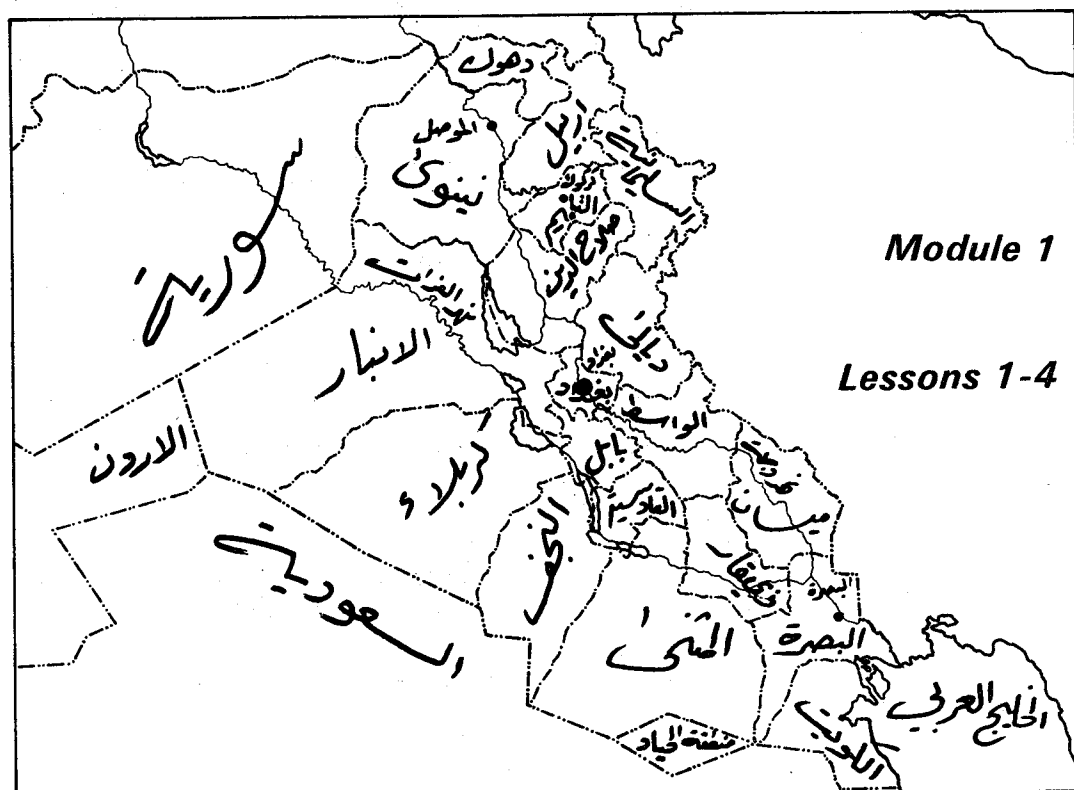


ARABIC IRAQI COURSE



SEPTEMBER, 1983

**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**

ABBREVIATIONS USED IN THIS MODULE

f.	feminine
ID	Iraqi
m.	masculine
MSA	Modern Standard Arabic
pl.	plural
SATTS	Standard Arabic Technical Transliteration System
sing.	singular

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MODULE 1 OBJECTIVES

Upon successful completion of this module, the student will be able to understand and carry out conversations in the Iraqi dialect including the grammatical features and vocabulary of Module 1, and based on the following topics or situations:

Lesson 1: Greeting People

Lesson 2: Meeting People

Lesson 3: Inviting and Visiting People

Lesson 4: A Visit to an Office

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

LISTENING COMPREHENSION

Part 1. Given 10 recorded Iraqi sentences, the student selects the best English translation from 4 printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Iraqi sentences, the student selects the best Iraqi response from 4 choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Iraqi dialogue, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

WRITTEN INTERPRETATION

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

DICTATION

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


SPEAKING

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

Role Playing. Given a situation in which the instructor plays the role of an Iraqi, the student responds in ID to the instructor's lines. Minimum acceptable performance is 70 percent.

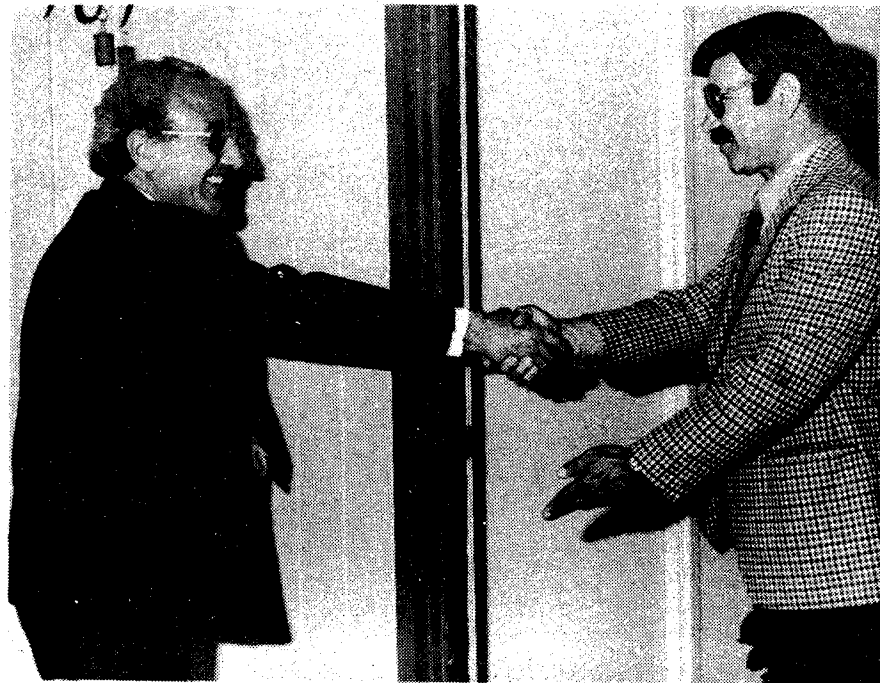


COMMUNICATIVE EXCHANGES

FRAME I 

Noori visits his friend Ramzi.

- نوري : صباح الخير رمزي .
رمزي : صباح النور اهلا وسهلا .
نوري : اشلونك ؟
رمزي : الحمد لله زين ، انت اشلونك والاهل اشلونهم ؟
نوري : والله كليتنا زينين والحمد لله . اتفضل استريح تشرب فد شي ؟
رمزي : شكرا كثر الله خيرك .



TRANSLATION

Noori: Good morning, Ramzi.

Ramzi: Good morning, Noori, and welcome.

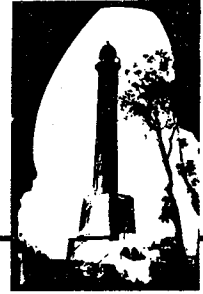
Noori: How are you?

Ramzi: Well, thank you. How are you and your family?

Noori: By God, we are all well, thank God. Would you sit down?
Do you like something to drink?

Ramzi: Thanks. God bless you.

EXPLANATORY NOTES



1. The standard morning greeting in Arabic is **صَبَاحُ الْخَيْرِ**. That is true of all dialects as well as MSA. However, **صَبَاحُ السَّلَامِ عَلَيْكُمْ** is used anytime. The difference between ID and MSA is only in pronunciation. The word **صَبَاحُ** is pronounced **صُوح** when it is not used in the phrase **صَبَاحُ الْخَيْرِ**. The response in ID is one of two.

Example:

Greeting

صَبَاحُ الْخَيْرِ

Response

صَبَاحُ الْخَيْرِ

(or)

Response (Bright morning.)

صَبَاحُ النُّورِ

Sometimes, for added hospitality, an additional greeting, like **أهلاً وسهلاً**, "Welcome," is added.

2. The compound **أَشْلُونُكَ** is composed of **أَشْ**, **لُونُ** and **كَ**.

a. The interrogative **أَشْ** means "how" or "what." In pronunciation there is very little emphasis on the first letter.

b. **لُونُ** literally means "color." However, in this situation it is interpreted to mean "condition."

c. **كَ** is the MSA pronoun suffix **كَ**, second person singular, masculine. In ID, it has a sukuun. For the feminine counterpart, it is a heavy **ج**, like the "ch" in "church." For the second person dual and plural in both genders, it is **كُم**, like the MSA second person masculine plural suffix.

For the third person dual and plural in both genders, it is ^{هـ}هم , the MSA third person masculine plural suffix.

3. It is part of the culture to thank God, especially for good happenings, fortune, health, and so on; thus, ^مالْحَمْدُ لِلَّهِ ^{زِين}زِين . The word ^{زِين}زِين means "well," "good physically," "graceful" or "comely," and although it is a good MSA word it is used mostly in the dialect. ^{جيد}جيد is more often used in MSA.

4. It is a cultural trait that one asks, in response to a greeting, about the health of the other person's family, too.

5. The phrase ^{كَلَيْتَنَا}كَلَيْتَنَا ^{زَيْنِين}زَيْنِين means "We are all well." ^{كَلَيْتَنَا}كَلَيْتَنَا is ID for the MSA ^{كَلْنَا}كَلْنَا . It may also be pronounced ^{كَلْتَنَا}كَلْتَنَا and ^{كَلْنَا}كَلْنَا with a sukuun on the second radical. Notice the plural ^{زَيْنِين}زَيْنِين ; this is the pattern in ID for forming sound masculine plural. It is always ^{يْن}يْن but never ^{وْن}وْن as in MSA in the nominative case.

6. The phrase ^{اتفضل استريح}اتفضل استريح , literally means "Rest up, please." Notice in both ^{اتفضل}اتفضل and ^{استريح}استريح , as in ^{اشلونك}اشلونك above, the ا is very light. These two verbs are in the imperative.

7. The interrogative in ^{تَشْرَبُ فِدْ شِي؟}تَشْرَبُ فِدْ شِي؟ is sometimes implied by intonation. This form is possible in ID because the dialect is the spoken language while MSA is written.

8. Notice in ^{تَحِبُّ تَشْرَبُ فِدْ شِي؟}تَحِبُّ تَشْرَبُ فِدْ شِي؟ that the two verbs are used back-to-back without the use of ^{أَنْ}أَنْ , as in MSA. ^{فِدْ شِي}فِدْ شِي is strictly dialect, meaning "something." See Summary.

9. ^{شكرا}شكرا is the expression "Thanks." ^{كثّر الله خيرك}كثّر الله خيرك is used a lot. Literally, it means "May God bestow a lot of good things upon you."

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Good morning.

٠١ صباح الخير
الخير
صباح النور
صباح الخير أهلاً وسهلاً

How are you?

٠٢ اشلونك؟

اش
لونك
لونج
لونكم
اشلونك؟

Well, thank you.

٠٣ الحمد لله زين

And how is the family?

٠٤ والاهل اشلونهم؟
اشلونهم

والاهل اشلونهم؟

We are all well, thank God.

٠٥ كليتنا زينين والحمد لله
كليتنا
كلنا

زينين ، زين
كليتنا زينين
كليتنا زينين والحمد لله

Please, have a seat. (m.)

• اتفضل استريح • ٦

(f.)

• اتفضلي استريحي •

(pl.)

• اتفضلوا استريحوا •

You drink something?

• تشرب فدا شي ؟ • ٧

تشرب

فدا شي

• تشرب فدا شي ؟ •

Do you like to drink something?

• تحب تشرب فدا شي ؟ • ٨

تحب تشرب

• تحب تشرب فدا شي ؟ •

Thanks. May God bestow good things upon you.

• شكرا كثر الله خيرك • ٩

• كثر الله خيرك •

خيرك

خيركم

خيرهم

• شكرا كثر الله خيرك •

Two 

Repeat after the model.

Teacher: Good morning.

Students: Good morning; welcome.

Teacher: How are you?

Students: Well, thank God.

Teacher: Please be comfortable.

Students: Thanks.

المعلم : صباح الخير .
 التلاميذ : صباح النور اهلا وسهلا .
 المعلم : اشلونكم ؟
 التلاميذ : الحمد لله زينين .
 المعلم : اتفضلوا استريحوا .
 التلاميذ : شكرا .

Three 

Repeat after the model.


Layla: Good evening (afternoon), Salman.

Salman: Good evening, Layla.
How are you?

Layla: Well, thank God. How are you and your family?

Salman: Well, thank God.
Thank you.

ليلى : مساء الخير سلمان .
 سلمان : مساء النور ليلى اشلونج ؟
 ليلى : الحمد لله زينة ،
 انت اشلونك والعائلة اشلونها ؟
 سلمان : الحمد لله زينين اشكرج .

Four 

Repeat after the model.

Sabiha: Good morning, Layla.

Layla: Good morning, Sabiha.

Sabiha: How is the family?

Layla: Well, thank God;
and how are you?Sabiha: Thank you, I am well.
Sit down.Layla: May God make good
happenings for you.

صبيحة : صباح الخير ليلى .
 ليلى : صباح الخير صبيحة .
 صبيحة : اشلون الاهل ؟
 ليلى : الحمد لله زينين .
 وانت اشلونج ؟
 صبيحة : اشكرج اني زينة . اشكرج .
 ليلى : كثر الله خيرج .

Five

Using the clues in the left-hand column, make the necessary changes in the following 6 sentences.

Example:

- | | |
|----------|-------------------|
| f. sing. | • اشكرك (Teacher) |
| | • اشكرج (Student) |
| pl. | • ١ اتفضل |
| m. sing. | • ٢ استريحي |
| pl. | • ٣ اشكرك |
| f. sing. | • ٤ اشلونك ؟ |
| f. sing. | • ٥ زين |
| pl. | • ٦ كثر الله خيرك |

Six

In the 6 sentences below, substitute feminine proper names for the masculine names and make the necessary changes.

Example:

- | |
|---------------------------------------|
| • صباح الخير يا علي اتفضل (Teacher) |
| • صباح الخير يا ليلى اتفضلي (Student) |
| • ١ مساء الخير يا سلمان اتفضل استريح |
| • ٢ صباح الخير جاسم اشلونك ؟ |
| • ٣ علي تشرب فد شي ؟ |
| • ٤ جاسم اهلك اشلونهم ؟ |
| • ٥ سلمان كثر الله خيرك |
| • ٦ علي ، انت زين ؟ |

Seven

In the following 6 sentences, substitute the word تلاميذ (plural) for the proper names.

Example:

(Teacher) صباح الخير علي اشلونك ؟

(Student) صباح الخير تلاميذ اشلونكم ؟

٠١ اهلا وسهلا اتفضل يا علي .

٠٢ يا سلمان ، اشلونك واشلون اهلك ؟

٠٣ استريح يا جاسم .

٠٤ كثر الله خيرك يا علي .

٠٥ شكرا يا سلمان .

٠٦ علي الحمد لله زين .

Eight

Respond to the following 6 greetings or offerings.

٠١ صباح الخير .

٠٢ اتفضل استريح .

٠٣ اشلون الاهل ؟

٠٤ مساء الخير .

٠٥ اشلونكم ؟ (اشلونك ، اشلونج)

٠٦ تشرب فد شي ؟

Nine

In the 6 sentences below, replace the underlined words using the clues in the left-hand column and make the necessary changes.

Example:

Nancy

• علي زين (Teacher)

• نانسي زينه (Student)

the family

• ١ جاسم زين

you, (f.)

• ٢ تشرّب فد شي ؟

evening

• ٣ صباح الخير

she

• ٤ انت اشلونك ؟

you, (f.)

• ٥ كثر الله خيرك

we

• ٦ اني زين

Ten

Two friends happen to meet each other and exchange greetings.

- Male - female.
- Two males.
- Two females.

COMMUNICATIVE EXCHANGES

FRAME II

Ali runs into his friend Jassim, who has been on a trip, and he invites him for a cup of tea.

علي : إْحْمَدِ اللّٰهَ عَالِيسَلَامَةً جَاسِمٌ صَارَ زَمَانٌ مَا شِفْنَاكَ .
جَاسِمٌ : اللّٰهُ يَسْلَمُكَ إِيُّ وَاللّٰهُ جَنَّتِ مَسَافِرٌ .
علي : إِحْنَا مَشْتَاقِينَ هَوَايَةَ ، إِمْشِي خَلِي نُرُوحَ لِّلْكَهْوَةِ نَشْرَبِ
لَنَا اسْتِكَانَ چَاي .
جَاسِمٌ : خُوشَ فِكْرَةَ حَتَّى نَسُوْلِفِ شُوَيْتَةَ . بَسْ تَرَى عَلَى حَسَابِي .
علي : زَيْنٌ ، مَا يَخَالِفُ ، أَشْكُرُكَ .

TRANSLATION

Ali: Thank God for your safety, Jassim. We have not seen you in some time.

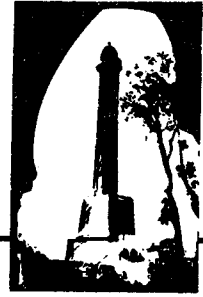
Jassim: God keep you safe. Yes, by God, I have been traveling.

Ali: We missad you. Let's go to the cafe and have a cup of tea.

Jassim: Good idea, so we can chat a little, but only if I'm buying.

Ali: OK, no difference. Thanks.

EXPLANATORY NOTES



1. The phrase **الْحَمْدُ لِلَّهِ عَالِ السَّلَامَةِ**, "Welcome back," literally means, "Thank God for your safety (well being)." It implies, "Glad to see you," "Glad you are back" or "Glad you have recovered." Thus, it is used to greet someone who has returned from a journey or who has recovered from an illness. In MSA it is written and pronounced **الْحَمْدُ لِلَّهِ عَلَى السَّلَامَةِ**. In ID this pattern is applied whenever **على** is followed by the definite article.

Thus:

عَالِ الْكُرْسِيِّ	becomes	عَلَى الْكُرْسِيِّ
←		
عَالِ الْحَائِطِ	becomes	عَلَى الْحَائِطِ
←		
عَالِ الْبَابِ	becomes	عَلَى الْبَابِ
←		

When you are greeting someone you have not seen for some time you naturally say **صَارَ زَمَانٌ مَا شَفْنَاكَ**, "We have not seen you for some time." Literally, the phrase means "Time has happened without seeing you." The verb **شَفْنَا** is the MSA verb, **شَافَ**, "saw," conjugated in the first person plural. This verb is not used in MSA but is widely used in dialect. Notice that it's suffixed with **كَ** in **شَفْنَاكَ**. So, you can see that you can conjugate the verb and use any pronoun suffix to fit the situation.

2. The appropriate response to **الْحَمْدُ لِلَّهِ عَالِ السَّلَامَةِ** is **اللَّهُ يَسْلَمُكَ** which means "May God save you." The verb **يَسْلَمُ** is the imperfect tense of verb **سَلَّمَ** (measure II). It is conjugated like the measure II sound verb and it can be suffixed with any appropriate suffix needed. See Reference Grammar.

3. **إِي وَاللَّهِ**, this phrase is used a lot in dialectal conversation. It literally means "yes, by God" or "yes, by golly." It is actually a filler-- it does not change the total meaning or the idea. It can be dropped without any effect. **إي** is MSA, meaning "yes." Iraqi uses it for **نعم** all the time. The phrase **چنت مسافر** is the dialectal equivalent to MSA **كنت مسافراً**. Notice that the **ك** was changed to **چ**. This occurrence is frequent in Iraqi dialect. It should be pronounced like the "ch" in "church." "The word **مسافر** is the noun of subject, from the verb **سافر**."

4. The phrase **إِحْنَا مُشْتَاقِينَ هَوَايَةَ** literally means "We are very anxious." It means "we missed you a lot." **إِحْنَا** is ID for MSA **نَحْنُ**, "we." The **ا** is very short. Notice again in **مُشْتَاقِينَ** that the **ين** is used although, grammatically, it should be **ون**; but in dialect **ون** is never used. The word **هَوَايَةَ**, meaning "a lot," is almost exclusively ID. In pronouncing it the **ه** is vowelless. Listen to the tape and practice the pronunciation.

5. The phrase **إِمْشِي خَلْتِي نَرُوحَ لِلْكَهْوَةِ** literally means "walk, let us go to the cafe," or "come on, let us go the cafe." The verb **إِمْشِي** is the same one as in MSA. But notice that the letter **ي** stayed and is fully pronounced. **خَلْتِي** is another typical ID word and is used for "let," only in context of wishing to do something. The word **لِلْكَهْوَةِ** is the MSA **لِلْكَهْوَةِ**, "to the cafe." The letter **ق** is changed to **ك** and pronounced like the "g" in "going." This occurrence is frequent in ID.

Notice the word نُرُوحٌ, it starts with a -- (sukuun) which is impossible to utter. In MSA this situation does not occur, but it is frequent in ID. In order to facilitate the pronunciation in such cases, the sound of a hamza precedes the word. Your instructor will pronounce نُرُوحٌ several times. Listen to the sound carefully, and then pronounce نُرُوحٌ yourself.

6. The phrase نَشْرَبُ لِنَا أَسْتِكَانَ چاي literally means "we (will) drink for us a cup of tea," which means "to drink a cup of tea." نَشْرَبُ is the same in MSA, conjugated in the first person plural. أَسْتِكَانَ, "a small cup" is dialect for the MSA قَدَحٌ. چاي, "tea," is also dialect. The first letter is pronounced like the "ch" in "church."

7. خُوشٌ فِكْرَةٌ means "good idea." The word خُوشٌ is another typical ID equivalent to جَيِّدٌ or جَيِّدَةٌ in MSA. Notice that خُوشٌ is genderless.

8. نَسُوْلِفْ شَوِيَّةٌ is "chat a bit." This is, again, typical ID not found in MSA.

9. بَسْ means "only" or "but." It is ID and not found in MSA. The phrase تَرَى عَلَى حَسَابِي is used for "mind you, I am buying." So the whole phrase means "But mind you, I am buying."

10. "OK, it does not matter, thank you," in that order, is زَيْنٌ مَا يَخَالِفُ . أَشْكُرْكَ . It may mean, "All right, thanks."

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Thank God for your well-being.

• الحمد لله عالسلاة يا جاسم •
الحمد لله
عالسلاة

• الحمد لله عالسلاة يا جاسم •

We have not seen you
in a long time.

• صار زمان ما شفناك •
صار زمان
ما شفناك

• صار زمان ما شفناك •

May God save you.

• الله يسلمك •
يسلمك

• الله يسلمك •

By God, I was on a trip.

• اي والله چنت مسافر •
اي والله
چنت

چنت مسافر

• اي والله چنت مسافر •

We missed you a lot.

• احنا مشتاقين هواية •
احنا مشتاقين

مشتاقين

هواية

• احنا مشتاقين هواية •

Let's get moving; let's go
to the cafe

٠٤ • اَمْشِيْ خَلِّي نَرْوُجْ لِلْكَهْوَةِ •
خَلِّي

خَلِّي نَرْوُجْ

• اَمْشِيْ خَلِّي نَرْوُجْ لِلْكَهْوَةِ •

to have a cup of tea.

٠٥ • نَشْرَبْ لَنَا اسْتِكَانَ چَايِ •
لَنَا

اسْتِكَانَ چَايِ

• نَشْرَبْ لَنَا اسْتِكَانَ چَايِ •

Good idea,

٠٦ • خَوْشْ فِكْرَةَ •

خَوْشْ

• خَوْشْ فِكْرَةَ •

so we can chat a bit.

٠٧ • حَتَّى نَسُوْلِفْ شُوِيَةَ •

حَتَّى نَسُوْلِفْ

نَسُوْلِفْ

شُوِيَةَ

• حَتَّى نَسُوْلِفْ شُوِيَةَ •

But, mind you, I am buying.
(But only if I am buying.)

٠٨ • بَسْ تَرِيْ عَلَيِّ حَسَابِيْ •

بَسْ تَرِيْ

عَلَيِّ حَسَابِيْ

• بَسْ تَرِيْ عَلَيِّ حَسَابِيْ •

OK, it doesn't matter.
Thank you.

٠٩ • زَيْنْ ، مَا يَخَالِفْ ، اَشْكُرْكَ •

زَيْنْ ، مَا يَخَالِفْ

• زَيْنْ ، مَا يَخَالِفْ اَشْكُرْكَ •

Two

Repeat after the model.

- Ali: Thank God for your safety, Jassim. علي : الحمد الله عالسلامة يا جاسم .
- Jassim: May God keep you safe. جاسم : الله يسلمك .
- Ali: We haven't seen you in a long time. علي : صار زمان ما شفناك .
- Jassim: Yes, by God. I was traveling. جاسم : اي والله چنت مسافر .
- Ali: We become quite anxious when we don't see you. علي : احنا نشتاق هواية لما ما نشوفك .
- Jassim: Come on, let's go to the cafe to drink a cup of tea. جاسم : امشي خلي نروح للكهوة نشرب
لنا استكان چاي .
- Ali: Good idea, so we can chat a bit, but mind you, I am buying. علي : خوش فكرة ، حتى نسولف شوية ،
بس ترى على حسابي .
- Jassim: OK, it doesn't matter, thank you. جاسم : زين ، ما يخالف ، اشرك .

Three

Repeat after the model.

- Noori: Good morning, Ramzi. Thank God for your safety. نوري : صباح الخير رمزي الحمد الله
على السلامة .
- Ramzi: Good morning. Welcome. May God save you. رمزي : صباح النور ، اهلا وسهلا ،
الله يسلمك .
- Noori: How are you, and how is the family: نوري : اشلونك واشلون الاهل ؟
- Ramzi: By God, we are all well. رمزي : والله كليتنا زينين .
- Noori: We haven't seen you in a long time. نوري : صار زمان ما شفناك .
- Ramzi: I was traveling. رمزي : چنت مسافر .

Noori: Let's go to the cafe
and drink a cup of tea.

نوري : خلي نروح للكهوة ونشرب
استكان چاي *

Ramzi: OK, by golly, so we'll
chat a bit.

رمزي : خوش والله وحتى نسولف شوية *

Noori: Good, let's go by God.

نوري : زين ، يا الله ، امشي *

Four



Repeat after the model.

Salman: Good evening Layla.
How are you?

سلمان : مساء الخير يا ليلي اشلونج ؟

Layla: Welcome, Salman.
Well, thank God.

ليلى : اهلا سلمان الحمد لله زينة *

Salman: How is your family?
I haven't seen them
in some time.

سلمان : اهليج اشلونهم ؟ ما شفتمهم
من زمان *

Layla: Well, by golly, and
your family?

ليلى : والله زينين واهلك ؟

Salman: They were traveling
to Saudi.

سلمان : چانوا مسافرين للسعودية *

Layla: Thank God for their
safety. Say "hello"
for me.

ليلى : الحمد لله عالسلامة ،
سلم لي عليهم *

Salman: May God save you
and bless you.

سلمان : الله يسلمج كثر الله خيرج *

Five



Repeat after the model.

Sabiha: Good morning, Layla.
How are you this
morning:

صبيحة : صباح الخير ليلي اشلونج هالصبح ؟

Layla: Welcome, Sabiha.
Thank God, well.

ليلى : اهلا يا صبيحة الحمد لله زينة *

Sabiha: We haven't seen you
in some time.

صبيحة : صار زمان ما شفناچ *

- Layla: I was traveling;
I went to Baghdad. • ليلي : والله چنت مسافرة رحت لبغداد •
- Sabiha: Let's go have something
to drink and chat a bit. • صبيحة : امشي نروح نشرب قد شي
ونسولف شوية •
- Layla: Good idea, by golly.
Let's go. • ليلي : خوش فکرة ، يا الله اتفضلي •

Six

Using the clues in the left-hand column, make the necessary changes
in the 10 sentences below.

Example:

- | | |
|----------|--------------------------|
| f. sing. | (Teacher) اشلونك علي ؟ |
| | (Student) اشلونج صبيحة ؟ |
| f. sing. | • ١ صار زمان ما شفناك • |
| you, pl. | • ٢ الله يسلمج • |
| m. sing. | • ٣ نشرب استکان چاي • |
| f. sing. | • ٤ علي مشتاق هواية • |
| her | • ٥ على حسابي • |
| m. sing. | • ٦ اشكرج يا ليلي • |
| f. pl. | • ٧ اتفضل استريح • |
| m. pl. | • ٨ اتفضل اشرب چاي • |
| m. sing. | • ٩ كثر الله خيركم • |
| f. pl. | • ١٠ السلام عليكم • |

Seven

In the following 10 sentences, substitute different feminine Arabic names for the masculine ones and make the necessary changes.

Example:

- نوري چان مشتاق هواية (Teacher)
- ليلي چانت مشتاقه هواية (Student)

- ١ مساء الخير اهلا وسهلا سلمان
- ٢ اشلونك يا جاسم ؟
- ٣ كثر الله خيرك يا علي
- ٤ الله يسلمك جاسم
- ٥ علي : امشي خلي نروح للبيت
- ٦ هذي خوش فكرة يا سلمان
- ٧ اهلك چانوا مسافرين يا علي ؟
- ٨ يا رمزي بس تري على حسابك
- ٩ نوري چان مشتاق هواية
- ١٠ جاسم يروح للكهوة يومية

Eight

Respond appropriately to the following 6 sentences.

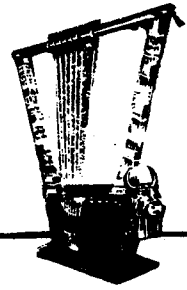
- ١ اشلونك ؟
- ٢ خلي نروح للكهوة
- ٣ الحمد لله على سلامة الاهل
- ٤ اتفضل اشرب چاي
- ٥ صار زمان ما شفناكم
- ٦ اشتشرب ؟

Nine

- a. Two male students play the roles presented in drill two.
- b. One male student and one female student play the roles in drill three.
- c. Two female students play the roles in drill four.

خير الطراح ما قل ورك

CLASSROOM EXERCISES



What do you say?

1. You meet one of your friends in the street and you want to greet him.

What do you say?

2. Ask how he and his family are doing.

3. You have heard that he has just recovered from an illness. What do you say to wish him well?

4. Invite him for a cup of tea and a chat.

5. Reverse the roles presented above.

Role Playing

Situation 1. "A" has invited "B" to his house for tea or coffee. "B" arrives. Pick up the conversation.

Situation 2. "A" knows that "B" was sick for a while and has run into him this morning. Pick up the conversation.

Situation 3. "A" just returned from a trip. "B" sees him accidentally and wants to chat with him so he invites him to the cafe.

Situation 4. You are in a class at DLI. The class members have just returned from the Christmas holiday. The instructor walks in. You are the class spokesperson. Tell him how you missed him and his instructions. Tell the instructor how much you missed the school, the class and the area and that all of you think it is a good idea to study Arabic.

Interpretation Practice

Act as an interpreter between two students, one American and one Iraqi.

English speaker
(Instructor)

Interpreter
(Student)

Iraqi speaker
(Student)

Situation 1.



Good morning. Welcome to California.

• صباح الخير يا اخي

I am fine, and you?

اشكرك هواية اشلونك ؟

Would you like to go with me
to the cafe for a cup of tea?

• زين والحمد الله

OK, it doesn't matter, thanks.

• خوش فكرة بس على حسابي

Do you miss your family?

• اهلا وسهلا • خلي نروح حتى نسولف شوية

Are they all well?

• نعم هواية

• نعم والحمد الله كلهم زينين

Situation 2.

Good evening. How are you today?

• مساء الخير نانسي

I took a trip to Colorado.

• الحمد لله زين • صار زمان ماشفتج

• الحمد لله عالسلامة

Thanks, may God keep you safe.

• خلي نروح للكهوة حتى نسولف شوية .

Good idea; I would also like a cup of coffee.

• يا لله خلي نمشي .

But only if I buy.

• زين ما يخالف اشكرج .

Situation 3.

Good morning, Layla.

• اهلا وسهلا جولي .

How are you and your family?

• الحمد لله كليتنا زينين ، وانتو ؟

We are well, thank you.

• اهليج اشلونهم ؟

Very well. Let us go to the cafe for a cup of tea

• اي وحتى نسولف شوية .

Good idea, but I am buying.

• شكرا كثر الله خيرج .

Translation Practice

Read the following 14 sentences and translate them orally into English.

- ٠١ صباح الخير .
- ٠٢ صباح النور اهلا وسهلا .
- ٠٣ اشلونك انت والاهل ؟
- ٠٤ الحمد لله عالسلامة .
- ٠٥ اشكركم هواية كثر الله خيركم .
- ٠٦ صار زمان ما شفناك .
- ٠٧ چنت مسافر والله .
- ٠٨ امشي نروح للكهوة ونشرب لنا استكان چاي .
- ٠٩ اهلي چانوا مسافرين قبل مدة .
- ٠١٠ خوش فكرة خلي نروح .
- ٠١١ اشلونها المدرسة ؟
- ٠١٢ اشلون المناخ بمدينة مونتري ؟
- ٠١٣ الحمد لله اهلي كلهم زينين .
- ٠١٤ الله يسلمك ويكثر خيرك .

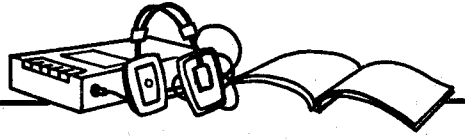
Dictation Practice

With books closed, write the following 10 sentences in SATTs as the teacher dictates them.

- ٠١ جاسم زين والحمد لله .
- ٠٢ اهلي كلهم زينين اشكرك .
- ٠٣ اشلون چان الجاي بالكهوة ؟
- ٠٤ هذي خوش فكرة خلي نروح .
- ٠٥ الحمد لله عالسلامة اشلونكم ؟
- ٠٦ علي واهله چانوا مسافرين الى وايومنك .
- ٠٧ خلي نروح نشرب لنا استكان چاي .
- ٠٩ اهلا وسهلا ، الله يسلمك .
- ٠١٠ احنا كليتنا زينين ، الحمد لله .

اذا بان الطراح من فضه نال كوتة من زلهب

HOMWORK



Exercise One

On a separate sheet of paper, use SATTS to write the 5 recorded sentences.

Exercise Two

On a separate sheet of paper, translate the 5 recorded sentences into English

Exercise Three

You will hear 5 sentences, each with a blank followed by three choices. Only one of these is the correct filler. On a separate sheet of paper, write the letter that corresponds to the correct answer in each case.

- ٥٠
- a. عالسلامة
 - b. بس
 - c. زينين

- ٠١
- a. چان
 - b. خيركم
 - c. چانت

- ٠٢
- a. چانوا
 - b. راحت
 - c. شربوا

- ٠٣
- a. احنا
 - b. اني
 - c. هي

- ٠٤
- a. خيرك
 - b. خيركم
 - c. خيرچ

Exercise Four

You will hear 5 questions, each followed by three responses. On a separate sheet of paper, write the letter of the answer that corresponds to the question in each case.

- ٠١
- .a .a .جنت مسافر .
 - .b .b .الحمد لله زين .
 - .c .c .الحمد لله زينين .

- ٠٢
- .a .a .لا ، على حسابي .
 - .b .b .نعم شربت .
 - .c .c .اي والله اشكرك .

- ٠٣
- .a .a .لا ، چان زين .
 - .b .b .جنت بالكهوة .
 - .c .c .نعم يشرب كهوة .

- ٠٤
- .a .a .كثر الله خيرك .
 - .b .b .الحمد لله عالسلامة .
 - .c .c .الله يسلمك .

- ٠٥
- .a .a .الله يسلمك .
 - .b .b .خوش چاي .
 - .c .c .خوش فکرة .

SUMMARY



1. The response to صباح الخير is either صباح الخير or صباح النور .
Of course, صباح could be substituted for مساء , depending on the time of day.
2. The greeting اهلا وسهلا is very versatile. It may be used any time, anywhere, in conjunction with or without another greeting phrase. See Enrichment.
3. The ID for "How are you?" is اشلونك , which is composed of the interrogative اش and لون , "color," and the desired pronoun suffix according to the following pattern:

ID "How are ...?"	ID pronoun	MSA Pronoun
اشلونه	هو	هو
اشلونهم	هم	هما هم هن
اشلونها	هي	هي
اشلونك	انت	انت
اشلونكم	انتو	انتما انتم انتن
اشلونج	انت	انت
اشلوني	اني	انا
اشلونا	احنا	نحن

The interrogative **إِشْ**, meaning "what," is an interrogative tool and it may be used for inquiring about things.

The phrase "How are you?" may also be phrased **كَيْفَ الصِّحَّةِ** or **أَشْلُونِ الصِّحَّةَ** or **أَشْلُونِ الْحَالِ** or **أَشْلُونِ الْأَحْوَالِ** and, of course, pronoun suffixes could be used with **صِحَّة** or **حَال** or **أَحْوَال**, such as **أَشْلُونِ صِحَّتِكَ**.

4. The inquiry **وَالْأَهْلَ أَشْلُونَهُمْ** is a matter of culture. It is considered polite to ask about the health of someone's family. Of course, the usual answer is **أَلْحَمْدُ لِلَّهِ . الْحَمْدُ لِلَّهِ زَيْنِينَ**. It is also widely used in other situations.

5. "We all" in MSA is **كُلُّنَا**; in ID it is **كُلِّيْنَا** or **كُلْنَا**.
"They all" in ID is **كُلِّيْتَهُمْ** or **كُلَّهُمْ**.

6. The imperative phrase **أَتَفَضَّلُ اسْتِرِيحَ**, "Please sit down," is ID for the MSA **تَفَضَّلْ اسْتِرِحْ**. It is composed of two imperative verbs back-to-back.

7. The ID word **فَدٌ** in MSA is **فَرْدٌ**, meaning "single" or "one."

8. The phrase **كَثُرَ اللَّهُ خَيْرَكَ**, "May God increase your bounties," is another cultural item. It is used a lot. There are many variations of it in which either the pronoun or the tense of the verb, or both, are changed.

Example:

كثُرَ اللَّهُ خَيْرَكَ ، كَثُرَ اللَّهُ خَيْرَكُمْ ، اللَّهُ يَكْثُرُ خَيْرَهَا ، اللَّهُ يَكْثُرُ خَيْرَكُمْ

Of course, the pronoun suffix **ك** may be changed to the appropriate one, following the pattern shown.

REFERENCE GRAMMAR



1. The second person feminine singular pronoun suffix ك is چ in ID. It is pronounced like the "ch" in "church." Below is a chart of the pronoun suffixes in both MSA and ID.

	<u>Iraqi Dialect</u>	<u>MSA</u>
"a"	ها لها لها	ها لها لها
"ch"	ها لها لها	ها لها لها
	ي لها	ي لها

2. Conjugation of verbs.

The conjugation of ID verbs differs just slightly from that of MSA. The root of the verb is three letters (triliteral), perfect third person masculine form.

a. Measure I sound verb شَرِبَ , "drank."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	شَرِبَ	يَشْرِبُ	
they, dual & pl.	هم	شَرَبُوا	يَشْرَبُونَ*	
she	هي	شَرِبَتْ	تَشْرِبُ	
they, dual & pl.	هم	شَرَبُوا	يَشْرَبُونَ*	
you, m.	انت	شَرِبْتَ	تَشْرِبُ	اشْرَبْ
you, dual & pl.	انتو	شَرَبْتُمْ	تَشْرَبُونَ*	اشْرَبُوا
you, f.	انت	شَرِبْتِ	تَشْرَبِينَ*	اشْرَبِي
you, dual & pl.	انتو	شَرَبْتُمْ	تَشْرَبُونَ*	اشْرَبُوا
I	اني	شَرِبْتُ	أَشْرَبُ	
we	احنا	شَرَبْنَا	نَشْرِبُ	
verbal noun,	شَرِبٌ			
noun of subject,	شَارِبٌ			
noun of object,	مَشْرُوبٌ			

- b. Measure I weak-in-the-middle verbs شَافَ , "saw," جَان , "was" and صَارَ , "became."

As you know the origin of the ا in MSA may be either و or ي and that it reverts to that origin in conjugation. شَافَ reverts to يَشُوفُ .

*When a pronoun suffix is attached, the ن is usually dropped. In some parts of Iraq it is still pronounced.

(1) شاف , "saw."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	شَفَّ	يَشُوف	
they, dual & pl.	هم	شَفُّوا	يَشُوفُون	
she	هي	شَفَّتْ	تَشُوف	
they, dual & pl.	هم	شَفُّوا	يَشُوفُون	
you, m.	انت	شَفَيْتَ	تَشُوف	شُوف
you, dual & pl.	انتو	شَفْتُو	تَشُوفُون	شُوفُوا
you, f.	انت	شَفَيْتِ	تَشُوفِين	شُوفِي
you, dual & pl.	انتو	شَفْتُو	تَشُوفُون	شُوفُوا
I	اني	شَفَيْتُ	أَشُوف	
we	احنا	شَفْنَا	نَشُوف	
verbal noun,	شُوفَة			
noun of subject,	شَايِف			
noun of object,	not used.			

(2) كَان , "was" is the ID for the MSA كَان .

كان , believe it or not, has a few sisters which are quite useful in MSA.

In ID كَان is used a lot, but the sisters are very seldom used.

كان and her sisters are considered a special group in MSA. They are called

"incomplete verbs." In ID كَان is used as a trilateral verb. It is

conjugated following the pattern of شَفَّ above, because the ا reverts

to و just like شَفَّ .

verbal noun, كُون

noun of subject, كَائِن

noun of object, مَكُون

(3) صَارَ , "became," (صَارَ reverts to يَصِيرُ)

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	صَارَ	يَصِيرُ	
they, dual & pl.	هُمْ	صَارُوا	يَصِيرُونَ	
she	هِيَ	صَارَتْ	تَصِيرُ	
they, dual & pl.	هِنَّ	صَارُوا	يَصِيرُونَ	
you, m.	أَنْتَ	صِرْتَ	تَصِيرُ	صِرْ
you, dual & pl.	أَنْتُمْ	صِرْتُمْ	تَصِيرُونَ	صِيرُوا
you, f.	أَنْتِ	صِرْتِ	تَصِيرِينَ	صِيرِي
you, dual & pl.	أَنْتُمْ	صِرْتُمْ	تَصِيرُونَ	صِيرُوا
I	أَنَا	صِرْتُ	أَصِيرُ	
we	أَحْنَا	صِرْنَا	نَصِيرُ	
verbal noun, not used.				
noun of subject, <u>صَائِرٌ</u>				
noun of object, not used.				

c. Measure I weak final verb مَشَى , "went" or walked."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	مَشَى	يَمْشِي	
they, dual & pl.	هم	مَشَوْا	يَمْشُونَ	
she	هي	مَشَتْ	تَمْشِي	
they, dual & pl.	هم	مَشَوْا	يَمْشُونَ	
you, m.	انت	مَشَيْتَ	تَمْشِي	امشي
you, dual & pl.	انتو	مَشَيْتُو	تَمْشُونَ	امشوا
you, f.	انت	مَشَيْتِ	تَمْشِينَ	امشي
you, dual & pl.	انتو	مَشَيْتُو	تَمْشُونَ	امشوا
I	اني	مَشَيْتُ	أَمْشِي	
we	احنا	مَشَيْنَا	نَمْشِي	
verbal noun, مَشْيٌ				
noun of subject, مَاشِي				
noun of object, مَمْشِي				

d. Measure I double-ending verb حَبَّ, "liked" or "loved."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	حَبَّ	يَحِبُّ	
they, dual & pl.	هم	حَبُّوا	يَحِبُّونَ	
she	هي	حَبَّتْ	تَحِبُّ	
they, dual & pl.	هم	حَبُّوا	يَحِبُّونَ	
you, m.	انت	حَبَبْتَ	تَحِبُّ	حَبِّ
you, dual & pl.	انتو	حَبَبْتُمْ	تَحِبُّونَ	حَبُّوا
you, f.	انت	حَبَبْتِ	تَحِبِّينَ	حَبِّي
you, dual & pl.	انتو	حَبَبْتُمْ	تَحِبُّونَ	حَبُّوا
I	اني	حَبَبْتُ	أَحِبُّ	
we	احنا	حَبَبْنَا	نَحِبُّ	
verbal noun,	<u>حُبٌّ</u>			
noun of subject,	not used.			
noun of object,	<u>مَحْبُوبٌ</u>			

e. Measure II verb ^{سَلَّمَ} , سلم , "greeted."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	سَلَّمَ	يَسَلِّمُ	
they, dual & pl.	هم	سَلَّمُوا	يَسَلِّمُونَ	
she	هي	سَلَّمَتْ	تَسَلِّمُ	
they, dual & pl.	هم	سَلَّمُوا	يَسَلِّمُونَ	
you, m.	انت	سَلَّمْتَ	تَسَلِّمُ	سَلِّمُ
you, dual & pl.	انتو	سَلَّمْتُمْ	تَسَلِّمُونَ	سَلِّمُوا
you, f.	انت	سَلَّمْتِ	تَسَلِّمِينَ	سَلِّمِي
you, dual & pl.	انتو	سَلَّمْتُمْ	تَسَلِّمُونَ	سَلِّمُوا
I	اني	سَلَّمْتُ	أَسَلِّمُ	
we	احنا	سَلَّمْنَا	نَسَلِّمُ	

verbal noun, ^{تَسْلِيمٌ} , تسليم (is not used in this context but ^{سَلَامٌ} سلام is used instead.)

noun of subject, ^{مَسْلُومٌ} مسلم

noun of object, ^{مَسْلُومٌ} مسلم

3. Measure V verb تَفَضَّلَ , "became kind" or "became gracious." The Imperative form اَتَفَضَّلْ "please" or "would you please," is widely used in ID.

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	تَفَضَّلَ	يَتَفَضَّلُ	
she	هِيَ	تَفَضَّلَتْ	تَتَفَضَّلُ	
they	هُمْ	تَفَضَّلُوا	يَتَفَضَّلُونَ	
you, m.	أَنْتَ	تَفَضَّلْتَ	تَتَفَضَّلُ	اَتَفَضَّلْ
you, f.	أَنْتِ	تَفَضَّلْتِ	تَتَفَضَّلِينَ	اَتَفَضَّلِي
you, pl.	أَنْتُمْ	تَفَضَّلْتُمْ	تَتَفَضَّلُونَ	اَتَفَضَّلُوا
I	أَنْي	تَفَضَّلْتُ	اَتَفَضَّلُ	
we	أَحْنَا	تَفَضَّلْنَا	نَتَفَضَّلُ	

verbal noun, فَضْلٌ (measure I) is used.

noun of subject, مِتَفَضَّلٌ

noun of object, not used.

4. Measure X verb اسْتَرَاَحَ , "rested up."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	اسْتَرَاَحَ	يَسْتَرَاِحُ	
she	هِيَ	اسْتَرَاَحَتْ	تَسْتَرَاِحُ	
they	هُمْ	اسْتَرَاَحُوا	يَسْتَرَاِحُونَ	
you, m.	أَنْتَ	اسْتَرَاَحْتَ	تَسْتَرَاِحُ	اسْتَرَاِحْ
you, f.	أَنْتِ	اسْتَرَاَحْتِ	تَسْتَرَاِحِينَ	اسْتَرَاِحِي
you, pl.	أَنْتُمْ	اسْتَرَاَحْتُمْ	تَسْتَرَاِحُونَ	اسْتَرَاِحُوا
I	أَنْي	اسْتَرَاَحْتُ	اسْتَرَاِحُ	
we	أَحْنَا	اسْتَرَاَحْنَا	نَسْتَرَاِحُ	

verbal noun, اسْتِرَاَحَةٌ

noun of subject, مِسْتَرَاِحٌ

noun of object, not used.

5. ID verb ^{دو}سولف , "chatted."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	سولف	يسولف	
she	هي	سولفت	تسولف	
they	هم	سولفتوا	يسولفون	
you, m.	انت	سولفت	تسولف	سولف
you, f.	انت	سولفت	تسولفين	سولفي
you, pl.	انتو	سولفتو	تسولفون	سولفوا
I	اني	سولفت	اسولف	
we	احنأ	سولفنا	نسولف	

verbal noun, ^{دو}سأوفة

noun of subject, ^{دو}مسولف

noun of object, ^{دو}مسولف

6. The final ^{دو}ي of the base form of the MSA perfect trilateral verb in general changes to ^{دو}ي in ID, and it reverts back to ^{دو}ي in the second and first person singular and plural. In the imperfect tense the ^{دو}ي is dropped only in the third and second person plural. See the verb ^{دو}مشأ , this lesson.

7. In ID a ^{دو}ي is added to the end of a double-ending perfect verb in the second and first person, singular and plural. See the verb ^{دو}حب , this lesson.

8. A verb ending with a hamza seated on an ^{دو}ا loses the hamza in ID. Further, in the perfect the ^{دو}ا changes to ^{دو}ي in the second and first person singular and plural and second person feminine imperfect.

Example: ^{دو}قرأ , "read."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	قَرَأَ	يَقْرَأُ	
she	هِيَ	قَرَأَتْ	تَقْرَأُ	
they	هُمْ	قَرَأُوا	يَقْرُونَ	
you, m.	أَنْتَ	قَرَيْتَ	تَقْرَأُ	اقْرَأْ
you, f.	أَنْتِ	قَرَيْتِ	تَقْرَيْنِ	اقْرَئِي
you, pl.	أَنْتُمْ	قَرَيْتُمْ	تَقْرُونَ	اقْرَؤُوا
I	أَنَا	قَرَيْتُ	أَقْرَأُ	
we	أَحْنَا	قَرَيْنَا	نَقْرَأُ	

9. A verb ending with a hamza preceded by ا loses the hamza in ID.

The ا changes to ي in third and second person singular and plural. The

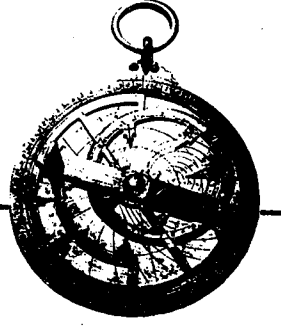
ا or the ي is omitted in the imperfect third and second person plural.

Example: جاء , "he came."

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	أَجَا	يَجِي	
she	هِيَ	أَجَتْ (جَتْ)	تَجِي	
they	هُمْ	أَجَوْ (جَوْ)	يَجُونَ	
you, m.	أَنْتَ	أَجَيْتَ (جَيْتَ)	تَجِي	N/A
you, f.	أَنْتِ	أَجَيْتِ (جَيْتِ)	تَجِينِ	
you, pl.	أَنْتُمْ	أَجَيْتُمْ (جَيْتُمْ)	تَجُونَ	
I	أَنَا	أَجَيْتُ (جَيْتُ)	أَجِي	
we	أَحْنَا	أَجَيْنَا (جَيْنَا)	نَجِي	

If the letter ق starts a word, in general it changes to ك, like the "g" in "game": قال for كَال. Likewise, if the letter is ك, usually it is changed to چ, like the "ch" in "church": كان for چَان.


EVALUATION




Part A.

You will hear 5 Arabic statements or questions, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.


- ٠١
- a. علي چان مسافر .
 - b. علي ما يشرب چاي .
 - c. علي يشرب چاي بالكهوه .
- ٠٢
- a. صباح الخير باليلي .
 - b. صبيحة چانت مسافرة .
 - c. كثر الله خيرچ .
- ٠٣
- a. جاسم چان مسافر .
 - b. شفنا جاسم بالكهوه .
 - c. اشلونك يا جاسم ؟
- ٠٤
- a. امشي نروح للكهوه .
 - b. الله يسلمك .
 - c. والله زينة الحمد لله .
- ٠٥
- a. سلمان يشرب چاي بالكهوه .
 - b. اي والله استكان چاي .
 - c. علي چان بالكهوه .

Part B. 

On a separate sheet of paper, write the English translation of the following 5 recorded sentences.

Part C. 

On a separate sheet of paper, using SATTs, transcribe the following 5 recorded sentences.

Part D. 

Listen to the following Iraqi paragraph, then answer the 5 printed questions.

Questions

1. Who went to the cafe?
2. What did Ali drink?
3. Who was already in the cafe?
4. Who paid the bill and whose idea was it?
5. What did Ali do then?

ENRICHMENT



1. In response to صباح الخير or مساء الخير , you may say
اهلا وسهلا or صباح الخير اهلا وسهلا or just اهلا وسهلا .

2. The phrase اهلا وسهلا is a versatile greeting used in many situations and on different occasions. It is sometimes abbreviated to just اهلا / هلا or اهلا بيك / هلا بيك . هلا بيك is the same as MSA بك . The suffix to the preposition بِ may be any of the following, depending on the situation.

second person (m. sing.)	اهلا بيك - هلا بيك
second person (f. sing.)	اهلا بيج - هلا بيج
second person (dual and pl. m. & f.)	اهلا بيكم - هلا بيكم
third person (m. sing.)	اهلا بيه - هلا بيه
third person (f. sing.)	اهلا بيها - هلا بيها
third person (dual and pl. m. & f.)	اهلا بيهم - هلا بيهم

The general meaning is "Nice to see you" or "Hello" or "Hi." It should be noted here that the most versatile and commonly used greeting is السلام عليكم . It's the all-time, most outstanding greeting.

3. رحمة الله وبركاته is "I wish you God's mercy and blessing." This phrase is often used with وعليكم السلام . Thus, the meaning of the whole phrase وعليكم السلام ورحمة الله وبركاته is "Peace and God's mercy and blessing be upon you." The reason for that is that the Prophet Mohammed said, "If someone greets you, respond alike or better." This phrase is sometimes also used with the initial greeting of السلام عليكم .

4. الله بالخير , "May God make it good," is used after you have invited your visitor to sit down and he or she has actually done so. Then you say: الله بالخير . The response is the same. You may use the complete phrase, صباحك الله بالخير or مساءك الله بالخير , depending on the time of day. The phrase means, "May God make your morning or evening good."

5. الله يطول عمرك and طول الله عمرك literally means "May God lengthen your age." It's used mostly when one has done you a favor, or promised to do you a favor for which you have asked.

6. الله ينطيك العافية literally means "May God give you health." It is used in the conversation and not as an initial greeting. It may be in response to "how are you?" . زين , الله ينطيك العافية .

7. الحمد لله , "Thanks to God," is a widely used phrase. It may precede any response or statement. In a way it is similar to our usage of "Thank God, it's Friday."

8. انشا الله , "God willing" literally means "if God wills." This phrase is used a lot especially in conjunction with making a promise or setting a date or appointment or wishing somebody well and so on.

Examples:

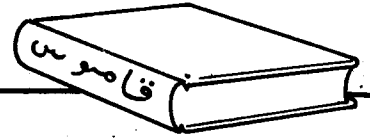
I will see you tomorrow, God willing.

اشوفك باجر انشا الله .

God willing, the result will be good.

انشا الله النتيجة تكون زينة .

VOCABULARY



<u>English</u>	<u>ID</u>	<u>MSA</u>
Ali (name)		علي
all	كَلَيْتَنَا	كلنا
anxious		مشتاق
Baghdad (city)		بغداد
be (to)	چان	
before	قبل	قبل
brother		أخ - إخوان (ج)
but, only if	بس	
buying (I am)	على حسابي	
by God	إي والله	
chat (to)	سولف	
city		مدينة - مدن (ج)
coffee, cafe	كهوة	
cup	استكان	
daily		يوميًا
drink (to)	شرب	
family		أهل ، عائلة
go (to)	راح	
God bless you.	كثر الله خيرك	
God keep you safe.	الله يسلمك	
good	زين ، خوش	جيد
Good evening.		مساء الخير
Good morning.		صباح الخير

<u>English</u>	<u>ID</u>	<u>MSA</u>
greet (to), salute (to)		سَلَّمَ
happen (to)		صَارَ
home	بَيْت (ج)	بَيْت
how	أَيْسَ	كَيْفَ
How are you?	أَشْلُوْتِكَ؟	
I am	أَنَا	أَنَا
idea		فِكْرَة - فِكْر (ج)
Jassim (name)		جَاسِم
Layla (name)		لَيْلَى
let (imperative)	خَلِي	
like (to)	حَبَّ	
little	شَوِيَّة	قَلِيلٌ
mind you	تَرَى	
morning	صَبْح	صَبَاحٌ
no		لَا
Noori (name)		نُورِي
No difference. No problem.	مَا يُخَالِفُ	
period		مُدَّة - مُدَد (ج)
quite a bit	هَوَايَة	كَثِيرٌ
Ramzi (name)		رَمْزِي
Sabiha (name)		صَبِيْحَة
safety		سَلَامَة
Salman (name)	سَلْمَان	
Saudi (country)	السُّعُودِيَة	
see (to)	شَافَ	

<u>English</u>	<u>ID</u>	<u>MSA</u>
school		مَدْرَسَة - مَدَارِس (ج)
sit down (to)	أَسْتِرَاحَ	
so		حَتَّى
something	فَدَّ شَيْ	
student		تَلْمِيز - تَلَامِيز (ج)
tea	چای	
Thank God.	الْحَمْدُ لِلَّهِ	
Thanks.		شَكَرًا
this		هَذَا ، هَذِي
time		زَمَان
traveling, traveler	مَسَافِر	
walk (to)	مَشَى	
we	وَإِنَّا	نَحْنُ
weather		مَنَاح
Welcome.	هَلَا	أَهْلًا وَسَهْلًا
when		لَمَّا
would you (imperative)	أَتَفَضَّلُ	
yes		إِي ، نَعَمْ

LESSON 2

MEETING PEOPLE



OBJECTIVES

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

- Formally introduce someone to another person and respond to an introduction.
- Introduce yourself to a stranger in an informal public situation.

GRAMMATICAL FEATURES

1. Pronunciation of some ID words: هَمِين ، مَرْتَه ، يَغْزِم ، وَيَا ، يَمْتَا ،
بَعْدِين ، مَوْ ، دَرْ ، وَيِّن
2. Dialect expressions used in this lesson: دَ اتَعْرِفْ ، صَارْ لِي ، شَوْفْ أَكَلْ لَكَ
3. The usage of the negative: مَوْ ، مَا
4. The present continuous form: دَ
5. The interrogative usage of: إِشْ ، شِ
6. ID word endings "vowelless": بِالسَّكُونِ
7. The hamza in ID: ء
8. The measure I weak-in-the-middle verb: رَادَّ
9. The measure III verb: خَابِرْ
10. The irregular verb: تَعَالِ

COMMUNICATIVE EXCHANGES

FRAME I

Bahjat and Sameer are two employees sharing the same office in the ministry of public works. Bahjat was absent the morning before. This is their exchange the next morning.

بَهجَت : مَرْحَبًا يَا سَمِير .

سَمِير : مَرْحَبَتَيْنِ ، هَلَا بِيكَ ، وَبَيْنَ جَنَّتِ الْبَارِحَةَ الصَّبْحَ ؟

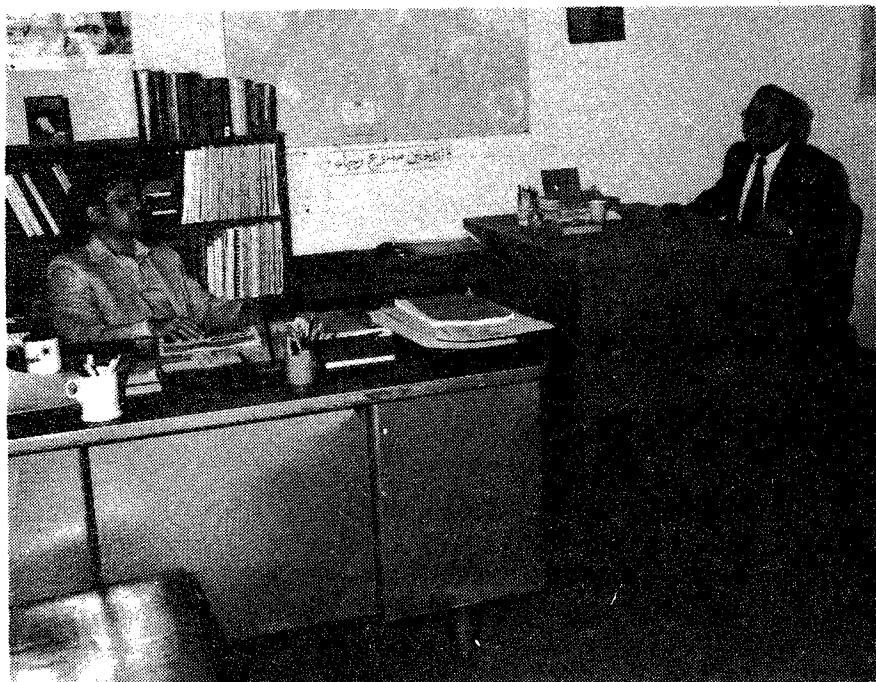
بَهجَت : الْمَدِيرُ دَرَنِي بِشَغْلَةٍ زَغِيرَةٍ لِلدَّائِرَةِ وَيَا الْمَهْنَدِسَ تَوْمَ .

سَمِير : ذَكَرْتَنِي ، يَمْتَنُ رَاحَ تَعَرَّفَنِي عَلَى صَدِيقِكَ الْأَمْرِيكِيِّ تَوْمَ ؟

بَهجَت : إِشَوَّكْتَ مَا تَحِبُّ ، تَعَالَ آخِذَكَ الْيَوْمَ إِذَا تَرِيدُ .

سَمِير : شَوْفْ ، أَكُولُكَ لَيْشَ مَا تَخَابِرُهُ وَتَعِزِّمُهُ عَالِشَا وَيَانَا اللَّيْلَةَ
دِيَوْمَرْتَهُ هَمِينِ ؟

بَهجَت : زَيْنَ رَاحَ أَخَابِرُهُ وَبَعْدَيْنَ أَكُولُكَ بِالنَّتِيجَةِ .

TRANSLATION

Bahjat: Welcome, Sameer.

Sameer: Welcome, and welcome. Where were you yesterday morning?

Bahjat: The boss sent me with the engineer, Tom, on a small, official errand.

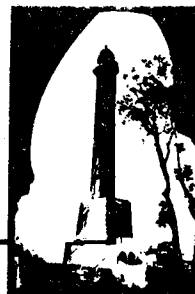
Sameer: That reminds me. When are you going to introduce me to your American friend, Tom?

Bahjat: Whenever you like. Come, I will take you today if you want.

Sameer: Look, I tell you what. Why don't you call him and invite him and his wife, too, to have dinner with us tonight.

Bahjat: OK, I'll call him and tell you the result afterward.

EXPLANATORY NOTES



1. مَرْحَبًا , "Welcome," "Hello." This is another form of greeting.
2. The response مَرَحِبَتَيْنِ , "Two welcomes," "Two hellos," is used often, either alone or with another phrase like هَلَا بِبَيْتِكَ . This follows the custom of responding to a greeting with a better one.
3. Government workers work straight, six-hour shifts. They may work from 0700 to 1300 hours, but the hours of the shift may change, depending on the season. Thus, the question, وَبَيْنَ جَنَّتِ الْبَارِحَةَ الصُّبْحَ ؟ , "Where were you yesterday morning?" For an action that happened the previous day, the time period may be stated as follows:

yesterday morning	الْبَارِحَةَ الصُّبْحَ
yesterday noon	الْبَارِحَةَ الظُّهْرَ
yesterday afternoon	الْبَارِحَةَ بَعْدَ الظُّهْرِ
yesterday at sunset	الْبَارِحَةَ الْمَغْرِبَ
last night	الْبَارِحَةَ بِاللَّيْلِ

4. وَبَيْنَ is ID for the MSA أَيْنَ meaning "where."
5. مُدِيرٌ is "manager." It's an MSA word. The word دَانَ is typical ID for the MSA أُرْسِلَ , "sent." It is conjugated like a double ending triliteral verb. (See Lesson 1.)
6. شُغْلَةٌ is ID for the MSA شُغْلٌ . In ID the word means "singular matter, one mission" while in MSA it is a collective noun meaning "work." زَغِيرَةٌ is the ID pronunciation for the MSA صَغِيرَةٌ , "small."

7. **وَيَا** is ID for the MSA **مَعَ**, "with," and it's like **مَعَ** in accepting any desired pronoun suffix.
8. **ذَكَرْتَنِي**, "You reminded me," is written exactly like the MSA **ذَكَرْتَنِي**. The only difference is the vowel markers. Iraqi dialect usually has no vowel ending and has a pause form. In MSA the words have inflectional endings, depending on the case. The vowel marker **ـِ**, which means "no vowel," seldom occurs at the end of MSA words.
9. **يَمْتِي** means "when." It is **مَتَى** in MSA. When it is followed by **رَاحَ**, it means the present continuous "when ... going to ...". For example:
 When are we going to drink? **يَمْتِي رَاحَ نِشْرَبُ؟**
 When are we going to go to the cafe? **يَمْتِي رَاحَ نَرُوحُ لِلْكَهْوَةِ؟**
10. **تَعَرَفَ** means "became familiar with." The vowel of the prefix **تـ** is different from the MSA **تـ**, thus, the difference in pronunciation.
11. **أَشَوَكَيْتَ**, "when," is a compound of the interrogative **أَش** and **وَكَيْتَ**, which is the MSA **وَقْتُ**. Literally, it means "what time." It is mostly used in looking for a specified time or hour while "when" is used for unspecific time. When it is followed by **مَا**, the phrase means "whenever," as was discussed in Lesson 1.

If the word being prefixed with the interrogative particle **اش** or **ش** starts with:

- a. a vowel, the particle becomes **اش** , thus resulting in v.c.v.

Example:

رَادَ _____ اَشْرَادَ

- b. no vowel **ا** , it becomes a vowel **ش** thus resulting in v.c.v., too, for convenience of pronunciation.

Example 1:

يَرِيدُ _____ شِيرِيدُ

12. **تعال** means "come." It is the same in MSA. It is used only in the imperative form. It has no trilateral root. In ID, it is conjugated as follows:

m. sing.	تَعَالِ
f. sing.	تَعَالِي
dual & pl., m. and f.	تَعَالُوا

13. **شوف** is equivalent to the English phrase, "See here." It is the imperative of **شَف** , as discussed in Lesson 1. If used as in this phrase, **شوف أَكُولَكْ** , it does not give its literal meaning. Rather, it's used to attract attention. It has nothing to do with the statement that follows. In fact, it may be dropped altogether without affecting the meaning. **أَكُولَكْ** is the MSA **أَقُولُ** , meaning "I say to you" or "I tell you." The **و** is pronounced a little shorter than usual. It may be dropped completely coupled with doubling the **ل** .

said to him	كَلَّمَهُ
says to him	يَكَلِّمُهُ
I said to her	كَلَّمْتُهَا

14. **لِيش** is a compound of **ل** , "for," and interrogative, **اش** , as discussed in Lesson 1. Literally, it means "for what." It is used for "why." **ما** in this case is negative. **لِيشَ مَا** means "Why not?" or "Why don't?"
15. **تَخَابَرَهُ** is measure III imperfect of **خَابَرَ** , "exchanged information" with the third person (m. sing.) prefix and suffix; it means "telephone him" The verb in measure I is **خَبَرَ** , "informed."
16. **تَعَزَّمَهُ** is strictly dialect and means "invite him." It is used differently in MSA. The MSA for "invited" is **دَعَا** . **تَعَزَّمَهُ عَالِيشَا** is "to invite him to dinner." Notice that the hamza at the end is dropped. This is normal in ID. See Summary.
17. **مَرَّتَهُ** means "his wife." **مَرَّة** is the MSA **مَرَاة** or **إِمْرَاة** , "woman." **مَرَّتَهُ** means "his woman." It is interchangeable with **زَوْجَتَهُ** , which is the MSA **زَوْجَتُهُ** , "his wife."
18. **هَمَّيْن** is strictly dialect and means the same as the MSA **أَيْضًا** , "also." It may be used as **هَم** , without the aina ending.
19. **بَعْدِيْن** means "afterwards." In MSA, it is **بَعْدَ ذَلِكَ** , "after that." **بَعْد** means "after" in both dialect and MSA.
20. **النَتِيْجَة** is the same in ID and MSA and means "result." The plural is **نَتَائِج** or **نَتَائِج** . The latter is dialect. In ID the seat is usually pronounced rather than the hamza. See Summary.

DRILLS



One



To be completed outside class. Repeat after the model (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Hello, Sameer.

٠١ مرحبا يا سمير

مرحبا

٠ مرحبا يا سمير

Two hellos, welcome.

٠٢ مرحبتين ، هلا بيك

مرحبتين

هلا بيك

٠ مرحبتين ، هلا بيك

Where were you yesterday morning?

٠ وين جنت البارحة الصبح ؟

٠٣ البارحة الصبح

البارحة الظهر

البارحة بالليل

وين جنت البارحة الصبح ؟

Where are we going to drink tea?

٠٤ وين راح نشرب چاي ؟

وين

وين راح نشرب

وين راح نشرب چاي ؟

The boss sent me

٠٥ المدير دزني
المدير
دزني

on a small, official errand

٠٦ بشغلة زغيرة للدائرة
بشغلة
زغيرة

٠ المدير دزني بشغلة زغيرة للدائرة

with the American engineer, Tom.

٠٧ ويا المهندس الأمريكي توم
ويا
ويا المهندس الأمريكي
ويا المهندس الأمريكي توم

You reminded me.

٠٨ ذكرتني

You reminded her.

ذكرتها

You reminded us.

ذكرتنا

You reminded them.

٠ ذكرتهم

When are we going to the cafe?

٠٩ يمتي راح نروح للكهوة ؟

يمتي

يمتي راح

٠ ذكرتني ، يمتي راح نروح للكهوة ؟

Introduce to me

٠١٠ تعرفني

Introduce to her

تعرفها

Introduce to us

تعرفنا

Introduce to them

تعرفهم

When are you going to
introduce Tom, the
engineer, to me?

٠١١ أَشُوکَّتِ رَاحٌ تَعْرِفْنِي عَلَي الْمَهْنَدِسِ توم ؟
اشوکت

اشوکت راح

اشوکت راح تعرفني

اشوکت راح تعرفني على المهندس توم ؟

What do you want from Salman?

٠١٢ شَتْرِيْدٌ مِنْ سَلْمَانَ ؟

شترید

شترید من سلمان ؟

Come. you, m. sing.

٠١٢ تَعَالِ .

Come. you, f. sing.

تَعَالِي .

Come. you, dual and pl., m. and f.

تَعَالُوا .

I'll take you today, if you want.

أَخْذُكَ الْيَوْمَ إِذَا تَرِيْدُ .

أخذك

إذا تريد

أخذك اليوم إذا تريد

تعال أخذك اليوم إذا تريد .

Look, I tell you

٠١٣ شَوْفِ أَكُوْلُ لَكَ

شوف

أكول لك

شوف أكول لك

شوفي أكول لئج

شوفوا أكول لكم

Why don't you drink tea?

١٤ • لَيْشَ مَا تَشْرَبُ چاي ؟

لَيْشَ

لَيْشَ مَا

لَيْشَ مَا تَشْرَبُ چاي ؟

Telephone Tom if you want .

١٥ • خَابِرْ توم إِذَا تَرِيدُ .

خَابِرْ ، تَخَابِرْ ، يَخَابِرْ

توم إِذَا تَرِيدُ

• تَخَابِرْ توم إِذَا تَرِيدُ

Are you going to invite him to dinner?

١٦ • تَعَزِّمُهُ عَالِشَا ؟

تَعَزِّمُهُ

عَالِشَا

• تَعَزِّمُهُ عَالِشَا

His wife is American.

١٧ • مَرَّتْهُ أَمْرِيكِيَّةٌ .

مَرَّتْهُ

• مَرَّتْهُ أَمْرِيكِيَّةٌ

She's an engineer, too.

١٨ • هِيَ هَمِينٌ مِهْنَدِسَةٌ .

هَمِينٌ

هِيَ هَمِينٌ

هُوَ هَمِينٌ

• هِيَ هَمِينٌ مِهْنَدِسَةٌ

I go to the office, then to the cafe.

١٩ • أَرْوَحُ لِلدَائِرَةِ وَبَعْدِينَ لِلكَهْوَةِ .

بَعْدِينَ

لِلدَائِرَةِ وَبَعْدِينَ لِلكَهْوَةِ

• أَرْوَحُ لِلدَائِرَةِ وَبَعْدِينَ لِلكَهْوَةِ

How is the result?

٢٠ • النتيجة اشلونها ؟

النتيجة

النتيجة اشلونها ؟

Two



Repeat after the model.

Bahjat and Sameer work in the same office. Bahjat walked in one morning and Sameer was already in the office. The following exchange took place.

- بهجت : مرحبا يا سمير •
 سمير : مرحبتين ، هلا بيك •
 بهجت : وين جنت البارحة الصبح ؟ اشتقناك •
 سمير : والله المدير دزني بشغلة زغيرة للدائرة ويا توم •
 بهجت : ويا توم المهندس الامريكي ؟
 سمير : نعم • والله يا بهجت هو خوش مهندس •


Three



Repeat after the model.

Bahjat went home after work. The following exchange took place between him and his wife.

- بهجت : مساء الخير ندوة •
 ندوة : مساء النور يا هلا بيك ، اشلون چان الشغل اليوم ؟
 بهجت : والله مثل كل يوم بس اليوم ما شفت توم •
 ندوة : انت ذكرتني بتوم ، يمتى راح تعرفني عليه وعلى مرته ؟
 بهجت : فد يوم من الايام انشا الله •
 ندوة : ليش ما تخابره الليلة واعزمهم العشا وياتنا فد ليلة
 واذا تريد اعزم صديقك سمير همين •
 بهجت : زين ، راح اخابره بعدين ، واكول له انت وسمير تحبون
 تتعرفون عليه وعلى مرته •

Four 

Repeat after the model.

Bahjat has just come back from seeing the boss.

- سمير : اشراد المدير وياك ؟
 بهجت : راد يعرف نتيجة شغلي ويا توم البارحة .
 سمير : واشجانت النتيجة ؟
 بهجت : كتله خلي اخابر توم واشوف هو شيكول .
 سمير : زين ، لما تخابره ، همين اعزمه عالعشا مثل ما گلنا .
 بهجت : نعم ، بس أي ليلة تحب ؟
 سمير : أي ليلة الجانت ، شوف أي ليلة مرتك تحب ؟

Two--Translation

Bahjat: Welcome, Sameer.

Sameer: Welcome, welcome.

Bahjat: Where were you yesterday morning? We missed you.

Sameer: Well, the boss sent me on a small, official errand with Tom.

Bahjat: With Tom, the American? The engineer?

Sameer: Yes, Bahjat, by God, he is a good man and a good engineer, too.

Three--Translation

Sameer: Good evening, Nadwa.

Nadwa: Bright evening, welcome. How was work today?

Sameer: Like everyday, except I did not see Tom today.

Nadwa: You reminded me of Tom. When are you going to introduce him and his wife to me?

Sameer: One of these days, God willing.

Nadwa: Why don't you call him tonight and invite them to dinner with us one night, and invite your friend Bahjat, also, if you want.

Four--Translation

Sameer: What did the boss want from you?

Bahjat: He wanted to know the result of my work with Tom yesterday.

Sameer: What was the result?

Bahjat: I told him to let me call Tom and see what he will say.

Sameer: OK, when you call him, invite him to dinner also, as we said.

Bahjat: Yes, but what night do you like?

Sameer: Any night. See which night your wife likes.

Five

Complete the following 10 sentences by choosing the appropriate word from the left-hand column.

Example:

اعرفك

• احب _____ على صديقي (Teacher)

• احب اعرفك على صديقي (Student)

مهندس

• ٠١ تعال _____ للكهوة

للكهوة

• ٠٢ احب _____ عالعشا

اعزمك

• ٠٣ اريد اروح _____

نروح

• ٠٤ علي خوش _____

يمتى

• ٠٥ راح نشرب چاي ؟ _____

وين

• ٠٦ رحى للدائرة و _____ رحى للكهوة

بعدين

• ٠٧ راح تعرفني على صديقتك ندوة

جنت

• ٠٨ البارحة المدير _____ بشغلة زغيرة

ليش

• ٠٩ وين _____ البارحة الصبح ؟

دزني

• ١٠ ما تخاير علي ؟ _____

Six

Change the underlined words in the 9 sentences below to agree with the clues provided and make the necessary changes.

Example:

- | | |
|------|---|
| f. | • <u>تعال</u> نروح للكهوة • (Teacher) |
| | • تعالي نروح للكهوة • (Student) |
| pl. | • اريدك تعرفني على جاسم • ٠١ |
| f. | • ليش ما تعزم <u>توم</u> عالعشا • ٠٢ |
| pl. | • <u>تعال</u> نخابر ليلي • ٠٣ |
| f. | • <u>اشوكت</u> ما تحبون • ٠٤ |
| pl. | • تحب تشرب چاي <u>ويآي</u> • ٠٥ |
| pl. | • يمتي <u>تريد</u> النتيجة ؟ • ٠٦ |
| f. | • المدير <u>دزني</u> بشغلة زغيرة للدائرة • ٠٧ |
| dual | • <u>مرحبا</u> يا سمير • ٠٨ |
| f. | • وبعدين <u>ويآك</u> • ٠٩ |

Seven

Match the items in the two columns below to form 5 complete sentences.

- | | |
|--------------------------|----------------------------|
| • ومرته همين مهندسة • ٠٦ | • البارحة المدير دزني • ٠١ |
| • رحت للدائرة • ٠٧ | • شربت چاي • ٠٢ |
| • بشغلة صغيرة • ٠٨ | • ليش ما تخابر علي ؟ • ٠٣ |
| • ويا توم بالكهوة • ٠٩ | • بهجت مهندس • ٠٤ |
| • وتعزمه عالعشا • ٠١٠ | • اليوم الصبح • ٠٥ |

Nine

Bahjat is on the phone calling Tom to invite him and his wife to dinner. Two students play the role, setting the date, and so forth.

Ten

Replace masculine names with feminine ones in the following 10 sentences and make the necessary changes.

- ٠١ وين چنت البارحة الصبح يا جاسم ؟
- ٠٢ المدير دز علي بشغلة زغيرة .
- ٠٣ تعال نروح للكهوة يا سمير .
- ٠٤ اكول لك علي ليش ما تخابر توم ؟
- ٠٥ بهجت خابرننا البارحة .
- ٠٦ علي يحب يتعرف على ندوة .
- ٠٧ اشوكت تحب تشرب چاي يا سمير ؟
- ٠٨ تعال اخذك اليوم للعشا وياي يا جاسم .
- ٠٩ علي راح للدائرة وبعدين راح للكهوة .
- ٠١٠ بهجت شاف المدير اليوم .

Eleven

Change the singular forms to plural in the following 10 sentences.

- ٠١ تعال اعرفك على صديقي .
- ٠٢ احب ارواح للكهوة .
- ٠٣ راح اخابر على الليلة .
- ٠٤ يمتي عزمت صديقك المهندس ؟
- ٠٥ وين تريد تروح الليلة ؟
- ٠٦ اشوكت تشرب چاي ؟
- ٠٧ ليش ما تاخذني وياك للكهوة ؟
- ٠٨ وين چنت البارحة ؟
- ٠٩ ليش ما رحلت للدائرة البارحة
- ٠١٠ مرحبا بيسج .

Twelve

Complete the following 10 questions by prefixing either اش or ش , whichever is appropriate, to the verbs.

- ٠١ _____ تحب نأكل ؟
- ٠٢ _____ كلت البارحة ؟
- ٠٣ _____ وگت نشرب چاي ؟
- ٠٤ _____ تكون النتيجة ؟
- ٠٥ _____ چان ویتاك ؟
- ٠٦ _____ راد المدير ؟
- ٠٧ _____ تكول نروح للكهوة ؟
- ٠٨ _____ طبخت ؟
- ٠٩ _____ تاكل اليوم ؟
- ٠١٠ _____ تريد من المدير ؟

لا توحل عملك اليوم الغد

COMMUNICATIVE EXCHANGES

FRAME II

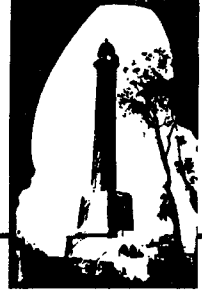
Tom and his wife, Brenda, arrive for dinner at Bahjat's house.

- توم : مساء الخير بهجت ، أحب أقدم إليكم مرثي برندا .
- بهجت : مساء النور ، أهلا وسهلا ، تشرفنا يا برندا ، آني بهجت أعرّفكم على مرثي ندوة .
- توم : فرصة سعيدة يا ندوة ، تشرفت .
- برندا : صار لي زمان أسمع ببيح يا ندوة ، وهسه آني فرحانة هواية لاني تعرفت عليح بالآخر .
- ندوة : وآني همين چنت مشتاقة د اتعرف عليح وعلى توم ، شرفتونا .
- بهجت : أتأمل أن يكون الأكل يعجبكم ، ولو آني أكلها بنفسي ، بس ندوة خوش طبخة .
- توم : إحنا يعجبنا الأكل العربي وخاصة إذا چان بالبيت ومو بالمطعم .

TRANSLATION

- Tom: Good evening, Bahjat. I like to introduce to you my wife, Brenda.
- Bahjat: Good evening. Welcome. We are honored, Brenda. I'm Bahjat. I like you to know my wife, Nadwa.
- Tom: Nice opportunity, Nadwa. I'm honored.
- Brenda: I have been hearing about you, Nadwa, for some time, and now I'm very happy I've met you at last.
- Nadwa: I was anxious also, to meet you and Tom; we are honored.
- Bahjat: I hope that the food pleases you. Even if I say it myself, Nadwa is a good cook.
- Tom: We like Arabic food, especially home cooking and not at a restaurant.

EXPLANATORY NOTES



1. Introductions are done in several ways. Generally, they are quite informal. See Enrichment.

2. أَقَدِّمُ إِلَيْكُمْ is "I present to you (pl.);" أَقَدِّمُ also means "offered."

2nd person m. sing.

أَقَدِّمُ لَكَ

2nd person f. sing.

أَقَدِّمُ لِي

3rd person m. sing.

أَقَدِّمُ لَهُ

3rd person f. sing.

أَقَدِّمُ لَهَا

3rd person pl.

أَقَدِّمُ لَهُمْ

أَجِبُّ أَعْرَفُكُمْ عَلَيَّ literally means "I like you (pl.) to know...." The pronoun suffix changes to fit the person as discussed before. The phrase أَجِبُّ أَعْرَفُ should always be followed by either عَلَيَّ or بِ . For example, "I like to introduce you to Bahjat," may be either

أَجِبُّ أَعْرَفُكُمْ عَلَيَّ بِبَهْجَتٍ . or أَجِبُّ أَعْرَفُكُمْ بِبَهْجَتٍ .

3. The response is most often تَشْرَفْنَا , "We are honored." For other responses, see Enrichment.

4. هَسَّةٌ , "now," is derived from the MSA هَذِهِ السَّاعَةُ , "this hour," and is changed to هَالسَّاعَةَ in ID and abbreviated to هَسَّةٌ . صَارَ لِي زَمَانٌ . هَسَّةٌ means "I have been for some time...."

Example:

I have been hearing about you
for some time.

صَارَ لِي زَمَانٌ أَسْمَعُ بِيكَ .

5. د as in دَ اَتَعْرِفُ , "to," is the ID for the MSA ل or حَتَّى expressing a wish or a desire. It's also used to render the present continuous as in I am eating now." اِنِّي دَ اَكُلُ هَسَةَ .

شَرَفْتُونَا , "You honored us," is also used as a polite gesture to a visitor or a guest in such varying conjugations as شَرَفْتُمْ , شَرَفْتُونَا , شَرَفْتُو , and so on.

6. اَتَامَلُ , "I wish" or "I hope," is ID for the MSA اَمَلٌ .

Example:

I hope you're well.

اَتَامَلُ اَنْكَ زَيْنٌ .

7. مُو , "not," In ID stands for the MSA لَيْسَ . It is used to negate nouns only. مَا is used to negate verbs.

Examples:

Salim is not an engineer.


سَالِمٌ مُو مِهْنَدِسٌ .

I do not drink tea.

اِنِّي مَا اَشْرَبُ چَاي .

DRILLS



One 

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

I like to present my friend
to you.

٠١ أَحِبْ أَقْدَمَ إِلَيْكُمْ صَدِيقِي .

أحب أقدم

إلَيْكُمْ - إِلَيْكَ ، إِلَيْهَا ، إِلَيْهِ

أقدم لكم صديقي .

I like you (pl.) to know my wife.

٠٢ أَحِبْ أَعْرِفْكُمْ عَلَيَّ مَرَّتِي .

أَعْرِفْكُمْ ، أَعْرِفْكَ ، أَعْرِفْجِي

أعرفكم على مرّتي

أحب أعرفكم على مرّتي

We are honored; this is
a happy opportunity.

٠٣ تَشْرَفْنَا ، فَرْصَةٌ سَعِيدَةٌ .

تشرّفنا

فرصة سعيدة

تشرّفنا ، فرصة سعيدة .

Now, I'm going to go to the
restaurant.

٠٤ هَسَةٌ رَاحٌ أَرْوَجُ لِلْمَطْعَمِ .

هسة

هسة راح أروح

هسة راح أروح للمطعم .

I go to the cafe
to drink tea.

أروح للقهوة د أشرب چاي .

د ٥٠

د أشرب

د أشرب چاي

أروح للقهوة د أشرب چاي .

I hope the family is well.

٥٦ أتأمل أن الأهل زينين .

أتأمل - نتأمل - تتأملين - تتأملون

أتأمل أن الأهل زينين .

Salim is not in the
office today.

سالم مو بالدائرة اليوم .

مو ٧

مو بالدائرة

سالم مو بالدائرة اليوم .

Two 

Repeat after the model.

توم : احب اعرفك بمرتي برندا يا بهجت .

بهجت : شرفتينا برندا ، اهلا وسهلا .

برندا : فرصة سعيدة صار زمان أريد اتعرف عليك .

توم : آني اليوم بعجبني أكل أكل عربي .

بهجت : آني اعرف فد مطعم هواية زين .

برندا : زين ، خلي نمشي .

Three

Repeat after the model.

- توم : مرة بهجت خوش طبخة ؟
 سمير : اشلون تعرف ؟
 توم : البارحة تعشينا وياهم .
 سمير : بس ندوة ما تطبخ اكل أمريكي .
 توم : لا ، لا ، طبخت اكل عربي .
 سمير : ومرتك چانت وياك همين ؟
 توم : نعم وهي همين عجيبها الاكل هواية ؟
 سمير : اشطخت الكم ندوة ؟
 توم : والله ما اعرف كلها اكلات عربية ، بس چانت هواية زينة .

Four

Repeat after the model.

- ندوة : اشلون عجيب الاكل يا برندا ؟
 برندا : عجيني هواية هواية .
 ندوة : انت تحبين الاكل العربي ؟
 برندا : نعم اذا انت تطبخيه .
 ندوة : انت ما تعرفين شلون ؟
 برندا : لا آني اعرف طبخ امريكي بس .

Two--Translation

Tom: Bahjat, I like you to know my wife, Brenda.

Bahjat: My honor, Brenda. Welcome.

Brenda: Happy opportunity. I have been wanting to know you for some time.

Tom: Today I like to eat Arabic food.

Bahjat: I know a very good restaurant.

Brenda: By God, let's go.

Three--Translation

- Tom: Bahjat's wife is a good cook.
- Sameer: How do you know?
- Tom: We dined with them last night.
- Sameer: Nadwa does not cook American food.
- Tom: No, no, she cooked Arabic food.
- Sameer: Was your wife with you, too?
- Tom: Yes, and she also liked the food a lot.
- Sameer: What did Nadwa cook?
- Tom: My God, I don't know, but it was very good.
It was all Arabic food.

Four--Translation

- Nadwa: How did you like the food, Brenda?
- Brenda: I like it very, very much.
- Nadwa: Do you like Arabic food?
- Brenda: Yes, if you cook it.
- Nadea: You don't know how?
- Brenda: No, I know American cooking only.

Five

Choose the appropriate response from the left-hand column for each of the following 5 questions.

- | | |
|-------------------------------|---------------------------------|
| لا ، أكل البيت يعجبني | ٠١ وين راح سلمان ؟ |
| تشرفنا هواية . | ٠٢ اشوكت راح نروح للكهوة ؟ |
| اي والله هواية ، انت خوش طبخة | ٠٣ انت تحب أكل المطعم ؟ |
| ويتاعلي للكهوة . | ٠٤ اشكالوا لما عرفتهم على توم ؟ |
| يا الله امشي هسه . | ٠٥ أتأمل الاكل عجبكم ؟ |

Six

Choose the appropriate words to fill in the blanks in the following 8 sentences.

- | | |
|------------|----------------------------------|
| مو | ٠١ احب — على مرتي . |
| تعرفت عليج | ٠٢ — سعيدة ، تشرفنا . |
| اقدم | ٠٣ تعال نروح — . |
| اعرفكم | ٠٤ آني فرحان لأنني — — بالاخير . |
| للمطعم | ٠٥ — الاكل العربي . |
| فرصة | ٠٦ ليلي خوش — . |
| يعجبني | ٠٧ يعجبني أكل البيت — المطعم . |
| | ٠٨ — الكم صديقي سلمان . |

Seven

Use either the particle **مو** or **ما** appropriately to negate the following 10 sentences.

Example:

- (Teacher) هذا علي .
- (Student) هذا مو علي .

- ٠١ هذا خوش مطعم .
- ٠٢ سلمان راح للكهوة .
- ٠٣ هذا أكل عربي .

- ٤ هذي ندوة •
- ٥ المدير دزني بشغلة للدائرة •
- ٦ تعرفت على جاسم •
- ٧ يعجبني اشرب چاي •
- ٨ آني فرحان •
- ٩ توم مهندس •
- ١٠ بهجت هسه بالمطعم •

Eight

Change the underlined verbs in the following Iraqi sentences from the perfect tense to the imperfect tense and vice versa. Make any necessary changes.

Example:

- (Teacher) سمير عجبه الاكل •
- (Student) سمير يعجبه الاكل •
- ١ ندوة تطبخ خوش اكل •
- ٢ توم اشتغل مهندس •
- ٣ بهجت د ياكل بالمطعم •
- ٤ اقدم الك صديقي جاسم •
- ٥ سمير يروح للكهوة •
- ٦ برندا تشتغل بهالدائرة •
- ٧ ندوة حبت اكلنا •
- ٨ سلمان چان بالدائرة الصبح •
- ٩ اشوكت تشرب جاي ؟ •
- ١٠ يمتي تحب تاكل ؟ •

Nine

Replace the verb عرف with قدم in the following sentences and make the necessary changes.

Example:

- (Teacher) اعرفكم على سمير .
- (Student) اقدم لكم سمير .
- ١ اعرفه على سالم .
- ٢ هو عرفنا بندوة .
- ٣ توم عرفني على مرته .
- ٤ راح عرفك على صديقي المهندس .
- ٥ ليش ما تعرفها على برندا .
- ٦ عرفه عليّ .
- ٧ ليش ما تعرفه على جاسم ؟
- ٨ عرفها بيّ .
- ٩ المدير عرفنا على توم .
- ١٠ عرفتكم بصديقي الامريكي البارحة .

Ten

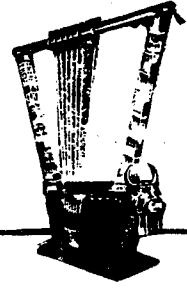
In the following 7 sentences, replace the underlined word or phrase with a suitable selection from the left-hand column.

- | | |
|-----------------|---|
| امشي | • ١ صار زمان <u>اسمع بييج</u> . |
| يعجبها | • ٢ <u>تشرفت</u> بمعرفتكم . |
| اشوكت | • ٣ يعجبني الاكل <u>بالبيت مو بالمطعم</u> . |
| لي الشرف | • ٤ الاكل <u>زين</u> بهالمطعم . |
| اريد اتعرف عليه | • ٥ مرتي <u>تحب</u> الاكل الامريكي . |
| ليس | • ٦ <u>خلي</u> نروح للقهوة . |
| خوش | • ٧ <u>يمتني</u> راح نشرب چاي ؟ |

Eleven

Four students, two males and two females, play the roles in the following situation. Last night you and your wife were invited to dinner at your Iraqi friend's house. You met his wife for the first time. Your Iraqi friends met your wife for the first time. Both you and your wife appreciated their Arabic food.

CLASSROOM EXERCISES



What do you say?

1. Introduce your friend Jassim to your friend Ali.
2. You are being introduced to Layla. Respond.
3. Invite your friend Sameer to dinner in a restaurant and tell him to bring his wife since your wife will be with you.
4. You are leaving your friend Salim's house after dinner. Thank him and his wife for the dinner invitation and compliment Salim's wife on her cooking

Role Playing

Situation 1. You are the manager. You want to send your employee, Salman, on an official errand. You want him to stop by the office of the American engineer, Tom, and take him along. Salman enters your office and greets you. Pick up the conversation.

Salman greets you.

You respond and then give your instructions.

Salman responds, saying that he has not met Tom before but has heard of him.

You send greetings to Tom.

Salman says he'll call Tom first.

You say OK, and that you expect good results.

Situation 2. After arranging a meeting with Tom on the telephone, Salman meets Tom in his (Tom's) office.

Salman greets Tom saying he's been looking forward to meetin him.

Tom responds in a similar manner.

Salman relays the greetings of the manager and then explains that they must run an errand together.

Tom responds and the two men leave the office.

Situation 3. After the errand is performed, Salman reports back to the manager.

Salman greets the manager.

The manager asks how Tom is.

Salman replies that Tom is well and sends his greetings.

Then the manager asks if the errand has been performed.

Salman answers "yes" and that everything went well.

The manager thanks Salman, and Salman leaves the office.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker
(Instructor)

Interpreter
(Student)

Iraqi speaker
(Student)

Situation 1.



I like to invite you and your wife to dinner tonight.

اشكرك هواية ، وين ؟

At home.

زين ، بس اريد اشوف مرتتي شراح تگول .

That is all right, but let me know the result.

اي نعم اكل لك النتيجة هسه بعد ما اخبارها .

OK. What do you like to eat?

والله احنا نحب الأكل العربي .

برندا تعرف تطبخ اكل عربي ؟

No, she doesn't but wants very much to learn.

زين ، اكل أمريكي ما يخالف ، بس اذا

مرتك تحب تتعلم ، ندوة تعلمها .

OK, thanks, I'll tell her that.

Situation 2.

انت امريكية ؟

Yes, I am American.

آني ندوة ، مرة بهجت .

I'm honored, I'm Brenda.

انت مرة المهندس توم ؟

Yes, I am.

فرصة سعيدة صار زمان احب اتعرف عليك .

Thanks, I was anxious to meet you, too.

فد يوم راح اعزمكم عالعشا انشا الله .

That will please me;
I like Arabic food.

زين ، راح اخبارك بعددين .

Please, I like to hear from you.

Translation Practice

Read the following 7 sentences and translate them orally into English.

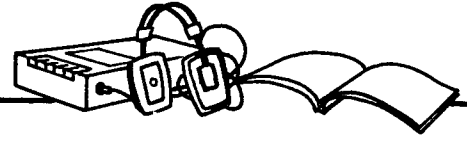
- ٠١ آني ومرتي يعجبنا الاكل العربي .
- ٠٢ البارحة الصبح رحنا لفتح مطعم وچان اكلهم هواية زين .
- ٠٣ وتعرفت على مرة المهندس توم ، چانوا بالمطعم د ياكلون همين .
- ٠٤ آني جنت اسمع هواية عن مرته يگولون هي يعجبها تتعلم الطبخ العربي .
- ٠٥ انشا الله فد يوم اقدمها لمرتي واخليها تعلمها الطبخ .
- ٠٦ مرتي راح تحب تعلمها ، مرتي خوش طبخة .
- ٠٧ اي تعلمت الطبخ كله بالمطبخ من امها .

Dictation Practice

With books closed, write the following 7 sentences in SATTs as the teacher dictates them.

- ٠١ تعال اعرفك على جاسم .
- ٠٢ فرصة سعيدة ، تشرفنا .
- ٠٣ چنت مشتاق هواية د اتعرف عليك .
- ٠٤ اقدم لچ مرتي ندوة .
- ٠٥ المهندس توم خوش مهندس .
- ٠٦ بمطعم سالم يقدمون اكل أمريكي وعربي همين .
- ٠٧ آني بنفسني شفت الطباخ يطبخ اكل أمريكي .

HOMWORK



Exercise One



On a separate sheet of paper, use SATTS to write the 9 recorded sentences.

Exercise Two



On a separate sheet of paper, translate the 8 recorded sentences into English.

Exercise Three



Listen to this recorded ID paragraph, then answer the 9 questions based on it.

1. Who invited whom?
2. How many people were there in the group?
3. What is Ali's profession?
4. Who is Sameer's wife?
5. Who is Layla?
6. Who suggested that certain restaurant and why?
7. What kind of food is served in that restaurant?
9. What did Ali want to eat?

Exercise Four



You will hear 8 sentences or questions in ID, each followed by three responses. On a separate sheet of paper, write the letter corresponding to the best response in each case.

- a. الله يسلمج
- b. الله يسلمك
- c. الله يسلمها

- ٢٠
 .a . جاسم ما يعرف توم .
 .b . آني ما اعرف توم .
 .c . توم ما يعرف مرتته .

- ٢١
 .a . اتعشيت البارحة .
 .b . اشوگت ؟
 .c . يمتى ؟

- ٢٤
 .a . سلم لي عليه .
 .b . المدير خابرنى .
 .c . خابرت المدير البارحة .

- ٢٥
 .a . زين ، تعال .
 .b . ليش مو بالمطعم ؟
 .c . البارحة شفتك .

- ٢٦
 .a . البارحة بالليل .
 .b . الصبح .
 .c . يمتى ما تريد .

- ٢٧
 .a . شرفناكم .
 .b . شرفتج .
 .c . شرفتينا .

- ٢٨
 .a . فرصة سعيدة .
 .b . شكرا ، كثر الله خيرك .
 .c . زين ، ما يخالف .

SUMMARY



1. The response of ^{مَرَحِبَتَيْنِ} , "Two welcomes," stems from the Arabic trait of returning a greeting with a better one. Sometimes other numerals are used. (See Enrichment.)
2. ^{تَعَال} , "Come," is an irregular verb. It occurs only in the imperative form: ^{تَعَال} (m.), ^{تَعَالِي} (f.), ^{تَعَالُوا} (pl.).
3. ID interrogative has two forms, ^{اش} and ^ش . The general rule that determines which one you use is that you should have v.c.v. ^{شَيْكُورْ} , ^{أَشِيشْرَبْ} .
4. The endings in ID are vowelless while they are inflectional in MSA.
5. The negative ^{مُو} is used with nouns only. For example, "He is not my friend," ^{هُوَ مُو صَدِيقِي} . For negating a verb, ^{مَا} is used, as in "He doesn't go." ^{هُوَ مَا يَرُوحْ} .
6. The particle ^د is used to:
 - a. Indicate a desire or a wish to do something. It is used more or less for future action, like the MSA ^ل or ^{حَتَّى} . "I'm going to the cafe to drink tea." ^{رَايِحْ لِلْكَهْوَةِ دَ أَشْرَبْ چاي} .
 - b. Indicate the present continuous, for example,
I am eating now. ^{أَنِي دَ أَكُلْ هَسَةَ} .

7. For introductions, if **أَعْرِفُ** is used, it should be followed by either **على** or **بـ**. For example,

Meet my friend.

• **أَعْرِفُكُمْ عَلَى صَدِيقِي**

or

• **أَعْرِفُكُمْ بِصَدِيقِي**

If **أَقْدِمُ** is used, it should be followed by a suffixed **لـ**.

I introduce to you (m. sing.)....

أَقْدِمُ لَكَ

8. In Lesson 1, the phrase **صَارَ زَمَانٌ** was introduced. A variation of that is **صَارَ لِي زَمَانٌ**, "I have been for sometime." Depending on the situation, this phrase may be rendered as **صَارَ لَكَ زَمَانٌ**, **صَارَ لِي زَمَانٌ**, **صَارَ إِلَيْهِمْ**, **صَارَ إِلَيْكُمْ**, **صَارَ لَهَا**, or **صَارَ لَهُ**.

9. "Now," in ID, was developed from the MSA **هَذِهِ السَّاعَةُ**, which was modified to **هَالسَّاعَةَ** and then to **هَسَةَ**.

10. **أَتَأْمَلُ**, "I wish" or "I hope," is ID is developed from the MSA **أَمَلٌ**, which also used in ID.

11. **الْبَارِحَةَ صَبَاحًا**, "yesterday morning," is ID for the MSA **الْبَارِحَةَ الصَّبْحَ**. **الْبَارِحَةَ الصَّبْحَ** may be changed to fit the period of the time; thus, it may be **الْبَارِحَةَ الْمَسَاءَ**, "yesterday evening."

12. The hamza in ID is usually dropped, if final, or the seat is pronounced if medial.

13. **وَمَعًا**, "with" is ID for the MSA **مَعَ**. It takes a suffix just like **مَعَ**.

14. **يَمْتَنِي**, "when," is ID for the MSA **مَتَى**. It is a compound of the interrogative **أَيَّ** and **وَمَتَى**. This term inquires about time in general.

15. In ID, the prefix of the verb is vowelless except for the first person singular (I) which is "a" ا .

Example:

He goes. • يَرْجُو

I go. • أَرْجُو

اعمل بالتي هي احسن

REFERENCE GRAMMAR



Verbs

1. a. Measure I sound verb, عَزَمَ , ID "invited"

(Model Pattern)

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	عَزَمَ	يَعْزِمُ	
she	هِيَ	عَزَمَتْ	تَعْزِمُ	
they	هُمْ	عَزَمُوا	يَعْزِمُونَ	
you, m.	أَنْتَ	عَزَمْتَ	تَعْزِمُ	إِعْزِمْ
you, f.	أَنْتِ	عَزَمْتِ	تَعْزِمِينَ	إِعْزِمِي
you, pl.	أَنْتُمْ	عَزَمْتُمْ	تَعْزِمُونَ	إِعْزِمُوا
I	أَنْي	عَزَمْتِ	أَعْزِمُ	
we	إِحْنَا	عَزَمْنَا	نَعْزِمُ	
verbal noun,	عَزِيمَةٌ			
noun of subject,	عَازِمٌ			
noun of object,	مَعْزُومٌ			

b. Measure I sound verb, طَبَخَ , "cooked"

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	طَبَخَ	يَطْبَخُ	
she	هي	طَبَخَتْ	تَطْبَخُ	
they	هم	طَبَخُوا	يَطْبَخُونَ	
you, m.	أنت	طَبَخْتَ	تَطْبَخُ	اطْبَخْ
you, f.	أنت	طَبَخْتِ	تَطْبَخِينَ	اطْبَخِي
you, pl.	انتو	طَبَخْتُمْ	تَطْبَخُونَ	اطْبَخُوا
I	آني	طَبَخْتُ	أَطْبَخُ	
we	إحنا	طَبَخْنَا	نَطْبَخُ	

verbal noun, طَبْخٌ

noun of subject, طَابِخٌ , but طَبَّاحٌ is used instead.

noun of object, مَطْبُوحٌ

Other measure I sound verbs contained in this lesson are: سَمِعَ , عَجِبَ and إِخَذَ are conjugated according to the pattern of عَزَمَ .

2. Measure I verb weak-in-the-middle, راد "wanted"

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	رَادَ	يُرِيدُ	
she	هي	رَادَتْ	تُرِيدُ	
they	هم	رَادُوا	يُرِيدُونَ	
you, m.	انتَ	رَدْتُ	تُرِيدُ	رِيدُ *
you, f.	انتِ	رَدْتِ	تُرِيدِينَ	رِيدِي *
you, pl.	انتم	رَدْتُمْ	تُرِيدُونَ	رِيدُوا *
I	آني	رَدْتُ	أُرِيدُ	
we	احنا	رَدْنَا	نُرِيدُ	

verbal noun, not used.

noun of subject, رَائِدٌ

noun of object, مَرِيدٌ

*Seldom used.

اطلب العلم ولو في الصين

3. Measure II verbs **شَرَفَ** , **ذَكَرَ** , **عَرَفَ** and **قَدَّمَ** , for conjugation and forming verbal noun, noun of subject and noun of object, follow the pattern of **سَلَّمَ** , discussed in Lesson 1.

4. Measure III verb, **خَابَرَ** , "telephoned"

<u>Pronouns</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	خَابَرَ	يَخَابِرُ	
she	هِيَ	خَابَرَتْ	تَخَابِرُ	
they	هُمْ	خَابَرُوا	يَخَابِرُونَ	
you, m.	إِنَّتَ	خَابَرْتَ	تَخَابِرُ	خَابِرْ
you, f.	إِنَّتِ	خَابَرْتِ	تَخَابِرِينَ	خَابِرِي
you, pl.	أَنْتُمْ	خَابَرْتُمْ	تَخَابِرُونَ	خَابِرُوا
I	أَنْي	خَابَرْتِ	أَخَابِرُ	
we	إِحْنَا	خَابَرْنَا	نَخَابِرُ	

verbal noun, **مَخَابِرَةٌ** , "signal" in military usage **مَخَابِرَةٌ تَلِفُونِيَّةٌ**
means "phone call"

noun of subject, **مُخَابِرٌ**


noun of object, **مُخَابَرٌ**

5. Irregular verb, **تَعَالَى** , "come," imperative only

you, m.	إِنَّتَ	تَعَالَى
you, f.	إِنَّتِ	تَعَالِي
you, pl.	إَنْتُمْ	تَعَالُوا

EVALUATION



Part A. 

You will hear 10 Arabic statements or questions, each followed by three responses. On a separate sheet of paper, write the letter of the best response in each case.

- ٠١
- a. اشكر كثر الله خيرك .
 - b. آني يعجبني الجاي بالكهوة .
 - c. تشرفنا .
- ٠٢
- a. الله يسلمك .
 - b. صار زمان ما شفناك .
 - c. تشرفت آني صبيحة .
- ٠٣
- a. هذا خوش مطعم .
 - b. نعم هواية .
 - c. اشوكت ما تحب .
- ٠٤
- a. البارحة الصبح .
 - b. بالمطعم .
 - c. بعد شوية .
- ٠٥
- a. الصبح .
 - b. بالليل .
 - c. بعد الظهر .


- ٠٦
- a. آني اكلني كله امريكي .
 - b. مرتك خوش طباخة .
 - c. آني همين اتأمل .

- ٠٧
- a. سلم لي عليه .
 - b. فرصة سعيدة .
 - c. كل له مرحبا .


- ٠٨
- a. المدير مو فرحان .
 - b. المدير فرحان .
 - c. المدير جان زين .

- ٠٩
- a. علي ما اكل البارحة .
 - b. علي چان بالدائرة البارحة .
 - c. ليش ؟


- ٠١٠
- a. چنت بالببيت .
 - b. چنت مشتاق .
 - c. چنت فرحان هواية .

Part B. 

Translate the following 5 recorded Iraqi sentences into English.

Part C. 

Use SATTS to write the following 5 recorded Iraqi sentences.

Part D. 

Listen to the recorded Iraqi paragraph, then answer the 7 printed questions based on it.

1. Who knew Tom and his wife?
2. What is Tom's wife's name?
3. What does she do?
4. What did she say to Jassim?
5. When does Jassim expect to see her in his office?
6. Did Jassim know Tom before?
7. How did Jassim know Brenda's profession?

ENRICHMENT



1. Introductions are performed in several ways of which the following is the most common:

Lieutenant, "I introduce to you..."

احب اقدم لكم
or

or

اقدم لكم
or

Lieutenant, "I like you to know...."

احب اعرفكم على
or

or

اعرفكم بـ
or

Introductions tend to be informal; there are no specific rules. A man may be introduced before a woman or vice versa. Age does not enter into it either. It may be as informal as:

This is; do you know him?

هذا تعرفوه ؟

2. The response is also varied.

Examples:

We are honored.

تشرفنا
or

or

نتشرف

The honor is mine.

لي الشرف

The measure II verb, شرف , has a wide range of meanings (Look it up in your dictionary.) It's often used to show politeness and appreciation to a visitor or a guest upon admitting:

You honored us.

شرفتنا

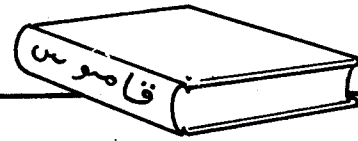
You (pl.) honored us.

شرفتونا

3. بعدين is "afterwards" or "thereafter." When followed by ويا and a suffix, like بعدين وياك , it renders an expression of exasperation. It means "What am I going to do with you?" or something similar.

احب لاجيب ما تحب لتفك

VOCABULARY



<u>ENGLISH</u>	<u>ID</u>	<u>MSA</u>
afterwards, later	بَعْدِينَ	
also	هَمِينَ	
American		أَمْرِيكِي
Arabic		عَرَبِي
at last	بِالْأَخِيرِ	
Bahjat (name)		بَهْجَت
because		لِأَنَّ
come (imperative)		تَعَالَ
cook (to)	طَبَخَ	طَبَخَ
dinner	عَشَا	
eat (to)	أَكَلَ	
engineer		مُهَنْدِس
errand, matter, operation	شَغْلَةٌ	
especially		خَاصَّةً
even	وَلَوْ	
food		أَكْلٌ
friend		صَدِيقٌ - أَصْدِقَاءٌ (ج)
happy	فَرِحَانَ	سَعِيدٌ
hear (to)		سَمِعَ
honor (to)		شَرَفَ
hope (to), wish (to)	أَتَمَلُّ	
if		إِذَا
introduce (to)		عَرَفَ
invite to	عَزَمَ	

<u>ENGLISH</u>	<u>ID</u>	<u>MSA</u>
man	رِجَالٌ - رِيَا جِيل (ج)	
manager		مَدِير
mother		أُم - أُمَّهَات (ج)
nice		سَعِيدٌ ، سَارٌ
noon	مَهْ وَو الظَّهْر	
not	مُو	
now	هَسَه	
office		دَائِرَةٌ - دَوَائِر (ج)
opportunity		فُرْصَةٌ - فُرُص (ج)
pleased (to be)	عَجِبَ	
present (to)		قَدَّمَ
remind (to)		ذَكَرَ
restaurant		مَطْعَمٌ - مَطَاعِم (ج)
result		نَتِيجَةٌ - نَتَائِج (ج)
say (to)	كَالَ	
self		نَفْسٌ - أَنْفُس (ج)
send (to)	دَز	
small	زَغِيرٌ - زَغَار (ج)	
telephone (to)	خَابَرَ	
today		الْيَوْمُ - أَيَّام (ج)
to you (pl.)	إِلَيْكُمْ	
Tom (name)		تُوم
tonight	هَالِئِلَيْلَةٍ	
take (to)	أَخَذَ	أَخَذَ
want (to)	رَادَ	
when	يَمْتَنِي ، أَشُوكِتْ	

ENGLISHIDMSA

whenever

يَمْتَى مَا ، اَشُوَكِتْ مَا

where

وَيْن

which

أَيَّ

why

لِيْش

wife

مَرَّة

will

رَاح

with

وَيَّا

yesterday

الْبَارِحَةَ

LESSON 3

INVITING AND VISITING PEOPLE



OBJECTIVES

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

- Participate in a short conversation about some foods.
- Invite friends to dinner in your home.

GRAMMATICAL FEATURES



1. The measure I sound verbs: كَدَر
2. The measure I verb with double ending: حَطَّ
3. The measure I verb with weak ending: حَجَّيْ
4. The measure II sound verb: جَرَّبَ
5. The measure II verb with weak ending: سَوَّى
6. The measure III sound verb: نَسَبَ
7. The measure III verb with weak ending: شَاقَبَ
8. The special usage of the measure IV verb: أَمَكَّنَ
9. The measure V sound verb: تَعَلَّمَ
10. The ID preposition: بِ
11. The ID usage of the noun of subject.
Introducing حَاطَ and مَآكِلَ .

COMMUNICATIVE EXCHANGES

FRAME I

After dinner the two couples are in the living room drinking tea. They are joined by Lieutenant Haydar, a friend of Bahjat, who came to visit.

بهجت : هذا الملازم حيدر ، وهذا المهندس توم ومرته برندا .

توم وبرندا : (يصفحوه) اتشرفنا .

حيدر : شكرا الشرف هو الي .

توم : انت ضابط بالجيش والآن وين ؟

حيدر : نعم بالجيش يصنف المخابرة .

برندا : شفيت يا توم اشكدر الكباب جان طيب .

توم : نعم ، شنو الشئ اللي حظيته بيه يا ندوة ؟

ندوة : ماکو شي خاص ، يمکن السمک .

برندا : يمکن فد يوم تعلميني اطح مئليج .

ندوة : اذا عنديج وكت باجر اعلمج .

برندا : اصير ممنونة منج هواية .



TRANSLATION

Bahjat: This is Lt. Haydar. This is the engineer, Tom, and his wife, Brenda.

Tom & Brenda: (Shaking hands with him.) We are honored.

Haydar: Thanks, the honor is mine.

Tom: Are you an officer in the army, or where?

Haydar: Yes, I'm in the Army Signal Corps.

Brenda: Tom, did you see how delicious the kabab was?

Tom: Yes. What is it that you put in it, Nadwa?

Nadwa: Nothing special; perhaps it's the sumac.

Brenda: Could you, one day, teach me to cook like you do?

Nadwa: If you have time tomorrow, I could teach you.

Brenda: I will be very grateful to you.

EXPLANATORY NOTES



1. مُلَازِم , "lieutenant," is MSA, usually used for both second and first lieutenant. In formal correspondance it should be specified, مُلَازِمِ أَوَّلٍ or مُلَازِمِ ثَانِي. This term is used by the army as well as the air force and navy.
2. ضَابُطٌ بِالْجَيْشِ , "officer in the army," is both ID and MSA. It is always used in this form; that is, the two words are joined by a preposition. It is never used as a noun in construct. The Arabic understanding of noun in construct often implies possession.

If the intent is to specify the branch of service, the preposition **بـ** or **في** should precede that branch of service to avoid forming a noun in construct as in the case in English.

Examples:

army officer	ضَابُطٌ فِي الْجَيْشِ	or	ضَابُطٌ بِالْجَيْشِ
air force officer	ضَابُطٌ فِي الْقُوَّةِ الْجَوِيَّةِ	or	ضَابُطٌ بِالْقُوَّةِ الْجَوِيَّةِ
naval officer	ضَابُطٌ فِي الْقُوَّةِ الْبَحْرِيَّةِ	or	ضَابُطٌ بِالْقُوَّةِ الْبَحْرِيَّةِ

If the intent is to show the branch of the army to which that officer belongs, a noun in construct is formed.

Examples:

officer in the engineering corps	ضَابُطٌ مِهْنَدِسٌ	or	ضَابُطٌ هِنْدَسَةٌ
officer in the signal corps			ضَابُطٌ مَخَابِرَةٌ

If the officer is in the air force, ضَابُطٌ طَيَّارٌ , "flying officer," may be used. In the navy, ضَابُطٌ بَحْرِيٌّ , "sea officer," may be used, but ضَابُطٌ جَيْشِيٌّ or ضَابُطٌ جَيْشِي , "army officer," is never used, though it is grammatically correct.

3. **وَأَلَّا** , "or," is ID for the MSA **أَوْ** . The ID **لَوْ** is a synonym of **وَأَلَّا** .

Example:

Do you like tea or coffee?

تُحِبُّ جَايَ وَأَلَّا كَهْوَةَ ؟
 or
 تُحِبُّ جَايَ لَوْ كَهْوَةَ ؟

The first **أ** in **وَأَلَّا** is often not pronounced, but it may be heard sometimes. There are other applications of **وَأَلَّا** , in both ID and MSA.

See Enrichment.

4. **صِنْفٍ** is being used here as a military word meaning "corps." Its primary meaning in MSA is "class," "kind" or "category."

5. **مُخَابِرَةٌ** , "telephone call," is derived from the verb **خَبَّرَ** , "informed." When used with **صِنْفٍ** , **مُخَابِرَةٌ** means "signal," as in **صِنْفِ الْمَخَابِرَةِ** , "signal corps." See Enrichment.

6. **إِشْكَدٌ ؟** , "How much?" is ID. It is a compound of the interrogative **إِشْ** and the ID **كَد** or **قَد** which is derived from the MSA **قَدَر** , "quantity," "amount," "volume" or "sum." The ID pronunciation of **ق** as **ك** is evident here. Another combination with **كَد** is **مَكْد** or **بَكْد** meaning "as much." See Enrichment.

7. **كَبَابٍ** , "kabab," a meat dish is also MSA. See Enrichment.

8. **شِنُو ؟** , "What is?" is ID, a compound of the ID interrogative **ش** and the ID **نُو** which is the MSA **هُوَ** . **شِنُو** precedes a noun and never a verb.

If a compound of the interrogative **مَنْ** and the pronoun **هُوَ** is formed, in ID it will become **مِنُو ؟** , "Who is?"

9. اَلَّتِي , "which" or "who" is ID for the MSA اَلَّذِي and اَلَّتِي . It is not considered a relative pronoun as it is in English and is not used in the interrogative either. It is used for both genders, singular as well as plural.
10. حَطَّ , "put" or "set down" is MSA and ID. See Reference Grammar.
11. مَا كُو , "there isn't," is ID for the MSA مَا يُوْجِد . It is a compound of the negative مَا "not," and اَكُو , "there is." The اُ is not pronounced. اَكُو ش , "What is there?" is a compound of the ID interrogative ش and اَكُو . اَش اَشْمِيكُو , "whatever is there" or "whatever might be" is a compound of اَش and مَا , "ever" or "which," and يَكُوْن , "to be," اَشْمَاكُو , "whatever is there." See Enrichment.
11. سُمَّاك , "sumac," is ID for the MSA سُمَّاق . See Enrichment.
13. عِنْدِج , "you have," is the MSA عِنْدَ suffixed with ج . When the plural suffix is used, the ن in عِنْدَ is dropped. عِنْدَكُم , عِنْدَهُمْ .
14. بَاَجِر , "tomorrow," is ID for the MSA بُوْكَرَة . See Enrichment.
15. مِّنْج , "from you, (f.)" or "of you, (f.)" is the MSA preposition مِّنْ suffixed with ج . In ID the ن is doubled with a shadda when suffixed with second person singular masculine and feminine and third person singular masculine.

Examples:

	<u>MSA</u>	<u>ID</u>
from you (m.)	مِنَكَ	مِنَكَ
for him	مِنَهُ	مِنَهُ

DRILLS



One 

To be completed outside class. Repeat after the model (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Lt. Haydar ate with us.

٠١ المَلَاذِمِ حَيْدَرَ أَكَلَ وَبِإِنَّا
المَلَاذِمِ
المَلَاذِمِ حَيْدَرَ
المَلَاذِمِ حَيْدَرَ أَكَلَ وَبِإِنَّا

This lieutenant is an officer
in the army.

٠٢ هَذَا الْمَلَاذِمِ ضَابِطٌ بِالْجَيْشِ
ضَابِطٌ
ضَابِطٌ بِالْجَيْشِ
هَذَا الْمَلَاذِمِ ضَابِطٌ بِالْجَيْشِ

Are you a lieutenant or an
engineer?

٠٣ أَنْتَ مَلَاذِمٌ وَالْأَمِهْنَدِسُ ؟
وَالْأَمِهْنَدِسُ
مَلَاذِمٌ وَالْأَمِهْنَدِسُ
أَنْتَ مَلَاذِمٌ وَالْأَمِهْنَدِسُ ؟

He is an officer in the
Signal Corps.

٠٤ هُوَ ضَابِطٌ فِي صِنْفِ الْمَخَابِرَةِ
صِنْفِ
صِنْفِ الْمَخَابِرَةِ
ضَابِطٌ فِي صِنْفِ الْمَخَابِرَةِ
هُوَ ضَابِطٌ فِي صِنْفِ الْمَخَابِرَةِ

The Signal Corps is good.

٠٥ صِنْفِ الْمَخَابِرَةِ زَيْنٌ
صِنْفِ الْمَخَابِرَةِ
صِنْفِ الْمَخَابِرَةِ زَيْنٌ

How much do you like Arabic food?

٠٦ إشكُدْ يَعْجِبُكَ الْاَكْلُ الْعَرَبِيّ ؟

إشكُدْ

إشكُدْ يَعْجِبُكَ

إشكُدْ يَعْجِبُكَ الْاَكْلُ الْعَرَبِيّ ؟

We cooked kabab yesterday.

٠٧ طَبَخْنَا كَبَابَ الْبَارِحَةِ .

كَبَابَ

طَبَخْنَا كَبَابَ

طَبَخْنَا كَبَابَ الْبَارِحَةِ .

This kabab is delicious.

٠٨ هَذَا الْكَبَابُ طَيِّبٌ

طَيِّبٌ

هَذَا الْكَبَابُ طَيِّبٌ

هَذَا الْكَبَابُ طَيِّبٌ .

What is today?

٠٨ شْنُو هَذَا الْيَوْمِ ؟

شْنُو

شْنُو هَذَا

شْنُو هَذَا الْيَوْمِ ؟

What is in the kabab?

٠٩ شْنُو الْوَالْتِي بِالْكَبَابِ ؟

الْوَالْتِي

الْوَالْتِي بِالْكَبَابِ

شْنُو الْوَالْتِي بِالْكَبَابِ ؟

What did you put in the tea?

٠١٠ اشْحَطَيْتِ بِالْجَايِ ؟

اشْحَطَيْتِ

اشْحَطَيْتِ ، اشْحَطَيْتُو

اشْحَطَيْتِ بِالْجَايِ ؟

Is there or isn't there tea?

٠١١ (أ) أَكُو وَالْأ مَاكُو جاي ؟

أكو ، ماكو

أكو والا ماكو

أكو والا ماكو جاي ؟

Is there something special
in the kabab?

(ب) أَكُو شِي خَاص بِالْكَبَابِ ؟

خَاص

شِي خَاص

أكو شي خاص بالكباب ؟

Perhaps there is something
special in it.

(ج) يَمَكِّنْ يَكُونْ أَكُو شِي خَاص بِيه .

يَمَكِّنْ

يَمَكِّنْ يَكُونْ

يمكن يكون اكو شي خاص بيه .

Perhaps there is sumac in it.

(أ) ٠١٢ يَمَكِّنْ بِيه سُمَّاك .

سُمَّاك

بِيه سُمَّاك

يمكن بيه سماك .

Could you (f.) teach me
Arabic cooking?

(ب) يَمَكِّنْ تَعَلِّمِنِي الطَّبْخِ الْعَرَبِيِّ ؟

تَعَلِّمِنِي

تَعَلِّمِنِي ، تَعَلِّمُونِي

يَمَكِّنْ تَعَلِّمِنِي الطَّبْخِ الْعَرَبِيِّ ؟

Could you teach me to cook
like you do?

(ج) يَمَكِّنْ تَعَلِّمِنِي أَطْبَخْ مِثْلِيَجْ ؟

مِثْلِيَجْ

أَطْبَخْ مِثْلِيَجْ

يمكن تعلميني اطح مثلج ؟

Do you have a break so we can go
to the cafe?

•١٣ عِنْدَكَ فُرْصَةٌ نَرْوِجُ لِلْكَهْوَةِ ؟

عِنْدَكَ

عِنْدِي ، عِنْدَكُمْ ، عِنْدِي ، عِنْدِي ، عِنْدَنَا

عندك فرصة نروج للقهوة ؟

Let us phone Salim tomorrow.

•١٤ بَاجِرٌ خَلِّيْ نَخَابِرَ سَالِمٍ .

بَاجِرٌ

بَاجِرٌ خَلِّيْ نَخَابِرَ

باجر خلي نخابر سالم .

I am grateful to you for
the invitation.

•١٥ أَنِي مَمْنُونَةٌ مِّنْجٍ عَالِزِيْمَةٍ .

مِّنْجٍ

مِّنْجٍ ، مِّنْكَ ، مِنْهُمْ ، مِنِّي ، مِنْكُمْ

مَمْنُونَةٌ مِّنْجٍ

• أَنِي مَمْنُونَةٌ منج عالزيمة .

Two 


Repeat after the model.

- توم : إِنْتَ ضَابِطُ بَالِجِيْشٍ يَا حَيْدَرُ ؟
 حيدر : نَعَمْ أَنِي مُلَاذِمٌ بِالْجِيْشِ .
 توم : شِنُو صِنْفِكُ ؟
 حيدر : أَنِي بُصْفِ الْمَخَابِرَةِ .
 توم : أَشْكَدُ صَارَ لَكَ بِالْجِيْشِ ؟
 حيدر : مُوْ هَوَايَةِ مَا تَشُوْفُ أَنِي بَسْ ضَابِطُ زَغِيْرٍ .

Three 

Repeat after the model.

- توم : أَحِبُّ اعْزِمِكُمْ إِنْتَ وَمَرْتِكُ لِلْعِشَا بِنَاچِرِ بِيْتِنَا .
 بهجت : مَمْنُونُ هَوَايَةِ وَنَدْوَةُ هَمِيْنِ رَا حُ تَكُوْنُ مَمْنُونَةٌ .
 توم : زَيْنُ ، وَلِيْشُ مَا تُخَابِرُ الْمُلَاذِمِ حَيْدَرَ كُلَّ لَهْ خَلِّي يَشْرِفْنَا هَمِيْنِ .
 بهجت : طَيِّبٌ ، رَا حُ أَخَابِرُهُ هَسْ ، بَسْ أَشُوْكْتُ ؟
 توم : تَعَالَوْا مِنْ وَقْتِ حَتَّى نَشْرَبْ شَوِيَّةَ قَبْلِ الْعِشَا .
 بهجت : شُكْرًا سَلَمٌ لِي عَلَيَّ بَرْنَدَا وَكُلُّ إِلَهَا أَنِي مُشْتَاقٌ .

Four 

Repeat after the model.

- ندوة : هَلَا بِيِيْجُ بَرْنَدَا شُكْرًا عَالْعَزِيْمَةَ .
 برندا : هَلَا بِيِيْكُمْ أَنِي فَرِحَانَةٌ هَوَايَةِ أَنِي أَكْدَرُ اعْزِمِكُمْ .
 ندوة : لِيْشُ ، شِنُو ؟ رَا حُ تَطْبِيْحِيْنِ كِبَابٌ ؟
 برندا : نَعَمْ مِثْلُ مَا عَلَّمْتِيْنِي وَرَا حُ أَحْطُ بِيِهْ سَمَّاكُ .
 ندوة : بَسْ أَتَذْكُرِي لَّا تَحْطِيْنِ سَمَّاكُ هَوَايَةِ .
 برندا : لَّا ، لَّا ، مِثْلِيْجُ ، مِثْلُ مَا إِنْتَ عَلَّمْتِيْنِي .
 ندوة : زَيْنُ ، شُوْفُكُمْ بِنَاچِرُ ، سَلَمِي لِي عَلَيَّ تَوْمُ ، مَعَ السَّلَامَةِ .

Two--Translation

Tom: Are you an officer in the army, Haydar?

Haydar: Yes, I am a lieutenant in the army.

Tom: What is your branch?

Haydar: I am in the signal corps.

Tom: How long have you been in the army?

Haydar: Not long. Don't you see, I am only a small officer.

Three--Translation

Tom: I like to invite you and your wife to dinner at our house tomorrow.

Bahjat: I am very grateful; Nadwa will be grateful, too.

Tom: Good, and why don't you call Lt. Haydar and ask him to honor us, too.

Bahjat: Thanks. Say hello to Brenda and tell her I'm looking forward.

Four--Translation

Nadwa: Welcome, Brenda. Thanks for the invitation.

Brenda: Welcome, I am very glad I can invite you.

Nadwa: Why? Are you cooking kabab?

Brenda: Yes, like you taught me, and I will put sumac in it.

Nadwa: Just remember, don't put in too much sumac.

Brenda: No, no, just like you, like you taught me.

Nadwa: OK, see you tomorrow. Say "hi" to Tom. Good-bye.

Five

Substitute باجر for البارحة or vice versa in the following 10 sentences and make the necessary changes.

Example:

• باجر نروح للمطعم (Teacher)

• البارحة رحنا للمطعم (Student)

• ١ البارحة عزمنا بهجت ومرته للعشا

• ٢ باجر راح أكل كباب

• ٣ البارحة جنتوا ويا الملازم حيدر

• ٤ تعلمت الطبخ العربي منج البارحة

• ٥ راح أصير ضابط بالجيش باجر

• ٦ هم اكلوا بالمطعم البارحة

• ٧ باجر ناكل بييتنسا

• ٨ يعجبني اروح للكهوة باجر

• ٩ البارحة شفت سلمان

• ١٠ احب اخبار المدير باجر

Six

From the left-hand column, choose the appropriate word to complete the following 9 sentences.

سماك

• ١ الملازم هو _____ بالجيش

والا

• ٢ _____ الدائرة هو علي

الخاص

• ٣ اكو _____ خاصة هواية _____

المخابرة

• ٤ صنف _____ يعجبني

مدير

• ٥ شنو الشي _____ اللي بالكباب ؟

ضابط بالجيش

• ٦ حطت _____ بالكباب

ماكو

• ٧ هذا الملازم هو _____

صنوف - بالجيش

• ٨ _____ شي خاص

ضابط

• ٩ انت ضابط _____ مهندس

Seven

Form a question for each of the following 15 statements.

Example:

- علي بالدائرة (Teacher)
- وينه علي ؟ (Student)
- ١ هذا كباب .
- ٢ راح أكل أكل عربي .
- ٣ شربت جاي بالكهوة .
- ٤ هذا الأكل موزين .
- ٥ يعجبني اشرب جاي .
- ٦ هذا الضابط بصنف المخابرة .
- ٧ حطيت سّماك بالكباب .
- ٨ طبخ برندا كله امريكي .
- ٩ برندا تعلمت تطبخ من ندوة .
- ١٠ اكو صنوف هواية بالجيش .
- ١١ باجر الصبح اريدك تكون بالدائرة .
- ١٢ راحوا للمطعم البارحة .
- ١٣ صار له زمان بالجيش .
- ١٤ هو ضابط بالجيش .
- ١٥ جان عدنا عزيمة البارحة .

Eight

Use the imperative in place of the perfect form of the verb in the following 10 sentences and make the necessary changes.

Example:

- سالم راح للكهوة (Teacher)
- سالم روح للكهوة (Student)

- ٠١ برندا تعلمت الطبخ العربي .
- ٠٢ سلمت على حيدر .
- ٠٣ شربوا جاي عندي .
- ٠٤ انتو اخذتو السمك مني .
- ٠٥ راحوا أكلوا بالمطعم .
- ٠٦ شافت علي البارحة .
- ٠٧ حطيت سماك بالكباب .
- ٠٨ خابرت الملازم حيدر .
- ٠٩ شرفتونا .
- ٠١٠ قدمت نفسك لها .

Nine

Change the underlined pronoun suffix according to the given clue and make the necessary changes in the following 10 sentences.

Example:

- 3rd pers. m. sing (Teacher) ليلي اخذت برندا وياها للمطعم .
 (Student) علي اخذ برندا ويا للمطعم .

- ٠١ 3rd pers. pl. خلينا نروح للبيت .
- ٠٢ 3rd pers. f. sing تعلموا الطبخ العربي .
- ٠٣ 1st pers. m. sing تعرفنا على الضابط حيدر .
- ٠٤ 3rd pers. m. sing ليلي تعرف وين بيتهم .
- ٠٥ 2nd pers. pl. ندوة أكلت وياها .
- ٠٦ 2nd pers. f. sing اسلم عليكم .
- ٠٧ 3rd pers. f. sing جان عدنا عزيمة البارحة .
- ٠٨ 2nd pers. m. sing يمكن اعلمج باجر .
- ٠٩ 1st pers. f. sing انتو عدكم شي خاص تحطوه عالكباب ؟
- ٠١٠ 1st pers. m. sing هم عدهم سماك نحة عالكباب ؟

Ten

Change the imperfect form of the verb to the perfect in the following 10 sentences and make the necessary changes.

Example:


• آني أكل كباب (Teacher)

• آني اكلت كباب (Student)

- ١ علي يسلم عليكم •
- ٢ برندا راح تروح للمطعم باجر •
- ٣ ندوة تطبخ أكل عربي •
- ٤ الملازم سلمان يتعلم المخابرة •
- ٥ هم هسة د ياكلون •
- ٦ اشوكت تروح للدائرة •
- ٧ باجر راح يكون عدنا عزيمة •
- ٨ احنا نصير ممنونين لما تشرفنا •
- ٩ انتو تحبون جاي والآ كهوة ؟
- ١٠ توم وبرندا د يشربون جاي •

النظافة من الاديان

COMMUNICATIVE EXCHANGES

FRAME II 

Tom calls Bahjat to invite him and his wife to dinner.

توم : هَذِي إِشْسَوْتٌ بَيْنَا نَدْوَةٌ ، عَلِمْتَ بَرْنَدَا شَلُون تَسْوِي كِبَابٌ وَهَسَه
تُرِيدُ تَجْرِبَهُ بَرَّاسَنَا .

بَهجَت : إِحْمَدُ رَبِّكَ ، جَانَ مَمَكِنَ تَعَلَّمَهَا طَبَخِ الدَوْلَمَةَ .

توم : لَآ ، أَنِي دَ أَشَاقِيكَ هِيَ تُرِيدُ تَعَزِمُكُمْ عَالِشَا بَعْدَ بَاجِرِ .

بَهجَت : لَآ وَاللَّهِ مَا نِكْغَدِرُ ، بَعْدَ بَاجِرِ مَلَازِمِ حِيدِرِ عَازِمْنَا بِنَادِي الضَّبَاطِ .

توم : زِين رَاحَ أَحْجِي وَيَا بَرْنَدَا وَاشُوفْ أَي وَكَيْتِ آخِرِ يَنَاسِبِ
وَإِخَابِرْكَ بَعْدْتَيْنِ ، فِيمَا نَ اللَّهُ .



TRANSLATION

Tom: What did Nadwa do to us! She taught Brenda how to make kabab and now Brenda wants to try it on us.

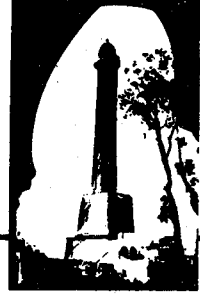
Bahjat: Be thankful to your God, she could have taught her how to cook doelma.

Tom: No, I'm kidding. She wants to invite you (pl.) for dinner the day after tomorrow.

Bahjat: Oh, my God, no, we can't. Lt. Haydar has invited us to the Officers' Club the day after tomorrow.

Tom: OK. I'll talk to Brenda and see what other time will be suitable, then we'll call you back. Good-bye.

EXPLANATORY NOTES



1. **إِشَّوَت** , "What did she do?" is ID for the MSA **مَاذَا عَمِلَتْ** . It is a compound of the interrogative **إِشَّ** and the verb **سَوَى** suffixed with the third person feminine singular. If the particle **إِشَّ** precedes a word starting with either the letter **س** , **ش** or **ص** , these letters may be doubled and the **ش** is eliminated.

Examples:

What did he do?	إِسْوَى؟	إِشَّوَى؟
What happened?	إِصَّار؟	إِشَّار؟
What did he drink?	إِشَّرَب؟	إِشَّارَب؟

2. **بِينَا** is ID for the MSA **بَيْنَا** . See Reference Grammar.

3. The expression **جَرَبِهْ بَرَاَسْنَا** , "He tried it on us," literally means "He tried it on our heads." It is an ID slang. It may be conjugated and suffixed to fit the situation.

Example:

He tried it on us.	جَرَبِهْ بَرَاَسْنَا .
He tried the <u>kabab</u> on us.	جَرَبِ الْكَبَابِ بَرَاَسْنَا .
	OR
	جَرَبِ بَرَاَسْنَا الْكَبَابِ .

4. **دَوْلْمَة** is an Arabic dish found in all Arab countries, but is prepared differently from country to country. See Enrichment.

5. أَشَاتِي is the imperfect form of شَاتَى , "kidded." It is an ID verb. The MSA equivalent is مَزَحَ . The verbal noun is شَتَى , "kidding." See Reference Grammar.

6. نَكْدَرُ , "we can" is ID for the MSA نَقْدِرُ . Notice that the ق "q" is changed to the ID ك , "g" or "k." This occurs quite often in ID.

Examples:

noon	كُمُرٌ	قَمَرٌ
time	وَكَيْتٌ	وَقَيْتٌ
roof	سَكْفٌ	سَقْفٌ
paper	وَرَكٌ	وَرَقٌ

7. أَحْجِي is the imperfect form of حَجَى , "spoke." It is an ID verb for the MSA حَكَى . The ID verbal noun is حِكَايَةٌ , "a tale" or "a story," for the MSA حِكَايَةٌ . Notice that the MSA ك is changed to ج , "ch" as in "church".

DRILLS



One 

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

What did you do yesterday afternoon?

٠١ إَشْوَيْتِ الْبَارِحَةَ بَعْدَ الظَّهْرِ ؟
إَشْوَيْتِ ؟ أَسْوَيْتِ ؟
أشويت ؟

سَوَيْتِ ، سَوَى ، سَوَا ، سَوَيْتُوا
أشويت البارحة بعد الظهر ؟

What did she do to us?

٠٢ أَسَوَتْ بَيْنَنَا ؟
بِيه ، بِيهَا ، بِيهِمْ ، بِيكُمْ
بينا
أسوت بينا ؟

She tried her kabab on us.

٠٣ جَرَبَتْ كِبَابَهَا بِرَاسِنَا .
جَرَبَتْ
جَرَبَ ، جَرَبُوا ، جَرَبْتُوا
جربت براسنا

جربت كبابها براسنا .

The doelma was delicious.

٠٤ الدُولْمَةُ جَانَتْ طَيِّبَةً .
الدُولْمَةُ
الدولمة جانت طيبة .

He kids around a lot
and laughs a lot.

• هُوَ يَتَشَاكِي هَوَايَةً وَيَضْحَكُ هَوَايَةً .
يَتَشَاكِي

نَتَشَاكِي ، تَتَشَاكِي ، يَتَشَاكُونَ ، تَتَشَاكُونَ

• هُوَ يَتَشَاكِي هَوَايَةً وَيَضْحَكُ هَوَايَةً .

Could you go to the Officers'
Club?

• أَنْتَ تَتَكَدَّرُ تَرُوحَ لِنَادِي الضَّبَّاطِ ؟
تَتَكَدَّرُ

تَتَكَدَّرُ ، تَتَكَدَّرُونَ ، يَتَكَدَّرُونَ

• أَنْتَ تَتَكَدَّرُ تَرُوحَ لِنَادِي الضَّبَّاطِ ؟

I like to tell you a story.

• أَرِيدُ أَحْبَبِي لَكَ فَدَّ حَبَايَةَ .
أَحْبَبِي

أَحْبَبِي ، يَحْبَبِي ، يَحْبَبُونَ ، نَحْبَبِي

• أَرِيدُ أَحْبَبِي لَكَ فَدَّ حَبَايَةَ .

Good-bye.

• فَيَمَانُ اللَّهُ .
فَيَمَانُ


فِي أَمَانٍ ، فِي أَمَانِ اللَّهِ .

• فَيَمَانُ اللَّهُ .

Two 

Repeat after the model.

- علي : أَشْرَاحُ تَسْوِيِ اللَّيْلَةِ ؟
 سالم : رَاحَ أَرْوَحُ لِنَادِي الضَّبَاطِ .
 علي : لَيْشَ شَاكُو بِنَادِي الضَّبَاطِ ؟
 سالم : مَلَزِمَ حَيْدَرَ عَزْمَنِي .
 علي : وَاشْرَاحُ تَسْوُونَ ؟
 سالم : رَاحَ نَشْرَبُ شَوِيَّةً وَنَتَعَشَى وَنَضْحَكَ .
 علي : زَيْنَ سَلَمَ لِي عَلِيَّةُ ، فَيَمَانَ اللَّهُ .

Three 

Repeat after the model.

- سالم : الْيَوْمَ شَفِتْ عَلِي ، يَسَلِمُ عَلَيْكَ .
 حيدر : اللَّهُ يَسَلِمُهُ ، أَشْلُونَهُ هَالْأَيَّامِ ؟
 سالم : زَيْنَ ، دَ يَشْتِغَلُ هَوَايَةَ .
 حيدر : نَعَمْ هَذَا عَلِي . شَتَحِبْ تَشْرَبْ ؟
 سالم : أَشْمَاكُو ، أَشْمِيكُونُ ، أَنِي مَا أَشْرَبْ هَلْكَد .
 حيدر : أَنِي هَمَّيْنِ مَا أَشْرَبْ هَوَايَةَ ، بَسْ خَلِي نَشْرَبْ شَوِيَّةً .
 سالم : أَنِي أَرِيدُ أَجْرَبُ الدَوْلَمَةَ إِلِي إِنْتَ تَحْجِيي عَنْهَا .
 حيدر : أَنِي مَا دَ أَجْرَبُهَا بَرَّاسَكْ أَنِي هَمَّ رَاحَ أَكَلْ وَيَاك .

Four 

Repeat after the model.

- سلمان : امشي نروح نشوف بهجت ونتشاقى وياه شوية .
 رمزي : انت تعرف بهجت ما يحب يتشاقى هواية ؟
 سلمان : لا مو هواية ، نتشاقى وياه على صديقه الامريكي .
 رمزي : آني تعرفت عليهم ، هو ومرته البارحة بالمطعم .
 سلمان : شنو ، چانوا د ياكلون بمطعم عربي ؟
 رمزي : نعم ويا بهجت ، وهو گل لي هم يعجبهم الاكل العربي .
 سلمان : لا أنت د تتشاقى ، هم امريكان ، اكلهم كله امريكي .
 رمزي : انت اشد تحچي ، آني شفتهم بنفسي د ياكلون اكل عربي .

Two--Translation

- Ali: What are you going to do tonight?
 Salim: I am going to go to the Officers' Club.
 Ali: Why, what is going on at the Officers' Club?
 Salim: Lt. Haydar invited me.
 Ali: And what are you going to do?
 Salim: We'll drink a little, eat dinner and have a few laughs.
 Ali: OK, give him my greetings. Good-bye.

Three--Translation

Salim: I saw Ali today. He sends his greetings

Haydar: Greetings to him. How is he nawadays?

Salim: Well, he is working hard.

Haydar: Yes, that is Ali for you. What do you like to drink?

Salim: Whatever there is. Whatever it may be, I don't drink that much.

Haydar: I don't drink much either, but let us drink a little.

Salim: I like to try the doelma you talk about.

Haydar: I am not trying it on you; I am going to eat with you, too.

Four--Translation

Salman: Come, let us go see Bahjat and kid around with him a bit.

Ramzi: You know Bahjat doesn't like to kid a lot.

Salman: No, not a lot, we'll kid him about his American friend.

Ramzi: I met them, him and his wife, in the restaurant yesterday.

Salman: What! Were they eating in an Arabic restaurant?

Ramzi: Yes, and Bahjat was with them. He told me that they like Arabic food.

Salman: No! You are kidding. They are American; all their food is American.

Ramzi: What are you talking about? I saw them myself eating Arabic food.

Five

Use the same verbs contained in the following 10 statements to form questions.

Example:

• حطيت سماك بالكباب (Teacher)

• اشحطيت بالكباب ؟ (Student)

- ١ ندوة طبخت دولمة •
- ٢ سالم حچى لنا حچاية •
- ٣ برندا سوت كباب البارحة •
- ٤ علي راح يروح لنادي الضباط الليلة •
- ٥ توم أكل أكل عربي بالمطعم •
- ٦ اتشاقينا ويا بهجت على صديقه الامريكي •
- ٧ الطباخ حط سماك بالكباب •
- ٨ برندا تعلمت الطبخ العربي من ندوة •
- ٩ السماك يناسب الكباب والدولمة همين •
- ١٠ الملازم عزم اصدقائه لنادي الضباط •

Six

Change the subject from singular to plural in the following 10 sentences and make the necessary changes.

- ١ هو سوى عزيمة وعزمنا كليتنا •
- ٢ صديقي چان بنادي الضباط •
- ٣ آني خابرت ملازم حيدر البارحة •
- ٤ باچر راح اروح للنادي •
- ٥ هي طبخت الدولمة •
- ٦ انت اللي حطيتي السماك بالاكل ؟

- ٠٧ الضابط چان د يتشاقى وياك .
- ٠٨ ليش ما تاخذ مرتك للمطعم ؟
- ٠٩ الطباخ تعلم الطبخ الامريكي .
- ٠١٠ هي اللي حجت لنا عن العزيمة .

Seven

Change the perfect verb to the imperfect in the following 10 sentences and make the necessary changes.

Example:

(Teacher) حچيت ويا حيدر .

(Student) احچي ويا حيدر .

- ٠١ سالم جرب الكباب .
- ٠٢ الملازم اتشاقى وياه .
- ٠٣ هم راحوا في امان الله .
- ٠٤ الاكل چان زين ناسبكم مو ؟
- ٠٥ ليلى حجت لنا حچاية عن هذا المطعم .
- ٠٦ احنا حمدنا ربنا على هالنتيجة .
- ٠٧ برندا كدرت تتعلم طبخ الدولمة .
- ٠٨ رمزي سلم عليچ .
- ٠٩ اشكد حطيتوا سماك بهذا الكباب ؟
- ٠١٠ اشوكت راحوا للنادي ؟

Eight

Use the noun of object from the verbs contained in the following 8 sentences and make the necessary changes.

Example:

(Teacher) قدم له الاكل .

(Student) الاكل مقدم اله .

٠١ اكلوا الاكل .

٠٢ عزمت ملازم حيدر .

٠٣ طبخت الكباب .

٠٤ حمدت ربها .

٠٥ توم جرب هالدولمة .

٠٦ علي حچي لي حچاية .

٠٧ نعم آني خابرت ندوة .

٠٨ هي حطت السماك بالكباب .

Nine

Complete the following 10 sentences by inserting the appropriate item from from the left-hand column.

اسويتو

٠١ هذا الوقت _____ .

نتشاقى

٠٢ هي تحب تجرب _____ الدولمة .

آخر

٠٣ زين آني ماشي هسة _____ .

مناسب

٠٤ _____ هي ما جربت شي آخر براسنا .

براسنا

٠٥ لا احنا د _____ الدولمة طيبة والله .

تكدر

٠٦ كان _____ ان تعزمه للنادي .

ممکن

٠٧ _____ وخليتهم يصيرون فرحانيين .

حطيتي

٠٨ هي _____ تسوي الكباب بالبيت .

احمد ربك

٠٩ سوي النافد شي _____ .

فيمان الله

١٠ اش _____ بالكباب يا ندوة .

Ten

Use the noun of subject in place of its verb in the following 10 sentences.

- ٠١ علي راح للكهوة .
- ٠٢ ملازم حيدر يسلم عليك .
- ٠٣ برنדה حطت السماك بالكباب .
- ٠٤ هم يشربون چاي .
- ٠٥ اشكد تريد وكت ؟
- ٠٦ آني صرت ممنون هواية .
- ٠٧ انتو اكلتو بالمطعم .
- ٠٨ صار زمان ما شفناك .
- ٠٩ تشرفت بمعرفتكم .
- ٠١٠ علي د يقدم ندوة لبرندا .

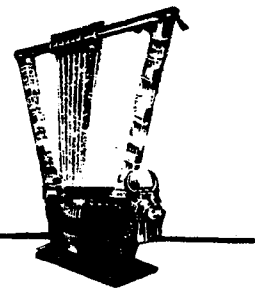
Eleven

Use والا to ask questions about the following 10 statements and make the necessary changes.

- (Teacher) هذا الكباب زين .
- (Student) هذا الكباب زين والا موزين ؟

- ٠١ هم رايحين للكهوة .
- ٠٢ انتو تاكلون بالمطعم .
- ٠٣ برندا تعلمت الطبخ العربي .
- ٠٤ توم ضابط بالجيش .
- ٠٥ ندوة ما حطت سماك بالكباب .
- ٠٦ انت عازمني عالعشا .
- ٠٧ احنا راح نشرب چاي .
- ٠٨ هذا الاكل طيب .
- ٠٩ انت يعجبك الاكل العربي .
- ٠١٠ المهندس يعرف هذي الشغلة .

CLASSROOM EXERCISES



What do you say?

1. Your friend just invited you to dinner, but the time doesn't suit you.

What do you say?

2. You were just introduced to a lieutenant. How do you ask him what his branch of service is?

3. How do you ask your hostess to teach you how to cook the dish you just ate?

4. Praise your hostess' cooking.

5. You are an officer in the army. How do you invite your friend to have dinner at the Officers' Club tomorrow night?

6. Your friend just invited you to lunch. You want to accept, and you want to know at what time. What do you say?

7. How do you ask your hostess if she put something special in the dish you just ate?

8. You and a friend are in a restaurant. Your friend is complaining about the food he ate. Tell him to be thankful he didn't try what you ate.

9. Decline an invitation because the time coincides with that of an invitation you have already accepted.

10. You have been visiting your friend and are leaving. What do you say?

Role Playing

Situation 1.

Ali and his wife Layla are visiting at your house. Lt. Haydar shows up unexpectedly. Introduce the lieutenant to them, then offer your guest a choice of something to drink.

Situation 2.

You are Ali in the situation above. Ask the lieutenant if he is in the army. Ask about his branch.

Situation 3.

You are Lt. Haydar above. Invite everyone to have dinner with you at the Officers' Club. Set the date. Tell them you have tried the food there and that it is very good and delicious, especially the doelma.

Situation 4.

Ali accepts the invitation, speaking for his wife, too, but you and your wife have already accepted a previous invitation and therefore you decline.

Interpretation Practice

Act as an interpreter between two students, one American and one Iraqi.

English speaker
(Instructor)

Interpreter
(Student)

Arabic speaker
(Student)

Situation 1.



تذكر ملازم حيدر ؟

Yes, what happened to him?
I have not seen him in a long time.

چان مسافر • بس ليلة البارحة خابرتني •

You know, I do not know what branch
of the service he is in.

هو بصنف المخابرة • آني اتشاقى وياه
• هواية على صنف المخابرة

What do you say to him?

اكل له هذا شنو صنف المخابرة ، ليش
ما رح بصنف الهندسة ؟

Situation 2.

I'd like to invite you and your wife
to dinner tomorrow night.

شكرا ، بس خلي احجي ويا مرتي واشوف
• اذا الوكت يناسبها

OK, let me know. What do you put
on the kabab?

سماك ، شنو برندا راح تجرب براسنا كبابها ؟

Yes, she want to cook kabab and
doelma, too.

زين ، والله آني اريد اجر ب طبخها العربي •

Situation 3.

امشي نروح نشوف ملازم حيدر •

Where? At the Officers' Club?

نعم ، ويمكن همين نتعشى وياه •

No, I can't tonight. Why not make
it tomorrow night?

زين ، اذا راح تصير باجر ، خلي اخبار
• علي واعزمه همين

Good idea. I'd like to see him;
I miss him.

طيب بعدين احجي وياك ، فيمان الله •

Translation Practice

Read the following 10 sentences and translate them orally into English.

- ٠١ ملازم حيدر هو بصنف المخابرة مو الهندسة *
- ٠٢ السماك زين مو بس ويا الكباب ، ويا الدولمة همين *
- ٠٣ بنادي الضباط عدهم خوش طباخ بس هو مو بالجيش *
- ٠٤ آني اريد اطبخ دولمة فد يوم واجربها براسكم *
- ٠٥ اشوكت يناسبكم نروح نتعشي بالمطعم الليلة ؟
- ٠٦ كليتنا نكدر نتشاقى ويا المدير بس يكون بالشوكت المناسب *
- ٠٧ اصار بالعزيمة اللي چنت راح تسويها لنا ؟
- ٠٨ هذا الكباب طيب هواية ، اسويتى له ؟ اشحطيتى بيه ؟
- ٠٩ شنو هاي الاكلة اللي دتريد تجربها براسنا ؟
- ٠١٠ البارحة شفت بهجت ومرته واكلوا لي هم مشتاقين الك *

Dictation Practice

With books closed, write the following 10 sentences in SATTS as the teacher dictates them.

- ٠١ اصار من الشغلة اللي ردتك تسويها ؟
- ٠٢ احمد ربك هو چان د يتشاقى ، والا تعرف اشچان راح يصير ؟
- ٠٣ ما كو فد شي خاص بهذا الكباب ، بس السماك *
- ٠٤ ملازم حيدر ضابط بالجيش ، بصنف المخابرة *
- ٠٥ حجيت ويا المدير عن هالفكرة وكل لي هو راح يجربها *
- ٠٦ شحربت البارحة بنادي الضباط ؟
- ٠٧ الاكل بهالمطعم هواية زين خاصة الدولمة *
- ٠٨ باچر راح اعزم رمزي ومرته عالعشا ويانا *
- ٠٩ شفت اسوى بينا الملازم البارحة وكت الاكل ؟
- ٠١٠ چانوا ممنونين هواية منك ويسلمون عليك *

Free Responses

Answer the following 5 questions in complete sentences.

- ٠١ منو يكدر يعزم صديقه لنادي الضباط ؟
- ٠٢ شنو الشي اللي تخلي بيه الجاي ؟
- ٠٣ يمتى تكول فرصة سعيدة ؟
- ٠٤ شتكول لما يعزمك صديقك عالعشا ؟
- ٠٥ شتسوي اذا ردت تحچي ويا صديقك اللي هو بدائرة اخرى ؟

في التاني الامم

HOMEWORK



Exercise One



On a separate sheet of paper, use SATTS to write the 10 recorded sentences.

Exercise Two



On a separate sheet of paper, translate the 10 recorded sentences into English.

Exercise Three



Listen to the following Iraqi passage, then answer the questions based on it.

1. Where did the group go?
2. Did Tom know Lt. Haydar?
3. To whom was Tom introduced?
4. What language did Tom use in the introduction?
5. What did Sameer say in kidding around with Tom?

Exercise Four



You will hear 10 sentences or questions, each followed by three responses. On a separate sheet of paper, write the letter of the appropriate response.

- .1
- a. الدولمة عجبتني *
 - b. الدولمة راح تعجبني *
 - c. الدولمة ما عجبتني *

- ٠٢
- a. الكباب موزين .
 - b. الكباب ما بيه سماك .
 - c. الكباب بيه سماك .
- ٠٣
- a. سمير ضابط بصنف المخابرة .
 - b. سمير ملازم بالمخابرة .
 - c. سمير بصنف الهندسة .
- ٠٤
- a. ما كو وقت للشغلة .
 - b. الشغلة ما يريد الها وكت .
 - c. الوكت هواية بس الشغلة زغيرة .
- ٠٥
- a. علي ما يعجبه الكباب .
 - b. علي عجبه الكباب .
 - c. علي ما ياكل الكباب .
- ٠٦
- a. علي شافني البارحة .
 - b. علي خابرنني البارحة .
 - c. علي يحجي هواية .
- ٠٧
- a. الوكت مناسب .
 - b. ماكو عندي وقت .
 - c. ما اكدر لأن الوكت مو مناسب .
- ٠٨
- a. برندا راح تجرب الدولمة براسك .
 - b. برندا هسة تعرف تطبخ دولمة .
 - c. دولمة برندا طيبة .

- ٩*
- a. السمك مو طيب *
 - b. اخلي شوية *
 - c. خلي كباب بالسمك *

- ١٠*
- a. الضابط يكدر يعزم عائلته لنادي الضباط *
 - b. نادي الضباط هو مو للضباط *
 - c. بس الضباط يروحون لنادي الضباط *

SUMMARY



1. مَلَاذِم is "lieutenant." In a formal situation it should be followed by either "first" or "second" as:

1st Lt. مَلَاذِمٌ أَوَّلٌ
2nd Lt. مَلَاذِمٌ ثَانِي

2. شُو is interrogative used only with nouns.

Example:

What is the food?

شُو الْأَكِيلِ ؟

3. إِلِي , "who" or "what" is never used as an interrogative.

4. بَاچِر , "tomorrow." Note that in this word the ID ج "ch," has replaced the MSA ك "k" or "g." The MSA بَاكِر is an interesting word to look up.

5. نِكْدَر , "we can." Note that here the ID ك , "k" or "g," has replaced the MSA ق "q."

REFERENCE GRAMMAR



1. The verbs.

a. Measure I sound verbs.

(1) يَكْدُرُ , كَدَرَ , "could (was able)"

verbal noun, قَدْرَةٌ ID and MSA

noun of subject, كَادِرٌ

noun of object, مَكْدُورٌ

(2) يَضْحَكُ , ضَحِكَ , "laughed"

verbal noun, ضِحْكٌ ID and MSA

noun of subject, ضَاحِكٌ

noun of object, not used.

For conjugation of both verbs see the verb شَرِبَ , in Lesson 1.

b. Measure I double ending verb, حَطَّ , "put" or "put down"

verbal noun, حَطٌّ

noun of subject, حَاطِطٌ (حَاطًا)

noun of object, مَحْطُوطٌ

It is conjugated like حَبَّ in Lesson 1.

c. Measure I weak ending verb, حَاجَى , "talked" or "spoke"

verbal noun, حَاجَاةٌ

noun of subject, حَاجِيٌّ

noun of object, not used.

It is conjugated like مَشَى in Lesson 1.

1. d. Measure II verb, جَرَّبَ , "tried"

verbal noun, تَجْرِبَةٌ , تَجْرِيْبٌ

noun of subject, مَجْرَبٌ

noun of object, مَجْرَبٌ

It is conjugated like سَلَّمَ , in Lesson 1.

e. Measure II weak-in-the-end verb, سَوَّى , "did"

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	سَوَّى	يَسْوِي	
she	هِيَ	سَوَّتْ	تَسْوِي	
they	هُمْ	سَوَّوْا	يَسْوَوْنَ	
you, m.	أَنْتَ	سَوَّيْتَ	تَسْوِي	سَوِّ
you, f.	أَنْتِ	سَوَّيْتِ	تَسْوِينِ	سَوِّ
you, pl.	أَنْتُمْ	سَوَّيْتُمْ	تَسْوَوْنَ	سَوَّوْا
I	أَنْي	سَوَّيْتُ	أَسْوِي	
we	وَإِحْنَا	سَوَّيْنَا	نَسْوِي	

verbal noun, سَوَايَةٌ not used.

noun of subject, مَسْوِيٌّ

noun of object, مَسْوِيٌّ

f. Measure III verb, نَاسَبَ , "suited" or "fit"

verbal noun, مَنَاسِبَةٌ

noun of subject, مَنَاسِبٌ

noun of object, not used per se, but the noun of subject is used instead.

It is conjugated like خَابَرَ , in Lesson 2

1. g. Measure III weak ending verb, شاقى , "kidded"

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	شاقى	يشاقى	
she	هي	شافت	تشاقى	
they	هم	شاقوا	يشاقون	
you, m.	انت	شاقيت	تشاقى	شاقى
you, f.	انت	شاقيت	تشاقين	شاقى
you, pl.	انتو	شاقيتو	تشاقون	شاقوا
I	اني	شاقيت	أتشاقى	
we	احنا	شاقينا	نتشاقى	

verbal noun, مُشاقاة (but شقى is used often)

noun of subject, شقاجى (irregular)

noun of object, not used.

h. Measure IV verb, أمكن , "was possible"

This verb, when in measure IV, is limited in the scope of conjugation. It is used mostly in the imperfect form. The imperfect form, along with noun of subject, are often used for interrogative by intonation.

could you (m.)?	يُمَكِّنُكَ؟
could you (f.)?	يُمَكِّنُجْ؟
could you (pl.)?	يُمَكِّنُكُمْ؟
could he?	يُمَكِّنُهُ؟
could she?	يُمَكِّنُهَا؟
could they?	يُمَكِّنُهُمْ؟
could I?	يُمَكِّنُنِي؟
could we?	يُمَكِّنُنَا؟

1. i. Measure V verb, تَعَلَّمَ , "learned"

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هُوَ	تَعَلَّمَ	يَتَعَلَّمُ	
she	هِيَ	تَعَلَّمَتْ	تَتَعَلَّمُ	
they	هُمْ	تَعَلَّمُوا	يَتَعَلَّمُونَ	
you, m.	أَنْتَ	تَعَلَّمْتَ	تَتَعَلَّمُ	تَعَلَّمْ
you, f.	أَنْتِ	تَعَلَّمْتِ	تَتَعَلَّمِينَ	تَعَلَّمِي
you, pl.	أَنْتُمْ	تَعَلَّمْتُمْ	تَتَعَلَّمُونَ	تَعَلَّمُوا
I	أَنْي	تَعَلَّمْتُ	أَتَعَلَّمُ	
we	إِحْنَا	تَعَلَّمْنَا	نَتَعَلَّمُ	
verbal noun,	تَعَلُّمٌ			
noun of subject,	مِتَعَلَّمٌ			
noun of object,	مِتَعَلَّمٌ (seldom used)			

2. The preposition بِ is used in ID like it is in MSA except when it is suffixed, then the short vowel ا becomes the long vowel ي in ID.

Examples:

	<u>ID</u>	<u>MSA</u>
in him	بِهِ	بِهِ
in her	بِهَا	بِهَا
in them	بِهِمْ	بِهِمْ
in you (m)	بِكَ	بِكَ
in you (f.)	بِكِ	بِكَ
in you (pl)	بِكُمْ	بِكُمْ
in me	بِي	بِي
in us	بَيْنَا	بَيْنَا

3. The noun of subject. In ID, unlike MSA, it is a common practice to use the noun of subject to render the meaning of the past perfect in addition to the regular MSA use.

Example:

Ali has eaten.

• عَلِيٌّ قَدْ أَكَلَ . (MSA)

• عَلِيٌّ مَاكِلٌ . (ID)

I have put sumac on the kabab.

• أَنَا قَدْ حَطَطْتُ السَّمَاقَ عَلَى الْكَبَابِ . (MSA)

• أَنِي حَاطَ السَّمَاقَ عَلَى الْكَبَابِ . (ID)

4. The MSA demonstrative **هَذَا** or **هَذِهِ** is used in ID as well. There are a few variations of it in ID like **هَا** or **هَآي**.

Example:

this meal

هَآي الْأَكْلَةِ

this school

هَالْمَدْرَسَةِ

وفي العجالة الترامية

EVALUATION



Part A.

You will hear 5 Iraqi statements or questions, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response.


- .1
- a. اتشاقيت وياها .
b. علي اكلها .
c. راحت للمطعم .
- .2
- a. فيمان الله .
b. الحمد لله عالسلامة .
c. تشرفنا .
- .3
- a. الجاي زين ويا الكباب .
b. ندوة عدها چاي بالاستكان .
c. ندوة شربت الجاي .
- .4
- a. برندا يعجبها الكباب .
b. برندا جربت الكباب .
c. برندا راح تطبخ النا كباب .
- .5
- a. السماك يسوي الكباب طيب .
b. السماك مو زين عالکباب .
c. ماكو سماك عالکباب .

Part B.

On a separate sheet of paper, write the English translation of the following 5 recorded sentences.

Part C.

On a separate sheet of paper, using SATTS, transcribe the following 5 recorded sentences.

Part D. 

Listen to the following paragraph, then answer the 5 questions based on it.

Questions

1. What is the purpose of the conversation?
2. Where is the intended visit going to take place?
3. What is the purpose of the visit?
4. What is the good food at the restaurant mentioned?
5. What is it that they may take to Bahjat and his wife?

ENRICHMENT



A. **وَأَلَا** is used mostly as a conjunction to offer a choice between two options, like the MSA **أَوْ** , "or." A synonym of **وَأَلَا** is **لَوْ** . They are interchangeable.

Examples:

Are you going with me or not?

انت راح تروح ويايا وألّا لا ؟

انت راح تروح ويايا لو لا ؟

وَأَلَا may also be used in a threatening context meaning "or else" or "otherwise."

Example:

You must come to the office tomorrow
or bear the consequences.

لازم تجي للدائرة باجر وألّا

• تتحمل النتيجة

B. **خَابِر** is "telephoned." **اسْتَخْبِر** , "sought information," is measure X.

Thus we have **استخبارات عسكرية** , "military intelligence."

C. **أَشْكَد** , "How much?" is used to ask for price, fare, time, quantity, etc., and as a comparative particle as well "the more.... the...."

Examples:

How much is the price?

أشكد السعر ؟

How much is the bill?

أشكد حسابك ؟

What is the time?

أشكد الوقت ؟

How much do you have?

أشكد عندك ؟

The more you study the better.

• أشكد ما تدرس أشكد ما يكون احسن

D. كباب , "kabab," is a meat dish. In Iraq it is made of ground meat, usually lamb, and some spices. Chopped onions may be mixed in with the meat. In other Arab countries, it is prepared differently. In Iraq it is pronounced as kabob. Listen as your instructor demonstrates the difference. Sumac is usually sprinkled on it. Kabab is a collective noun.

E. شكو اشماكو ؟ or شكو ماكو ؟ is an ID expression. It means "What's up?"

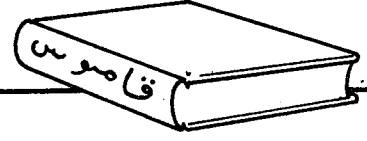
F. باكر is used in ID to mean "tomorrow." It is the ID for the MSA باكر , "early."

بعد باجر means "the day after tomorrow," and بعد بعد باجر is "two days from today."

G. In Iraq doelma is made of vegetables and grape leaves, stuffed with rice and meat. In the rest of the Arab world it is only stuffed grape leaves.

H. فيمان الله , "Good-bye," is the most used phrase at departure. There is also the phrase اسلم عليكم , "I greet you." The response to both may be either فيمان الله , "Good-bye," or مع السلامة , "Go with safety." At night or at the end of the work day, the phrase تصبحون على خير , "Have a good morning," may be used. The response most likely will be وانت من اهله , "And may you be of its people."

VOCABULARY



<u>English</u>	<u>ID</u>	<u>MSA</u>
army		جَيْش - جِيُوش (ج)
branch, corps		صِنْف - صِنُوف (ج)
club		نَادِي - نَوَادِي (ج)
could	كُنْدَر	
delicious		طَيِّب
doelma (dish)	دَوْلْمَة	
fit, suited		مُنَاسِب
God		رَب
grateful		مُمْنُون
have (to)		عِنْد
Haydar (name)		حَيْدَر
head	رَاس - رُؤْس (ج)	
How much?	أَشْكَد ؟	
kabab (dish)	كَبَاب	
kid (to)	شَاقَى	
laugh (to)	ضَحَك	
learn (to)	تَعَلَّمَ	
lieutenant	مُلَازِم	
like, as	مِثْل	
make (to)	سَوَى	
of, from		مِنْ
officer		ضَابِط - ضَابِط (ج)
or, otherwise	وَأَلَا	
other (f.)		آخَر ، آخَرِي (مُؤنث)

<u>English</u>	<u>ID</u>	<u>MSA</u>
possible, may be	يُمْكِنُ	
put (to), put down (to)		حَطَّ
safety		أَمَانٌ
signal (military)		مُخَابِرَةٌ
special		خَاصٌّ
sumac (spice)	سَمَّاكٌ	
talk (to), speak (to)	حَدَّثَ	
there is	أَكُو	
tomorrow	بَايَرٍ	
try (to)		جَرَّبَ
what is	شَيْءٌ	
who, which	إِلَيْهِ	

LESSON 4

A VISIT TO AN OFFICE

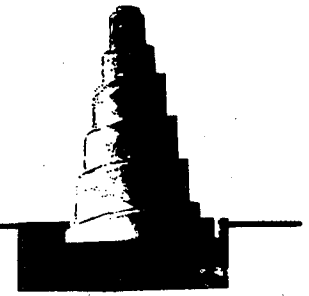


OBJECTIVES

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

- Visit an office and ask to see someone.
- Deal with situations when you are asked to wait to see someone.

GRAMMATICAL FEATURES



1. Pronunciation of some ID items:

نَصٌّ ، شِسْمٌ ، لِهِنَا ، لَعْدٌ

2. The use of the greeting phrase:

حَلَّتْ الْبِرْكَةُ

3. The use of special phrases:

لَعْدٌ لَيْشٌ ، لَعْدٌ شِنُو

4. The ID ordinal and cardinal numbers:

الثَّانِيَّةُ ، ثَلَاثٌ


5. Measure V verb:

تَصَوَّرَ

6. The Iraqi passive verb (pattern):

أُنْقِلَ

COMMUNICATIVE EXCHANGES

FRAME I 

Captain Moowafack is a newly-assigned instructor to the Army Engineering School. He wants to report to the commandant. He is in the adjutant's office now.

النقيب موفق : (يَا دِي التَّحِيَّةُ) صَبَّاحُ الْخَيْرِ ، أَنِي جَدِيدٌ هُنَا .
مَمِّكِنَ أَشُوفُ أَمْرَ الْمَدْرَسَةِ ؟

المساعد : (يَرِدُ التَّحِيَّةُ) شِسْمُ جَنَابِكَ يَا نَقِيبُ ؟

النقيب موفق : أَنِي النَّقِيبُ مُوقِّقٌ ، إِنَقَلَيْتُ لِهِنَا مِنْ كَتِيبَةِ الْهَنْدَسَةِ الشَّانِيَةِ .

المساعد : إِي نَعَمْ إِحْنَا جِنَّا مُتَوَقِّعِيكَ ، وَاعْتَقِدِ الْأَمْرَ مُنْتَظَرِكَ ،
خَلِّي أَشُوفُ .

النقيب موفق : شُكْرًا سَيِّدِي الْمَسَاعِدِ .

المساعد : الْأَمْرَ بِمَكْتَبِهِ اتَّفَضَّلْ إِدْخُلْ .



TRANSLATION

Cpt. Moowafack: (Salutes) Good morning. I am new here. May I see the school commandant?

The adjutant: (Salutes back) What is your name, captain?

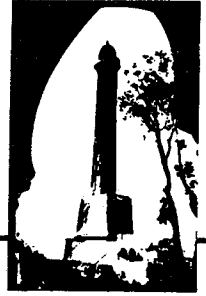
Cpt. Moowafack: I am Cpt. Moowafack. I have been transferred from the 2nd Engineering Regiment.

The adjutant: Oh, yes, we're expecting you. I believe that the commandant is waiting for you. Let me see.

Cpt. Moowafack: Thanks, adjutant, sir.

The adjutant: The commandant is in his office. Please enter.

EXPLANATORY NOTES



1. يَأْدِي التَّحِيَّةَ , "salutes," is the ID military for the MSA military حَيَّا , يُؤَدِّي التَّحِيَّةَ . It means literally, "Performs the salute." The verb "saluted," may be used and it suffices without having to add تَحِيَّةَ , "salutation." For additional information about regulations and protocol, see Enrichment.
2. آمِرُ الْمَدْرَسَةِ , "the school commandant," is a military phrase. In civilian life, the phrase مَدِيرُ الْمَدْرَسَةِ is translated to "principal" but literally means "the manager of the school."
3. مَا إِسْمُ , "what name," is ID for the MSA شِئْمُ . It is a compound of the interrogative ش and إِسْمُ . The hamza in اسم is deleted. The compound may be used with a suffix.

Examples:

What is your (m.) name?

شِئْمَكَ ؟

What is her name?

شِئْمَهَا ؟

What is your (f.) name?

شِئْمِجُ ؟

It is considered to be a better and more polite form if the phrase is followed by a title like "Mr." or "Mrs." An example of this is

شِئْمُ حَضْرَتِكَ ؟ or شِئْمُ جَنَابِكَ ؟

4. نَقِيبُ , "captain," is used in the military as a rank only. See Enrichment.

5. **اِنْقَلَّ** , "was transferred," is ID passive. The MSA pattern for changing the trilateral active verb to passive is to change the markers of the first letter to **ُ** and the second to **ِ** . The pattern **اِنْفَعَلَ** , which is measure VII active, is utilized in ID to imply the passive. See Reference Grammar. In MSA, for good grammatical form, the avoidance of passive verbs is stressed. This is carried over to ID also.

6. **لِهِنَا** , "to here," is ID for the MSA **اِلَى هُنَا** . It is composed of the preposition **ل** and the demonstrative noun **هِنَا** . In ID, there is a tendency to change the preposition **اِلَى** to the preposition **ل** . As it is in MSA, the **كَ** is added to **هِنَا** to indicate distance.

Example:

here	هِنَا
there	هِنَاكَ

7. **اِي نَعَمْ** , "yes," is the MSA **نَعَمْ** plus the ID **اِي** . It is used as a phrase for an emphatic "yes."

8. **مِتَوَقِّعِيكَ** , "expecting you," is ID for the MSA **مِتَوَقِّعِيكَ** . Sometimes **مِتَوَقِّعِيكَ** is used in ID. Notice that the vowelings is different. It is composed of the noun of subject **مِتَوَقِّع** in the plural form and the suffix **كَ** . Any other suffix may be used to fit the situation.

9. **سَيِّدِي** , "sir," is ID. Literally, it means "my master." It is almost exclusively used in the military when an enlisted man addresses an officer or when an officer addresses a higher ranking officer. The MSA **سَيِّد** means "Mr." and also "master."

10. تَفَضَّلْ ادْخُلْ , "please enter," is ID for the MSA تَفَضَّلْ ادْخُلْ . You were introduced to تَفَضَّلْ اسْتَرْيِحْ in Lesson 1. This phrase is also two imperative verbs being used back-to-back. Most often, in both MSA and ID, the imperative تَفَضَّلْ , "please," precedes an imperative verb for showing politeness. It may be used alone with a hand gesture, such as pointing to a chair and saying تَفَضَّلْ , or opening a door and saying تَفَضَّلْ , or offering a pack of cigarettes and saying تَفَضَّلْ meaning "have a seat" or "go ahead" or "have a cigarette," and so on.

Examples:

Have a cigarette, please.

تَفَضَّلْ جِكَارَةً .

Come over here, please.

تَفَضَّلْ هُنَا .

(As one gestures.)

DRILLS



One 

To be completed outside class. Repeat after the model. (Notice that the Arabic numbers correspond with those of the Explanatory Notes.)

The officer saluted the commander.

• الضابط أدّى التحيّة للأمر .
• الضابط أدّى التحيّة
• الضابط حيّا الأمر

• الضابط أدّى التحيّة للأمر

This commandant is new at this school.

• هذا الأمر جديدٌ بهالمدرسة .
• الأمر جديد

• الأمر جديد بهالمدرسة

• أمر المدرسة جديد

• هذا الأمر جديد بهالمدرسة

What is the name of the captain?

• ٠٣ شَمَّ جَنَابَ النَّقِيبِ ؟
• شَمَّ جَنَابَكَ ؟ ، شَمَمَكَ ؟ ، شَمَمَكُمْ ؟ ، إِشَامَهُمْ ؟
• شَمَّ جَنَابَ النَّقِيبِ ؟

The captain's name is Jameel.

• ٠٤ النَّقِيبِ إِسْمُهُ جَمِيلٌ .
• النَّقِيبِ

• النَّقِيبِ اسْمُهُ جَمِيلٌ

The captain has been transferred from the 2nd Regiment.

• ٠٥ النَّقِيبِ إِنْتَقَلَ مِنَ الْكَتِيبَةِ الثَّانِيَةِ .
• إِنْتَقَلَ ، إِنْتَقِلَ
• انقل من الكتيبة الثانية

• النَّقِيبِ انقل من الكتيبة الثانية

The captain transferred here.

- النقيب انتقل لِهِنَا .
 ٠٦ لِهِنَا ، لِهِنَاكَ
 اِنْقَلْ لِهِنَا
 النقيب انتقل لِهِنَا .

Yes, yes, he is waiting for you.

- ٠٧ اِي نَعَمْ هُوَ مِنتَظِرْكَ .
 اِي نَعَمْ ، اِي نَعَمْ
 اِي نَعَمْ هُوَ مِنتَظِرْكَ .

We were expecting you.

- ٠٨ اِحْنَا جِئْنَا مِتْوَقَعِيكَ .
 مِتْوَقَعِيكَ ، مِتْوَقَعِيكَ
 مِتْوَقَعِيهَا ، مِتْوَقَعِيهِمْ ، مِتْوَقَعِيكُمْ
 احْنَا جِئْنَا مِتْوَقَعِيكَ .

Yes, sir.

- ٠٩ نَعَمْ سَيِّدِي .
 سَيِّدِي
 سَيِّد ، سَيِّدِي ، سَيِّدِنَا
 نَعَمْ سَيِّدِي .

Please come in.


- ٠١٠ اِتْفَضَّلْ اِدْخُلْ .
 ادخل
 اتفضل
 اتفضل اِسْتَرِيحْ
 اتفضل جِكَارَةَ
 اتفضل ادخل .

Two 

Repeat after the model.

Captain Moowafack walked into the commandant's office and saluted him.
The commandant saluted back and ordered him at ease.

- الأمير : جنابك النقيب موفق ؟
النقيب : نعم سيدي .
الأمير : اشلونها كتيبة الهندسة الثانية ؟
النقيب : والله الحمد الله زينة ، والامر يسلم عليك .
الأمير : الله يسلمه ، آني صار لي زمان ما رايح هناك .
النقيب : بس الضباط هناك كلهم يذكروك .

Three 

Repeat after the model.

Captain Moowafack is in the office of Captain Jameel, the adjutant, and the two are chatting.

- جميل : اشلونه الشغل هنا ؟ يعجبك ؟
موفق : نعم هواية .
جميل : يعجبك مكند الكتيبة الثانية ؟
موفق : اي نعم ، وخاصة هسة صار عندي اصدقاء هنا .
جميل : شوف ترى اريدك تعرف آني همين صديقك .
موفق : اشكرك هواية ، آني ممنون للمساعدة اللي قدمتها الي .
جميل : وشوف ترى هذا مكتبي مثل مكتبك يمتى ما تحب بس تعال هنا .

Two--Translation

Commandant: You are Cpt. Moowafack?

Captain: Yes, sir.

Commandant: How is the 2nd Engineer Regiment?

Captain: By God, thank God, it's fine. The commander sends his greetings.

Commandant: Greetings to him. I haven't gone there in a long time.

Captain: But all the officers over there remember you.

Three--Translation

Jameel: How's work here? Do you like it?

Moowafack: Yes, very much.

Jameel: As much as the 2nd Regiment?

Moowafack: Emphatically yes, especially now that I have friends here.

Jameel: Look. I'd like you to know that I am your friend, too.

Moowafack: Thank you very much. I'm grateful for the assistance you gave me.

Jameel: And look, this office of mine is like it is yours; just come here anytime you like.

Four

Complete the following 5 Iraqi sentences with the appropriate choice from the items in the left column.

انقل من كتيبة الهندسة الثانية

٠١ اذا اريد اشوف الامر

النقيب الجديد

٠٢ لما ادخل بمكتب الامر

أدي التحية

٠٣ اذا الامر راد مني فد شغلة

أروح للمساعد

٠٤ الامر چان متوقع

أكله نعم سيدي

٠٥ النقيب الجديد

Five

Answer the following 10 Iraqi questions with complete sentences.

- ٠١ اذا صديقك عزمك عالعشا شتكل له ؟
- ٠٢ شتسوي لما تشوف الامر ؟
- ٠٣ شتسوي اذا تريد تشوف الامر ؟
- ٠٤ اشتتوقع بالمطعم ؟
- ٠٥ انت اشد تسوي بهالمدرسة ؟
- ٠٦ شيعلمون بمدرسة الهندسة ؟
- ٠٧ انتو وينكم هسة ؟
- ٠٨ شتقول لما تتعرف على صديق جديد ؟
- ٠٩ شممك ؟

Six

Use the word ممكن to form a question for the following 10 Iraqi statements and make the necessary changes.

Example:

ممکن

(Teacher) احب اروح للكهوة .

(Student) ممكن اروح للكهوة ؟

- ٠١ النقيب موفق يريد ينتظر الامر هنا .
- ٠٢ المساعد يروح لكتيبة الهندسة الثانية .
- ٠٣ يعجبني احچي وياچ شوية .
- ٠٤ باچر راح اشوف الامر .
- ٠٥ اريدك تروح للكهوة ويايا .
- ٠٦ كل لي شنو الوكت .
- ٠٧ تكدرتون تشوفون الامر .
- ٠٨ احب اسافر باچر .
- ٠٩ كل لي اسم مساعدكم .
- ٠١٠ يعجبني اكل كباب .

Seven

Using the example as a model, replace the pronoun in the sentence below with the pronouns listed and make any other necessary changes.

Example:

she هو يتوقع ينقل لمدرسة الهندسة • (Teacher)

هي تتوقع تنقل لمدرسة الهندسة • (Student)

they

we

you, m.

I

you, pl.

you, f.

Eight

Form a question for each of the following 5 statements.

- ١ • هذي الكتيبة اسمها كتيبة المخابرة الثانية •
- ٢ • آني اتوقع اشوف الأمر باجر •
- ٣ • النقيب موفق يعتقد هو انقل لمدرسة الهندسة •
- ٤ • المساعد منتظر الضابط الجديد •
- ٥ • الأمر دخل بمكتبه •

Nine

Change the affirmative to negative and negative to affirmative in the following 10 sentences, making any other necessary changes.

- ٠١ الأمر ما راح يكون هنا اليوم .
- ٠٢ المساعد مو بمكتبه هسة .
- ٠٣ احنا چنا متوقعين نشوف جنابك .
- ٠٤ هم انتظروا هواية بس شافوا المدير .
- ٠٥ اي نعم ، ممكن تحچي ويا الأمر .
- ٠٦ النقيب جميل هو مو مساعدنا .
- ٠٧ هذي كتيبة الثانية مو مدرسة الهندسة .
- ٠٨ احنا مو كليتنا نحي الأمر .
- ٠٩ الأمر راح ينقل مكتبه الجديد لهنالك .
- ٠١٠ نعم ممكن تستريح وتنتظر الأمر هنا .

COMMUNICATIVE EXCHANGES

FRAME II

Maj. Alwan went to visit his friend Dr. Zaki, the head of the department of public health in his office. The following exchange took place between the major and Dr. Zaki's secretary.

- الرَّائِدُ عَلْوَانُ : صَبَّاحُ الْخَيْرِ ، أَحِبُّ أُرُورَ الدِّكْتُورِ زَكِيِّ ، أَنِي الرَّائِدُ عَلْوَانُ .
السُّكْرَتِيْرَةُ : مُتَسَاْفَةٌ لِأَنَّ الدِّكْتُورَ عِنْدَهُ اجْتِمَاعَ هَسَّةٍ .
الرَّائِدُ عَلْوَانُ : أَنِي لَازِمٌ أَشُوفُهُ ، تَتَصَوَّرِينَ الاجْتِمَاعَ رَاحَ يَطْوُلُ ؟
السُّكْرَتِيْرَةُ : لَا ، مَا اتَّصَوَّرُ يَجُوزُ يَخْلُصُ بِنَيْصِ سَاعَةٍ .
الرَّائِدُ عَلْوَانُ : زَيْنٌ ، لَعَدَ أَنِي رَاحَ أَكْعُدُ وَانْتَظِرُهُ هُنَا .
السُّكْرَتِيْرَةُ : حَلَّتْ الْبُرْكَةُ ، تَحِبُّ أَجِيبُ لَكَ اسْتِكَانَ جَيَايَ ؟

TRANSLATION

Maj. Alwan: Good morning. I'd like to visit Dr. Zakl. I am Maj. Alwan.

Secretary: Sorry, the doctor has a meeting right now.

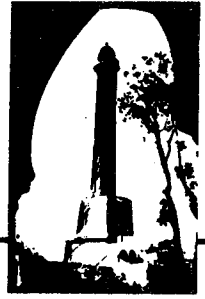
Maj. Alwan: I must see him. Do you imagine the meeting will last long?

Secretary: No, I don't think so. It may be finished in half an hour.

Maj. Alwan: Good. Then I will sit down and wait here.

Secretary: Most welcome. Would you like me to bring you a cup of tea?

EXPLANATORY NOTES



1. رَائِد , "major," is military. In MSA it means "messenger" or "explorer." See Enrichment.
2. دِكْتُور , "doctor," has been borrowed from English. It is used in ID for both "Ph.D." and "M.D." In MSA it is used for "Ph.D." only.
3. سِكْرَتِيْرَة , "secretary," is from English also. It is used in both ID and MSA. The pronunciation is different from that of the English. Listen to your instructor pronounce it. See Enrichment.
4. تَصَوَّر , "imagined," "thought," or "supposed" is a measure V verb. It is used to mean the same in both ID and MSA. It has a lot of meanings and usages. Look it up in your dictionary.
5. نُمِي , "half," is ID for the MSA نُصْف . The ف is dropped in ID, demonstrating one of the dialect word-change patterns.
6. لَعَد , "then" or "therefore," is a unique ID word not found in MSA. The MSA equivalent is إِذَا . When لَعَد precedes شِنُو it means "what else."

Examples:

If you don't like doelma,
then eat kabab.

We went to the restaurant
to eat, what else?

إِذَا مَا تَحِبُّ الدُولْمَةَ لَعَدِ أَكَلِ كَبَابٍ .

رَحْنَا لِلْمَطْعَمِ دِنَاكَلِ لَعَدِ شِنُو ؟

7. **أَعَدَّ** , from the perfect **كَعَدَ** , "sat," is ID for the MSA **قَعَدَ** .

Note the MSA **ق** , "q," is changed in ID to **ك** , "g." In ID this verb is also used to mean "woke up."

8. **حَلَّتْ الْبُرْكَهَ** literally means "blessing prevailed" or "blessing came upon us" or "blessing took over." It is MSA. It is used in both ID and MSA as another greeting phrase. Actually, this phrase is interchangeable with **أَهْلًا وَسَهْلًا** , "welcome," and similar phrases.

9. **أَجَبَّ** , from the perfect **جَابَ** , "brought," is ID for the MSA **جَلَبَّ** .

See Reference Grammar.

الاناء ينفع بما فيه

DRILLS



One 

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Maj. Alwan is our adjutant.

٠١ الرَّائِدُ عَلْوَانٌ هُوَ مُسَاعِدِنَا .

الرائد علوان

هو مساعدنا .

٠ الرائد علوان هو مساعدنا .

I must see Dr. Zaki.

٠ لَازِمٌ أَشُوفُ الدِّكْتُورَ زَكِيَّ .

لازم أشوف

٠٢ الدكتور زكي

٠ لازم اشوف الدكتور زكي .

This secretary is new here.

٠ هَذِي السِّكْرَتِيرَةُ جَدِيدَةٌ هُنَا .

٠٣ جديدة هنا

السكرتيرة - السكرتير

٠ هذي السكرتيرة جديدة هنا .

Do you think that Ali likes
to eat in the Officers' Club?

٠٤ تَتَصَوَّرُ أَنَّ عَلِيَّ يَحِبُّ يَأْكُلُ بِنَادِي الضَّبَاطِ ؟

تتصور ، تتصورين ، تتصورون

تتصور ان علي يحب ياكل بنادي الضباط ؟

Lt. Haydar left the story
in the middle and walked away.

٠ المَلَاذِمُ حَيْدَرَ خَلَّى الحَيَاةَ عَالِنُصْ وَمَشَى .

٠٥ نص ، نص ، نص

عالنص ، خلاها عالنص

٠ الملازم حيدر خلى الحياية عالنص ومشى .

If you don't like to go to the cafe,
then let us go to the restaurant.

إِذَا مَا تَرِيدُ تَرْوُجُ لِلْكَهْوَةِ لَعْدُ
خَلْتِي نَرْوُجُ لِلْمَطْعَمِ .

٠٦ لعد ، لعد خلتي

• إذا ما تريد تروح للكهوة لعد خلتي نروح للمطعم .

Please come sit with us.

تَفَضَّلْ أَكْعُدْ وَيَانَا .
٠٧ أَكْعُدْ ، أَكْعُدِي ، أَكْعُدُوا

• تفضل أكعد ويانا .

Blessing took over, welcome.

٠٨ حَلَّتْ الْبِرْكَةُ ، أَهْلًا وَسَهْلًا .
حلت البركة

• حلت البركة ، اهلا وسهلا .

Ali brought us blessings with him.

٠٩ عَلِي جَابَ إِلَيْنَا الْبَرَكَاتِ وَيَاهُ .
جَابَ ، جَابِي ، جَابُوا


• علي جاب لنا البركات .

• علي جاب لنا البركات وياه .

Two 

Repeat after the model.

- الزائر : مَمَكِنَ أَشُوفَ مَدِيرَ الْمَدْرَسَةِ ؟
السكرتيرة : بَسْ مَمَكِنَ أَكَلْ لَهُ مِنْو جَنَابِكْ ؟
الزائر : أَنِّي الرَّائِدُ عَلْوَانِ ، مَرْتِي مَدْرَسَةٌ هُنَا .
السكرتيرة : مَرْتِكَ الْمَدْرَسَةُ الْجَدِيدَةُ ؟ إِلَيَّ أَنْتَقَلْتِ هُنَا الْبَارِحَةَ ؟
الزائر : نَعَمْ ، وَأَرِيدُ أَنْتَعَرَفَ عَاكْمَدِيرُ وَأَحْيِي وَيَاهُ شَوِيَّةً .
السكرتيرة : بَسْ أَنِّي مِتَأَسَفَةٌ هُوَ هَسَةُ مَشْغُولٌ شَوِيَّةً بِالْإِجْتِمَاعِ .
الزائرة : زَيْنِ ، أَنِّي أَكْدَرُ أَخَابِرَهُ مِنْ مَكْتَبِي بَعْدِينَ .

Three 

Repeat after the model.

- النقيب جميل : البارحة زرت الدكتور زكي بمكتبه .
 الرائد علوان : آني همين چنت هناك البارحة .
 النقيب جميل : زين أشلون ما شفتك ؟
 الرائد علوان : يجوز إنت فكرك چان مشغول بسكرتيرته .
 النقيب جميل : نعم . شنو إنت ما تعرف ليلى مرتي ؟
 الرائد علوان : بالله ، لا والله ما چنت أعرف .

Two--Translation

- Visitor: May I see the principal?
 Secretary: May I tell him who is calling?
 Visitor: I am Maj. Alwan. My wife is a teacher here.
 Secretary: Your wife is the new teacher who was transferred here yesterday?
 Visitor: Yes. I want to meet the principal and chat with him a bit.
 Secretary: But I am sorry. He's a little busy; he's in a meeting.
 Visitor: OK. I could call him from my office later.

Three--Translation

- Cpt. Jamil: I visited Dr. Zaki in his office yesterday.
 Maj. Alwan: I was there yesterday, too.
 Cpt. Jamil: OK. How come I didn't see you?
 Maj. Alwan: Perhaps your mind was busy on his secretary.
 Cpt. Jamil: Yes. What, don't you know Layla is my wife?
 Maj. Alwan: Really? No, I didn't know.

Four

Follow the pattern established by the example, making the necessary changes.

Layla	• جاسم زار الدكتور زكي (Teacher)
	• ليلي زارت الدكتور زكي (Student)
you, f.	• ١ لازم تروحون للدكتور
you, pl.	• ٢ تتصور راح نخلص بنص ساعة
she	• ٣ هو يتوقع ان ينقل
they	• ٤ انتو تكدرتون تشوفون الامر
Nadwa	• ٥ رمزي چان بالدائرة البارحة
you, f.	• ٦ تفضل اكعد
I	• ٧ البارحة چان عدنا اجتماع ويا المدير
you, m.	• ٨ ممكن تجيبي لي استكان چاي ؟
we	• ٩ آني ممنون هواية من الراكذ علوان
they	• ١٠ ليلي خلصت شغلها بنص ساعة بس

Five

The 5 statements below are each followed by three responses. On a separate sheet of paper, write the letter of the best response for each statement.

1. أحب اعزمك لنادي الضباط الليلة .
 - a. متأسف ما عندي وكنت الليلة .
 - b. متأسف عندي وكنت الليلة .
 - c. متأسف اكدر اروح وياك .
2. تفضل استريح واشرب لك استكان چاي .
 - a. حلت البركة .
 - b. آني زين الحمد لله .
 - c. ممنون اشكرك .

3. علي يریدني اروح ویساه د نزور الدكتور زكي •

a. البارحة علي زارني •

b. علي يرید يزور الدكتور زكي •

c. آني وعلي زرنا الدكتور زكي •

4. الملازم حيا الامر والامر رد عليه •

a. الامر حيا الملازم •

b. الامر رد السلام •

c. الملازم رد السلام •

5. ممكن اشوف الرائد علوان من فضلك ؟

a. رحنا ازور الرائد علوان •

b. سافرت ويا الرائد علوان •

c. الرائد علوان عند الدكتور •

Six

Using the example as a model, complete the following 10 sentences and repeat them aloud.

Example:

• اكل _____ (Teacher)

• تفضل اكل (Student)

• استريح _____ ٠١

• اشربي چاي _____ ٠٢

• ادخلي هنا _____ ٠٣

• وياي للمطعم _____ ٠٤

• اكدوا _____ ٠٥

- ٠٦ _____ نروح للكهوة .
 ٠٧ _____ خلص الاكل آني انتظرك ما يخالف .
 ٠٨ _____ للعشا عدنا انت ومرتك .
 ٠٩ _____ تكل لي شسم جنابك ؟
 ٠١٠ _____ اذا الكباب ما يعجيب اكلي دولمة .

Seven

Form a question for each of the following 10 statements.

- ٠١ المدير مشغول هسة ، ممكن تنتظره هنا .
 ٠٢ نعم سيدي ، آني چنت بالكتيبة الثانية .
 ٠٣ مساعدنا هو الرائد علوان .
 ٠٤ السكرتيرة الجديدة اسمها سميرة .
 ٠٥ علي چان د يحچي ويا المدير .
 ٠٦ الرائد علوان بمكتب الامر هسة .
 ٠٧ اي نعم لازم اشوف الدكتور .
 ٠٨ يمكن اخلص بنص ساعة .
 ٠٩ متأسفة ما أكدر الليلة .
 ٠١٠ برندا سوت الكباب .

Eight

Answer the following 10 questions with complete sentences.

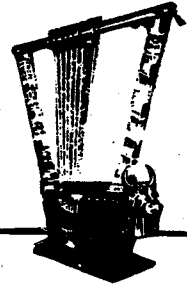
- ٠١ وين تروح اذا تريد تاكل ؟
- ٠٢ منو اللي لازم يحي الامر ؟
- ٠٣ شتسوي بالكهوة ؟
- ٠٤ شم السكرتيرة الجديدة ؟
- ٠٥ تعرف وين يصير مكتب المدير ؟
- ٠٦ ممكن انتظر الدكتور بمكتبه ؟
- ٠٧ تكدر تخلص شغلك بنص ساعة ؟
- ٠٨ هذي السكرتيرة شو جديدة هنا ؟
- ٠٩ تتصور لازم نروح نزور الملازم حيدر ؟
- ٠١٠ تحب اجيب لك استكان چاي ؟

Nine

Complete each of the following 10 sentences with an appropriate item from the left column.

- | | |
|------------|-------------------------------|
| حلت البركة | ٠١ الامر عنده _____ هسة . |
| اجيب لك | ٠٢ _____ اجيب مرتي ويايا ؟ |
| طويل | ٠٣ من وين _____ النقيب موفق ؟ |
| انقل | ٠٤ _____ الدكتور مو هنا |
| اجتماع | ٠٥ راح اكد انتظره _____ . |
| ممکن | ٠٦ اتفضل _____ هنا . |
| اكعد | ٠٧ تشرفنا _____ . |
| تتصورون | ٠٨ خلي _____ لك شوية چاي . |
| متأسفة | ٠٩ هذي الكعدة راح تطول ؟ |
| لعد | ٠١٠ هذا چان اجتماع _____ . |

CLASSROOM EXERCISES



What do you say?

1. You want to see the manager of the public works department. You are now talking to his secretary. Give her your name and ask to see the manager.
2. The secretary in the situation above tells you the manager has just stepped out of his office. You want to wait for him there. What do you say?
3. You are the adjutant of your regiment. Cpt. Jameel came to your office asking to see the commander. You want to check with the commander. What do you say?
4. In the situation above, Cpt. Jameel asked if it was all right to sit down and wait. How do you answer him?
5. You are visiting your friend, Dr. Zaki, in his office. Respond to his secretary's offer to bring you a cup of tea.
6. Your friend called you to go to the cafe. Say that you can go in half an hour.

Role Playing

Situation 1. One student plays the role of Cpt. Moowafack in Frame 1, and another plays the role of the adjutant.

Situation 2. A female student plays the role of Dr. Zaki's secretary.

A male student plays the role of the doctor's friend who came to visit him. The doctor will be busy for half an hour. The friend says he must see him and he will wait. The secretary invites him to sit down and offers him a cup of tea. The friend accepts with thanks.

Situation 3. One student plays the role of an adjutant, another is a lieutenant who is asking to see the commander. The adjutant checks with the commander who said let him come in half an hour. The lieutenant is not busy right then and asks to wait in the adjutant's office. The adjutant invites him to sit down.

Situation 4. Three students are involved. One is the manager of a company, the other is his secretary, the third is an employee who wants to see the manager. The manager says he could see him tomorrow morning. The employee insists on seeing the manager right away. The manager relents. The secretary invites him to go in. The manager invites him to sit down. He accepts with thanks. The manager asks "What's up?" The employee tells him that he is overworked and needs help. The manager tells him he has been a very good engineer and promises to give him help.

Interpretation Practice

You are the interpreter in the following situation.

English speaker
(Instructor)

Interpreter
(Student)

Arabic speaker
(Student)

Situation 1.



• صباح الخير

Response.

• ممكن اشوف المدير ؟

May I tell him who wants
to see him?

• آني الراءد علوان ، احنا اصدقاء .

Yes, sir, let me see.

• نعم ، تفضل .

Go right in, please.

Situation 2.

I am Sameer.

• اهلا ، احنا متوقعيك .

I hear the manager wants to see me.

• نعم ، خلي اشوف اذا هو هنا .

OK, I'll sit here.

• نعم ، تفضل استريح .

• متأسفة ، المدير مو هنا هسة .

OK, could I wait for him here?

• نعم ، حلت البركة ، تحب اجيب لك چاي ؟

Yes, I'll be grateful, but do
you think it will be long?

• لا ، ما اتصور . اعتقد انه راح

• يكون هنا بنص ساعة .

Situation 3. Lt. Haydar is taking a course at the British School of Military Engineering. The commandant had sent for him. He has just arrived at the adjutant's office.

• صباح الخير سيدي

Good morning, Lt. Haydar.
What can I do for you?

• الملازم مكلود كل لي ان الامر يريد يشوفني

Oh, yes, I remember.

• تعرف شيريد مني

Yes, I think I have a good idea
about what he wants to say to you.

• ممكن تكل لي انت وما تخليني انتظر

No. I believe you should hear
it from him.

Situation 4.

• صباح الخير سيدي

Good morning, Lt. Haydar.
How are you this morning?

• الحمد لله زين ، اشرك

I sent for you so that we can
talk about your studies.

• نعم ، بس جنابك تعتقد ان شغلي مو زين ؟

No, no, it's just that I wanted to
see if you are bothered by something.

• لا ، الحمد لله ، آني مو مشغول بشي ،

• بس ، الدراسة بالانكليزي مو هلكد ماشية ويايا

All right, would you like me to
send you to another school to study
just English for a while?

• نعم ، اذا ما تخليني هناك مدة طويلة

• وتنساني • اصير ممنون هواية

Translation Practice

Translate orally into English the following 5 sentences.

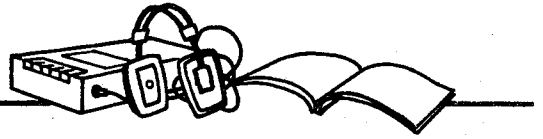
- ٠١ ذكرني يا علي باجر الصبح حتى اروح ازور جاسم بمكتبه .
- ٠٢ ليش انت تعرف وين يصير مكتبة الجديد ؟
- ٠٣ شنو مكتبه الجديد ؟ ليش هو انتقل ؟
- ٠٤ اي نعم ، من زمان ، ليش انت ما سمعت ؟
- ٠٥ لا والله ، شلون اسمع ؟ واتي هلگد مشغول بهالدائرة .

Dictation Practice

With books closed, write the following 5 sentences in SATTS as the teacher dictates them.

- ٠١ شوف ملازم حيدر بالله اذا شفت النقيب جميل كل له اريد اشوفه .
- ٠٢ زين حلت البركة . راح اتشاقى وياه واكله الامر يريد يسوي اجتماع .
- ٠٣ اي نعم هو الامر يريده ، يريد يحچي وياه عن الكتيبة الثانية .
- ٠٤ شنو ، شيب يعرف عنها ؟ مو هو خلص منها ومش .
- ٠٥ لا والله هو بعده يحب يسمع عن الضباط هناك وخاصة عن صديقه الامر الجديد .

HOMEWORK



Exercise One

On a separate sheet of paper, use SATTs to write the following 10 recorded sentences.

Exercise Two

On a separate sheet of paper, translate the following 10 recorded sentences into English.

Exercise Three

Listen to the following recorded Iraqi paragraph, then answer the 10 questions based on it.

1. Who is Dr. Zaki's secretary?
2. What did she pretend? Why?
3. Which of the two people did she know before?
4. Was she introduced to the other person?
5. Was the doctor in his office?
6. Were the guests offered something?
7. Who is Haydar?
8. Why didn't they wait?
9. Was there a message left for the doctor?
10. When was the doctor expected?

Exercise Four

You will hear 10 recorded sentences, each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response.

- ٠١
- a. شفت الدكتور .
 - b. الدكتور شافني .
 - c. ما شفت الدكتور .
- ٠٢
- a. چان عدنا اجتماع البارحة .
 - b. هذا الاجتماع الأمر يريده .
 - c. اجتماعنا چان طويل .
- ٠٣
- a. شغلنا مو هواية .
 - b. عدنا هواية شغل .
 - c. شغلنا ما راح يخلص .
- ٠٤
- a. صديقي عنده مكتب جديد .
 - b. مكنتي الجديد زين .
 - c. آني عندي صديق جديد .
- ٠٥
- a. الدكتور جاب لنا چاي .
 - b. السكرتيرة قدمت لنا چاي .
 - c. الچاي چان زين .
- ٠٦
- a. عدنا وكت هواية .
 - b. وكتنا مو طويل .
 - c. ما اعرف اشكد عدنا وكت .

٧

- .a علوان شغله مساعد .
- .b الملازم علوان مساعد .
- .c الراءد علوان آمر .

٨

- .a ليلي مرة صديقي .
- .b ليلي صديقتي .
- .c ليلي سكرتيرتي .

٩

- .a آتي احب انتظر .
- .b الانتظار موزين .
- .c منوما يريد ينتظر .

٢

- .a علي جاب لي چاي .
- .b صار زمان ما شفنا علي .
- .c علي زارني اليوم .

SUMMARY



1. **يَا دِي التَّحِيَّةُ** , "salutes," is one of many phrases used in the military.

Others are as follows:

يَسْلَمُ
يَحْيَى
يَاخُذُ سَلَامًا

2. **سَيِّدِي** literally means "my master," but it is used in the military, more or less, as a title, "sir." **سَيِّد** is used as a civilian title equivalent to "Mr." **سَيَادَةَ** , "excellency," is used for a high ranking official.

3. **إِي نَعَم** , "Yes, yes," is an emphatic "yes." Actually **إِي** in itself means "yes" in both ID and MSA. One way, in Arabic, to show emphasis or importance is to repeat what is being stressed. Thus, saying **إِي نَعَم** means "Yes, indeed."

4. **شِسِم** , "What is the name?" may be used as **إِشْأَسِيم** also. It may be suffixed or followed by a title like **سَيِّد** , **حَضْرَةَ** or **جَنَاب** , all of which could be translated as "Mr."

REFERENCE GRAMMAR



1. **الثَّانِيَّة**, "the second," is an ordinal number. In ID, as in MSA, there are two sets of numbers, cardinal and ordinal.

a. ID Cardinal numbers:

(1) 3 through 10 inclusive:

If the number precedes the counted noun it is always in the masculine form; however, if the number came after counted noun it is always in the feminine form. The counted noun is always plural.

Example:

three men

تَلْكَ رِيَاغِيْلُ

three women

تَلْكَ نِسْوَانٌ ، تَلْكَ مَرِيَّاتٌ

four men

رِيَاغِيْلُ اَرْبَعَةٌ

four women

نِسْوَانٌ اَرْبَعَةٌ ، مَرِيَّاتٌ اَرْبَعَةٌ

But, if the counted noun starts with a hamza, the MSA rules apply.

Example:

nine days

تِسْعَةٌ اَيَّامٌ ، تِسْعٌ تِيَّامٌ

four months

اَرْبَعَةٌ اَشْهُرٌ ، اَرْبَعٌ تَشْهُرٌ

three meals

تَلْكَ اَكْلَاتٌ

five mothers

خَمْسٌ اُمَّهَاتٌ

- (2) The compound number with 1 or 2 as the first part of the compound:

The number is always masculine. The counted noun is always singular.

Example:

eleven men	أحَدَ عَشَرَ رِجَالًا ، دَعَشَ رِجَالًا
twenty-one men	وَاحِدًا وَعِشْرِينَ رِجَالًا
twelve women	أَثْنَعَشَرَ مَرْيَةً
twenty-two women	أَثْنَيْنِ وَعِشْرِينَ مَرْيَةً

- (3) The rest of the compound numbers through 99 inclusive:

The first part of the compound is always feminine. The counted noun is always singular.

Example:

fourteen boys	*أَرْبَعَةَ عَشَرَ وَلَدًا
twenty-three men	ثَلَاثَةً وَعِشْرِينَ رِجَالًا
ninety-nine women	تِسْعَةً وَتِسْعِينَ مَرْيَةً

(4) Over a hundred or a thousand: The cycle starts over again as above.

b. Ordinal numbers:

ID follows MSA as far as ordinal numbers are concerned.

Example:

the second regiment	الْكَتَيْبَةُ الثَّانِيَّةُ
the fourth month	الشَّهْرُ الرَّابِعُ
the sixth hour	السَّاعَةُ السَّادِسَةُ
the tenth minute	الدَّقِيقَةُ الْعَاشِرَةُ

*The ة in the MSA word أَرْبَعَةٌ is pronounced as a ط in ID.

In ID, unlike MSA cardinal numbers, and not ordinal, are used in telling time.

Example:

six o'clock.

• السَّاعَةُ سِتَّةٌ

Ten o'clock.

• السَّاعَةُ عَشْرَةٌ

2. The ID passive verb اِنْتَقَلَ, "was transferred."

ID uses measure VII اِنْفَعَلَ to form the passive. It is considered undesirable to use the passive form in both ID and MSA.

Example:

was eaten

اِنْأَكَلَ

was played

اِنلَعَبَ

was written

اِنكْتَبَ

was read

اِنقَرَأَ

was filled


اِنتَرَسَ

<u>Pronoun</u>		<u>Perfect</u>	<u>Imperfect</u>	<u>Imperative</u>
he	هو	اِنْتَقَلَ	يَنْتَقِلُ	
she	هي	اِنْتَقَلَتْ	تَنْتَقِلُ	
they	هم	اِنْتَقَلُوا	يَنْتَقِلُونَ	
you, m.	انتَ	اِنْتَقَلْتَ	تَنْتَقِلُ	اِنْتَقِلْ
you, f.	انتِ	اِنْتَقَلْتِ	تَنْتَقِلِينَ	اِنْتَقِلِي
you, pl.	انتو	اِنْتَقَلْتُمْ	تَنْتَقِلُونَ	اِنْتَقِلُوا
I	اني	اِنْتَقَلْتُ	اَنْتَقِلُ	
we	احنا	اِنْتَقَلْنَا	نَنْتَقِلُ	
verbal noun,	نَقْلٌ			
noun of subject,	مِنْتَقِلٌ			
noun of object--The noun of subject is used here along with				مَنْقُولٌ .

5. أَحِبُّ أُوْرَ is "I like to visit." The verb أَحِبُّ is often used, preceding another verb, to mean "I like to" This combination does not mean "I would like." If the intention is "I would like," then the verb أَرُغِبُّ should be used instead of أَحِبُّ .


EVALUATION




Part A. 

You will hear 5 recorded ID items, each followed by three responses.
On a separate sheet of paper, write the letter which corresponds
to the best response in each case.


- ١.٠
- a. ليلي سكرتيرة جديدة .
 - b. ليلي زينة بشغلها .
 - c. ليلي خوش مرة .
- ٢.٠
- a. الدكتور علي عنده مكتب .
 - b. الدكتور زكي مكتبه جديد .
 - c. الدكتور زكي جديد هواية .
- ٣.٠
- a. انتظرت المساعد .
 - b. الامر انتظرتني .
 - c. آني انتظرت الامر .
- ٤.٠
- a. النقيب جميل مساعدنا الجديد .
 - b. النقيب جميل ممكن يصير مساعد .
 - c. اعتقد النقيب جميل صار مساعد .
- ٥.٠
- a. المدير عنده سكرتيرة .
 - b. المدير لازم يشوف السكرتيرة .
 - c. المدير يزور سكرتيرته .

Part B. 

On a separate sheet of paper, write the English translation of the following 5 recorded Iraqi sentences.

Part C. 

On a separate sheet of paper, using SATTs, transcribe the following 5 recorded Iraqi sentences.

Part D. 

Listen to the following recorded Iraqi paragraph, then answer the 5 questions below.

Questions

1. Whom was Major Alwan visiting?
2. What condition did Dr. Zaki make for accepting the invitation?
3. Was he serious about that condition?
4. What was the major's answer to that condition?
5. How did that situation end?

ENRICHMENT



1. The word for "office" is مكتب . It is also used for "desk." It is the noun of place from the pattern مفعَل . The feminine form of the word مكتبة means "library." It is used in both ID and MSA.

2. متأسف , "sorry," is ID and MSA. It is used in a variety of forms.

Example:

sorry	آسف , متأسف
with sorrow	مع الاسف

3. التحية , "salute," is MSA and is military mostly. Most often in MSA سلام is the word used. In the military both تحية and سلام are used equally. In military drills, and as a command too, the phrase سلام خذ , "take a salute," is used. The Iraqi military protocol for saluting is as follows:

- a. All men and NCOs must salute all officers.
- b. All officers must salute their commander at any level.
- c. A lower-ranking officer must salute a higher-ranking officer.
- d. If a military member approaches and salutes a group of officers, only the highest ranking of the group should reply.
- e. Salutes should be acknowledged at all times.
- f. One should not salute if one is not wearing a cap.
- g. Warrant officers are considered NCOs.

4. المساعد , "the adjutant," is the administrator of a regiment or a battalion. Everything to and from the commander has to go through the adjutant's office. He is responsible for all internal and logistic matters, and he keeps the commander informed about the internal state of the regiment.

5. استاذ or حضرة , "sir," is a polite way to address someone. It is used in the feminine form also to address a female. There is no equivalent to it in English; therefore, it may be translated a little differently by different people. It is widely used.

6. كتيبة , "regiment," is used for mechanized units. فوج , "battalion," is used for infantry.

7. The ID جاب means "brought." It is also used to mean "delivery of a child."

Example:

The woman delivered a boy.

المرأة جابت ولداً .

8. جاب in MSA means "wandered" or "traveled." It never conveys any of the ID meanings.

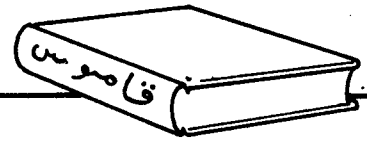
9. نقيب in MSA means "leader," "head" or "director." The Egyptian Army adopted it in 1939 as the rank of captain. The Iraqi Army used to use ريس for "captain" and ريس أول for "major." In the early seventies there was an attempt by most Arab countries to unify their armies. One of the results of that was the agreement to use نقيب for "captain" and رائد for "major." Iraq complied.

10. سكرتيرة , "secretary," is from the English. It has been modified in Arabic in both gender (feminine) and pronunciation. سكرتير , the masculine form, is used as in English for political parties and other organizations or clubs, except in the context of "secretary of a cabinet."

In ID, the word وزير , "secretary," is used; thus "secretary of the interior" is وزير الداخلية and "secretary of defense" is وزير الدفاع .

الطبيب على رأسها تقع

VOCABULARY



<u>English</u>	<u>ID</u>	<u>MSA</u>
adjutant		مَسَاعِدْ
believe (to)	أَعْتَقِدْ	
bring (to)	جَبَّ	
commandant		أَمْر
doctor	دَكْتُور - دَكَاثِرَة (ج)	
enter (to)		دَخَلَ
expect (to)		تَوَقَّعْ
finish (to)	خَلَّى	
half	نِصْفْ	
here	هِنَا	
hour, clock, watch		سَاعَة
imagine (to)	تَصَوَّرْ	
last (to)	طَوَّلْ	
major (rank)		رَائِدْ
may be		يَجُوزْ
meet (to)	إِجْتَمَعَ	
most welcome		حَلَّتْ الْبِرْكَة
Mr.		حَضْرَة ، جَنَابْ
must		لَازِمْ
name		إِسْم - أَسْمَاء (ج)
new	جَدِيدْ (ج)	جَدِيدْ
office		مَكْتَبْ - مَكَاتِبْ (ج)
perform (to)		أَدَّى

SELF-EVALUATION TEST

Part One

Listening Comprehension

Section A. You will hear 10 Iraqi sentences. After listening to each sentence, mark the letter that corresponds to the best translation for each item on a separate sheet of paper.



1.
 - a. Welcome, I know you.
 - b. You are welcome anytime.
 - c. Welcome, we are honored.
 - d. How are you? We are honored.

2.
 - a. Thank you, I like to eat because just now it is time for dinner.
 - b. Thank you, I can't eat because just now I had dinner.
 - c. Thank you, I cannot drink because just now I had dinner.
 - d. Thank you, I would love to have dinner with you.

3.
 - a. Sorry, the manager is in a meeting, but you can see him afterwards.
 - b. Sorry, I have a meeting and I cannot see you.
 - c. Sorry, you can come tomorrow to meet the manager.
 - d. Sorry, the manager has a meeting; you cannot see him.

- 4.
- a. Thank God, you are here; we haven't seen you for a long time.
 - b. Thank God, I am fine. A long time has happened without seeing you.
 - c. Thank God for your safety. We haven't seen you in a long time.
 - d. Thank God for your safety; you have been away for a long time.
- 5.
- a. You said, "We can sit and drink a cup of tea."
 - b. I told you to sit and drink a cup of tea.
 - c. Do you want me to sit and drink a cup of tea with you?
 - d. What do you say we sit and drink a cup of tea?
- 6.
- a. Hello, I'm the new doctor of the regiment.
 - b. Hello, I'm the doctor for the new regiment.
 - c. Hello, he is the new doctor for the regiment.
 - d. Hello, doctor. Welcome to the new regiment.
- 7.
- a. Major Alwan traveled to Saudi.
 - b. Commandant Alwan traveled to Sudi.
 - c. Major Alwan came back from Sudi.
 - d. Major Alwan is from Saudi.
- 8.
- a. Let's go eat kabab, but you'll buy.
 - b. Kabab is good. Let's go eat, but I'll buy.
 - c. Let's go eat kabab, but I'll buy.
 - d. I like to eat kabab with you; I'll buy.

9.

- a. Welcome, Nedwa. Where were you and your family?
- b. Welcome, Nedwa. Where were you and your family?
- c. Welcome, Nedwa. How are you? How is your family?
- d. Welcome, Nedwa. Would you like to meet my family?

10.

- a. May I see Lieutenant Ali now?
- b. May I wait for Lieutenant Ali here?
- c. Can Lieutenant Ali wait for me here?
- d. Should I wait for Lieutenant Ali here?

Section B. You will hear 10 questions or statements in Iraqi, each followed by 4 responses. On a separate sheet of paper, mark the letter that corresponds to the best response for each item.



.1

- a. باچر اروح للمدرسة .
- b. احب المدرسة .
- c. مدرستي هواية زينة .
- d. آني هسة بالمدرسة .

.2

- a. اهلا وسهلا تشرفنا .
- b. شكرا ، الله يسلمك .
- c. اشكرك هسة شربت كهوة .
- d. اشكرك الاهل يسلمون عليك .

.3

- a. انت راح تسافر .
- b. الحمد لله على السلامة .
- c. متأسف ما اقدر اكد .
- d. اي والله ، چنت مسافر لبغداد .

.4

- a. احب اكل دولمة .
- b. امي يعجبها الكباب .
- c. راح اشرب چاي .
- d. سويت دولمة .

.5

- a. لا ، ما مشيت .
- b. اي ، ليش لا ، نتشرف .
- c. لعد لازم تعزمونا .
- d. لا ما نكدر احنا تعشيننا .

.6

- a. ما كو اجتماع باچر .
- b. لا ، ما تكدر تروح لبغداد .
- c. مع السلامة ، الله وياك .
- d. سلمي لي على اهليج .

.7

- a. اشكرچ ، آني زينة .
- b. ادي التحية .
- c. حلت البركة .
- d. صباح النور ، اهلا وسهلا .

.8

- .a . نعم ، اعرف شوية .
- .b . اي ، يعجبني أمشي .
- .c . نعم ، هو يعرف زين .
- .d . نعم ، اعرف احچي عربي .

.9

- .a . نعم ، البارحة سويت كباب .
- .b . اي ، خلي نشرب چاي .
- .c . نعم ، ممكن اعلمچ .
- .d . تعجبني الدولمة .

.10

- .a . آني اعرف الدكتور علي .
- .b . لا ، ما اعتقد .
- .c . مرتي مهندسة همين .
- .d . اهلا وسهلا تشرفنا .

Section C. Listen to the following dialogue in Iraqi, which will be read twice. After the first reading, there will be a two-minute pause to allow you to write, in English, the answers to the 10 printed questions. After the second reading, you will have one more minute to complete your answers. You may take notes.




1. Was it a.m. or p.m. when Ali was in his friend's office?
2. Whom did the engineer ask for?
3. Was the manager in his office?
4. Was the engineer able to see the manager at that time? Why?
5. Did the engineer suggest an alternative?
6. Was the alternative accepted or rejected?

7. What was the engineer's second suggestion?
8. What was the secretary's response?
9. Did the engineer wait at the office?
10. What did Ali say he will do from his office?

Part Two 

Written Interpretation

In this part of the test, you will hear 10 sentences in Iraqi. Write the English translation for each sentence. You will have a 35-second pause to write each translation.

Part Three 

Dictation

In this part of the test, write in SATTS the following 10 sentences. Each sentence will be read twice. Each reading will be followed by a 20-second pause.

Part Four 

Spoken Interpretation/Role Playing

Section A. In this part of the test, act as an interpreter in a conversation between an Iraqi and an American. Translate the Iraqi into English and the English into Iraqi. You will hear each line only once.

Section B. Read the description of the situation below. The instructor will play Nadwa's role and you will play Bahjat's. You may base your answers on the dialogue below.

Bahjat called his wife Nadwa to come over; he then asked if it is all right to invite his friend Tom and his wife to dinner tomorrow night. Nadwa said OK. He then asked what would she fix? She replied doelma and kabab. He wanted to know what time, so he could call Tom and tell him. Nadwa set the time and asked him to convey her best wishes. He thanked her and said, "Will do."

Bahjat: Ask Nadwa to come over.

Nadwa:

Bahjat: Voice your desire.

Nadwa:

Bahjat: What will the menu be?

Nadwa:

Bahjat: Time?

Nadwa:

Bahjat: Will call.

Nadwa:

Bahjat: Thanks, will do.

CUMULATIVE VOCABULARY

Arabic-English

٩

L2	hope (to), wish (to)	أمل
L1	Would you? (imperative)	أَتَفَضَّلْ (ع)
L4	meet (to)	اجْتَمَعَ
L1	we	إِخْنَا (ع) ، نَحْنُ
L1	brother	إِخٌ - إِخْوَانٌ ، إِخْوَةٌ (ج)
L2	take (to)	أَخَذَ
L3	other	آخَرَ
L3	other (f.)	أُخْرَى (مؤنث)
L4	perform (to)	أَدَّى
L2	if	إِذَا
L1	sit down (to), rest (to)	أَسْتَرِيحُ (ع)
L1	cup	أَسْتِكَانٌ (ع) - أَسْتِكَانَاتٌ (ج)
L4	name	إِسْمٌ - أَسْمَاءٌ (ج)
L1	how	إِشْ (ع) ، كَيْفَ
L3	How much?	أَشْكَدْ (ع)
L1	How are you?	أَشْلُونَكَ (ع) كَيْفَ صِحَّتِكَ ، كَيْفَ حَالِكَ
L4	believe (to)	إِعْتَقَدَ
L2	food	أَكْلٌ
L2	eat (to)	أَكَلَ
L3	there is	أَكُو (ع)
L1	Saudi (country)	السُّعُودِيَّةُ

L2	yesterday	الْبَارِحَةَ
L1	Thank God.	الْحَمْدُ لِلَّهِ (ع)
L2	to you (pl.)	إِلَيْكُمْ (ع)
L1	God keep you safe.	اللَّهُ يَسْلَمُكَ (ع)
L3	who, which	إِلَيْهِ (ع)
L2	today	الْيَوْمَ
L2	mother	أُمٌّ - أُمَّهَاتٌ (ج)
L3	safety	أَمَانٌ
L4	commandant	أَمِيرٌ
L2	American	أَمْرِيكِيٌّ
L4	wait (to)	إِنْتَظِرْ
L4	transferred (to be)	أُنْقِلَ (ع)
L1	I am	أَنَا (ع) ، أَنَا
L1	family	أَهْلٌ ، عَائِلَةٌ
L2	which	إِي
L1	yes	إِي نَعَمْ
L1	by God	إِي وَاللَّهِ (ع)
ب		
L3	tomorrow	بِأَجْرٍ (ع)
L2	at last	بِالْأَخِيرِ (ع)
L1	but, only if	بَسَّ (ع) ، فَفَطُ
L2	afterwards, later	بَعْدِينَ (ع)
L1	Baghdad (city)	بَغْدَادٌ
L2	Bahjat (name)	بِهَجْتٍ

L1 home

بيت - بيوت (ج)

ت

L4 salute

تحيّة

L2 Tom (name)

توم

L1 mind you

تري (ع)

L4 imagine (to)

تصور

L2 come (imperative)

تعال

L3 learn (to)

تعلم

L1 student

تلميذ - تلاميذ (ج)

L4 expect (to)

توقع

ث

L4 second

ثاني

ج

L4 bring (to)

جاء (ع)

L1 Jassim (name)

جاسم

L1 be (to)

چان (ع)

L1 tea

چاي (ع)

L4 new

جديد (ع) - جدد (ع ، ج)

L3 try (to)

جرب

L3 army

جيش - جيوش (ج)

ح

L1	like (to)	حَبَّ
L1	so that	حَتَّى
L3	talk (to), speak (to)	حَاجِبًا (ع)
L4	Mr.	حَضْرَة ، جَنَاب
L3	put (to), put down (to)	حَطَّ
L4	most welcome	حَلَّتِ الْبِرْكَه
L3	Haydar (name)	حَيْدَر

خ

L2	telephone (to)	خَابِر
L3	special	خَاص
L2	especially	خَاصَّةً
L4	finish (to)	خَلَّصَ (ع)
L1	let (imperative)	خَلِّي (ع)

د

L2	office (governmental)	دَائِرَة - دَوَائِر (ج)
L4	enter (to)	دَخَلَ
L2	send (to)	دَزَّ (ع)
L4	doctor	دِكْتُور (ع) - دَكَاثِرَة (ع ، ج)
L3	doelma (dish)	دَوْلْمَة (ع)

ر

L2 remind (to)

ذَكَرَ

ر

L2 will (in the future)

رَاحَ (ع)

L1 go (to)

رَاحَ (ع)

L2 want (to)

رَادَ (ع)

L3 head

رَأْسَ (ع) - رُؤْسَ (ع ، ج)

L4 major (rank)

رَائِدٌ

L3 God

رَبِّ

L2 man

رَجَالٌ (ع) - رِبَاعِيَةٌ (ع ، ج)

L1 Ramzi (name)

رَمْزِيٌّ

ز

L4 visit (to)

زَارَ

L2 small

زَغِيرٌ (ع) - زَغَارٌ (ع ، ج)

L1 time

زَمَانٌ - أَزْمِنَةٌ (ج)

L1 good

زَيْنٌ / خُوشٌ (ع) / جَيِّدٌ

س

L2 nice

سَارٌ

L4 hour, clock, watch

سَاعَةٌ

L2 happy

سَعِيدٌ / فَرِحَ - فَرِحَانٌ (ج)

L1	safety	سَلَامَة
L1	greet (to), salute (to)	سَلَّمَ
L1	Salman (name)	سَلْمَان
L3	sumac (spice)	سَمَاك (ع)
L2	hear (to)	سَمِعَ
L1	chat (to)	سَوَّلَفَ (ع)
L3	make (to)	سَوَّى (ع)
L4	sir, Mr.	سَيِّد - سَادَة (ج)

ش

L1	see (to)	شَافَ (ع)
L3	kid (to)	شَاقَرَأَ (ع)
L1	drink (to)	شَرَبَ
L2	honor (to)	شَرَفَ
L2	errand, matter, operation	شَغْلَة (ع)
L1	thanks	شُكْرًا
L3	what	شُنُو (ع)
L1	little	شَوِيَّة (ع)

ص

L1	happen (to)	صَارَ
L1	Good morning.	صَبَاحُ الْخَيْرِ
L1	morning	صَبَاحٌ / صَبْحٌ
L1	Sabiha (name)	صَبِيحَة

L2	friend	صَدِيقٌ - اَصْدِقَاءُ (ج)
L3	branch	صِنْفٌ - صُنُوفٌ (ج)
ض		
L3	officer	ضَابِطٌ - ضَابِطٌ (ج)
L3	laugh (to)	ضَحِكَ
ط		
L2	cook (to)	طَبَخَ (ع)
L4	last (to)	طَوَّلَ (ع)
L3	delicious	طَيِّبٌ (ع)
ظ		
L2	noon	ظَهْرٌ
ع		
L2	pleased (to be)	عَجِبَ
L2	Arabic	عَرَبِيٌّ
L2	introduce (to)	عَرَفَ
L2	invite (to)	عَزَمَ (ع)
L2	dinner	عَشَاءٌ (ع)
L1	Ali (name)	عَلِيٌّ
L1	buying (I am)	عَلَى حَسَابِي (ع)
L3	have (to)	عِنْدَ

ف

- L1 something
L2 opportunity
L1 idea

فَدَشِي (ع)
فَرْصَة - فَرْص (ج)
فِكْرَة - فِكْر (ج)

ق

- L2 present (to)

قَدَم

ك

- L2 say (to)
L3 kabab (dish)
L1 before
L4 regiment
L1 God bless you., May God
increase your bounty.
L3 could
L4 sit
L1 all
L1 coffee, cafe

كَالَ (ع)
كَبَاب (ع)
كَبْل (ع)
كَتَيْبَة - كَتَائِب (ج)
كَثْرَ اللهُ خَيْرَكَ (ع)
كَدَرَ (ع)
كَعَدَ (ع)
كَلَيْتَنَا (ع) ، كَلْنَا
كَهْوَة (ع)

ل

- L1 no
L2 because
L4 must

لَا
لِأَنَّ
لَازِمٌ

L4	then	لَعْدَ (ع)
L1	when	لَمَّا
L2	why	لَيْشَ (ع)
L1	Layla (name)	لَيْلَى
م		
L1	No difference., No problem.	مَا يَخَالِفِ (ع)
L4	sorry	مَتَّاسِفٌ
L3	like, as	مِثْلُ
L3	signal (military)	مُخَابِرَةٌ
L1	school	مَدْرَسَةٌ - مَدَارِسُ (ج)
L1	period	مُدَّةٌ - مَدَدٌ (ج)
L2	manager	مُدِيرٌ - مَدْرَأٌ (ج)
L1	city	مَدِينَةٌ - مَدَنٌ (ج)
L2	wife, woman	مَرَّةٌ (ع)
L1	Good evening.	مَسَاءً خَيْرٌ
L4	adjutant	مُسَاعِدٌ
L1	traveling, traveler	مُسَافِرٌ
L1	anxious	مُشْتَاقٌ
L1	walk (to)	مَشَى
L2	restaurant	مِطْعَمٌ - مَطَاعِمٌ (ج)
L4	office	مَكْتَبٌ - مَكَاتِبٌ (ج)
L3	lieutenant	مُلَازِمٌ
L3	grateful	مُمْنُونٌ

L3	of, from	مِنْ
L1	weather	مَنَاخٌ
L3	fit, suited	مُنَاسِبٌ
L2	engineer	مُهَنْدِسٌ
L2	not	مَوْ (ع)

ن

L3	club	نَادِي - نَوَادِي (ج)
L2	result	نَتِيْجَةٌ - نَتَائِجٌ (ج)
L4	half	نِصْفٌ (ع)
L2	self	نَفْسٌ - أَنْفُسٌ (ج)
L1	Noori (name)	نُورِي

ه

L2	tonight	هَالِيْلَةٌ (ع)
L1	this	هَذَا
L1	this (f.)	هَذِي (مؤنث)
L2	now	هَسَّةٌ (ع)
L1	Welcome.	هَلَا (ع) ، أَهْلًا وَسَهْلًا
L2	also	هَمِيْنٌ (ع)
L4	here	هَنَا (ع)
L1	quite a bit	هَوَايَةٌ (ع) ، كَثِيْرٌ

و

L3	or, otherwise	وَأَلَّا (ع)
L2	even though	وَلَوْ
L2	with	وِيَّا (ع)
L2	where	وَيْنَ (ع)

ي

L4	may be	يَجُوزُ
L2	whenever	يَمْتَنِي مَا / أَشَوَّكَتْ مَا (ع)
L2	when (used in question)	يَمْتَنِي / أَشَوَّكَتْ (ع)
L3	possible, may be	يُمْكِنُ
L1	daily	يَوْمِيًّا