rákba HuSáan.**

I saw *the girl* who was
riding a horse.

**ána shuft bint káanit
rákba HuSáan.**

I saw *a girl* [who] was
riding a horse.

Here are two examples of **ílli** from the dialogues:

is-sáána ílli fáatit

last year (*lit.* 'the year
which has passed')

**kaan 9ándi SáHba káanit
9áysha hína.**

I had a friend [who] was
living here.

Exercise 1

Put these sentences and questions into the past, as in the example.

- 1 **fiih nakhl kitüür.** → **kaan fiih nakhl kitüür.**
- 2 ána 9áawiz arúuH il-másraH.
- 3 9ándak SáaHib 9áayish hína?
- 4 ma fiish bank fi wusT il-bálad.
- 5 áHmad bi-yishtághil fi buur sa9fid.
- 6 iHna mashghuulíin.
- 7 húmma labsín eh?
- 8 láazim tizáakir 9asháan 9áwwiz tizúur úkhtak búkra.

Exercise 2

Look at this scene now and 100 years ago. Make as many sentences as you can about the changes that have happened, using the example as a model.

min mí'it sána kaan fiih nakhl kitüür, bass dilwá'ti fiih 9imáaraat.



Exercise 3

Think about where you live or a town you know well and the changes that have happened over the past 100 years. Try to make 5–6 sentences in Arabic explaining these changes.

Dialogue 2

A visitor to Upper Egypt is recounting his holidays there.

ّHna saafírna lú'Sur biT-Tayyáara, wi ba9dáyñ khádñá filúuka min lú'Sur li-aswáan. káanit ríHla gamíla fi n-niil. il-marákbi Tábakh línáa sámak wi ruzz. lámma wiSílna aswáan rúHna ábu símbal bil-otobfis.

is-sána illi fáatit rúHna lú'Sur bi-táksi min l-ghardá'a. khádñá is-síkka illi bi-tirúuH min safáaga. il-mishwáar khad luh Hawáali tálat saa9áat láakin ّHna inbasáTna li'ánn is-sawwáá' kaan mishághghal sharíiT agháani afláam zamáan. ána b-aHsbb il-afláam il-'adíima áktar min il-afláam il-gidíida li'ánn afláam zamáan mitkallífa wi ma9múula bi-zímma.

We travelled to Luxor by plane, and then we took a felucca from Luxor to Aswan. The journey was beautiful on the Nile. The boatman cooked us fish and rice. When we arrived in Aswan, we went to Abu Simbel by bus.

Last year we went to Luxor by taxi from Hurghada. We took the route that goes from Safaga. The (whole) distance took about three hours but we enjoyed ourselves because the driver was playing a tape of songs from an old film. I like old films more than new films because the films from the past are lavish and made with integrity.

Vocabulary

filúuka (<i>pl. faláayik</i>)	felucca; <i>small sailing boats which ply the River Nile. They can be hired for anything from an hour to several days.</i>
marákbi (<i>pl. marakbíyya</i>)	boatman
yúTbukh/Tábakh	to cook
mishwáar (<i>pl. mashawíir</i>)	distance/errand/task; <i>a flexible word used for distances or errands undertaken outside the house, e.g. a shopping trip</i>
sawwáa' (<i>pl. sawwa'iin</i>)	driver
yishágħħhal	to operate/to play (<i>a tape, etc.</i>); kaan misháġħħhal = he was playing
shirūT (<i>pl. sharáayiT</i>)	tape/cassette
ughníyya (<i>pl. agháani</i>)	song
film (<i>pl. afláam</i>)	film/movie
mitkállif	lavish
zímma	integrity/honesty

Abu Simbel

Abu Simbel was originally the name of a site on the banks of the Nile in Southern Egypt where two huge temples had been cut into the rock in the reign of Ramsis II. During the 1960s the temples were the subject of a massive rescue effort to save them from being submerged by Lake Nasser, created when the Aswan Dam was built. In a series of operations, the temples were moved to the desert southwest of Aswan and can now be visited by plane or bus.



Language points

Personal endings with verbs

The personal endings that are used on the end of nouns and prepositions (see Units 2 and 4) can also be used with verbs. The only change is that **-i** ('my') changes to **-ni** ('me') on the end of a verb:

maHmúud záarni imbáariH. Mahmoud visited me yesterday.

ána ma shuftuhúmsh fi l-máktab. I didn't see them in the office.

ma fiish mashariib fit-taláaga. khallasnáhaa. There's no drinks in the fridge. We finished them.*

*Remember plurals of objects take the feminine singular **-haa**.

Shifting stress patterns



An issue with adding personal endings is that the word stress often changes. Shifting stress is a feature generally of Egyptian Arabic, but particularly with personal endings and negatives. You could compare this to the changing stress on the English *photograph*, *photógrapher*, *photográfic*. Look carefully at the following examples and listen to the recording. Try to copy the stress patterns.

ána shúft Hásan. I saw Hassan.

ána shúftuh. I saw him.

ána ma shuftuhúush. I didn't see him.

íHna samí9na l-akhbáar. We heard the news.

íHna sami9náhaa. We heard it.

íHna ma sami9naháash. We didn't hear it.

ínti bi-tákli ruzz. You (fem.) eat rice.

ínti bi-taklíih. You eat it.

ínti ma bi-taklihúush. You don't eat it.

You will pick up these stress patterns with time and practice. It is more a question of ear than firm rules.

Forms of the verb

You already know that there are certain verbs which have additional letters around the three root consonants. When they have these additional letters they are referred to as *forms of the verb*. The basic root is manipulated to create verbs with different, but related, meanings. For example, doubling the middle root letter in the pattern **yIC¹aC²C³aC⁴** often makes the meaning *causitive* or *transitive* (carrying out the action on someone/something else), e.g.

yíkhlaS/khíliS: il-film khíliS. to end: the film has ended.

yikhállaS/khállaS: to finish something:
ána khalláSt il-lában. I've finished the milk.

There are ten forms altogether, counting the basic verb such as **yínzil/nízil** as form I. Western Arabic scholars generally refer to the forms of the verb using Roman numerals, i.e. form II, form X, form VIII, etc. However, native speakers refer to them using the present/future tense with the root **f/9/l** ('to do'), e.g. **yíf9al, yífa99al**, etc.

Here are forms II to X in the present/future and past tenses, with examples. Many of these example verbs are already familiar to you and you can use them to remember the patterns. Form IX is rare and form IV is uncommon in Egyptian Arabic. These are shown in brackets for reference only.

	Present/future	Past	Pattern (present/past)
Form II	yikhállaS (to finish)	khállaS	yIC¹aC²C³aC⁴ or yIC¹aC²iC³ C⁴aC²C³aC⁴
Form III	yisáafir (to travel)	sáafir	yIC¹aaC²iC³/C¹aaC²iC³
[Form IV	yúsliim (to become a Muslim)	áslam	yuC¹C²iC³/aC¹C²aC³
Form V	yitmárran (to train)	itmárran	yitC¹aC²C³aC⁴/itC¹aC²aC³
Form VI	yit'áabil (to meet)	it'áabil	yitC¹aaC²iC³/itC¹aaC²iC³
Form VII	yinbísíT (to enjoy)	inbásáT	yinC¹iC²iC³/inC¹aC²aC³
Form VIII	yishtághal (to work)	ishtághal	yiC¹taC²iC³/iC¹taC²iC³
[Form IX	yiHmárr (to blush)	iHmárr	yiC¹C²aaC³C⁴/iC¹C²aaC³C⁴
Form X	yistá9mil (to use)	istá9mil	yistaC¹C²iC³/istaC¹C²iC³

Remember that **kh, sh** and **gh** are single Arabic letters.

There will be some variations in these patterns, particularly for irregular verbs but, in general, the same features show up. For example, except in forms II and V, hollow verbs display their characteristic long final vowel, e.g. **yiStaad** ('to fish'), which is a form VIII hollow verb. Weak verbs end in a vowel as they do in basic verbs, e.g. **yiláa'i** ('to find'), which is a form III weak verb. Concentrate on the main patterns at first and the variations will follow with time.

Certain meanings are connected with each form, although these are not always obvious in individual verbs. However, knowing these helps understand the connection between the grammar and the meaning:

- Form II
 - carrying out an action on someone/something else
 - doing something intensely or repeatedly
- Form III
 - trying to do something
 - doing something with someone else
- Form V
 - doing something to or for yourself; reflexive of Form II
- Form VI
 - doing something together/collaborating in doing something
- Form VII
 - doing something to or for yourself; reflexive of Form I
- Form VIII
 - similar to Form VII
- Form X
 - asking to do something
 - considering something/someone to be

There are usually two to four verb forms that are possible with a particular root, but there may be up to five or six. Although the forms may at first seem irrelevant and complicated (after all, you can just learn the verbs individually), they can help you. If you recognize the root and the form of the verb, you can have a good guess at the meaning even if you have never met that particular word before.

Forms of the verb: active/passive participles

Active and passive participles can be created from the forms of the verb and used in a similar way to the basic form I participles (e.g. **9áamil/ma9múul**).

Active participles are made from the forms of the verb by taking the present/future stem and adding the prefix **mu** (or sometimes **mi**). They have the meaning of doing something, or the person who does something, e.g.

yistáhlik to consume (form X) → **mustáhlik** consuming/consumer

yisáafir to travel (form III) → **musáafir** travelling/traveller

Passive participles are formed in a similar way, only the final vowel changes to **a**. e.g.

yistáhlik to consume (form X) → **mustáhlek** (something) consumed/used up

yifássir to explain (form II) → **mufássar** (a text) explained

yistá9mal to use (form II) → **mustá9mal** (something) used/second-hand

Exercise 4

Can you identify the root letters and form of these words you have met in this course?

1 **yizáakir** → **z / k / r** (form III)

2 **yiHáDDar**

3 **mitkállif**

4 **mustá'bal**

5 **mudárris**

6 **yiSábbaH**

7 **musta9íd**

8 **musákkin**

Do you remember their meanings?

Exercise 5

Here is the text of the second half of Dialogue 2 again, this time in the wrong order. Without looking back, try to put the sentences and phrases into the right order.

- 1 ... li'ánn afláam zamáan mitkallifa wi ma9múula bi-zímma.
- 2 ... li'ánn is-sawwáá' kaan mushághhil sharííT agháani afláam zamáan.
- 3 ána b-aHíbb il-afláam il-'adíima áktar min il-afláam ig-gidíida...
- 4 il-mishwáar khad luh Hawáali tálat saa9áat ...
- 5 is-sána illi fáatit rúHna lú'Sur bi-táksi min il-ghardá'a.
- 6 khádna is-síkka illi bi-tirúuH min safáaga.
- 7 ... láakin íHna inbasáTna ...

Exercise 6



You are going to tell an Egyptian friend in Arabic about your holiday last year on the Red Sea coast. Look at the details below and prepare what you are going to say. Then turn on the recording and join in the conversation.

- travelled to Sharm el-sheikh (**sharm ish-shaykh**) by plane
- went with your family: wife or husband and 3 daughters
- fished in the Red Sea (**il-baHr il-aHmar**) and went out on a boat
- went to Taba (**Táaba**) by bus
- journey took about three hours but driver was playing an old film in the bus
- enjoyed holiday and might go back in the future

You will hear a model conversation on the recording after the exercise, but your responses could vary slightly.

Exercise 7

Think of a holiday you have enjoyed in the past and try to make up a short description of what you did. If possible, find an Egyptian to listen to your description and give you feedback.

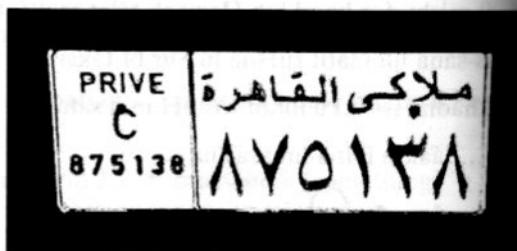
Arabic script

Numbers

Arabic has its own set of figures which are different but related to the ones used in English and other Latin-script languages.

Here are the figures 0–9:

٠	0
١	1
٢	2
٣	3
٤	4
٥	5
٦	6
٧	7
٨	8
٩	9



Can you work out the registration number of this car?

Unlike the rest of the Arabic script, numbers are written left to right (the same way as English):

١٤	14	١٥٦	156
٣١	31	١٨٧٢	1872
٩٠	90	٢٠٤٥	2045

Exercise 8

What are these numbers? Say them out loud in Arabic.

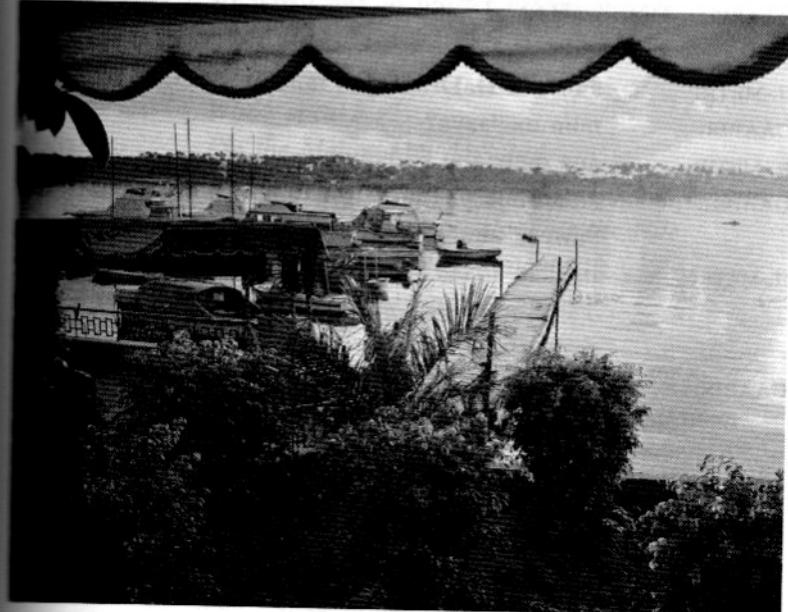
- | | | |
|--------|--------|--------|
| a ٥ | b ١٣ | c ٢٠ |
| d ٨٦ | e ١٠٠ | f ٢٥٠ |
| g ١٣٤٤ | h ١٩٩٧ | i ٢٠٠٠ |
| j ٢٠١٢ | | |

14 máT9am in-niil

The Nile Restaurant

In this final unit you will learn about:

- making restaurant reservations by phone
- making suggestions
- some typical Egyptian dishes
- how to continue your study of Egyptian Arabic



Dialogue 1

Gaber is phoning the Nile Restaurant to reserve a table.

- IL-METR: máT9am in-niil, SabáaH il-khayr.
 GÁABIR: áywa, máT9am in-niil?
 IL-METR: áywa, SabáaH il-khayr yaa fándim.
 GÁABIR: SabáaH in-nuur. law samáHt 9awzín níHgiz tarabáyza li-khámsa yohm ig-gúm9a ig-gáyya.
 IL-METR: taHt ámrak yaa fándim. láHza ma9áaya min fáDlak ... ig-gúm9a sittáashar HaDrítak?
 GÁABIR: áywa, maZbúuT. ig-gúm9a ig-gáyya 9ála Tuul.
 IL-METR: tarabáyza li-khámsa. b-ism(i) miin HaDrítak?
 GÁABIR: b-ísmi ána. gáabir 9ábd il-waháab.
 IL-METR: gáabir 9ábd il-waháab. HaDrítak Ha-tisharráfna is-sáa9a kaam in sháa alláah?
 GÁABIR: wáHda wi nuSS, itnáyn. bá9d(i) Saláat ig-gúm9a kída.
 IL-METR: áhlan bi-HaDrítak yaa fándim.
 GÁABIR: miin ma9áaya?
 IL-METR: ána metr ábu s-su9úud.
 GÁABIR: áhlan biik yaa metr. b-a'úulak eh wiHyáatak, ána 9áwwiz tarabáyza Hílwa 9ála n-niil 9ála Tuul.
 IL-METR: in sháa alláah yaa beh bass(i) HaDrítak 9áarif Táb9an yohm ig-gúm9a b-yíb'a záHma shuwáyya ma9lésh.
 GÁABIR: la', yaa ábu s-su9úud wiHyáatak. ma tiksafnífsh. ána Ha-yikúun ma9áaya gamáa9a agáanib. láazim ni'a99ádhum 9ála n-niil.
 IL-METR: in sháa alláah yaa fándim.
 GÁABIR: khalláaS. ittafá'na yaa ábu s-su9úud. is-saláamuh 9aláykum.
 IL-METR: má9a alf saláama yaa gáabir beh.

- MAÎTRE: *Nile Restaurant, good morning.*
- GABER: *Yes, Nile Restaurant?*
- MAÎTRE: *Yes, good morning sir.*
- GABER: *Good morning. Please, we want to reserve a table for five next Friday.*
- MAÎTRE: *At your service, sir. One moment please ... Friday the 16th sir?*
- GABER: *Yes, (that's) right. The Friday coming directly.*
- MAÎTRE: *Table for five. In whose name, sir?*
- GABER: *In my name. Gaber Abd al-Wahaab.*
- MAÎTRE: *Gaber Abd al-Wahaab. What time will you arrive sir, God willing?*
- GABER: *Half past one, two. After Friday prayers some time.*
- MAÎTRE: *You're welcome, sir.*
- GABER: *Who's speaking?*
- MAÎTRE: *I'm the Maître Abu Al-Su'ud.*
- GABER: *Welcome to you, Maitre. I tell you what, I want a nice table directly overlooking the Nile.*
- MAÎTRE: *God willing sir, but you know of course that Friday gets a little busy,*
I'm sorry.
- GABER: *No, Abu Su'ud. Don't disappoint me. I'll be with a group of foreigners. We must seat them overlooking the Nile.*
- MAÎTRE: *God willing sir.*
- GABER: *OK. We've agreed Abu Su'ud.*
- GABER: *Goodbye.*
- MAÎTRE: *Goodbye, Gaber, sir.*

Vocabulary

gáyy	coming/next from the verb <i>yíigi</i> (see <i>Language points</i>); ig-gúm9a ig-gáyya = next Friday.
taHt ámrak (<i>sem. taHt ámrík</i>)	at your service (<i>lit. 'under your command'</i>)
láHZa ma9áaya	one moment (<i>lit. 'a moment with me'</i>); <i>a useful telephone phrase</i>
maZbúuT	correct/right
yishárraf	to honour; <i>a verb often used with the meaning of 'to honour us with your presence'.</i> Ha-tisharráfna is-sáa9a kaam? (<i>lit. 'You will honour us what time?'</i>) <i>is a polite way of asking when someone will be arriving.</i>
Saláat	prayers; Saláat ig-gúm9a <i>is the main Friday prayers and sermon in the mosque.</i>
miin ma9áaya?	who's speaking? (<i>lit. 'who with me?'</i>); <i>another useful telephone phrase</i>
wiHyáatak (<i>sem. waHyáatik</i>)	please (<i>lit. 'on your life'</i>)
beh	sir; <i>from the Turkish 'Bey'</i>
shuwáyya	a little/somewhat
yíksif/kásaf	to disappoint/to embarrass; ma tiksafniísh = don't disappoint me
gamáa9a (<i>pl. gamaa9áat</i>)	group
agnábi (<i>fem. agnabíyya</i> , <i>pl. agáanib</i>)	foreigner
yí'á99ad/á99ad	to seat; láazim ní'a99ádhum = we must seat them
yittíffí/ittáfa'	to agree; ittafá'na = we have agreed
is-saláamuh 9aláykum	'peace on you'; <i>the traditional greeting or leave-taking which has a number of possible replies, including má9a alf saláama</i> ('with a thousand peaces') <i>and wa-9aláykum is-saláam</i> ('and peace on you')

Language points

yíigi (*to come*)

The verb **yíigi** ('to come') is irregular and must be learnt by heart.

		Present/future	Past	Imperative
				(come!)
ána (I)	ági	gayt		
ínta (you, <i>masc.</i>)	tíigi	gayt	ta9áal!	
ínti (you, <i>fem.</i>)	tíigi	gáyti	ta9áali!	
húwwa (he)	yíigi	geh		
híyya (she)	tíigi	gat		
íHna (we)	níigi	gáyna		
íntu (you, <i>pl.</i>)	tíigu	gáytu	ta9áalu!	
húmma (they)	yíigu	gum		

active participle = **gayy** ('coming/next')

- Ha-tíigi ímta?** When are you coming?
- gum min sáa9a.** They came an hour ago.
- níigi nishúufak ig-gúm9a
ig-gáyya.** We're coming to see you
next ('the coming') Friday.
- ta9áali hína yaa samíira!** Come here Samira!

Exercise 1

Reserve a table using the number of people and days of the week given, as in the example:

1 Monday for 3 → 9awzūn níHgiz tarabáyza li-taláata
(yohm) il-itnáyñ ig-gayy.

- 2 Saturday for 4
- 3 Wednesday for 6
- 4 Tuesday for 2
- 5 Sunday for 8
- 6 Thursday for 15

Exercise 2

Can you say this in Arabic?

- 1 We'll come at eight o'clock.
- 2 My mother came yesterday.
- 3 Widaad is coming to see us next Friday.
- 4 Come here Hassan!
- 5 I come here every Thursday.
- 6 Do you (*masc.*) want to come to the club?
- 7 They came yesterday but I wasn't here.
- 8 You (*pl.*) must come now.

Exercise 3

Now join in the conversation on the recording where you'll be reserving a table for yourself and two friends. You'll be prompted when it's your turn to speak.

Dialogue 2

Gaber, Hassan, Widaad, Samira and her English friend Jane are at the restaurant trying to decide what to eat.

- WIDÁAD: samíira, Ha-ti'akkfíli SaHbítik eh?
 SAMÍRA: What do you want to eat, Jane?
 JANE: Something typically Egyptian!
 GÁABIR: uTlubú lhaa muluukhíyya bil-aráanib.
 WIDÁAD: la' yaa gáabir, mish ma9'úul. il-9ayyáal il-ingilfíz bi-yirábbu l-aráanib fi l-buyúut zayy il-'óTaT wíkkiláab wil-Haagáat di 9andína.
 SAMÍRA: Ha-ti'úul 9aláyna mutawaHHishíin law 'úlna láhaa Ha-ni'akkfílik árnab.
 WIDÁAD: núTlub láhaa wára 9ínab másalan?
 SAMÍRA: aah, wára 9ínab yíb'a gamíil. Jane, have you tried stuffed vine leaves?
 JANE: Yes! Dolmades! We had it in Greece. It was good!
 SAMÍRA: OK. khalláaS. núTlub láhaa wára 9ínab má9a firáakh másalan aw láHma banáyh.
 HÁSAN: má9a kabáab áHsan 9alasháan ik-kabáab máSri aSíil.
 WIDÁAD: áywa, SaHH. w-ínti yaa samíira, Ha-tákli eh?
 SAMÍRA: walláhi ána miHtáara bayn il-bámya wi bayn il-bisílla.
 WIDÁAD: ána shakhSáyyan H-áTlub bámya.
 SAMÍRA: Tab khalláaS. áTlub ána l-bisílla, w-ána adawwá'ik bisillítí, w-ínti tidawwa'ífini bamýítik!
 GÁABIR: ána miHtáar yaa gamáa9a. áakul sámak má'li walla firáakh?
 HÁSAN: íHna múmkin niná"i sámaka kíbiíra wi ni'símháa.
 GÁABIR: máashi. wi Ha-núTlub gambári Táb9an.
 HÁSAN: Táb9an.
 WIDÁAD: huh? gaahzíin yaa gamáa9a núTlub?
 HÁSAN/GÁABIR: gaahzíin.
 GÁABIR: yaa metr. yaa ábu s-su9úud ... íHna gaahzíin.

- WIDAAD: *Samira ... What are you going to give your friend to eat?*
- SAMIRA: *'What do you want to eat, Jane?'*
- JANE: *'Something typically Egyptian!'*
- GABER: *Order (for) her molokheyya with rabbit.*
- WIDAAD: *No Gaber, (that's) not reasonable. English kids keep rabbits in their houses like cats and dogs and those kind of things we have.*
- SAMIRA: *She'll call us savages if we tell her 'we're going to give you rabbit to eat'.*
- WIDAAD: *Let's order stuffed vine leaves for her, for example.*
- SAMIRA: *Yes, stuffed vine leaves would be nice. 'Jane, have you tried stuffed vine leaves?'*
- JANE: *'Yes! Dolmades! We had it in Greece. It was good!'*
- SAMIRA: *OK. Decided. We'll order her stuffed vine leaves with chicken, for example, or pan-fried meat.*
- HASSAN: *With kebab is better because kebab is authentic Egyptian.*
- WIDAAD: *Yes, right. And you Samira, what are you going to eat?*
- SAMIRA: *Really I'm wavering between the okra and the peas.*
- WIDAAD: *Personally, I'm going to order the okra.*
- SAMIRA: *OK, that settles it. I'll order the peas and I'll give you a taste of my peas, and you give me a taste of your okra!*
- GABER: *I'm wavering, everyone. Shall I eat the fried fish or the chicken?*
- HASSAN: *We can choose a large fish and share it.*
- GABER: *OK. And we'll order prawns of course.*
- HASSAN: *Of course.*
- WIDAAD: *So, is everyone ready to order?*
- HASSAN/GABER: *Ready.*
- GABER: *Maître! Abu Su'ud! We're ready.*

Vocabulary

ákkil/ákkil	to give (<i>someone</i>) to eat/to feed
utlub/Tálab	to order/to ask for; utlubú lhaa = order (<i>pl.</i>) for her
9ayyáal (pl. 9ayyáal)	kid
rábba/rábba	to keep (<i>pets</i>)/to breed/to bring up
9ála	to call/to say about (<i>someone/something</i>)
wáHHish	savage
pl. mutawaHHishúin	
mashwi	grilled
fem. mashwiyya	
ísalan	for example
íyah	pan fried/escalope
	authentic/original
ílahi	really (<i>lit.</i> 'by God')
ítáar (bayn)	wavering (between)/confused
	peas
shákSáyyan	personally; <i>from shakhS (person)</i>
dáwwa/dáwwa	to give (<i>someone</i>) a taste
gamáa9a	everyone/'you lot'
íli (fem. ma'líyya)	fried
í/ná”a	to choose
ísim	to share/to split
bári	prawns
gáahz (fem. gáahza; pl. gaahziin)	ready

Egyptian cooking

A typical Egyptian restaurant meal consists of meat (**láHma**) or fish (**sámak**) – grilled, fried or in a sauce with vegetables. This is eaten with rice and bread.

The meat and vegetable dishes are often referred to by just the name of the vegetable, e.g. **bámya** (okra), **bísilla** (peas), **muluukhíyya** (a green, spinach-type vegetable). If you want the vegetables *without* the meat (usually lamb) you need to specify this (*min ghayr láHma*).

The main course is usually preceded by some tahina dip (**sálaTá** **TaHüna**), salad (**sálaTa**), pickles (**túrshi**) and bread (**9aysh**).



Language points

More about verbs

The dialogues in this unit have some examples of form II verbs – one of the most common forms of the verb in Egyptian colloquial Arabic. Look at how the meanings become transitive when the root is put into the form II pattern (**yiC¹áC²C³aC⁴**):

láazim nú'9ud 9ála n-niil.

We must sit overlooking the Nile.

láazim ni'a99ádhum 9ála n-niil.

We must seat them overlooking the Nile.

yidúu' il-bámya.

He tastes the okra.

yidawwí'ni il-bámya.

He gives me a taste of the okra.

Ha-táakli eh?

What are you (fem.) going to eat?

Ha-tí'akkáli SaHbítik eh?

What are you (fem.) going to give your friend to eat?

Hollow verbs have either the letter **waaw** or **yaa** as the middle root letter. This drops out in the basic verb form I, usually creating either a long **uu** if the middle root is **waaw** (**yidúu'** – to taste) or a long **ii** if the middle root is **yaa** (**yiTíir** – to fly). However, in form II the middle root reappears (**yidáwwi'** – to give someone a taste; **yiTáyyir** – to make something fly). The same is also true of forms III, V and VI.

Here are some more examples of hollow verbs in the forms:

yíráwwaH/ráwwaH (to go home): form II

yíHáawal/Háawal (to try): form III

yítgáwwiz/itgáwwiz (to get married): form V

yíStáad/iStáad (to fish): form VIII

Exercise 4

Without looking at the transcript of Dialogue 2, listen again and fill in the following chart, as in the example:

	kebab	chicken	fish	prawns	peas	okra	vine leaves
Jane	✓					✓	
Samira							
Widaad							
Gaber							
Hassan							

Exercise 5

Now say what you're going to order as in the example:

- 1 **chicken with rice** → **H-áTlub il-firáakh má9a ruzz.**
- 2 okra with bread
- 3 grilled prawns
- 4 kebab with salad
- 5 chicken with peas
- 6 fried fish and prawns
- 7 molokheyya with rabbit
- 8 vine leaves and escalope

Exercise 6

Imagine you are being taken to a restaurant in Cairo by some Egyptian friends. Of course, you can do better than Jane and discuss what you'd like to eat in Arabic! Look at the list in Exercise 5 and think about what you would like to order and then follow the prompts on the recording.

This final speaking exercise is a little different from other similar exercises since there is no correct answer. Just try to join in the conversation in the pauses using the language you have learnt so far.

Arabic script

Reading menus

Now that you have the basic Arabic script and numbers, you should be able to get the gist of menus and other simple lists and signs.

Exercise 7

Look at the menu below and see if you can work out how much the following cost:

- | | |
|-----------------------|-----------------|
| 1 stuffed vine leaves | 5 molohkeyya |
| 2 okra | 6 fried chicken |
| 3 prawns | 7 cola |
| 4 fish with rice | 8 lemon juice |

مطعم النيل	
*	ورق عنبر ٢٠
*	سمك بالرز ٥٥
*	سمك بالبطاطس ٥٠
*	فراخ مقلية ٣٥
*	فراخ مشوية ٤٠
*	جمبري ٧٥
*	بامية ٤٥
*	ملوخية ٣٨
مشروبات	
*	قهوة ٨
*	شاي ٥
*	عصير تفاح ١٠
*	عصير ليمون ١٢
*	كولا ٥

Hints for further study

You have now reached the end of *Colloquial Arabic of Egypt* and we hope you have enjoyed the course. Although a visit to Egypt is obviously the best method of practising and improving your grasp of the language, there are other things you can do to help your fluency.

It is reasonably easy to subscribe to Arabic satellite and cable channels. Many of these show Egyptian soap operas and films. These popular programmes tend to use colloquial language, as opposed to news or current affairs which will generally be in the more formal Modern Standard Arabic.

Many large Western cities have Arabic shops and cafés where you may get a chance to practise your Egyptian Arabic. Egyptian newspapers also carry cartoons with captions in colloquial and, if you are already familiar with Standard Arabic, you can read novelists such as Naguib Mahfouz who include dialogue in colloquial.

Good luck! **HaZZ(i) sa9iid!**

Structure Summary

This section summarizes the main grammar points in the course for easy reference.

1 Gender

All nouns are either masculine or feminine. Almost all feminine nouns end with an **-a** (and almost all masculine nouns do not):

fáraH (masc.)	wedding
rádyo (masc.)	radio
Súura (fem.)	photo/picture
kháala (fem.)	aunt (maternal)

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

2 Articles

The definite article is **il**. There is no indefinite article ('a/an'):

bint	(a) girl
il-bint	the girl

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

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

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

Súura	picture
íS-Súura	the picture
rádyo	radio
ír-rádyo	the radio

This assimilation happens with words beginning with these letters: **t, d, z, n, r, s, sh, k, S, T, D, Z, l**, and sometimes **g**.

3 Personal pronouns

ána	I
ínta	you (<i>masc. singular</i>)
ínti	you (<i>fem. singular</i>)
húwwa	he
híyya	she
íHna	we
íntu	you (<i>plural</i>)
húmma	they

4 Plurals

Arabic plurals are divided into simple *external* endings and *internal* plurals that have to be learnt individually.

1 External plural -iin (*only used for people*)

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

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

2 External plural -áat

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

otobiüs (bus) → *pl.* **otobiisáat**

agáaza (holiday) → *pl.* **agazáat**

ríHla (journey) → *pl.* **riHláat**

3 Internal plural C¹uC²ááC³

Tába' (plate) → *pl.* **Tubáá'**

Tawíl (tall) → *pl.* **Tuwáal**

4 Internal plural aC¹C²áaC³**si9r** (price) → *pl.* **as9áar****SáaHib** (friend) → *pl.* **aSHáab****lohn** (colour) → *pl.* **alwáan****fawg** (group) → *pl.* **afwáag****5 Internal plural C¹iC²áaC³****kalb** (dog) → *pl.* **kiláab****6 Internal plural C¹uC²úuC³****far9** (branch) → *pl.* **furúu9****7 Internal plural C¹iC²aC³****bádla** (suit) → *pl.* **bídal****gázma** (shoe) → *pl.* **gízam****9ílba** (packet/box/tin) → *pl.* **9ílab****8 Internal plural maC¹áaC²iC³ or C¹awáaC²iC³****má9had** (institute) → *pl.* **ma9áahid****mátHaf** (museum) → *pl.* **matáaHif****madrása** (school) → *pl.* **madáaris****náadi** (club) → *pl.* **nawáadi****Sobáa9** (finger) → *pl.* **Sawáabi9****9 Other internal plurals****su'áal** (question) → *pl.* **as'íla****shóhka** (fork) → *pl.* **shúwak****raghiif** (loaf) → *pl.* **raghífa****HuSáan** (horse) → *pl.* **HiSína****fustáan** (dress) → *pl.* **fasatúu****'amíiS** (shirt) → *pl.* **'umSáan**

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

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

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

kull il-madáaris bi9íida 9an baytína.

All the schools are far from our house.

il-Huguuzáat múmkin tiziid Hawáali 9ishrún fil-míyya.

Bookings can increase by about 20 per cent.

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

5 Adjectives

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

is-síriir gidiid.

The bed is new. (*masc.*)

il-9arabíyya gidiida.

The car is new. (*fem.*)

To say 'the new car ...', etc. **il-** is added to the adjective as well as to the noun:

is-síriir ig-gidiid

the new bed

il-9arabíyya ig-gidiida

the new car

Adjectives are made negative with **mish**:

il-'amíis mish kibíir.

The shirt isn't big.

il-9arabíyya mish gidiida.

The car isn't new.

Some adjectives don't usually take the feminine ending by convention (although they would in more formal Standard Arabic). Examples of adjectives that don't usually alter when

describing a feminine noun are:

Sáyfi	summer(y)
shítwi	winter(y)
Harími	ladies
búnni	brown
banafsígi	purple
lamúuni	lemon(y)

The basic colours have their own special feminine form.

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

Comparatives

<i>Adjective</i>	<i>Comparative</i>
kibiir (big)	ákbar (bigger)
gamíl (beautiful)	ágmal (more beautiful)
Sugháyyar (small)	áSghar (smaller)
'uráyyib (near)	á'rab (nearer)
bi9fid (far)	áb9ad (further)
'adfim (old)	á'dam (older)
'uSáyyar (short)	á'Sar (shorter)
Tawiil (tall/long)	áTwal (taller/longer)
rufáyya9 (thin)	árfa9 (thinner)
tikhüin (fat)	átkhan (fatter)
Hílw (nice/sweet)	áHla (nicer/sweeter)
laziiz (delicious)	alázz (more delicious)
muhímm (important)	ahámm (more important)
gidüid (new)	ágdad (newer)

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

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

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

ána áTwal mínak. I'm taller than you.

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

híyya árfa9 míni. She's thinner than me.

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

faránsa á'rab min il-maksüük bi-kitfir. France is much nearer than Mexico.

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

áhamm(i) Hágaga the most important thing

ákbar kabüina the biggest cabin

il-áhamm the most important

il-ákbar the biggest

6 Numbers

wáahid	one
itnáyn	two
taláata (tálat)	three
arbá9a (árba9)	four
khámsa (khámas)	five
sítta (sitt)	six
sáb9a (sába9)	seven
tamánya (táman)	eight
tís9a (tísa9)	nine
9áshara (9áshar)	ten
Hidáashar	eleven
itnáashar	twelve
talatáashar	thirteen
arpa9atáashar	fourteen
khamastáashar	fifteen
sittáashar	sixteen

saba9táashar	seventeen
tamantáashar	eighteen
tis9atáashar	nineteen
9ishrúin	twenty
talatfín	thirty
arba9fín	forty
khamsiín	fifty
sittiín	sixty
sab9fín	seventy
tamanfín	eighty
tis9fín	ninety
míyya	hundred

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

árba9 'umSáan	four shirts
tálat galaalíib	three galabeyyas
táman mudarrisíin	eight teachers

wí ('and') is used to join units and tens, with the units coming first:

wáaHid wi 9ishrúin	twenty-one (lit. 'one and twenty')
arbá9a wi talatfín	thirty-four
tís9a wi sab9fín	seventy-nine
sáb9a wi tamanfín	eighty-seven
míyya wi 9áshara	one hundred and ten
míyya khámsa wi arba9fín	one hundred and forty-five

Only the numbers 3–10 are followed by a plural noun. From 11 upwards the number is followed by a *singular* noun:

khámas 'umSáan	five shirts
sába9 galaalíib	seven galabeyyas
Hidáashar 'amíis	eleven shirts
talatfín raghíif	thirty loaves

Two items are usually expressed by using a special dual **-áyn** ending. If the word ends with the feminine **-a** this changes to **-t** or **-it** when the dual ending is added:

raghíf	a loaf
raghiifáyn	two loaves
shóhka	a fork
shohktáyn	two forks

7 Demonstratives

Egyptian Arabic makes no distinction between 'this' and 'that' (demonstratives). However, the word does change depending on the gender and number: **da** for a masculine word, **di** for a feminine word and **duul** for plurals:

da kháali.	This/That [is] my uncle.
di Súura.	This/That [is a] picture.
miin duul?	Who [are] these/those?

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

is-Súura di	this/that picture
il-fáraH da	this/that wedding

8 Sentences/questions without verbs

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

ána min buur sa9íid.	I [am] from Port Said.
ána samíira.	I [am] Samira.
gáábir SááHi?	[Is] Gaber awake?
húwwa min aswáan.	He [is] from Aswan.
ínti min maSr?	[Are] you (fem.) from Egypt?

There is no special question form in Arabic. You can turn a sen-

tence into a question by simply raising your voice at the end:

húwwa min buur sa9fid. He's from Port Said.

húwwa min buur sa9fid? Is he from Port Said?

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

miin da?/da miin? Who's that?

fayn iS-Súura di?/iS-Súura di fayn? Where's this picture [taken]?

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

ána duktúur. I'm a doctor.

ána mish duktúur. I'm not a doctor.

di úmmi. That's my mother.

di mish úmmi. That's not my mother.

9 Want/need

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

(ána) 9áawiz I (masc.) want

(ána) 9áwza I (fem.) want

(íHna) 9awziin we want

(húwwa) 9áawiz he wants, etc.

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

(ána) miHtáag I (masc.) need

(ána) miHtáaga I (fem.) need

(íHna) miHtaagiiñ we need, etc.

miHtáag and **9áawiz** are made negative with **mish**:

mish miHtaagún we don't need
ána mish 9áawiz I don't want

10 Personal/possessive endings

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

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

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

Súura picture → **Suurítña** our picture

khaTíba fiancée → **khaTíbtí** my fiancée

The personal endings can be used with nouns and prepositions and also with verbs. The only change is that **-i** ('my') changes to **-í** ('me') on the end of a verb:

maHmúud záarni imbáariH. Mahmoud visited me yesterday.

bitáa9 (fem. **bitáa9it**), roughly meaning 'belonging to', can also be used with the personal endings:

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

iS-Súura bitaa9íthaa the picture (fem.) belonging to her; i.e. her picture

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

9ándi	I have (<i>lit.</i> 'with me')
9ándak	you (<i>masc.</i>) have
9ándik	you (<i>fem.</i>) have
9ándu	he has
9andáhaa	she has
9andína	we have
9andúku	you (<i>pl.</i>) have
9andúhum	they have

11 Construct phrases

A construct phrase is made by putting two related nouns directly together.

ábu widáad	father of Widaad/Widaad's father
sandawítsh Ta9míyya	(a) falafil sandwich

The feminine **-a** changes to **-it** when it is the first noun in a construct phrase:

sálaTit sabáanikh	spinach salad
Súurit bínti	my daughter's picture

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

Tába' il-bilífila	the bowl of porridge
ráqam it-tarabáyza	the number of the table

12 Modifying words

Certain words can be used in front of a verb to modify the meaning. The modifying words themselves don't change according to the subject, but the following verb does. Here are a list of common modifying words:

láazim (have to/must)**láazim a'9úd saa9táyn taláata.**

I have to stay two or three hours.

láazim yizaakir dilwá'ti.

He must study now.

múmkín (can/be allowed to)**múmkín tiSTáadi sámak.**

You (fem.) can go fishing.

múmkín nirúuH in-náadi?

Can we go to the club?

il-mafrúuD (should)**il-mafrúuD táakul Háaga.**

You (masc.) should eat something.

il-mafrúuD yináam bádri.

He should go to sleep early.

Darúuri (have to/need to)**Darúuri níSHa is-sáa9a sáb9a.**

We have to get up at seven o'clock.

Darúuri yukhrúgu dilwá'ti.

They have to go out now.

iHtimáal (may/might)**iHtimáal nírga9 fi l-mustá'bal.**

We might come back in the future.

Modifying words are made negative with **mish**:**mish láazim á'9ud.**

I don't have to stay.

mish múmkín ti9'úd hína.

You can't sit here.

13 Active participles

Active participles are used in Arabic to describe what is happening at the moment or what will happen in the near future, similar to the English *-ing*.

<i>Masculine</i>	<i>Feminine</i>	<i>Plural</i>
náazil	názla	nazählín
Táali9	Tál9a	Tal9üin
láabis	lábsa	labsüin
9áarif	9árfa	9arfüin
wáakil	wákla	waklüin
sháarib	shárba	sharbüin

■■■■■ lìwwa láabis bádla. He's wearing a suit.
(lit. 'he wearing suit')

■■■■■ hìyya lábsa fustáan. She's wearing a dress.

■■■■■ 9-tnáyn labsüin baraaníT. The two (of them) are wearing hats.

■■■■■ khawáaga náazil. There's a foreigner getting off.

■■■■■ Táali9 il-müina búkra. You're going to the port tomorrow.

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

■■■■■ lissa wáakil. I've just eaten.

■■■■■ lissa sharbüin. We've just had a drink.

Active participles can be made negative using **mish**:

■■■■■ lìwwa mish láabis bádla. He's not wearing a suit.

■■■■■ hìmmá mish nazlüin hína. They're not getting off here.

■■■■■ mish 9áarif. I don't know.
(lit. 'I'm not knowing')

See page 207 for active participles from forms of the verb.

14 Present/future tense

The present/future tense is formed by adding prefixes and suffixes to a *present stem*. Verbs fit into one of two following patterns, the difference being the vowel on the prefix. The prefix vowelled with *i* (i.e. *yi*, etc.) is more common in Egyptian Arabic.

Prefix/suffix **yíl9ab** (to play)
(stem = **l9ab**)

ána (I)	a-	ál9ab
ínta (you, <i>masc.</i>)	ti-	tíl9ab
ínti (you, <i>fem.</i>)	ti-i	til9ábi
húwwa (he)	yi-	yíl9ab
híyya (she)	ti-	tíl9ab
íHna (we)	ni-	níl9ab
íntu (you, <i>pl.</i>)	ti-u	til9ábu
húmma (they)	yi-u	yil9ábu

Prefix/suffix **yúkhrug** (to go out)
(stem = **khrug**)

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

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

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

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

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

bi-níl9ab we play

Ha-níl9ab we will play

b-úkhrug I go out

H-ákhrug I will go out

The present is made negative by adding **ma** ... -(i)sh either side of the verb:

ma b-aHíbbish is-sámak. I don't like fish.

ma nakhrúgsh yohm il-Had. We don't go out [on] Sunday.

The future is made negative by adding **mish** in front of the **H(a)-**:

mish Ha-yíwSal búkra. He won't arrive tomorrow.

Irregular verbs in the present

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

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

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

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

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

yirúuH to go; present stem = **rúuH**

yiziid to increase; present stem = **ziid**

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

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

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

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

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

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

15 Past tense

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

	<i>Ending</i>	yínzil (to go/get down) (<i>past stem</i> = nizil)
ána (I)	-t	nizilt
ínta (you, <i>masc.</i>)	-t	nizilt
ínti (you, <i>fem.</i>)	-ti	nizilti
húwwa (he)		nízil
híyya (she)	-it	nízlit
íHna (we)	-na	nizilna
íntu (you, <i>pl.</i>)	-tu	niziltu
húmma (they)	-u	nízlu

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

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

shírib/ma shiríbsh he drank/he didn't drink

wiSílt/ma wiSíltish I arrived/I didn't arrive

rígi9ít/ma rígi9ítsh she returned/she didn't return

shúfna/ma shufnáash we saw/we didn't see

Regular verbs in the past

Defective verbs

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

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

Follow verbs

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

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

3 Weak verbs

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

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

16 yikúun/kaan

Although the verb 'to be' is often omitted in the present tense, it is essential in the past and future. It is a hollow verb:

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

húwwa ga9áan. He's hungry.

kaan ga9áan. He was hungry.

Ha-yikúun ga9áan. He will be hungry.

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

kaamáal akúun ga9áan. I might be hungry.

kaaya 9áwza tikúun mudarrísa. She wants to be a teacher.

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

kaan fiih ghayTáan barsúum. There were fields of clover.

ma kaansh(i) fiih kull(i) da. There wasn't all of this.

kaan 9ándi SáHba. I had a friend.

kaan fiih mu9áskar. There was a camp.

Note also these uses of the verb **kaan**:

1 **kaan** + *active participle* – past continuous ('was ...ing')

kaan láabis banTalóhn ákhDar. He was wearing green trousers.

kaanti ráyHa lid-duktúur? Were you (fem.) going to the doctor?

2 **kaan** + *present* – past habitual ('used to')

kúnna bi-níl9ab kúra kull(i) yohm. We used to play football every day.

ma kaanúush bi-yiStáadu fi t-tír9a. They didn't used to fish in the canal.

3 **kaan** + *future* – past intention ('was going to')

kaanit Ha-tizaákir bass(i) ma káansh(i) fiih wa't. She was going to study but there wasn't time.

ma kúntish H-anáam bass(i) kunt(i) na9sáan. I wasn't going to sleep but I was tired.

17 Imperative

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

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

tinzíli you (fem.) go down → **inzíli** go down! (fem.)

tinzílu you (plural) go down → **inzílu** go down! (plural)

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

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

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

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

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

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

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

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

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

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

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

tákhdi you (fem.) take → **khúdi** take! (fem.)

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

A negative instruction is made in one of two ways:

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

ma tinzílsh! don't go down! (masc.)

ma tukhrugísh! don't go out! (fem.)

ma taakhdu don't take! (plural)

Notice that the word stress moves to the last syllable.

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

baláash tinzíl!

baláash tukhrúgi!

baláash táakhdu!

18 Passive participles

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

Passive participles are formed from the root letters of a verb, usually in the pattern **maC¹C²úuC³**:

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

yí9mal/9ámal to make → **ma9múul** made

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

yíshrab/shírib to drink → **mashráub** a drink ('the thing that is drunk')

19 Nouns of place

Arabic words with the pattern **máC¹C²aC³** (or less commonly **máC¹C²iC³**) are usually *nouns of place*, describing where something takes place, e.g.

máT9am (restaurant, *place of eating*) root = **T / 9 / m**

máthaf (museum, *place of precious things*) root = **t / H / f**

Other common nouns of place are:

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

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

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

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

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

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

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

The plural pattern for most nouns of place is **maC¹áaC²iC³**, e.g.

máthaf → **matááHif** (museums)

madrásá → **madááris** (schools)

10 Forms of the verb

There are ten forms, counting the basic verb such as **yínzil/nízil** as form I. Western Arabic scholars generally refer to the forms of the verb using Roman numerals, i.e. form II, form X, form VIII, etc. However, native speakers refer to them using the present/future tense with the root **f / 9 / I** ('to do'), e.g. **yíf9al**, **yifá99al**, etc.

Here are forms II to X in the present/future and past tenses, with examples. Many of these example verbs are already familiar to you and you can use them to remember the patterns. Form IX is rare and form IV is uncommon in Egyptian Arabic. These are shown in brackets for reference only.

	<i>Present/future</i>	<i>Past</i>	<i>Pattern (present/past)</i>
Form II	yikhállaS (to finish)	khállaS	yiC'aC²C²aC³ or yiC'aC²C³iC³ C¹aC²C²aC³
Form III	yísáafir (to travel)	sáafir	yiC'aaC²iC³/C¹aaC²iC³
[Form IV	yúsliM (to become a Muslim)	áslam	yuC¹C²iC³/aC¹C²aC³
Form V	yitmárran (to train)	itmárran	yitC¹aC²C²aC³/itC¹aC²C²aC³
Form VI	yit'áabil (to meet)	it'áabil	yitC¹aaC²iC³/itC¹aaC²iC³
Form VII	yinbísíT (to enjoy)	inbásáT	yinC¹iC²iC³/inC¹aC²aC³
Form VIII	yishtágħal (to work)	ishtágħal	yiC¹taC²iC³/iC¹taC²iC³
[Form IX	yiHmárr (to blush)	iHmárr	yiC¹C²aaC³C³/iC¹C²aaC³C³
Form X	yistá9mil (to use)	istá9mil	yistaC¹C²iC³/istaC¹C²iC³

Remember that **kh**, **sh** and **gh** are single Arabic letters.

Certain meanings are connected with each form, although these are not always obvious in individual verbs. However, knowing these helps understand the connection between the grammar and the meaning:

- | | |
|----------|---|
| Form II | <ul style="list-style-type: none"> • carrying out an action on someone/something else • doing something intensely or repeatedly |
| Form III | <ul style="list-style-type: none"> • trying to do something • doing something with someone else |

- Form V • doing something to or for yourself; reflexive of Form II
- Form VI • doing something together/collaborating in doing something
- Form VII • doing something to or for yourself; reflexive of Form I
- Form VIII • similar to Form VII
- Form X • asking to do something
• considering something/someone to be

There are usually two to four verb forms that are possible with a particular root, but there may be up to five or six.

Active and passive participles can be created from the forms of the verb and used in a similar way to the basic form I participles (e.g. **šáamil/ma9múul**).

Active participles are made from the forms of the verb by taking the present/future stem and adding the prefix **mu** (or sometimes **mi**), e.g.

yistáhlik to consume (form X) → **mustáhlik** consuming/consumer

yisáafir to travel (form III) → **musáafir** travelling/traveller

Passive participles are formed in a similar way, only the final vowel changes to **a**, e.g.

yistáhlik to consume (form X) → **mustáhlak** (something) consumed/used up

yifássir to explain (form II) → **mufássar** (a text) explained

yistá9mal to use (form II) → **mustá9mal** (something) used/second-hand

There will be some variations in these patterns, particularly for irregular verbs but, in general, the same features show up.

Hollow verbs have either the letter **waaw** or **yaa** as the middle root letter. This drops out in the basic verb form I, usually creating either a long **uu** if the middle root is **waaw** (**yirúuH** – to go) or a long **ii** if the middle root is **yaa** (**yiTúr** – to fly). Hollow verbs also feature

their characteristic long final vowel in forms VII, VIII, and X, e.g. *yiSTA  d* ('to fish'), which is a form VIII hollow verb. However, in forms II, III, V and VI the middle root reappears:

yiráwwaH/ráwwaH (to go home): form II

yíHáawal/Háawal (to try): form III

yitgáwwiz/itgáwwiz (to get married): form V

Weak verbs end in a vowel as they do in basic verbs, e.g. *yiláa'i* ('to find'), which is a form III weak verb.

Concentrate on the main patterns at first and the variations will follow with time.

20 Relative clauses

Arabic only uses the word for 'who/which' (**lli**) when it refers to a definite noun (i.e. 'the ...'):

ána shuft il-bint illi káanit rákba HuSáan. I saw the girl who was riding a horse.

**ána shuft bint káanit
rákba HuSáan.** I saw a girl [who] was
riding a horse.

Arabic script supplement

This section gives the dialogues and other listening texts in the Arabic script.

If you are already familiar with the script from previous knowledge of Standard Arabic, or other Arabic-script languages such as Farsi or Urdu, you may prefer to read the dialogues in this form. But be aware that the colloquial language does not have hard-and-fast 'spelling' rules and you may see some words spelt differently in other contexts.

Alternatively, you may want to complete *Colloquial Arabic of Egypt* using the transliteration and then come back to this section at the end when you have completed the script sections included in each unit. You can compare the Arabic script to the transliterated version to help you become familiar with the Arabic letters and how they join.

Unit 1**Dialogue 1**

- صباح الخير يا طنط.

- أهلا يا حسن. إزايك يا بابني؟

- الحمد لله. جابر صاحبي؟

- أيوه، من بدرى.

Dialogue 2

- ضيف رقم ١ ... اسمك إيه؟

- أنا اسمي منى. أنا من اسكندرية.

- أهلا منى. ضيف ٢ ... اسمك إيه؟

- أنا اسمي كمال. أنا من أسوان.

- ضيف ٣ ...

- وأنا سميرة. أنا من بور سعيد.

Dialogue 3

- أهلا وسهلا يا مدام. اسم حضرتك؟

- ستانلى.

- ستانلى؟ حضرتك من اسكندرية؟!

- لا، لا. أنا من ليفربول. أنا انجلزية!

- افضللي. ترابيزة خمسة.

Exercise 4

- صباح الخير يا أستاذ.
- صباح النور.
- أنا وداد من النيل للسياحة. اسم حضرتك محمود أمين؟
- محمد أمين. أنا اسمي محمد أمين.
- أيوه محمد أمين - آسفه. أهلا وسهلا.
- أهلا بيكي.
- حضرتك من اسكندرية؟
- أيوه. وأنتي؟
- أنا من الجيزة.
- آه الجيزة...
- أهلا، أنا اسمي ريتا ستانلي. أنا إنجليزية. أنا من ليفربول.

Exercise 7

Unit 2

Dialogue 1

- يا حسن! تعال! أختك في الراديو!
- أختي؟
- بسرعة. قول لأبوك تعال!
- بابا! بابا! تعال اسمع بنتك في الراديو.
- بنتي؟ هات الراديو هنا يا حسن يابنني.
- لا. احنا هنا! تعال أنت للراديو!

B. ساخترة

Exercise 3

- أنا اسمي سميرة وأنا من بور سعيد.
أخويها اسمه حسن وأمي اسمها ليلي.
بابا... أبويا... اسمه عثمان.

Dialogue 2

- مين دي يا جابر؟
- دي خطيبتي، وداد.
- وامتنى الفرح إن شاء الله؟
- الفرح في الصيف.
- وده مين؟
- ده خالي أمين بتاع استراليا
- والصورة دي فين يا جابر؟
- شرم الشيخ.

Exercise 2

Unit 5

Unit 3

Dialogue 1

- تشرب شاي يا بابني؟
- لا شكرا يا طنت. لسه شارب.
- تأكل طبق بليلة؟
- بليلة؟ أنا أموت في البليلة!
- طيب اقعد يا بابني!

Dialogue 2

Exercise 4

- تشربى ايه حضرتك؟ عصير؟ كولا؟ كركديه؟
عصير ليمون من فضلك.
وحضرتك تشرب ايه؟
قزارة كولا.
عصير وكولا...تاكلي ايه يا آنسه؟
هات لي بامية ورز.
وحضرتك؟
سبانخ وسلطة من فضلك.
واحد بامية ورز وواحد سبانخ وسلطة!

Dialogue 3

- اسم حضرتك إيه يا مدام؟
- اسمي زينب سرحان.
- حضرتك بتشتغل إيه؟
- أنا مدرسة - مدرسة كيميا.
- واسم حضرتك إيه يا أستاذ؟
- أنا الدكتور أحمد منير.
- وحضرتك بتشتغل هنا في مصر؟
- لا مش هنا. أنا دكتور في فرنسا.
- وحضرتك يا آنسة؟
- أنا اسمى سامية نور وأنا مضيفة في مصر للطيران.

Dialogue 4

Unit 4

Dialogue 1

- آلو؟ النيل للسياحة؟ محمد موجود؟
- لا، مش موجود يا فندم. معاك وداد.
- أهلا وداد. فيه كابينة بين الأقصر وأسوان؟
- أيوه، فيه كابينة لوكس... كبيرة.
- فيها كم سرير؟
- سريرين فوق بعض وتليفزيون جنب الباب.
- وفيها كم شباك؟
- شباك واحد. بين السرير والترابizza.

Dialogue 2

- العربية جديدة؟ مبروك عليك!
- الله يبارك فيك.
- فيها تكييف؟
- لا، ما فيهاش. بس فيها سي دي.
- سي دي؟ فين؟
- أهوا، تحت الراديوا.
- الكرسي مريح. ده جلد يا جابر؟
- لا. ما فيش في الموديل ده جلد.
- أمال؟
- الكبيرة، الألفين سي سي فيها جلد و تكييف.
- طيب. يللا بينا.

Exercise 5

- أوْضَهُ النَّوْمِ بِتَاعِتِي كَبِيرَةً. فِيهَا شَبَّاكَ كَبِيرَ وَبِلَكُونَةَ سَرِيرِي
جَنْبَ الشَّبَّاكَ وَفِيهِ بُورْتَرِيَهِ لِمَامَا فَوْقَ السَّرِيرِ. فِيهَا تَرَابِيَّة
وَكَرْسِيَّ مَرِيحٍ وَفِيهِ كَمَانٍ تَرَابِيَّةٌ صَغِيرَةٌ فِي الْبَلَكُونَةِ بَسْ مَا
فِيهَاش تَكِيَّفَ.

Dialogue 5

Unit 5

Dialogue 1

- اتعال معايا خان الخليل.
- بالعربية الجديدة؟
- طبعا. عاوزين جلبية لوداد، وكنكة نحاس لأمي.
- وأنا كمان محتاج قميص أبيض للشغل.
- فكرة. وأنا برضه عاوز قمحان جديد.

Dialogue 2

- اديني علبة جبنة رومي وربع كيلو زيتون.
- حاضر يا مدام. وحضرتك محتاجة عيش؟
- هات لي اثنان شرائح بقدام، من فضلك.
- إيه كمان؟

عاوزين طباق ورق وشوك بلاستك.

- ماشي.

- بكام التفاح؟

- التفاح بعشرة جنيه.

- عشرة؟ ليه؟ ده بثمانية في كل حنة.

Exercise 5

5

1

- صباح الخير. اديني نص كيلو جبنة بيضا لو سمحت.
- حاضر.
- وهات لي عشرة أرغفة شامي.
- إيه كمان؟
- عاوزين قزارة كولا كبيرة وثلاث علب عصير.
- ده كله يا بي؟
- بكم الزيتون؟
- الربع كيلو بعشرين جنيه.
- ماشي اديني ربع كيلو من فضلك.

2

Dialogue 3

- مساء الخير. عاوز جلبية حريمي صيفي.
- مقاس إيه؟
- وسط. زيك انتي كده.
- الألوان عندنا أصفر لموني وأزرق فاتح وبنفسجي.
- حلوة البنفسجي. بكم دي لو سمحتي؟
- دي بمية وعشرة، والزرقا والصفرا بخمسة وتسعين.

Exercise 8

Exercise 9

- صباح الخير. عاوز قميص شتوي.
- مقاس إيه؟
- كبير. الألوان عندكم إيه؟
- عندنا أبيض وأخضر غامق وبني.
- حلو الأخضر. بكم ده لو سمحتي؟
- ده بخمسة وثمانين.

Unit 6

Dialogue 1

- يا ابراهيم، أنت طالع المينا في بورسعيد بكرة عشان مستر لورنس بتاع صن شاين كروز.
- شكله إيه مستر لورنس ده؟
- طويل وشعره أحمر. عينيه ملونة ولابس نظارة. استنى عند سلم المركب.
- ماشي يا مدام وداد.

Exercise 2

- ١ الرجال ده قصير وشعره أسود. عنده شنب وودانه كبيرة شوية.
- ٢ الست دي شعرها قصير ولابس نظارة.
- ٣ الرجال ده طويل ورجلية طويلة كمان. هو أصلع ولكن بشنب.
- ٤ الست دي شعرها طويل وأسود. عينيها جميلة.

Dialogue 2

- يا مدام وداد، أنا عند سلم المركب. فيه خواجة نازل لابس نظارة شمس وبدلة زرقة كحلي، ومعاه واحدة سترة لابسة فستان أخضر.
- أيه يا ابراهيم، يعني هو مستر لورانس وللا مش هو؟
- أنا مش عارف يا مدام. شعره الأحمر مش باين عشان الاثنين لابسين برانيط.
- طيب، عنده كام سنة يا براهيم؟
- حوالى زي أربعين خمسين كده.
- طيب يا ابراهيم... اسأله "Are you Mr Laurence?"

Exercise 5

- يا ابراهيم، اسمع. أنت طالع المطار بكرة عشان سنيورا سنثيير، عندها حوالى أربعين سنة كده. شكلها طولية ورفيعة. شعرها إسود وقصير ولا بست نظارة. دايما لابست جونلة طولية وبلوزة بيضا.

Dialogue 1

- احنا رايحين فرنسا في شهر العسل.
- يعني مش رايحين المكسيك؟
- لا، لغينا المكسيك لأنها بعيدة. أبعد من فرنسا بكثير. أنا ماباحبتش الطيران الطويل.
- ولا أنا. فرنسا قريبة ... أقرب من المكسيك. كده أحسن فعلا.
- وكمان الأكل في فرنسا لذيد.
- عندك حق. الأكل اللذيد مهم جدا.
- أهم حاجة في شهر العسل!

Dialogue 2

- بكم تذكرة الأقصر رايح جاي من فضلك؟
- بالطياراة ولا بالقطر حضرتك؟
- أرخص حاجة إيه؟
- الأوتوبيس! بس الرحلة طويلة ومش مريحة قوي.
- والطياراة؟
- الطياراة غالية، أغلى من القطر بكثير. القطر درجة أولى سعره معقول. حضرتك عاوزة كام تذكرة؟
- ثلاثة... اثنين كبار وطفل واحد. فيه تخفيضات للأطفال؟
- أيوه الأطفال بنص السعر.
- طيب، خللينا في القطر أحسن.

Exercise 5

- بكم تذكرة أسوان رايح جاي من فضلك؟
- بالطياره ولا بالقطر حضرتك؟
- أرخص حاجة إيه؟
- القطر بس الرحلة أطول.
- طيب، خللينا في الطياره.
- حضرتك عاوز كام تذكرة؟
- خمسة... اثنين كبار وثلاث أطفال. فيه تخفيضات للأطفال؟
- لا ما فيش، للأسف.

Dialogue 3

- أنا باحث الكلاب. أبويا عنده ثلاثة كلاب وولف.
- يا ساتر! أنا ما باحبش الكلاب. أحنا عندنا قطة سيمامي.
- القطط أحسن من الكلاب.
- القطط دي مالهاش فايدة.
- إزاي؟ دي مفيدة قوي. بتتمسك الفيران ونظيفة زي الفل.
- فيران؟ الكلاب بتتمسك حرامية، مش فيران!

Unit 8**Exercise 4**

- الأوضة فيها تكييف، مافيهاش راديول لكن فيها تليفزيون بالألوان.
- فيها كمان كرسي مريح بس الأوضة صغيرة والسرير مش كبير.
- فيها ترابيزة جنب السرير وعليها كمبيوتر بس مش بالانترنت.

- أنا عاوز كباب وسلطة خضراء.
- وتشرب إيه حضرتك؟
- هات لي عصير ليمون.
- وحضرتك؟
- عندكم باممية حلوة النهاردة؟
- إن شاء الله. تحبي أجيبي لحضرتك رز مع الباممية؟
- أيوه، رز أبيض. وهات لي كباية كركديه.
- حاضر. والمدام؟ تحبي تأكلني إيه حضرتك؟
- فيه سبانخ يا متر؟
- لا، يا مدام ما فيش سبانخ النهاده.
- طب هات لي ورق عنب وسلطة وقزازة كولا.

- يا ابراهيم، اسمع... بكرة الخميس وأنت طالع المطار عشان مستر نديم من فرع عمان.
- الساعة كام الطيارة؟
- الساعة خمسة الصبح.
- يا ساتر! بدرني قوي!

- معلهش يا ابراهيم، يوم الجمعة أجازة. بس أنت مشغول من السبت عشان الفوج الياباني.
- رايحين فين؟
- السبت رايحين الأهرام بدرى حوالي الساعة ستة ونص ... وبعد الظهر كله في المتحف المصري. الحد عندهم حجز في مطعم فلفلة الساعة واحدة إلا ربع ورايحين خان الخليلي بعد الغدا.
- خان الخليلي؟ زحمة والممرور وحش قوي هناك!

Dialogue 2

- أنا مخيفة في مصر للطيران وساكنة في مصر الجديدة. الساعة خمسة ونص باصحي وبأكل حاجة خفيفة وبأخرج من البيت الساعة ستة وربع. باوصل المطار الساعة سبعة بالظبط الاثنين والأربع والسبت بنسافر عمان، والخميس والحد بنسافر أسوان مرتين، مرة الصبح ومرة الظهر. الثلاث أجازة وباروح النادي بعد الظهر حوالي الساعة خمسة بالعب باسك بول مع أصحابي ومع نادية بنت عمي.
- الجمعة بأقعد في البيت أكل وأنام!

Exercise 6 (model answer)

- الساعة ثمانية حاخرج من البيت وحاوصل المكتب الساعة ثمانية ونص. الساعة حداشر حاطلع المطار. عندي حجز للغداء في مطعم النيل الساعة واحدة إلا ربع. حاروح مدرسة مروان الساعة اثنين وثلث. حاخرج من المكتب حوالي الساعة ستة ونص علشان العب باسك بول مع أصحابي في النادي الساعة سبعة وربع.

Dialogue 3

- مني، أنتي بتدرسى إيه؟
- أنا بادرس في علوم اسكندرية تخصص كيميا.
- وأنت يا كمال بتدرس إيه؟
- أنا في معهد الفنادق، وباتمرن في الشيراتون.
- عظيم، وأنتي يا سميرة؟
- أنا عايشة في بور سعيد وباحضر ماجستير لغات شرقية في جامعة القناة.

- ما شاء الله يا سميرة. مستعدين للأسئلة يا شباب؟
- مستعدين!

Exercise 8

- أنا عايشة في بور سعيد وباحضر ماجستير لغات شرقية في جامعة القناة. كل يوم باصحي الساعة سبعة وباشرب شاي الساعة سبعة ونص. باخرج من البيت الساعة تمانية بأوصل الجامعة في نص ساعة.
- باقعد في مكتبة الجامعة ساعتين ثلاثة كدة وباكل سندويتش حوالي الساعة اتناسنر. بأدرس لغات للطلاب بعد الظهر وباروح البيت الساعة ثلاثة الا ربع. عموماً باروح النادي حوالي الساعة ستة ألعب تنس مع أصحابي.

Unit 10

Dialogue 1

- مني، أنتي هوایاتك إيه؟
- أنا باحبواب اسکواش. أنا کابتن فريق الكلية. وكمان باحبواب الموسيقى وروايات نجيب محفوظ.
- وأنت يا کمال؟ هوایاتك إيه؟
- باحبواب كورة وأنا غاوي الانترنت. كل يوم لازم أقعد ساعتين ثلاثة قدام الكمبيوتر. ما باخرجش من البيت قبل ما أصبح على الكمبيوتر!
- ها! ها! وأنتي يا سميرة؟
- للأسف دلوقتي ماعنديش وقت لهوايتي - صيد السمك مع بابا وحسن أخيها. كل يوم جمعة هما بيطلعوا الصيد وأنا باقعد أذاكر.
- معلهش يا سميرة. بعد الماجستير ممكن تصطادي سمك البحر كلها!

Dialogue 2

- شركة النيل للسياحة ناوية تعمل موقع على الانترنت. شايفين إنه الحجوزات ممكن تزيد حوالي عشرين في المية. ليه؟ لأن الحجز بالانترنت سهل جداً ومبادر وقوت. دلوقتي الزيون مش لازم ينزل مكتبنا في ميدان الاوبرا عشان يحجز أجازة يومين. ممكن يخلص حاجته وهو قاعد في البيت. طبعاً أهم حاجة إن الموقع يستغل ويبقى واضح وسريع.

Dialogue 1

- آلو؟ أيوه يا مدام، أنا إبراهيم. ده مستر لورنس عاوز ينزل
وسط البلد لوحده.
- ليه يا إبراهيم؟
- بيقول عاوز يروح ميدان التحرير عشان يزور المتحف وبعدين
عاوز ينزل محطة رمسيس عشان يحجز في قطر الأقصى.
- المتحف والمحطة؟ أخاف ليته يا إبراهيم.
- ماتخافيش يا مدام. أنا حاوصلله السكة كويس.

Exercise 3

- عايز تروح السوق معايا يا جابر؟ أنا محتاج شوية حاجات.
- دلوقتي مش ممكن. المفروض أروح البنك وبعدين السفاره
الفرنسياوي عشان الفيزا و بعدين المحطة عشان أحجز لأمي.
- يا ساتر! حا تخلص الساعة كام؟
- حوالي اتنانشر واحدة كده.
- طب، خلص حاجتك وممكن ننزل وسط البلد بعد الظهر.
- ماشي. عاوز تروح السينما؟
- آه فكرة. نتقابل عند السينما الساعة اتنين. وأنا حاشرتري سى
دي من محل الموسيقى بعد الفيلم.

Dialogue 2

- حاوشفاك المتحف والمحطة منين.

الأول اطلع كوبري ستة اكتوبر وانزل بعد البرج. خلليك دوغرى على الكورنيش وخد شمال عند الهيلتون حتلاقي المتحف على اليمين.

بالنسبة للمحطة خلليك في شارع رمسيس على طول لغاية الميدان نفسه. خللى بالك، مدخل المحطة بعد تانى إشارة تحت الكوبري جنب محل كبير بيبيع سندوتشات فول وطعمية اسمه أبو وردة.

Exercise 6

- البنك؟ الأول خلليك دوغرى في الشارع ده وبعدين خد تالت شارع يمين والبنك على الشمال.
- المتحف؟ خدي أول شارع شمال واطلعي دوغرى لغاية الإشارة. المتحف على اليمين.
- المحطة؟ اطلعى على طول لغاية الإشارة وخدى يمين. حتلاقي المحطة على الشمال قبل الكوبري.
- عاوز السفاره الأمريكية؟ خلليك دوغرى في الشارع ده وبعدين خد تانى شارع شمال. السفاره على الشمال قبل السينما.

- ـ ازيك يا عريض؟ انبسطت في فرنسا؟
- ـ قوي قوي.
- ـ وصلتوا امتي؟
- ـ وصلنا يوم السبت.
- ـ ووداد؟ لسة بتخاف من الطيارات؟
- ـ أيوه، بس خدت مسكن من الدكتور.
- ـ فعلاً؟ وعملتوا ايه هناك؟
- ـ رحنا أماكن كتيرة - متاحف وبرج ايفيل، ونزلنا في مركب على نهر السين - حلو النهر. شفنا كل حاجة من المركب - الكنائس القديمة، والمباني الجميلة، تماثيل ذهب...
- ـ وكلتوا كوييس؟
- ـ أنا كلت سمك لذيد ومحار لكن وداد ما بتحبس السمك فكلت لحمة وفراخ وحاجات زي كده. وطبعاً جربنا الحلويات - أحسن حلويات في الدنيا!
- ـ يا سلام يا سيدى. وايه كمان؟
- ـ الناس هناك طبعاً بيشربوا النبيذ الفرنسي المشهور بس إحنا شربنا مشاريب منعشة جداً معمولة من النعناع والرمان
- ـ نعناع ورمان؟ ده ايه الجمال ده؟!
- ـ أيوه، آخر جمال، بس خلاص، رجعنا دلوقتي.

Dialogue 2

— أنا أستاذ في كلية الطب، جامعة القاهرة. السنة اللي فاتت رحت إعارة في جامعة "ادنبره". سافرنا، أنا وعيالتي، اسكننا في أغسطس ولقينا شقة في وسط "ادنبره"، قريبة من الجامعة. الأولاد راحوا المدرسة في سبتمبر وقعدنا هناك عشر شهور لغاية نهاية السنة الدراسية في يونيو. رجعنا مصر في يوليو. انبسطنا في "ادنبره" واحتمال نرجع تاني في المستقبل.

Exercise 7

— السنة اللي فاتت شفت الدنيا كلها! الأول سافرت لندن في يونيو وزرت عمتي هناك. بعدين لفيت أوروبا بالقطار: فرنسا في أغسطس وايطاليا في سبتمبر. انبسطت قوي في ايطاليا عشان باحث الباستا والأيس كريم! في أكتوبر خدت طيارة لنيو يورك وعملت جولة في أمريكا شهرین. ومن لوس أنجلوس سافرت اليابان وده كان في الشتاء — في ديسمبر. من اليابان رحت الصين في يناير — بلد عظيمة — وأخيرا في مارس زرت الهند شهر بالحاله ورجعت مصر آخر أبريل.

Dialogue 1

— ده شارع الهرم — دايما زحمة! شفت كل العربات والمباني والمطاعم وال محلات؟ زمان ما كانش فيه كل ده. كان فيه غيطان برسيم ونخل وحمير. أنا فاكرة لما كنت صغيرة كان عندي صاحبة كانت عايشة هنا جنب الترعة في بيت جميل هادي. بس دلوقتي في مكان بيتها حاتلاقى خمس عمارات! جدي قال لي إن في التلاتينات والأربعينات كان فيه معسكس تبع الجيش الانجليزى، هناك في الصحراء عند أبو الهول. طبعا الانجليز مشوا من زمان، من سنة ١٩٥٤، لكن لسه فيه اسطبلات لغاية دلوقتي والناس تقدر تركب خيل هناك عندهم.

Dialogue 2

— احنا سافرنا الأقصر بالطيار، وبعدين خدنا فلوكة من الأقصر لأسوان. كانت رحلة جميلة في النيل. المراكبى طبخ لنا سمك ورز. لما وصلنا أسوان رحنا أبو سمبل بالأوتوبوس. السنة اللي فاتت رحنا الأقصر بتاكسي من الغردقة. خدنا السكة اللي بتروح من سفاجا. المشوار خد له حوالي ثلاثة ساعات لكن احنا انبسطنا لأن السوق كان مشغل شريط أغاني أفلام زمان. أنا بأحب الأفلام القديمة أكثر من الأفلام الجديدة لأن أفلام زمان متكلفة ومعموله بذمة.

Exercise 6 (model)

- رحتوا فين في الأجازة السنة اللي فاتت؟
- رحنا البحر الأحمر.
- سافرتوا بالأوتوبيس؟
- لا، سافرنا شرم الشيخ بالطياره.
- مع العيلة؟
- آه، كلهم.. مراتي والثلاثة بنات.
- عملتوا ايه هناك؟
- يعني.. اصطدنا كثير ونزلنا مره بالمركب.
- قعدتوا في شرم الشيخ ولا رحتوا حته تانية؟
- رحنا طابا بالأوتوبيس.
- رحلة طويلة؟ عملتوا ايه ثلث ساعات؟
- فعلا المشوار خد له حوالي ثلث ساعات لكن السوق كان مشغل فيلم قديم.
- عظيم! يعني انبطتوا في البحر الأحمر.
- قوي.. احتمال نرجع في المستقبل.

Unit 14

Dialogue 1

- مطعم النيل، صباح الخير.
- أيوه، مطعم النيل؟
- أيوه. صباح الخير يا فندم.
- صباح النور. لو سمحت عاوزين نحجز ترابizza لخمسة يوم الجمعة الجاية.
- تحت أمرك يا فندم. لحظة معايا من فضلك...
- الجمعة ١٦ حضرتك؟
- أيوه مظبوط. الجمعة الجاية على طول.
- ترابizza لخمسة. باسم مين حضرتك؟
- باسمي أنا. جابر عبد الوهاب.
- جابر عبد الوهاب. حضرتك حتشرفنا الساعة كام إن شاء الله؟
- واحدة ونص، اثنين. بعد صلاة الجمعة كده.
- أهلا بحضرتك يا فندم.
- مين معايا؟
- أنا متر أبو السعود.
- أهلا بيوك يا متر. باقولك إيه وحياتك أنا عاوز ترابizza حلوة على النيل على طول.
- إن شاء الله يا بيه بس حضرتك عارف طبعا يوم الجمعة بيبقى زحمة شوية معلش.
- لا يابو السعود وحياتك. ما تكسفينيش. أنا حيكون معايا جماعة أجانب. لازم نقعدهم على النيل.
- إن شاء الله يا فندم.
- خلاص. اتفقنا يا بو السعود. سلامه عليكم.
- مع ألف سلامه يا جابر بيه.

Dialogue 2

- سميرة... حتاكلني صاحبتك إيه؟ -
What do you want to eat, Jane? -
Something typically Egyptian! -
 اطلبولها ملوخية بالأرانب. -
 لا يا جابر، مش معقول. العيال الانجليز بيربوا الأرانب في البيوت زي القبط والكلاب وال حاجات دي عندنا. -
 حاتقول علينا متوجهشين لو قلناالها حناكلك أرنب. -
 نطلب لها ورق عنب مثلا؟ -
 آه. ورق عنب يبقى جميل. -
Jane, have you tried stuffed vine leaves?
Yes! Dolmades! We had it in Greece. It was good! -
 او كي. خلاص. نطلبولها ورق عنب مع فراخ مثلا أو لحمة بانيه مع كباب أحسن علشان الكباب مصرى أصيل. -
 أيوه صح. وانتي يا سميرة، حتاكلني إيه؟ -
 والله أنا محترارة بين البابامية وبين البسلة. -
 أنا شخصيا حاطل ببابامية. -
 طب خلاص. أطلب أنا البسلة، وأنا أدوتك بسلتي، وانتي تدوقيني باميتك! -
 أنا محترار يا جماعة. أكل سمك مقلية ولا فراخ؟ -
 إحنا ممكن ننقي سمكة كبيرة وننقسمها. -
 ماشي. وحنطلب جمبري طبعا. -
 طبعا. -
 هه؟ جاهزين يا جماعة نطلب؟ -
 جاهزين. -
 يا متر... يا أبو السعود... إحنا جاهزين.

Key to exercises

- Sabáah il-khayr.
- Sabáah in-nuur.
- áhlan biiki.
- masáa il-khayr.
- masáa in-nuur.
- izzáayak?
- il-Hámdu lilláah.
- má9a s-saláama.
- alláah yisallímik.

Unit 1

Exercise 1

- 1 – Sabáah il-khayr.
– Sabáah in-nuur.
- 2 – áhlan.
– áhlan biiki.
- 3 – masáa il-khayr.
– masáa in-nuur.
- 4 – izzáayak?
– il-Hámdu lilláah.
- 5 – má9a s-saláama.
– alláah yisallímik.

Exercise 2

1 ísmik eh? 2 HáSan SáaHi? 3 ísmak eh? 4 ínta min lú'Sur?
5 ínti samiíra? 6 híyya min iskindiríyya?

Exercise 3

1d; 2e; 3a; 4c; 5f; 6b

Exercise 4**1** false **2** true **3** true **4** true **5** false

3. szövegök

Exercise 5**1** ána amriikaaníyya. **2** híyya maSríyya. **3** híyya iskutlandíyya.
4 ínti ingiliizíyya? **5** ána ostoralíyya. **6** híyya ostoralíyya?**Exercise 6**taláata **3**itmáyn **2**khámsa **5**arbá9a **4**wáahid **1****Exercise 7**

There is no correct answer for these open-ended speaking exercises. The aim is to encourage you to talk about yourself and your environment using the language taught in the unit. If you can, try to find an Egyptian who can listen to you. You could also record your own description and listen critically to your accent and language – a useful self-assessment.

Unit 2**Exercise 1**

1 húwwa ísmuh kamáal. **2** bíntik hína? **3** abúna min aswáan.
4 gózhhaa ísmuh 9osmáan. **5** ukht(ú)hum fi r-rádyo.
6 úmmak ism(á)haa láyla.

3. szövegök

Exercise 2

- 1 – ísmak eh?
– ána ísmi Hásan.
- 2 – ísmik eh?
– ána ísmi samíira.
- 3 – bíntik ism(á)haa eh?
– bínti ism(á)haa móna.
- 4 – abúki ísmuh eh?
– abúya ísmuh kamáal.
- 5 – miráatak ism(á)haa eh?
– miráati ism(á)haa láyla.

Exercise 3

(model answer – yours may vary slightly)

ána ísmi widáad w-ána min ig-gíiza.

akhúya ísmuh hiláal wi úkhti ism(á)haa sáara. úmmi ism(á)haa fawzíyya wi bába ... abúya ... ísmuh ánwar.

Exercise 5

- 1 *masculine* il-ab
- 2 *masculine* il-ism
- 3 *masculine* ir-ráqam
- 4 *feminine* il-khaTíiba
- 5 *masculine* iS-Sáyf
- 6 *feminine* il-umm
- 7 *feminine* it-tarabáyza
- 8 *masculine* iD-Dayf

Exercise 6

- 1 miin da?
- 2 miin di?
- 3 fayn iS-Súura di?
- 4 il-rádyo bitáa?
- 5 il-fáraH ímta?
- 6 khaTíbka fayn?

Exercise 7

For these kinds of prompted speaking exercises, you will hear a model response on the recording for you to check your answer.

Exercise 8

1e; 2f; 3a; 4d; 5c; 6b

Unit 3**Exercise 1**

1 tíshrab áhwa yaa gáabir? **2** la' shúkran líssa shárib. **3** áywa min fáDlik. **4** tíshrabi shay yaa widáad? **5** la' shúkran yaa Tant, líssa shárba. **6** tákul Tába' bilfila yaa Hásan? **7** ána amúut filífila. **8** Táyyib u'9úd yábni.

Exercise 2

1e; 2c; 3b; 4f; 5d; 6a

Exercise 3

1 izázait máyya (bottle of water) **2** Tába' ruzz (bowl of rice) **3** izázait/kubbáayit kóhla (bottle/glass of cola) **4** kubbáayit shay (glass of tea) **5** Tába'/sandawítsh Ta9míyya (plate/sandwich of falafel) **6** Tába' bámya (plate of okra) **7** Tába'/sandawítsh ful (plate/sandwich of beans) **8** kubbáayit 9aSír lamúun (glass of lemon juice)

Exercise 4

	Water	Lemon juice	Cola	Spinach	Okra	Kebab	Rice	Salad
Widaad		✓			✓		✓	
Gáber			✓	✓			✓	

Exercise 6

1 ána muhandísá fi amrííka. **2** híyya muDíifa fi maSr liT-Tayaráan. **3** híyya mudarrísít kímya. **4** ínti mumassíla yaa madáam? **5** ána Taalfáa fi iskindiríyya. **6** ínti Taalfáa hína?

Exercise 7

1 la', ána mish iskutlándi (iskutlandíyya). **2** la', ána mish min Glasgow. **3** la', di mish bñnti. **4** la', di mish bñni. **5** la', ísmi mish Stanley. **6** la', ána mish mumássil (mumassíla).

Exercise 8

1 húmma mudarrísün. **2** húmma muhandisün. **3** iHna mumassílin. **4** húmma maSriyyün. **5** húmma ostoraliyyün. **6** iHna muHaasbüin.

Exercise 10

1 ab **2** bint **3** akh **4** ukht **5** ibn

Unit 4

Exercise 1

1 il bint fi k-kabfina. **2** is-sirír ganb il-baab. **3** ána 'uddáam ish-shibáak. **4** it-tilifizyóhn 9ála t-tarabáyza. **5** is-sirír bayn it-tarabáyza wil-baab. **6** ir-rádyo wára it-titifizyóhn.

Exercise 2

c; d; e; f; a; b

Exercise 3

1 tit-titifizyóhn gánbuh. 2 ána 'uddáamhaa. 3 is-sirfir táHtuh.
4 náura waráhum. 5 kaam sirfir fíihaa. 6 widáad mawgúuda fiih?

Exercise 4

1 ish-shibáak 2 kúrsi 3 tilifizyóhn/rádyo 4 il-baab/wit-tarabáya
5 is-sirfir

Exercise 5

1 false 2 true 3 false 4 true 5 false 6 false

Exercise 6

1 ma fiish sirfir taHt ish-shibáak. 2 ma fiiháash takíif.
3 il-9arabíyya mish gidfida. 4 ma fiish kúrsi ganb il-baab.
5 ik-kúrsi mish murfiH. 6 ma fiish CD taHt ir-rádyo.
7 mahámmad mish mawgúud. 8 ma fiiháash shibáak?
9 ma fiish mushkíla. 10 is-sirfir mish kibíir.

Exercise 7

a6; b4; c1; d8; e3; f2; g5; h7

Unit 5**Exercise 1**

1 (ána) 9áawiz 'amíiS. 2 (ána) 9áwza galaaliib. 3 (ínti) 9áwza
áhwa? 4 (húwwa) 9áawiz shay. 5 (iHna) 9awzíin 9arabíyya
gidfida. 6 (híyya) 9áwza kánaka naHáas? 7 (húmma) 9awzíin
kabiina lux. 8 (ínta) 9áawiz 'umSáan?

Exercise 2

- 1 widáad miHtáaga gallabíyya. 2 gáabir miHtáag 'amíiS.
 3 umm(i) gáabir miHtáaga kánaka. 4 gáabir wi Hásan
 miHtaagíin 'umSáan. 5 ábu Hásan miHtáag shíisha.
 6 umm(i) w-ábu gáabir miHtaagíin 9aysh.

Exercise 3

- 1 Tába'/Tubáá' (plate, dish) 2 9ílba/9ílab (box, packet, tin)
 3 mudárris/mudarrisíin (teacher) 4 shóhka/shúwak (fork)
 5 'amíiS/'umSáan (shirt) 6 gallabíyya/galaalíib (galabeyya)
 7 raghíif/raghífa (loaf) 8 tarabáyza/tarabayzáat (table)
 9 tuffáaHa/tuffáaH (apple) 10 tilifóhn/tilifohnáat (telephone)

Exercise 4

- 1 iddfíni arbá9 'umSáan, min fáDlak. 2 iddfíni 9áshar raghífa,
 min fáDlak. 3 iddfíni itnáashar shóhka biláastik, min fáDlak.
 4 iddfíni sitt(i) Tubáá', min fáDlak. 5 iddfíni árba9 9ílab, min
 fáDlak. 6 iddfíni tálat galaalíib, min fáDlak. 7 iddfíni Hidáashar
 Tába' wára', min fáDlak. 8 iddfíni 'amíiSáyn, min fáDlak.

Exercise 5

- 1 true 2 true 3 false 4 false 5 true 6 false

Exercise 7

- 5 khámsa 8 tamánya 11 Hidáashar 16 sittáashar 22 itnáyn wi
 9ishriín 46 sítta w-arba9ín 75 khámsa wi sab9ín 90 tis9ín
 62 itnáyn wi síttaín 31 wáaHid wi talatíin 106 míyya wi sítta
 158 míyya tamánya wi khamsiín

Exercise 8

- 1 - bikáam il-'amíiS?
- bi-khámsa wi sittíin.
- 2 - bikáam ik-kánaka?
- bi-khamsiin.
- 3 - bikáam kíílu it-tufáaH?
- bi-tamánya.
- 4 - bikáam ish-shúwak?
- bi-itnáyn w-arba9íin.
- 5 - bikáam il-gallabíyya?
- bi-míyya wi khamastáashar.
- 6 - bikáam rub9 kíílu zatúun?
- bi-9ishriin.
- 7 - bikáam it-tarabáyza?
- bi-sitta míyya wi sittíin.
- 8 - bikáam nuSS(i) kíílu gíbna?
- bi-wáaHid wi 9ishriin.

Exercise 9

- SabáaH il-khayr. 9áawiz 'amíiS shítwi.
- ma'ás eh?
- kibíir. il-alwáan 9indúkum eh?
- 9indína ábyaD w-ákhDar gháami' wi búnni.
- Hílw il-ákhDar. bi-káam da law samáHti?
- da bi-khámsa wi tamaníin gináyh.

Exercise 11

a6; b5; c1; d2; e3; f4

Unit 6

Exercise 1

- 1 shá9ruh 2 shá9ri 3 bo'ik 4 9aynáyh 5 iidáyna 6 widáanhaa
 7 shánabuh 8 rigláyk

Exercise 2

- 1b; 2c; 3d; 4a

Exercise 3

- 1 híyya lábsa burnáyTa. 2 húmma Tal9fin il-mfína búkra.
 3 ínti 9árfa widáad? 4 iHna líssa waklín. 5 híyya názla síllim
 il-márkib. 6 húmma líssa nazlín. 7 íntu labsín bádla?
 8 iHna mish 9arfiín.

Exercise 4

- 1 húwwa láabis 'amíiS. 2 híyya lábsa fustáan. 3 húmma labsín
 baraaníiT. 4 ínti lábsa gunílla. 5 ána láabis bádla. 6 ínti lábsa
 bilúuza. 7 húwwa láabis naDDáara. 8 íntu labsín baláaTi.
 9 iHna labsín shurabáat.

Exercise 5

Your drawing should show a 40-year old tall, thin woman with short black hair, glasses and wearing a long skirt and a white blouse.

Exercise 7

- 1 Danny 2 David 3 Donald 4 Dorothy 5 Daisy 6 Derek

Unit 7

3 salmeX3

Exercise 1

1 rufáyya9, rufayyá9a, árfa9 **2** kibíir, kibíira, ákbar **3** bi9fid, bi9fida, áb9ad **4** Tawíl, Tawíla, áTwal **5** lazíz, lazíza, alázz **6** tikhíin, tikhína, átkhan **7** 'uSáyyar, 'uSayyára, á'Sar **8** gidfid, gidfida, ágdad **9** kwáyyis, kwáyyisa, áHsan **10** muhímm, muhímma, ahámm

Exercise 2

1 ána árfa9 mínak. **2** ána ákbar mínak. **3** íbni áTwal min íbnak. **4** abúya ahámm(i) min abúk. **5** ik-kúrsi biTáa9i á'dam min ik-kúrsi biTáa9ak. **6** akl úmmi alázz(i) min akl úmmak. **7** 'amíSi ágdad min 'amíSak. **8** 9arabíyyti ákbar min 9arabíyyak.

Exercise 3

1 lagháyna l-máksík la'annáhaa bi9fida. **2** íHna rayHfin faránsa shahr il-9ásal la'annáhaa 'urayyíba. **3** faránsa áHsan la'ánn akl lazíz. **4** mish rayHín il-máksík la'ánni ma b-aHíbbish -Tayaráan iT-Tawíl. **5** lagháyna k-kabfína la'annáhaa -háyyára. **6** húwwa mish 9áwwiz bilfíla la'ánnuh líssa wáakil.

Exercise 4

1 bikáam tazkárit iskindiríyya bil-'aTr? **2** bikáam tazkárit -gíza bil-otobiis? **3** bikáam tazkárit aswáan biT-Tayyáara? **4** bikáam tazkárit is-sways bil-otobiis? **5** bikáam tazkárit faránsa -Tayyáara? **6** bikáam tazkárit iz-zamálik bil-otobiis? **7** bikáam tazkárit il-ú'Sur bil-'aTr? **8** bikáam tazkárit il-máksík -Tayyáara? **9** bikáam tazkárit sharm ish-shaykh bil-otobiis?

Exercise 5

Destination: Aswan

Means of transport: plane

Number of tickets: 5

Number of adults: 2

Number of children: 3

Discounts for children?: No

Exercise 7

- 1** yes (dog and spinach) **2** no (cat and dog) **3** no (donkey and apples) **4** yes (cow and olives) **5** yes (okra and cat) **6** yes (duck and rabbit) **7** no (cow and spinach) **8** no (cat and milk)

Exercise 8

- 1** ána ma b-aHíbbish il-bámya. **2** ána ma b-aHíbbish iz-zatúun. **3** ána mish muwáafi'. **4** ma 9andáksh(i) Ha' yaa ibrahísim. **5** la', ma 9andakísh Ha' yaa widáad. **6** ána ma b-aHíbbish il-fuul bil-lamúun.

Exercise 10

- 1e; 2a; 3d; 4f; 5c; 6b**

Unit 8

Exercise 1

- 1** áHmad min maSr. húwwa máSri. **2** Pierre min faránsa. húwwa faransáwi. **3** Maria min il-maksík. híyya maksíkíyya. **4** Holly min ostorálya. híyya ostoralíyya. **5** Ronny min amríika. húwwa amriikáani. **6** Jack min ingiltára. húwwa ingilíizi.

Exercise 2

1 khálid wi di 9ifti. ana 9ándi ukht(i) Sughayárra ismáhaa sáara. 2 húwwa 9andáhaa khámas sinfin. wi 9ándi akh ísmuh 9omar wi húwwa 3 9anduh táman sinfin. abúyaa ísmuh walfid wi 9ánduh shánab kibfir. 4 ismáhaa móna wi híyya áHsan umm!

Exercise 3

1 il-9arabíyya ma fiháash takfif. 2 húwwa mish 9áwwiz bilfila. 3 ána mish miHtáag gázma lish-shughl. 4 húwwa mish min firánsa. 5 ána ma b-aHíbbish iT-Tayaráan iT-Tawíil. 6 ma fiish 7 taHt ik-kúrsi. 8 híyya mish lábsa fustáan ábyaD. 9 Hna mish nazlfin bil-otobfis.

Exercise 4

1 takfif ✓ 2 tarabáyza ✓ 3 tilifizyóhn ✓ 4 sirfir kibfir ✗ 5 rádyo ✗ 6 kúrsi murfiH ✓ 7 kombyúutir bil-internet ✗

Exercise 5

1 fiháa takfif. 2 fiháa tarabáyza. 3 fiháa tilifizyóhn. 4 ma fiháash sirfir kibfir. 5 ma fiháash rádyo. 6 fiháa kúrsi murfiH. 7 ma fiháash kombyúutir bil-internet.

Exercise 6

(model answer – yours may vary slightly)

9ukra ínta ráayiH il-maTáar 9asháan il-ustáaz Ross min shírkít Beachtime Inc. shákluh Tawíil wi 9ánduh shánab. láabis 9DDáara wi bádla.

Exercise 7

	<i>Meal</i>	<i>Drink</i>
<i>Man</i>	kebab and green salad	lemon juice
<i>Woman 1</i>	okra and rice	hibiscus tea
<i>Woman 2</i>	stuffed vine leaves and salad	cola

Exercise 8

- 13 talatáashar 6 sítta 5 khámsa 27 sáb9a wi 9ishríf
 72 itnáyn wi sab9íin 18 tamantáashar 14 arba9atáashar
 39 tís9a wi talatáfín 44 arbá9a w-arba9íin 100 míyya
 140 míyya w-arba9íin 250 miyyitáy wi khamsíin

Exercise 9

- 1 'amfíS/umSáan (shirt) 2 tilifizyóhn/tilivizyohnáat (television)
 3 Tába'/Tubáá' (plate/bowl) 4 lohn/alwáan (colour)
 5 shóhka/shuwak (fork) 6 bádla/bídal (suit) 7 rigl/rigláyn (leg)
 8 naDDáara/naDDaráat (pair of glasses) 9 takhfíiD/takhfiDáat
 (discount) 10 raghíif/raghifa (loaf)

Exercise 10

ána ísmi nádyá hiláal w-ána min iz-zamáalik fi maSr. 9ándi
 ukht(i) wi akh. úkhti, sámya, **Tawiila** 'áwi, **áTwal** míni bi-kitfír.
 bass ána **ákbar** mínhaa fi s-sinn. ákhi ísmuh Táari' wi 9ánduh
 khamastáashar sána. húwwa **árfá9** wi **á'Sar** min sámya. abúna
 muHáami **muhímm** – **il-ahámm**(i) fi z-zamáalik – wi ummína
 mumassíla 9ála
 t-tilifizyóhn.

Unit 9**Exercises****Exercise 1**

- 1 is-sáa9a tamánya. 2 is-sáa9a arbá9a. 3 is-sáa9a khámsa wi nuSS. 4 is-sáa9a itnáashar illa rub9. 5 is-sáa9a itnáyn wi tilt. 6 is-sáa9a sába9 wi rub9. 7 is-sáa9a tís9a wi 9áshara. 8 is-sáa9a wáHda illa khámsa.

Exercise 2

- 1 madrása/madáaris (school) 2 máTbakh/maTáabikh (kitchen) 3 máT9am/maTáa9im (restaurant) 4 mátHaf/matáaHif (museum) 5 másgid/masáagid (mosque) 6 máktab/makáatib (office) 7 maghsála/magháasil (laundry)

Exercise 3

- 1 (yohm) il-itnáyn rayHín il-ahráam is-sáa9a sítta.
 2 (yohm) it-taláat rayHín il-mátHaf il-máSri is-sáa9a 9áshara.
 3 (yohm) il-árba9 rayHín máT9am filfíla is-sáa9a wáHda wi nuSS.
 4 (yohm) il-khamfís rayHín iskandiríyya is-sáa9a sába9 wi rub9.
 5 (yohm) ig-gúm9a rayHín másgid maHámmad 9áli is-sáa9a arbá9a wi nuSS.
 6 (yohm) is-sabt rayHín khaan il-khalíli is-sáa9a khámsa.
 7 (yohm) il-Had rayHín il-máTáar is-sáa9a tís9a illa rub9.

Exercise 4

- 1 bi-yúkhrug is-sáa9a sítta. 2 bi-yíSHa is-sáa9a khámsa wi nuSS. 3 bi-awSal il-máTáar is-sáa9a sáb9a biZ-ZabT. 4 bi-nirúuH náadi má9a aSHáabna. 5 Ha-yukhrúgu bádri búkra. 6 bi-táakul Háaga khafiifa. 7 Ha-tirúuH il-mátHaf is-sáa9a mánayn. 8 bi-til9ábu basketball?

Exercise 5

híyya muDíifa fi maSr liT-Tayaráan. is-sáa9a khámsa wi nuSS(i) bi-tíSHa wi bi-táakul Háaga khaffiifa wi bi-túkhrug min il-báyt is-sáa9a sítta wi rub9. bi-tíwSal il-maTáar is-sáa9a sáb9a biZ-ZabT.

il-itnáyn wil-árba9 wis-sabt bi-yisáafru 9amáan, wil-khamíis wil-Had bi-yisáafru aswáan marratáyn – márra S-SubH wi márra D-Duhr.

it-taláat agáaza wi bi-tirúuh in-náadi ba9d iD-Duhr Hawáali is-sáa9a khámsa tÍl9ab basketball má9a aSHáabhaa wi má9a náadya bint 9ámm(a)haa.

ig-gúm9a bi-tí9ud fil-bayt táakul wi tináam!

Exercise 7

- 1 máktab/makáatib (office) 2 máT9am/maTáa9im (restaurant)
 3 másgid/masáagid (mosque) 4 agáaza/agazáat (holiday)
 5 náadi/nawáadi (club) 6 SáaHib/aSHáab (friend)
 7 su'áal/as'íla (question) 8 lúgha/lugháat (language)

Exercise 8

Get up	7.00AM
Drink tea	7.30AM
Leave house	8.00AM
Arrive at university	8.30AM
Sandwich break	12.00 NOON
Go home	2.45PM
Go to club with friends	6.00PM

10

Exercise 3

Exercise 1

- 1 b-aHíbbish ik-kúra. 2 ána mish gháawi Sayd is-sámak.
 3 Sandakfísh wa't l-hiwaytik. 4 ma fish shibbáak ganb
 5 mish láazim nirúuH il-mádrasa. 6 mish múmkin ál9ab
 7 ma bi-yiHíbbish riwaayáat nagíib maHfúuZ.
 8 láat ma b-arúuHsh in-náadi. 9 búkra mish Ha-yíl9ab
 10 mish Darúuri áTla9 il-maTáar.

Exercise 3

- 1 b-aHíbbish il-iskwáash. 2 b-aHíbb basketball. 3 b-aHíbb
 4 is-sámak. 5 ma b-aHíbbish il-muusíqa. 6 ma b-aHíbbish il-
 7 net. 8 b-aHíbb riwaayáat nagíib maHfúuZ.

Exercise 5

1 in-níil lis-siyáaHa náwya tí9mil **mawqí9** 9ála l-internet.
 2 ínnuh l-Huguuzáat múmkin tizíid Hawáali 9ishrfín
 3 miyya. leh? la'ánn il-Hagz bil-internet sahl gíddan wi ma
 4 nakhúdsh(i) wa't. dilwá'ti iz-zibúun mish **láazim** yínzil maktábna
 5 mūdáan il-úubraa 9asháan yíHgiz **agáaza** yohmáyn. múmkin
 6 nallaS Hágtuh wi húwwa **'áa9id** fil-bayt. Táb9an **ahámm(i)**
 7 naga inn il-mawqí9 yishtághal wi yíb'a wáaDiH wi **sarii9**.

Exercise 6

- 1 il-maTáa9im bi9fida 9an miidáan il-úubraa. (The restaurants are
 2 from Opera Sqaure.) 2 il-'umSáan Sughayyára. íHna 9awzíin
 3 mínhaa. (The shirts are small. We want bigger ones.)
 4 il-Huguuzáat mawgúuda 9ála k-kombyúutir. (The bookings
 5 [present] on the computer.) 4 ik-kiláab bi-tiHíbb il-láHma
 6 il-óTaT bi-tiHíbb il-lában. (Dogs like meat and cats like milk.)
 7 il-fíra' Ha-yisáafiru búkra. (The teams will travel tomorrow.)
 8 il-Tayaráat bi-tíwSal yohm il-gúm9a. (The planes arrive on
 9 Friday[s].)

Exercise 7

(model answer – yours may vary slightly)

1 mish láazim táakul kayk. **2** mish láazim tíshrab kola.
3 il-mafrúuD tíshrab máyya. **4** il-mafrúuD til9ab táníš.
5 il-mafrúuD táakul sálaTa. **6** mish láazim ti'9úd 'uddáam
ik-kombyúutir. **7** il-mafrúuD til9ab kúra. **8** mish láazim ti'9úd
'uddáam it-tilifizyóhn.

Exercise 8

The hotel is called **fúndu' il-9álamayn** (Al-Alamein Hotel).

The hotel is in **síidi 9ábd il-raHmáan** (Sidi Abdul Rahman).

Unit 11

Exercise 1

(model answers – yours may vary slightly)

- 1 ána 9áawiz/9áwza arúuH il-másraH fi wusT il-balad.
2 ána 9áawiz/9áwza arúuH fúndu' Hilton fi miidáan it-taHrísír.
3 ána 9áawiz/9áwza áakul fi máT9am in-níl fi sháari9 musáddaq.
4 ána 9áawiz/9áwza arúuH il-maHáTTa fi miidáan ramsíis.
5 ána 9áawiz/9áwza azúur il-mátHaf il-máSri fi miidáan it-taHrísír.
6 ána 9áawiz/9áwza arúuH is-sifáara il- amriikaaníyya fi 'Garden City'
7 ána 9áawiz/9áwza azúur khálти fi l-mustáshfa.
8 ána 9áawiz/9áwza áakul fi máT9am filfila fi sháari9 Tala'at Har

Exercise 2

(model answer – yours may vary slightly)

- 1 iHna 9awzíin nirúuH il-másraH fi wusT il-bálad.
- 2 iHna 9awzíin nirúuH fúndu' Hilton fi miidáan it-taHrífir.
- 3 iHna 9awzíin náakul fi máT9am in-níil fi sháari9 musáddaq.
- 4 iHna 9awzíin nirúuH il-maHáTTa fi miidáan ramsíis.
- 5 iHna 9awzíin nizúur il-máHaf il-máSri fi miidáan it-taHrífir.
- 6 iHna 9awzíin nirúuH is-sifáara il-amriikaaníyya fi 'Garden City'.
- 7 iHna 9awzíin nizúur khalítna fi l-mustáshfa.
- 8 iHna 9awzíin náakul fi máT9am filfíla fi sháari9 Tala'at Harb.

Exercise 3

Hasan *Gaber*

Hospital	
Bank	✓
French Embassy	✓
Station	✓
Cinema	✓
Market	✓
Music Shop	✓

Exercise 4

- 1 law samáHt, il-burg mináyn?
- 2 law samáHt, il-maTáar mináyn?
- 3 law samáHt, il-bank mináyn?
- 4 law samáHt, il-maHáTTa mináyn?
- 5 law samáHt, il-mustáshfa mináyn?
- 6 law samáHt, il-máHaf mináyn?
- 7 law samáHt, is-siinima mináyn?
- 8 law samáHt, ik-kúbri mináyn?

To ask a woman, you should use **law samáHti**.

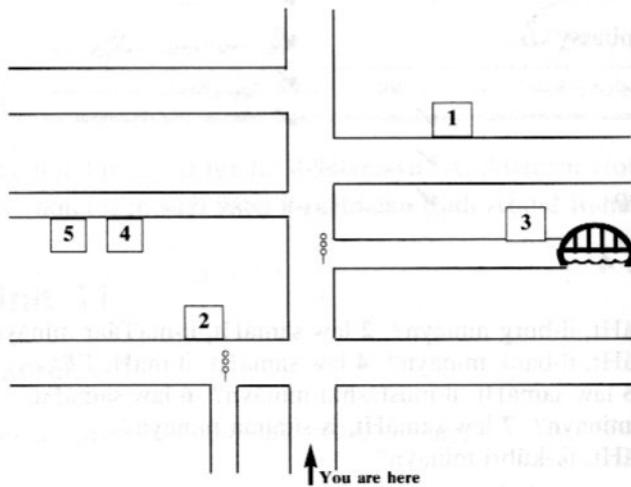
Exercise 5

- 1 iTla9 kúbri sítta oktúubir. 2 inzíli bá9d táani isháara.
 3 ukhrúgu l-bayt is-sáa9a sáb9a. 4 khud áwwil sháari9 shimáal.
 5 rúuHi l-mádrasa asháan ibrahíim. 6 ishrábi Háaga sáa9a.
 7 náamu bádri. 8 kúli Háaga 'ábl il-mádrasa.

negatives:

- 1 ma tiTla9sh (*or* baláash tfTla9) kúbri sítta oktúubir.
 2 ma tinzilísh bá9d táani isháara. 3 ma tukhrugúsh il-bayt
 is-sáa9a sáb9a. 4 ma tikhúdsh áwwil sháari9 shimáal.
 5 ma tirúuHish il-mádrasa asháan ibrahíim. 6 ma tishrabísh
 Háaga sáa9a. 7 ma tinaamúsh bádri. 8 ma taaklísh Háaga 'ábl
 il-mádrasa.

Exercise 6



Exercise 9

- 1 shimáal 2 yimíin 3 dúghri 4 sínima 5 yizúur 6 sháari9

Unit 12

Exercise 1

Fig. 2f; 3a; 4c; 5b; 6e

Exercise 2

mbáariH widáad wi gáabir **nízlu** wusT il-bálad. il-áwwil Hásan
maH maHáll il-muusíqa wi láakin widáad ma **raaHítsh(i)**
sháán **záarit** kháalhaa fi l-mustáshfa. wi ba9dáyn húmma **sháafu**
(i) gid síid wi **kálu** sámak fi máT9am 9ála k-kornfish.

Exercise 3

1 ma raaHítsh il-bank imbáariH. 2 záarit náadya fi l-mustashfa.
3 ma khallaSítsh ir-riwáaya. 4 nízlit in-náadi. 5 ma li9bítsh
6 -skwáash má9a záyna. 6 ma khadítsh il-fustáan lit-tárzi.

Exercise 5

9iid miláaduh arbá9a abrfil 2 9iid miláadhaa tís9a oktúubir.
3 9iid miláadhaa itnáashar yanáayir. 4 9iid miláaduh sáb9a
máyo. 5 9iid miláaduh khámsa wi 9ishíin oghúsTus. 6 9iid
miláaduh saba9táashar disámbir. 7 9iid miláadhaa il-áwwil
ráayir. 8 9iid miláaduh wáaHid wi talatiin yúlio.

Exercise 7

England July 2 France August 3 Italy September 4
USA October 5 Japan December 6 China January 7
India March 8 Egypt April 9

Exercise 8

2i; 3e; 4k; 5d; 6a; 7c; 8f; 9j; 10l; 11b; 12g

Unit 13

Exercise 1

- 1 kaan fiih nakhl(i) kitfir. 2 kunt(i) 9áawiz arúuH il-másraH.
 3 kaan 9ándak SáaHib 9áayish hína? 4 ma kaansh(i) fiih bank fi wusT il-bálad. 5 áHmad kaan bi-yishtághil fi buur sa9íd.
 6 kúnna mashghuuliín. 7 káanu labsiín eh? 8 kaan láazim tizáakir 9asháan kunt(i) 9áwwiz tizúur úkhtak búkra.

Exercise 2

(model answer – yours may vary)

- min mít sána kaan fiih nakhl(i) kitfir, bass(i) dilwá'ti fiih 9imáaraat
 kaan fiih ghayTáan wi HiSína, bass(i) dilwá'ti fiih shawáari9 wi 9arabiyyáat kitíira.
 ma kaansh(i) fiih sínima hína wálla maHalláat. kaan fiih bass shwáyit buyúut.
 il-bálad kaan gimíl wi háadi bass(i) dilwá'ti híyya záHma.

Exercise 4

- 1 yizáakir → z/k/r (form III) to study
 2 yiHáDDar → H/D/r (form II) to present
 3 mitkállif → k/l/f (form V) lavish
 4 mustá'bal → 'b/l (form X) future
 5 mudárris → d/r/s (form II) teacher
 6 yiSábbaH → S/b/H (form II) to say good morning
 7 musta9íd → s/9/d (form VIII) ready
 8 musákkin → s/k/n (form II) tranquilizer

Exercise 5

- 5; 6; 4; 7; 2; 3; 1

Exercise 8

1 khámsa **b** talatáashar **c** 9ishrfín **d** sítta wi tamanfín **e** míyya
 2 mýyitáyn wi khamsfín **g** alf wi tálat míyya, arbá9a w-arba9fín
 3 alf wi tísá9 míyya, sáb9a wi tis9fín **i** alfáyn **j** alfáyn w-itnáashar

Unit 14**Exercise 1**

- 1 Rawziín níHgiz tarabáyza li-taláata yohm il-itnáyn ig-gáyy.
- 2 Rawziín níHgiz tarabáyza li-arbá9a yohm is-sabt ig-gáyy.
- 3 Rawziín níHgiz tarabáyza li-sítta yohm il-árba9 ig-gáyy.
- 4 Rawziín níHgiz tarabáyza li-itnáyn yohm it-taláat ig-gáyy.
- 5 Rawziín níHgiz tarabáyza li-tamánya yohm il-Had ig-gáyy.
- 6 Rawziín níHgiz tarabáyza li-khamastáashar yohm il-khamfís ig-gáyy.

Exercise 2

- 1 Ha-níigi is-sáa9a tamánya.
- 2 úmmi gat imbáariH.
- 3 widáad
- 4 tishúufna ig-gúm9a ig-gáyya.
- 5 b-ági hína kull(i) yohm il-khamfís.
- 6 9áawiz tíigi in-náadi?
- 7 gum imbáariH bass(i) ma kúntish hína.
- 8 láazim tíigu dilwá'ti.

Exercise 4

kebab chicken fish prawns peas okra vine leaves

Jane	✓		✓
Samira		✓	
Widaad			✓
Gaber	✓	✓	
Hassan	✓	✓	

Exercise 5

- 1 H-áTlub il-firáakh má9a ruzz. 2 H-áTlub il-bámya má9a 9aysh.
 3 H-áTlub gambári máshwi. 4 H-áTlub ik-kabáab má9a sálaTa.
 5 H-áTlub il-firáakh má9a bisílla. 6 H-áTlub sámak má'li wi
 gambári. 7 H-áTlub muluukhíyya bil-aráanib. 8 H-áTlub wára
 9ínab wi il-banáyh.

Exercise 7

- 1 stuffed vine leaves 20 2 okra 45 3 prawns 75 4 fish with rice
 55 5 molohkeyya 38 6 fried chicken 35 7 cola 5 8 lemon juice 12

English–Arabic glossary

This section is an English–Arabic glossary of the words appearing in *Colloquial Arabic of Egypt*. The unit number in which the word first appears is given in the right-hand column.

The Arabic script is shown alongside the transliteration, but be aware that the colloquial language does not have hard-and-fast spelling rules and you may see some words spelt differently in other contexts.

Note the following:

- 1 *Plurals* are given after the singular (in transliteration).
- 2 *Verbs* are shown in the present is followed by the past and given in the **huwwa** form (*third person*). See Structure summary for more details on how verbs form.

A				
a little/somewhat	شوية	shuwáyya	14	
a long time ago	زمان/من زمان	zamáan/min zamáan	13	
about/approximately	حولي	Hawáali	9	
above each other	فوق بعض	foh' ba9D	4	
above/over	فوق	foh'	4	
accountant	محاسب	muHáasib (pl. muHaasbün)	3	
actor	ممثل	mumássil (pl. mumassilün)	3	
actually/really	فعلا	fi9lan	7	
adults	كبار	kubáar	7	
afraid, to be	يخاف/خاف	yikháaf/khaaf	11	
after	بعد	ba9d	9	
after (+ verb)	بعد ما	ba9d(i) maa	10	
afternoon	بعد الظهر	ba9d iD-Duhr	9	
ago	من	min (+ period of time)	13	
agree, to	يتفق/اتفق	yittífi'/ittáfa'	14	
air conditioning	تكييف	takíif (pl. takiifáat)	4	
airport	مطار	maTáar (pl. maTaráat)	6	
Alsatian dog; lit. 'wolf dog'	كلب وولف	kalb (pl. kiláab) wuulf	7	
also	كمان	kamáan	5	
always	دائما	dáyman	13	
American	أمريكياني	amriikáani (pl. amriikáan)	1	
and	و	wi/w-	1	
anything else?	إيه كمان؟	eh kamáan?	5	
apartment building	عمارة	9imáara (pl. 9imaráat)	13	
apple	تفاحة	tuffáaHa (pl. tuffáaH)	5	
April	أبريل	abríl	12	
approximately/about	حولي	Hawáali	6	
army	جيش	gaysh (pl. giyúush)	13	
arrive, to	يوصل/وصل	yíwSal/wíSil	9	
as regards/in relation to	بالنسبة لـ...	bin-nísba li...	11	
ask him	اسأله	is'áluh	6	
at your service	حاضر	HáaDir	5	

at your service	تحت أمرك	taHt ámrak (fem. taHt ámrík)	14	
August	أغسطس	oghúsTus	12	
auntie	طنت	Tant	1	
Australia	أستراليا	ostorálya	2	
Australian	أسترالي	ostoráali (pl. ostoraliyyün)	1	
authentic/original	أصيل	aSíl	14	
available	موجود	mawgúud	4	
awake	صاحي	SáaHi	1	
B				
balcony	بلكونة	balakóhna (pl. balakohnáat)	4	
bald	أصلع	áSla9	6	
ball/football/soccer	كرة	kúra (pl. kíwar)	10	
bank	بنك	bank (pl. bunúuk)	11	
bathroom	حمام	Hammáam (pl. Hammaamáat)	4	
be careful/watch out	خلي بالك	khálli báalak (fem. khálli báalik)	11	
beautiful	جميل	gamíil	12	
because	لأن	la'ánn	7	
bed	سرير	sírür (pl. saraayir)	4	
bedroom	أوضة النوم	ohDt in-nóhm	4	
beer	بيرة	bíira	3	
before	قبل	'abl	9	
before (+ verb)	قبل ما	'abl(i) maa	10	
behind	ورا	wára	4	
belonging to/relating to	تبع	taba9	13	
between	بين	bayn	4	
big	كبير	kibür	4	
birthday	عيد ميلاد	9iid miláad	12	
black	أسود	íswid (fem. sóda)	5	
blouse	بلوزة	bilúuza (pl. biluzáat)	6	

blue	أزرق	ázra'	(fem. zár'a)
boat	مركب	márkib	(pl. maráakib)
boatman	مراكبی	marákbi	(pl. marakbíyya)
book/reserve, to	بحجز/حجز	yíHgiz/Hágaz	10
booking/reservation	حجز	Hagz	(pl. Huguuzáat)
bottle	قرازة	izáaza	(pl. azaazíz)
branch	فرع	far9	(pl. furáu9)
bread	عيش	9aysh	9
breakfast	فطار	fiTáar	9
bridge	كوبری	kúbri	(pl. kabáari)
bring!	هات!	haat!	(fem. háati)
bring me ...	هات لي ...	háatli	... (fem. haatíli)
broadcaster	مذيع	muzíi9	(pl. muzíi9íin)
brother	أخو	akh(u)	(pl. ikhwáat)
brown	بني	búnni	5
building	مبني	mábna	(pl. mabáani)
bus/coach	أتوبيس	otobiis	7
busy	مشغول	mashgúul	9
but	بس	bass(i)	4
by herself	لوحدها	li-waHdáhaa	11
by himself	لوحده	li-wáHduh	11
by myself	لوحدي	li-wáHdi	11

C

cabin	كابينة	kabiína	(pl. kabáayin)
cake	كيك	kayk	10
call, to (someone something)	يقول/قال على	yí'úul/aal 9ála	14
camp; encampment	معسكر	mu9áskar	13
can/possible	ممكن	múmkin	10
can/to be able	يقدر/قدر	yí'dar/ídir	13
canal (small irrigation)	ترعة	tír9a	(pl. tíra9)
captain (of a sports team)	كابتن	káabtin	(pl. kabáatin)

car	سيارة	árabiyya	4
cat	قطة	'óTTa	(pl. 'óTaT)
catch, to	يمسك/مسك	yímsik/mísik	7
cheapest/cheaper	أرخص	árkhaS	7
cheese	جبنة	gíbna	5
chemistry	كيمياء	kímya	3
chicken	فراخ	fíráakh	12
child	طفل	Tífl	(pl. aTfáal)
children	أولاد	awláad	12
choose, to	ينقي/نقى	yiná'i/ná'a	14
church	كنيسة	kiníisa	(pl. kanáayis)
cinema	سينما	siiníma	11
city centre/downtown	وسط البلد	wusT il-bálad	11
clean	نظيف	niDíif	7
clear	واضح	wáadiH	10
clover	برسيم	barsíim	13
club	نادي	náadi	(pl. nawáadi)
coat	بالطرو	bálToh	(pl. baláaTi)
coffee/caf��	قهوة	áhwa	3
cola	كولا	kóhla	3
college	كلية	kuliíya	(pl. kuliyyáat)
colour	لون	lohn	(pl. alwáan)
coloured	ملون	miláwin	6
come!	تعال!	ta9áala!	(fem. ta9áali)
come this way;	اتفضل	itfáDDal	1
here you are	(fem. itfaDDáli)		
come, to	يجي/جي	yíigi/geh	14
comfortable	مربيح	muriíH	4
coming/next	الجاي	ig-gáyy	14
company/business	شركة	shírka	(pl. shirkáat)
computer	كمبيوتر	kombyúutir	10
		(pl. kombyuutiráat)	

congratulations	مبروك	mabrúuk	4
connected with	باتع	bitáa9	2
cook, to	يطبخ/طبخ	yúTbukh/Tabakh	13
copper	نحاس	naHáas	5
corniche	كورنيش	kornišh	11
correct/right	مضبوط	maZbúuT	14
cousin, daughter of (paternal) uncle	بنت عم	bint 9ámm	9
cow	بقرة	bá'ara (pl. bá'ar)	7
crowded	زحمة	záHma	9
customer/client	زبون	zibúun (pl. zabáayin)	10
D			
dark (colour)	غامق	gháami'	5
dark blue	أزرق كحلي	ázr'a kóHli	6
daughter	بنت	bint (pl. banáat)	2
December	ديسمبر	disámbir	12
delicious	لذيد	lažiż	7
describe, to	يوصف/وصف	yíwSif/wáSaf	11
desert	صحراء	SaHrá	13
dining room	أوّضحة السفرة	ohDt is-súfra	4
dinner	عشاء	9ásha	9
disappoint/embarrass, to	يكسف/كسف	yíksif/kásaf	14
discount	تخفيض	takhfíiD (pl. takhfíiDáat)	7
dish of the day	طبق اليوم	Tába' il-yohm	3
distance/errand/task	مشوار	mishwáar (<i>pl. mashawiř</i>)	13
dock/port	ميناء	míina (pl. mawáani)	6
doctor	دكتور	duktúur (pl. dakáktra)	3
dog	كلب	kalb (pl. kiláab)	7
door	باب	baab (pl. bibáan)	4
don't ...!	بلاش ...!	baláash ...!	11
donkey	حمار	Humáar (pl. Himúir)	7
dress	فستان	fustáan (pl. fasatiin)	6

drink	مشروب	mashrúub	12
drink, to	يشرب/شرب	yíshrab/shírib	12
driver	سوق	sawwáa' (pl. sawwa'iin)	13
duck	بطة	báTTa (pl. baTT)	7
E			
ear	وَدْن	widn (pl. widáan)	6
early	بَدْرِي	bádri	9
Eastern	شَرْقِي	shárqi (fem. sharqíyya)	9
easy	سَهْل	sahl	10
eat, to	يَاكِلُ/كَلُ	yáakul/kál	9
Egypt Air	مَصْرُ للطِّيَارَان	maSr liT-Tayaráan	3
Egyptian	مَصْرِي	máSri (pl. máSriyyin)	1
eight	ثَمَانِيَة	tamánya (táman)	5
eighteen	ثَمَنْتَشِر	tamantáashar	5
eighty	ثَمَانِين	tamaníin	5
eleven	حَادِشَر	Hidáashar	5
embassy	سَفَارَة	sifáara (pl. sifaráat)	11
end/finish	نَهَايَة	niháaya	12
engineer	مَهْنَدِس	muhándis (<i>pl. muhandisiin</i>)	3
England	انْجِلْتَرَا	ingiltára	7
English (nationality)	انْجِلِيزِي	ingilíizi (pl. ingilíiz)	1
enjoy, to	يَنْبَسِطُ/ابْنَسِطُ	yinbísíT/inbásáT	12
entrance	مَدْخَل	mádkhal (pl. madáakhil)	11
every/all	كُلُّ	kull	10
every day	كُلِّ يَوْم	kull yohm	10
everyone/you lot'	يَا جَمَاعَةً	yaa gamáa9a	14
everywhere	فِي كُلِّ حَتَّةٍ	fi kull Hitta	5
exactly	بِالضَّيْقِ	biZ-ZabT	9
exit	مَخْرُج	mákhrag (<i>pl. mahkáarig</i>)	11
expensive	غَالِي	gháali (fem. ghálya)	7

eye	عين 9ayn (<i>pl. 9aynáyn</i>)
F	
falafel	طعينة Ta9míyya
famous	مشهور mash-húur
far	بعيد bi9iid
fast	سرع sarúú9
fat	تخين tikhúun
father	أب (أبو) ab(u)
fava beans	فول fuul
February	فبراير fibráayir
feed, to	يأكل/أكل yi'ákkil/ákkil
felucca	فلوكة filúuka (<i>pl. faláayik</i>)
fiancé(e)	خطيب/خطيبة khaTúib (<i>fem. khaTúba</i>)
field	غيط ghayT (<i>pl. ghayTáan</i>)
fifteen	خمسة عشر khamastáashar
fifty	خمسين khamsiin
film/movie	فيلم film (<i>pl. afláam</i>)
find, to	يلقي/لaci yiláa'i/lá'a
fine ('thanks be to God')	الحمد لله il-Hámdu lilláah
finger	صياع Sobáa9 (<i>pl. Sawáabi9</i>)
finish, to	يخلص/خلص yikhállaS/khállaS
first	أول áwwil
first class	درجة أولى dáraga úula
first/firstly	الأول il-áwwil
fish	سمك samak
fish/hunt, to	يصطاد/اصطاد yiSTáad/iSTáad
fishing	صيد السمك Sayd is-sámak
five	خمسة khámsa (<i>khámas</i>)
flat/apartment	شقة shá'a (<i>pl. shú'a'</i>)
flight attendant	مضيف muDíif/muDíifa
flip-flops	شيشب shíbshib (<i>pl. shabáashib</i>)
flying	طيران Tayaráan

hood	أكل akl
for	لـ li-
for example	مثلا másalan
for/because of	عشان 9asháan
foreigner	أجنبي agnábi (<i>pl. agáanib</i>)
foreigner (<i>slang</i>)	خواجة khawáaga
forks	شوك shóhka (<i>pl. shúwak</i>)
forty	أربعين arba9iin
four	أربعة arbá9a (<i>árba9</i>)
fourteen	أربعاشر arba9atáashar
France	فرنسا faránsa
Friday	الجمعة ig-gúm9a
fried	مقلي má'li
friend	صاحب SáaHib (<i>pl. aSHáab</i>)
future	مستقبل mustá'bal
G	
galabeyya: Egyptian robe	جلابية galabíyya (<i>pl. galaalib</i>)
getting down/getting off	نزل náazil
give (someone) a taste	يدوq/دوق yidáwwa'/dáwwa
give me	اديني iddiíni
glass	كباية kubbáaya (<i>pl. kubbayáat</i>)
glasses (pair of)	نظارة naDDáara (<i>pl. naDDaaráat</i>)
go (away)/walk, to	يمشي/مشي yímshi/míshi
go down/get down, to	ينزل/نزل yínzil/nízil
go, to	يروح/راح yirúuH/raaH
God help us!	يا ساترا! yaa sáatir!
going (to)	رایح ráayiH (<i>pl. rayHíin</i>)
gold	ذهب dahab
good afternoon/evening	مساء الخير masáá il-khayr
good morning	صباح الخير SabáaH il-khayr
goodbye	مع السلامه má9a s-saláama

grandfather	جَدٌ	gidd	13
grandmother	جَدَّةٌ	gídda	13
great!	عَظِيمٌ!	9aZuum!	9
green	أَخْضَرٌ	ákhDar (fem. KháDra)	5
grilled	مَشْوِي	máshwi	14
group	جَمَاعَةٌ	gamáa9a	14
group (of tourists)	فُوجٌ	fawg (pl. afwáag)	9
guest	ضَيْفٌ	Dayf (pl. Diyúuf)	1

H

hair	شَعْرٌ	shá9r	6
half	نصٌ	nuSS	5
half past ...	الساعة ... ونص	is-sáa9a ... wi nuSS	9
hall	صَالَةٌ	Sáala (pl. Saaláat)	4
hand	أَيْدِي	iid (pl. iidáyn)	6
hat	بُرْنِيَّةٌ	burnáyTa (pl. baraaniT)	6
have to/must	لَازِمٌ	láazim	10
have to/essential	ضُرُورِيٌّ	Darúuri	10
have/has	عَنْدُ	9ánd + possessive ending	3
he	هُوَ	húwwa	1
heading up to/going to	طَالِعٌ	Táali9	6
Heliopolis	مَصْرُ الْجَدِيدَة	maSr ig-gidíida	1
hello	أَهْلاً	áhlan	1
hello? (as on the telephone)	آلُو؟	aló?	4
here	هَنَا	hína	2
herself	نَفْسَهَا	nafsáhaa	11
hibiscus tea	كَرْكِدَيْه	karkaday	3
himself	نَفْسَهُ	náfsuh	11
hobby	هُوَايَا	hiwáaya (pl. hiwayáat)	10
holiday	أَجَازَةٌ	agáaza (pl. agazáat)	9
honeymoon	شَهْرُ الْعُسْلَ	shahr il-9ásal	7
honour, to	بِشْرَفٍ/شَرْفٍ	yishárraf/shárraf	14
horse	حَصَانٌ	HuSáan (pl. HiSína)	7

horses	خَيْلٌ	khayl	13
hospital	مَسْتَشْفِي	mustáshfa	11
hotel	فَنْدَقٌ	fúndu' (pl. fanáadi')	9
how (come)?	إِزَيْ؟	izzáay?	7
how are you?	إِزِيْكَ؟	izzáayak (fem. izzáayik)	1
How do I get to ...?	مَنِينْ؟	... mináyn?	11
how many?	كَامْ؟	káam?	6
how much?	بِكَامْ؟	bikáam?	5
How old is he?	عَنْدَهُ كَامْ سَنَةٌ؟	9ándu kam sána?	6
hundred	مِيَةٌ	míyya	5
husband	جَوْزٌ	gohz	2
I			
I	أَنَا	ána	1
I adore ...	أَنَا أُمُوتُ فِي ...	ána b-amúut fi ...	3
I agree (masc./fem.)	أَنَا مُوافِقٌ/مُوافِقَةٌ	ána muwáafi'/muwáf'a	7
I don't know	أَنَا مُشَعْرٌ	ána mish 9áarif	6
I don't like	أَنَا مَا بَاحِبُّ	ána ma baHíbbish	7
I like	أَنَا بَاحِبٌ	ána baHíbb	7
I mean/so/well	يَعْنِي	yá9ni	6
I'm from ...	أَنَا مِنْ ...	ána min ...	1
I've just eaten.	لَسِهِ وَاكِلٌ	líssa wáakil (fem. wákla)	3
I've just had a drink.	لَسِهِ شَارِبٌ	líssa sháarib (fem. shárba)	3
idea	فَكْرَةٌ	fíkra	5
If Gods wills/God willing	إِنْ شَاءَ اللَّهُ	in sháa alláah	2
important	مَهِمٌ	muhímm	7
in	فِي	fi	4
in front of	قَدَمٌ	'uddáam	4
in the place of	فِي مَكَانٍ	fi makáan	13
increase, to	يَزِيدُ/زَادُ	yiziid/zaad	10
institute	مَعَهْدٌ	má9had (pl. ma9áahid)	9

integrity/honesty	<i>Intiqāl</i>	ذمة	zímma
intending to	<i>Tālibazun</i>	ناري	náawi (<i>pl. nawyīl</i>)
Islamic headscarf	<i>Hijāb</i>	حجاب	Higāb

1

January	yanáyir
journey	ríHla (<i>pl. riHláat</i>)
juice	9aSúr
July	yúlio
June	yúunio

K

kebab	كباب	kabáab
keen on	غاوي	gháawi (<i>fem. gháaw</i>)
keep (<i>pets</i>)/breed/ bring up, to	يربى/ربى	yirábbi/rábba
kid	عيل	9áyyil (<i>pl. 9ayyáal</i>)
kilo	كيلو	kílu
kitchen		

1

ladies'/women's	حرمي	Haríimi
language	لغة	lúgha (pl. lugháat)
last year	السنة اللي فاتت	is-sána illi fáatit
laundry	مغسلة	maghsála (pl. magháasil)
lavish	متكلف	mitkállif
lawyer	محامي	muHáami (pl. muHaamiyún)
leather	جلد	gild
leave/exit, to	يخرج/خرج	yúkhrug/khárag
left (hand side)	شمال	shimáal
leg/foot	رجل	rigl (pl. rigláyn)
lemon-yellow (adj.)	لموني	lamúuni

stick to/let's stay with	خلينا في	khallíina fi	7
bookshop	مكتبة	maktába (pl. maktabáat)	9
(weight)	خفيف	kháffif	9
(coloured)	فاتح	fáatiH	5
(traffic)	إشارة	isháara (pl. isharáat)	11
this	كده	kída	5
similar to	ذى	zayy	5
lemon	ليمون	lamúun	3
sten!	اسمع!	ísmá9! (fem. ísmá9i)	2
in	ساكن في	sáakin fi (pl. saknúun fi)	9
ing room	أوضة القمار	ohDt il-o9áad	4
af	رغيف	raghíf (pl. raghifa)	5
unch	غدا	gháda	9
uxury/first class	لو克斯	lux	4
M			
Madam	مدام	madaam	1
made from	عامل من	ma9múul min	12
maître	متر	metr	1
make/do/create, to	يعلم/عمل	yí9mil/9ámal	10
March	مارس	máaris	12
market	سوق	suu' (pl. aswaa')	11
masters (degree)	ماجستير	majistáyr	9
May	مايو	máayo	12
may/might	احتمال	iHtimáal	12
me neither/nor I	ولا أنا	wála ána	7
me too	أنا كمان	ána kamáan	7
meat	لحمة	láHma	12
medicine (study)	الطب	iT-Tibb	12
medium (sized)	وسط	wásáT	5
Mexico	المكسيك	il-máksik	7
milk	لبن	lában	3
minced meat	كفتة	kófta	3

mint	نعناع	ni9náa9	12
Miss, young woman	آنسة	áanisa (pl. aanisáat)	3
model (of car, etc.)	موديل	modáyl	4
Monday	الأثنين	il-itnáyn	9
month	شهر	shahr (pl. shuhúur)	12
more expensive	أغلى	ághla	7
morning (in the)	الصبح	iS-SubH	9
mosque	مسجد	másgid (pl. masáagid)	9
mother	أم	umm	2
mouse	فار	faar (pl. firáan)	7
mouth	بَقَ	bo'	6
museum	متحف	máthaf (pl. matáahif)	9
music	موسيقى	muusíqa	10
my name's ...	أنا اسمي	ána ísmi ...	1
myself	نفسى	náfsi	11

N

name	اسم	ism (pl. asáami)	1
near	قريب	'uráyyib	6
need	محتاج	miHtág (pl. miHtaagún)	5
never mind	معلش	ma9lésh	9
new	جديد	gidíd	4
next to/near	جنب	ganb	4
nice/sweet	حلو	Hílw	5
nine	تسعة	tís9a (tísá9)	5
nineteen	تسعين	tis9atáashar	5
ninety	تسعين	tis9ín	5
no	لا	la'	1
nose	مناخير	manakhíir	6
not	مش	mish	3
not here	مش هنا	mish hína	3
novel	رواية	riwáaya (pl. riwaayáat)	10

November	نوفمبر	nofámbir	12
now	الوقتى	dilwá'ti	10
number	رقم	ráqam	1

O

o'clock	الساعة	is-sáa9a ...	9
October	اكتوبر	oktúubir	12
of course	طبعاً	Táb9an	5
office	مكتب	máktab (pl. makáatib)	9
OK, well	طيب	Táyyib	3
OK, fine	ماشي	máashi	5
okra, ladies' fingers	بامية	bámya	3
old	قديم	'adíim	4
old (person)	عجوز	9agúuz	6
olives	زيتون	zatúun	5
omelette	أومليت	omlít	3
on	على	9ála	4
on the left	على الشمال	9ála sh-shimáal	11
on the right	على اليمين	9ála l-yimíin	11
once	مرة	márra	9
one	واحد	wááHid	1
one moment	لحظة معايا	láHZa ma9áaya	14
operate, to	يشغل/شغل	yishágħħhal/sháħħħhal	13
order/ask for, to	يطلب/طلب	yúTħub/Tálab	14
over/finished	خلاص	khalláas	12
oysters	محار	maHáar	12

P

packet/box/tin	علبة	9ílba (pl. 9ílab)	5
pair of shoes	جزمة	gázma (pl. gízam)	6
pair of socks	شراب	shuráab (pl. shurabáat)	6
palm trees	نخل	nákhla (pl. nakhl)	13
pan fried/escalope	بانيه	banáyh	14

paper	ورق	wára'	5
patisserie/desserts	حلويات	Halawíyáat	12
peace on you	السلام عليك	is-saláamuh 9aláykum	14
peaceful/quiet	هادي	háadi	13
peas	بسلة	bisílla	13
people	ناس	naas	14
per cent	في المائة	fil-míyya	12
personally	شخصيا	shakhSáyyan	14
photo/picture	صورة	Súura (pl. Súwar)	2
place	مكان	makáan	12
plane	طيارة	Tayyáara (pl. Tayyaráat)	7
plastic	بلاستك	biláastik	5
plate	طبق	Tába' (pl. Tubáa')	3
play, to	يلعب/لعب	yí9ab/tí9ib	9
please	لو سمحت	law samáHt (fem. law samáHti)	5
please	من فضلك	min fáDlak (fem. min fáDlik)	3
please (lit. 'on your life')	وحياتك	wiHyáatak (fem. -ik)	14
pomegranate	رمان	rummáan	12
pound (money)	جنيه	gináyh	5
prawns	جمبري	gambári	14
prayers	صلوة	Saláat	14
prepare, to	يحضر/حضر	yíHáDDar/HáDDar	9
price	سعر	sí9r (pl. as9áar)	7
problem	مشكلة	mushkíla (pl. masháakil)	4
professor	أستاذ	ustáaz (pl. asáatza)	12
purple	بنفسجي	banafsígi	5
Pyramids (at Giza)	الأهرام	il-ahráam	9

Q

quarter

ربع

rub9

quarter past ...	الساعة... وربع	is-sáa9a ... wi rub9	9
quarter to ...	الساعة... إلا ربع	is-sáa9a ... illa rub9	9
question	سؤال	su'áal (pl. as'íla)	9
quickly	بسرعة	bi-súr9a	2
R			
rabbit	أرنب	ár nab (pl. aráanib)	7
radio	راديو	rádyo (pl. radyoháat)	2
ready	جاهز	gáaHiz (pl. gaaHziin)	14
ready	مستعد	musta9íd	9
really ('by God')	والله	walláhi	14
really?	فعلا؟	fi9lan?	12
reasonable	معقول	ma9úul	7
red	أحمر	áHmar (fem. Hámra)	5
referee	حكم	Hákam	13
refreshing	منعش	mun9ísh	12
remain, to	يبقى/يبقى	yíb'a/bá'a	10
remember(ing)	فاكر	fáakir (pl. fakriin)	13
reservation	حجز	Hagz (pl. Huguuzáat)	9
restaurant	مطعم	máT9am (pl. maTáa9im)	9
return (ticket)	رایح جاي	ráayiH gáay	7
return, to	يرجع/رجع	yírga9/ri9i9	12
rice	رز	ruzz	3
ride, to	يركب/ركب	yírkab/ríkib	13
right (hand side)	يمين	yimún	11
route/way	سكة	síkka (pl. síkak)	11
S			
salad	سلطة	sálaTa (pl. salaTáat)	3
sandwich	سندوتش	sandawítsh	3
Saturday	(pl. sandawitsháat)	(pl. sandawitsháat)	9
savage	متوحش	mutawáHHish	14

say good morning to	يصبح/صبح	yiSábbaH/SábbaH	10
say, to	يقول/قال	yi'úul/'aal	11
school	مدرسة	madrása (pl. madáaris)	9
sciences	علوم	9ulúum	9
Scotland	اسكتلندا	iskutlánda	12
Scottish	اسكتلندي	iskutlándi (pl. iskutlandiyún)	1
sea	بحر	baHr	10
seat, to	يَقْعُدُ/قَعْدَ	yi'á99ad/á99ad	14
seat/chair	كرسي	kúrsi (pl. karáasi)	4
second/again	ثاني	táani	11
see, to	يشوف/شاف	yishúuf/shaaf	12
seeing/believing	شَافِ	sháayif (pl. shayfiin)	10
sell, to	يَبْيَعُ/بَاعُ	yibúu9/baa9	11
September	سبتمبر	sibtámbir	12
seven	سبعة	sáb9a (sábá9)	5
seventeen	سبعين	saba9táashar	5
seventy	سبعين	sab9fiin	5
share/split, to	يَقْسِمُ	yí'sim	14
she	هي	híyya	1
sheep	خروف	kharúuf (pl. khirfáan)	7
shirt	قميص	'amíiS (pl. 'umSáan)	5
shop/store	محل	maHáll (pl. maHalláat)	11
short	قصير	'uSáyyar	6
should	المفروض	il-mafrúuD	10
showing/obvious	بَيْان	báayin	6
Siamese cat	قطة سِيَامِي	'ÓTTa (pl. 'ÓTaT) siyáami	7
sir	بيه	beh	14
Sir/Madam	يا فندم	yaa fándim	4
Sir/Mr	أَسْتَانَ	ustáaz	1
sister	أخت	ukht (pl. ukhwáat)	2
sit down!	اقعد!	u'9úd!	3
sitting/staying	قَاعِدٌ	'áa9id (pl. 'a9diin)	10
sitting room (for guests)	صالون	Salón	4

six	ستة	sítta (sitt)	5
sixteen	ستة عشر	sittáashar	5
sixty	ستين	sittín	5
size	مقاس	ma'ás	5
skirt	جونلة	gunilla (pl. gunilláat)	6
sleep, to	ينام/نام	yináam/naam	9
small	صغير	Sugháyyar	4
small coffee pot	كنكة	kánaka (pl. kának)	5
son	ابن	ibn (pl. wiláad)	2
song	أغنية	ughníyya (pl. agháani)	13
speciality	تخصص	takháSSuS (pl. takhaSSuSáat)	9
Sphinx	أبو الهرول	ábul-hohl	13
spinach	سبانخ	sabáanikh	3
square (town)	ميدان	miidáan (pl. mayaadíin)	10
squash	اسكواش	iskwáash	10
stable	اسطبل	isTábl (pl. isTabláat)	13
station	محطة	maHáTTa (pl. maHaTTáat)	11
statue	تمثال	timsáal (pl. tamaasíil)	12
stay/remain, to	يَقْعُدُ/قَعْدَ	yú'9ud/á9ad	9
steps/stairs	سلم	síllim (pl. salálim)	6
straight on	على طول	9ála Tuul	11
straight on	دوغري	dúghri	11
street	شارع	sháari9 (pl. shawáari9)	11
student	طالب	Táalib (pl. Tálaba)	3
study (a subject), to	يدرس/درس	yídris/dáras	9
study/revise, to	يذاكر/ذاكر	yizáakir/záakir	10
suit (man's)	بدلة	bádla (pl. bídal)	6
summer	الصيف	iS-Sayf	2
summer adj.	صيفي	Sáyfi	5
Sunday	الأحد	il-Had	9
sunglasses	نظارة شمس	naDDáarit shams	6
sweet porridge	بليلة	bilíla	3

T		
table	tarabíza	٢١
tailor	tárzi (pl. tarázíyya)	٥
take, to	yáakhud/khad	١٠
tall/long	Tawíil (pl. Tuwáal)	٦
tape/cassette	shiríiT	١٣
tea	shay	٣
teacher	mudárris	٣
team	faríi' (pl. fíra')	١٠
telephone	tilifóhn (pl. tilifohnáat)	٣
television	tilivizyóhn	٤
tell ...	'uul li ... (fem. 'uuli li ...)	٢
ten	9áshara (9áshar)	٥
terrible/awful	wíHish	٩
thank you	shukrán	٣
that	in	١٣
theatre	másraH (pl. masáariH)	١١
then	ba9dáyñ	١١
there	hináak	١٢
there is/are	fiíh	٤
there is/are; it's got	fiíháa	٤
there is not/are not	ma fiísh/ma fiíháash	٤
they	húmma	٢
they have no use	maalháash fáyda	٧
thief/burglar	Haráami (pl. Haraamíyya)	٧
thin	rufáyya9	٦
thing	Háaga (pl. Haagáat)	٧
third	táalit	١١
thirteen	talataáshar	٥

thirty	talatiín	٥
this/that	da (fem. di)	٢
three	taláata (tálat)	١
Thursday	il-khamiís	٩
ticket	tazkára (pl. tazáakir)	٧
time	wa't (pl. aw'áat)	١٠
tomorrow	búkra	٦
too/also	bárDu	٥
tower	burg (pl. abráag)	١١
traffic	murúur	٩
train	'aTr (pl. 'uTuráat)	٧
train, to	yitmárran/itmárran	٩
tranquillizer	musákkín	١٢
travel (to), to	yisáafir/sáafir	٩
trousers	banTalóhn	٦
try, to	yigárrab/gárrab	١٢
Tuesday	it-taláat	٩
twelve	itnáashar	٥
twenty	9ishriün	٥
twenty past ...	is-sáa9a ... wi tilt	٩
twenty to ...	is-sáa9a ... illa tilt	٩
twice	marritáyn	٩
two	itnáyn	١
U		
uncle/aunt, maternal	kháal/kháala	٢
uncle/aunt, paternal	9ámm/9ámma	٢
under	taHt	٤
unfortunately	lil-ásaf	١٠
university	gám9a (pl. gam9áat)	٩
until/up to	li-gháayit	١١
useful	mufiíd	٧

V		
very	قوی: جدا 'áwi; gíddan	7
vine leaves (stuffed)	ورق عنب wára' 9ínab	3
visit, to	يزور/زار yizúur/zaar	11
W		
wait!	استنى istánnna (fem. istánni)	6
waiter	جرسون garsón	3
wake up, to	يصحى/صحي yíSHa/SíHi	9
want	عاوز/عايز 9áawiz/9áayiz (pl. 9awziín)	5
water	مياه máyya	3
water pipe	شيشة shísha	5
wavering/confused	محtar miHtáar	14
we	إحنا íHna	2
wearing	لابس láabis	6
website	موقع mawqí9 (pl. mawáaqí9)	10
wedding	فرح fáraH	2
Wednesday	الأربع il-árba9	9
welcome	أهلاً وسهلاً áhlan wa sáhlan	1
well/good	كويس kwáyyis	12
what do you do?	بتشغل إيه؟ bi-tishtághal eh? (fem. bi-tishtághali eh?)	3
what does he/she look like?	شكله إيه؟ sháklu/shakáhaa eh?	6
what God wishes	ما شاء الله mashaa'alláah	9
what then?	أمال؟ ummáal?	4
what would you like to drink?	تشرب إيه؟ tishráb eh? (fem. tishrábi eh?)	3
what would you like to eat?	تاكل إيه؟ tákul eh? (fem. tákli eh?)	3
what's the time?	الساعة كام؟ is-sáa9a kaam?	9
what's your name?	اسمك إيه؟ ísmak eh? (fem. ísmik eh?)	1
when	لما lámma	13
when?	أمتى؟ ímta?	2
where?	فين؟ fayn?	2

white	أبيض ábyaD (fem. báyDa)	5
who?	من؟ miin?	2
who/which	الللي illi	13
who's speaking?	من معايا؟ miin ma9áaya?	14
why?	لية؟ leh?	5
wife of ...	مرات ... miráat ...	2
window	شباك shibbáak (pl. shababúk)	4
wine	نبيذ nibiit	3
winter	الشتاء ish-shítá	5
winter (adj.)	شتوي shítwi	5
with	مع ma9áa	5
with a beard	بدقن bi-da'n	6
with a moustache	بشنب bi-sháanab	6
woman/lady	سيدة sayyída (pl. sayyidáat)	3
work	شغل shughl	5
work, to	يشتغل/اشتعل yishtághal/ishtághal	10
world	الدنيا id-dúnya	12
would you like ...?	تحب...؟ tiHíbb ...? (fem. tiHíbbi)	3
Y		
year	سنة sána (pl. siníin)	12
yellow	أصفر áSfar (fem. Sáfra)	5
yes	أيوه áywa	1
yesterday	امبارح imbáariH	12
you (fem. sing.)	أنت ínti	1
you (masc. sing.)	أنتي ínta	1
you (pl.)	أنتو íntu	2
you guys ('you youths')	يا شباب yaa shabáab	9
you/your (polite/formal)	حضرتك HaDrítak (fem. HaDrítik)	1
you're not right	ما عندكش حق ma 9andákshi Ha' (fem. ma 9andakísh Ha')	7
you're right	عندك حق 9ándak Ha' (fem. 9ándik Ha')	7
youth	شاب shaab	6

Arabic–English glossary

This section is an Arabic–English glossary of the words appearing in *Colloquial Arabic of Egypt*. The unit number in which the word first appears is given in the right-hand column.

The Arabic words are listed alphabetical order of the transliteration, as if they were English words – with the words beginning with **’** and **ج** listed after **z**. The lower case letters and their emphatic upper case equivalents (e.g. **t** and **T**) are alphabetized together. This will make it easier for you to find the entries. (However, it is *not* the order of the Arabic alphabet – see page 6.)

The Arabic script is shown alongside the transliteration, but be aware that the colloquial language does not have hard-and-fast spelling rules and you may see some words spelt differently in other contexts.

Note the following:

- 1 *Plurals* are given after the singular (in transliteration).
- 2 *Verbs* are shown in the present followed by the past and given in the **húwwa** form (*third person*). See Structure summary for more details on how verbs form.

A

áanisa (pl. aanisáat)	أنسَة	Miss, young woman	3
áb(u)	أب (أبُو)	father	2
ábríl	أبريل	April	12
ábul-hohl	أبو الهول	Sphinx	13
ábyaD (fem. báyDa)	أبيض	white	5
ágáaza (pl. agazáat)	أجازة	holiday	9
ághla	أغلى	more expensive	7
agnábi (pl. agáanib)	أجنبي	foreigner	14
áhlan	اهلا	hello	1
áhlan wa sáhlan	اهلا وسهلا	welcome	1
áHmar (fem. Hámra)	أحمر	red	5
áhwa	قهوة	coffee/café	3
akh(u) (pl. ikhwáat)	أخوا	brother	2
ákhDar (fem. KháDra)	أخضر	green	5
akl	أكل	food	7
aló?	آلو؟	hello?	4
		(on the telephone)	
amriikáani	أمريكياني	American	1
(pl. amriikáan)			
ána	أنا	I	1
ána b-amúut fi ...	أنا أموت في ...	I adore ...	3
ána baHíbb	أنا بآحب	I like	7
ána ísmi ...	أنا اسمى ...	my name's ...	1
ána kamáan	أنا كمان	me too	7
ána ma baHíbbish	أنا ما بآحبش	I don't like	7
ána min ...	أنا من ...	I'm from ...	1
ána mish 9áarif	أنا مش عارف	I don't know	6
ána muwáafi'	أنا موافق	I agree	7
arbá9a (árba)	أربعة	four	1
arba9ataáashar	أربيعتاشر	fourteen	5
arba9iin	أربعين	forty	5
árkhaS	أرخص	cheapest/cheaper	7
árnab (pl. aráanib)	أرنب	rabbit	7

áSfar (fem. Sáfra)	أصفر	yellow	5
aSíl	أصيل	authentic/original	14
áSla9	أصلع	bald	6
awláad	أولاد	children	12
áwwil	أول	first	11
áywa	أيوه	yes	1
ázr'a kóHli	أزرق كحلي	dark blue	6
ázra' (fem. zár'a)	أزرق	blue	5

B

baab (pl. bibáan)	باب	door	4
báabaa	بابا	dad	10
bá'ara (pl. bá'ar)	بقرة	cow	7
ba9d	بعد	after	9
ba9d iD-Duhr	بعد الظهر	afternoon	9
ba9d(i) maa	بعد ما	after (+ verb)	10
ba9dáyn	بعدين	then	11
báayin	باین	showing/obvious	6
bádla (pl. bídal)	بدلة	suit	6
bádri	بدرى	early	9
baHr (pl. biHúur)	بحر	sea	10
baláash ...!	بلاش	don't...!	11
balakóhna (pl. balakohnáat)	بلكونة	balcony	4
bálToh (pl. baláaTi)	بالطو	coat	6
bámya	بامية	okra, ladies' fingers	3
banafsígi	بنفسجي	purple	5
banáyh	بانيه	pan fried/escalope	14
bank (pl. bunúuk)	بنك	bank	11
banTalóhn (pl. banTalohnáat)	بنطلون	trousers	6
bárDu	برضه	too/also	5
barsíim	برسيم	clover	13
bass(i)	بس	but	4

baTTa (pl. baTT)	بطة	duck	7
buyn	بين	between	4
beh	بيه	sir	14
bi-da'n	بدقن	with a beard	6
bi-shánab	بسنث	with a moustache	6
bi-súr9a	بسرعة	quickly	2
bi-tishtághal eh? (fem. bi-tishtághali eh?)	بتشتغل إيه؟	what do you do?	3
bi9fid	بعيد	far	6
büra	بيرة	beer	3
bikáam?	بكام؟	how much?	5
bilíla	بليلة	sweet porridge	3
bilúuza (pl. biluzáat)	بلوزة	blouse	6
bin-nísba li	بالنسبة لـ	as regards/in relation to	11
bint (pl. banáat)	بنت	daughter	2
bint 9ámm	بنت عم	cousin, daughter of (paternal) uncle	9
bisílla	بسلة	peas	14
bitáa9	باتاع	connected with	2
biZ-ZabT	بالضبط	exactly	9
biláastik	بلاستك	plastic	5
bo'	بق	mouth	6
búkra	بكرة	tomorrow	6
búnni	بني	brown	5
burg (pl. abráag)	برج	tower	11
burnáyTa (pl. baraaníiT)	برنيطة	hat	6
D			
da (fem. di)	ده	this/that	2
dahab	ذهب	gold	12
dáraga úula	درجة أولى	first class	7
Darúuri	ضروري	have to/essential	10
Dayf (pl. Diyúuf)	ضيف	guest	1

dáyman	دایما	always	13
dilwá'ti	دلوقتی	now	10
disámbir	دیسمبر	December	12
dúghri	دوغري	straight on	11
duktúur (<i>pl. dakáktra</i>)	دكتور	doctor	3
F			
fáakir (<i>pl. fakrúin</i>)	فاکر	remember(ing)	13
faar (<i>pl. firáan</i>)	فار	mouse	7
faatiH	فاتح	light (coloured)	5
far9 (<i>pl. furúu9</i>)	فرع	branch	9
fáraH	فرح	wedding	2
faránsa	فرنسا	France	3
farí' (<i>pl. fíra'</i>)	فريق	team	10
fawg (<i>pl. awfáag</i>)	فوج	group (of tourists)	9
fayn?	فين؟	where?	2
fi	في	in	4
fi kull Hitta	في كل حة	everywhere	5
fi makáan	في مكان	in the place of	13
fi9lan	فعلا	actually/really	7
fi9lan?	فعلا؟	really?	12
fibráayir	فبراير	February	12
fiih	فيه	there is/are	4
fiihaa	فيها	there is/are; it's got	4
fíkra	فكرة	idea	5
fil-míyya	في المية	per cent	10
film (<i>pl. afláam</i>)	فيلم	film/movie	13
filúuka (<i>pl. faláayik</i>)	فلوكة	felucca	13
firáakh	فراخ	chicken	12
fiTáar	فطار	breakfast	9
foh'	فوق	above/over	4
foh' ba9D	فوق بعض	above each other	4
fúndu' (<i>pl. fanáadi'</i>)	فندق	hotel	9

fustáan (<i>pl. fasatiin</i>)	فستان	dress	6
fuul	فول	fava beans	3
G			
gáaHiz (<i>pl. gaaHziin</i>)	جاهز	ready	14
galabíyya (<i>pl. galaalíib</i>)	جلابية	galabeyya: Egyptian robe	5
gám9a (<i>pl. gam9áat</i>)	جامعة	university	9
gamáa9a	جامعة	group	14
gambári	جميري	prawns	14
gamíil	جميل	beautiful	12
ganb	جنب	next to/near	4
garsón	جرسون	waiter	3
gaysh (<i>pl. giyúush</i>)	جيش	army	13
gáyy	جاي	coming/next	14
gázma (<i>pl. gízam</i>)	جزمة	pair of shoes	6
gháali (fem. ghálya)	غالية	expensive	7
gháami'	غامق	dark (colour)	5
gháawi (fem. gháwyá)	غاوي	keen on	10
gháda	غدا	lunch	9
ghayT (<i>pl. ghayTáan</i>)	غيط	field	13
gibna	جبنة	cheese	5
gidd	جد	grandfather	13
gídda	جدة	grandmother	13
gíddan	جدا	very	7
gidíid	جديد	new	4
gild	جلد	leather	4
gináyh	جنيه	pound (money)	5
gohz	جوز	husband	2
gunilla (<i>pl. gunilláat</i>)	جونلة	skirt	6
H			
háadi	هادي	peaceful/quiet	13
HááDir	حاضر	at your service	5

Háaga (pl. Haagáat)	حاجة	thing	7
haat! (fem. háati)	هات!	bring!	2
háatli ... (fem. haatíili)...	هات لي	bring me ...	3
HaDrítak	حضرتك	you/your (polite/formal)	1
<i>(fem. HaDrítik)</i>			
Hagz (pl. Huguuzáat)	حجز	reservation	9
Hákam	حكم	referee	13
Halawiyáat	حلويات	patisserie/desserts	12
Hammáam	حمام	bathroom	4
<i>(pl. Hammaamáat)</i>			
Haríumi	حريمي	ladies'/women's	5
Hawáali	حوالى	approximately/about	6
Hidáashar	حداش	eleven	5
Higáab	حجاب	Islamic headscarf	6
Hílw	حلو	nice/sweet	5
hína	هنا	here	2
hináak	هناك	there	12
hiwáaya (pl. hiwayáat)	هواية	hobby	10
híyya	هي	she	1
Humáar (pl. Himíir)	حمار	donkey	7
húmma	مما	they	2
HuSáan (pl. HiSína)	حصان	horse	7
húwwa	هو	he	1
I			
ibn (pl. wiláad)	ابن	son	2
id-dúnья	الدنيا	world	12
iddíini	اديني	give me	5
ig-gúm9a	الجمعة	Friday	9
íHna	إحنا	we	2
iHtimáal	احتمال	may/might	12
iid (pl. iidáyn)	ايد	hand	6
il-ahráam	الأهرام	pyramids (at Giza)	9
il-árba9	الأربع	Wednesday	9

il-áwwil	الأول	first/firstly	11
il-Had	الأحد	Sunday	9
il-Hámdu lilláah	الحمد لله	fine ('thanks be to God')	1
il-itnáyn	الاثنين	Monday	9
il-khamíis	الخميس	Thursday	9
il-mafrúuD	المفروض	should	10
il-máksík	المكسيك	Mexico	7
ílli	اللي	who/which	13
imbáariH	امبارح	yesterday	12
ímta?	امتي؟	when?	2
in	إن	that	13
in sháá alláah	إن شاء الله	If Gods wills/ God willing	2
ingiliízi (pl. ingiliíz)	انجليزي	English (nationality)	1
ingiltára	انجلترا	England	7
ínta	أنتي	you (masc. sing.)	1
ínti	أنت	you (fem. sing.)	1
íntu	أنتو	you (pl.)	2
is'áluh	أسأله	ask him	6
is-sáa9a ...	الساعة	o'clock	9
is-sáa9a ... illa rub9	الساعة... إلا ربعة	quarter to ...	9
is-sáa9a ... illa tilt	الساعة... إلا ثلث	twenty to ...	9
is-sáa9a ... wi nuSS	الساعة ... ونص	half past ...	9
is-sáa9a ... wi rub9	الساعة... وربع	quarter past ...	9
is-sáa9a ... wi tilt	الساعة... وثلث	twenty past ...	9
is-sáa9a kaam?	الساعة كام؟	what's the time?	9
is-sabt	السبت	Saturday	9
is-sáána illi fáatit	السنة اللي فاتت	last year	12
iS-Sayf	الصيف	summer	2
iS-SubH	الصبح	morning (in the)	9
ish-shíta	الشتاء	winter	5

isháara (<i>pl. isharáat</i>)	إشارة	lights (traffic)	11
iskutlánда	إسكتلندا	Scotland	12
iskutlándi (<i>pl. iskutlandiyín</i>)	إسكتلندي	Scottish	1
iskwáash	اسکواش	squash	10
ism (<i>pl. asáami</i>)	اسم	name	1
ísmá9! (<i>fem. ismá9i</i>)	اسمع!	listen!	2
ísmak eh? (<i>fem. ísmik eh?</i>)	اسمل إيه؟	what's your name?	1
isTábl (<i>pl. isTabláat</i>)	اسطبل	stable	13
istánna (<i>fem. istánni</i>)	استنى	wait!	6
íswid (<i>fem. sóda</i>)	أسود	black	5
it-taláat	الثلاثاء	Tuesday	9
iT-Tibb	الطب	medicine (study)	12
itfáDDal (<i>fem. itfaDDáli</i>)	افتضل	come this way; here you are	1
itnáashar	انتناشر	twelve	5
itnáyn	اثنين	two	1
izzáay?	إذاي؟	how (come)?	7
izáaza (<i>pl. azaaziíz</i>)	فرازة	bottle	3
izzáayak (<i>fem. izzáayik</i>)	إذيك	how are you?	1

K

káabtin (<i>pl. kabáatin</i>)	كابتن	captain (of a sports team)	10
kabáab	كباب	kebab	3
kabíina (<i>pl. kabáayin</i>)	كابينة	cabin	4
kalb (<i>pl. kiláab</i>)	كلب	dog	7
kalb (<i>pl. kiláab</i>) wuulf	كلب وولف	German Shepherd dog (‘wolf dog’)	7
kamáan	كمان	also	5
kánaka (<i>pl. kának</i>)	كنكة	small coffee pot	5
kárkadáy	كركديه	hibiscus tea	3
kayk	كيك	cake	10
kháal/kháala	حال/خالة	uncle/aunt, maternal	2

khafíif	خفيف	light (weight)	9
khalláas	خلاص	over/finished	12
khálli báalak (<i>fem. khálli báalik</i>)	خالي بالك	be careful/watch out	11
khallúna fi	خللينا في	let's stick to/let's stay with	7
khamastáashar	خمسناشر	fifteen	5
khámsa (khámas)	خمسة	five	1
khamsíin	خمسين	fifty	5
kharúuf (<i>pl. khirfáan</i>)	خروف	sheep	7
khaTíib (<i>fem. khaTíba</i>)	خطيب	fiancé(e)	2
khawaáaga	خواجة	foreigner (<i>slang</i>)	6
khayl	خيل	horses	13
kibíir	كبير	big	4
kída	كده	like this	5
kílu	كيلو	kilo	5
kímya	كيمياء	chemistry	3
kiníisa (<i>pl. kanáayis</i>)	كنيسة	church	12
kófta	كفتة	minced meat	3
kóhla	كولا	cola	3
kombyúutir (<i>pl. kombyuutiráat</i>)	كمبيوتر	computer	10
korníish	كورنيش	Corniche	11
kubáar	كبار	adults	7
kubbáaya (<i>pl. kubbayáat</i>)	كبابية	glass	3
kúbri (<i>pl. kabáari</i>)	كوبري	bridge	11
kuliíya (<i>pl. kuliyyáat</i>)	كلية	college	10
kull	كل	every/all	10
kull yohm	كل يوم	every day	10
kúra (<i>pl. kíwar</i>)	كرة	ball/football/soccer	10
kúrsi (<i>pl. karáasi</i>)	كرسي	seat/chair	4
kwáyyis	كويس	well/good	12
L	لا'	no	1

láabis	لابس	wearing	6
láazim	لازم	have to/must	10
lában	لبن	milk	3
láHma	لحمة	meat	12
láHZa ma9áaya	لحظة معايا	one moment	14
lámma	لما	when	13
lamúun	لمون	lime/lemon	3
lamúuni	لموني	lemon-yellow (adj.)	5
law samáHt (fem. law samáHti)	لو سمحت	please	5
laziiz	لذيذ	delicious	7
la'ánn	لأن	because	7
leh?	لـ؟	why?	5
li-gháayit	لغاية	until/up to	11
li-wáHdáhaa	لوحدها	by herself	11
li-wáHdi	لوحدي	by myself	11
li-wáHduh	لوحده	by himself	11
li-...	لـ...	for	5
lil-ásaf	للاسف	unfortunately	10
líssa sháarib (fem. shárba)	لـ شـارـبـ	I've just had a drink	3
líssa wáakil (fem. wákla)	لـ شـاكـلـ	I've just eaten	3
lohn (pl. alwáan)	لون	colour	5
lúgha (pl. lugháat)	لغة	language	9
lux	لوكس	luxury/first class	4

M

ma 9andákshi Ha' (fem. ma 9andakiish Ha')	ما عندكش حق	you're not right	7
ma fiish/ ma fiiháash	مـفـيـشـ /ـ ماـفـيـهـاـشـ	there is not/are not	4
ma'ásas	مقـاسـ	size	5
má'li	مقـلـيـ	fried	14

má9a s-saláama	مع السلامـةـ	goodbye	1
mu9áa	مع	with	5
má9had (pl. ma9áahid)	معهدـ	institute	9
ma9lésh	مـعـلـشـ	never mind	9
ma9múul min	مـعـمـولـ منـ	made from	12
ma9úul	مـعـقـولـ	reasonable	7
maalháash fáyda	مالهاـشـ فـاـيـدـةـ	they have no use	7
máaris	مارسـ	March	12
máashi	ماـشـيـ	OK, fine	5
máayo	ماـيـوـ	May	12
mábna (pl. mabáani)	مبـنـىـ	building	12
mabrúuk	مـبـرـوكـ	congratulations	4
madáam	مـدـامـ	Madam	1
mádkhal (pl. madáakhil)	مـدـخـلـ	entrance	11
madrása (pl. madáaris)	مـدـرـسـةـ	school	9
maghsála (pl. maghásil)	مـغـسـلـةـ	laundry	9
maHáar	محـارـ	oysters	12
maHáll (pl. maHalláat)	مـحـلـ	shop/store	11
maHáTTa (pl. maHaTTáat)	محـطةـ	station	11
majistáyr	ماـجـسـتـيـرـ	masters (degree)	9
makáán (pl. amáakin)	مـكـانـ	place	12
mákhrag (pl. mahkáarig)	مـخـرـجـ	exit	11
máktab (pl. makáatib)	مـكـتـبـ	office	9
maktába (pl. maktabáat)	مـكـتـبـةـ	library/bookshop	9
manakhíir	منـاخـيـرـ	nose	6
marákbi	مراـكـبـيـ	boatman	13
(pl. marakbiyya)			
márkib (pl. maráakib)	مرـكـبـ	boat	6
márra	مرةـ	once	9
marritáyn	مرـتـيـنـ	twice	9
masáá il-khayr	مسـاءـ الـخـيـرـ	good afternoon/evening	1
másalan	مـثـلـاـ	for example	14
másgid (pl. masáagid)	مسـجـدـ	mosque	9

mashhúur	مشهور	famous	12
mashaa'allaah	ما شاء الله	what God wishes	9
mashgúul	مشغول	busy	9
mashrúub (<i>pl. mashariib</i>)	مشروب	drink	12
máshwi	مشوي	grilled	14
maSr ig-gidíida	مصر الجديدة	Heliopolis	1
maSr liT-Tayaráan	مصر للطيران	Egypt Air	3
másraH (<i>pl. masáariH</i>)	مسرح	theatre	11
máSri (<i>pl. máSriyyiin</i>)	مصري	Egyptian	1
máT9am (<i>pl. maTáa9im</i>)	مطعم	restaurant	9
maTáar (<i>pl. maTaráat</i>)	مطار	airport	6
máTbakh (<i>pl. maTáabikh</i>)	مطبخ	kitchen	9
máTHaf (<i>pl. matáaHif</i>)	متحف	museum	9
mawgúud	موجود	available	4
mawqí9 (<i>pl. mawáaqi9</i>)	موقع	website	10
máyya	مياه	water	3
maZbúuT	مضبوط	correct/right	14
metr	متر	maître	1
miHtáag (<i>pl. miHtaagüin</i>)	محتاج	need	5
miHtáar	محتار	wavering/confused	14
miidáan (<i>pl. mayaadüin</i>)	ميدان	square (town)	10
miin ma9áaya?	مَنْ مَعَايَا؟	who's speaking?	14
miin?	مَنْ؟	who?	2
míina (<i>pl. mawáani</i>)	ميناء	dock/port	6
miláwwin	ملون	coloured	6
min (+ <i>period of time</i>)	من	ago	13
min fáDlak (<i>fem. min fáDlik</i>)	من فضلك	please	3
... mináyn?	مَنْيَنْ؟	How do I get to ...?	11
miráat	مرات	wife	2
mish	مش	not	3

mish hína	مش هنا	not here	3
mishwáar (<i>pl. mashawíir</i>)	مشوار	distance/errand/task	13
mitkállif	متكلف	lavish	13
míyya	مية	hundred	5
modáyl	موديل	model (of car, etc.)	4
mu9áskar	معسكر	camp; encampment	13
mudárris (<i>pl. mudarrisüin</i>)	مدرس	teacher	3
muDíif/muDíifa	مضيف	flight attendant	3
mufíid	مفید	useful	7
muHáami (<i>pl. muHaamiyüin</i>)	محامي	lawyer	3
muHáasib (<i>pl. muHaasbüin</i>)	محاسب	accountant	3
muhándis (<i>pl. muhandisiin</i>)	مهندس	engineer	3
muhímm	مهم	important	7
mumássil (<i>pl. mumassiliin</i>)	ممثل	actor	3
múmkin	ممكن	can/possible	10
mun9ísh	منعش	refreshing	12
murúuH	مريج	comfortable	4
murúur	مرور	traffic	9
musákkin (<i>pl. musakkináat</i>)	مسكن	tranquillizer	12
mushkíla	مشكلة	problem	4
mustá'bal	مستقبل	future	12
musta9íd	مستعد	ready	9
mustáshfa (<i>pl. mustashfayáat</i>)	مستشفى	hospital	11
mutawáHHish	متوحش	savage	14
muusíqa	موسيقى	music	10
muzí9 (<i>pl. muzi9üin</i>)	مذيع	broadcaster	1

N			
náadi (<i>pl. nawáadi</i>)	نادي	club	9
naas	ناس	people	12
náawi (<i>pl. nawyíin</i>)	ناوي	intending to	10
náazil	نازل	getting down/getting off	6
naDDáara	نظارة	glasses (pair of)	6
naDDáarit shams	نظارة شمس	sunglasses	6
naHáas	نحاس	copper	5
nafsaHaa	نفسها	herself	11
náfsi	نفسى	myself	11
náfsuh	نفسه	himself	11
nákhla (<i>pl. nakhl</i>)	نخل	palm trees	13
ni9náa9	نعمان	mint	12
nibít	نبيذ	wine	3
niDíif	نظيف	clean	7
niháaya	نهاية	end/finish	12
nofámbir	نوفمبر	November	12
nuSS	نص	half	5

O

oghúsTus	أغسطس	August	12
ohDt is-súfra	أوْضَة السَّفَرَة	dining room	4
ohDt in-nóhm	أوْضَة النُّوْم	bedroom	4
ohDt il-o9áad	أوْضَة الْقَعَاد	living room	4
oktúubir	أكتوبر	October	12
omliít	أوْمِلِيت	omelette	3
ostoráali (<i>pl. ostoraliyyíin</i>)	أُسْتَرَالِي	Australian	1
ostorálya	أُسْتَرَالِيَا	Australia	2
otobiís (<i>pl. otobiisáat</i>)	أُوتُوبِيِّس	bus/coach	7

R

ráayiH (<i>pl. rayHíin</i>)	رَايَح	going (to)	7
ráayiH gáay	رَايَح جَاي	return (ticket)	7

rádyo (<i>pl. radyoháat</i>)			
raghíf (<i>pl. raghífa</i>)	رَغِيف	loaf	5
ráqam	رَقْم	number	1
rigl (<i>pl. rigláyn</i>)	رَجْل	leg/foot	6
riHla (<i>pl. riHláat</i>)	رَحْلَة	journey	7
riwáaya (<i>pl. riwaayáat</i>)	رَوْيَايَة	novel	10
rub9	رَبِيع	quarter	5
rufáyya9	رَفِيع	thin	6
rummáan	رَمَان	pomegranate	12
ruzz	رَزْ	rice	3
S			
SáaHi	صَاحِي	awake	1
SáaHib (<i>pl. aSHáab</i>)	صَاحِب	friend	9
Sáala (<i>pl. Saaláat</i>)	صَالَة	hall	4
sáb9a (sába9)	سَبْعَة	seven	5
sab9íin	سَبْعِين	seventy	5
saba9táashar	سِبْعَتَشَر	seventeen	5
SabáaH il-khayr	صَبَّاجُ الْخَيْر	good morning	1
sabáanikh	سِبَانِخ	spinach	3
sahl	سَهْل	easy	10
SaHrá	صَحْرَاء	desert	13
is-saláamuh 9aláykum	السَّلَامُ عَلَيْكُم	peace on you	14
Saláat	صَلَاتَة	prayers	14
sálaTa (<i>pl. salaTáat</i>)	سُلْطَة	salad	3
Salón	صَالُون	sitting room (for guests)	4
sámak	سَمْك	fish	10
sána (pl. sinún)	سَنَة	year	12
sandawítsh	سَنْدُوتش	sandwich	3
	(<i>pl. sandawitsháat</i>)		
sarií9	سَرِيع	fast	10
sawwáá' (pl. sawwa'íin)	سَوَاق	driver	13
Sayd is-sámak	صَيْدُ السَّمْك	fishing	10
Sáyfi	صَيْفِي	summer <i>adj.</i>	5

sayyída (<i>pl. sayyidáat</i>)	سيدة	lady/woman	3
shá"a (<i>pl. shú'a'</i>)	شقة	flat/apartment	12
shá9r	شعر	hair	6
shaab	شاب	youth	6
sháari9 (<i>pl. shawáari9</i>)	شارع	street	11
sháyif (<i>pl. shayffín</i>)	شایف	seeing/believing	10
shahr (<i>pl. shuhúur</i>)	شهر	month	12
shahr il-9ásal	شهر العسل	honeymoon	7
shakhSáyyan	شخصياً	personally	14
sháku/shakáhaa eh?	شكله إيه؟	what does he/she look like?	6
shárqi (<i>fem. sharqiyya</i>)	شرقي	Eastern	9
shay	شاي	tea	3
shibbáak (<i>pl. shababík</i>)	شباك	window	4
shíbshib (<i>pl. shabáashib</i>)	شبشب	flip-flops	6
shíisha	شيشة	water pipe	5
shímáal	شمال	left (hand side)	11
shiríiT (<i>pl. sharáayíT</i>)	شريط	tape/cassette	13
shírka (<i>pl. shirkáat</i>)	شركة	company/business	10
shítwi	شتوي	winter (<i>adj.</i>)	5
shóhka (<i>pl. shúwak</i>)	شوك	forks	5
shughl	شغل	work	5
shukrán	شكراً	thank you	3
shuráab (<i>pl. shurabáat</i>)	شراب	pair of socks	6
shuwáyya	شوية	a little/somewhat	14
sí9r (<i>pl. as9áar</i>)	سعر	price	7
sibtámbir	سبتمبر	September	12
sifáara (<i>pl. sifaráat</i>)	سفارة	embassy	11
siínima (<i>pl. siinimáat</i>)	سينما	cinema	11
síkka (<i>pl. síkak</i>)	سكة	route/way	11
síllim (<i>pl. saláalim</i>)	سلم	steps/stairs	6
sírír (<i>pl. saráayir</i>)	سرير	bed	4
sítta (<i>sitt</i>)	ستة	six	5
sittáashar	ستاشر	sixteen	5

sittíin	ستين	sixty	5
Sobáa9 (<i>pl. Sawáabi9</i>)	صياع	finger	6
su'áal (<i>pl. as'ila</i>)	سؤال	question	9
Sugháyyar	صغير	small	4
suu' (<i>pl. aswaa'</i>)	سوق	market	11
Súura	صورة	photo/picture	2
T			
ta9áala! (<i>fem. ta9áali</i>)	تعال!	come!	2
Ta9míyya	طعيمة	falafel	3
Táali9	طالع	heading up to-going to	6
Táalib (<i>pl. Tálaba</i>)	طالب	student	3
táalit	ثالث	third	11
táani	ثاني	second/again	11
Táb9an	طبعاً	of course	5
Tába' (<i>pl. Tubáa'</i>)	طبق	plate	3
Tába' il-yohm	طبق اليوم	dish of the day	3
taba9	تبع	belonging to/relating to	13
taHt	تحت	under	4
taHt ámrak (<i>fem. taHt ámrík</i>)	تحت أمرك	at your service	14
takháSSuS (<i>pl. takhaSSuSáat</i>)	تخصص	speciality	9
takhfíiD (<i>pl. takhfíiDáat</i>)	تخفيض	discount	7
takiíf (<i>pl. takiífaat</i>)	تكييف	air conditioning	4
tákul eh? (<i>fem. tákli eh?</i>)	تاكلا إيه؟	what would you like to eat?	3
taláata (<i>tálat</i>)	ثلاثة	three	1
talatáashar	ثلاثة شتر	thirteen	5
talatiún	ثلاثين	thirty	5
tamaníün	ثمانين	eighty	5
tamantáashar	ثمانة شتر	eighteen	5
tamánya (<i>táman</i>)	ثمانية	eight	5

Tant	طنط	auntie	1
tarabáyza (<i>pl. tarabayzáat</i>)	ترابيزة	table	1
tárzi (<i>pl. tarzíyya</i>)	ترزي	tailor	5
Tawíil (<i>pl. Tuwáal</i>)	طويل	tall/long	6
Tayaráan	طيران	flying	7
Tayyáara (<i>pl. Tayyaráat</i>)	طيارة	plane	7
Táyyib	طيب	OK, well	3
tazkára (<i>pl. tazáakir</i>)	تذكرة	ticket	7
Tífl (<i>pl. aTfáal</i>)	طفل	child	7
tiHíbb ...? (<i>fem. tiHíbbi ...?</i>)	تحب ...؟	would you like ...?	3
tikhún	تخين	fat	6
tilifóhn	تلفون	telephone	3
tilivizyóhn (<i>pl. tilifizyohnáat</i>)	تليفزيون	television	4
timsáal (<i>pl. tamaasiil</i>)	تمثال	statue	12
tír9a (<i>pl. tíra9</i>)	ترعة	canal (<i>small irrigation</i>)	13
tís9a (<i>tís9a</i>)	تسعة	nine	5
tis9atáashar	تسعاتاشر	nineteen	5
tis9ün	تسعين	ninety	5
tishráb eh? (<i>fem. tishrábi eh?</i>)	تشرب اي؟	what would you like to drink?	3
tuffáaH	تفاح	apples	5

U

u'9úd!	اقعد!	sit down!	3
ughníyya (<i>pl. agháani</i>)	أغنية	song	13
ukht (<i>pl. ukhwáat</i>)	أخت	sister	2
umm	أم	mother	2
ummáal?	أمال؟	what then?	4
ustáaz	أستان	Sir/Mr	1
ustáaz (<i>pl. asáatza</i>)	أستاذ	professor	12

W

wa't (<i>pl. aw'áat</i>)	وقت	time	10
wááDiH	واضح	clear	10
wááHid	واحد	one	1
wála ána	ولا أنا	me neither/nor I	7
walláahi	والله	really ('by God')	14
wára	ورا	behind	4
wára'	ورق	paper	5
wára' 9ínab	ورق عنب	vine leaves (stuffed)	3
wásáT	وسط	medium (sized)	5
wi/w-	و	and	1
widn (<i>pl. widáan</i>)	ودن	ear	6
wíHish	وحش	terrible/awful	9
wiHyáatak (<i>fem. waHyáatik</i>)	وحياتك	please (<i>lit. 'on your life'</i>)	14
wusT il-bálad	وسط البلد	city centre/downtown	11

Y

yá9ni	يعني	I mean/so/well	6
yaa fándim	يا فندم	Sir/Madam	4
yaa gamáa9a	يا جماعة	everyone/'you lot'	14
yaa sáatir!	يا ساتر!	God help us!	7
yaa shábab	يا شباب	you guys ('you youths')	9
yáakhud/khad	يأخذ/خذ	take, to	10
yáakul/kál	يأكل/كل	eat, to	9
yanáayir	يناير	January	12
yí'á99ad/á99ad	يقعد/قعد	seat, to	14
yí'ákkil/ákkil	يأكل/أكل	feed, to	14
yí'dar/ídir	يقدر/قدر	can/to be able	13
yí'sim	يقسم	share/split, to	14
yí'úul'/aal	يقول/قال	say, to	11
yí'úul'/aal 9ála	يقول/قال على	call, to (<i>someone</i>)	14
yí9mil/9ámal	يعلم/عمل	make/do/create, to	10

yíb'a/bá'a	يبقى/بقى	remain, to	10
yibii9/baa9	يبيع/باع	sell, to	11
yidáwwa'/dáwwa	يدوّق/دوّق	give (someone) a taste	14
yídris/dáras	يدرس/درس	study (a subject), to	9
yigárrab/gárrab	يجرب/جرب	try, to	12
yiHáDDar/HáDDar	يحضر/حضر	prepare, to	9
yíHgiz/Hágaz	يُحجز/حجز	book/reserve, to	10
yíigi/geh	يُجي/جي	come, to	14
yikháaf/khaaf	يُخاف/خاف	afraid, to be	11
yikhállaS/khállaS	يُخلص/خلص	finish, to	10
yíksif/kásaf	يُكسف/كسف	disappoint/embarrass, to	14
yíl9ab/lí9ib	يلعب/لعب	play, to	9
yilá'a'i/lá'a	يلتقي/لتقى	find, to	11
yimfín	يمين	right (hand side)	11
yímshi/míshi	يمشي/مشي	go (away)/walk, to	13
yímsik/mísik	يممسك/مسك	catch, to	7
yiná'i/ná'a	ينقى/نقى	choose, to	14
yináam/naam	ينام/نام	sleep, to	9
yimbísíT/inbásáT	ينبسط/انبسط	enjoy, to	12
yínzil/nízil	ينزل/نزل	go down/get down, to	10
yirábbi/rábba	يربى/ربى	keep (pets)/breed/ bring up, to	14
yírga9/rígi9	يرجع/رجع	return, to	12
yírkab/ríkib	يركب/ركب	ride, to	13
yirúuH/raaH	يروح/راح	go, to	9
yisáafir/sáafir	يسافر/سافر	travel (to), to	9
yiSábbaH/SábbaH	يصبح/صبح	say good morning to	10
yíSHa/SíHi	يصحى/صحى	wake up, to	9
yishághhal/ shághhal	يشغل/شغل	operate, to	13
yishárraf/shárraf	يشرف/شرف	honour, to	14
yíshrab/shírib	يشرب/شرب	drink, to	12
yishtághal/ishtághal	يشتغل/لشتغل	work, to	10
yishúuf/shaaf	يشوف/شاف	see, to	12

yiSTáad/iSTáad	يصطاد/اصطاد	fish/hunt, to	10
yitmárran/ itmárran	يتمرن/اتمرن	train, to	9
yittífi'/ittáfa'	يتتفق/اتفق	agree, to	14
yíwSal/wíSil	يوصل/وصل	arrive, to	9
yíwSif/wáSaf	يوصف/وصف	describe, to	11
yizáakir/záakir	يذاكر/ذاكر	study/revise, to	10
yiziid/zaad	يزيد/زاد	increase, to	10
yizúur/zaar	يزور/زار	visit, to	11
yú'9ud/a9ad	يُقعد/قعد	stay/remain, to	9
yúkhrug/khárag	يخرج/خرج	leave/exit, to	9
yúTbukh/Tábakh	يطبح/طبح	cook, to	13
yúTlub/Tálab	يطلب/طلب	order/ask for, to	14
yúulio	يوليو	July	12
yúunio	يونيو	June	12

Z

záHma	زحمة	crowded	9
zamáan/	زمان/	a long time ago	13
min zamáan	من زمان		
zatúun	زيتون	olives	5
zayy	زي	like; similar to	5
zibúun (pl. zabáayin)	زيتون	customer/client	10
zímma	ذمة	integrity/honesty	13

' (qaaf)

'áa9id (pl. 'a9diin)	قاعد	sitting/staying	10
'abl	قبل	before	9
'abl(i) maa	قبل ما	before (+ verb)	10
'adíim	قديم	old	4
'amúS (pl. 'umSáan)	قميص	shirt	5
'aTr (pl. 'uTuráat)	قطار	train	7
'áwi	قوى	very	7

'óTTa (<i>pl.</i> 'óTaT)	قطة	cat	7
'óTTa (<i>pl.</i> 'óTaT) siyáami	قطة سيامي	Siamese cat	7
'uddáam	قدام	in front of	4
'uráyyib	قريب	near	6
'uSáyyar	قصير	short	6
'uul li ... (<i>fem.</i> 'uuli li ...)	قول لـ ...	tell ...	2

9 (9ayn)

9áawiz (<i>pl.</i> 9awzíin)	عاوز	want	5
9áayish fi (<i>pl.</i> 9ayshíin fi)	عايش في	live in	9
9agúuz	عجوز	old (person)	6
9ála	على	on	4
9ála l-yimún	على اليمين	on the right	11
9ála sh-shimáal	على الشمال	on the left	11
9ála Tuul	على طول	straight on	11
9amm/9ámma	عم/عمة	uncle/aunt, paternal	2
9an	عن	from	10
9ánd + possessive ending	عند	have/has	3
9ándak Ha' (<i>fem.</i> 9ándik Ha')	عندك حق	you're right	7
9ándu kam sána?	عنه كام سنة؟	How old is he?	6
9arabiyya (<i>pl.</i> 9arabiyyáat)	عربية	car	4
9ásha	عشاء	dinner	9
9asháan	عشان	for/because of	6
9áshara (9áshar)	عشرة	ten	5
9aSír	عصير	juice	3
9ayn (<i>pl.</i> 9aynáyn)	عين	eye	6
9aysh	عيش	bread	3
9áyyil (<i>pl.</i> 9ayyáal)	عيل	kid	14
9aZíim!	عظيم!	great!	9

9iid miláad	عيد ميلاد	birthday	12
9ílba (<i>pl.</i> 9ílab)	علبة	packet/box/tin	5
9imáara (<i>pl.</i> 9imaráat)	عمارة	apartment building/ block of flats	13
9ishrún	عشرين	twenty	5
9ulúum	علوم	sciences	9

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