

TEXTBOOKS OF
WORLD AND MINORITY LANGUAGES

Baghdadi Judeo-Arabic

An introductory textbook

Assaf Bar-Moshe

 **UCLPRESS**

Baghdadi Judeo-Arabic

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Baghdadi Judeo-Arabic

An introductory
textbook

Assaf Bar-Moshe

 **UCLPRESS**

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*To my parents
Zvi (Şabāḥ) and Amal Bar-Moshe*

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Preface

The second half of the twentieth century witnessed the sudden end of 2,500 years of Jewish presence in Iraq, when the Jews were forced out of the land they called home. As abrupt as the physical separation from their homeland was, detaching from their culture, customs and language was a slower process that depended on each immigrant's age, education and location, as well as their personal character, ambitions and goals. Nonetheless, more than seven decades after their mass emigration from Iraq, and having brought children and grandchildren into the world in non-Arabic speaking countries, the Jewish dialects that were spoken by the Jews in Iraq are on the verge of extinction.

Since preserving the Jewish dialects that were spoken in Iraq as living languages will be impossible in a decade or two from now, efforts to document them are crucial at this historical turning point. While these efforts are usually led by scholars, they should not be limited to the academic circle. Rather, the fruits of this work should be accessible to a larger audience who show interest in learning these languages, be it for academic or personal reasons. This is why, five years after publishing a grammar for the Jewish dialect of Baghdad, I decided to publish a textbook for this dialect.

The Jewish dialect of Baghdad, also known as Baghdadi Judeo-Arabic or Judeo-Baghdadi (Arabic), will be referred to as JB throughout the book. Jews in Baghdad spoke Arabic for more than a millennium. The type of Arabic they spoke, which is known in linguistic circles by the name of *Qəltu* Arabic, is a continuation of the Arabic that was spoken in the city during the reign of the Abbasid dynasty. It differs from the Arabic that has been spoken by the Muslim population in Baghdad over the past few centuries, which was brought to the city by waves of Bedouin immigration during and after the seventeenth century. With time, as most of the inhabitants began speaking the imported Muslim variety, the imported form gained prestige and replaced the older variety. The only people who continued speaking a *Qəltu*-type dialect were the Jews and some of the Christians who lived in the city. In fact, most of the Jews in Baghdad

were diglots, speaking the Jewish dialect at home and within the Jewish community but the Muslim dialect in public.


While this textbook is dedicated to the Jewish Arabic dialect of Baghdad, it is important to know that Jews in other places in Iraq spoke different dialects. Thus, the dialect of the second largest Jewish community in Iraq, which lived in Mosul, differed from the one that was spoken in Baghdad. So is the case in Āna, where the Jews spoke a dialect that was heavily influenced by the speech of the Bedouin tribes around them. In addition, Jews in northern Kurdistan, in places such as Āqra and Arbil, spoke their own distinct Arabic dialects. Unlike these, the dialects that were spoken by Jews in central and southern Iraq (for example, in cities such as Diwānīya or Basra) were very similar to the Jewish dialect of Baghdad. This is also true for the dialects that were spoken by the Jews of Bahrain and even in India, China, Singapore and Myanmar, as the Jewish communities there were established by Jews from Basra and Baghdad, respectively.

Also important is the distinction between the literary tradition of Iraqi Jews and their spoken dialects. Iraqi Jewry has left a rich collection of Judeo-Arabic manuscripts that were written in Hebrew script. These involved a variety of subjects and genres, including translations of the Bible, liturgical literature, poems, novels, newspapers and so on. The language used in these works aspired to imitate Classical Arabic, but dialectical features can also be identified in it, especially in more recent works. In the past century, Iraqi Jews have even adopted the Arabic script to write in Judeo-Arabic, and some continued their enterprise even after leaving Iraq.

This textbook focuses only on the spoken Arabic dialect of the Jews in Baghdad and southern Iraq and opens a window to the way it was spoken in the past century or so. While the idea of writing such a textbook had crossed my mind before, it was not until I started teaching the dialect at the Oxford School of Rare Jewish Languages that I realized how many people are interested in learning it. Learning materials for the dialect were published by Yaacov Mansour in 1977, but were written in Hebrew and limited in scope. Thus, I decided to prepare my own teaching materials, which were then assembled into this textbook.

The book opens with an introduction to the sound system of the dialect. It presents the different consonants and vowels, as well as the symbols that are used to represent them. As the dialect has no writing conventions, it was my choice to represent the different sounds by the adapted

latinized alphabet system that is typically used in Arabic Dialectology rather than in the Hebrew or Arabic script. This, I believe, facilitates their learning for international students. To further assist the learner, recordings of native speakers pronouncing the different sounds separately and within words are also available on Zenodo (https://zenodo.org/communities/baghdadi_judeo-arabic/records?q=&l=list&p=1&s=10&sort=newest) and on the UCL Press book page, under ‘resources’.

The introduction is followed by ten lessons, all sharing the same structure. They open with texts that are usually samples of dialogues. These dialogues cover a variety of topics like greetings, culture, cuisine, history, family, jokes, gossip and so on. Audio recordings of the text are available on the UCL Press website. These are indicated where you see the icon  and can be accessed at <https://uclpress.co.uk/book/baghdadi-judeo-arabic/>. The translation for the texts can be consulted in **Appendix I**.

The new vocabulary that is included in the texts of each lesson is listed in the second part of the lesson. As each lesson is dedicated to one or two topics, the words that appear in the vocabulary list of each lesson usually belong to specific semantic fields. The vocabulary tables are ordered by the part-of-speech of the word and then by the alphabetical order of the word’s root. Words without a concrete root, such as those of non-Arabic origin or some particles, are listed according to the order of their consonants. I adopted the Arabic alphabetical order, to which three non-Arabic consonants were added:

ʔ-b-p-t-t-ǧ-č-ħ-x-d-d-r-z-s-š-š-đ-t-ʕ-ġ-f-q-g-k-l-m-n-h-w-y

For example, the noun *taməḡ* ‘date’ appears before the noun *dəkkān* ‘shop’, and the adjective *xōš* ‘good’ before *fārəḡ* ‘empty (M)’. Also, the adjectives *qawi* ‘strong (MS)’ and *aqwa* ‘stronger/strongest’ appear next to each other since they are derived from the same root. To ease the search, the root of each word is listed in a separate column. In this column, additional grammatical information about the word is provided. For nouns, it is their grammatical gender; for verbs, it is the stem and paradigm by which they are conjugated. Thus, the notation ‘F, *byḏ*’ next to the noun *bēḏi* ‘egg’ stands for a feminine noun that is derived from the root *byḏ*, and the notation ‘t^b (I-a)’ next to the verb *ta^aab-yat^aab* ‘get tired’ stands for the root *t^b* in the first stem, conjugated with the base vowel *a* in the imperfect. The learner can consult the list of abbreviations and symbols

at the beginning of the book to gain a clearer picture of their use. Plural forms of nouns are noted next to the singular form, separated by P. In certain cases, where a feminine singular and a feminine plural form are also available, these are noted as well. For example, *ḡəndi* F *-īyyi* MP *ḡnūd* FP *-yyāt* indicates that the noun *ḡəndi* is the masculine singular form (and as it is the base form of the noun, it is not preceded by the notation M); the same noun ending with *-īyyi*, namely, *ḡəndīyyi* is the feminine singular form; the noun *ḡnūd* is the plural form; and the noun *ḡəndīyyāt* is the feminine plural form. The same notations may be found for adjectives. As for verbs, two forms are listed. The form to the left represents the third person masculine singular form in the perfect, and the form to the right represents the same person in the imperfect. Thus, in *ḡabb-yḡəbb*, *ḡabb* means 'he loved' while *yḡəbb* means 'he loves'.

The meaning of each word in the vocabulary list is also offered. This can be found in the third column. Words of other parts of speech like conjunctions, prepositions, particles, interjections and so on are listed at the bottom of the vocabulary table. All in all, the book consists of around 800 lemmas. Like the dialogues, recordings of the words in the vocabulary list are also available on the tutorial platform of the UCL Press website.

The third part of each lesson consists of grammatical explanations for relevant topics that arise from the texts. These include phonological, morphological and syntactic issues, which are explained gradually. While this book does not pretend to be a grammar book and does not go into detail about the nature of the grammatical phenomena or their historical development, it offers a short explanation for most of the grammatical aspects that are necessary to communicate in the dialect.

Finally, each lesson includes a variety of exercises to assist the learner in practising the vocabulary and grammatical topics that were discussed in it. Some of the exercises address a specific topic while others, especially towards the end of the lesson, synthesize several topics. The key for the exercises can be found in [Appendix I](#). In addition, for those enrolled on the course via the Oxford School of Rare Jewish Languages, students can access exercises via the tutorial platform.

Two further appendices are included at the end of the book. [Appendix II](#) consolidates all the vocabulary. It is divided by part-of-speech, and the words under each category are ordered alphabetically (except for numerals, which are ordered by sequence, and interjections, which are

ordered by the lesson in which they appear). The exact lesson in which each word is introduced is listed on the right-most column of this vocabulary list. [Appendix III](#) assembles all the paradigms of verbal and participle conjugation. At the end of the book, the learner can find a list of bibliographical items that were used as inspiration for this book, as well as items that relate specifically to JB.

The book does not require any previous background in Arabic or in this dialect. It starts by presenting the most fundamental aspects of the dialect. Naturally, the more advanced the lesson is, the more complex the grammatical topics that it covers and the longer its vocabulary list is. Thus, the introduction, as well as [Lessons 1–5](#), are estimated to require 4 academic hours (i.e. 3 full hours) of classroom teaching each while [Lessons 6–10](#) are estimated to require 8 academic hours each (6 full hours). This does not include the time students must dedicate to repeating the material and practising with the exercises, which should bear the same proportion per lesson. With a weekly course of 2 academic hours, the textbook may be completed within two years. Completing the book will allow students to conduct basic conversations in the dialect. At this point, students may enhance their knowledge of the dialect independently by accessing grammar books, listening to recordings and reading text transcriptions. While it is advised to use the book under the guidance of a teacher, the detailed explanations, audio recordings and tutorial site may allow students to use it for self-learning as well.

To come up with an appropriate structure for the book and to develop its content in a gradual manner, I consulted different textbooks and grammars that exist for other Arabic dialects. These are supplied in the bibliographical list at the end of the book. All the characters, dialogues and stories are the fruit of my imagination, but were inspired by my own knowledge of the dialect and by materials that I found online which were adapted to fit the textbook. A list of recommended online resources can be found at the end of the book. I am especially grateful to my parents, Amal and Zvi Bar-Moshe, who helped me construct the texts that appear in this book in a fluent manner. They were also patient enough to dedicate their time and voices to the audio recordings of the texts and the vocabulary, as well as answering my endless questions. I dedicate this book to them as a token of my appreciation and love.

I am also thankful to all my students, who gave me the opportunity to experiment with the content of this book through teaching. It is due to their feedback that I was able to choose the topics that the book consists

of, as well as the appropriate words to describe them. I am especially grateful to Nathan Himmelfarb, who dedicated hours to uploading the exercises to the tutorial site and proofreading the book. I am humbled by his passion to learn this dialect.

Finally, I would like to thank the Oxford School of Rare Jewish Languages, especially Professor Judith Olszowy-Schlanger, who trusted me to teach the dialect at the school and supported me with the publication of this book. I am also grateful to Lily Kahn and Riitta-Liisa Valijärvi, the editors of the Textbooks of World and Minority Languages series at UCL, and to UCL Press for making this publication a reality.

Symbols and abbreviations

-	Morpheme separator
~	Interchangeable with
+	Affixation
*	Ungrammatical form/construction
1	First person
1P	First person, plural
1S	First person, singular
2	Second person
2FS	Second person, feminine, singular
2MS	Second person, masculine, singular
2P	Second person, plural
3	Third person
3FS	Third person, feminine, singular
3MS	Third person, masculine, singular
3P	Third person, plural
ADV	Adverb
ADJ	Adjective
AP	Active participle
ART	Article
C	Consonant
CONJ	Conjunction
DEM	Demonstrative
DET	Determiner
F	Feminine
FP	Feminine, plural
FS	Feminine, singular
IMP	Imperative
INT	Interjection
JB	The Jewish Arabic dialect of Baghdad
M	Masculine
MP	Masculine, plural
MS	Masculine, singular
MSA	Modern Standard Arabic

NUM	Numeral
P	Plural
PP	Passive participle
PREP	Preposition
PRON	Pronoun
Q	Interrogative
S	Singular
V	Vowel
ṽ	Long vowel
VOC	Vocative

List of audio files

0.1.1.1	Simple consonants
0.1.1.2	Geminate consonants
0.1.2.1	Long vowels
0.1.2.2	Short vowels
0.1.3	Stress
0.2	Roots and patterns
1.1.1	<i>ahlan bī-k!</i> (Hi!)
1.1.2	<i>aš əsm-ak?</i> (What's your name?)
1.1.3	<i>masa l-xēg!</i> (Good evening!)
1.1.4	<i>aškər-ak!</i> (Thank you!)
1.1.5	<i>ášlōn-ak?</i> (How are you?)
1.2	Vocabulary
1.4.12	Listening comprehension
2.1.1	<i>mani hāda?</i> (Who is this?)
2.2	Vocabulary
2.4.12	Listening comprehension
3.1.1	<i>mxadḏaḡ</i> (Vegetables)
3.1.2	<i>ana marīḏ</i> (I am sick)
3.2	Vocabulary
3.4.10	Listening comprehension
4.1.1	<i>tḡīd təšḡab laban?</i> (Do you want to drink laban?)
4.1.2	<i>ēmta qa-təmši?</i> (When are you travelling?)
4.2	Vocabulary
4.4.9	Listening comprehension
5.1.1	<i>l-ūlād ášlōn-əm?</i> (How are the kids?)
5.1.2	<i>mnēn hūwi?</i> (Where is he from?)
5.2	Vocabulary
5.4.10	Listening comprehension
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6.1.2	<i>hāyi lō haḏīki?</i> (This or that?)
6.1.3	<i>pāš, qəṭār, paysəḡəl</i> (Bus, train, bicycle)
6.2	Vocabulary

6.4.12	Listening comprehension
7.1.1	<i>əl-ˈāʔəla māl-kəm</i> (Your family)
7.1.2	<i>aš ˈštġēti?</i> (What did you buy?)
7.1.3	<i>ana qa-ʔaˈzəm-ək</i> (I am inviting you)
7.2	Vocabulary
7.4.10	Listening comprehension
8.1.1	<i>ašlon awşal l-əl-baladīyi?</i> (How do I get to the city hall?)
8.1.2	<i>ˈaštīd-ək</i> (Blessed be your hands!)
8.1.3	<i>ġōḥa bəla-raġˈa</i> (One-way ticket)
8.2	Vocabulary
8.4.12	Listening comprehension
9.1.1	<i>skət wu-xəllī-ha</i> (Do not ask!)
9.2	Vocabulary
9.4.12	Listening comprehension
10.1.1	<i>şēf wu-šəti</i> (Summer and winter)
10.1.2	<i>waḥdi tsaˈəd-a l-əl-ləxx</i> (One helps the other)
10.1.3	<i>fəttāḥ fāl</i> (Fortune teller)
10.2	Vocabulary
10.4.12	Listening comprehension

How to interpret the symbols in the name of a verb paradigm

The name of a verb paradigm typically consists of three parts, separated by a hyphen:

1. A Roman numeral representing the verbal stem.
2. An Arabic numeral representing, if it exists, the location of the weak, problematic consonant.
3. A character representing either the nature of the weak consonant or the resulting effect on the verb form.

Examples:

I-2-ā – A verb in the first stem with a weak second consonant that results in the vowel ā (in the imperfect): *ynām* ‘he sleeps’

I-2-ī – A verb in the first stem with a weak second consonant that results in the vowel ī (in the imperfect): *ybtī* ‘he sells’

I-2-3 – A verb in the first stem with identical second and third consonants: *ḥattḥ* ‘he put’

I-ə – A verb in the first stem with the base vowel ə (in the imperfect): *yəktəb* ‘he writes’

III-ē – A verb in the third stem with the base vowel ē: *bēḡak* ‘he blessed’


VIII-3-i – A verb in the eighth stem with a weak third consonant that results in the vowel i (in the imperfect): *yəštāḡi* ‘he buys’

Introduction

0.1 THE SOUND SYSTEM

0.1.1 Consonants

0.1.1.1 Simple consonants

There are 32 different consonants in JB, which differ in their origin (older Arabic sounds, loan sounds) and distribution. [Table 0.1](#) presents the different symbols that will be used in this book to represent the consonants along with some examples for the use of each. To learn how to pronounce the different consonants, look at the pronunciation cue in the table below and listen to audio file 0.1.1.1 at Zenodo. 

Note: Some of the consonants have a velarized or an alternative counterpart which is noted within square brackets.

Table 0.1 Consonants

Sound	Pronunciation cue	Examples			
ʔ	apple	<i>aʕəl</i> ‘origin’	<i>asəm</i> ‘name’	<i>id</i> ‘hand’	<i>t²axxar</i> ‘he came late’
<i>b</i> [<i>b̥</i>]	but	<i>bēt</i> ‘house’	<i>bāb-a</i> ‘her door’	<i>bāba</i> ‘daddy’	–
<i>p</i>	pull	<i>pāš</i> ‘bus’	<i>paysǝgəl</i> ‘bicycle’	<i>pēti</i> ‘fool’	–
<i>t</i>	tea	<i>təkki</i> ‘mulberry’	<i>təktəb</i> ‘she writes’	–	–
<i>ʈ</i>	three	<i>tūm</i> ‘garlic’	<i>tnēn</i> ‘two’	–	–
<i>ǧ</i> [<i>ǧ̥</i>]	jail (vision)	<i>ǧāb</i> ‘he brought’	<i>ǧdid~ǧdid</i> ‘new (MS)’	–	–
<i>ħ</i>	hissing <i>h</i>	<i>ħlib</i> ‘milk’	<i>šbāħ</i> ‘morning’	<i>ħāl</i> ‘situation’	–
<i>x</i>	Bach	<i>xēǧ</i> ‘well’	<i>axaq</i> ‘he took’	<i>xāl</i> ‘maternal uncle’	–
<i>d</i>	door	<i>Dinār</i> ‘Dinar’	<i>Dahūd</i> ‘David’	–	–
<i>ḏ</i>	them	<i>ḏahab</i> ‘gold’	<i>hāḏa</i> ‘this (M)’	–	–
<i>r</i>	Rolling Spanish <i>r</i>	<i>raǧa^ʕ</i> ‘he came back’	<i>sēfer</i> ‘Torah book’	<i>kōndra</i> ‘shoe’	–
<i>z</i> [<i>z̥</i>]	zoo	<i>zōǧ</i> ‘husband’	<i>zangin</i> ‘rich (M)’	<i>zḥabīǧ</i> ‘bees’	–

(continued)

Sound	Pronunciation cue	Examples			
s	sea	<i>sūq</i> ‘market’	<i>masa</i> ‘evening’	–	–
š	show	<i>šarq</i> ‘east’	<i>ašlon</i> ‘how’	–	–
š	deep, emphatic s	<i>šbāh</i> ‘morning’	<i>šlā</i> ‘synagogue’	<i>glāš</i> ‘glass’	–
ḏ	deep, emphatic ḏ	<i>ḏall</i> ‘he stayed’	<i>bēḏ</i> ‘eggs’	<i>aḡḏ</i> ‘land’	–
ṭ	deep, emphatic t	<i>ṭala</i> ‘he went out’	<i>maṭbax</i> ‘kitchen’	–	–
ʿ	deeper, back a	<i>ʿēn</i> ‘eye’	<i>sāʿa</i> ‘hour’	<i>aʿḡaf</i> ‘I know’	–
ḡ	French/Israeli r	<i>šaqab</i> ‘he drank’	<i>zḡayyḡ</i> ‘little (MS)’	<i>ḡrāḏ</i> ‘things’	<i>baḡḡal</i> ‘bulgur’
f	father	<i>fatah</i> ‘he opened’	<i>ʿaḡaf</i> ‘he knew’	–	–
q	uvular k	<i>qāl</i> ‘he said’	<i>qalb</i> ‘heart’	<i>qaḡwa</i> ‘coffee’	<i>qapaḡ</i> ‘lid’
g	good	<i>garāyab</i> ‘relatives’	<i>glāš</i> ‘glass’	–	–
k	kite	<i>katab</i> ‘he wrote’	<i>kalb</i> ‘dog’	<i>kān</i> ‘he was’	–
č	cheese	<i>čāy</i> ‘tea’	<i>čarpāya</i> ‘bed’	–	–
l [l]	let	<i>lōz</i> ‘almond’	<i>aḡlan</i> ‘hello/welcome’	<i>aḡlla</i> ‘God’	–
m [m]	mother	<i>masa</i> ‘evening’	<i>asəm</i> ‘name’	<i>māy</i> ‘water’	–
n [n]	next	<i>nahḡ</i> ‘river’	<i>nām</i> ‘he slept’	<i>ana</i> ‘I’	<i>šəḡṭān</i> ‘Sultan’
h	house	<i>hūwi</i> ‘he’	<i>ham</i> ‘also’	<i>hassa</i> ‘now’	–
w	water	<i>wiya</i> ‘with’	<i>waqaf</i> ‘he stood’	<i>awwal</i> ‘first (M)’	–
y	yes	<i>yhūdi</i> ‘Jewish (M)’	<i>yōm</i> ‘day’	<i>hīyi</i> ‘she’	–
v	very	<i>vīza</i> ‘visa’	–	–	–

0.1.1.2 Geminate consonants

A geminate consonant is pronounced longer, listen to audio file 0.1.1.2 at Zenodo ):

ʿallam ‘he taught’
tdaxxal ~ *ddaxxal* ‘he intervened’
an-nūr ‘the light’

The length of a consonant is a distinctive feature – namely, it may change the meaning of a word:

*ṭala*ʿ ‘he went out’ vs. *ṭalla*ʿ ‘he took out’

The distinction between a geminate and a simple consonant usually neutralizes at the end of a word:

amm ‘mother’


0.1.2 Vowels

The vowel system consists of five long and six short vowels. A pronunciation cue for each vowel is given within square brackets in [Tables 0.2](#) and [0.3](#). Listen to the files to learn how to pronounce the sounds correctly.

0.1.2.1 Long vowels

Table 0.2 Long vowels

	Front	central	back
high	<i>i</i> [feed]	–	<i>ū</i> [soon]
mid	<i>ē</i> [square]	–	<i>ō</i> [north]
low	–	<i>ā</i> [star]	–

Listen to audio file 0.1.2.1 at Zenodo .

kān ‘he was’
*bī*ʿ ‘sell (MS)!’
ṭūm ‘garlic’
bēt ‘house’
yōm ‘day’

Consider the following minimal pairs:

šām ‘he fasted’ vs. *šōm* ‘fast’ vs. *šūm* ‘fast (MS)’
ğāb ‘he brought’ vs. *ğīb* ‘bring (MS)’
mēz ‘table’ vs. *mōz* ‘banana’


These are additional examples of words with a long vowel:

qēʿad ‘sitting (MS)’
bīgəd ‘cold (MS)’
klīb ‘dogs’
ħwīgəb ‘eyebrows’

0.1.2.2 Short vowels

Table 0.3 Short vowels

	front	central	back
high	<i>i</i> [happy]	–	<i>u</i> [foot]
mid	<i>e</i> [dress]	<i>ə</i> [bit]	<i>o</i> [choice]
low	–	<i>a</i> [what~lot]	–

Listen to audio file 0.1.2.2 at Zenodo 

məlḥ ‘salt’
məxx ‘brain’
šakar ‘sugar’
xəbbāz ‘baker (MS)’
yğibōn ‘they bring’
yqumōn ‘they get up’
solaftu ‘I told a story’
bəğaktu ‘I said a blessing’

Vowel length is a distinctive feature, as the following minimal pair demonstrates:

sāfağ ‘he travelled’ vs. *safağ* ‘travel (noun)’


The distinction between short and long vowels usually neutralizes at the end of a word:

hōni ‘here’
kalba ‘dog (F)/bitch’
ktabtu ‘I wrote’

Note that in the following words, a historical short vowel has been omitted:

t̄aqīl > *tqīl* ‘heavy (MS)’
kitāb > *ktāb* ‘book’
fulān > *flān* ‘anonymous’

0.1.3 Stress

The stress of a word falls either on a long vowel (\bar{V}) or on the vowel preceding a consonant cluster (VCC) closest to the end of the word. Listen to audio file 0.1.3 at Zenodo ):


m^ˀām̄al ‘factories’
nəṭṭāqtu ‘I was alarmed’
yəṣṭamm ‘He smells’

If none of these conditions is fulfilled, the stress falls on the first syllable of the word:

katab ‘he wrote’

Additional stress rules will be studied on the go.

0.2 ROOTS AND PATTERNS

Words in Semitic languages are built upon roots (of usually three consonants) that get inserted into morphological patterns that are dedicated to specific word types and encode grammatical information. Listen to audio file 0.2 at Zenodo )

k-t-b ‘write’
katab ‘he wrote’

yəktəb 'he writes'
maktūb 'letter'
ktāb 'book'

d-r-s 'study'
daras 'he studied'
yədrəs 'he studies'
darras 'he taught'
madrasa 'school'

0.3 EXERCISE

Repeat all the words in this lesson by reading them out loud. For now, pay attention to their correct pronunciation and less to their meaning and use.

LESSON 1

Greetings

1.1 TEXTS

1.1.1 *ahlan bī-k!* (Hi!) Listen to audio file 1.1.1 at Zenodo

Asʿad: *ahlan bī-ki yā Amal w-ahlan bī-k yā Samīr!*
Amal wu-Samīr: *yā hala!*

1.1.2 *aš ʔsm-ak?* (What's your name?) Listen to audio file 1.1.2 at Zenodo

Samīra: *šbāḥ ʔl-xēg! aš ʔsm-ak?*
Asʿad: *šbāḥ ʔn-nūr! ʔsm-i Asʿad. w-ʔnti aš ʔsm-ʔk?*
Samīra: *ana, ʔsm-i Samīra.*
Asʿad: *nətšarraḥ!*

1.1.3 *masa l-xēg!* (Good evening!) Listen to audio file 1.1.3 at Zenodo

Asʿad: *masa l-xēg Samīr!*
Samīr: *masa n-nūr Asʿad!*


1.1.4 *aškər-ak!* (Thank you!) Listen to audio file 1.1.4 at Zenodo

Adība: *aškər-ak yā mʿalləm!*
Sāləm: *alḷa wiyyā-ki!*
Adība: *bāy bāy! təšbah ʿala-xēg.*

1.1.5 *ášlōn-ak?* (How are you?) Listen to audio file 1.1.5 at Zenodo

Gərği: *ahlan wu-sahlan!*
Dahūd: *ášlōn-ak ʔl-yōm Gərği?*
Gərği: *ʿāl/mlīḥ. w-ʔnta ášlōn-ak?*
Dahūd: *ḥamdəlla!*

1.2 VOCABULARY

Listen to audio file 1.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>asəm P asāmi</i>	name	M, ² <i>sm</i>
	<i>aḷla</i>	God	M, ⁷ <i>lh</i>
	<i>xēg</i>	wellness	M, <i>xyg</i>
	<i>šbāḥ</i>	morning	M, <i>šbh</i>
	<i>m^ʿalləm F -i MP -in FP -āt</i>	teacher	⁷ <i>lm</i>
	<i>masa</i>	evening	M, <i>ms^ʿ</i>
	<i>nūr</i>	light	F, <i>nwr</i>
	<i>yōm P iyyām</i>	day	M, <i>ywm</i>
ADJ	<i>kbīg F -i P kbāg</i>	big	<i>kbg</i>
	<i>mliḥ F -a P -in</i>	good	<i>mlḥ</i>
ADV	^ʿ <i>āl</i>	well	
	<i>əl-yōm</i>	today	
Verbs	<i>tšarraḥ-yəšarraḥ</i>	be honoured	<i>šrf (V)</i>
	<i>šakar-yəškər</i>	thank	<i>škr (I-ə)</i>
	<i>šabaḥ-yəšbaḥ</i>	get up in the morning	<i>šbh (I-a)</i>
PRON	<i>ana</i>	I	
	<i>ənta</i>	you	MS
	<i>ənti</i>	you	FS
ART	<i>l-</i>	the	
CONJ	<i>w(u)-</i>	and	
Q	<i>aš</i>	what?	
	<i>ašlon/ášlōn-</i>	how?	
	<i>mani</i>	who?	
PREP	<i>b-/bi-</i>	in	
	^ʿ <i>ala-/ʿlē-</i>	on, about	
	<i>wiya-/wiyyā-</i>	with	
VOC	<i>yā</i>	Hey!	

POS	Word	Meaning	Grammatical notes
INT	<i>aḷla wiyyā-</i>	May God be with . . .	
	<i>ahlan</i>	Hello! Welcome!	
	<i>ahlan wu-sahlan</i>	Welcome!	
	<i>bāy</i>	Goodbye!	
	<i>təṣbaḥ ʿala-xēg</i>	Good night!	
	<i>nətšarraf</i>	Nice to meet you!	
	<i>ḥamdəlla</i>	Blessed be God!	
	<i>masa l-xēg</i>	Good evening!	
	<i>masa n-nūr</i>	Good evening! (reply)	
	<i>ṣbāḥ əl-xēg</i>	Good morning!	
	<i>ṣbāḥ ən-nūr</i>	Good morning! (reply)	
	<i>hala bi-</i>	Hello to . . .	
	<i>yā hala</i>	Hello!	

1.3 GRAMMAR

1.3.1 Independent personal pronouns

The pronominal system of JB consists of eight different pronouns. They differ in terms of the person they mark (first, second or third), in terms of gender (masculine or feminine) and in terms of number (singular or plural). We will get to know the pronouns gradually, starting with the 1S, the 2MS and the 2FS personal pronouns:

Table 1.1 Personal pronouns

1S	<i>ana</i>	1P	–
2MS	<i>ənta</i>	2P	–
2FS	<i>ənti</i>		
3MS	–	3P	–
3FS	–		

Note that JB makes gender distinction in the second and third persons, but only in the singular.

1.3.2 Pronominal suffixes

Pronouns in JB are declined in the same way as pronouns in a language like English (I vs. me vs. my). When pronouns serve as subject, the independent personal pronouns that were discussed above are used. These are independent words. However, when pronouns serve as objects or possessors, they are rather attached as suffixes to bases.

In this lesson, we will focus on the pronominal suffixes of the 1S, 2MS and 2FS:

Table 1.2 Pronominal suffixes

	C+	V+		C+	V+
1S	-i	-	1P	-	
2MS	-ak	-k	2P	-	
2FS	-ək	-ki			
3MS	-	-	3P	-	-
3FS	-	-			

Each pronominal suffix has two forms – one following bases that end with a consonant (C+) and another one following bases that end with a vowel (V+). Thus, for example, the 2MS pronominal suffix following a consonant is *-ak*, but *-k* following a vowel. Compare, for example:

asm-ak ‘your (MS) name’ vs. *bī-k* ‘in you (MS)’

The base *asm* ends with a consonant (*m*) and thus it is followed by the suffix *-ak* whereas the base *bī-* ends with a vowel (*ī*) and thus it is followed by the suffix *-k*.

Pronominal suffixes can follow nouns, verbs, prepositions, interrogatives or other parts of speech. Their syntactic function (possessor, objects and so on) changes according to the part of speech of the base they are attached to:

Following nouns, pronominal suffixes serve as possessive pronouns:

asm-i ‘my name’
asm-ak ‘your (MS) name’
asm-ək ‘your (FS) name’

Following prepositions:

bī-k ‘in you (MS)’
wiyyā-ki ‘with you (FS)’
lē-ki ‘about you (FS)’

Note – most prepositions have two different forms – one preceding a noun and another one preceding a pronominal suffix. Compare, for example:

<i>b-yōm</i> ‘(with)in a day’	vs.	<i>bī-ki</i> ‘in you (FS)’
<i>wiya-mʿalləm</i> ‘with a teacher’	vs.	<i>wiyyā-k</i> ‘with you (MS)’
<i>ʿala-ʿalla</i> ‘on/about God’	vs.	<i>lē-k</i> ‘on you (MS)’

Following interrogatives:

ášlōn-ak? ‘How (are) you (MS)?’
ášlōn-ək? ‘How (are) you (FS)?’

Following verbs, pronominal suffixes serve as direct objects:

aškar-ak ‘(I) thank you (MS)’

The stress of a word that constitutes a base and a pronominal suffix falls on the last syllable of the base, before the pronominal suffix. There are a few exceptions to this rule. One of them is the interrogative *ášlōn*, in which the stress falls on the first syllable.

1.3.3 The nominal sentence

Nominal sentences, namely, sentences with no verb, consist of two constituents:

Noun/Pronoun + predicate (adjective/noun/adverb)

ana mlīḥ 'I (am) good'

anta kbīg 'You (MS) (are) big'

ana Samīr 'I (am) Samīr'

asm-i Adība 'My name (is) Adība'

Note: no copula comes in between the two constituents of the nominal sentence.

1.3.4 Forming questions

Yes–no questions are formed like declarative sentences (no change in word order), with a final rising tone:

anti Adība? '(Are) you (FS) Adība?'

asm-ak Gərġi? '(Is) your (MS) name Gərġi?'

Content questions are formed by placing an interrogative, usually at the beginning of the sentence:

aš asm-ak? 'What (is) your (MS) name?'

mani anta? 'Who (are) you (MS)?'

In some cases, the interrogative may follow the subject:

anta mani? 'Who (are) you (MS)?'

Some interrogatives may be declined directly by adding a pronominal suffix:

ášlōn-ak? 'How (are) you (MS)?'

Note that the long vowel in the last syllable of the interrogative *ášlōn-* is unstressed. When the interrogative is not followed by a pronominal suffix, the vowel is both unstressed and short (*ašlon*). We will see some examples of this in the following lessons.

1.3.5 Vocative

The particle *yā* precedes a person's name or title to address them:

yā Samīr! 'Hey Samīr!'

yā m'alləm! 'Hey teacher!'

Note that *m'alləm* does not necessarily mean 'teacher'. It may also be used as a form to respectfully address someone.

1.3.6 The conjunction *w-*

The conjunction *w-* 'and' comes between coordinated constituents, whether they be nouns, pronouns, verbs, entire phrases or clauses. The conjunction normally sounds like *wu-*, unless the following word opens with a vowel:

Gərği wu-Nağīya 'Gərği and Nağīya'

ana w-ənta 'I and you (MS)'

Sāləm mliḥ w-As'ad kbīg 'Sāləm (is) good and As'ad (is) big'

1.4 EXERCISES

1.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

1.4.2 Read the texts of this lesson again, putting yourself in the place of the speakers. Pay attention to using the right gender when you ask questions and answer. Then, switch roles.

1.4.3. Select the correct meaning for the following words/expressions.

1. *ahlan wu-sahlan*
Good evening!; I am honoured!; Welcome!; Good morning!
2. *aḷla wiyyā-k*
Blessed be God!; Hello!; Nice to meet you (MS)!; May God be with you (MS)!
3. *ṣbāḥ əl-xēg*
Good evening!; Good night!; Good morning!; Hello!
4. Good evening
ahlan; masa l-xēg; yā hala; ḃāy
5. Who?
aš; ašlon; mani; ana
6. *nətšarraḥ*
My name is; Your name is; Hey; Nice to meet you
7. *yā hala*
Good morning!; Hello!; Goodbye!; How

1.4.4 Select the correct preposition to translate the following phrases.

b, wiya, ʿala

1. About a teacher
-mʿalləm
2. In a name
-əsəm
3. With God
-ʿaḷla

4. In a day
-yōm
5. In wellness
-xēġ
6. About names
-ʔasāmi

1.4.5 Select the correct pronominal suffixes to complete the phrases below.

i, ak, k, ək, ki

1. With you (FS)
wiyyā-
2. What is my name?
aš əsm-
3. How are you (MS)?
ášlōn-
4. How are you (FS)?
ášlōn-
5. Hello to you (MS)
hala bī-
6. Hello to you (FS)
hala bī-
7. How am I?
ášlōn-
8. About you (MS)
ʔlē-

1.4.6 Create the following forms:

1. I thank you (MS)
2. Your (FS) name
3. With you (FS)
4. In you (MS)
5. My morning
6. Your (FS) day
7. About you (MS)
8. How am I?

1.4.7 Fill in the blank word in the sentence.

1. A: *ášlōn-ak, yā mʿalləm?*
B: *ana* (good) _____, *ḥamdəlla!*
2. A: *masa l-xēg!*
B: *masa* _____!
3. A: *ášlōn-ək əl-yōm, yā Samīra?*
B: *ana* (good/well) _____!
4. A: *ahlan bī-k, yā Asʿad!*
B: _____!
5. A: *aš əsm-ək?*
B: *ana*, (my name is) _____ *Adība.*

6. A: *ahlan bī-ki, yā Nağīya.*

B: *hala* (in/to you, MS) _____, *yā Nağī.*

7. A: *aš əsm-i?*

B: *Dahūd!* (your name is) _____ *Dahūd!*

1.4.8 Translate the following JB sentences into English and the following English sentences into JB.

1. *šbāḥ ən-nūr! əsm-i Asʿad. w-ənti aš əsm-ək?*

2. Hello, Amal (F), and hello (M), Samir!

3. Thank you, teacher (M)

4. *ḥamdəlla. w-ənti ášlōn-ək?*

1.4.9 Choose the correct meaning of the following words/expressions from the four possible options.

1. *xēğ*

big; wellness; night; day

2. bye!

mani; nətšarraf; yā hala; ḥāy

3. today

yōm; ana; ənti; əl-yōm

(continued)

4. hello to . . .

hala bī-; ahlan wu-sahlan; yā; ʿāl

5. (I) thank you (FS)

aškar-ak; ášlōn-ək; aškar-ək; ášlōn-i

1.4.10 Translate the following dialogue into English.

Alwīz: *hala bī-k, yā ʿEzra! ášlōn-ak?*

ʿEzra: *yā hala! ana mlīḥ. aš ʿasm-ək?*

Alwīz: *ʿasm-i Alwīz. yā ʿEzra, ʿanta mʿalləm?*

ʿEzra: *ana mʿalləm. w-ənti?*

1.4.11 Translate the following dialogue into JB.


Ǧamīla: Who are you?

Ǧamīl: My name is Ǧamīl. I am a teacher. Are you Ǧamīla?

Ǧamīla: My name is Ǧamīla. Ǧamīl, how are you?

Ǧamīl: Blessed be God! Thank you! Is ʿEzra well?

Ǧamīla: ʿEzra is well. Good night!

1.4.12  Listen to audio file 1.4.12 at Zenodo, then transcribe and translate it.

LESSON 2

Getting to
know someone

2.1 TEXTS

2.1.1 *mani hāḏa?* (Who is this?) Listen to audio file 2.1.1 at Zenodo

- Farīda: *mani hāḏa?*
 Şabāḥ: *hāḏa axū-yi lə-kbiġ. əsm-u Mrād wu-hūwi qaḥawċi.*
 Farīda: *wu-wēn əl-qaḥwa māl-u?*
 Şabāḥ: *b-əs-sūq lə-˚tīq. şōb əd-dəkkān mal-bənt-ək.*
 Farīda: *wu-mani hāyi l-maġa? əmm-ak?*
 Şabāḥ: *hāyi l-maġa mā əmm-i. hīyi əxt-i lə-kbiġi.*
 Farīda: *aş əsm-a?*
 Şabāḥ: *əsm-a Naġīya. hīyi təbbāxa. ˚ənd-a maḥ˚am wu-bī-nu akəl kəlləş tēyyəb wu-ġxīş.*
 Farīda: *aku çāy b-əl-maḥ˚am mal-əxt-ak?*
 Şabāḥ: *lā, māku. əl-maḥ˚am māl-a zġayyəġ. aku çāy b-əl-qaḥwa mal-abū-yi.*
 Farīda: *wēn-i l-qaḥwa māl-u?*
 Şabāḥ: *şōb əġ-ġāmə˚a lə-ġdidi. ənti tälba b-hāyi ġ-ġāmə˚a, tmām?*
 Farīda: *ī. hāyi ġāmə˚a kəlləş ˚mlīḥa.*
 Şabāḥ: *əbən xāl-i wu-bənt ˚əmm-i ham ˚b-hāyi ġ-ġāmə˚a. hūwi muhandəs wu-hīyi m˚allmi.*

2.2 VOCABULARY

Listen to audio file 2.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ab/abū- P bhāt</i>	father	M, ˚bb
	<i>əbən P (bnīn) wlād</i>	son	M, ˚bn
	<i>ax/axū- P əxwa</i>	brother	M, ˚xw
	<i>əxt P xwāt</i>	sister	F, ˚xw
	<i>akəl P -āt</i>	food	M, ˚kl
	<i>əmm P mhāt</i>	mother	F, ˚mm

(continued)

POS	Word	Meaning	Grammatical notes
	<i>bənt</i> P <i>bnāt</i>	daughter	F, <i>bnt</i>
	<i>bēt</i> P <i>byūt</i>	house	M, <i>byt</i>
	<i>ḡāmāʿa</i> P - <i>āt</i>	university	F, <i>ḡmʿ</i>
	<i>čāy</i>	tea	M, <i>čʿy</i>
	<i>čāyčī</i> FS/MP - <i>īyyi</i> FP - <i>yyāt</i>	tea vendor	<i>čʿy</i>
	<i>xāl</i> F - <i>a</i> MP <i>xwāl</i> FP - <i>āt</i>	maternal uncle/aunt	<i>xwl</i>
	<i>dəkkān</i> P <i>dkakīn</i>	store, shop	M, <i>dkk</i>
	<i>sūq</i> P <i>swāq</i>	market	M, <i>swq</i>
	<i>ṭəbbāx</i> F - <i>a</i> MP <i>ṭbabīx</i> FP - <i>āt</i>	cook	<i>ṭbx</i>
	<i>maṭʿam</i> P <i>maṭāʿem</i>	restaurant	M, <i>ṭʿm</i>
	<i>ṭāləb</i> F <i>ṭālba</i> MP <i>ṭəllāb</i> FP - <i>āt</i>	student	<i>ṭlb</i>
	<i>ʿamm</i> F - <i>a</i> MP <i>ʿmām</i> FP - <i>āt</i>	paternal uncle/aunt	<i>ʿmm</i>
	<i>qahwa</i> P <i>qhāwi</i>	coffee, coffee shop	F, <i>qhʷ</i>
	<i>qahawčī</i> FS/MP - <i>īyyi</i> FP - <i>yyāt</i>	coffee vendor	<i>qhʷ</i>
	<i>maḡa/mḡāt</i> - P <i>nəswān</i>	woman, wife	F, <i>mḡʷ</i>
	<i>muhandəs</i> F - <i>a</i> MP - <i>īn</i> FP - <i>āt</i>	engineer	<i>hnds</i>
ADJ	<i>ḡdid~ždid</i> F - <i>i</i> P <i>ḡddad</i>	new	<i>ḡdd</i>
	<i>zḡayyəḡ</i> F - <i>i</i> P <i>zḡāḡ</i>	small, little, young	<i>zḡḡ</i>
	<i>ṭeyyəb</i> F - <i>i</i> P <i>ṭyābi</i>	tasty, alive	<i>ṭyb</i>
	<i>ʿtiq</i> F - <i>i</i> P <i>ʿattaq</i>	old (object)	<i>ʿtq</i>
	<i>ḡxiš</i> F - <i>i</i> P <i>ḡxāš</i>	cheap	<i>ḡxš</i>
ADV	<i>kəlləš</i>	very	
	<i>ham</i>	also	
PRON	<i>hūwi</i>	he	
	<i>hīyi</i>	she	
DEM	<i>hāda</i>	this	M
	<i>hāyi</i>	this	F

POS	Word	Meaning	Grammatical notes
Q	<i>wēn</i>	where?	
PREP	<i>ṣōb</i>	next to, near	
	<i>ʿand</i>	by, to have	
	<i>mal-/māl-</i>	of	
PART	<i>aku</i>	there is/are	Existential
	<i>mā</i>	not	Negator
	<i>māku</i>	there is/are not	Negative existential
INT	<i>ī</i>	Yes!	
	<i>tmām</i>	Right, correct	
	<i>lā</i>	No!	

2.3 GRAMMAR

2.3.1 Independent personal pronouns

In this lesson, we introduce two new personal pronouns – the 3MS and the 3FS.

Table 2.1 Personal pronouns

1S	<i>ana</i>	1P	–
2MS	<i>anta</i>	2P	–
2FS	<i>anti</i>		
3MS	<i>hūwi</i>	3P	–
3FS	<i>hīyi</i>		

2.3.2 Pronominal suffixes

Now we can add two more pronominal suffixes to the ones we already know. These are the pronominal suffixes for the 3MS and the 3FS.

Table 2.2 Pronominal suffixes

	C+	V+		C+	V+
1S	-i	-yi	1P	-	
2MS	-ak	-k	2P	-	
2FS	-ək	-ki			
3MS	-u	-nu	3P	-	-
3FS	-a	-ha			

Pay attention to the different allomorphs, depending on whether the base ends with a vowel or a consonant:

əsm-u ‘his name’ vs. *abū-nu* ‘his father’
əmm-a ‘her mother’ vs. *bī-ha* ‘in it (F)’

The 1S pronominal suffix exhibits different forms under the same conditions:

əxt-i ‘my sister’ vs. *axū-yi* ‘my brother’

Note that the nouns *ab* ‘father’ and *ax* ‘brother’ are followed by *-ū-* when a pronominal suffix is added to them.

2.3.3 The feminine ending

Feminine nouns usually end with the feminine suffix, *-a* or *-i*, whereas masculine nouns usually end with any other sound:

bēt ‘house’ vs. *qaḥwa* ‘coffee’

Rarely, feminine nouns do not end with the feminine suffix and masculine nouns end with *-a*:

əmm ‘mother’ (F)

nūr ‘light’ (F)

masa ‘evening’ (M)

Feminine agent nouns and adjectives are usually formed by adding the feminine suffix to the masculine base:

ṭəbbāx ‘cook (M)’ vs. *ṭəbbāxa* ‘cook (F)’

kbīg ‘big (MS)’ vs. *kbīgi* ‘big (FS)’

The conditions that dictate when the feminine ending is *-a* and when it is *-i* are phonetic and quite complicated. For now, it is sufficient to know that the vowel of the feminine ending harmonizes with the vowel of the previous syllable, as the previous two examples show.

Note that if the final syllable of the masculine noun/adjective consists of a short vowel, this vowel falls with the addition of the feminine.

mʿalləm ‘teacher (M)’ vs. *mʿallmi* ‘teacher (F)’

The feminine ending will be *-i* if the vowel that has fallen was *i* or *ə*. Otherwise, it will be *a*.

2.3.4 The definite article

Indefinite nouns are usually not preceded by any marker of indefiniteness:

maṭ'am '(a) restaurant'

To mark the noun as specific, the definite article typically precedes the noun. The form of the definite article is *l-*:

ab 'father' vs. *l-ab* 'the father'

To facilitate its pronunciation, it is usually preceded by a prosthetic vowel, *a*:

a-l-bēt 'the house'

However, if the following noun opens with two consonants, a helping vowel comes between the article and the noun, to prevent creating a cluster of three consonants in a row:

la-qḥāwi 'the coffee shops'

The definite article assimilates to the following consonant if it is one of the following 15 (grouped here into five categories to help with memorizing them more easily):

t, ṭ, ṭ̣
d, ḏ, ḏ̣
z, s, š, ṣ
ḡ, ḥ
r, l, n

These consonants are traditionally called Sun Letters.

Examples:

aḡ-ḡāmā'a 'the university'
aš-sūq 'the market'
aḥ-ḥāy 'the tea'

2.3.5 Helping vowels

Helping vowels are not only inserted before or after the definite article, but whenever a cluster of three consonants may otherwise be created due to affixation:

b-ʷswāq ‘in markets’

A helping vowel is even inserted between words to prevent a cluster of three (or more) consonants:

kəlləš ʷtīq ‘very old’

The helping vowel will be noted as ʷ in such cases.

2.3.6 Agreement between nouns and adjectives

Nouns are types of words that denote animate/inanimate, concrete/abstract entities like house, man, cow, moon, devotion and so on. In JB, they decline per gender: masculine (M) or feminine (F); and number: singular (S) and plural (P). Examples:

ʔəbbāx ‘a cook (MS)’

ʔəbbāxa ‘a cook (FS)’

ʔbabīx ‘cooks (MP)’

ʔəbbaxāt ‘cooks (FP)’

Adjectives are types of words that describe nouns and assign them qualities like big, new, healthy, happy, important and so on. In JB, they decline per gender: masculine (M) or feminine (F); and number: singular (S) and plural (P). Examples:

ğādi ‘new (FS)’

ğādi ‘new (FS)’

ğəddad ‘new (P)’

For now, we shall focus only on the MS and the FS forms of nouns and adjectives.

Nouns usually take part in a bigger constituent that is called a noun phrase. In the noun phrase, they may be preceded by an article or modified by adjectives. All the following are examples of noun phrases:

ṭabbāx ‘a cook (M)’

əṭ-ṭabbāx ‘the cook (M)’

əṭ-ṭabbāx əl-ʕḏīd ‘the new cook (M)’

As you can see, these are not sentences. Noun phrases constitute a part of a sentence, be it the subject or the object. For example, the noun phrases that were mentioned above take part in the following sentences and are bolded:

hāda ṭabbāx ‘This is a cook (M)’

əṭ-ṭabbāx b-əl-maṭ'am ‘The cook (M) is in the restaurant’

əṭ-ṭabbāx əl-ʕḏīd šōb-əs-sūq ‘The new cook is next to the market’

Adjectives can modify a noun or be its predicate. Observe this difference in the following two English examples:

the new cook

The cook is new.

In the first example, the adjective ‘new’ precedes the noun it modifies, ‘cook’. They constitute a single noun phrase together with the definite article, rather than a full sentence. In the second example, however, the adjective ‘new’ follows the noun ‘cook’ and is separated from it by the copula ‘is’. Thus, the second example is a full sentence. In it, ‘the cook’ is a noun phrase that represents the subject of the sentence while ‘new’ represents a predicate, namely a new piece of information about the subject.

In JB – as in English – it is important to distinguish between noun phrases and full sentences as this distinction dictates different syntax.

In a noun phrase, adjectives follow the noun they modify. In addition, adjectives agree with the noun they modify in gender, number and definiteness:

- dakkān ḡdīd* ‘a new store’ [indefinite MS noun followed by an indefinite MS adj. Literally: store new]
- ḡāmāʿa ḡdīdi* ‘a new university’ [indefinite FS noun followed by an indefinite FS adj. Literally: university new]
- ad-dakkān al-ḡdīd* ‘the new store’ [definite MS noun followed by a definite MS adj. Literally: the store the new]
- al-ḡāmāʿa la-ḡdīdi* ‘the new university’ [definite FS noun followed by a definite FS adj. Literally: the university the new]

Note that unlike English, the adjective follows the noun it modifies; and when the noun is definite, the adjective has to be definite as well.

In a nominal sentence, the noun phrase and its predicate agree in gender (and number) but not in definiteness:

- al-ḡāy ḡxīṣ* ‘The tea is cheap’ [definite MS noun followed by an indefinite MS adj. Literally: The tea (is) cheap]
- al-qaḥwa ḡxīṣi* ‘The coffee is cheap’ [definite FS noun followed by an indefinite FS adj. Literally: The coffee (is) cheap]

This is quite similar to the way English treats such sentences, only that in JB no copula is inserted between the noun phrase and the predicate.

2.3.7 Close demonstratives

Close demonstratives point at objects that are relatively close to the speaker. There are three demonstratives in JB, but we shall focus on two of them in this lesson. Their forms are:

Table 2.3 Close demonstratives

MS	<i>hāda</i>	P	–
FS	<i>hāyi</i>		

Demonstratives can be used as pronouns or adjectives. Consider the following two English examples:

This is tea.

This tea is cheap.

In the first example, ‘this’ alone constitutes the noun phrase and new information is added in its regard, namely that it is ‘tea’. Thus, it serves as a pronoun. In the second example, ‘this’ modifies ‘tea’ as if it was an adjective. Together they constitute a noun phrase.

In JB, as in English, demonstratives that serve as pronouns precede the predicate (when they serve as subjects) and agree with it in gender (and number):

hāda čāy ‘This (M) is tea’ [Literally: this (is) tea]

hāyi ġxāši ‘This (F) is cheap’ [Literally: this (is) cheap]

As adjectives, however, demonstratives precede a definite noun and agree with it in gender (and number):

hāda č-čāy ‘this (M) tea’ [Literally: this the tea]

hāyi lə-m'allmi ‘this teacher (FS)’ [Literally: this the teacher]

Note that the two previous expressions are noun phrases and not full sentences. They can be thought of as extended nouns, and as

such, they can serve as the subject (or the object) of the sentence, for example:

hāda č-čāy ʾǧxīš ‘This (M) tea is cheap’

hāyi lə-mʾallmi ǧdīdi ‘This teacher (FS) is new (FS)’

2.3.8 Interrogatives

The interrogative *wēn* ‘Where?’ is used when we want to ask about stative locations:

wēn əl-maṭʿam ‘Where is the restaurant?’

It may be followed by a pronominal suffix that agrees in gender and number with the following noun:

wēn-u l-maṭʿam? ‘Where is the restaurant?’

wēn-i? ‘Where is she?’

As the last example shows, the 3FS pronoun is *-i* rather than *-a* when it follows some interrogatives.

2.3.9 Possession

One way to denote possession is by adding a pronominal suffix to a noun, in which case the pronominal suffix denotes the possessor:

ʿamm-i ‘my paternal uncle’

When the possessed noun does not denote a body part, a kinship term or some specific nouns that are considered closely related to the possessor, the possessive particle *māl-* is usually used:

əǧ-ǧāməʿa māl-u ‘his university’

əl-maṭʿam māl-a ‘her restaurant’

Note that the possessor is denoted by the pronominal suffix at the end of the possessive particle.

Also note that when *māl-* is used, the possessed noun is typically definite.

If the possessor is a noun rather than a pronoun, the noun (rather than a pronominal suffix) follows *mal-*:

əl-qaḥwa mal-əl-qaḥawči ‘the coffee of the coffee vendor’
əd-dəkkān mal-abū-k ‘the store of your (MS) father’

Note that preceding nouns, the vowel of the preposition shortens.

Also note that the first noun does not have to be definite in this case:

čāy mas-sūq ‘market tea’

In the last example, the final *l* of the possessive article assimilates to the first sound of the next noun as *s* is a Sun Letter.

2.3.10 The possessive particle *ʿənd-*

The particle *ʿənd-* denotes possession and is equivalent to the English verb ‘have’:

ʿənd-i dəkkān ‘I have a store’
ʿənd-u ax ‘He has a brother’

The subject who possesses the object is represented by the pronominal suffix following *ʿənd-*. It is the 1S suffix *-i* ‘I’ in the first example and the 3MS suffix *-u* ‘he’ in the second example.

Note that the particle *ʿənd-* can also serve as a preposition. It is equivalent to the German preposition *bei*, the French preposition *chez* or the Hebrew preposition *בְּ* (*etsel*). It does not have an exact equivalent in English, though can be translated using different prepositions, depending on the context:

ana ʿənd-a b-əl-bēt ‘I am at her house’
əl-qaḥwa māl-ak ʿənd-i ‘Your (MS) coffee is (here) with me’

2.3.11 Negation and affirmation

mā ‘not’ is used to negate a predicate of any part-of-speech:

hīyi mā m'allmi ‘She is not a teacher’

hūwi mā kbīg ‘He is not big’

axū-ha mā b-əl-bēt ‘Her brother is not at home’

lā ‘no’ negates the content of a previous utterance, typically a question:

A: *ʿənd-ak əxt?* ‘Do you (MS) have a sister?’

B: *lā!* ‘No!’

To negate more emphatically, one can use *lāʿ*.

To affirm the content of a previous utterance, *ī* ‘yes’ is used:

A: *ənta təbbāx?* ‘Are you (MS) a cook?’

B: *ī!* ‘Yes!’

The interjection *tmām* ‘right!’ can be used instead of *ī* as an affirmative answer. It may also be used as a question in the meaning of ‘Is that right?’ An example of this appears in the text of this lesson.

2.3.12 The existential

The particles *aku* and its negative counterpart *māku* convey existence and are equivalent to ‘there is/are (not)’:

aku čāy ‘There is tea’

māku qaḥwa ‘There is not (any) coffee’

2.4 EXERCISES

2.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

2.4.2 Add the definite article to the following expressions. Pay attention to the phonetic value of the article, as well as to the need for and position of helping vowels.

1. *bēt ʾǧdīd*
2. *čāy ʾǧxīš*
3. *ax ʾmlīh*
4. *dəkkān ʾtīq*
5. *qaḥwa ʾteyybi*
6. *ʾamm ʾkbīǧ*
7. *maṭʿam maṭ-ṭəbbāx*
8. *əxt ʾzǧayyǧi*

2.4.3 Convert the following sentences into their feminine counterparts. Make sure to convert any possible word, be it a noun, a pronoun or an adjective:

1. *anta mlīh*
2. *hūwi ab*
3. *al-^ʿamm ṭabbāx*
4. *axū-k la-kbiġ xāl*
5. *hāda la-m^ʿallam ^ʿkbiġ*

2.4.4 For each of the following, determine whether it constitutes a noun phrase or a full sentence. Then, if it constitutes a noun phrase, convert it into a sentence, and if it constitutes a sentence, convert it into a noun phrase.

1. *axt ^ʿkbiġi*
2. *al-qaḥwa ġxīṣi*
3. *akal al-ma^ʿam la-^ʿtīq*
4. *čāy ṭeyyab*
5. *hāda yōm*
6. *bant xāl-i zġayyġi*
7. *hāyi l-amm*
8. *ṭabbāx al-qaḥwa mlīh*

(continued)

9. *as-sūq ʿġdīd*

10. *dakkān Samīr ʿṣṣīq*

2.4.5 Convey the possession of the noun by a possessive pronoun that corresponds to the possessor in brackets. Pay attention to the use of pronominal suffixes or the possessive particle *māl-*.

1. *bēt (ana)*

2. *asəm (ənta)*

3. *maṭʿam (hūwi)*

4. *sūq (ʿamm)*

5. *ab (ṭəbbāx)*

6. *xāl (əmm)*

7. *ax (ana)*

8. *ʿamm (hīyi)*

9. *čāy (ənti)*

10. *bənt (mʿallmi)*

11. *ṭəbbāx (qaḥwa)*

12. *yōm (Samīr)*

2.4.6 For numbers 4, 5, 6, 10, 11 and 12 from the previous exercise, write the complete possessive expression, whereby the possessive particle *mal-* is followed by the explicit noun that denotes the possessor.

2.4.7 Form questions that correspond to the following answers:

1. *ana b-əs-sūq.*
2. *asm-u Harōn.*
3. *ḥamdəlla, mlīḥ.*
4. *hāda ʿamm-i, Şḥāq.*
5. *ʿand-u bēt ʿğđīd.*

2.4.8 The following sentences/phrases are composed of similar components, but they differ in word order and agreement. Build them carefully to note the differences.

1. New house
2. The new house
3. This is a new house
4. This is the new house
5. This new house
6. This house is new

2.4.9 The following sentences/phrases are composed of similar components, but they differ in word order and agreement. Build them carefully to note the differences.


1. The house of the teacher (F)
2. The house of the teacher (F) is new
3. The new house of the teacher (F)
4. The house of the new teacher (F)

2.4.10 Translate the following sentences into English.

1. *ʕand-i ax w-əxt.*
2. *axū-yi əsm-u Nabīl w-əxt-ək əsm-a Lilyān.*
3. *hūwi čāyči wu-ənta təbbāx.*
4. *hāda d-dəkkān mal-xāl-u.*
5. *hāyi qaḥwa mal-bēt.*
6. *əl-akəl tɛyyəb əl-yōm.*
7. *wēn-u hāda lə-mʕalləm?*
8. *aš aku šōb-əs-sūq?*
9. *hāyi ġ-ġāməʕa kəlləš ʕkbīgi.*
10. *māku akəl ʕdīd.*

2.4.11 Translate the following sentences into JB.

1. This coffee in this market is very cheap.
2. I have a maternal and a paternal uncle.
3. She is a good teacher.
4. There is an old restaurant next to the store.
5. I am also a student at this university.
6. Where are you (FS) today?
7. His son is an engineer.
8. How is he? He is well, blessed be God!
9. Who is the teacher (M) of your (FS) brother?
10. There is tasty food in this restaurant.

2.4.12 Listen to audio file 2.4.12 at Zenodo , then transcribe and translate it before answering the following questions.

1. *mani muhandəsa?*
2. *mani qaḥawčī?*
3. *wēn-i l-qaḥwa mal-Ṣāləḥ?*

LESSON 3

Buying
vegetables
and visiting
the doctor

3.1 TEXTS


3.1.1 *mxaḏḏaġ* (Vegetables) Listen to audio file 3.1.1 at Zenodo

- Mōši: *áslōn-ək ʿZbēda? aku ḥānya l-yōm?*
Zbēda: *aku, bas mā tāza. əda tġīd ḥāmya tāza, abu lə-mxaḏḏaġ ʿb-ġās əs-sūq ybīʿ.*
Mōši: *ybīʿ taṃāṭa ham?*
Zbēda: *taḇʿan, kəll šēn ʿənd-u: ḥāmya, wu-xəḏra, wu-taṃāṭa wu-xyāġ.*
Mōši: *zēn. aškun ḥāda? taməġ?*
Zbēda: *lā! əḥna mā nbīʿ taməġ. ət-taməġ ʿtšūf-u b-əd-dəkkān mal-xāl-i. ybīʿ-
u kəlləš ʿġxīš.*

3.1.2 *ana marīḏ* (I am sick) Listen to audio file 3.1.2 at Zenodo

- Xazna: *l-wēn qa-tġūḥ?*
Şəddīq: *qad-aġūḥ l-əd-dəktōr.*
Xazna: *aš bī-k?*
Şəddīq: *ana marīḏ. mā qa-ʿanām ʿmlīḥ b-əl-ləl.*
Xazna: *lēš?*
Şəddīq: *ʿənd-i muškəla b-ġās-i. qad-amūt.*
Xazna: *mā tġīd ʿtġūḥ l-əl-mustašfa?*
Şəddīq: *aš mustašfa!? qad-axāf.*

3.2 VOCABULARY

Listen to audio file 3.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ḥāmya/ḥānya</i>	okra	F, <i>bmy</i>
	<i>taməġ</i>	date	M, <i>tmġ</i>
	<i>xəḏra</i>	parsley	F, <i>xḏr</i>
	<i>mxaḏḏaġ</i>	vegetable	M, <i>xḏġ</i>
	<i>xyāġ</i>	cucumber	M, <i>xyġ</i>

(continued)

POS	Word	Meaning	Grammatical notes
	<i>dəktōr</i> F -a P <i>dakātra</i>	doctor	<i>dktr</i>
	<i>mustašfa</i> P -yāt	hospital	F, <i>šfy</i>
	<i>muškəla</i> P <i>mašākəl</i>	problem	F, <i>škl</i>
	<i>šēn</i>	(some)thing	M, <i>šyn</i>
	<i>taṃāṭa</i>	tomato	F, <i>tṃt</i>
	<i>ḡās</i> P <i>ḡūs</i>	head	M, <i>ḡʻs</i>
	<i>lēl</i> P <i>lyāli</i>	night	M, <i>lyl</i>
ADJ	<i>tāza</i>	fresh	<i>tʻz</i>
	<i>marīḏ</i> F -i P <i>məraḏa</i>	sick	<i>mrḏ</i>
ADV	<i>ṭabʻan</i>	naturally, of course	
Verbs	<i>bāʻ-ybīʻ</i>	sell	<i>byʻ</i> (I-2-ī)
	<i>xāf-yxāf</i>	fear	<i>xwf</i> (I-2-ā)
	<i>šāf-yšūf</i>	find, see	<i>šwf</i> (I-2-ū)
	<i>ḡāh-yḡūh</i>	go	<i>ḡwh</i> (I-2-ū)
	<i>ḡād-yḡīd</i>	want	<i>ḡyd</i> (I-2-ī)
	<i>māt-ymūt</i>	die	<i>mwt</i> (I-2-ū)
	<i>nām-ynām</i>	sleep	<i>nwm</i> (I-2-ā)
PRON	<i>aḥna~nəḥna</i>	we	
DET	<i>kəll</i>	every, any, all	
Q	<i>aškun</i>	what (is)?	
	<i>l-wēn</i>	where to?	
	<i>lēš</i>	why?	
PREP	<i>l-</i>	to, for	
CONJ	<i>bas</i>	but	
	<i>aḏa</i>	if	
PART	<i>qa(d)-</i>		Actual present marker
INT	<i>zēn</i>	Okay!	

3.3 GRAMMAR

3.3.1 Independent personal pronouns and pronominal suffixes

In this lesson, we introduce one new personal pronoun – the 1P, for which either *əhna* or *nəhna* can be used.

Table 3.1 Personal pronouns

1S	<i>ana</i>	1P	<i>əhna~nəhna</i>
2MS	<i>ənta</i>	2P	–
2FS	<i>ənti</i>		
3MS	<i>hūwi</i>	3P	–
3FS	<i>hīyi</i>		

The corresponding pronominal suffix for the 1P is *-na*:

Table 3.2 Pronominal suffixes

	C+	V+		C+	V+
1S	<i>-i/-ni</i>	<i>-yi/-ni</i>	1P	<i>-na</i>	
2MS	<i>-ak</i>	<i>-k</i>	2P	–	
2FS	<i>-ək</i>	<i>-ki</i>			
3MS	<i>-u</i>	<i>-nu</i>	3P	–	–
3FS	<i>-a</i>	<i>-ha</i>			

Remember that when a pronominal suffix follows a noun, it indicates possession, but when it follows a verb, it denotes a direct object. Compare, for example, *ġās-u* ‘his head’ to *tġīd-u* ‘she wants him’.

Unlike the pronominal suffix following nouns or prepositions, the direct object suffix of the 1S is *-ni* (regardless of whether the previous verb base ends with a consonant or a vowel):

yšūf-ni ‘He finds me’ vs. *bēt-i* ‘my house’ vs. *abū-yi* ‘my father’

3.3.2 The conjugating of the verb in the imperfect

JB presents quite an elaborate verbal system with a rich variety of conjugation bases, tenses and particles. We shall learn them gradually, starting with some persons of the imperfect tense in the following paradigms:

Paradigm I-2-*ā* (Imperfect) roots with a weak second consonant in the first stem with *ā* base

Table 3.3 Paradigm I-2-*ā* (Imperfect)

1S	<i>a-CāC</i>	<i>anām</i>	1P	<i>n-CāC</i>	<i>nnām</i>
2MS	<i>t-CāC</i>	<i>tnām</i>	2P	-	-
2FS	-	-			
3MS	<i>y-CāC</i>	<i>ynām</i>	3P	-	-
3FS	<i>t-CāC</i>	<i>tnām</i>			

Paradigm I-2-*ī* (Imperfect), roots with a weak second consonant in the first stem with *ī* base

Table 3.4 Paradigm I-2-*ī* (Imperfect)

1S	<i>a-CīC</i>	<i>abī^f</i>	1P	<i>n-CīC</i>	<i>nbī^f</i>
2MS	<i>t-CīC</i>	<i>tbī^f</i>	2P	-	-
2FS	-	-			
3MS	<i>y-CīC</i>	<i>ybī^f</i>	3P	-	-
3FS	<i>t-CīC</i>	<i>tbī^f</i>			

Paradigm I-2-*ū* (Imperfect), roots with a weak second consonant in the first stem with *ū* base

Table 3.5 Paradigm I-2-*ū* (Imperfect)

1S	<i>a-CūC</i>	<i>aḡūḥ</i>	1P	<i>n-CūC</i>	<i>nḡūḥ</i>
2MS	<i>t-CūC</i>	<i>tḡūḥ</i>	2P	–	–
2FS	–	–			
3MS	<i>y-CūC</i>	<i>yḡūḥ</i>	3P	–	–
3FS	<i>t-CūC</i>	<i>tḡūḥ</i>			

The imperfect is formed by adding a prefix to the base of the verb. Different prefixes correspond to the different persons. Note that the 2MS and the 3FS have the exact same form. They may only be distinguished by the context.

The bases themselves depend on the type of root that is being conjugated. Different root types produce different paradigms. The three that we are focused on in this lesson are called hollow roots. These are roots with a middle weak consonant like *w* or *y*. Their conjugation in the imperfect produces one of three long vowels: *ā*, *ī* or *ū*. This explains the names we’ve given to the paradigms. Thus, for example, I-2-*ū* stands for roots with a second weak consonant that produce *ū* as base vowel in the imperfect. The prefix I- designates the first out of ten stems that we will gradually learn.

3.3.3 The use of the imperfect

The imperfect typically denotes permanent, habitual situations and general truths:

hūwi ybīṯ ṭamāṭa ‘He sells tomatoes’

If the verb of the previous sentence is preceded by the actual present marker, *qa-*, it rather denotes an activity that is currently taking place:

hūwi qa-ybīṯ ṭamāṭa ‘He is selling tomatoes’

qa-yǧūḥ ‘He is going’
qa-nnām ‘We are sleeping’

For the 1S, either *qa-* or *qad-* may be used:

qa-ʾamūt ~ *qad-amūt* ‘I am dying’

Present states of mind can be denoted with or without the actual present marker:

aǧīd čāy ~ *qad-aǧīd čāy* ‘I want tea’

3.3.4 Negation

mā ‘not’ is also used to negate verbal predicates:

ʾamm-i mā ybī ḥāḡya ‘My paternal uncle does not sell okra’
əmm-ak mā qa-tǧīd čāy ‘Your (MS) mother does not want tea’
xāl-a mā qa-yǧīd ynām ‘Her maternal uncle does not want to sleep’

3.3.5 The structure of the verb phrase

The order of the different components that constitute the verb phrase is:

negator + preverbal particle + auxiliary verb + main verb

aǧīd abī ʾxyāǧ ‘I want to sell cucumber’
mā qad-aǧīd abī ʾxyāǧ ‘I do not want to sell cucumber’

Note that the auxiliary verb that precedes the main verb agrees with it.

3.3.6 Noun-noun compounds

An additional type of noun phrase is one that consists of two nouns. *Market cucumber* is an example of an English noun-noun compound. Both *market* and *cucumber* are nouns but, in this compound, *cucumber* is the head noun which gets modified by *market*. In English, the modifying noun precedes the head noun in the compound. In JB, it is vice versa, namely, the head noun comes before the modifying noun:

xyāḡ sūq ‘market cucumber’

Noun-noun compounds may be definite or not. In indefinite compounds, as in the previous example, none of the nouns take the definite article. In definite compounds, only the second noun does:

xyāḡ əs-sūq ‘the cucumber of/in/from the market’

Nonetheless, the first noun of the compound is considered definite despite the fact that it is not preceded by the definite article.

Noun-noun compounds can be expanded by adjectives. When this happens, the adjective follows the compound:

xyāḡ əs-sūq lə-ḡxīṣ ‘the cheap market cucumber’

The adjective in the previous example modifies the head noun,¹ namely the first noun of the compound. In JB, the adjective has to agree with the head noun in terms of gender, number and definiteness. Since *xyāḡ* is a masculine singular noun, the adjective *ḡxīṣ* also appears in the masculine singular. As for the definite article that precedes *ḡxīṣ*, it comes to agree with the definiteness of the head noun, which, as we already noted, is definite despite the absence of an overt representation of the definite article.

1. This specific example is ambiguous since the adjective is MS and so are both nouns of the compound. Out of context and as default, the adjective could be expected to modify the head noun.

An adjective can, alternatively, modify the second noun of a noun-noun compound. Consider the following pair of examples:

maṭ'am aṭ-ṭabbāxa lə-ḡdīd 'the cook's (F) new restaurant'

maṭ'am aṭ-ṭabbāxa lə-ḡdīdi 'the new cook's (F) restaurant'

The same noun-noun compound appears in the previous two examples. However, in the former, the adjective refers to the first noun while in the second, it refers to the second noun, as can be seen from its gender. In both cases the adjective is preceded by the definite article because the noun-noun compound is definite.

Definiteness is not marked only by means of the definite article. Possessive pronouns and proper nouns are essentially definite:

bēt Laṭīfa lə-kbīg 'Laṭīfa's big house'

bēt əmm-i lə-kbīg 'my mother's big house'

The proper name Laṭīfa in the first sentence above and the possessive noun *əmm-i* 'my mother' in the second are inherently definite and therefore cannot be preceded by a definite article. Similarly, in English, proper nouns and possessed nouns are not preceded by a definite article (*the Kevin; *the my mother).

Despite the fact that a definite article does not precede the second noun in the noun-noun compounds of the previous two examples, they are definite. This can be seen by the occurrence of the definite article before the adjective.

When the nouns *ab* 'father' or *ax* 'brother' constitute the first noun of a noun-noun compound, they are followed by *u*:

axu lə-m'alləm 'the teacher's brother'

abu Nabīl 'Nabīl's father'

3.3.7 The preposition *l-*

The preposition *l-* denotes movement in some direction:

qad-aḡūḥ l-əs-sūq ‘I am going to the market’

It also denotes an indirect object:

qa-ybī^c l-axū-nu ‘He is selling to his brother’

When it marks a pronoun as the indirect object, the preposition comes between the verb and the pronominal suffix:

qa-ybī^c-l-u ‘He is selling to him’

3.3.8 Interrogatives

Preceded by the preposition *l-* ‘to’, *l-wēn* means ‘Where to?’, and so it conveys direction:

l-wēn qa-tḡūḥ? ‘Where are you (MS) going?’

The interrogative *lēš* ‘Why?’ inquires about the reason behind a certain state of affairs:

lēš qa-tḡūḥ? ‘Why are you (MS) going?’

The interrogative *aškun* is quite restricted in use. It typically appears before the demonstratives *hāda* ‘this (MS)’ or *hāyi* ‘this (FS)’ to inquire about the essence of something:

aškun hāda/hāyi? ‘What is this?’

The demonstrative can also serve as a modifying demonstrative of a noun phrase:

aškun hāda l-maṭ^cam? ‘What is this restaurant?’

Lastly, the interrogative may appear before a quote to inquire about its content. In this case, it can be replaced with ‘What does X mean?’ in English:

aškun “*ənta mā axū-nu*”? ‘What does “you are not his brother” mean?’

aškun “*hīyi qa-tġīd*”? ‘What does “she wants” mean?’

In the text at the beginning of the lesson, we encounter two interesting uses of the interrogative *aš* ‘What?’:

1. Followed by the preposition *b-* and a pronominal suffix, it means ‘What’s (wrong) with X?’
2. The use of *aš* in *aš mustašfa!*? is rhetorical. The speaker wants to express his rejection of the idea of going to the hospital. He does not expect an answer from the listener.

3.3.9 The conjunction *bas* ‘but’

The conjunction *bas* ‘but’ comes between two constituents to convey contradiction between them:

əl-maṭ'am ʔġdīd bas əd-dəkkān ʔtīq ‘The restaurant is new, but the store is old’

3.3.10 Conditional clauses

Conditional clauses typically open with the conditional marker *əda* ‘if’:

əda tġīd, aġūh ‘If you (MS) want, I will go’

aku xyāġ, əda māku ṭamāṭa ‘There are cucumbers, if there are not any tomatoes’

The order of the conditional and the main clause does not matter, as the two examples above show.

3.4 EXERCISES

3.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

3.4.2 For each of the following, determine whether it constitutes a noun phrase or a full sentence. Then, if it constitutes a noun phrase, convert it into a sentence, and if it constitutes a sentence, convert it into a noun phrase.

1. *xyāḡ əl-maṭ'am ət-ṭeyyəb*

2. *əmm xāl-i marīdī*

3. *ṭəbbāx əl-qaḥwa mlīḥ*

4. *lə-xyāḡ ət-tāza*

5. *hāyi bāṃya ḡxīši*

6. *abu lə-mxaḍḍaḡ marīdī*

7. *dəkkān Samīr ʔzḡayyəḡ*

8. *hāda l-ḡās lə-kbīḡ*

3.4.3 Complete the following table of verb conjugations in the imperfect:

ana	ənta	hūwi	hīyi	(n)əḥna
		<i>ynām</i>		
	<i>tšūf</i>			
				<i>nbīʿ</i>
<i>amūt</i>				
			<i>txāf</i>	
				<i>ngīd</i>

3.4.4 Create sentences using the pre-filled verb forms in the table from the previous exercise. The imperfect may be used with the actual present marker if required.

1. *ynām*: _____

2. *tšūf*: _____

3. *nbīʿ*: _____

4. *amūt*: _____

5. *txāf*: _____

6. *ngīd*: _____

3.4.5 Conjugate the roots in brackets for the correct person. Pay attention to the use of the imperfect with or without the actual present marker.

1. *abū-yi mā _____ (nwm) b-əl-ləl.*
2. *əč-čāyčī _____ (byʿ) čāy ʿgḫīš əl-yōm.*
3. *əḥna _____ (ḡyd) ḡāmya.*
4. *anta _____ (ḡwh) l-əl-bēt māl-ak?*
5. *lə-mʿalləm _____ (xwf) _____ (mwt).*

3.4.6 Form questions that correspond to the following answers:

1. *l-əs-sūq.*
2. *b-əl-maṭʿam.*
3. *hīyi marīdī.*
4. *ʿāl.*
5. *hāḡa abū-yi.*
6. *Nabīl.*
7. *qad-aḡūḥ l-əd-dəkkān māl-i.*
8. *lā, māku.*
9. *mā qa-yḡīd yḡūḥ l-əl-mustašfa.*
10. *hāḡa l-akəl māl-i.*

3.4.7 Create full sentences to answer the following questions in a negative manner.

1. *ənta b-əd-dəkkān?*
2. *hāda əl-maṭ'am ʔtīq?*
3. *abū-ki qa-ygūh l-əs-sūq?*
4. *ʔənd-ak ṭamāṭa?*
5. *aku xyāḡ?*
6. *qa-yḡīd ybī' qaḥwa?*

3.4.8 Translate the following sentences into English.

1. *əl-yōm qa-nḡīd ʔnšūf bāmya l-abū-yi w-əmm-i.*
2. *lə-m'alləm marīd əl-yōm.*
3. *l-wēn qa-tḡūh wiyyā-ha?*
4. *əṭ-ṭamāṭa kəlləš ʔḡxīši.*
5. *əda tḡīd taməḡ, abī'-l-ak.*
6. *əd-dəktōr qa-yḡūh l-əl-mustašfa kəll ləl.*
7. *əl-muhandəsa mā qa-tšūf ḡāmə'a mlīḥa.*
8. *ʔənd-i muškəla wiya-bāmya mā tāza.*
9. *ṭab'an, qa-nxāf ʔnmūt.*
10. *əṭ-ṭamāṭa teyybi bas lə-xyāḡ kəlləš ʔtīq.*

3.4.9 Translate the following sentences into JB.

1. The doctor (F) wants to sell coffee and okra.
2. She has a big problem with her brother.
3. I am going to the store of my paternal uncle with my maternal uncle.
4. Why are you (MS) not sleeping at night?
5. Where are you (MS) going?
6. I am going to find the new store of the coffee vendor.
7. We want to sell fresh cucumbers.
8. I am afraid to go to the hospital.
9. She does not have parsley today.
10. This house is cheap but very big.

3.4.10 Listen to audio file 3.4.10 at Zenodo , then transcribe and translate it before answering the following questions.

1. *Saraḥin marīḍi?*
2. *mani mā qa-ygīd ygūḥ wiya-Saraḥin?*
3. *l-wēn qa-tgūḥ Saraḥin?*

LESSON 4

Food, drinks
and travelling


4.1 TEXTS

4.1.1 *tǧīd təšǧab laban?* (Do you want to drink *laban*?)

Listen to audio file 4.1.1 at Zenodo 

- Linda: *hā Sāmi! tǧīd təšǧab laban?*
Sāmi: *akīd. wēn nəšǧab-u?*
Linda: *təšǧab-u l-abu ǧ-ǧəbən?*
Sāmi: *tabʿan. ʿənd-u ham qēmaǧ mən-hāda l-ʿāl.*
Linda: *ʿənd-u hlib maǧ-ǧamūs. yəšǧab-ak təšǧab ʿhlib?*
Sāmi: *ī, bas mā aqdaq ašǧab ʿktīǧ. mən ašǧab ʿktīǧ, baṭn-i tsīǧ mətl-ət-
tabəl.*

4.1.2 *ēmta qa-təmši?* (When are you travelling?)

Listen to audio file 4.1.2 at Zenodo 

- Ḥabība: *wēn-əm sətt-ak wu-siyád-ak?*
Frāyəm: *ʿb-Landan.*
Ḥabība: *ēmta qa-təmši tzūǧ-əm?*
Frāyəm: *ǧada b-əl-ləl.*
Ḥabība: *xōš! ǧaḥ-tnām ʿənd-əm b-əl-bēt?*
Frāyəm: *ī. bēt-əm šōb-bēt-kəm. qqīb ʿmn-əl-markaz. b-bəʿəd nəšš sāʿa
b-əs-siyāra.*
Ḥabība: *Landan ʿwlāyi kəlləš həlwa wu-nđīfi.*
Frāyəm: *wu-s-safra b-ət-tiyāra qşayyǧi hāmmēn.*
Ḥabība: *sətt-ak ǧaḥ-təṭbəx-l-ak xōš akəl.*
Frāyəm: *akīd ǧaḥ-təṭbəx-l-i tbīt.*
Ḥabība: *nhaǧam bēt-u lə-tbīt māl-a. ēmta ǧaḥ-təšǧaʿ?*
Frāyəm: *baʿad ʿsbū. qad-amši wiyyā-yi bass ǧanṭa zǧayyǧi wu-xfifi.
bass qad-aǧūḥ aṭī-həm bōsa w-arǧaʿ.*

4.2 VOCABULARY

Listen to audio file 4.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ḥaṭn P ḥṭūna</i>	stomach	F, <i>bṭn</i>
	<i>bəʕəd</i>	distance	M, <i>bʕd</i>
	<i>bōsa P -āt</i>	kiss	F, <i>bws</i>
	<i>ḡəbən P -āt</i>	cheese	M, <i>ḡbn</i>
	<i>ḡamūs P ḡwamis</i>	buffalo	M, <i>ḡms</i>
	<i>ḡanṭa P ḡənaṭ</i>	suitcase	F, <i>ḡnṭ</i>
	<i>ḥlīb</i>	milk	M, <i>ḥlb</i>
	<i>markaz P marākaz</i>	centre	M, <i>rkz</i>
	<i>sbūʕ P sbāyāʕ</i>	week	M, <i>sbʕ</i>
	<i>sətt P -āt</i>	grandmother	F, <i>stt</i>
	<i>safra P -āt</i>	travel, flight	F, <i>sfr</i>
	<i>sāʕa P -āt</i>	hour, watch	F, <i>swʕ</i>
	<i>sīyād-</i>	grandfather	M, <i>syd</i>
	<i>sīyāra P -āt</i>	car	F, <i>syr</i>
	<i>ṭabəl P ṭbül</i>	drum	M, <i>tbl</i>
	<i>ṭiyāra P -āt</i>	aeroplane	F, <i>ṭyr</i>
	<i>nəşş P nşüş</i>	half	M, <i>nşş</i>
	<i>wlāyi P -āt</i>	city, country	F, <i>wly</i>
ADJ	<i>bʕid F -i P bʕād/bʕidin</i>	far, distant	<i>bʕd</i>
	<i>tqil F -i P tqāl</i>	heavy	<i>tql</i>
	<i>ḥəlu F ḥəlwa P -in (FP -āt)</i>	beautiful	<i>ḥlw</i>
	<i>xʕif F -i P xʕāf</i>	light (in weight)	<i>xʕf</i>
	<i>ṭwil F -i P ṭwāl</i>	long, tall	<i>ṭwl</i>
	<i>qqīb F -i P qqibin</i>	close	<i>qqb</i>
	<i>qşayyāḡ F -i P qşāḡ</i>	short	<i>qşḡ</i>

POS	Word	Meaning	Grammatical notes
	<i>mən-hāda l-ʿāl</i>	great, excellent (literally: from this (M) the well)	
	<i>nḏif F -i P nḏāf</i>	clean	<i>nḏf</i>
ADJ/ ADV	<i>xōš</i>	good, well	<i>xwš</i>
	<i>ktīg F -i P -in</i>	many, much, a lot	<i>ktg</i>
ADV	<i>bass</i>	only	
	<i>gada</i>	tomorrow	
	<i>hāmmēn</i>	also	
Verbs	<i>raḡaʿ-yarḡaʿ</i>	return	<i>rḡʿ (I-a)</i>
	<i>zāḡ-yzūḡ</i>	visit	<i>zwr (I-2-ū)</i>
	<i>sāḡ-ysig</i>	become	<i>syḡ (I-2-ī)</i>
	<i>šāḡab-yəšḡab</i>	drink	<i>šḡb (I-a)</i>
	<i>ṭabax-yəṭbax</i>	cook	<i>ṭbx (I-ə)</i>
	<i>ṭaʿa-yəṭʿi</i>	give	<i>ṭʿy (I-3-i)</i>
	<i>ʿaḡab-yəʿḡab</i>	like	<i>ʿḡb (I-ə)</i>
	<i>ʿaḡaf-yəʿḡaf</i>	know	<i>ʿḡf (I-ə)</i>
	<i>qadaḡ-yəqdaḡ</i>	can, be able to	<i>qdg (I-a)</i>
	<i>katab-yəktəb</i>	write	<i>ktb (I-ə)</i>
	<i>maša-yəməši</i>	walk, travel	<i>mšy (I-3-i)</i>
DET	<i>baʿad</i>	another (additional)	
PRON	<i>əntəm</i>	you	P
	<i>həmmi</i>	they	
Q	<i>ēmta~yēmta</i>	when?	
PREP	<i>məṭəl</i>	like	
	<i>mən-/mənn-</i>	from	
CONJ	<i>mən</i>	when	

(continued)

POS	Word	Meaning	Grammatical notes
PART	<i>ḡaḥ-</i>		Future marker
ADV/ INT	<i>akid</i>	surely, definitely; Sure!	
INT	<i>hā</i>	Hi! What?	
	<i>nhaḡam bēt-</i>	How good (it is)! (Literally: (its) house is destroyed)	
Names	<i>tbīt</i>	<i>tbīt</i> (dish of rice and chicken)	
	<i>qēmaḡ</i>	<i>qēmaḡ</i> (sweet cream)	
	<i>laban</i>	<i>laban</i> (cultured milk)	
	<i>Landan</i>	London	

4.3 GRAMMAR

4.3.1 Independent personal pronouns and pronominal suffixes

At this point we can complete the pronominal table with the addition of the pronouns for the 2P and the 3P:

Table 4.1 Personal pronouns

1S	<i>ana</i>	1P	<i>əḥna~nəḥna</i>
2MS	<i>ənta</i>	2P	<i>əntəm</i>
2FS	<i>ənti</i>		
3MS	<i>hūwi</i>	3P	<i>həmmi</i>
3FS	<i>hīyi</i>		

Note that there is no gender distinction in the plural.

As far as the pronominal suffixes are concerned, the 2P presents a single form while the 3P presents two: one following bases that end with a consonant and the other following bases that end with a vowel:

Table 4.2 Pronominal suffixes

	C+	V+		C+	V+
1S	-i/-ni	-yi/-ni	1P	-na	
2MS	-ak	-k	2P	-kəm	
2FS	-ək	-ki			
3MS	-u	-nu	3P	-əm	-həm
3FS	-a	-ha			

bənt-kəm ‘your (P) daughter’ vs. *wiyyā-kəm* ‘with you (P)’
sətt-əm ‘their grandmother’ vs. *axū-həm* ‘their brother’

4.3.2 The feminine suffix

When a pronominal suffix is added to a word that ends with the feminine suffix, the ending changes into ə and the sound -t- comes between them:

sīyāra ‘car’ + -i ‘my’ -> *sīyarət-i* ‘my car’
xāla ‘maternal aunt’ + -kəm ‘your’ -> *xalət-kəm* ‘your (P) maternal aunt’

The same happens when the word with the feminine suffix is the first in a noun-noun compound:

m^ʿallmi ‘teacher (F)’ + *bnāt* ‘girls’ -> *m^ʿallmət lə-bnāt* ‘the girls’ teacher (F)’

To distribute the consonants better, the ə of the feminine ending may fall altogether:

ṭīyāra ‘aeroplane’ + *muhandəsa* ‘engineer (F)’ -> *ṭīyārt əl-muhandəsa* ‘the engineer’s (F) aeroplane’.

Note that the ending of the plural noun *əxwa* ‘siblings’ is considered a feminine ending. As such, the same changes apply to it. Furthermore, when it is followed by a pronominal suffix, the initial vowel tends to fall:

xwət-i ‘my siblings’

The noun *maġa* ‘wife’ is irregular in that its final vowel elongates preceding a pronominal suffix: *mġāt-i*.

4.3.3 The adjective/adverb *xōš*

As an adjective, *xōš* precedes the noun it modifies. Also, unlike all other adjectives, it does not inflect:

xōš ax ‘a good brother’

xōš əxt ‘a good sister’

xōš can also serve as an adverb meaning ‘well, great’, usually as a reaction or answer:

A: *qad-amši l-Landan ġada* ‘I am travelling to London tomorrow’

B: *xōš!* ‘Great!’

4.3.4 The conjugation of the verb in the imperfect

In this lesson, we will cover three additional conjugation paradigms of the verb in the imperfect. The first two concern strong roots, namely roots with no weak consonant. The third one concerns roots with a weak third consonant.

4.3.4.1 Strong roots in the first stem

Paradigm I-*a* (Imperfect), strong roots in the first stem with *a* base

Table 4.3 Paradigm I-*a* (Imperfect)

1S	<i>a</i> -CC <i>a</i> C	<i>ašgāb</i>	1P	<i>nā</i> -CC <i>a</i> C	<i>nāšgāb</i>
2MS	<i>tā</i> -CC <i>a</i> C	<i>tāšgāb</i>	2P	–	–
2FS	–	–			
3MS	<i>yā</i> -CC <i>a</i> C	<i>yāšgāb</i>	3P	–	–
3FS	<i>tā</i> -CC <i>a</i> C	<i>tāšgāb</i>			

Paradigm I-*ə* (Imperfect), strong roots in the first stem with *ə* base

Table 4.4 Paradigm I-*ə* (Imperfect)

1S	<i>a</i> -CC <i>ə</i> C	<i>aktəb</i>	1P	<i>nə</i> -CC <i>ə</i> C	<i>nəktəb</i>
2MS	<i>tə</i> -CC <i>ə</i> C	<i>təktəb</i>	2P	–	–
2FS	–	–			
3MS	<i>yə</i> -CC <i>ə</i> C	<i>yəktəb</i>	3P	–	–
3FS	<i>tə</i> -CC <i>ə</i> C	<i>təktəb</i>			

The only difference between the I-*a* and the I-*ə* paradigm of the imperfect is the use of the vowel *a* or *ə*, respectively, in the base.

4.3.4.2 Roots with a weak final consonant in the first stem (Type-*i*)

Paradigm I-3-*i* (Imperfect), roots with *y* as third consonants (Type-*i*)

Table 4.5 Paradigm I-3-*i* (Imperfect)

1S	<i>a</i> -CC- <i>i</i>	<i>aṭʔi</i>	1P	<i>nə</i> -CC- <i>i</i>	<i>nəṭʔi</i>
2MS	<i>tə</i> -CC- <i>i</i>	<i>təṭʔi</i>	2P	–	–
2FS	–	–			
3MS	<i>yə</i> -CC- <i>i</i>	<i>yəṭʔi</i>	3P	–	–
3FS	<i>tə</i> -CC- <i>i</i>	<i>təṭʔi</i>			

As can be seen, the final *y* of the root is reflected as the final vowel *i*.

4.3.5 Some notes about object pronominal suffixes

When I-3-*i* roots are conjugated in the imperfect, they end with the vowel *i*. This vowel elongates when a pronominal suffix follows the verb:

aṭi ‘I give’ vs. *aṭī-nu* ‘I give him’

The root ʿḡb ‘to like’ is used in a particular manner in JB. Unlike English, the verb agrees with the object that is being liked and the liking entity is denoted by a pronominal suffix. It could be thought of as representing phrases like ‘it is to one’s liking’ in English.

yəḡəb-ni č-čāy ‘I like the tea’
təḡəb-ak əḡ-ḡanṭa? ‘Do you (MS) like the suitcase?’

To assign pronouns the role of an indirect object, the preposition *l-* ‘to/for’ comes between the verb and the pronominal suffix:

aṭbax-l-əm ‘I cook for them’
ybi-l-na ‘He sells to us’

Note that when the root ṭy is involved, the preposition *l-* is not infixated between the verb and the pronominal suffix:

yəṭī-nu ‘He gives him’

4.3.6 The future

The actual present marker *qa(d)-* may also indicate a planned future situation:

ḡada qad-amši l-Landan ‘Tomorrow I am travelling to London’

To indicate general future activities, the particle *ḡaḥ-* may precede the imperfect:

axū-yi ḡaḥ-ysīg muhandəs baʿad ʿsbū ‘My brother will become an engineer in a week’

4.3.7 Prepositions

The preposition *mən-* ‘from’ denotes place or time of origin:

mən-Landan ‘from London’
mən-ġada ‘(starting) from tomorrow’

When *mən-* precedes a pronominal suffix, its form changes into *mənn-*:

mənn-i ‘from me’
mənn-əm ‘from them’

Note that the occurrence of the consonant *n* three times in *mənn-na* ‘from us’ does not mean that it is articulated longer than a double consonant. Also, in *mənn-kəm* ‘from you (P)’, the double *n* is articulated as a single one to avoid a cluster of three consonants.

Also note that the adjectives *qqīb* ‘close’ and *b’īd* ‘far’ are complemented by the preposition *mən-*:

qqīb/b’īd mən-bēt-i ‘close/far from my house’

The preposition *mətəl-* is equivalent to ‘like’ in English:

mətəl-kəm ‘like you (P)’
mətəl-ṭabəl ‘like a drum’

Both *mən-* and *mətəl-* drop the vowel of the last syllable to allow adequate distribution of consonants with the following component:

mn-əl-bēt ‘from the house’
mətəl-ək ‘like you (FS)’

4.3.8 The interrogative ‘When?’

The interrogative *ēmta* ~ *yēmta* ‘When?’ inquires about the time of the situation:

(*y*)*ēmta qa-tgūḥ l-əl-bēt?* ‘When are you (MS) going home?’

4.3.9 Conjunctions

Apart from its use as a preposition, *mən* can also serve as a temporal conjunction meaning ‘when’ to open time clauses:

mən təṭbəx bāmya, gaḥ-azūg-ak ‘When you (MS) cook okra, I will visit you (MS)’

Note the difference between the conjunction *bas* ‘but’ and the adverb *bass* ‘only’. The different ways by which they are transcribed stands for the fact that the adverb is usually the stressed constituent of the clause:

bass hūwi qa-yəmši ‘Only he is travelling’
ana qad-ašgab bas hūwi qa-yəṭbəx ‘I am drinking, but he is cooking’

4.4 EXERCISES

4.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

4.4.2 Convert the following sentences/phrases into the feminine (change any possible noun, pronoun, verb, adjective to its feminine counterpart).

1. *m^oalləm əl-ax*
2. *ənta əbn-u*
3. *sīyád-ak muhandəs*
4. *ət-təbbāx 'qşayyəğ*
5. *hāda xōš dəktōr*
6. *hūwi abū-nu?*
7. *ēmta qa-yəmši l-^oamm-ak?*
8. *ənd-u əbən xāl*

4.4.3 Create definite noun-noun compounds out of the following pairs of words.

1. *qaḥwa + əxwa*
2. *sā^oa + muhandəs*
3. *mağa + qaḥawči*
4. *m^oallmi + bnāt*
5. *ṭiyāra + dəktōr*
6. *ğanṭa + ^oamm*

(continued)

7. *sīyāra + t̤abbāxa*

8. *saḥra + ab*

4.4.4 Complete the following table of verb conjugations in the imperfect.

ana	ənta	hūwi	hīyi	(n)əḥna
		ysīg		
	təmši			
				nərga ^f
azūg				
			təšgab	
				nəqdaḡ
			təḥi	
		yəḡəb		
aktəb				
	təḡəf			

4.4.5 Conjugate the root in brackets for the right person. Pay attention to the use of the correct tense (present, actual present, future).

1. əḥna _____ (ḥi) ḡanṭa xfiḥi l-əl-^obnāt.

2. ana _____ (drs) muhandəs.

3. *ēmta* _____ (*mšy*) *l-sətt-ak b-Landan?*
4. *əxt-i* _____ (*ftḥ*) *maṭ'am ǧdīd.*
5. *hāda l-laban ʿsṭīq. mā* _____ (*ǧb+me*).

4.4.6 Complete the following sentences with one of the following words/particles. Note that there is one blank for each word/particle, so use each of them once.

bas, əda, mən, šōb, ham, bass, baʿad, mn-, mal-, ham, bas, b-

1. *mā ʿənd-i xyāǧ, ʿənd-i* _____ *ṭamāṭa.*
2. *mā aʿǧəf* _____ *bēt-u qqīb* _____
əl-markaz, _____ aʿǧəf aku sūq ʿkbīǧ
_____ *bēt-u.*
3. _____ *amši l-Landan* _____ *ʿsbūʿ, ǧaḥ-*
ašǧab čāy.
4. _____ *hāyi l-qaḥwa aku laban ṭeyyəb,*
_____ *l-laban* _____ *hāda l-maṭ'am*
_____ *ṭeyyəb wu-* _____ *ǧxīš.*

4.4.7 Translate the following sentences into English.

1. *yǧǧəb-ak təšǧab čāy ǧada b-əl-qaḥwa lə-qqībi mən-bēt-na?*
2. *nhaǧam bēt-a l-hāyi ṭ-ṭamāṭa. kəlləš tāza.*


(continued)

3. *hāda l-laban ʔxfif wu-ṭeyyəb. qad-aḡīd ašḡab-u kəll yōm.*
4. *ḡaḥ-arḡaʿ mən-əs-safra b-sīyar ʔt-i.*
5. *mən māku ḥlīb ʔb-hāda d-dəkkān, aḡūḥ l-əs-sūq.*
6. *hāyi ṭ-ṭiyāra zḡayyḡi wu-qṣayyḡi. mā aqdaḡ amši bī-ha wiya-ḡanṭa ṭqīli.*
7. *ada ʿənd-kəm muškəla ḡ-ḡaṭən-kəm, mā ḡaḥ-aṭbəx-l-kəm ʔtbīt.*
8. *hāyi xōš ʔwlāyi. ham ḡəlwə wu-ham ʔndīfi.*
9. *ēmta ḡaḥ-ʔtšūf xəḡra tāza mətṭl-əl-xəḡra b-hāda d-dəkkān?*
10. *ášlōn-a Widād? kəlləš ʔmlīḡa. qa-təmši l-Landan baʿad nəšš sāʿa.*

4.4.8 Translate the following sentences into JB.

1. Where will you (MS) travel to when you (MS) come back from London?
2. Tomorrow night I will only sleep (for) one and a half hours. I have a long trip in the aeroplane.
3. We also cook tasty food like you (P).
4. My grandfather cannot walk a lot.
5. This is a very beautiful city. They certainly have a good coffee shop in the centre.
6. Why aren't you (MS) drinking? Don't you (MS) like this milk? Do you (MS) want *laban*?

7. If I die tomorrow, I want you (MS) to cook *tbīt* for me.
8. The engineer's trip to London is short. He is coming back tomorrow.
9. These cucumbers are very heavy and cheap, but not tasty.
10. When I visit my paternal uncle's wife, I give her a kiss on the head (literally: on her head).

4.4.9 Listen to audio file 4.4.9 at Zenodo , then transcribe and translate it before answering the following questions.

1. *aš əsəm bənt Ğuzafīn?*
2. *mani qa-yġīd yġūḥ l-əl-bēt mal-Ğuzafīn bas mā yəqdaġ?*
3. *l-wēn qa-yġūḥ Faxri mən hūwi marīd?*

LESSON 5

Work, studies
and places of
origin

5.1 TEXTS

5.1.1 *l-ūlād ášlōn-əm?* (How are the kids?) Listen to audio file 5.1.1 at Zenodo

- Flōra: *ahlan Farūq! ášlōn-ak? l-ūlād ášlōn-əm?*
- Farūq: *əl-ḥamdalla wu-š-šəkər. kəll-əm ʾmliḥīn. əbn-i lə-kbiḡ wu-bənt-i lə-zḡayyḡi qa-ydəršōn, w-əbn-i l-lāx qa-yəštáḡəl.*
- Flōra: *aš yəštáḡəl?*
- Farūq: *qa-yəštáḡəl hōni, b-əl-maʿmal mal-əḡ-ḡwaḡīn. haḡōli znagīn kəlləš wu-qa-yəbnōn čarpayāt, skamliyāt, myūza, wu-ʾaškāl alwān mən-hāyi lə-ḥkiyāt.*
- Flōra: *lā walla! əbən ʿamm-i ham qa-yəštáḡəl ʾwnīki. hūwi s-səkərtēr māl-əm.*
- Farūq: *əbn-i yqūl aku bass ʾḡḡīl ʾb-hāḡa l-maʿmal. māku nəswān.*
- Flōra: *lā. aḡəf maḡa waḡdi qa-təštáḡəl wiyyā-həm. əl-mudīri.*
- Farūq: *xōš ʾḥkiyi.*
- Flōra: *wu-l-ūlād? aš qa-ydəršōn?*
- Farūq: *lə-bnēti lə-zḡayyḡi baʿad-a b-əl-madrasa. əbn-i lə-kbiḡ b-əḡ-ḡāməʿa. qa-yədrəs muḥāmi.*
- Flōra: *hāyi xōš.*
- Farūq: *ī, qa-yḡīd yəftaḡ šarəka māl-u. bass yəḡḡəb-u yəsməʿ əl-mašəkəl mal-awādəm wu-yəlqī-l-a ḡall.*

5.1.2 *mnēn hūwi?* (Where is he from?) Listen to audio file 5.1.2 at Zenodo

- Mʿallmi: *šbāḡ əl-xəḡ yā wlād! ana lə-mʿallmi ḡ-ḡḡīdi māl-kəm l-hāyi s-sana. əsm-i Farḡa. aḡīd kəll-wēḡəd yqəl-l-i aš əsm-u wu-mnēn hūwi.*
- Nəssīm: *əsm-i Nəssīm w-ana mn-Amrīka.*
- Ḍəyā: *ana Ḍəyāʿ w-ana frənsāwi.*
- Ptīsam: *ana Ptīsam, alḡmanīyyi.*
- Mʿallmi: *ahlan wu-sahlan bī-kəm. hōni kəllət-na yḡūd ʿəraqiyīn.*

5.2 VOCABULARY

Listen to audio file 5.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ādmi</i> P <i>awādām</i>	person	M, ² <i>dm</i>
	<i>bnēti</i> P <i>bnāt</i>	girl	F, <i>bnt</i>
	<i>ḡḡān</i> P <i>ḡwaḡīn</i>	neighbour	M, <i>ḡwr</i>
	<i>čarpāya</i> P <i>-āt</i>	bed	F, <i>črpy</i>
	<i>ḥkiyi</i> P <i>-āt</i>	story, thing	F, <i>ḥky</i>
	<i>ḥall</i> P <i>ḥəlül</i>	solution	M, <i>ḥll</i>
	<i>muḥāmi</i> F <i>-īyi</i> MP <i>-īn</i> FP <i>-yāt</i>	lawyer	<i>ḥmy</i>
	<i>madrasa</i> P <i>madārās</i>	school	F, <i>drs</i>
	<i>mudīr</i> FS <i>-i</i> MP <i>mudara</i> FP <i>-āt</i>	manager	<i>dwr</i>
	<i>sakertēr</i> F <i>-a</i> MP <i>-īyyi</i> FP <i>-āt</i>	secretary	<i>skrtr</i>
	<i>skamli</i> P <i>-yāt</i>	chair	M, <i>skmly</i>
	<i>sana</i> P <i>snīn</i>	year	F, <i>snw</i>
	<i>šarṭi</i> F <i>-īyyi</i> MP <i>-šarṭa</i> FP <i>-yyāt</i>	police officer	<i>šrṭ</i>
	<i>šarəka</i> P <i>-āt</i>	company	F, <i>šrk</i>
	<i>šəkər</i>	gratitude	M, <i>škr</i>
	<i>šəkəl</i> P <i>aškāl</i>	type, form	M, <i>škl</i>
	^ʿ <i>arabi</i> F <i>-īyyi</i> MP ^ʿ <i>arab</i> FP <i>-yyāt</i>	Arab	^ʿ <i>rb</i>
	<i>maʿmal</i> P <i>mʿāməl</i>	factory	M, ^ʿ <i>ml</i>
	<i>ḡəḡḡāl</i> P <i>ḡḡīl</i>	man, person	M, <i>ḡḡl</i>
	<i>lōn</i> P <i>alwān</i>	colour	M, <i>lwn</i>
	<i>mēz</i> P <i>myūza</i>	table	M, <i>myz</i>
	<i>walad</i> P <i>wlād</i>	boy, child	M, <i>wld</i>
	<i>yhūdi</i> F <i>-īyyi</i> MP <i>yhūd</i> FP <i>-yyāt</i>	Jewish, Jew	<i>yhd</i>

POS	Word	Meaning	Grammatical notes
ADJ	<i>zanġin</i> F -i P <i>znagġin</i>	rich	<i>zngn</i>
	<i>faqir</i> F -i P <i>fəqra</i>	poor (financially)	<i>fqr</i>
ADJ/DET	<i>lāx/lāxi</i> F <i>lāx/lāxxi</i>	other, another	<i>lxx</i>
ADV	<i>baʿad</i>	still, yet, again	
	<i>hōn(i)</i>	here	
	<i>wnik(i)</i>	there	
Verbs	<i>bana-yaḅni</i>	build	<i>bny</i> (I-3-i)
	<i>daras-yaḅdrəs</i>	study	<i>drs</i> (I-ə)
	<i>samaʿ-yaśmaʿ</i>	hear, listen	<i>smʿ</i> (I-a)
	<i>štarak-yaštárək</i>	participate	<i>šrk</i> (VIII)
	<i>štaġal-yaštáġəl</i>	work	<i>šġl</i> (VIII)
	<i>fataḥ-yaftaḥ</i>	open	<i>fḥ</i> (I-a)
	<i>ftaḥam-yaftáhəm</i>	understand	<i>fhm</i> (VIII)
	<i>qāl-yqūl</i>	say	<i>qwl</i> (I-2-ū)
	<i>laqa-yəlqi</i>	find	<i>lqy</i> (I-3-i)
NUM/ PRON	<i>wēḥəd</i> F <i>waḥdi</i>	one, someone	
DEM	<i>haḍḍoli</i>	these	
Q	<i>mnēn</i>	where from?	
INT	<i>əl-ḥamdəlla wu-š-šəkər</i>	Thank God!	
	<i>waḷḷa/wu-aḷḷa</i>	By God!	Swear
	<i>lā waḷḷa</i>	Oh!	Surprise
Places	<i>Israʿəl</i>	Israel	
	<i>Aḷmānya</i>	Germany	
	<i>Amrika</i>	America (USA)	
	<i>Ēngəltərə</i>	England	
	<i>əl-ʿIrāq</i>	Iraq	
	<i>Frānsa</i>	France	

5.3 GRAMMAR

5.3.1 Close demonstratives

To complete the table of the close demonstratives, we add the one that designates the plural:

Table 5.1 Close demonstratives

MS	<i>hāḏa</i>	P	<i>haḏōl(i)</i>
FS	<i>hāyi</i>		

haḏōli l-ūlād ‘these children’

haḏōli wlad ‘These are children’

Note that the plural demonstrative may end with *i*.

Also note that demonstratives that open with *h* sometimes drop it when they are preceded by prepositions or other particles:

l-āḏa ‘to this (MS)’

5.3.2 The interrogative ‘Where from?’

The interrogative *mnēn* ‘Where from?’ inquires about the place of origin:

anta mnēn? ‘Where are you (MS) from?’

Note that this is a compound of the preposition *mən-* ‘from’ and the interrogative *wēn* ‘Where?’. In fact, the non-compounded combination of both, *mən-wēn*, can also be used.

5.3.3 The plural

The plural of some nouns and adjectives is formed by adding a plural ending to them, while the plural of others involves internal vowel changes in the pattern. These two mechanisms of forming the plural will be referred to as sound and broken plurals.

5.3.3.1 Sound plural

The masculine sound plural ending is *-īn*:

mʿalləm ‘teacher (M)’ vs. *mʿəllmīn* ‘teachers (M)’
qqīb ‘close (MS)’ vs. *qqībīn* ‘close (P)’

The feminine sound plural ending is *-āt*:

mʿalləm ‘teacher (M)’ vs. *mʿəllmāt* ‘teachers (F)’

Note that the ending is added to the masculine form and not to the feminine one.

The sound masculine plural ending is mainly added to nouns and adjectives that denote animate entities. On the other hand, the plural form of many inanimate nouns consists of the sound feminine plural ending:

ḥkīyi ‘story/thing’ vs. *ḥkiyāt* ‘stories/things’
čarpāya ‘bed’ vs. *čarpayāt* ‘beds’
skamli ‘chair’ vs. *skəmliyāt* ‘chairs’

As the examples show, the plural form of singular nouns that end with the feminine ending usually takes the sound feminine plural suffix. Note, however, that *skamli* ‘chair’ is a masculine noun. To facilitate the addition of the sound feminine plural suffix in its case, the glide *y* is inserted between the base and the ending.

The sound masculine plural ending of some words is rather *-īyyi*:

səkərtēr ‘secretary (M)’ vs. *səkərterīyyi* ‘secretaries (P)’

Words that end with the relational suffix *-či* also take the ending *-īyyi* (see 5.3.4).

5.3.3.2 Broken plural

The plural of many nouns and adjectives is formed by moulding their root into patterns that designate plural nominals:

<i>kbīḡ</i> ‘big (MS)’	vs.	<i>kbāḡ</i> ‘big (P)’
<i>ḡxīṣ</i> ‘cheap (MS)’	vs.	<i>ḡxāṣ</i> ‘cheap (P)’
<i>walad</i> ‘child (M)’	vs.	<i>wlād</i> ‘children’
<i>šəkəl</i> ‘type/form’	vs.	<i>aškāl</i> ‘types/forms’
<i>lōn</i> ‘colour’	vs.	<i>alwān</i> ‘colours’
<i>maʿmal</i> ‘factory’	vs.	<i>mʿāməl</i> ‘factories’

As can be seen from the examples, the plural pattern that corresponds to a specific singular pattern is not always predictable. There are dozens of different plural patterns, and the broken plural pattern of each noun and adjective should be learned separately.

Note that the plural of some nouns is unused or non-productive, especially of abstract nouns or collective nouns, which denote a group of items. Most collective nouns concern food products and are grammatically singular:

<i>ḡlīb</i> ‘cheap milk’
<i>ṭamāṭa kbīḡi/kbāḡ</i> ‘big tomatoes’

As the last example shows, feminine collective nouns may be modified by a feminine singular or a plural adjective.

5.3.4 The relational suffix

The relational suffix (*nisba*), *-i*, appears following nouns and adjectives that denote religion, ethnicity or geographical origin:

<i>ʿĪrāq</i> ‘Iraq’	vs.	<i>ʿarāqi</i> ‘Iraqi (MS)’
<i>Israʿēl</i> ‘Israel’	vs.	<i>israʿēli</i> ‘Israeli (MS)’

In some cases, the relational noun/adjective is not derived directly from the noun but involves some sound omissions or additions:

<i>Amrīka</i> ‘America, The USA’	vs.	<i>amrīki</i> ‘American (MS)’
<i>Frānsa</i> ‘France’	vs.	<i>frānsāwi</i> ‘French (MS)’
<i>Aļmānya</i> ‘Germany’	vs.	<i>aļmāni</i> ‘German (MS)’
<i>Ingəltəra</i> ‘England’	vs.	<i>ənglīzi</i> ‘English (MS)’

Some relational suffixes are added to the plural form of the noun:

<i>yhūd</i> ‘Jews’	vs.	<i>yhūdi</i> ‘Jewish (MS)’
<i>ʿarab</i> ‘Arabs’	vs.	<i>ʿarabi</i> ‘Arab (MS)’

The relational suffix is also used to form nouns of profession:

šərṭi ‘police officer’

The feminine form of the relational suffix is *-īyyi* and the plural forms are *-īyyīn* and *-īyyāt*:

frānsawīyyi ‘French (FS)’
šərṭīyyi ‘police officer (F)’
ʿəraqīyyīn ‘Iraqis (P)’

The suffix *-či* in *čāyči* ‘tea vendor (M)’ is also a relational suffix. The suffix *-īyyi* denotes both the feminine and the plural in this case:

čāyči ‘tea vendor (M)’
čāyčīyyi ‘tea vendor (F)/tea vendors (P)’

5.3.5 The numeral ‘one’ and the indefinite pronoun

The numeral ‘one’ behaves like an adjective, namely, it follows the noun that it modifies and agrees with it in gender:

walad wəḥəd ‘one boy’
bnēti waḥdi ‘one girl’

Both *wēḥad* and *waḥdi* may serve as indefinite pronouns, in which case they mean ‘someone’:

wēḥad yaštáǧal sáʿa wu-yǧūḥ ‘One works for an hour and goes’
māku waḥdi hōni ‘No one (F) is here’

5.3.6 The cumulative pronoun

Pronouns equivalent to the English ‘all of X’ are formed by preceding the determiner *kəll-* or *kəllət-* to the respective pronominal suffix:

kəll-kəm ‘all of you’
kəllət-na ‘all of us’

Note that when *kəllət-* is used, the stress of the compound falls on the first syllable against the stress rules of the dialect.

5.3.7 The adverb ‘still’

The meaning ‘still’ is conveyed by an adverbial complex that consists of the base *baʿad-*, followed by a pronominal suffix that corresponds to the subject:

hāda l-admi baʿad-u hōn ‘This person is still here’
baʿad-kəm ʿb-Landan? ‘Are you (P) still in London?’

5.3.8 The determiner ‘another’

The meaning ‘another’ can be conveyed by:

1. the determiner *baʿad* preceding the noun: *baʿad walad* ‘another boy’; *baʿad ʿbnēti* ‘another girl’; *baʿad ʿsbūʿ* ‘in a week’. As can be seen, it bears the semantics of ‘additional’.

baʿad can also serve as an adverb meaning ‘again’, if the sentence refers to the future: *baʿad mā ašǧab čāy* ‘I will not drink tea again’, or as an adverb meaning ‘still’, ‘yet’ when the sentence refers to the

past or the present, as we saw in the previous section and as we shall see in the following lessons as well.

- the determiner *lāx(i)* following the noun: *walad lāx* ‘another boy’. It can either mean ‘different’ or ‘additional’, depending on the context. The position of this determiner following the noun is atypical. Typically for a determiner, however, it is gender neutral: *bnēti lāx* ‘another girl’.

lāx(i) can also be used as an adjective and can be preceded by a definite article, in which case, its feminine counterpart is *lāxx(i)*: compare *lə-mʿalləm əl-lāx* ‘the other teacher (M)’ to *lə-mʿallmi l-lāxxi* ‘the other teacher (F)’.

Following time expressions, the adjective means ‘next’: *sbūʿ əl-lāx* ‘next week’.

5.3.9 The conjugation of the imperfect

5.3.9.1 *The conjugation of the long persons of the imperfect in the first stem*

So far, we have seen how verbs are conjugated in the imperfect for the so-called short persons. To conjugate the short persons, we prefix a person prefix to a base. To conjugate the long persons (2FS, 2P and 3P), we not only prefix a person prefix, but also add a person suffix:

Table 5.2 Paradigm I-a (Imperfect)

1S	<i>a-CCaC</i>	<i>ašgab</i>	1P	<i>nə-CCaC</i>	<i>nəšgab</i>
2MS	<i>tə-CCaC</i>	<i>təšgab</i>	2P	<i>t-CəCC-ōn</i>	<i>tšəgbōn</i>
2FS	<i>t-CəCC-ēn</i>	<i>tšəgbēn</i>			
3MS	<i>yə-CCaC</i>	<i>yəšgab</i>	3P	<i>y-CəCC-ōn</i>	<i>yšəgbōn</i>
3FS	<i>tə-CCaC</i>	<i>təšgab</i>			

Table 5.3 Paradigm I-ə (Imperfect)

1S	<i>a-CCəC</i>	<i>aktəb</i>	1P	<i>nə-CCəC</i>	<i>nəktəb</i>
2MS	<i>tə-CCəC</i>	<i>təktəb</i>	2P	<i>t-CəCC-ən</i>	<i>tkətbən</i>
2FS	<i>t-CəCC-ən</i>	<i>tkətbən</i>			
3MS	<i>yə-CCəC</i>	<i>yəktəb</i>	3P	<i>y-CəCC-ən</i>	<i>yəktəbən</i>
3FS	<i>tə-CCəC</i>	<i>təktəb</i>			

Note the similarities and differences in the prefixes that are assigned to the different persons:

- The prefix of the 1S is *a-* while that of the 1P is *n-*.
- The prefixes of the second persons are all *t-*.
- The prefixes for the third persons are *y-*, except that of the 3FS, which is conjugated identically to the 2MS.

No vowel comes between the prefix and the base when the long persons are conjugated.

The suffix for the 2P and the 3P is *-ən*, while it is *-ən* for the 2FS.

Also note that there is no difference in the conjugation of I-*a* and I-*ə* paradigms for the long persons.

As for I-2-*ā*, I-2-*ī* and I-2-*ū* roots, the long vowel of the base shortens when the long persons are conjugated:

Table 5.4 Paradigm I-2-ā (Imperfect)

1S	<i>a-CāC</i>	<i>anām</i>	1P	<i>n-CāC</i>	<i>nnām</i>
2MS	<i>t-CāC</i>	<i>tnām</i>	2P	<i>t-CaC-ən</i>	<i>tnamən</i>
2FS	<i>t-CaC-ən</i>	<i>tnamən</i>			
3MS	<i>y-CāC</i>	<i>ynām</i>	3P	<i>y-CaC-ən</i>	<i>ynamən</i>
3FS	<i>t-CāC</i>	<i>tnām</i>			

Table 5.5 Paradigm I-2-ī (Imperfect)

1S	<i>a-CiC</i>	<i>abi^f</i>	1P	<i>n-CiC</i>	<i>nbi^f</i>
2MS	<i>t-CiC</i>	<i>tbi^f</i>	2P	<i>t-CiC-ōn</i>	<i>tbi^fōn</i>
2FS	<i>t-CiC-ēn</i>	<i>tbi^fēn</i>			
3MS	<i>y-CiC</i>	<i>ybi^f</i>	3P	<i>y-CiC-ōn</i>	<i>ybi^fōn</i>
3FS	<i>t-CiC</i>	<i>tbi^f</i>			

Table 5.6 Paradigm I-2-ū (Imperfect)

1S	<i>a-CūC</i>	<i>agūh</i>	1P	<i>n-CūC</i>	<i>ngūh</i>
2MS	<i>t-CūC</i>	<i>tgūh</i>	2P	<i>t-CuC-ōn</i>	<i>tguhōn</i>
2FS	<i>t-CuC-ēn</i>	<i>tguhēn</i>			
3MS	<i>y-CūC</i>	<i>ygūh</i>	3P	<i>y-CuC-ōn</i>	<i>yguhōn</i>
3FS	<i>t-CūC</i>	<i>tgūh</i>			

Table 5.7 Paradigm I-3-i (Imperfect)

1S	<i>a-CC-i</i>	<i>abni</i>	1P	<i>nə-CC-i</i>	<i>nəbni</i>
2MS	<i>tə-CC-i</i>	<i>təbni</i>	2P	<i>tə-CC-ōn</i>	<i>təbnōn</i>
2FS	<i>tə-CC-ēn</i>	<i>təbnēn</i>			
3MS	<i>yə-CC-i</i>	<i>yəbni</i>	3P	<i>yə-CC-ōn</i>	<i>yəbnōn</i>
3FS	<i>tə-CC-i</i>	<i>təbni</i>			

5.3.9.2 The imperfect of the eighth stem

Arabic features ten distinct verbal stems based on which roots are conjugated. Baghdadi Judeo-Arabic has preserved nearly all of these stems. Up until now, we've only encountered verb paradigms belonging to the first stem. In this lesson, we will introduce the eighth stem, starting with the paradigm for strong roots:

Table 5.8 Paradigm VIII (Imperfect)

1S	<i>a-CtáCəC</i>	<i>aštágəl</i>	1P	<i>nə-CtáCəC</i>	<i>nəštágəl</i>
2MS	<i>tə-CtáCəC</i>	<i>təštágəl</i>	2P	<i>tə-CtəCC-ōn</i>	<i>təštəglōn</i>
2FS	<i>tə-CtəCC-ēn</i>	<i>təštəglēn</i>			
3MS	<i>yə-CtáCəC</i>	<i>yəštágəl</i>	3P	<i>yə-CtəCC-ōn</i>	<i>yəštəglōn</i>
3FS	<i>tə-CtáCəC</i>	<i>təštágəl</i>			

In this paradigm, the consonant *t* follows the first consonant of the root.

In the short persons, the stress falls on the vowel *a* of the base against the stress rules.

5.3.10 Vowel changes

There are a few consistent vowel change rules that one should have in mind:

5.3.10.1 Long vowel shortening

When long vowels get unstressed, they shorten:

yǧūḥ 'he goes' vs. *yǧuḥōn* 'they go'
mlīḥ 'good (MS)' vs. *mlīḥīn* 'good (P)'

There are a few exceptions to this rule. One of them concerns the long vowels *ī* and *ū* when they precede the consonants *y* and *w*, respectively, or (partially) originate from them:

sīyāra ‘car’
l-ūlād (< *lə+wlād*) ‘the children’
mn-ūnīki (< *mn-wnīki*) ‘from there’

5.3.10.2 Vowel raising

When suffixes are added to a base in which the vowel *a* used to be stressed and appears in a closed syllable, the loss of stress also involves a change in its quality into *ə*:

saḫra ‘travel’ vs. *səḫrāt* ‘travels’
ḡanṭa ‘suitcase’ vs. *ḡənṭət-i* ‘my suitcase’

5.3.10.3 Vowel loss

The short vowel of the last (closed) syllable of the base falls when suffixes are added:

mʿalləm ‘teacher (M)’ vs. *mʿallmi* ‘teacher (F)’
yəḫtaḥ ‘he opens’ vs. *yḫtəḥōn* ‘they open’

In the last example, apart from the loss of the vowel of the second syllable, the vowel following the prefix shifts one spot forward.

5.3.11 Agreement in the plural

As we saw, adjectives agree in gender and definiteness with the nouns they modify:

walad ʾ**kbīḡ** ‘big boy’
lə-bnēti *lə-zḡayyḡi* ‘the little girl’

Remember that when the adjective plays the role of a predicate, it is not preceded by the definite article. Still, the noun and its predicate agree in gender:

əl-walad ʾ**kbīḡ** ‘The boy is big’
lə-bnēti *zḡayyḡi* ‘The girl is little’

In the plural, the issue is a bit more complicated. If the noun refers to animate entities, its adjective appears in the plural; but if it does not, its adjective appears in the feminine singular:

wlād ʾkbāg ‘big children’
lā-xwāt lā-zġāg ‘the little sisters’
lā-bnāt lā-mliḥīn ‘the good girls’
wlayāt nḏīfi ‘clean cities’
alwān ḥəlwa ‘beautiful colours’

Note that adjectives are not inflected for gender in the plural. Thus, masculine plural adjectives refer also to feminine plural nouns. This can be clearly seen from the third example, where the sound masculine plural ending follows the adjective, *mliḥīn*.

Also note that the same rules correspond to the agreement between a plural noun and the demonstratives or verbs that refer to it:

hadōli lā-bnāt ʾbʾīdīn ‘These girls are far’ vs. *hāyi l-myūza mā nḏīfi*
‘These tables are dirty’
l-ūlād qa-ykātḃōn ‘The boys are writing’ vs. *əṭ-ṭiyarāt qa-təmši*
l-Landan ‘The aeroplanes are travelling to London’

5.4 EXERCISES

5.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

5.4.2 Select the correct forms of the following adjectives for the relevant gender and number.

1. 'big (FS)'

kbīg; kbāg; kbīgi; kbīga

2. 'cheap (P)'

gxīš; gxāš; gxīši; gxīšin

3. 'good/well (FS)'

mliḥīn; mliḥ; mliḥi; mliḥa

4. 'close (P)'

qqībīn; qqāb; qqībi; qqība

5. The feminine form of 'āl 'well'

'āl; 'āli; 'āla; 'ālīn

6. 'poor (P)'

fqāg; fqiḡīn; fəqqag; fəqra

7. 'rich (FS)'

zangīni; zangīn; zangīna; znagīni

8. 'short (FS)'

qşayyga; qşayygi; qşīgi; qşīga

9. 'fresh (P)'

tazīn; təzzaz; tzāz; tāza

10. 'beautiful (FS)'

ḥəlu; ḥəlwa; ḥəlwīn; ḥəlwī

5.4.3 Convert each and every component in the following sentences into the plural (if possible).

1. *lə-m^ʕalləm mal-əl-walad qa-yəštáǵəl.*
2. *ənta xāl-u.*
3. *axū-k muḥāmi.*
4. *ət-ṭəbbāx ʔqšayyəǵ.*
5. *hāda xōš dəktōr.*
6. *bēt əǵ-ǵīgān ʔndīf.*
7. *hūwi ba^ʕad-u čāyči.*
8. *əmta qa-təmši l-^ʕamm-ak?*
9. *əs-səkərtēr l-ḥūdi qa-yəsmā^ʕ-u š-šərṭi l-^ʕərāqi.*
10. *hāda l-ǵəǵǵāl lə-frənsāwi ǵaḥ-yəlqī-ha l-əxt-u.*
11. *ana ǵaḥ-atī^ʕ-ki čarpāya.*
12. *^ʕamm-u qa-yəbni mēz ʔtīq l-əl-bēt.*
13. *hāyi lə-bnēti ḥəlwa wu-zangīni.*
14. *l-wēn qa-tǵīd təmši?*
15. *hāda xōš ṭāləb.*
16. *b-əl-ūlāyi māl-i aku bass madrasa waḥdi.*
17. *əl-walad qa-yədrəs b-əǵ-ǵāmə^ʕa l-qqībi mən-bēt əl-muḥāmi.*
18. *əs-skamli māl-hāda l-ma^ʕmal ʔxfif.*

5.4.4 Complete the following table of verb conjugations in the imperfect.

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
			<i>yəftáhəm</i>				
	<i>təlqi</i>						
					<i>nəštágəl</i>		
<i>aftaḥ</i>							
							<i>yəštarkōn</i>
		<i>ddərsēn</i>					
				<i>tqūl</i>			
			<i>yəsmā^f</i>				
						<i>təbnōn</i>	
	<i>txāf</i>						

5.4.5 Complete the following sentences using the correct form of the word in brackets.

- hūwi* _____ (*mlīḥ*), *w-ana ham* _____.
- həmmi* _____ (*təbbāx*), *w-əḥna ham* _____.
- bənt ʿamm-i* _____ (*yəštágəl*) *hōni*, *w-əbən xalət-i ham* _____ *hōni*.
- əč-čarpāya* _____ (*tqīl*), *wu-lə-myūza ham* _____.
- hāyi l-madrasa* _____ (*ğdīd*), *wu-hāyi l-maṭāʿəm ham* _____.

(continued)

6. *l-ūlād* _____ (*yəmši*) *ğada l-Amrīka, wu-lə-bnāt ham*
_____.
7. *hāyi s-səkərtēra* _____ (*yhūdi*), *wu-haḏōli č-čayčtyyi ham*
_____.
8. *lə-mʿalləm māl-na* _____ (*frənsāwi*), *wu-lə-mʿallmi l-lāx*
ham _____.

5.4.6 Conjugate the root in brackets for the right person. Pay attention to the use of the right tense.

1. *lə-mʿəllmīn* _____ (*rğʿ*) *mən-Amrīka baʿad ʿsbūʿ*.
2. *əz-zangīn* _____ (*ğyd*) _____ (*lay*) *maʿam nḏīf*.
3. *haḏōli t-ṭbabīx* _____ (*šğb*) *laban kəll yōm*.
4. *əntəm mā* _____ (*šğl*) *b-əl-madrasa māl-na?*
5. *lə-myūza lə-ğḏīdi* _____ (*syğ*) *ʿtīqi baʿad sana lāx*.
6. *kəllət-kəm* _____ (*qdğ*) _____ (*bny*) *ʿbyūt b-əl-*
markaz bas mā _____ (*ğyd*) _____ (*šğl*).

5.4.7 Form questions that correspond to the following answers.

1. *ğada b-əl-ləl*.
2. *mən-Israʿēl*.
3. *haḏōli xwāt-i, Rūti wu-Laṭīfa*.


4. *əl-ḥamdəlla wu-š-šəkər, ʾmliḥīn.*
5. *l-əl-bēt mal-xāl-u.*
6. *b-əğ-ğāməʿa.*
7. *qa-nəsməʿ ʾḥkīyi.*
8. *baʿad-əm b-əl-madrassa.*
9. *ğah-yəštáğəl wiya-l-muḥāmi.*
10. *mā yəğəb-ni ašğab čāy.*

5.4.8 Translate the following sentences into English.

1. *əl-ḥamdəlla wu-š-šəkər! kəllət-na hōni b-əl-bēt mal-ūlād axū-həm.*
2. *aku ʿamāṭa lāx ʾwnīki ʿala-l-mēz lə-tqīl.*
3. *hūwi xōš səkərtər. kəll yōm yəlqi ḥəlūl ʾl-kəll əl-mašākəl mal-əš-šarəka.*
4. *lā waḷḷa! ana ham yəğəb-ni asmaʿ ʾḥkiyāt ʾtīqi.*
5. *mā qad-aftáhəm aš qa-yğīd mən-n-i hāda lə-mʿalləm.*
6. *māku znağīn b-əl-ūlāyi lə-bʿīdi.*
7. *mā ğah-ʾtfəthōn əš-šarəka baʿad ʾsbūʿ?*
8. *māku madārəs ʾqqībi mən-markaz l-ūlāyi.*
9. *kəll yōm ʾšbāḥ l-ūlād yəṭʿōn bōsa s-sətt-əm.*
10. *mənēn hūwi? hūwi mn-Amrīka wu-həmmi ham/hāmmēn.*

5.4.9 Translate the following sentences into JB.

1. The students are studying in the old university.
2. When will the policemen find clean cars?
3. Why are you (MS) building light chairs?
4. All of you are very tall.
5. They are coming back from London tomorrow.
6. These tea vendors are Iraqis and they like to drink *laban*.
7. What do they work (in)? They are all cooks in these small restaurants.
8. You are still good students at (of) these schools.
9. I am hearing someone drinking coffee.
10. The university of the city is not very clean.

5.4.10 Listen to audio file 5.4.10 at [Zenodo](#) , then transcribe and translate it before answering the following questions.

1. *mġāt Eli'ēzār mudīra?*
2. *əbən Eli'ēzār qa-yġīd ysīġ səkərtər?*
3. *mnēn əġ-ġwaġīn mal-Eli'ēzār?*

5.4.11 Write a short paragraph to introduce yourself. Use the texts at the beginning of the lesson as inspiration. Include your name, nationality and occupation.

LESSON 6

Inviting

someone to eat,
locations and
transportation

6.1 TEXTS

6.1.1 *aš akalt əl-yōm?* (What did you eat today?) Listen to audio file 6.1.1 at Zenodo

- Madlēn: *aš akalt əl-yōm?*
Şabīḥ: *akaltu kəbba šwandağ wu-təmman.*
Madlēn: *māku mətl-əl-kəbba māl-ak. atyab kəbba.*
Şabīḥ: *faḍal ʔktīg. tğidēn taklēn?*
Madlēn: *yəʔi-k əl-ʔifi! lā, ana šəbʾāna. qabl-ʔšwayya akaltu.*
Şabīḥ: *zēn. bas qad-ağid aʾzəm-ək yōm əš-šəbbāt ʾala-ğyūq.*
Madlēn: *axāfta ʾəb ʾlē-k.*
Şabīḥ: *lā, kəll taʾəb māku. ḥkiyāt başiṭi mətəl bēd ʾal-ʔtbīt, bebəngān məqli, patēta, wu-ʾamba.*
Madlēn: *aš ʔtğid ağīb wiyyā-yi? zlaṭa lō kikāyi?*
Şabīḥ: *lā tğibēn šēn. kəll šēn ʾənd-i hōni.*

6.1.2 *hāyi lō haḍiki?* (This or that?) Listen to audio file 6.1.2 at Zenodo

- Yusēf: *wēn-u ʔ-tāwli?*
bāḇa: *ʾala-l-qanafa.*
Yusēf: *hayyi qanafa? hāyi l-hōni lō haḍiki?*
bāḇa: *wniki. šōb-qəbbət əl-xəttāğ.*
Yusēf: *hā! ʾkwā-nu. tğid təlʾab wiyyā-yi?*
bāḇa: *ana məšğūl. balkət Amīr axū-k yəqdağ?*
Yusēf: *wēn-u? d-asʾal-u.*
bāḇa: *fōq, b-əş-şatḥ, qa-yədrəs. ʾənd-u mtəḥān ġada.*
(ʾaqəb-daqiḳi)
Yusēf: *Amīr mā b-əş-şatḥ.*
bāḇa: *balkət daxal l-əl-ḥəmmām ō l-əl-adab.*
Yusēf: *d-anzəl ġawwa ašūf wēn-u.*

6.1.3 *pāş, qəṭār, pajsəğəl* (Bus, train, bicycle) Listen to audio file 6.1.3 at Zenodo

- Dēzi: *qa-tğūḥ l-əş-şəğəl ġada?*
Nabīl: *lā, (rhetorically:) aš şəğəl? ġada ʾəṭla.*
Dēzi: *tğid ʾngūḥ sawa l-əş-şatṭ?*

- Nabīl: *aləwwā! nāxəd əl-pāš?*
 Dēzi: *barbənnān! bōhi əḏ-ḏəhəḡ əl-pāš mən-hōni lī-šōb-əš-šaṭṭ axad-
 l-i saʿtēn.*
 Nabīl: *walla mā aʿḡəf aš laʿab bī-ha l-əl-pašāt. qabəl-yumēn ʿḡkabtu
 l-pāš l-əs-sīnama wiya-šadiq-i Anwar. ʿaqəb-daqiqtēn waqaf
 əl-pāš ʿb-nəšš əṭ-ṭarīq wu-nzalna.*
 Dēzi: *lə-zdəhām b-əl-ʿšwārəʿ kall yōm aqwa wu-angas. b-əl-qəṭār
 ʿšwayya aḥsan. əs-safra aqšaḡ wu-aḡwaḥ.*
 Nabīl: *bas əl-qəṭār aḡla.*
 Dēzi: *aḡxaš šēn nəḡkab əl-paysəḡəl ō ngūḥ maši.*

6.2 VOCABULARY

Listen to audio file 6.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>adab</i> P - <i>āt</i>	courtesy, toilet	M, ʿ <i>db</i>
	<i>bebənḡān</i>	aubergine/eggplant	M, <i>bbnḡn</i>
	<i>bēḏi</i> P <i>bēḏ</i>	egg	F, <i>byḏ</i>
	<i>pāš</i> P <i>pašāt</i>	bus	M, <i>pʿs/bʿš</i>
	<i>patēta</i>	potato	F, <i>ptt</i>
	<i>paysəḡəl</i> P - <i>āt</i>	bicycle	M, <i>pysḡl</i>
	<i>taʿəb</i>	tiredness	M, <i>tʿb</i>
	<i>təmman</i>	rice	M, <i>tmn</i>
	<i>ḥəsən</i>	beauty	M, <i>ḥsn</i>
	<i>ḥəmmām</i> P - <i>āt</i>	shower, bathroom	M, <i>ḥmm</i>
	<i>xəṭṭāḡ</i> P <i>xəṭṭāḡ/xṭaṭiḡ</i>	guest	<i>xṭḡ</i>
	<i>daqiqi</i> P <i>daqāyəq</i>	minute	F, <i>dqq</i>
	<i>zdəhām</i> P - <i>āt</i>	traffic jam	M, <i>zḥm</i>
	<i>zlatā</i> P <i>zlayəṭ</i>	salad	F, <i>zlt</i>
	<i>sīnama</i> P - <i>āt</i>	cinema	M, <i>snm</i>
	<i>šārəʿ</i> P <i>šwārəʿ</i>	street	M, <i>šrʿ</i>

POS	Word	Meaning	Grammatical notes
	šat̄t P štūt	river	M, štt̄
	šəgəl P ašgāl	work, job	M, šgl̄
	šwandağ	beetroot	M, šwndğ
	šadıq F -i MP šədqān FP -āt	friend	šdq
	šaṭḥ P štūḥ	roof	M, šṭḥ
	ḍəhəğ	noon	M, ḍhğ
	təppa P təpap	ball	F, tpp
	təriq P tərəq	way, road	M, trq
	tāwli P -āt	backgammon	M, twl
	ʿəšwīyi P ʿšīwi	dinner	F, ʿšy
	ʿəṭla P ʿəṭal	vacation/holiday	F, ʿtl̄
	ğədwīyi P ġdīwi	lunch	F, ġdy
	ğyūq	breakfast	M, ġyq
	qəbba P qəbab	room	F, qbb
	qəṭār P -āt	train	M, qtr
	qanafa P -āt	sofa, couch	F, qnf
	kəbba P kəbab	meat dumplings	F, kbb
	kək/kikāyi P kikayāt/kək	cake	M/F, kyk
	mtəḥān P -āt	test	M, mḥn
	mašī	walk	M, mšy
ADJ	bašit̄ F -i P -in	simple	bšt̄
	təʿbān F -a P tʿābi	tired	tʿb̄
	atʿab	more/most tired	tʿb̄
	ğūʿān F -a P ġwāʿi	hungry	ğwʿ
	murīḥ F -i P -in	comfortable	rwh̄
	šəbʿān F -a P šbāʿi	full, sated	šbʿ
	məšğūl F -a P -in	busy	šgl̄

(continued)

POS	Word	Meaning	Grammatical notes
	<i>atyab</i>	tastier/tastiest, better/best	<i>tyb</i>
	<i>aḡxaṣ</i>	cheaper/cheapest	<i>ḡxṣ</i>
	<i>ḡāli</i> F <i>ḡālyi</i> P <i>-iyīn</i>	expensive	<i>ḡly</i>
	<i>aḡla</i>	more/most expensive	<i>ḡly</i>
	<i>aḡwaḥ</i>	more/most comfortable	<i>ḡwh</i>
	<i>aqqab</i>	closer/closest	<i>qqb</i>
	<i>aqṣaḡ</i>	shorter/shortest	<i>qṣḡ</i>
	<i>māqli</i> F <i>-īyi</i> P <i>-iyīn</i>	fried	<i>qly</i>
	<i>qawi</i> F <i>-īyi</i> P <i>-iyīn</i>	difficult, strong	<i>qwy</i>
	<i>aqwa</i>	stronger/strongest	<i>qwy</i>
	<i>nāḡas</i> F <i>-i</i> P <i>-īn/ngāsi</i>	dirty, bad	<i>ngs</i>
	<i>angas</i>	more/most dirty, worse/worst,	<i>ngs</i>
V	<i>axad-yāxād</i>	take	<i>ʔxd</i> (I-1-a)
	<i>akal-yākāl</i>	eat	<i>ʔkl</i> (I-1-a)
	<i>ḡāb-yḡīb</i>	bring	<i>ḡyb</i> (I-2-ī)
	<i>daxal-yədxəl</i>	enter	<i>dxl</i> (I-ə)
	<i>saʔal-yəsʔal</i>	ask	<i>sʔl</i> (I-a)
	<i>ʔazam-yəʔzəm</i>	invite	<i>ʔzm</i> (I-ə)
	<i>ḡakab-yəḡkab</i>	ride	<i>ḡkb</i> (I-a)
	<i>faḡdal-yəfḡdal</i>	remain	<i>fḡl</i> (I-a)
	<i>qala-yəqli</i>	fry	<i>qly</i> (I-3-i)
	<i>laʔab-yəlʔab</i>	play	<i>lʔb</i> (I-a)
	<i>laʔab-yəlʔab b-</i>	happen	<i>lʔb</i> (I-a)
	<i>mtaḥan-yəmtāḥən</i>	tested, get tested	<i>mḥn</i> (VIII)
	<i>nazal-yənzəl</i>	go down	<i>nzl</i> (I-ə)
	<i>waqaf-yūqaf</i>	stand, stop, arrest	<i>wqf</i> (I-1-w)

POS	Word	Meaning	Grammatical notes
ADJ/ ADV	<i>qlil</i> F -i P - <i>in</i>	(a) little	<i>qll</i>
DET/ ADV	<i>šwayya</i>	a little, a bit	
ADV	<i>bōhi</i>	yesterday	
	<i>balki</i>	maybe	
	<i>balkat</i>	maybe	
	<i>sawa</i>	together	
ADV/ PREP	<i>ğawwa/ğūwāt-</i>	under	
	<i>fōq/fuqāt-</i>	above	
PREP	<i>ʿaqəb</i>	after	
	<i>qabəl</i>	before, ago	
DEM	<i>haḏāk(i)</i>	that	M
	<i>haḏik(i)</i>	that	F
	<i>haḏōk(i)</i>	those	
Q	<i>hayyi~hayyu</i>	which?	
PART	<i>ʿkwā-</i>	here is X!	Presentative
	<i>d(a)-</i>		Cohortative
CONJ	<i>ō</i>	or	
	<i>lō</i>	or, if	
INT	<i>barbənnān</i>	God forbid!	Negative wish
	<i>hā</i>	Oh!	Realization
	<i>aləwwā</i>	I wish!	Wish
	<i>yəṭʿi- əl-ʿifi</i>	May (God) give you health!	
Names	<i>Ḥēfa</i>	Haifa	
	<i>ʿamba</i>	<i>ʿamba</i> (pickled mango)	F
	<i>(yōm əš)-šəbbāt</i>	Saturday	

6.3 GRAMMAR

6.3.1 The conjugation of the verb in the imperfect

Verbs with ʔ as their first consonant cause some changes in the conjugation base of the imperfect in the first stem:

Table 6.1 Paradigm I-1-ʔ (Imperfect)

1S	<i>āCəC</i>	<i>ākəl</i>	1P	<i>n-āCəC</i>	<i>nākəl</i>
2MS	<i>t-āCəC</i>	<i>tākəl</i>	2P	<i>t-aCC-ōn</i>	<i>taklōn</i>
2FS	<i>t-aCC-ēn</i>	<i>taklēn</i>			
3MS	<i>y-āCəC</i>	<i>yākəl</i>	3P	<i>y-aCC-ōn</i>	<i>yaklōn</i>
3FS	<i>t-āCəC</i>	<i>tākəl</i>			

The ʔ of the root turns into a long vowel after the prefix. This is also the case in the long persons, only that this long vowel gets shortened when the stress shifts to the last syllable due to the addition of the suffix.

6.3.2 The perfect

The perfect is mainly used to denote completed actions in the past. Like the imperfect, it is inflected for five singular persons and three plural persons. This is done by adding a subject suffix to the base.

6.3.2.1 *The perfect conjugation of strong roots in the first stem*

The perfect presents different conjugation paradigms that we will learn one by one. In this lesson, we shall concentrate on I-*a* and I-*ə* roots, which, unlike the imperfect, share the same conjugation base: *CaCaC*.

Table 6.2 Paradigms I-a and I-ə (Perfect)

1S	CCaC-tu	<i>ktabtu</i>	1P	CCaC-na	<i>ktabna</i>
2MS	CCaC-t	<i>ktabt</i>	2P	CCaC-təm	<i>ktabtəm</i>
2FS	CCaC-ti	<i>ktabti</i>			
3MS	CaCaC	<i>katab</i>	3P	CaCC-u	<i>katbu</i>
3FS	CaCC-ət	<i>katbət</i>			

Note that the first and second persons share the same base CCaC- and differ only in their person suffix. The third persons also share the same base CaCaC, whereby the vowel of the final closed syllable falls when a suffix is added in the 3FS and the 3P.

6.3.2.2 *The perfect conjugation of I-1-² roots in the first stem*

I-1-² roots are conjugated similarly, only that the first consonant is represented as *a* alone in the first and second persons and has no representation in the third persons:

Table 6.3 Paradigm I-1-² (Perfect)

1S	CCaC-tu	<i>akaltu</i>	1P	CCaC-na	<i>akalna</i>
2MS	CCaC-t	<i>akalt</i>	2P	CCaC-təm	<i>akaltəm</i>
2FS	CCaC-ti	<i>akalti</i>			
3MS	aCaC	<i>akal</i>	3P	aCC-u	<i>aklu</i>
3FS	aCC-ət	<i>aklət</i>			

6.3.2.3 The perfect conjugation of strong roots in the eighth stem

As in the imperfect, the perfect conjugation of the eighth stem is characterized by the addition of the sound *t* between the first and second consonant of the root.

Table 6.4 Paradigm VIII (perfect)

1S	CtCaC-tu	štgaltu	1P	CtCaC-na	štgalna
2MS	CtCaC-t	štgalt	2P	CtCaC-təm	štgaltəm
2FS	CtCaC-ti	štgalti			
3MS	CtaCaC	štaǧal	3P	CtaCC-u	štaǧlu
3FS	CtaCC-ət	štaǧlət			

Note the three consonant cluster in the forms of the first and second persons. A three consonant cluster that opens with *št* or *st* is actually acceptable in JB. For verbs of roots that do not open with *š* or *s*, a helping vowel is inserted between the *t* of the eighth stem and either the first or the second consonant of the root, depending on the root: *fəthamtu* ‘I understood’; *mtəḥantəm* ‘you tested’.

6.3.3 Negative imperative

To convey prohibition, the imperfect of the second person is preceded by the negator *lā*:

- lā tāxəd!* ‘do not take (MS)!’
lā taklən! ‘do not eat (FS)!’
lā tləʿbōn! ‘do not play (P)!’

6.3.4 The cohortative

When the particle *da-* precedes an imperfect verb in the first person, it conveys self-encouragement or urge:

da-nġūh 'let's go!'

d-aktāb 'I shall write'

Naturally, the particle shortens into *d-* preceding the 1S.

6.3.5 Long vowel shortening and raising

When an original *ē* gets unstressed due to the addition of a suffix, it also changes its quality into *i*:

kēk 'cake' vs. *kikāyi* 'a cake' vs. *kikayāt* 'cakes'

Similarly, when an original *ō* gets unstressed due to the addition of a suffix, it changes its quality into *u*:

bōsa 'kiss' vs. *busāt* 'kisses'

6.3.6 The dual

In terms of number, nouns are not only declined in the singular and plural but also in the dual. When the dual ending *-ēn* is added to a singular noun, it denotes two items of the noun:

saṭḥ 'roof' vs. *saṭḥēn* 'two roof'

ḥəmmām 'shower' vs. *ḥəmmamēn* 'two showers'

Note that in the last example, the long vowel of the base shortens due to the suffixation of the dual.

The addition of the dual ending may also cause long vowel raising:

bēt ‘house’ vs. *bitēn* ‘two houses’
yōm ‘day’ vs. *yumēn* ‘two days’

If the noun ends with a feminine suffix, the feminine suffix is replaced by the sound *t*:

sāʿa ‘hour’ vs. *saʿtēn* ‘two hours’
qābba ‘room’ vs. *qābbtēn* ‘two rooms’
daqīqi ‘minute’ vs. *daqīqtēn* ‘two minutes’

A dual animate noun is perceived as a plural noun:

haḍōli l-bəntēn əl-ḥəlwīn qa-yəmsōn ʿl-Landan ‘These two beautiful girls are travelling to London’

A dual inanimate noun is referred to using the 3FS:

hāyi l-paysəglēn ʿtīqi ‘These two bicycles are old’

6.3.7 Demonstratives

While close demonstratives point at objects that are relatively close to the speaker, far demonstratives point at farther away objects:

Table 6.5 Demonstratives

	Close	Far
MS	<i>hāda</i>	<i>haḍāk(i)</i>
FS	<i>hāyi</i>	<i>haḍīk(i)</i>
P	<i>haḍōl(i)</i>	<i>haḍōk(i)</i>

hayi ʿ-čarpāya ‘this bed’ vs. *haḍīk ʿ-čarpāya* ‘that bed’
haḍōk ʿgwaḡīn-na ‘Those are our neighbours’

Note that some demonstratives may end with *i*.

6.3.8 Here and there

In analogy to close and far demonstratives, adverbs of location are distinguished by distance:

hōn(i) ‘here’ vs. *wnīk(i)* ‘there’

6.3.9 Prepositions

The prepositions *qabəl-* ‘before, ago’ and *‘aqəb-* ‘after’ denote location in time:

qabəl-sā°a ‘an hour ago’

‘aqəb-°sbū° ‘after a week’

Both prepositions drop the vowel of the last syllable to allow adequate distribution of consonants with the following component:

qabl-əl-°əṭla ‘before the vacation’

‘aqb-əš-šəḡəl ‘after (the) work’

The prepositions *fōq-* and *ḡawwa-* mean ‘above’ and ‘under’ respectively:

fōq-əl-bēt ‘above the house’

ḡawwa-l-qanafa ‘under the sofa’

Preceding pronominal suffixes, the prepositions may change their form into *fuqāt-* and *ḡūwāt-*:

fuqāt-u ~ *fōq-u* ‘above him’

ḡūwāt-ak ~ *ḡūwā-k* ‘under you (MS)’

Both *fōq* and *ḡawwa* can also serve as adverbs of location:

əṭ-ṭəppa ḡawwa ‘The ball is below/downstairs’

hūwi fōq ‘He is above/upstairs’

In a preposition phrase, the preposition is usually the unstressed component while the stress falls on the following noun. Some prepositions may be stressed, however, in which case they may also change their meaning:

mán-hōn lí-hōn ‘from here until here’

Unlike *l-* ‘to’, *lí-* means ‘until’.

6.3.10 The determiner *kəll*

The determiner *kəll* means ‘all’ if it is followed by a definite noun:

kəll əl-ūlād ‘all the children’

Preceding an indefinite noun, it means ‘every’:

kəll sā`a ‘every hour’

kəll šēn ‘everything’

In combination with *māku*, *kəll* means ‘any’:

māku kəll qəṭār hōni ‘There is not any train here’

As discussed in [Lesson 5](#), *kəll-* can also serve as a cumulative pronoun when it is followed by a pronominal suffix.

6.3.11 The interrogative ‘Which?’

The meaning ‘Which?’ is conveyed by *hayyi* or *hayyu* preceding a noun:

hayyi~hayyu bənt ‘Which girl?’

hayyi~hayyu bēt ‘Which house?’

hayyi~hayyu bnāt ‘Which girls?’

6.3.12 Alternative conjunctions

Either *ō* or *lō* can come between two coordinated alternatives. It is more common, however, to hear *lō* in questions and *ō* in declarative sentences.

tġid kəbba lō təmman? ‘Do you (MS) want meat dumplings or rice?’
ġaḥ-amši l-Amriġka ō l-Frānsa ‘I will either travel to America or to France’

6.3.13 The presentative *ʔkwā-*

The particle *ʔkwā-* is used to present or to point at new entities. It is followed by a pronominal suffix that agrees with the entity in gender and number:

ʔkwā-ni ‘Here I am’
ʔkwā-həm ʔwlād-i ‘Here are my children’

The corresponding pronoun for the 3FS following *ʔkwā-* is usually *-yi* rather than *-ha*, which can also be heard:

ʔkwā-yi ~ *ʔkwā-ha* ‘Here she is’

6.3.14 The pattern *CəCCān* and its plural

The pattern *CəCCān* hosts adjectives that denote physical difficulties. The broken plural form of these adjectives is typically *CCāCi*:

təbān ‘tired (MS)’ vs. *təbāna* ‘tired (FS)’ vs. *tābi* ‘tired (P)’
ġūān ‘hungry (MS)’ vs. *ġūāna* ‘hungry (FS)’ vs. *ġwāi* ‘hungry (P)’

The last form may not seem as if it is derived from *CəCCān*, but it is historically derived from it (*ġawān* > *ġəwān* > *ġūān*).

6.3.15 The elative

The pattern *aCCaC* creates a gender and number neutral comparative and the superlative adjectives:

kbīg 'big (MS)' vs. *akbaġ* 'bigger/biggest'
təbān 'tired (MS)' vs. *at^oab* 'more/most tired'

The elative of *qqīb* 'close (MS)' is *aqqab* 'closer/closest'.

The elative of roots ending with *y* is *aCCa*:

ġāli 'expensive' vs. *aġla* 'more/most expensive'
qawi 'strong' vs. *aqwa* 'stronger/strongest'

To form the comparative, the preposition *mən-* follows the elative:

hīyi akbaġ mənn-i 'She is bigger than I'

The comparative is also implied when the elative alone serves as a predicate:

hāda t-ṭarīq aqsaġ 'This way is shorter'

To form the superlative, the elative either precedes an indefinite singular noun or a definite plural noun:

hūwi aḥsan walad 'He is the best boy'
hūwi aḥsan l-ūlād 'He is the best boy'

6.3.16 Object pronouns

Pronominal suffixes that are added to verbs denote the direct object:

axaḍ-u 'He took him'
təṭbax-a 'She cooks it (F)'
nəḡəf-kəm 'We know you (P)'

When a verb form ends with a vowel, the vowel elongates with the addition of the pronominal suffix:

ktabna ‘we wrote’ + *-nu* ‘it (M)’ -> *ktābnā-nu* ‘We wrote it (M)’

When the verb ends with the vowels *i*¹ or *u*, they change into *ē* and *ō* preceding a pronominal suffix:

ktabtu ‘I wrote’ + *-nu* ‘it (M)’ -> *ktābtō-nu* ‘I wrote it (M)’

katbu ‘they wrote’ + *-nu* ‘it (M)’ -> *kātbō-nu* ‘They wrote it (M)’

ktabti ‘you (FS) wrote’ + *-nu* ‘it (M)’ -> *ktābtē-nu* ‘You (FS) wrote it (M)’

These vowel changes do not occur when the 3FS pronominal suffix is added:

ktabtu ‘I wrote’ + *-ha* ‘it (F)’ -> *ktābtū-ha* ‘I wrote it (F)’

ktabti ‘you (FS) wrote’ + *-ha* ‘it (F)’ -> *ktābtī-ha* ‘You (FS) wrote it (F)’

When the long persons of the imperfect are followed by a pronominal suffix, the *n* of the subject suffix falls:

ykātbōn ‘they write’ + *-nu* ‘it (M)’ -> *ykātbō-nu* ‘They write it (M)’

tkātbēn ‘you (FS) write’ + *-nu* ‘it (M)’ -> *tkātbē-nu* ‘You (FS) write it (M)’

When the 3FS pronominal suffix follows the long persons of the imperfect, a vowel change is also involved:

ykātbōn ‘they write’ + *-ha* ‘it (F)’ -> *ykātbū-ha* ‘They write it (F)’

tkātbēn ‘you (FS) write’ + *-ha* ‘it (F)’ -> *tkātbī-ha* ‘You (FS) write it (F)’

This vowel change is not limited to verbs. In fact, the 3FS pronominal suffix can only follow the vowels *ū* or *ī*. Compare the form *‘lī-ha* ‘about her’ to *‘lē-nu* ‘about him’, for example.

1. Unless the vowel *i* represents *y* as a third consonant in the I-3-*i* paradigm: *abni* ‘I build’ + *-nu* ‘it (M)’ -> *abnī-nu* ‘I build it (M)’.

6.4 EXERCISES

6.4.1 Read the texts of this lesson out loud. Pay attention to correct pronunciation.

6.4.2 Answer the following questions about the texts of this lesson:

1. *aš ʔabax Šabīḥ əl-yōm?*
2. *Šabīḥ qa-yǧīd Madlēn ʔǧīb wiyyā-ha šēn l-əl-ʔǧyūq?*
3. *lēš ʔaḅa mā qa-yəlʿab wiya-Amīr?*
4. *l-wēn qa-yǧuḥōn Nabīl wu-Dēzi?*
5. *ēmta ǧakbət Dēzi l-pāš l-əš-šatt?*

6.4.3 Convert the nouns in the following sentences into the dual. Pay attention to additional changes that might be required.

1. *hāyi l-əxt zangīni.*
2. *əl-qəbba mal-əl-walad ʔkbīǧi.*
3. *ʿənd-i mtəḥān bašīṭ ǧada.*
4. *lə-mʿallmi katbət ʿala-l-mēz.*
5. *aku xōš sīnama šōb-əs-sūq.*

6. *as-sīyāra qa-təmšī b-ət-ṭarīq lə-ṭwīl.*

7. *ḡada ḡaḥ-aṭṭ-həm bōsa qwīyi.*

6.4.4 Use the comparative of the adjective to compare two versions of the noun, one modified by a close demonstrative and one by a far demonstrative.

Example: *maṭ'am; kbīḡ* -> *hāda l-maṭ'am akbaḡ mən-haḡāk*

1. *bēt; qqīb*

2. *sā'a; qṣayyḡ*

3. *paṣṣaḡal; mūrīḥ*

4. *šwārəḡ; nḡīf*

5. *šatt; bīd*

6. *bēḡi; ḡāli*

7. *kəbba; ṭeyyəb*

8. *ḡənaṭ; tḡīl*

9. *bnēti; ḥəlu*

10. *ṭəpap; qawi*

6.4.5 Phrase questions to answer the underlined word(s) in the following sentences.

1. axū-yi qa-yǧūḥ l-əl-madrasa.
2. ʿənd-i ʿəṭla baʿad yumēn.
3. qad-aǧīd ašǧab qaḥwa ō čāy.
4. hāyi l-qanafa tǧīli.
5. ana kəlləš ʾmlīḥ.
6. ʾkwā-nu b-əl-adab.
7. aku zdəḥām qawi b-ət-ṭarīq.
8. hūwi məšǧūl.
9. aklət kəbba šwandag.
10. qa-yəməši mən-Landan.

6.4.6 Complete the table with the correct form of the verb. If the given verb is in the imperfect, use the imperfect, and if it is in the perfect, use the perfect.

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
			<i>axad</i>				
	<i>təqli</i>						
					<i>nəfḏal</i>		
<i>ʿzamtu</i>							

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əhna</i>	<i>əntəm</i>	<i>həmmi</i>
							<i>yğibōn</i>
		<i>s²alti</i>					
				<i>təmtəhən</i>			
			<i>waqaf</i>				
						<i>dxaltəm</i>	
	<i>tākəl</i>						

6.4.7 Create the following verb and object forms.

1. we take you (FS)
2. you (MS) find him
3. I ate it (M)
4. you (P) tested them
5. she brings for me
6. he likes it (F)
7. they hear her
8. I learned it (F)
9. you (FS) understand them
10. you (P) give to us

6.4.8 Conjugate the verb in brackets into the right form. Note that in some cases, the preverbal particles *gaḥ-* or *qa(d)-* might be required.

1. *ana ḡūʿān.* _____ (*ʿkl*) *šwayya kəbba.*
2. *lā* _____ (*xwf*) *ʿala-əbn-ak!*
3. *gada* _____ (*ḡyb*) *l-ūlād-u təppa ḡdīdi.*
4. *kəllət-na* _____ (*ḡkb*) *l-pāš sawa lə-l-madrasa qabəl-yumēn.*
5. *əš-šərṭi* _____ (*mšy*) *gada wu-* _____ (*rḡʿ*) *baʿad ʿsbūʿ.*
6. *lēš mā* _____ (*ʿxd*) *əl-xəttāḡ māl-kəm l-əl maṭʿam əl-yōm ʿaqb-əš-šəḡəl?*
7. *ēmta* _____ (*ʿzm+us*) *ʿala-ḡyūq ʿb-bēt-ək?*
8. *aš* _____ (*tbx+for them*) *ət-təbbāxa bōḥi?*
9. *gada ʿənd-i mtəḥān bas mā* _____ (*fhm*) *šēn. aḥsan šēn* _____ (*ḡwh*) _____ (*ʿb*) *təppa.*
10. *ʿkwā-ni! aš* _____ (*ḡyd*) _____ (*sʿl+me*) *ʿala-bənt-ak?*

6.4.9 Combine the following components into a sentence in the correct order.

1. *yākəl qa- mā patēta yḡīd məqlīyi.*
2. *aṭwal haḏāk ət-tarīq.*

3. *lə-ˈtīqi lə-mlihīn yəštəǵlōn hadōli b- əl-madrasa lə-mˈəllmīn.*
4. *əs-sīyāra təǵkab lā b-əl-lēl.*
5. *mā hayyi nḏīfi qəbba?*
6. *lí-Frānsa Landan rǵaˈna mán-.*
7. *kəbba akal šwandaǵ mani tēyyibi?*
8. *aḥsan laqa ulāyi šəǵəl b- l- hadīk.*
9. *əl-ˈmtəḥān ana l- bas d-aǵūḥ təˈbāna adrəs.*
10. *bēt nəmši l- ˈamm-i ǵaḥ-.*

6.4.10 Translate the following sentences into English.

1. *bōḥi qabl-əḏ-ḏəhəǵ akaltu b-əl-matˈam mal-abu ˈAli. əl-akəl ˈwnīk mā ˈaǵab-ni.*
2. *akaltu kəlləš ˈktīǵ. ana šəbˈāna. mā ǵaḥ-ākəl yumēn.*
3. *áslōn-a s-səkərtēra ǵ-ǵḏīdi? qa-təftáhəm əš-šəǵəl?*
4. *yəḏī-ki l-ˈīfi yā xalət-i! aškər-ək!*
5. *abū-yi azgan mənn-i. ˈənd-u bitēn wu-sīyartēn.*
6. *ˈəzmət-na waḥdi ˈala-ˈəšwīyi b-bēt-a ˈaqb-əl-ˈəḏla.*
7. *lə-mˈəllmi məšǵūla l-yōm wu-mā təqdaǵ təmtəḥən-əm.*
8. *b-hāḏa l-maˈmal aku akḏaǵ šəǵəl mən-ˈb-hadāki.*


(continued)

9. *ana təbān kalləš. aḥsan šēn d-aḡūḥ anām lī-ḡada šbāḥ.*

10. *ʿzəmtū-ha ʿala-ḡədwiyi wu-ḡaḥ-aṭbəx-l-a tbiṭ.*

6.4.11 Translate the following sentences into JB.

1. I cooked a fried egg. Here it is.
2. The cars stopped in the middle of the road next to the cinema.
3. The beetroot in this market is more expensive than the tomato in the city centre.
4. Do not say you (MS) are full. You only ate a little bit of salad.
5. Which bicycle do you (MS) like? The expensive (one) or the cheap (one)?
6. I wish he would come to work with us. He is a good lawyer.
7. The train from London to France does not take more than one hour and a half or two hours.
8. The city is building a new street. We will be able to walk in it from our house to the river.
9. This man is going to bring me two beds and two chairs from the university.
10. When did the bus stop under your (FS) house?

6.4.12 Listen to audio file 6.4.12 at Zenodo , then transcribe and translate it before answering the following questions.

1. *mani qa-yəmši l-Ḥēfa?*
2. *əl-ab ġāḥ-yəmši wiyyā-həm?*
3. *wēn ġaḥ-yġəkbōn əl-paysəgəl?*

6.4.13 Write a short paragraph about what you ate today. Use the text in section 6.1.1 of this lesson as inspiration. You can also use vocabulary from previous lessons concerning food, drinks, restaurants and the market.

LESSON 7

Family,
shopping,
dating


7.1 TEXTS

7.1.1 *əl-ʕāʔala māl-kəm* (Your family) Listen to audio file

7.1.1 at Zenodo 

- Mʕallmi: *əl-yōm aġīd-kəm təḥkōn ʕala-l-ʕāʔala māl-kəm. Frēdi, tfaḍḍal.*
- Frēdi: *əḥna xaməs nafarāt ʔb-bēt-na: abū-yi, əmm-i, əxt-i, axū-yi, w-ana. abū-yi muhandəs w-əmm-i ʕaydəlaniyyi. tneʔət-əm qa-yəštəġlōn ʔb-markaz l-ūlāyi. xwət-i tneʔ-əm azaġġ mənən-i. baʕad-əm b-əl-madrasa.*
- Mʕallmi: *aš ʕəmg-əm?*
- Frēdi: *wəḥəd ʕəmg-u təs ʕsnīn wu-l-ləxxi ʕəmg-a sab ʕsnīn.*
- Mʕallmi: *aškər-ak Frēdi. w-ənta Yaʕqūb? kēm nafar əntəm b-əl-ʕāʔala māl-ak?*
- Yaʕqūb: *mən-ġəġ waləd-i wu-waldət-i əḥna sətt əxwa. ʕənd-i baʕad əxtēn wu-tlat əxwa. axū-yi lə-kbiġ dəktōr. daras təbb b-əġ-ġāmʕa l-ʕəbrīyyi wu-mən xallaş qam-yəštəġəl b-əl-mustaşfa. ax lāx kəlləş şātəġ. səkən ʔb-Kanada wu-ham qa-yədrəs təbb. wu-l-ax lə-zġayyəġ b-əl-madrasa. bas hūwi kəslān. mā yəḥlaʕ mənən-u šēn. xwāt-i lə-tneʔ mʕəllmāt. waḥdi qa-tdarrəs riyāḍa wu-l-ləxxi qa-tʕəlləm riyāḍiyāt.*
- Mʕallmi: *aʕġəf-əm lə-xwāt-ak. kānu şadiqāt-i b-kulliyət ət-tarbiya. səlləm-ni ʕl-ə-həm.*
- Yaʕqūb: *aḷla ysəlləm-ək.*
- Mʕallmi: *w-ənta Mnaḥēm?*
- Mnaḥēm: *mā ʕənd-i əxwa, bas sətt-i qeʕdi wiyyā-na b-əl-bēt. mən māt sīyəd-i ġət lē-na. sīyəd-i kān mudīr bang b-əl-ʕəraq wu-mən ġā l-Israʕel sāġ marīḍ wu-ʕaqəb kam šəhəġ māt. sətt-i kənət ʔb-ḥəḥd-a w-ġəbnā-ha l-bēt-na. b-əl-ʕəraq sətt-i kənət xīyāḍa kəlləş məġūfa. kant-ʕxīyət-l-əm ʕl-kəll əl-ihūd.*
- Mʕallmi: *ʕəġəb təqdaġ ʕtxīyət-l-i sətra?*
- Mnaḥēm: *akīd!*
- Frēdi: *baʕad mā ḥkitē-l-na ʕala l-ʕāʔala māl-ək, yā mʕallmi.*
- Mʕallmi: *mā ʕənd-na baʕad waqt əl-yōm. ġəġ marra inşalla.*

7.1.2 *aš ʔštġēti?* (What did you buy?) Listen to audio file

7.1.2 at Zenodo 

- zōġ: *mā ġəḥti l-əs-sūq əl-yōm?*
maġa: *ġəḥtu. ləš?*
zōġ: *qəltō-l-ək aġīd samak. ašu māku šēn b-ət-təllāġa?*
maġa: *kēf mā šəftu samak tāza.*
zōġ: *aš ʔštġēti lakan?*
maġa: *štġētu tlat daġiyāt, w-aġbaʿ tənnurāt, sabəʿ panṭrunāt, wu-tmən ʔġwarīb.*
zōġ: *wē hū wē! aš sāġ?*
maġa: *ʔnsēt? yōm lə-tlatā l-əġš mal-Sasōn wu-Tōya.*
zōġ: *wu-aḷla nsētu. yəngad-nəṭī-həm fəd-ʔhdīyi.*
maġa: *lā txāf. štġitō-l-əm aḥla zulīyi.*
zōġ: *ašqad kəllfət-ək əz-zulīyi?*
maġa: *ʿašġ ʔDnanīr. b-ʔblāš.*
zōġ: *wu-ḥ-ḥābi bəla-flūs.*

7.1.3 *ana qa-ʔaʿzəm-ək* (I am inviting you) Listen to audio

file 7.1.3 at Zenodo 

- Xāləd: *Šabīḥa, qa-təġdēn ʔtġuḥēn wiyyā-yi ġada šbāḥ l-əl-matḥaf?*
Šabīḥa: *ġada ʿīd. mā qad-aġīd aqūm mən-waqt.*
Xāləd: *mā yxāləf. nəqdaġ ʔngūḥ sawa l-əs-sīnama b-əl-ləl.*
Šabīḥa: *ġada b-əl-ləl ana məšġūla.*
Xāləd: *wu-yōm lə-xmīš?*
Šabīḥa: *ham ʿənd-i fəd-šēn.*
Xāləd: *ēmta lakan?*
Šabīḥa: *yōm əl-ġəbʿā.*
Xāləd: *yōm əl-ġəbʿā ašqad b-əš-šəhəġ?*
Šabīḥa: *tlati b-əš-šəhəġ.*
Xāləd: *b-hayyu sāʿa ngūḥ?*
Šabīḥa: *ʿaqb əl-tmīni b-əl-ləl ana fārgi. ʿala-hayyi fələm qa-tfakkər?*
Xāləd: *baʿad mā fəkkartu. ašqad raqm ət-təlīfōn māl-ək? abʿat-l-ək xabaġ mən aʿġəf.*
Šabīḥa: *əz-raqəm māl-i xamsi šəfər xamsi sabʿa tlati tənən təsʿa. bēš əl-biṭāqa?*
Xāləd: *b-tlat ʔDnanīr. bas ana qa-ʔaʿzəm-ək.*

7.2 VOCABULARY

Listen to audio file 7.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>biṭāqa~piṭāqa P -āt</i>	ticket	F, <i>btq/ptq</i>
	<i>baṅ P bnūg</i>	bank	M, <i>bng</i>
	<i>paṅṭrūn P -āt</i>	trousers	M, <i>pnṭrn</i>
	<i>maḥaf P matāḥaf</i>	museum	M, <i>thf</i>
	<i>təlifōn P -āt</i>	telephone	M, <i>tfn</i>
	<i>tənnūra P -āt</i>	skirt	F, <i>tnr</i>
	<i>təllāḡa P -āt</i>	refrigerator	F, <i>tlḡ</i>
	<i>ḡurāb P ḡwarīb</i>	sock	M, <i>ḡrb</i>
	<i>xabaḡ P axbār</i>	message, news	M, <i>xbḡ</i>
	<i>xīyāt F -a MP xyayīṭ FP -āt</i>	tailor	<i>xyṭ</i>
	<i>daḡīyi P -āt</i>	dress	F, <i>dwḡ</i>
	<i>tarbiya</i>	education	F, <i>rby</i>
	<i>raqəm P arqām</i>	number	M, <i>rqm</i>
	<i>riyāḡa</i>	sports	F, <i>ryḡ</i>
	<i>riyaḡīyāt</i>	mathematics	F, <i>ryḡ</i>
	<i>zuliyi P zwīli</i>	carpet, rug	F, <i>zwly</i>
	<i>sətra P satar</i>	jacket	F, <i>str</i>
	<i>samak</i>	fish	M, <i>smk</i>
	<i>ṣəhəḡ P ṣhūḡ(a)</i>	month	M, <i>ṣhḡ</i>
	<i>ṣaydali F ṣaydalanīyyi MP ṣayādla FP -āt</i>	pharmacist	<i>ṣydl</i>
	<i>ṣaydalīyyi P -āt</i>	pharmacy	F, <i>ṣydl</i>
	<i>təbb</i>	medicine (field of science)	M, <i>tbb</i>
	<i>ʿəḡṣ P ʿḡāṣa</i>	wedding	M, <i>ʿḡṣ</i>
	<i>ʿəməḡ</i>	age	M, <i>ʿmḡ</i>

(continued)

POS	Word	Meaning	Grammatical notes
	ʿāʔala P ʿawāʔal	family	F, ʿwl
	ʿid P ʿyād	holiday (religious)	M, ʿyd
	flūs	money	F, fls
	fəlam P aflām	film, movie	M, flm
	kullīyyi P -āt	college	F, kll
	marra P -āt	time (occasion)	F, mrr
	nafar P -āt	individual, person	M, nfr
	hdīyi P -āt	present, gift	F, hdy
	waqt P awqāt	time	M, wqt
	wālād F -a	parent	wld
ADJ	aḥla	more/most beautiful	ḥlw
	šātəḡ F -i P šəttāḡ	smart, diligent	štḡ
	ʿabri F -īyyi P -īyyīn	Hebrew	ʿbr
	məʿgūf F -a P -īn	famous	ʿḡf
	fārəḡ F -i P -īn	empty, vacant	fḡḡ
	kəslān F -a P ksāli	lazy	ksl
DET	fəd	some, a	
	ḡəḡ	another (different)	
Verbs	baʿat-yaḇʿat	send	bʿt (I-a)
	ḡā-yəḡi	come	ʔḡy (ʔḡy)
	ḥaka-yəḥki	speak, tell	ḥky (I-3-i)
	xallaṣ-yxallaṣ	finish	xls (II)
	xayyaṭ-yxayyaṭ	sew	xyt (II)
	darras-ydarrəs	teach	drs (II)
	sakan-yəskən	live, dwell	skn (I-ə)
	sallam-yhalləm	pay, salute, say hello	slm (II)
	štaḡa-yəštāḡi	buy	šḡy (VIII-3-i)
	ṭalaʿ-yəṭlaʿ	go out	ṭlʿ (I-a)

POS	Word	Meaning	Grammatical notes
	<i>ʿallam-yʿalləm</i>	teach	<i>ʿlm</i> (II)
	<i>fakkār-yfakkār</i>	think	<i>fkr</i> (II)
	<i>qaʿad-yəqʿəd</i>	sit, live	<i>qʿd</i> (I-ə)
	<i>qām-yqūm</i>	get up	<i>qwm</i> (I-2-ū)
	<i>kallaf-ykalləf</i>	cost	<i>klf</i> (II)
	<i>kān-ykūn</i>	be	<i>kwn</i> (I-2-ū)
	<i>nasa-yənsa</i>	forget	<i>nsy</i> (I-3-a)
ADV	<i>ḅ-ḅahd-/ḅ-ḅahəd</i>	alone	
	<i>blāš</i>	gratis	
	<i>lakan</i>	then, so	
PREP	<i>bəla/bliyyā-</i>	without	
	<i>mən-ğĕğ</i>	rather than, apart from	
Q	<i>bēš</i>	how much (cost)?	
	<i>ašqad</i>	how much/many?	
Q/DET	<i>kēm~kam</i>	a few, how much/many?	
NUM	<i>šəfər</i>	zero	
	<i>ṭnēn</i>	two	
	<i>tlāṭi/tlat</i>	three	
	<i>ağəbʿa~ağbʿa/ağbaʿ</i>	four	
	<i>xamsi/xams~xaməs</i>	five	
	<i>sətti/sətt</i>	six	
	<i>sabʿa/sabʿ~sabəʿ</i>	seven	
	<i>ṭmīni/ṭmən</i>	eight	
	<i>təsʿa/təsʿ~təsəʿ</i>	nine	
	<i>ʿašğa/ʿašğ~ʿašəğ</i>	ten	
PART	<i>aštu</i>	I see that . . .	Surprise
	<i>ʿağab</i>	I wonder if . . .	Inquiry
	<i>yəngəd-</i>	have to	Necessity

(continued)

POS	Word	Meaning	Grammatical notes
CONJ	<i>kēf</i>	because	
	<i>lēn</i>	because	
INT	<i>alla ysallam-</i>	God bless!	
	<i>inšalla</i>	If God wills!	
	<i>tfadḏal/i/u</i>	Welcome! Go ahead!	
	<i>mā yxālaf</i>	Never mind!	
	<i>wē hū wē</i>	So much/many!	
	<i>wu-ŋ-ŋabi</i>	By God (literally: by the Prophet)!	Swear/oath
Names	<i>Dinār P Dnanīr</i>	Dinar	M
	<i>ʿIbrāni</i>	Hebrew (Language)	
	<i>Kanada</i>	Canada	
	<i>(yōm) əl-aḥḥad</i>	Sunday	
	<i>(yōm) lə-tnēn</i>	Monday	
	<i>(yōm) lə-tlatā</i>	Tuesday	
	<i>(yōm) əl-ġabʿā</i>	Wednesday	
	<i>(yōm) lə-xmiš</i>	Thursday	
	<i>(yōm) əḡ-ġamʿa</i>	Friday	

7.3 GRAMMAR

7.3.1 Possible vowel omissions to resolve consonant load

When a word that ends with the vowel *ə* and a consonant is followed by a word that opens with two consonants, the vowel *ə* may be omitted. Instead, a helping vowel is introduced between the words to break the consonant cluster. This typically happens when the second word opens with the definite article. Consider, for example, the following two examples:

ər-raqəm māl-i ‘my (phone) number’
raqm ət-təlifōn māl-i ‘my phone number’

In the first example, the noun *raqəm* ‘number’ is followed by the word *māl-i* ‘my’ and no consonant cluster is produced. Therefore, the first word keeps its syllabic structure. In the second example, however, the noun *raqəm* ‘number’ loses its last vowel, and instead, a helping vowel is introduced preceding the definite article in the next word.

This phenomenon is similar to the one that was described for the feminine ending *-ət*. As discussed in [Lesson 4](#), it may also lose its vowel to distribute the consonantal load better. A similar change can occur in the 3FS ending in the perfect *-ət*. Compare the following two examples:

kānət b-əl-bēt ‘she was at home’
kānt ʔkbīgi ‘she was big’

7.3.2 The numerals 1–10

We already saw that the numeral ‘one’ is declined by gender and acts as an adjective, whereby it follows the noun it modifies:

walad wēḥad ‘one boy’
bnēti waḥdi ‘one girl’

We also saw that the cardinal number ‘two’ is expressed by the dual ending:

naḥarēn ‘two people’

Quite rarely, the numeral *ṭnēn* ‘two’ may be used instead. This usually happens when the noun is also followed by a pronominal suffix:

wlād-i lə-ṭnēn ‘my two children’

The numerals 3–10 precede the noun they modify. The noun itself comes in its plural form. Although they are gender neutral, each numeral has two slightly different forms:

Table 7.1 The numerals 3–10

	A	B
3	<i>tlāṭi</i>	<i>tlat</i>
4	<i>aḡb^ʿa–aḡb^ʿa</i>	<i>aḡba^ʿ</i>
5	<i>xamsi</i>	<i>xaməs/xams</i>
6	<i>sətti</i>	<i>sətt</i>
7	<i>sab^ʿa</i>	<i>sabə^ʿ/sab^ʿ</i>
8	<i>ṭmīni</i>	<i>ṭmən</i>
9	<i>təs^ʿa</i>	<i>təsə^ʿ/təs^ʿ</i>
10	<i>ʿašḡa</i>	<i>ʿašḡə/ʿašḡ</i>

Type A numerals are used when noting numbers, for example a phone number, a date or the hour:

raqm ət-təlifōn māl-i: wēḥəd xamsi sab^ʿa sətti ṭmīni tlāṭi ṭnən wēḥəd

‘My phone number is 15768321’

əl-yōm sətti b-əš-šəḥəḡ ‘Today is the sixth of the month’

əs-sā^ʿa tlāṭi ‘It is three o’clock’

sā^ʿa b-ət-tlāṭi ‘at three o’clock’

Type B numerals are used to count items:

ʿənd-i ṭmən daḡiyāt ‘I have eight dresses’

šṭḡēti tlat panṭrunāt? ‘Did you (FS) buy three pairs of trousers?’

Note that the vowel of the final syllable in some numerals may fall depending on the consonant load of the following noun:

xaməs tənnurāt ‘five skirts’

xams əzwīli ‘five carpets’

In combination with some plurals, like *ašhəg* ‘months’ or *iyyām* ‘days’, the sound *t* comes between a type B numeral and the noun:

xaməstiyyām ‘five days’

tləttəšəg ‘three months’

The stress of the compound falls on the numeral. Also, the noun ‘months’ in the compound is derived from the broken plural *ašhəg* ‘months’, which loses the sound *h* and where the initial vowel changes into *ə* due to stress shift. The noun ‘months’ itself, beyond the context of this compound, is *šhūg(a)*.

7.3.3 Cumulative pronouns

To denote the meaning ‘number of + pronoun’, a type A numeral is used, whereby its feminine ending changes into *ət* with the addition of the pronominal suffix:

tlāti ‘three’ -> *tlətət-na* ‘three of us’

Specifically for ‘both of + pronoun’, either of the bases *tnēn-* or *tnēnət-* may be used:

tnēn-əm ~ *tnēnət-əm* ‘both of them’

Note that like in ‘all of + pronoun’ (Lesson 5), the stress of these compounds falls on the first syllable of the base.

7.3.4 Questions about quantities and numbers

To ask about the number of items, the interrogative *kēm* or *kam* is used. It is followed by a singular noun:

kēm ~ *kam walad ʿand-ak?* ‘How many children do you (MS) have?’

kēm and *kam* can also be used as determiners meaning ‘a few/some’ in a declarative sentence:

bōhi štgētu kēm ~ *kam daḡīyi* ‘Yesterday I bought a few dresses’

When the noun is uncountable, *ašqad* is used:

ašqad ʔflūs aku b-əd-dəkkān? ‘How much money is there in the shop?’

ašqad is also used to ask for the date or a telephone number:

ašqad b-əš-šəhəg təmši l-Kanada? ‘On which date of the month are you (MS) travelling to Canada?’

ašqad raqm ət-təlifōn māl-u? ‘What is his telephone number?’

Asking specifically about the hour involves the use of (*b-*)*hayyi sāʔa* ‘at what time?’

b-hayyi sāʔa ʔalʔət ət-ṭiyāra? ‘At what time did the aeroplane leave?’

With the interrogative *bēš* one asks about the current hour:

bēš əs-sāʔa? ‘What’s the time?’

To ask about price, one can also use *bēs* followed by the desired product:

bēš ət-ṭamāṭa l-yōm? ‘How much is the tomato today?’

To ask about age, the interrogative *aš* ‘what’ followed by the noun *ʔəmāg* ‘age’ is used. The noun is usually declined by a pronominal suffix that agrees with the person who is the object of the question:

aš ʔəmāg-ak? ‘How old are you (MS)?’

7.3.5 The indefinite particle *fəd-*

JB does not have an indefinite article similar to the one used in English, for example. However, in certain cases, the particle *fəd-* can precede a noun to fulfil a similar goal. One of these cases is

when the identity of the noun is unknown or not specific enough. These cases can be translated into English by either ‘a/an’, ‘some’ or ‘some kind of’:

bʿat-l-i fəd-xabaḡ ‘He sent me a/some message’

qa-γəštáḡəl ʿb-fəd-mustašfa ‘He works at a/some hospital’

The compound *fəd-šēn ~ fəš-šēn* means ‘something’.

7.3.6 The conjugation of the verb

7.3.6.1 *The perfect conjugation of roots with a weak second consonant in the first stem*

Roots whose base vowel in the imperfect is either *ā*, *ī* or *ū* share the same conjugation base in the perfect.

Table 7.2 Paradigm I-2-*ā*/*ī*/*ū* (Perfect)

1S	CəC-tu	qəltu	1P	CəC-na	qəlna
2MS	CəC-t	qəlt	2P	CəC-təm	qəltəm
2FS	CəC-ti	qəlti			
3MS	CāC	qāl	3P	CāC-u	qālu
3FS	CāC-ət	qālət			

Note that the base for the first and second persons is always CəC and that the base for the third persons is always CāC.

7.3.6.2 *The conjugation of roots with a weak final consonant in the first stem*

The conjugation of I-3-*i* roots was introduced in [Lesson 4](#). I-3-*a* roots are conjugated in a very similar manner. The only difference between the two paradigms is the occurrence of the vowel *a* rather than *i* at the end of the short persons.

Table 7.3 Paradigm I-3-a (Imperfect)

1S	<i>a-CCa</i>	<i>ansa</i>	1P	<i>n-əCCa</i>	<i>nənsa</i>
2MS	<i>t-əCCa</i>	<i>tənsa</i>	2P	<i>t-əCC-ōn</i>	<i>tənsōn</i>
2FS	<i>t-əCC-ēn</i>	<i>tənsēn</i>			
3MS	<i>y-əCCa</i>	<i>yənsa</i>	3P	<i>y-əCC-ōn</i>	<i>yənsōn</i>
3FS	<i>t-əCCa</i>	<i>tənsa</i>			

As for the perfect, I-3-*a* and I-3-*i* roots are conjugated similarly regardless of whether the final vowel of the short persons in the imperfect is *a* or *i*:

Table 7.4 Paradigm I-3-a/i (Perfect)

1S	<i>CCē-tu</i>	<i>bnētu</i>	1P	<i>CCē-na</i>	<i>bnēna</i>
2MS	<i>CCē-t</i>	<i>bnēt</i>	2P	<i>CCē-təm</i>	<i>bnētəm</i>
2FS	<i>CCē-ti</i>	<i>bnēti</i>			
3MS	<i>CaCa</i>	<i>bana</i>	3P	<i>CaC-u</i>	<i>banu</i>
3FS	<i>CaC-ət</i>	<i>banət</i>			

Note that the base for the first and second persons is always *CCē* and that the base for the third persons is always *CaC*.

Note that the root *ğyd* ‘want’ may be conjugated as a I-3-*i* root in the long persons of the imperfect. Thus, both *tğidēn* and *təğdēn* are possible for ‘you (FS) want’.

7.3.6.3 *The conjugation of roots with a weak final consonant in the eighth stem*

The perfect conjugation of VIII-3-*i* roots is similar to that of the same roots in the first stem, with the addition of *t* after the first consonant:

Table 7.5 Paradigm VIII-3-i (Perfect)

1S	CtCē-tu	štǵētu	1P	CtCē-na	štǵēna
2MS	CtCē-t	štǵēt	2P	CtCē-tam	štǵētam
2FS	CtCē-ti	štǵēti			
3MS	CtaCa	štaǵa	3P	CtaC-u	štaǵu
3FS	CtaC-ət	štaǵət			

The imperfect conjugation of VIII-3-*i* roots is similar to that of the imperfect of sound roots, only the last consonant of the root and the ending are replaced by *i* in the short persons:

Table 7.6 Paradigm VIII-3-i (Imperfect)

1S	a-CtáCi	aštáǵi	1P	nə-CtáCi	nəštáǵi
2MS	tə-CtáCi	təštáǵi	2P	tə-CtC-ōn	təštǵōn
2FS	tə-CtC-ēn	təštǵēn			
3MS	yə-CtáCi	yəštáǵi	3P	yə-CtC-ōn	yəštǵōn
3FS	tə-CtáCi	təštáǵi			

Note that when conjugating the roots šǵy and šǵl in the eighth stem, the *t* of the stem may be omitted. Thus, both *təštǵēn* and *təšǵēn* are acceptable for ‘you (FS) buy’. Similarly, both *štǵalna* and *šǵalna* are acceptable for ‘we worked’.

7.3.6.4 The second stem

The second stem is usually the causative counterpart of the first stem. Compare *daras* ‘he studied’ to *darras* ‘he taught’. In this stem, the middle consonant of the root is geminated.

Table 7.7 Paradigm II (Perfect)

1S	CəCCaC-tu	fəkkartu	1P	CəCCaC-na	fəkkarna
2MS	CəCCaC-t	fəkkart	2P	CəCCaC-təm	fəkkartəm
2FS	CəCCaC-ti	fəkkarti			
3MS	CaCCaC	fakkar	3P	CaCCC-u	fakkru
3FS	CaCCC-ət	fakkrət			

In the third person, the gemination of the middle consonant is the only difference that sets the second stem apart from the first stem of sound roots. However, the base of the first and the second persons changes into CəCCaC-. This follows the rule, according to which the vowel *a* in a pre-stressed closed syllable changes into *ə*.

Table 7.8 Paradigm II (Imperfect)

1S	a-CaCCəC	afakkər	1P	n-CaCCəC	nfakkər
2MS	t-CaCCəC	tfakkər	2P	t-CəCCC-ōn	tfəkkrōn
2FS	t-CəCCC-ēn	tfəkkrēn			
3MS	y-CaCCəC	yfakkər	3P	y-CəCCC-ōn	yfəkkrōn
3FS	t-CaCCəC	tfakkər			

Note that for both the perfect and the imperfect, a geminate consonant preceding another consonant is pronounced as a short one.

7.3.6.5 The root ʔǧy ‘come’

The root ʔǧy ‘come’ has a peculiar conjugation that should be learned separately:

Table 7.9 Paradigm ʔǧy (Perfect)

1S	ǧitu	1P	ǧina
2MS	ǧit	2P	ǧitəm
2FS	ǧiti		
3MS	ǧā	3P	ǧō
3FS	ǧət		

7.3.7 Nominal sentences in the past

To change a nominal sentence from the present to the past, the copula *kān* ‘was’ is added before the predicate. As a verb, it agrees with the subject in person:

hūwi muhandəs ‘He is an engineer’

vs.

hūwi kān muhandəs ‘He was an engineer’

əhna b-əl-bēt ‘We are at home’

vs.

əhna kənna b-əl-bēt ‘We were at home’

həmmi ksāli ‘They are lazy’

vs.

həmmi kānu ksāli ‘They were lazy’

7.3.8 The past habitual

Habitual actions in the past are formed by prefixing the auxiliary verb *kan-* to the imperfect:

əl-mudīr kan-yəbʔat-l-i xabağ kəll yōm ‘The manager used to send me a message every day’

qabəl-ʔašğ ʔnīn kəntu-ʔalləm riyaḏa ‘I used to teach sports ten years ago’

kan-yləʔbōn ʔəppa ~ kanu-yləʔbōn ʔəppa ‘They used to play ball’

Note that the auxiliary and the verb form one stress unit, in which the main verb is stressed. As such, the long vowel of the auxiliary shortens when applicable.

Also note that in the case of the 3P, the auxiliary may appear in the 3MS.

7.3.9 The ingressive aspect

To convey the initiation of a situation, equivalent to ‘start to’ in English, the auxiliary verb *qam-* precedes the imperfect and agrees with it in person:

qam-yəbni byūt ‘He started to build houses’

qamət-təḥki ʿEbrāni ‘She started to speak Hebrew’

ḡaḥ-yqūm-yənsa asāmi ‘He is going to start forgetting names’

As the last example shows, the auxiliary can also be conjugated in the imperfect and particles like *ḡaḥ-* or *qa(d)-* can be prefixed to it to denote different tenses or aspects.

7.3.10 Obligation and necessity

One way by which obligation or necessity are conveyed is through the modal verb *yəngad-* preceding the imperfect:

yəngad-afakkər bī-ha ‘I need to think about it’

lə-bnāt yəngad-yxəllšōn əl-kullīyyi ‘The girls need to finish (studying at) college’

Note that the modal verb is invariable regardless of the person involved.

To denote an obligation in the past, the auxiliary verb *kan-* may precede *yəngad-*:

hāda lə-mʿalləm kan-yəngad-yʿəlləm-kəm riyāda ‘This teacher should have taught you (P) sports’

7.3.11 The active participle

The active participle is a tense of its own. It is used to denote stative present situations or to denote the present perfect, namely, past situations that are still relevant in the present moment. Although it is used as a verb, it is declined as an adjective, having only three persons. The form of the active participle changes according to the stem and the root involved. In the first stem its form is $C\bar{e}C\bar{a}C$:

Table 7.10 The active participle of the first stem

MS	$C\bar{e}C\bar{a}C$	$q\bar{e}^{\text{r}}\bar{a}d$	P	$C\bar{e}CC\text{-}in$	$q\bar{e}^{\text{r}}\bar{d}in$
FS	$C\bar{e}CC\text{-}i$	$q\bar{e}^{\text{r}}\bar{d}i$			

satt-i qē^rdi b-bēt-na ‘My grandmother lives in our house’
əl-mudīr ṭēlā^s ‘The manager has gone out’

Note that like the long persons of the imperfect, the *n* of the plural ending also falls in the active participle when a pronominal suffix is added:

əḥna šēgbī-ha l-qahwa ‘We have already drunk the coffee’

Also note that stative past situations can be denoted by the auxiliary *kan-* and the active participle:

satt-i kanat-sēkni wnīki ‘my grandmother used to live there’

In the active participle of I-2- $\bar{a}/\bar{i}/\bar{u}$ roots, the middle consonant is geminated and surfaces as *y*. As a result, the preceding vowel shortens. Consider the following forms for the root *nwm* ‘to sleep’:

Table 7.11 The active participle of I-2- $\bar{a}/\bar{i}/\bar{u}$ roots in the first stem

MS	$Ceyy\bar{a}C$	<i>neyyām</i>	P	$CeyyC\text{-}in$	<i>neyymin</i>
FS	$CeyyC\text{-}i$	<i>neyymi</i>			

7.3.12 Causal clauses

Clauses that explain the cause for some state of affairs open with either *kēf* or *lēn*, both meaning ‘because’:

mā ʿand-i flūs lēn ~ kēf zōḡ-i māt ‘I do not have money because my husband died’

tnēnət-əm darsu t̄abb lēn ~ kēf šəttāḡ ‘Both of them studied medicine because they are clever’

7.3.13 Prepositions

The preposition *lē-* ‘to’ is a variable of the preposition *l-* that is used specifically to denote movement to/from a location. It is only used before pronominal suffixes:

ḡā lē-na ‘He came to us’

ḡā l-əl-bēt ‘He came to the house’

ḡəḥtu lē-həm ‘I went to them’

The preposition *bəla-* means ‘without’:

mustašfa bəla-dakātra ‘a hospital without doctors’

The form of the preposition changes into *bliyyā-* before pronominal suffixes:

bliyyā-k ‘without you (MS)’

The compound *mən-ḡēḡ* serves as a preposition that means ‘apart from, besides’:

mā drastu šēn mən-ḡēḡ-t̄abb ‘I did not study anything besides medicine’

7.3.14 Some adverbs and discourse markers

The adverb *b-ḅaḥəd* means ‘aside/apart/alone’:

hāyi lə-ḥkīyi b-ḅaḥəd ‘This thing is apart (set aside from the rest)’

Followed by a pronominal suffix, *b-ḅaḥəd* assigns the adverb to the person indicated by the pronoun and means ‘alone/by oneself’:

ǧət ʾl-hōni b-ḅaḥəd-a ‘She came here alone’

štǧēna ǧurāb b-ḅaḥəd-na ‘We bought socks by ourselves’

Note that depending on the consonant load of the compound, the last vowel of *b-ḅaḥəd* may fall.

The adverb *lakan* can precede or follow an interrogative sentence. It means ‘then, so’ and conveys impatience on behalf of the speaker to know the answer:

lakan ʾl-wēn ǧəḥt? ‘So where did you (MS) go?’

The discourse marker *ʾaǧab* accompanies yes–no questions to convey the speaker’s personal interest in the answer. It is equivalent to ‘I wonder if . . .’ in English:

ʾaǧab bʾat-l-i xabaǧ? ‘I wonder if he sent me a message’

The discourse marker *ašū* opens a question that conveys surprise. The addressee is expected to explain the reason behind the anomaly.

A: *ašū mā ǧəḥt lə-d-dəktōr?* ‘How come you (MS) did not go to the doctor?’

B: *kəntu məšǧūl* ‘I was busy’

or:

A: *ašū ǧā?* ‘How come he came?’

B: *ǧād ysalləm ʾl-ki* ‘He wanted to say hello to you (FS)’

7.4 EXERCISES

7.4.1 Read the texts of this lesson again and answer the following questions.

1. *aš ʿəməg ʔxt ʿFrēdi?*
2. *kēm nafar ʿb-bēt Yaʿqūb?*
3. *xwāt Yaʿqūb muhandəsāt?*
4. *lēš mā štaḡət əl-maḡa samak?*
5. *əl-ʿəgš mal-mani yōm lə-tlatā?*
6. *ašqad kallfət lə-hdīyi?*
7. *lēš mā ḡādət Šabīḥa tḡūḥ l-əl-mathaf?*
8. *ēmta ḡah-yḡuḥōn Xāləd wu-Šabīḥa l-əs-sīnama?*
9. *b-hayyi sāʿa Šabīḥa fārgi?*
10. *ašqad raqm ət-təlifōn mal-Šabīḥa?*

7.4.2 Write the correct form of the number and noun for the following expressions.

1. 5 telephones
2. 3 times
3. 2 numbers
4. 1 pharmacist (M)

5. 6 doctors
6. 9 banks
7. 7 days
8. 4 refrigerators
9. 8 months
10. my two dresses

7.4.3 Complete the table with the right form of the verb. If the given verb is in the imperfect, use the imperfect, and if it is in the perfect, use the perfect.

ana	ənta	ənti	hūwi	hiyi	(n)əḥna	əntəm	həmmi
			<i>ḥaka</i>				
	<i>təb'at</i>						
					<i>ndarrəs</i>		
<i>kəntu</i>							
							<i>saknu</i>
		<i>ḡiti</i>					
				<i>tənsa</i>			
			<i>štaḡa</i>				
						<i>xəllaštəm</i>	
	<i>tmūt</i>						

7.4.4 Analyse the root, tense and person of the following verbal forms.

	Root	Tense	Person
<i>təḥkēn</i>			
<i>səllamna</i>			
<i>qē^ʕdīn</i>			
<i>ǧō</i>			
<i>nxayyət</i>			
<i>yǧībōn</i>			
<i>tʃakkər</i>			
<i>šḡētu</i>			
<i>təbnōn</i>			
<i>nsētəm</i>			

7.4.5 Conjugate the verb in brackets into the correct form.

1. *mən* _____ (*kwn*) *walad* _____ (*tʃ*) *mən-
bēt-i kəll yōm b-ət-tmīni šbāḥ l-əl-madrasa.*
2. *aš* _____ (*drs*) *b-əǧ-ǧāmə'a mən kənt ʔzǧayyəǧ?*
3. *əxt-i* _____ (*skn*) *b-Landan wu-axū-yi
_____ (*q^d*) ʔb-bēt xāl-i.*
4. *qabl ʔsbū^ʕ əl-muhanədsa* _____ (*kwn*) *marīḏi wu-mā
_____ (*qdǧ+ḥky*).*
5. *qabəl-yōm əd-daǧīyi* _____ (*kʃ+me*) *Dinarēn. ašqad
_____ (*slm*) ənti?*

6. *əl-xīyāṭa* _____ (*šgy*) *samak bōḥi bas mā*
 _____ (*kl+it*) *lī-ḡada*.
7. *zōḡ-i* _____ (*tbx+to+me*) *ʿašwīyi kəll yōm mən*
 _____ (*kwn*) *azaḡḡ*.
8. *aš-šaydalanīyyi* _____ (*tʿy+me*) *raqm ət-təlifōn māl-a*
qabəl-šəhəḡ wu-mən haḡāk əl-yōm _____ (*bʿt+to+her*)
xabar kəll yōm.

7.4.6 Convert the following sentences into sentences in the past.

1. *ənti zḡayyḡi*.
2. *ət-təbbaxa qa-təḥki wiya-t-təbbāx*.
3. *l-ūlād mā b-əl-madrasa*.
4. *kəll yōm qad-alʿab tḡappa*.
5. *yənḡad-təftaḥ dəkkan ʿḡdīd*.
6. *əmta ḡaḥ-txəllšən?*
7. *ət-təllāḡa lə-ḡdīdi tkəlləf-ni xams ʿDnanīr*.
8. *hāda l-ḡəḡḡāl mudīr bang*.

7.4.7 Choose the right word(s) out of the bank to complete the following sentences. Note that in some cases more than one option may apply.

wu-alla, inšaʕla, ašu, ʕağab, wu-ŋ-ŋābi, lakan, aləwwā, aškər-ak

1. _____ ʕštġā-l-i hdīyi?
2. _____ mā mšēt ʕl-Kanada?
3. _____ mani ġaḥ-yəšğab-u ʕ-čāy?
4. _____ yəbʕat-l-i xabağ!
5. _____ mā nsētu at̄ī-nu lə-flūs!
6. _____ asmaʕ mənn-ak xəğ!
7. _____ ʕala-hāyi lə-hdīyi.
8. _____ mā aʕğəf aš laʕab bī-ha.


7.4.8 Translate the following sentences into English.

1. *wēn-u s-skamli? ʕkwā-nu fōq. ʕala-l-mēz b-əş-şatḥ.*
2. *barbənnān! l-akəl māl-əm kəlləš mā tēyyəb. lā tğīb-l-i mənn-u.*
3. *xalāt-a lə-t̄nēn kanu-yxīyōn ʕğwarīb wu-ybīʕ-ha l-kəll əd-dkakīn b-əl-ūlāyi.*
4. *wē hū wē! s-samak əl-lāxi xams ʕDnanīr ağla mən-hāda s-samak.*
5. *ʕağab əl-yōm ġaḥ-ykūn ʕənd-u waqt ydərrəs-ni riyaḍīyāt?*
6. *ašu mā štġēt-l-i hdīyi? əl-yōm qəmtu-aštāğəl b-əl-mustašfa lə-ğdīdi.*

7. *lakan ašlon ğaḥ-təbʿat-l-na xabağ bəla-təlifōn?*
8. *kēm tənnūra bəʿti l-yōm? bəʿtu bass tənnūra waḥdi, bas bəʿtu panṭrunēn hāmmēn.*
9. *mən ğō lē-na, kanu-yġəkbōn pays əgəl mən-bēt-na lī-ş-şaydalīyyi tlat mərrāt b-əl-ʿsbūʿ.*
10. *mā ʿənd-i waqt. yəngad-axayyət daġīyi l-əl-ʿəğş mal-bənt əxt-i lə-zġayyġi.*

7.4.9 Translate the following sentences into JB.

1. He lives by himself because he does not have friends.
2. This doctor (F) is lazy, but that engineer (F) is even lazier.
3. Both of them got up at seven in the morning on Thursday.
4. The manager of the hospital started to teach medicine at the university.
5. We used to hear long stories about the family.
6. You (MS) have to pay them money for this refrigerator. (It is) not for free.
7. Her husband bought her (a/some kind of) jacket.
8. You (FS) do not want to date (go out) with him because he is smarter than you.
9. I do not know what her age is, but her daughter is six years old.
10. They used to live next to us, but when he died, she went to another city with her son.

7.4.10 Listen to audio file 7.4.10 at Zenodo , then transcribe and translate it before answering the following questions.

1. *ēmta lə-ḡyūq?*
2. *wēn-u l-maḡ'am mal-Abrahām?*
3. *ašlon yəṭbəx Abrahām?*

7.4.11 Write a short paragraph about your family. Use the text in section 7.1.1 of this lesson as inspiration. You can introduce your parents, siblings, spouse or children, and mention their age, where they live, their work, studies and hobbies.

LESSON 8

Giving
directions,
cooking,
immigration
stories

8.1 TEXTS

8.1.1 *ašlon awšal l-əl-baladiyyi?* (How do I get to the city hall?) Listen to audio file 8.1.1 at Zenodo

- Rubēn: *bəla-zahma, tqədgēn ʔtsaʔdē-ni wu-tqəllē-l-i ašlon awšal lə-l-baladiyyi?*
- Sperōns: *hāyi kalləš saħli. mšī qabal ʔb-hāda š-šārəʔ ləmman tūšal l-əğ-ğəsəğ əl-abyaḏ. ʔbəğ-u l-əğ-ğəsəğ wu-xəḏ əš-šārəʔ ət-tīlət ʔala-īd-ak əl-yəmna. mšī taqrīban daqiqtēn ləmman ʔʔāyən bināya sudā ʔala-īd-ak əl-yəsğa. əl-baladiyyi müğūda bən hāyi l-bināya wu-l-maħaṭṭa mal-əl-pāš. bas dīg bāl-ak! əl-madxał mal-baladiyyi mā ʔala-š-šārəʔ əl-ʔāmm.*
- Rubēn: *yaʔni yəngad-adūğ-a lə-l-bināya?*
- Sperōns: *ī. dūğ-a l-bināya wu-dxəl mən-əd-dagbūna əlli-xalf-a.*

8.1.2 *ʔaštīd-ək* (Blessed be your hands!) Listen to audio file 8.1.2 at Zenodo

- ʔƏzra: *ʔaštīd-ək ʔala-hāyi l-ħağğībāda lə-xbəztī-ha!*
- Ēva: *ʔəğbət-ak? kənnna-nəxbəz-a b-ʔīd lə-ftīg lēn mā yaklōn xəbəz.*
- ʔƏzra: *ašqad teyybi! mā tqəllē-l-i ašlon ʔtsūwī-ha?*
- Ēva: *mā bī-ha šēn. štaği kēlu lōz məṭhūn, wu-xalli šakar wu-šwayya mal-həl. baʔdēn, xəllī-l-u məy wağd wu-ʔğən-u. mən sāğ lə-ğīn, xəḏ mənn-u šwayya wu-sawwi mənn-u kəbab kəbab ʔzğayyği. əla tğīd, təqdağ-ʔtsūwī-ha aškāl məxtalfi.*
- ʔƏzra: *aškāl mətəl-əš?*
- Ēva: *ana maṭalan asūwī-ha nəğūm. baʔdēn xəllī-ha təbas bağğa kam sāʔa wu-ħəṭṭī-ha nəşş sāʔa b-əl-fəğən.*
- ʔƏzra: *wu-mən wēn təşğē-nu l-māy wağd? b-əs-sūpər hōni māku.*
- Ēva: *bali. aku bṭūla. b-ʔnaʔš Šəkəl əl-bəṭəl.*
- ʔƏzra: *ağūḥ aʔāyən gada. təgdēn ašğī-l-ək šēn?*
- Ēva: *lā bdāl-ak. kəll šēn ʔənd-i.*

8.1.3 *ğōħa bəla-rağʔa* (One-way ticket) Listen to audio file 8.1.3 at Zenodo

- Marsəl: *ʔammu?*
- Şāləḥ: *hā gaḷb-i?*

- Marsēl: *b-hayyi sana ġītəm ʿl-Israʿēl?*
 Şäləḥ: *b-idaʿš Nisān sant əl-wēḥəd wu-xəmsīn.*
 Marsēl: *wu-safaġtəm b-əṭ-ṭiyāra?*
 Şäləḥ: *lakān? maši? ṭabʿan b-əṭ-ṭiyāra. ṭʿō-na paşportāt wu-ġafna hāyi ġōḥa bəla-raġʿa.*
 Marsēl: *wu-fġaḥtəm mən ġītəm ʿl-Israʿēl?*
 Şäləḥ: *fġaḥna, bas əl-ḥayāt b-Israʿēl kənət kəlləš ʿşībi. kənət ʿwlāyi ġḍīdi wu-tawwa ṭalʿət ʿmn-əl-ḥarb. mā kən lā flūs wəla byūt ʿnʿiš bī-ha. axḍō-na l-əl-maʿabara wu-ʿəşna wnīki b-əl-xēmi lī-sant əl-aġbʿa wu-xəmsīn. ana ştgaltu b-əz-zərāʿa. zġaʿna başal wu-ṭūm. kəntu-ʿarġaʿ l-əl-xēmi b-əl-ləl wu-l-ġīḥi mal-əṭ-ṭūm wu-l-başal b-ḥwās-i wu-b-ġəld-i. mġāt-i kanət-təġsəl ʿḥwās wu-təḍġəb ūti qabl-əḍ-ḍəḥəġ wu-tnaḍḍəf madārəs ʿaqb-əḍ-ḍəḥəġ. şġalna mʿn-ġəbšə l-əl-ləl wu-şwayya şwayya ḥwəna flūs wu-bninā-nu l-hāda l-bēt ʿb-Ramat Gān.*
 Marsēl: *aş kən ʿəmg-ak mən ġīt ʿl-Israʿēl?*
 Şäləḥ: *ʿəmg-i kən ʿtnēn wu-tləṭīn wu-mġāt ʿamm-ək kən ʿəmg-a ṭmīni wu-ʿəşġīn. bas ġīna wiya-wlād-na lə-tnēn. Səḥḥa kən ʿəmg-a sətt ʿsnīn wu-Şaʿūl kən ʿəmg-u səntēn. ʿāni, hāda s-sēfer əl-abyaḍ ʿl-əl-mēz, ġəbtō-nu wiyyā-yi mən-Bəġdād. sṭyād-i ṭʿa-l-yā mən ṭlaʿna mn-əl-ʿƏrāq. hūwi wu-sətt-i kənu şiyāb wu-ḍallu wnīki.*
 Marsēl: *mātu b-əl-ʿƏrāq?*
 Şäləḥ: *ī, alla yəġḥam-əm. mā ʿayənnā-həm baʿad.*

8.2 VOCABULARY

Listen to audio file 8.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ūti</i>	iron	M, ² ty
	<i>başal</i>	onion	M, bşl
	<i>bəṭəl P bṭūla/bṭāla</i>	bottle	M, bṭl
	<i>baladiyyi P -āt</i>	city hall	F, bld
	<i>bināya P -āt</i>	building	F, bny
	<i>bāl</i>	mind, awareness	M, bwl

POS	Word	Meaning	Grammatical notes
	<i>paşapört</i> P - <i>āt</i>	passport	M, <i>pşprt</i>
	<i>tūm</i>	garlic	M, <i>twm</i>
	<i>ğəsəğ</i> P <i>ğsūga</i>	bridge	M, <i>ğsg</i>
	<i>ğəld</i> P <i>ğlūd</i>	skin	M, <i>ğld</i>
	<i>ħarb</i> P <i>ħrüb</i>	war	F, <i>ħrb</i>
	<i>maħaṭṭa</i> P - <i>āt</i>	station	F, <i>ħṭṭ</i>
	<i>ħwās</i>	clothes	F, <i>ħws</i>
	<i>ħayāt</i>	life	F, <i>ħyy</i>
	<i>xəbəz</i>	bread	M, <i>xbz</i>
	<i>xēmi</i> P <i>xəyam</i>	tent	F, <i>xym</i>
	<i>madxal</i> P <i>madāxəl</i>	entrance	M, <i>dxl</i>
	<i>dağbūna</i> P <i>dğabīn</i>	path, side street	F, <i>dğb</i>
	<i>rağ^fa</i> P <i>rğū^f</i>	return	F, <i>rğ^f</i>
	<i>zəħma</i>	burden	F, <i>zħm</i>
	<i>zərā^fa</i> P - <i>āt</i>	agriculture, planting	F, <i>zr^f</i>
	<i>sūpər</i>	supermarket	M, <i>spr</i>
	<i>sēfer</i> P <i>sfarīm</i>	Torah book	M, <i>sfr</i>
	<i>šakar</i>	sugar	M, <i>škr</i>
	^f <i>ğīn</i>	dough	M, ^f <i>ğn</i>
	<i>ğəbša</i>	dawn	F, <i>ğbš</i>
	<i>ğōħa</i> P - <i>āt</i>	leaving, departure	F, <i>ğwħ</i>
	<i>ğīħi</i> P <i>ğwāyəħi</i>	smell	F, <i>ğyħ</i>
	<i>fəğən</i> P <i>fğūna</i>	oven	M, <i>fğn</i>
	<i>kēlu</i> P <i>keluwāt</i>	kilogram	M, <i>klw</i>
	<i>lōz</i>	almond	M, <i>lwz</i>
	<i>māy</i>	water	M, <i>m²y</i>
	<i>māy wağd</i>	rose water	M, <i>m²y wğd</i>

(continued)

POS	Word	Meaning	Grammatical notes
	<i>nağma</i> P <i>ngūm</i>	star	F, <i>ngm</i>
	<i>hēl</i>	cardamom	M, <i>hyl</i>
	<i>īd</i> P <i>ayādī</i>	hand	F, <i>yd</i>
ADJ	<i>abyaḏ</i> F <i>biḏā</i> P <i>biḏ</i>	white	<i>byḏ</i>
	<i>aḥmağ</i> F <i>ḥəmgā</i> P <i>ḥəməğ</i>	red	<i>ḥmğ</i>
	<i>axḏağ</i> F <i>xəḏgā</i> P <i>xəḏəğ</i>	green	<i>xḏğ</i>
	<i>məxtaləf</i> F -i P -in	different	<i>xlf</i>
	<i>sahəl</i> F -i P -in	easy	<i>shl</i>
	<i>aswad</i> F <i>sudā</i> P <i>sūd</i>	black	<i>swd</i>
	<i>šāyəb</i> P <i>šiyāb</i>	old person (M)	<i>šyb</i>
	<i>šʿīb</i> F -i P <i>šʿāb</i>	difficult	<i>šʿb</i>
	<i>asfağ</i> F <i>šəfḡā</i> P <i>šəfəğ</i>	yellow	<i>sfg</i>
	<i>məṭḥūn</i> F -a P -in	ground	<i>ṭhn</i>
	<i>ʿāğūz</i> P <i>ʿḡāyəz</i>	old person (F)	<i>ʿğz</i>
	<i>ʿāmm</i> F -a	general, principle	<i>ʿmn</i>
	<i>ṁāwi</i>	blue	<i>ṁwy</i>
	<i>mūḡūd</i> F -a P -in	existing, present	<i>wḡd</i>
	<i>wardi</i>	pink	<i>wrd</i>
Verbs	<i>ḥaṭṭ-yḥaṭṭ</i>	put	<i>ḥṭṭ</i> (I-2-3)
	<i>ḥawa-yəḥwi</i>	save (money)	<i>ḥwy</i> (I-3-i)
	<i>xabaz-yəxbəz</i>	bake	<i>xbz</i> (I-ə)
	<i>xalla-yxalli</i>	put, let, allow	<i>xly</i> (II-3-i)
	<i>dāḡ-ydūḡ</i>	turn, turn around	<i>dwḡ</i> (I-2-ū)
	<i>dāḡ-ydīḡ</i>	put, pour	<i>dyḡ</i> (I-2-ī)
	<i>zaḡaʿ-yəzḡaʿ</i>	sow, plant	<i>zḡʿ</i> (I-a)
	<i>sāʿad-ysāʿəd</i>	help	<i>sʿd</i> (III)
	<i>sāfaḡ-ysāfəḡ</i>	travel	<i>sfg</i> (III)

POS	Word	Meaning	Grammatical notes
	<i>sawwa-ysawwi</i>	do, make	<i>swy</i> (II-3- <i>i</i>)
	<i>ḍaḡab-yəḍḡəb</i>	hit	<i>ḍḡb</i> (I-ə)
	<i>ḍall-yḍəll</i>	stay	<i>ḍll</i> (I-2-3)
	<i>ʕabaḡ-yəʕbəḡ</i>	cross	<i>ʕbḡ</i> (I-ə)
	<i>ʕaḡan-yəʕḡən</i>	knead	<i>ʕḡn</i> (I-ə)
	<i>ʕāš-yʕīš</i>	live	<i>ʕyš</i> (I-2- <i>i</i>)
	<i>ʕāyan-yʕāyən</i>	see	<i>ʕyn</i> (III)
	<i>ḡasal-yəḡsəl</i>	wash	<i>ḡsl</i> (I-ə)
	<i>faḡah-yəfḡah</i>	rejoice, be happy	<i>fḡh</i> (I- <i>a</i>)
	<i>naḍḍaf-ynaḍḍəf</i>	clean	<i>nḍf</i> (II)
	<i>waṣal-yūṣal</i>	arrive	<i>wṣl</i> (I-1- <i>w</i>)
	<i>yabas-yəbas</i>	dry out	<i>ybs</i> (I-1- <i>y</i>)
ADV	<i>baʕdēn</i>	later, afterwards	
	<i>tawwa</i>	just (did something)	
	<i>yaʕni</i>	I mean, it means	
	<i>qabal</i>	straight	
	<i>taqriban</i>	approximately	
	<i>maṭalan</i>	for example	
	<i>yəsḡa</i>	left (direction)	
	<i>yəmna</i>	right (direction)	
NUM	<i>idaʕš</i>	eleven	
	<i>ṭnaʕš</i>	twelve	
	<i>ṭləṭṭaʕš</i>	thirteen	
	<i>aḡbəʕtaʕš</i>	fourteen	
	<i>xməṣtaʕš</i>	fifteen	
	<i>ṣəṭṭaʕš</i>	sixteen	
	<i>ṣbəʕtaʕš</i>	seventeen	

(continued)

POS	Word	Meaning	Grammatical notes
	<i>ṭmənṭaʿš</i>	eighteen	
	<i>ṭṣəʿtaʿš</i>	nineteen	
	<i>ʿəšgīn</i>	twenty	
	<i>tləṭīn</i>	thirty	
	<i>ḡəbʿīn</i>	forty	
	<i>xəmsīn</i>	fifty	
	<i>səttīn</i>	sixty	
	<i>səbʿīn</i>	seventy	
	<i>ṭmənīn</i>	eighty	
	<i>təsʿīn</i>	ninety	
Ordinals	<i>awwal</i> F <i>ūla</i>	first	
	<i>ṭīni</i>	second (M/F)	
	<i>ṭiləṭ</i> F <i>-i</i>	third	
	<i>ḡībəʿ</i> F <i>-i</i>	fourth	
	<i>xīməs</i> F <i>-i</i>	fifth	
	<i>sīdəs</i> F <i>-i</i>	sixth	
	<i>sībəʿ</i> F <i>-i</i>	seventh	
	<i>ṭīmən</i> F <i>-i</i>	eighth	
	<i>tīsəʿ</i> F <i>-i</i>	ninth	
	<i>ʿišəḡ</i> F <i>-i</i>	tenth	
PREP	<i>bēn/bināt-</i>	between	
	<i>xalf</i>	behind, after	
PART	<i>əlli-/l-</i>	that, which	Relative marker
	<i>lakān?</i>	obviously	
CONJ	<i>əla</i>	if	
	<i>ləmman</i>	until	
	<i>wəla</i>	nor, not even	

POS	Word	Meaning	Grammatical notes
INT	<i>aḷla yəḡham-</i>	God bless X's soul!	
	<i>bali</i>	On the contrary	
	<i>bəla-zahma</i>	If it's not too much trouble!	
	<i>diḡ bāl-</i>	Beware!	
	<i>ʿaštīd-</i>	Well done! Way to go!	
VOC	<i>xālu</i>	My maternal uncle!	
	<i>bdāl-</i>	My dear!	
	<i>ʿammu</i>	My paternal uncle!	
	<i>ḡalbi</i>	Sweetheart!	
Names	<i>ḡaḡḡībāda</i>	<i>ḡaḡḡībāda</i> (sweet almond pastry)	
	<i>ʿīd lə-ftīḡ</i>	Passover	
	<i>maʿbarā</i>	immigrant absorption centre	
	<i>Nisān</i>	April	

8.3 GRAMMAR

8.3.1 The numerals 11–99

The numerals 11–19 end with ʿš, a component that represents the numeral ‘ten’. The ʿ of the ending influences some consonants of the compound, causing them to be articulated as emphatic.

Table 8.1 The numerals 11–19

11	<i>idaʿš</i>
12	<i>ṭnaʿš</i>
13	<i>ṭṭaṭṭaʿš</i>

14	<i>aḡbəʿtaʿš</i>
15	<i>xməṣtaʿš</i>
16	<i>ṣəttəʿš</i>
17	<i>šbəʿtaʿš</i>
18	<i>ṭməntəʿš</i>
19	<i>ṭṣəʿtaʿš</i>

The forms of the tens are:

Table 8.2 The tens

20	<i>ʿəšḡin</i>
30	<i>tləṭin</i>
40	<i>ḡəbʿin</i>
50	<i>xəmsin</i>
60	<i>səttin</i>
70	<i>səbʿin</i>
80	<i>ṭmənin</i>
90	<i>təsʿin</i>

To combine a numeral between one and nine with a ten, the type A numeral precedes the ten, and together they are coordinated by *w-*:

- wēḥəd w-xəmsin naḡma* ‘51 stars’
- sətti wu-ʿəšḡin sēfer* ‘26 Torah books’
- sabʿa wu-ṭmənin bəṭəl* ‘87 bottles’
- təsʿa wu-təsʿin bināya* ‘99 buildings’

As the examples above show, a noun following a numeral between 11 and 99 appears in the singular.

8.3.2 The ordinal numbers

Ordinal numbers behave like adjectives, and thus have a masculine and a feminine form:

Table 8.3 The ordinal numbers first–tenth

	M	F
First	<i>awwal</i>	<i>ūla</i>
Second	<i>tīni</i>	<i>tīni</i>
Third	<i>tīlāṭ</i>	<i>tīlṭi</i>
Fourth	<i>gībā^f</i>	<i>gībⁱ</i>
Fifth	<i>xīmās</i>	<i>xīmsi</i>
Sixth	<i>sīdās</i>	<i>sīdsi</i>
Seventh	<i>sībā^f</i>	<i>sībⁱ</i>
Eighth	<i>tīmān</i>	<i>tīmni</i>
Ninth	<i>tīsā^f</i>	<i>tīsⁱ</i>
Tenth	<i>ʿiṣṣāg</i>	<i>ʿiṣṣi</i>

Apart from the ordinal number ‘first’, all other ordinal numbers are formed based on the pattern *CīCəC* and *CīCCi*, in the masculine and the feminine, respectively.

The ordinal number *tīni* ‘second’ is a gender-neutral form.

Note that unlike the numerals 3, 13 and 30, that open with the sound *t*, the ordinal number ‘third’ opens with *t*.

Note the different root of the ordinal number *sīdās* ‘sixth’ in contrast to the cardinal number *sətti* ‘six’.

As adjectives, ordinal numbers follow the noun that they modify and agree with it in gender and definiteness:

əl-walad əl-awwal ‘the first boy’

lə-bnēti l-ūla ‘the first girl’

Alternatively, the ordinal number may precede the noun it modifies, in which case neither is preceded by a definite article and the ordinal number always appears in its masculine form:

xīmās zōǧ ‘fifth husband’

xīmās maǧa ‘fifth wife’

Cardinal numbers are used to denote ordinal numbers 11 and above. To distinguish it from a cardinal number, however, it follows a singular noun and is preceded by the article:

al-waǧd al-tnaš ‘the twelfth rose/flower’

8.3.3 The conjugation of the verb

8.3.3.1 Roots with *w/y* as first consonant in the first stem

Roots whose first consonant is *w* present a long *ū* following the prefix when the short persons are conjugated in the imperfect:

Table 8.4 Paradigm I-1-*w* (Imperfect)

1S	<i>a-CCaC</i>	<i>awqaf</i>	1P	<i>n-ūCaC</i>	<i>nūqaf</i>
2MS	<i>t-ūCaC</i>	<i>tūqaf</i>	2P	<i>t-CəCC-ōn</i>	<i>twəqfōn</i>
2FS	<i>t-CəCC-ēn</i>	<i>twəqfēn</i>			
3MS	<i>y-ūCaC</i>	<i>yūqaf</i>	3P	<i>y-CəCC-ōn</i>	<i>ywəqfōn</i>
3FS	<i>t-ūCaC</i>	<i>tūqaf</i>			

The 1S is conjugated as a strong root, despite being a short person. The long persons are also conjugated as strong roots.

Except for the 1S, roots with *y* as their first consonant drop it when the short persons are conjugated in the imperfect:

Table 8.5 Paradigm I-1-y (Imperfect)

1S	a-CCaC	aybas	1P	n-əCaC	nəbas
2MS	t-əCaC	təbas	2P	t-CəCC-ōn	tyəbsōn
2FS	t-CəCC-ēn	tyəbsēn			
3MS	y-əCaC	yəbas	3P	y-CəCC-ōn	yyəbsōn
3FS	t-əCaC	təbas			

Both I-1-w and I-1-y roots are conjugated as strong roots in the perfect.

8.3.3.2 Geminate roots in the first stem

Geminate roots, with an identical second and third consonant, are conjugated as follows:

Table 8.6 Paradigm I-2-3 (Perfect)

1S	CəCCē-tu	ḥəttētū	1P	CəCCē-na	ḥəttēna
2MS	CəCCē-t	ḥəttēt	2P	CəCCē-təm	ḥəttētəm
2FS	CəCCē-ti	ḥəttēti			
3MS	CaCC	ḥətt	3P	CaCC-u	ḥəttu
3FS	CaCC-ət	ḥəttət			

Note that the base for the first and second persons is always CəCCē and that the base for the third persons is always CaCC.

In the imperfect, the base is CəCC regardless of whether it is a long or short person:

Table 8.7 Paradigm I-2-3 (Imperfect)

1S	a-CəCC	aḥətt	1P	n-CəCC	nḥətt
2MS	t-CəCC	ṯətt	2P	t-CəCC-ōn	ṯəttōn
2FS	t-CəCC-ēn	ṯəttēn			
3MS	y-CəCC	yḥətt	3P	y-CəCC-ōn	yḥəttōn
3FS	t-CəCC	ṯətt			

8.3.3.3 Roots with final weak consonant in the second stem

Roots with *y* as a third consonant in the second stem present only final *i* in the conjugation of the short persons in the imperfect:

Table 8.8 Paradigm II-3-i (Imperfect)

1S	<i>a-CaCCi</i>	<i>axalli</i>	1P	<i>n-CaCCi</i>	<i>nxalli</i>
2MS	<i>t-CaCCi</i>	<i>txalli</i>	2P	<i>t-CaCC-ōn</i>	<i>txallōn</i>
2FS	<i>t-CaCC-ēn</i>	<i>txallēn</i>			
3MS	<i>y-CaCCi</i>	<i>yxalli</i>	3P	<i>y-CaCC-ōn</i>	<i>yxallōn</i>
3FS	<i>t-CaCCi</i>	<i>txalli</i>			

In the perfect, they present the base *CaCCē* for the first and second persons and the base *CaCC* for the third persons:

Table 8.9 Paradigm II-3-i (Perfect)

1S	<i>CaCCē-tu</i>	<i>xallētu</i>	1P	<i>CaCCē-na</i>	<i>xallēna</i>
2MS	<i>CaCCē-t</i>	<i>xallēt</i>	2P	<i>CaCCē-tam</i>	<i>xallētam</i>
2FS	<i>CaCCē-ti</i>	<i>xallēti</i>			
3MS	<i>CaCCa</i>	<i>xalla</i>	3P	<i>CaCC-u</i>	<i>xallu</i>
3FS	<i>CaCC-ət</i>	<i>xallət</i>			

Note that apart from the 3MS, the conjugation of II-3-i is similar to that of I-2-3.

The conjugation of the root *swy* ‘do/make’ is similar to that of *xly* ‘put’, only that the diphthong *əw* that occurs in some cases changes into *ū*:

Similarly to *yxallōn* ‘they put’: *ysəwwōn* -> *ysūwōn* ‘they make’
 Similarly to *xallətu* ‘I put’: *səwwētu* -> *sūwētu* ‘I made’

8.3.3.4 The third stem

The third stem is conjugated very similarly to the second stem. The difference between the two stems is that instead of a geminate second consonant, the third stem presents a long *ā* between the first and the second consonant of the root:

Table 8.10 Paradigm III (Perfect)

1S	CaCaC-tu	safaḡtu	1P	CaCaC-na	safaḡna
2MS	CaCaC-t	safaḡt	2P	CaCaC-təm	safaḡtəm
2FS	CaCaC-ti	safaḡti			
3MS	CāCaC	sāfaḡ	3P	CāCC-u	sāḡu
3FS	CāCC-ət	sāḡət			

Note that the long vowel shortens in the first and second persons since the stress falls on the following syllable.

Table 8.11 Paradigm III (Imperfect)

1S	a-CāCəC	asāfaḡ	1P	n-CāCəC	nsāfaḡ
2MS	t-CāCəC	tsāfaḡ	2P	t-CaCC-ōn	tsafaḡōn
2FS	t-CaCC-ēn	tsafaḡēn			
3MS	y-CāCəC	ysāfaḡ	3P	y-CaCC-ōn	ysafaḡōn
3FS	t-CāCəC	tsāfaḡ			

Note that the long vowel shortens in the long persons since the stress falls on the final syllable.

8.3.4 The imperative

The imperative is applicable only to the second person. Its forms can be reached by removing the prefixes and suffixes from the

imperfect form of the corresponding person, with additional vowel adjustments in some cases, for example:

tə-ktəb ‘you (MS) write’ -> *ktəb* ‘write (MS)!’

t-kətb-ən ‘you (F) write’ -> *ktəb-i* ‘write (FS)!’

t-kətb-ōn ‘you (P) write’ -> *ktəb-u* ‘write (P)!’

Note that the 2MS form of the imperative consists only of the base, while the suffixes *-i* and *-u* are added to the base to form the 2FS and the 2P, respectively.

Table 8.12 Imperative paradigms

Paradigm	Base	2MS	2FS	2P
I-ə	CCəC-	<i>ktəb</i>	<i>ktəbi</i>	<i>ktəbu</i>
I-a/I-1-w/I-1-y/I-2- ²	CCaC-	<i>b^ʕaṭ</i>	<i>b^ʕaṭi</i>	<i>b^ʕaṭu</i>
I-1- ²	CəC-	<i>kəl</i>	<i>kəli</i>	<i>kəlu</i>
I-2-ā	CāC-	<i>nām</i>	<i>nāmi</i>	<i>nāmu</i>
I-2-ī	CīC-	<i>bī^ʕ</i>	<i>bī^ʕi</i>	<i>bī^ʕu</i>
I-2-ū	CūC-	<i>gūḥ</i>	<i>gūḥi</i>	<i>gūḥu</i>
I-2-3	CəCC-	<i>ḥəṭṭ</i>	<i>ḥəṭṭi</i>	<i>ḥəṭṭu</i>
II	CaCCəC-	<i>fakkər</i>	<i>fakkri</i>	<i>fakkru</i>
III	CāCəC-	<i>sāfəḡ</i>	<i>sāfḡi</i>	<i>sāfḡu</i>
VIII	CtaCəC-	<i>štaḡəl</i>	<i>štaḡli</i>	<i>štaḡlu</i>

Note that for the verb *ʕāyan* ‘see’, the *y* may drop when the 2FS and the 2P are concerned:

ʕāyən ‘see (MS)!’ vs. *ʕāyni*~*ʕāni* ‘see (FS)’ vs. *ʕāynu*~*ʕānu* ‘see (P)!’

The imperative forms of roots with final consonant *y* deserve a closer look:

Table 8.13 The imperative of roots with final weak consonants

Paradigm	Base	2MS	2FS	2P
I-3- <i>i</i>	CC-	<i>bnī</i>	<i>bnē</i>	<i>bnō</i>
I-3- <i>a</i> /I-3- ²	CC-	<i>nsā</i>	<i>nsē</i>	<i>nsō</i>
II-3- <i>i</i>	CaCC-	<i>xalli</i>	<i>xalli</i>	<i>xallu</i>
VIII-3- <i>i</i>	CtaCC-	<i>štaḡi</i>	<i>štaḡi</i>	<i>štaḡu</i>

In the first stem, there are two paradigms, but they only differ as far as the 2MS is concerned.

In the second and the eighth stems, the form for the 2MS and the 2FS are identical.

8.3.5 The root *qwl* ‘say’ with indirect object pronouns

Some changes occur when a verb with the root *qwl* ‘say’ is conjugated and is followed by an indirect object pronoun, namely, the indirect object preposition *-l-* and a pronominal suffix. These changes happen in the following cases:

The 3MS in the perfect – the long vowel of the base shortens:

ḡāb ‘he brought’, *ḡāb-l-i* ‘he brought to me’

vs.

qāl ‘he said’, *qal-l-i* ‘he said to me’

The short persons in the imperfect, as well as the 2MS of the imperative – the long vowel of the base shortens and changes into *a*:

yḡīb ‘he brings’, *yḡīb-l-i* ‘he brings to me’

vs.

yqūl ‘he says’, *yqal-l-i* ‘he says to me’

ḡīb ‘bring (MS)!’, *ḡīb-l-i* ‘brings (MS) to me!’

vs.

qūl ‘say (MS)!’, *qal-l-i* ‘say (MS) to me’

The long persons in the imperfect, as well as the 2FS and the 2P of the imperative – the long vowel of the base shortens and changes into ə, and the *l* of the root geminates:

yǧībōn ‘they bring’, *yǧībō-l-i* ‘they bring to me’

vs.

yqulōn ‘they say’, *yqəllō-l-i* ‘they say to me’

ǧībi ‘bring (FS)’, *ǧībē-l-i* ‘bring (FS) to me!’

vs.

qūli ‘say (FS)!', *qəllē-l-i* ‘say (FS) to me!’

8.3.6 Verbal compounds with pronominal direct and indirect objects

When a verb is complemented by both a direct and an indirect object pronoun, they usually constitute a single compound. There are different ways to form these compounds, but typically, the verb is followed by the indirect object preposition, then by *yā*, which marks a third person (gender/number-neutral) direct object, and finally an indirect object pronoun:

ǧab-^ol-yā-ki ‘he brought him/her/it/them to you (FS)’

ǧab-^ol-yā-k ‘he brought him/her/it/them to you (MS)’

ǧab-^ol-yā-həm ‘he brought him/her/it/them to them’

ǧabət-^ol-yā-kəm ‘she brought him/her/it/them to you (P)’

aǧib-^ol-yā-na ‘I bring him/her/it/them to us’

Note that the direct object marker *yā* comes between the indirect object preposition *l-* and the indirect object pronoun. Also note that the stress of the complex always falls on the syllable that consists of the direct object marker *yā*.

When 1S, 3MS or 3FS indirect objects are involved, the indirect object pronoun can be left out:

ǧab-^ol-yā-ni ~ *ǧab-^ol-yā* ‘he brought him/her/it/them to me’

ǧab-^ol-yā-nu ~ *ǧab-^ol-yā* ‘he brought him/her/it/them to him’

ǧab-^ol-yā-ha ~ *ǧab-^ol-yā* ‘he brought him/her/it/them to her’

The root $\text{t}^{\text{c}}\text{y}$ ‘give’ is unique in that the preposition $l-$ does not have to follow it. Nonetheless, the pronoun that takes part in the complex represents an indirect object:

$\text{t}^{\text{c}}a-l-y\bar{a}-k\bar{e}m \sim \text{t}^{\text{c}}a-y\bar{a}-k\bar{e}m$ ‘he gave him/her/it/them to you (P)’
 $t\bar{a}\text{t}^{\text{c}}i-l-y\bar{a} \sim t\bar{a}\text{t}^{\text{c}}i-y\bar{a}$ ‘she gives him/her/it/them to me/him/her’

8.3.7 Colours

Colours are adjectives and, as such, they get declined per gender and number. The masculine singular is formed based on the pattern $aCCaC$, while the feminine singular is formed based on the pattern $C\bar{a}CC\bar{a}$. The plural is formed based on the pattern $C\bar{a}C\bar{a}C$.

Table 8.14 The colours (strong roots)

	MS ($aCCaC$)	FS ($C\bar{a}CC\bar{a}$)	P ($C\bar{a}C\bar{a}C$)
Red	$a\text{ḥ}mağ$	$\text{ḥ}\bar{a}m\bar{g}\bar{a}$	$\text{ḥ}\bar{a}m\bar{a}ğ$
Green	$a\text{x}\dot{d}ağ$	$\text{x}\bar{a}\dot{d}\bar{g}\bar{a}$	$\text{x}\bar{a}\dot{d}\bar{a}ğ$
Yellow	$a\text{s}fağ$	$\text{s}\bar{a}f\bar{g}\bar{a}$	$\text{s}\bar{a}f\bar{a}ğ$

Note the special forms of colours with a weak middle consonant in the root:

Table 8.15 The colours (C-2- \bar{i}/\bar{u} roots)

	MS	FS	P
White	$abya\dot{d}$	$b\bar{i}\bar{d}\bar{a}$	$b\bar{i}\bar{d}$
Black	$aswad$	$sud\bar{a}$	$s\bar{u}d$

Some colours, like $m\bar{a}wi$ ‘blue’, $wardi$ ‘pink’ and others, are not formed based on these patterns.

8.3.8 Prepositions

The preposition *bēn* ‘between’ may precede both noun phrases it corresponds to, or only the first one:

ana sēkən bēn əl-maṭʿam wu-bēn əl-maḥḥaf ‘I live between the restaurant and the museum’

əl-xəbəz bēn əl-lōz w-əš-šakar ‘The bread is between the almonds and the sugar’

With pronominal suffixes, either the form *bēn-* or *bināt-* can be used:

bēn-i wu bēn-ak ~ bināt-i wu-bināt-ak ‘between me and you (MS)’

Preceding a noun that opens with a definite article, the preposition *ʿala-* can present itself as *ʿal-*:

ʿala l-mēz ~ ʿal-mēz ‘on the table’

8.3.9 Interrogative compounds with prepositions

When a preposition precedes the interrogative *aš* ‘what’, the interrogative changes its form into *-ēš*:

məṭʿəl-ēš ‘Like what?’

ʿala-ēš ‘What about?’

In fact, two interrogatives that we’ve already encountered, *lēš* ‘Why?’ and *bēš* ‘How much/many?’, are also compounds as such.

8.3.10 Relative clauses

Relative clauses, namely clauses that modify a noun, open with the relative marker *l-* or *əlli-*. There are three examples of the use of these markers in the texts:

əd-dağbūna əlli-xalf-a ‘The alley that is behind it’
hāyi l-ḥağğībāda lə-xbəztī-ha ‘This *ḥağğībāda* that you (FS) baked’
hāda s-sēfer əl-abyaḏ l-ʿal-mēz ‘This white Torah book that is on the table’

When the modified noun is indefinite, no relative pronoun is used. The relative clause simply follows the noun:

byūt ʿnʿiš bī-ha ‘Houses in which we live’

When the noun that is modified by the relative clause does not play the subject role in the clause, a resumptive pronoun that refers to it is usually required to appear. For example, in *hāyi l-ḥağğībāda lə-xbəztī-ha*, the *ḥağğībāda* is the object of the relative clause, and thus a 3FS pronoun that refers to it is suffixed to the verb. Similarly, in *byūt ʿnʿiš bī-ha*, the houses are introduced again by the 3FS pronoun following the preposition *b-*.

8.3.11 Direct object marking

Indefinite direct objects simply follow the verb:

štğētu taṃāṭa ‘I bought tomatoes’

Definite direct objects typically take part in an elaborate construction, in which they are preceded by the marker *l-*. In addition, they are represented by a pronominal suffix following the verb. Consider the following example:

akəltō-nu l-əl-baṣal ‘I ate the onions’

The direct object, *baṣal* ‘onions’, is preceded by the definite article, which, in turn, is further preceded by the marker *l-*. In addition, the 3MS pronominal suffix following the verb indicates the direct object. It agrees with *baṣal* in gender and number. We get,

therefore, quite an elaborate construction which can be translated literally as follows: ‘I ate it to the onion’.

Quite commonly, the object marker *l-* is omitted from the construction. In fact, this is the case in one of the examples that appeared in the texts at the beginning of this lesson:

dūg-a l-bināya ‘Go (MS) around the building!’

The following are two additional examples of this construction that appeared in the texts at the beginning of this lesson:

wēn təštġē-nu l-ṡāy waġd? ‘Where do you (FS) buy (the) rose water?’
bninā-nu l-hāda l-bēt ‘We built this house’

In the first example, the noun phrase *ṡāy waġd* ‘rose water’ is a noun-noun compound. Thus, it cannot be preceded by a definite article, which explains why only one *l-* precedes it. Similarly, the *l-* preceding the noun phrase *hāda l-bēt* ‘this house’ represents the marker because it cannot be preceded by a definite article. The same applies to other inherently definite noun phrases, like *bənt-i* ‘my daughter’ and *Nabīl* in the following examples:

ʿayəntū-ha l-bənt-i ‘I saw my daughter’
ʿayəntō-nu n-Nabīl ‘I saw Nabīl’

Lastly, both the object marker *l-* and the pronominal suffix following the verb may be omitted from the construction. In this case, the verb is simply followed by a definite noun phrase that represents the object. One example of this appeared in the texts at the beginning of the lesson:

xəḏ əš-šārə ət-tīlət ‘Take the third street!’

8.3.12 Time clauses with *ləmman* ‘until’

The temporal conjunction *ləmman* ‘until’ opens time clauses. It usually follows the main clause, as the following example from the texts of this lesson shows:

mšī taqrīban daqiqtēn ləmman ʔāyən bināya sudā ʔala-īd-ak əl-yəsğa
‘Walk (for) approximately two minutes until you (MS) see a black building on your left’

8.3.13 The correlative conjunction ‘neither . . . nor . . .’

To negate two components of a sentence, a negator precedes the first component while the conjunction *wəla* precedes the second:

mā xbaztu wəla t̄baxtu ‘I neither baked nor cooked’
mā sudā wəla həmgā ‘It (F) is neither black nor red’

8.3.14 The conditional conjunction *əla* ‘if’

The conditional conjunction *əla* ‘if’ may be used as an alternative to *əda* ‘if’. They are entirely interchangeable:

əla mā qa-tğīd tākəl, lā tākəl ‘If you (MS) do not want to eat, do not eat!’
əla qa-tğūh l-əs-sūq, štğī-l-i samak ‘If you (MS) are going to the market, buy fish for me’

8.3.15 Absolute negation

To negate the existence of something altogether, the negator *lā* may be used instead of *mā*:

mā ağīd ‘I do not want’ vs. *lā ağīd* ‘I do not want at all’

Absolute negation is mostly used, however, in correlative negative sentences, like in the following example from the texts at the beginning of this lesson:

mā kān lā flūs wəla byūt ʔnʔiš bī-ha ‘There was neither money nor houses in which we (could) live’

8.3.16 Polite requests with *mā*

When a yes–no question opens with *mā*, it denotes a polite request. It is used to soften the imperative, which is perceived as more of a demand:

mā tqəllē-l-i ašlon ʔtsūwī-ha? ‘Would you (FS) tell me how you make it?’

8.3.17 The sound plural ending *-īm*

The plural of some masculine singular nouns of Hebrew origin is formed by the loaned Hebrew sound plural ending *-īm*. One example of this is *sēfer* ‘Torah book’ whose plural form is *sfarīm* ‘Torah books’.

8.3.18 The interjection *bali*

The interjection *bali* is mainly used to answer negatively to a previous negative question, thus affirming the content of the sentence. It is equivalent in use to the German *doch* or the French *si*.

A: *mā ʔənd-ak ʔbnāt?* ‘You (MS) don’t have daughters, do you?’

B: *bali. ʔənd-i bəntēn.* ‘On the contrary. I have two daughters.’

Nonetheless, *bali* can also be used to answer questions positively.

8.3.19 The discourse marker *lakān*?

lakān is used as a discourse marker to react to a previous yes–no question. It forms a rhetorical question that comes to convey the obviousness of the answer to that question. It can be translated into English as ‘Is that even a question?’ or simply ‘obviously’.

A: *qad-amši ġada l-Landan* ‘I am travelling to London tomorrow’

B: *ʿand-ak paṣapōrt?* ‘Do you have a passport?’

A: *lakān?* ‘Of course!’

Note the different functions of *lakān* and the adverb *lakan* that was explained in [Lesson 7](#).

8.3.20 Some vocatives

The vocative *gaḷb-i*, literally, ‘my heart’, can be translated as ‘sweet-heart’ and can be addressed to children or to lovers.

The vocative *bdāl-*, followed by a pronominal suffix, literally means ‘(I am) one’s replacement’, as if to ward off the evil eye, and is used by the older generation to address the younger generation. The pronominal suffix at the end may be declined to address different persons.

The vocatives *ʿammu* and *xālu* are used by the younger generation to address older men. Although these two vocatives typically refer to one’s paternal or maternal uncle, respectively, they may be used to address any older man. Their feminine counterparts are *ʿamma* and *xāla*.

8.4 EXERCISES

8.4.1 Read the texts of this lesson again and answer the following questions in their regards.

1. *l-wēn qa-yġīd yūṣal Rubēn?*
2. *wēn mūġūd əl-madخال mal-əl-baladīyyi?*
3. *lēš kanu-yxəbzōn haġġībāda l-īd lə-fīġ?*
4. *ašqad waqt Ēva txəllī-ha l-ħaġġībāda b-əl-fəġən?*
5. *aš ʔtġīd Ēva yəštġō-l-a mn-əs-sūpər?*
6. *lí-hayyi sana ʔāš Šāləḥ b-əl-maʔabara?*
7. *ašlon sāfaġ Šāləḥ l-Israʔəl?*
8. *lēš kənət əl-ħayāt b-Israʔəl šībi mən ġā Šāləḥ l-Israʔəl?*
9. *aš ʔštaġlət ʔmġāt Šāləḥ?*
10. *aš kən ʔəmġ ʔwlād Šāləḥ mən wašlu l-Israʔəl?*

8.4.2 Note the following numbers in JB.

1. 12 bridges
2. 16 kilograms
3. 22 passports
4. 34 numbers

5. 62 Dinars
6. 79 telephones
7. 83 hospitals
8. 97 carpets

8.4.3 Convert any noun/pronoun in the following sentences from masculine to feminine, and vice versa. Make all the necessary changes for the sentence to be grammatically correct.

1. *hūwi`ayan-a lə-bnēti l-ġīb`i.*
2. *ēmta lə-m`allmi l-ūla ġaḥ-`tnaḍḍəf madxal əl-bēt?*
3. *əd-dəktōr ḍall `b-ḥaḥd-u b-əl-mustašfa ləmman ġət `mġāt-u.*
4. *ḍiġi bāl-ək `ala-abū-ki əš-šāyəb.*
5. *hāda l-ġəġġāl ḥawa flūs lēn qa-yġīd yəb`at-u l-əbn-u t-tīni l-əl-kullīyyi.*

8.4.4 Complete the table with the right form of the verb. If the given verb is in the imperfect, use the imperfect, and if it is in the perfect, use the perfect.

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
			<i>waṣal</i>				
	<i>tsawwi</i>						
					<i>nsāfəġ</i>		

(continued)

<i>ana</i>	<i>anta</i>	<i>anti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>ḥəṭṭētu</i>							
							<i>ywəqfōn</i>
		<i>təḥwēn</i>					
				<i>tḏəll</i>			
			<i>sāʿad</i>				
						<i>xəllētəm</i>	
	<i>təbas</i>						

8.4.5 Convert the following sentences from the negative imperative to the imperative, and vice versa.

1. *lā taklən!*
2. *dīḡu bāl-kəm!*
3. *saʿdē-nu!*
4. *lā tənsa!*
5. *dəlli!*
6. *naḏḏəf!*
7. *lā tʿaynōn!*
8. *xalli!*

8.4.6 Build the following complexes of verbs with direct and indirect object.

1. We build them for you (FS).
2. I baked it for us.
3. Make (P) it for him.
4. She brought it for her.
5. You (P) are cleaning it for them.
6. They saved it (money) for me.
7. He says it to you (MS).
8. Send (MS) them to him.

8.4.7 Build the following direct object constructs. When the direct object is definite, use both the preposition *l-* and the pronominal suffix to mark the object in each case.

1. The cook (F) saw the black tent.
2. They crossed the bridge.
3. I am sending these clothes to my paternal uncle.
4. His wife found a kilogram of cardamom.
5. Clean (MS) the manager's room!
6. I will put the bottle next to the entrance.
7. She taught his children.

(continued)

8. They always forget this long story.

9. Buy (P) her a present.

8.4.8 Complete the following sentences using an appropriate word/expression from the bank. When necessary, decline or conjugate in the right form. Note that all the words in the bank should be used once.

ʿaštīd-; mā; lā; mā; lā; alla yağham-; əda; wəla; diğ bāl-; əlli; bali;
ʿağab; tmām; mətəl-ēs; b-ħaħd-

- _____ l-hāda l-ğəğğāl ʿl-māt bōħi.
- A: _____ txīytē-l-i sətra ġdīdi?
B: _____, axīyət-l-ək.
- _____ ʿənd-i _____ dağīyi
_____ tənnūra.
- hāda l-xəbəz ʿāl. ənta xəbz-t-u? _____!
- A: əl-madxał mal-əl-mustašfa ʿala-īd-i l-yəmnna?
B: _____.
- _____! əl-walad baʿad-u zğayyəğ.
_____ txallē-nu _____.
- A: _____ tnəddəf-a l-qəbba māl-ək, aḥk-ħdīyi.
B: ħdīyi _____?
- _____ əl-fələm _____ ʿayəntəm-u
bōħi kān ħəlu?

8.4.9 For each noun phrase in the left column, choose an appropriate phrase from the right column to describe it with. Then, use a relative clause to combine them to make a full sentence. Note the correct use of the object marking construction when the relative clause consists of a definite object.

1.	<i>əl-ḥayāt</i>	<i>štġētu b-əs-sūq</i>
2.	<i>əṣ-ṣadiq</i>	<i>skantəm b-</i>
3.	<i>əl-baṣal</i>	<i>al'ab wiyyā- təppa</i>
4.	<i>lə-ġsūġa</i>	<i>'baġna</i>
5.	<i>əl-xəbəz</i>	<i>'āš hāda š-šāyəb</i>
6.	<i>əl-xēmi</i>	<i>y'əġnōn l-əl-'id</i>
7.	<i>lə-ḥkiyāt</i>	<i>ḥawa l-ġəġġāl</i>
8.	<i>lə-flūs</i>	<i>ḥkət-l-i sət-t-i</i>

8.4.10 Translate the following sentences into English.

- wē hū wē! xəllā-ha l-ḥaġġibāda b-əl-fəġən sa' tēn ləmman yabsət.*
- 'ala-ēš qa-təḥkōn? maḥatṭət əl-qəṭār mā müġūda bēn əs-sūpər wu-l-madrasa.*
- ṭla'u baġġa! lā tlə'bōn təppa šōb-əl-madxaḥ mal-əl-mustašfa.*
- lā txəllī-l-a l-hāyi l-kəbba lā tūm wəla baṣal.*
- mā t'əllmē-ni ašlon aftaḥ-u t-təlifōn lə-ġdīd l-štġitō-nu qabəl-
'sbu'ən?*
- tawwa wṣalna l-bēt 'ammu Harōn wu-mā 'ġafna mātət 'mġāt-u.*


(continued)

7. *ya'ni bēš təqdağ-ʔtsaʕəd-ni maṭalan? təqdağ-təṭbax-l-i ō tnəḍḍəf-ʔl-yā l-əl-bēt?*
8. *bāḷ-ək! diği bāl-ək ʕala-axū-ki. baʕad-u zğayyəğ wu-mā yəʕğəf yəʕbəğ-u š-šārə ʕḫ-ḫəḥd-u.*
9. *bəla-zahma, ʕī-ni raqm ət-taliḫōn maz-zōğ xalət-ak. d-ağīd aḥki wiyyā-nu.*
10. *wu-ḡ-ḡābi əs-samak ʔṭ-ṭbaxt-u atyab mən-əs-samak ʔṭ-ṭbaxtō-nu. ʕaštīd-ak!*

8.4.11 Translate the following sentences into JB.

1. Walk (F) straight until you see a long bridge to your left.
2. If she wants to stay here, she must wake up at dawn and work on (religious) holidays.
3. (The) life in Israel is easier than (the) life in France because I speak Hebrew.
4. When the war happened in the year (19)39, we lived in tents (for) around 14 years.
5. I neither opened a restaurant nor taught medicine at the university.
6. I like the fifth dress that the tailors sewed for me.
7. I bought them a present and I will put it in a white bottle for them.
8. Take (P) your (P) clothes and put them next to the entrance.

9. I heard that he is travelling to Germany in an aeroplane tomorrow. Did he find his passport?
10. If the rose water is more expensive than the cardamom, I will only buy one bottle.

8.4.12 Listen to audio file 8.4.12 at Zenodo , then transcribe and translate it before answering the following questions.

1. *ʿAbbūd kan-yəḡkab əl-qəṭaḡ l-əš-šəḡəl mən kār b-əl-ʿĪrāq?*
2. *hayyi lōn kār bēt ʿAbbūd?*
3. *wēn kārət əl-qahwa l-məḡūfa?*

8.4.13 Write a short paragraph to describe how you get from your house to work or school every day. Use the text in section 8.1.1 of this lesson as inspiration. Try to include landmarks, directions, ordinal numbers and prepositions in your paragraph.

LESSON 9

Gossiping

9.1 TEXTS

9.1.1 *skət wu-xəlli-ha* (Do not ask!) Listen to audio file

9.1.1 at Zenodo 

- Ğöyəs: *halaw?*
Şalāḥ: *yāba, hāyi wēn-ək? sağ-^ol-na šəhəğ mən əḥkēna. ɖall bāl-i ʿlē-ki.*
Ğöyəs: *aḷla yxəlli-k, skət wu-xəlli-ha.*
Şalāḥ: *xəğ insaḷla?*
Ğöyəs: *bənt-i wu-zōğ-a qarrəru yṭəllqōn wu-mā a'ğəf aš asawwi.*
Şalāḥ: *wəla yhəmm-ək! əl-yōm hāyi l-mōda lə-ždīdi. lə-zğāğ ʿtqaddmu. lə-mdəlləlin qa-ydūwğōn ḥubb wu-ğamāl. mā məṭəl-na. b-waqət-na wēn kən ḥubb? sūwēna aš ma qalət-^ol-na d-dəllāla.*
Ğöyəs: *mən əzzawwğu ʿgaftu hāɖa mā bī-nu xəğ. bass kan-yə'ğəb-u yəs'al ʿala-flūs-a. wu-xāybət-a, wēn kən ʿənd-a flūs? tawwa txarğət mən-əğ-ğāmə'a wu-ḥətti šəğəl mā kən ʿənd-a. hassa t'arraf ʿala-waḥdi ždīdi. xṇəşta'ş sana akbağ mənn-u wu-mṭəllqa. mən sam'ət bənt-i, ğənnət wu-tqātlu. ṭəlbət mənn-u yəṭḥawwal əl-ğəğ bēt.*
Şalāḥ: *ḥəqq wiyyā-ha. məskīni.*
Ğöyəs: *ī. ɖmād əb-wəçç-u.*
Şalāḥ: *mā tkəsshē-nu? aḥsal-l-a bliyyā-nu. xəlli-tətrək-u wu-təğtāh! mā məḥtağāyi š-şən.*
Ğöyəs: *hassa-n'āyən. w-axbār-ak ənta?*
Şalāḥ: *ham lağwa wiya-l-ağār mal-əl-bət əl-ʿəğğərnā-nu. haɖōli lə-səkniḥn bī-nu mā qa-ydəf'ōn ağār.*
Ğöyəs: *aşkun hāyi l-lağwa? marra lāx? lağğa! lazəm-təğəd-əm.*
Şalāḥ: *ī, bas aşlon?*
Ğöyəs: *ma bənt-ak muḥamīyi! ma tsayəl-a!*
Şalāḥ: *xōş fəkra. hassa ɖaḥ-axabər-a wu-asayəl-a aš nəqdağ-ənsawwi.*
Ğöyəs: *zēn, əmta nşūf-kəm?*
Şalāḥ: *ma twa'adna yōm əğ-ğəm'a!*
Ğöyəs: *wəḷla nsētu. ḥəqq wiyyā-k. wēn ətwa'adna?*
Şalāḥ: *b-əl-əmkān wēn ma dəyman nəltāqi.*
Ğöyəs: *aḷla karīm. yaḷla, səlləm-ni ʿala-mğāt-ak!*
Şalāḥ: *aḷla ysəlləm-ək!*
Ğöyəs: *yaḷla bāy!*
Şalāḥ: *bāy! aḷla wiyyā-ki!*

...

- Şalāh: *halaw, Adība?*
 Adība: *hā ḥāḥa, aš aku aš māku?*
 Şalāh: *sma'i! hadōli lə-klīb lə-tḥawwlu l-əl-bēt 'l-əğğərnā-nu b-Tal Abīb mā sallmu ağār. rəğā'an, mā tsūwē-l-i čāra?*
 Adība: *tāniya. ašqad sāğ-l-əm mā msəllmīn?*
 Şalāh: *sāğ-l-əm tlat̄təšəğ mā sallmu.*
 Adība: *ašlon əğmadōt̄. wu-²ašqad tət̄ləb-əm?*
 Şalāh: *tlatalāf wu-t̄mənmiyi wu-xamsi wu-²əšğīn Šēkel 'ala tlat̄təšəğ . . . ašqad tət̄la'?*
 Adība: *ida²š alf wu-ağbə²mīyi wu-xamsi wu-səb'in Šēkel. wu-ba²ad su²āl: ḥawalt t̄xabər-əm?*
 Şalāh: *xabərtō-həm mīt marra. d̄əllētu-axābər ləmman t̄'abtu. mahḥad qa-yğāwəb.*
 Adība: *lazəm-tət̄'allam lā t²ağğər l-aḥḥad bəla ma tāxəd̄ šəhğēn ağār mn-əl-bədāya.*
 Şalāh: *'əmğ-i mā ḡaḥ-at²allam.*
 Adība: *zēn. qabəl ma nğūḥ l-əl-maḥkama, ḡaḥ-aktəb-l-əm maktūb rasmi mən-n-i ka-muḥamīyi ḥətti y²əğfōn mā qa-nəl'ab. nəf̄t̄-həm fəd-²sbū'en tlāt̄i wu-n²āyən əda yğawbōn.*
 Şalāh: *kəf-ək. l-ūlad ašlōn-əm?*
 Adība: *kəll-əm mlīḥīn. wḥəšnā-kəm.*
 Şalāh: *əḥna hām̄mēn. nšūf-kəm yōm əğ-ğəm²a.*
 Adība: *inšalla! ḥāy!*
 Şalāh: *ḥāy bənt-i!*

9.2 VOCABULARY

Listen to audio file 9.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>ağār</i> P - <i>āt</i>	rent	M, <i>ağr</i>
	<i>bədāya</i> P - <i>āt</i>	beginning	F, <i>bd²</i>
	<i>tāniya</i> P <i>tawāni</i>	second	F, <i>tny</i>
	<i>ğamāl</i>	beauty	M, <i>ğml</i>
	<i>čāra</i> P - <i>āt</i>	remedy, solution	F, <i>č²r</i>

POS	Word	Meaning	Grammatical notes
	<i>ḥubb</i>	love	M, <i>ḥbb</i>
	<i>ḥaqq P ḥqūq</i>	right, justice	M, <i>ḥqq</i>
	<i>maḥkama P maḥākam</i>	courthouse	F, <i>ḥkm</i>
	<i>dallāl F -a MP -in FP -āt</i>	matchmaker	<i>dll</i>
	<i>suʿāl P asʿala</i>	question	M, <i>sʿl</i>
	<i>fakra P afkār</i>	thought	F, <i>fkr</i>
	<i>maktūb P mkatīb</i>	letter	M, <i>ktb</i>
	<i>kalb P klīb</i>	dog	M, <i>klb</i>
	<i>laġwa P -āt</i>	nonsense, trouble	F, <i>lġw</i>
	<i>mkān P -āt</i>	place	M, <i>kwn</i>
	<i>mōda P -āt</i>	fashion	F, <i>mwd</i>
	<i>wəčč P wčūh</i>	face	M, <i>wčč</i>
ADJ	<i>xāyab F -i P -in</i>	misfortunate, miserable, poor	<i>xyb</i>
	<i>mdallal F -a P -in</i>	spoiled, pampered	<i>dll</i>
	<i>rasmī F -iyyi P -yyin</i>	official	<i>rsm</i>
	<i>māskīn F -i P msakīn</i>	misfortunate, miserable, poor	<i>skn</i>
	<i>mṭallaq F -a P -in</i>	divorced	<i>ṭlq</i>
	<i>ġmād F -a P -ōt</i>	dirt, idiot, bad	<i>ġmd</i>
Verbs	<i>aġġar-yʿaġġar</i>	rent out	<i>ʿġr</i> (II)
	<i>tarak-yətrək</i>	leave	<i>trk</i> (I-ə)
	<i>taʿab-yəṭʿab</i>	get tired	<i>tʿb</i> (I-a)
	<i>ḥabb-yḥəbb</i>	love	<i>ḥbb</i> (I-2-3)
	<i>ḥtāġ-yəḥtāġ</i>	need	<i>ḥwġ</i> (VIII-2-ā)
	<i>ḥāwal-yḥāwəl</i>	try	<i>ḥwl</i> (III)
	<i>ṭhawwal-yəṭhawwal</i>	move out	<i>ḥwl</i> (V)

(continued)

POS	Word	Meaning	Grammatical notes
	<i>xābar-yxābər</i>	call, phone	<i>xbr</i> (III)
	<i>txarraġ-yətxarraġ</i>	graduate	<i>xrġ</i> (V)
	<i>tzawwaġ-yətzawwaġ</i>	get married	<i>zwġ</i> (V)
	<i>dafa^f-yədfa^f</i>	pay, push	<i>df^f</i> (I-a)
	<i>dallal-ydalləl</i>	spoil	<i>dll</i> (II)
	<i>dawwaġ-ydawwaġ</i>	search	<i>dwġ</i> (II)
	<i>sakat-yəskət</i>	be quiet, shut up	<i>skt</i> (I-ə)
	<i>sāyal-yəyəl</i>	ask	<i>syl</i> (III)
	<i>ṭaġad-yəṭġəd</i>	expel, fire (from a job)	<i>ṭġd</i> (I-ə)
	<i>ṭalab-yəṭləb</i>	demand, request, order	<i>ṭlb</i> (I-ə)
	<i>ṭallaq-yṭalləq</i>	get divorced	<i>ṭlq</i> (II)
	<i>t^farraḥ-yəṭ^farraḥ</i>	get to know	<i>t^frf</i> (V)
	<i>t^fallam-yəṭ^fallam</i>	learn, study	<i>t^flm</i> (V)
	<i>ġtāh-yəġtāh</i>	rest	<i>ġwh</i> (VIII-2-ā)
	<i>ṭqātal-yəṭqātal</i>	fight	<i>qtl</i> (VI)
	<i>ṭqaddam-yəṭqaddam</i>	progress	<i>qdm</i> (V)
	<i>qarrar-yqarrər</i>	decide	<i>qrr</i> (II)
	<i>kassah-ykassəh</i>	get rid of	<i>ksh</i> (II)
	<i>labas-yəlbəs</i>	wear	<i>lbs</i> (I-ə)
	<i>ltaqa-yəltāqi</i>	meet	<i>lqy</i> (VIII-3-i)
	<i>hamm-yhəmm</i>	be important	<i>hmm</i> (I-2-3)
	<i>waḥaš-yūḥəš</i>	miss (someone)	<i>wḥš</i> (I-1-w)
	<i>twā^fad-yəṭwā^fad</i>	make (an appointment)	<i>w^fd</i> (VI)
PRON	<i>aḥḥad</i>	anyone	
	<i>maḥḥad</i>	no one	
ADV	<i>baqa</i>	already	
	<i>ḥətti</i>	even	

POS	Word	Meaning	Grammatical notes
	<i>dāyman</i>	always	
	<i>hassa</i>	now	
PREP	<i>ka-</i>	like	
NUM	<i>alf</i>	thousand	
	<i>mīyi/mīt</i>	hundred	
PART	<i>xalli-</i>	let (someone do something)	Jussive
	<i>lazəm-</i>	must, have to	Obligation
CONJ	<i>aš ma</i>	whatever	
	<i>bəla ma</i>	without	
	<i>ħətti</i>	in order to	
	<i>qabəl ma</i>	before	
	<i>wēn ma</i>	wherever	
INT	<i>aḷla yxəlli-</i>	may God keep (you alive)!	
	<i>aḷla karīm</i>	with God's help!	
	<i>rəḡāʿan</i>	please!	
	<i>skət wu-xəlli-ha</i>	do not ask (what happened)!	
	<i>kēf-</i>	as X wishes!	
	<i>laḡḡa</i>	Ugh, not again!	
	<i>halaw</i>	hello!	
	<i>wəlla yħamm-!</i>	Do not worry!	
VOC	<i>ḃaḃa</i>	Daddy!	
	<i>yāba</i>	hey!	
Names	<i>Šēkel</i>	Shekel	
	<i>Tal Abīb</i>	Tel Aviv	

9.3 GRAMMAR

9.3.1 Hundreds and thousands

To denote the numeral ‘100’, the base *mīyi* is used when the numeral is not preceded by a noun, while *mīt* is used when it is:

ʿand-i mīt Šēkel ‘I have one hundred Shekels’

vs.

ʿand-i mīyi ‘I have one hundred’

The numeral ‘200’ is *mitēn*.

To form the hundreds 300, 400 and so on, a type B numeral is prefixed to either *mīyi* or *mīt*:

Table 9.1 The numerals 300–900

300	<i>tlatmīyi/tlatmīt</i>
400	<i>aḡbāʿmīyi/aḡbāʿmīt</i>
500	<i>xaməsmīyi/xaməsmīt</i>
600	<i>səttmīyi/səttmīt</i>
700	<i>sabāʿmīyi/sabāʿmīt</i>
800	<i>ṭmənmmīyi/ṭmənmmīt</i>
900	<i>təsāʿmīyi/təsāʿmīt</i>

The numeral ‘1,000’ is *alf*; its dual counterpart is *alfēn* ‘2,000’.

To form the numerals ‘3,000’, ‘4,000’ and so on, a type B numeral is prefixed to the plural form *alāf*, with the sound *t* infixed in between:

Table 9.2 The numerals 3,000–10,000

3,000	<i>tlattalāf</i>
4,000	<i>aḡbaʿtalāf</i>
5,000	<i>xaməstalāf</i>

6,000	<i>səttalāf</i>
7,000	<i>sabəʿtalāf</i>
8,000	<i>ṭməntalāf</i>
9,000	<i>təsəʿtalāf</i>
10,000	<i>ʿašəḡtalāf</i>

Tens and hundreds of thousands are formed with the numeral preceding the singular *alf*:

ṭnaʿš alf ‘12,000’
tləṭīn alf ‘30,000’
mīt alf ‘100,000’
sabəʿmīt alf ‘700,000’

To form complex numbers, the conjunction *w-* comes between each part of the numeral:

xaməsmīt wu-sətti wu-ṭmənīn alf aḡbaʿmīt wu-ṭnēn wu-təsʿīn maktūb
 ‘586,492 letters’

Note that if the complex number ends with a number between two and ten, the noun comes in the plural. Otherwise it appears in the singular:

mīyi wu-wəḥəd ʿklīb ‘101 dogs’
alf wu-aḡbaʿ asʿəla ‘1,004 questions’
mitēn wu-xamsi wu-tləṭīn walad ‘235 children’

Note that in the last example the number ends with the word *tləṭīn* ‘thirty’. Thus, it is not considered a number that ends with a number between two and ten, and as such, the noun appears in the singular.

9.3.2 The indefinite pronoun *aḥḥad*

The pronoun *aḥḥad* ‘anyone’ takes part in negative or interrogative sentences:

aḥḥad ḡā? ‘Did anyone come?’

lā təḥī-ha l-aḥḥad ‘Do not give it to anyone’

Its negative counterpart is *maḥḥad* ‘no one’ and it appears in declarative sentences:

maḥḥad ḡā ‘No one came’

Note that the indefinite pronoun *wēḥad* ‘someone’, which was taught in [Lesson 5](#), can only take part in positive declarative sentences.

9.3.3 The conjugation of the verb

9.3.3.1 The fifth and the sixth stems

The fifth and the sixth stems are equivalent to the second and third stems. They are conjugated in a similar manner, only with the addition of the prefix *t* before the first consonant of the root.

The fifth stem many times denotes the passive counterpart of the equivalent verb in the second stem. Compare *ʿallam* ‘he taught’ to *tʿallam* ‘he studied’. It also hosts verbs with reflexive meaning, like *tqaddam* ‘he made progress’. In the fifth stem, as in the second stem, the middle consonant of the root is geminated.

Table 9.3 Paradigm V (Perfect)

1S	<i>tCəCCaC-tu</i>	<i>tqəddamtu</i>	1P	<i>tCəCCaC-na</i>	<i>tqəddamna</i>
2MS	<i>tCəCCaC-t</i>	<i>tqəddamt</i>	2P	<i>tCəCCaC-təm</i>	<i>tqəddamtəm</i>
2FS	<i>tCəCCaC-ti</i>	<i>tqəddamti</i>			
3MS	<i>tCaCCaC</i>	<i>tqaddam</i>	3P	<i>tCaCCC-u</i>	<i>tqaddmu</i>
3FS	<i>tCaCCC-ət</i>	<i>tqaddmət</i>			

Unlike the second stem, in the imperfect of the fifth stem, the vowel of the last syllable in the short persons is *a*. Compare *yʿalləm* ‘he teaches’ to *yəṭʿallam* ‘he learns’.

Table 9.4 Paradigm V (Imperfect)

1S	<i>a-tCaCCaC</i>	<i>atqaddam</i>	1P	<i>nə-tCaCCaC</i>	<i>nəṭqaddam</i>
2MS	<i>tə-tCaCCaC</i>	<i>təṭqaddam</i>	2P	<i>tə-tCəCCC-ōn</i>	<i>təṭqəddmōn</i>
2FS	<i>tə-tCəCCC-ēn</i>	<i>təṭqəddmēn</i>			
3MS	<i>yə-tCaCCaC</i>	<i>yəṭqaddam</i>	3P	<i>yə-tCəCCC-ōn</i>	<i>yəṭqəddmōn</i>
3FS	<i>tə-tCaCCaC</i>	<i>təṭqaddam</i>			

Table 9.5 Paradigm V (Imperative)

2MS	<i>tCaCCaC</i>	<i>tqaddam</i>	2P	<i>tCaCCC-u</i>	<i>tqaddmu</i>
2FS	<i>tCaCCC-i</i>	<i>tqaddmi</i>			

The sixth stem often denotes reciprocal meaning, like *tqāṭalu* ‘they fought (with each other)’ or *twāʿdu* ‘they made an appointment (with each other)’. In the sixth stem, as in the third stem, a long *ā* comes between the first and second consonant of the root.

Table 9.6 Paradigm VI (Perfect)

1S	<i>tCaCaC-tu</i>	<i>tqataltu</i>	1P	<i>tCaCaC-na</i>	<i>tqatalna</i>
2MS	<i>tCaCaC-t</i>	<i>tqatalt</i>	2P	<i>tCaCaC-təm</i>	<i>tqataltəm</i>
2FS	<i>tCaCaC-ti</i>	<i>tqatalti</i>			
3MS	<i>tCāCaC</i>	<i>tqāṭal</i>	3P	<i>tCāCC-u</i>	<i>tqāṭlu</i>
3FS	<i>tCāCC-ət</i>	<i>tqāṭlət</i>			

Unlike the third stem, in the imperfect of the sixth stem, the vowel of the last syllable in the short persons is *a*. Compare *ysāfəḡ* ‘he travels’ to *yəṭqāṭal* ‘he fights’.

Table 9.7 Paradigm VI (Imperfect)

1S	<i>a-tCāCaC</i>	<i>atqātal</i>	1P	<i>nə-tCāCaC</i>	<i>nətqātal</i>
2MS	<i>tə-tCāCaC</i>	<i>tətqātal</i>	2P	<i>tə-tCaCC-ōn</i>	<i>tətqatlōn</i>
2FS	<i>tə-tCaCC-ēn</i>	<i>tətqatlēn</i>			
3MS	<i>yə-tCāCaC</i>	<i>yətqātal</i>	3P	<i>yə-tCaCC-ōn</i>	<i>yətqatlōn</i>
3FS	<i>tə-tCāCaC</i>	<i>tətqātal</i>			

Table 9.8 Paradigm VI (Imperative)

2MS	<i>tCāCaC</i>	<i>tqātal</i>	2P	<i>tCāCC-u</i>	<i>tqātilu</i>
2FS	<i>tCāCC-i</i>	<i>tqātili</i>			

9.3.3.2 Geminate roots in the second stem

When the second and third consonants of the root are similar and are conjugated in the second stem, the only persons that are affected are the 3FS and the 3P, whereby the geminate consonant of the base gets separated from the third consonant:

Table 9.9 Paradigm II-2-3 (Perfect)

1S	<i>CəCCaC-tu</i>	<i>qərrartu</i>	1P	<i>CəCCaC-na</i>	<i>qərrarna</i>
2MS	<i>CəCCaC-t</i>	<i>qərrart</i>	2P	<i>CəCCaC-təm</i>	<i>qərrartem</i>
2FS	<i>CəCCaC-ti</i>	<i>qərrarti</i>			
3MS	<i>CaCCaC</i>	<i>qarrar</i>	3P	<i>CaCCəC-u</i>	<i>qarrəru</i>
3FS	<i>CaCCəC-ət</i>	<i>qarrərət</i>			

The same happens in the long persons of the imperfect:

Table 9.10 Paradigm II-2-3 (Imperfect)

1S	<i>a</i> -CaCCəC	<i>aqarrər</i>	1P	<i>n</i> -CaCCəC	<i>nqarrər</i>
2MS	<i>t</i> -CaCCəC	<i>tqarrər</i>	2P	<i>t</i> -CəCCəC-ōn	<i>tqarrərōn</i>
2FS	<i>t</i> -CəCCəC-ēn	<i>tqarrərēn</i>			
3MS	<i>y</i> -CaCCəC	<i>yqarrər</i>	3P	<i>y</i> -CəCCəC-ōn	<i>yqarrərōn</i>
3FS	<i>t</i> -CaCCəC	<i>tqarrər</i>			

Table 9.11 Paradigm II-2-3 (Imperative)

2MS	CaCCəC	<i>qarrər</i>	2P	CaCCəC- <i>u</i>	<i>qarrəru</i>
2FS	CaCCəC- <i>i</i>	<i>qarrəri</i>			

9.3.3.3 Roots with a middle weak consonant in the eighth stem

Roots whose middle consonant is *w* in the eighth stem are conjugated like I-2-*ā* verbs both in the perfect and the imperfect. The only difference is the addition of the sound *t* following the first consonant of the root:

Table 9.12 Paradigm VIII-2-*ā* (Perfect)

1S	CtaCē- <i>tu</i>	<i>ḡtaḥētū</i>	1P	CtaCē- <i>na</i>	<i>ḡtaḥēna</i>
2MS	CtaCē- <i>t</i>	<i>ḡtaḥēt</i>	2P	CtaCē- <i>təm</i>	<i>ḡtaḥētəm</i>
2FS	CtaCē- <i>ti</i>	<i>ḡtaḥēti</i>			
3MS	CtāC	<i>ḡtāḥ</i>	3P	CtāC- <i>u</i>	<i>ḡtāḥu</i>
3FS	CtāC- <i>ət</i>	<i>ḡtāḥət</i>			

Table 9.13 Paradigm VIII-2-ā (Imperfect)

1S	<i>a-CtāC</i>	<i>aġtāḥ</i>	1P	<i>nə-CtāC</i>	<i>nəġtāḥ</i>
2MS	<i>tə-CtāC</i>	<i>təġtāḥ</i>	2P	<i>tə-CtaC-ōn</i>	<i>təġtaḥōn</i>
2FS	<i>tə-CtaC-ēn</i>	<i>təġtaḥēn</i>			
3MS	<i>yə-CtāC</i>	<i>yəġtāḥ</i>	3P	<i>yə-CtaC-ōn</i>	<i>yəġtaḥōn</i>
3FS	<i>tə-CtāC</i>	<i>təġtāḥ</i>			

Table 9.14 Paradigm VIII-2-ā (Imperative)

2MS	<i>CtāC</i>	<i>ġtāḥ</i>	2P	<i>CtāC-u</i>	<i>ġtāḥu</i>
2FS	<i>CtāC-i</i>	<i>ġtāḥi</i>			

9.3.4 The active and passive participles

9.3.4.1 The passive participle of the first stem

In [Lesson 7](#) we already mentioned that the active participle is used to convey stative present situations or to denote the present perfect. We also presented the forms of the active participle of sound roots in the first stem.

The passive participle functions similarly to the active participle, only that it adds the notion of passivity to the situation.

The passive participle base of sound roots in the first stem is *məCCūC*:

Table 9.15 The passive participle of strong roots in the first stem (Paradigm I-a/ə)

MS		FS		P	
<i>məCCūC</i>	<i>məktūb</i>	<i>məCCūC-a</i>	<i>məktūba</i>	<i>məCCuC-in</i>	<i>məktubin</i>

hāda l-məktūb məktūb ‘This letter is written’

9.3.4.2 The participle of the second stem

The active and passive participles of the second stems are built upon a similar pattern, *mCaCCvC*, to which the person endings are added. The only difference between them lies in the vowel before the third consonant, which is *ə* in the case of the active participle but *a* in the case of the passive participle.

Table 9.16 The participle of strong roots in the second stem (Paradigm II)

	MS		FS		P	
Active participle	<i>mCaCCəC</i>	<i>msalləm</i>	<i>mCaCCC-i</i>	<i>msallmi</i>	<i>mCəCCC-in</i>	<i>msəllmin</i>
Passive participle	<i>mCaCCaC</i>	<i>msallam</i>	<i>mCaCCC-a</i>	<i>msallma</i>	<i>mCəCCC-in</i>	<i>msəllmin</i>

Note that in the feminine singular and plural forms, the active-passive distinction becomes neutralized as a result of the omission of the distinguishing vowel in a closed unstressed syllable. However, this distinction remains evident through the presence of different endings in the case of the feminine singular.

Roots with a weak final consonant in the second stem (II-3-*i*) are quite distinctive:

Table 9.17 The participle of Paradigm II-3-*i*

	MS		FS		P	
Active participle	<i>mCaCCi</i>	<i>mxalli</i>	<i>mCaCCi</i>	<i>mxalli</i>	<i>mCəCC-in</i>	<i>mxəllin</i>
Passive participle	<i>mCaCCa</i>	<i>mxalla</i>	<i>mCəCCā-yi</i>	<i>mxəllāyi</i>	<i>mCəCCa-yin</i>	<i>mxəllayin</i>

As can be seen, the gender difference in the singular is neutralized in the active participle. The difference between the active and the passive participle is apparent by looking at the vowel following the base, whereby the vowel *i* is indicative of the former while *a* is indicative of the latter.

In roots where the second and third consonants are identical in the second stem (II-2-3), a helping vowel separates them in the feminine singular and the plural:

Table 9.18 The participle of Paradigm II-2-3

	MS		FS		P	
Active participle	<i>mCaCCaC</i>	<i>mdalləl</i>	<i>mCaCCaC-i</i>	<i>mdalləli</i>	<i>mCaCCaC-īn</i>	<i>mdalləlīn</i>
Passive participle	<i>mCaCCaC</i>	<i>mdallal</i>	<i>mCaCCaC-a</i>	<i>mdalləla</i>	<i>mCaCCaC-īn</i>	<i>mdalləlīn</i>

As can be seen, the active–passive forms of the plural are identical.

9.3.4.3 The participle of the third stem

The participle forms of the third stem are similar to those of the second stem, only that instead of doubling the middle consonant, the long vowel *ā* separates the first and the second consonants of the root. Here again, the only difference between the active and the passive participle lies in the vowel before the third consonant, which is *ə* in the case of the active participle but *a* in the case of the passive participle. This difference is only apparent, however, in the MS and the FS:

Table 9.19 The participle of strong roots in the third stem (Paradigm III)

	MS		FS		P	
Active participle	<i>mCāCaC</i>	<i>msāfəğ</i>	<i>mCāCC-i</i>	<i>msāfği</i>	<i>mCaCC-īn</i>	<i>msafğīn</i>
Passive participle	<i>mCāCaC</i>	<i>msāfağ</i>	<i>mCāCC-a</i>	<i>msāfğa</i>	<i>mCaCC-īn</i>	<i>msafğīn</i>

9.3.4.4 Other participles

The passive participle of stems other than the first, second and third stem is rare or non-existent, so we shall only focus on the forms of the active participle for the following paradigms. In fact, the active–passive distinction has disappeared and the forms can denote either the active or passive voice, depending on the context.

Table 9.20 The participle of various paradigms

Paradigm	MS		FS		P	
V	<i>mətCaCCəC</i>	<i>mətqaddəm</i>	<i>mətCaCCC-i</i>	<i>mətqaddmi</i>	<i>mətCəCCC-in</i>	<i>mətqəddmīn</i>
VI	<i>mətCāCəC</i>	<i>mətwāʿəd</i>	<i>mətCāCC-i</i>	<i>mətwāʿdi</i>	<i>mətCaCC-in</i>	<i>mətwāʿdīn</i>
VIII	<i>məCtáCəC</i>	<i>məmtáħən</i>	<i>məCtaCC-i</i>	<i>məmtaħni</i>	<i>məCtəCC-in</i>	<i>məmtəħnīn</i>
VIII-2-ā	<i>məCtāC</i>	<i>məħtāğ</i>	<i>məCtāC-a/ məCtaC-āyi</i>	<i>məħtāğa/ məħtağāyi</i>	<i>məCtaC-in</i>	<i>məħtağīn</i>
VIII-3-i	<i>məCtáCi</i>	<i>məštáği</i>	<i>məCtCi-yi</i>	<i>məštğiyi</i>	<i>məCtCi-yīn</i>	<i>məštğiyīn</i>

Note that like in the second and the third stems, all forms of the active participle open with the consonant *m*. In fact, the active participle shares the same base as the imperfect in some cases. Thus, removing the opening consonant *m* is like removing the person prefix from the form of the imperfect. Compare, for example, *məmtáħən* ‘being/been examined (MS)’ to *təmtáħən* ‘you (MS) get examined’.

9.3.5 Continuous actions

When the auxiliary verb *ḏall-* ‘stay’ precedes an imperfective verb, it conveys a continuous action equivalent to ‘keep + verb’ in English:

ḏall-yəb°at-l-i mkaṭīb ‘He kept sending me letters’

lā tḏəllēn-°tdūwġēn mašākəl ‘Do not keep searching for problems’

As the examples show, the auxiliary agrees with the main verb and may appear in different tenses. The tense of the auxiliary determines the tense of the verb phrase.

9.3.6 Near future

The particle *hassa-* may precede a verb in the imperfect to convey that an action is going to take place in the near future:

hassa-yətwā°ad wiyyā-k ‘He is going to make an appointment with you (MS) (soon)’

As an adverb, *hassa* means ‘now’.

9.3.7 Obligation

Apart from *yəngad-*, whose function we saw in [Lesson 7](#), the particle *lazəm-* can also precede the imperfect to convey obligation:

lazəm-°txabər-u ‘You (MS) must call him’

lazəm-yəf°əllmōn ysəktōn ‘They have to learn to shut up’

While *yəngad-* focuses on necessity and is used to give advice, *lazəm-* conveys an obligation. Like *yəngad-*, *lazəm-* also does not get declined.

Both *lazəm-* and *yəngad-* are negated by *mā*:

mā yəngad-yšūf šəġəl ‘He does not need to find a job’

9.3.8 Jussive

The third person imperative is conveyed by the indeclinable particle *xalli-* preceding a verb in the imperfect:

xalli-ydawwəg ‘Let him search/he should search’

xalli-təṭhawwal ‘Let her move out/she should move out’

It conveys an obligation/advice for a third person to act in a certain way.

9.3.9 Impatient imperative with *ma*

When *ma* precedes a second person verb in the imperfect, it conveys an impatient urge or encouragement:

ma tqəl-l-u (baqa)! ‘(You should) tell (MS) him!’

ma tqarrər (baqa)! ‘Decide (MS) (already)’

The stress of the verb phrase falls on the verb.

As the examples above show, the verb phrase can be followed by *baqa* ‘already’ to emphasize the impatience even further.

Note the differences between this construction and the one that conveys polite requests with *mā* and was learned in [Lesson 8](#). In the current construction, the stress of the verb phrase falls on the verb and the prosody of the sentence is similar to that of the imperative.

9.3.10 *ma* to introduce a new/surprising fact

The unstressed particle *ma* can come at the beginning of a declarative sentence to introduce a fact that the speaker believes the interlocutor is not aware of or had not thought about, or to contradict the previous statement of the interlocutor:

A: *lēš ṭallqu?* ‘Why did they divorce?’

B: *ma hāyi l-mōda l-yōm* ‘(Don’t you know?) It is the fashion today’

Or:

A: *ašū Frēdi mā ḡā* ‘How come Frēdi did not come?’

B: *ma kwā-nu hōni* ‘(Actually,) he is here’

9.3.11 *ma* as a conjunction in combination with interrogatives and prepositions

When *ma* follows a preposition or an interrogative, it opens a subordinate clause. Depending on the meaning of the preceding preposition or interrogative, it may open clauses of different semantic values like time clauses, place clauses, causal clauses and so on.

qabəl ma ḡīt, mā ḡaftu aḥḥad ‘I did not know anyone before you (MS) came’

aḡūḥ wiyyā-k ʿl-wēn ma tḡūḥ ‘I will go with you (MS) wherever you go’

aš ma tḡīd, aḡī-k ‘I will give you (MS) whatever you want’

9.3.12 The conjunction *ḥətti*

The conjunction *ḥətti* opens final clauses to convey a purpose or goal:

mā ḡā ḥətti maḥḥad ysayəl-u asʿəla šʿībi ‘He did not come so that no one would ask him difficult questions’

štḡī-l-i hēl ḥətti axbəz ḥaḡḡiḃāda ‘Buy me some cardamom so that I will bake *ḥaḡḡiḃāda*’

As an adverb *ḥətti* means ‘even’:

ḥətti kalb wēḥəd māku hōni ‘There is not even one dog here’

9.3.13 The sound plural ending *-ōt̄/-ōt*

The plural of some nouns of Hebrew origin is formed by adding a Hebrew sound plural ending. The masculine sound plural ending *-īm* was described in [Lesson 8](#). The feminine sound plural ending is *-ōt̄*, and in some cases, *-ōt*. One example of this appears in the texts of this lesson: *ġmād* ‘idiot’ vs. *ġmadōt̄* ‘idiots’.

9.3.14 Prepositions

The preposition *ka-* is used quite rarely and mainly to indicate the profession in which one works:

štaġal ka-ṭabbāx ‘He worked as a cook’

9.3.15 The indefinite particle *fād-*

Apart from the use of *fād-* as an indefinite marker that we saw in [Lesson 7](#), *fād-* can precede numerals to indicate approximation. As such, it can be translated into ‘about/around/approximately’:

ʿand-i fād-ʿašġīn daġīyi ‘I have around 20 dresses’

ġā qabəl fād-yumēn tlāti ‘He came approximately two or three days ago’

9.3.16 Additional uses of the indirect object preposition *l-*

The indirect object preposition, followed by an indirect object, comes before the verb *sāġ* to convey the meaning ‘it has been . . . since . . .’ The indirect object refers to the person or people who were affected by the passing of time:

sāġ-l-i sbūʿən mən ʿayəntō-nu ‘Two weeks have passed since I saw him last’

Similarly, in [Lesson 6](#) we saw the use of the preposition with the verb *axaḏ* to convey the same meaning:

əl-pāṣ axaḏ-l-i sa'tēn 'It took me two hours with the bus'

In one fixed expression, the indirect object preposition does not complete a verb but rather the elative *aḥsan*:

aḥsal-l-u 'It is better for him'

Note that the final *n* of the elative gets assimilated to the *l* of the preposition.

9.3.17 The use of some interjections and vocatives

The question *hāyi wēn?* is usually used when the speaker has not seen the addressee for a long time and they are wondering how they are doing. A pronominal suffix can be added to *wēn* to indicate the specific person: *hāyi wēn-u* 'Where has he been?'; *hāyi wēn-ək* 'Where have you (FS) been?'

The idiom *skət wu-xəllī-ha!* 'do not ask!' is used to indicate that something bad has happened and the addressee would be better off not knowing about it. Nevertheless, in most cases the speaker is going to tell the addressee all about it.

The combination of *xāybət* and a pronominal suffix in *xāybət-a* literally means 'her misery' but can be simply translated as 'poor her'. The pronominal suffix indicates the person that the speaker feels sorry for: *xāybət-u* 'poor him', *xāybət-ak* 'poor you (MS)'. The adjective *xāyab* 'misfortunate, miserable, poor' is derived from the same root.

The interjection *aḷla yxəllī-* literally means 'May God keep . . . (alive)' and should be followed by the entity that the speaker wishes God to protect.

As for *aḷla karīm*, it literally means 'God is honourable' and is used as a reaction to some future wish to express that its realization depends on God.

The combination of *kēf-* and a pronominal suffix that indicates an animate entity is equivalent to ‘as . . . wish(es)’ in English: *kēf-kəm* ‘as you (P) wish’.

By using the interjection *lağğa*, the speaker conveys their annoyance with a negative situation that keeps repeating itself. It can be simply translated into English as ‘ugh, not again!’

The vocative *yāba*, a contraction of the vocative particle *yā* and *ḅāḅa* ‘daddy’, does not necessarily refer to one’s father. In fact, it can be used by parents to refer to their children or even to call the attention of a stranger.

9.4 EXERCISES

9.4.1 Read the texts of this lesson again and answer the following questions.

1. *aşqad sâğ-l-əm ağ-Ğöyəs wu-Şalāḥ mən ḥaku?*
2. *aş qarraru ysūwōn bənt Ğöyəs wu-zōğ-a?*
3. *leş mā kān ʿənd-a flūs ʿl-bənt Ğöyəs mən ʿtzawwğət?*
4. *mani mā dafa ʿağār?*
5. *l-mani xabar-u Şalāḥ ḥətti ysāyəl aş yəqdağ ysawwi wiya-haḍōli l-mā sallmu ağār?*
6. *əmta wu-wēn twā ʿdu Ğöyəs wu-Şalāḥ?*
7. *aşqad lazəm-ysəllmōn haḍōli l-mā sallmu ağār?*
8. *Şalāḥ ḥāwal yxabər-əm ʿl-haḍōli l-mā sallmu ağār?*
9. *hayyu ḥall laqət Adiba l-əl-muşkəla mal-abū-ha?*

9.4.2 Note the following numbers in JB.

1. 150 places
2. 213 questions
3. 1,001 nights
4. 2,248 dogs
5. 123,456 aeroplanes
6. 999,999 hours

9.4.3 Complete the table with the correct form of the verb. If the given verb is in the imperfect, use the imperfect, and if it is in the perfect, use the perfect.

<i>ana</i>	<i>anta</i>	<i>anti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əhna</i>	<i>əntəm</i>	<i>həmni</i>
			<i>qarrar</i>				
	<i>tqatalt</i>						
					<i>thūwālna</i>		
<i>htağētu</i>							<i>ydaḷḷəlōn</i>
		<i>tsaylēn</i>					
				<i>təzawwağ</i>			
			<i>ltaqa</i>				
						<i>twaʿadtəm</i>	

9.4.4 Decline the following forms of the participle.

MS	FS	P
<i>m'agğar</i>		
		<i>meyytin</i>
	<i>mətxarrği</i>	
		<i>mətqatlin</i>
	<i>səkti</i>	
<i>mqarrər</i>		
		<i>mətlubin</i>
	<i>xeyyfi</i>	
<i>mətwāʿəd</i>		
	<i>mıllqa</i>	

9.4.5 Translate the following sentences using a participle as the verb.

1. The suitcase is put on the table.
2. They are sitting on the sofa.
3. We have been trying to call them.
4. This gift is bought.
5. The manager (M) is scheduled to have an appointment with the lawyer.

9.4.6 Conjugate the roots within brackets in the right tense. Note that one of the following preverbal particles must appear before the verb, so choose an appropriate one and think about its correct form as well.

qa-; *ḏall-*; *ḡaḥ-*; *lazəm-*; *yəngəd-*; *kan-*

1. *l-ūlad* _____ (*ʿb*) *ṭəppa kəll əl-yōm*.
2. *kəll yōm* _____ (*xbz*) *xəbəz ʿb-bēt-i*.
3. *qabəl-xəmsīn sana əḏa ḡədna nətzawwaḡ* _____
(*ḡwḥ*) *l-əd-dəllāla*.
4. _____ (*lqy+to+me*) *ḥall ʿl-hāyi l-muškalə?*
5. *wēn-u lə-flūs?* _____ (*ḡyd*) *ʿnʿayən-u*.
6. *kəll wēḥəd lə-mʿaḡḡər bēt* _____ (*df*) *aḡār*.
7. *əbn-i kəlləš kəslān. əḏa yḡīd ysīḡ dəktōr* _____ (*drs*)
aqwa.
8. *ṣadīq-i* _____ (*sfḡ*) *l-Alḡānya baʿad šəḥəḡ*.
9. *əl-muḥamīyi* _____ (*bʿt+to+them*) *maktūb rasmi sbūʿ*
əl-lāx.
10. *əḏa mḡāt-u mā* _____ (*ḥbb+him*),
_____ (*trk+him*).

9.4.7 Extend the following sentences with a clause using the given conjunctions.

1. *xabərtō-nu l-abū-yi hətti* _____.
2. *skattu ʿaqəb ma* _____.
3. *əda ʿənd-ak asʿəla, sayəl-ni ēmta ma* _____.
4. *aš ma* _____, *aštġī-l-ak*.
5. *mən* _____, *əl-mudīr mā kān müğūd*.
6. *mā qdaġtu-anām ləmman* _____.
7. *l-wēn ma* _____, *tħawwli*.
8. _____ *bəla ma sayal-ni əda aġīd*.

9.4.8 Answer the following yes–no questions replacing the noun phrase with a pronoun. Note that in certain cases, two objects require replacement.

1. *štġītē-l-i l-panṭrūn? ʿi,* _____.
2. *əd-dəllalīn ʿō-kəm ġawāb? lā,* _____.
3. *mā ġabət-l-əm lə-ġwarīb? bali,* _____.
4. *ġaħ-təbʿat-l-u l-xabaġ l-əd-dəktōr? ʿi,* _____.
5. *əl-muhandəsa ḍallət-ʿtdūw əġ-u l-madxał? lā,* _____.

(continued)

6. *əḡ-ḡwaḡīn msəllmī-l-ak əl-aḡār? ī, _____.*
7. *mā akəltəm-u t-taməḡ? bali, _____.*
8. *abū-k kan-yəxbəz-l-ak ḡaḡḡibāda? lā, _____.*

9.4.9 Choose the appropriate word or words from the bank to complete the following sentences

*rəḡā'an; fəd-; bali; aḷḷa-yxəllī-ki; aḷḷa yəḡḡam-u; aš aku aš māku;
kəf-ək; xəḡ inšəllā; yāba; lāx*

1. A: _____ *ēmta n'ayən-ək?*
- B: *ba'ad _____ 'sbu'ən 'tlāti _____.*
- A: _____.
2. A: _____?
- B: *lā təs'al!*
- A: _____?
- B: *sīyəd-u š-Šalāḡ māt.*
- A: _____!
3. A: _____, *təqdaḡ-ṯsa'əd-ni?*
- B: _____, *aš məḡtāḡ?*

9.4.10 Translate the following sentences into English.


1. *əd-dəllāla ġaḥ-təzəm-əm ʿala-ġədwīyi ġada b-fəd-mkān ġāli.*
2. *hīyi qa-təlbəs tənnurāt ḥəmgā lēn hāyi l-moda hassa.*
3. *aḥsal-l-a b-ḥaḥd-a. xalli-tkəssəḥ-u wu-təṭṭawwal ʿl-bēt abū-ha w-əmm-a.*
4. *ʿaqəb ma txərraġtu mn-əġ-ġāməʿa štġaltu taqriban səntēn kamuhandəs.*
5. *mən ykūn ʿəmg-i t̄mənīn sana ġaḥ-asāfəġ ʿl-ʿFrānsa w-aġtāḥ.*
6. *əl-kalb mal-əxt-i akal-a l-qanafa. ašlon laġwa!*
7. *aḥḥad yəʿġəf wēn aqdaġ asāyəl asʿəla ʿala-l-ḥarb bināt-na wu-ḥaḍiki l-ūlāyi?*
8. *xāybət-u l-əbən ʿamm-i lə-zġayyəġ. mā dāġ bāl-u ʿala-š-šəġəl māl-u wu-təġdō-nu.*
9. *sāġ-l-i snīn ʿb-hāyi l-madrassa wu-baʿad mā tʿəllamtu hayyi pāš yūšal lī-ha.*
10. *wəḥəd xəbar ʿmn-əl-baladīyyi wu-qāl ʿsbū ʿəl-lāx ġaḥ-ynəḍḍfō-l-yā-na š-šārəʿ.*

9.4.11 Translate the following sentences into JB.

1. He will not send us a message until he arrives at the house of the engineer.
2. These spoiled children will not shut up without you (MS) telling them.

(continued)

3. This famous teacher graduated from the college of education in 1975.
4. If you (MS) do not pay the rent, I will take you to (the) court.
5. What is this trouble? No one told me that I must pay 2,000 Dinar in advance (literally: from the beginning).
6. I love her very much and I cannot live without her.
7. This idiot always tries to send me love letters.
8. The husband fought with his wife and he is going to move out.
9. I made an appointment with my friend for Wednesday night.
10. This is the fifth carpet that I bought this month.

9.4.12 Listen to audio file 9.4.12 at Zenodo , then transcribe and translate it before answering the following questions.

1. *Šarlōt wu-Gabri'el ḥaku ḥkiyāt 'mlīḥa?*
2. *lēš 'tḥawwal Elyās 'l-bēt abū-nu w-əmm-u?*
3. *aš qa-ysawwi Elyās b-əl-bēt?*

9.4.13 Read the following passage, translate it and answer the questions that follow.

əbən xalət-i, Fawzi, qa-yəštáǵəl b-əl-bang. qalō-l-i hūwi kəlləš kəslān wu-mā qa-ysawwi šēn b-əš-šəǵəl mən-ǵēǵ yəḥki wiya-l-awādəm kəll

əl-yōm. marra waḥdi, əl-mudīr xabar-u kēf ġād Fawzi yəsaʿəd-u. Fawzi mā ġawab-u. əl-mudīr qam-ydawwəġ ʿlē-nu bas mā šāf-u. ḍall-ydawwəġ ʿlē-nu ləmmān qarrar ydawwəġ ġawwa-l-mēz. w-aš ʿāyan? ʿāyan-u l-Fawzi neyyəm! qal-l-u:

“ašu ənta neyyəm b-əš-šəġəl!? aškun hāyi l-laġwa? ʿitō-k xōš šəġəl mən ʿtxərraġt ʿmn-əġ-ġāməʿa wu-qad-adfaʿ-l-ak xōš ʿflūs. mā qad-aṭləb mən-n-ak ʿktīġ. awwal marra aḥtāġ-ak mā aqdaġ alqī-k!”

Fawzi qam-yəṭqātal wiya-l-mudīr, wu-l-mudīr qarrar yəṭġəd-u mn-əl-bang. Fawzi mā ġād yəṭlaʿ, wu-qarrar yxabər-a s-šadiqət-u l-muḥamīyi. əl-mudīr xābar l-əš-šərṭa, wu-ʿaqəb xamsi wu-ʿəšġīn daqīqi ġō š-šərṭa, ṭəġdō-nu l-Fawzi mn-əl-bang, w-axdō-nu wiyyā-həm. xāybət-a xalət-i.

Questions:

1. Fawzi qa-yəštəġəl ka-muḥāmi b-əl-baladīyyi?
2. aš ʿāyan əl-mudīr mən dawwəġ ʿala-Fawzi ġawwa-l-mēz?
3. ɛmta ġō š-šərṭa?

9.4.14 Write a short paragraph about an incident or an argument that you had with a friend or a family member. Use the text in section **9.1.1** of this lesson as inspiration.

LESSON 10

Seasons and
short stories

10.1 TEXTS

10.1.1 *şef wu-şati* (Summer and winter) Listen to audio file

10.1.1 at Zenodo 

- Sāmi: *aḷla b-əl-xēg! q°adi! stərīhi!*
- Naḫīma: *axbār-əm l-ūlād?*
- Sāmi: *kəlləm °mliḫīn. əl-ḥamdəlla wu-ş-şəkər.*
- Naḫīma: *aḷla yəḥfaḍ-əm wu-ybeğək-əm! wu-mğāt-u l-əbn-ak?*
- Sāmi: *kānt °şwayya wəğ°āna, bas hassa l-ḥamdəlla.*
- Naḫīma: *xō māku šēn, b°īd əl-bala?*
- Sāmi: *lā, naşla başīti. kanət-qa-tqəḥḥ wu-kān °ənd-a sxūna. gāḥət l-əd-dəktōr, qal-l-a: °ənd-ək ḥasasīyyi. kəll sana mən yaği ş-şəti nafs əş-şēn ysīg °ənd-a. t°ā-ha ḥəbbāyi wu-kəll šēn qa°ad b-°mkān-u.*
- Naḫīma: *əl-ḥamdəlla °ala-slamət-a. ana ham °tsīg °ənd-i bas b-əş-şef. mā aqdağ athəmmal-u l-əl-ḥāgğ wu-lə-rḫūba. d-asələf-l-ak. qabəltlat °snīn gəḥna l-°mkān kān bī-nu čālgi Bəğdād. kānt əd-dəni ḍaww, fōq-əl-gəb°īn darağə, wu-°ana tawwa məkli pāča. gās-i kan-qa-yḫəqq, məttu mn-əl-°atəş. qəltō-l-u n-Nāḍəm: ma ḫūl ba°ad mā badət əl-ḥafła təl nəşrəd. qal-l-i: ḥlāl? gīna nətwannas. °ənd-i nastala gawwa-īd-i d-aḫ°ī-ki wəşla. qəltō-l-u: aş °ḫīd-i n-nastala? də-qūm! wu-hūwi qa-yşīḥ: mā °ēb °lē-ki? ənti bnēti zğayygi? walla mā qdağtu. bass °nfataḥ əl-bāb, şradna. lō mā kan-qəmma, yəmkən kan-məttu.*
- Sāmi: *aḥsan šēn b-əş-şef əl-gaqqi wu-l-ḫəḫḫix. bas hās-sana l-as°ār b-əs-sama. bōḥi şgətu ḫəḫḫixāyi wu-gəqqiyi. sūwā-l-i ḥsīb, ḫala° mīyi wu-wəḥəd Şəkəl. ḫəḫḫixāyi zğayygi, hāl-kəbgāt-a, wu-kānət wəsxī mətrūsa ḫīn. °ala-l-aqall gəslū-ha! bas gītu l-əl-bēt, ftəḫtū-ha, ḫal°ət ḫəlwa °asal.*
- Naḫīma: *b-əş-şəti yəğəb-ni ākəl šalğam. mən-bədəyət şəḥəğ lə-ḫna°ş lī-nəḥāyət əş-şəḥəğ ət-ḫlət asawwi gədər mətrūs kəll yōm şəbbāt.*
- Sāmi: *ana b-əş-şəti mā aḫla° mən-gawwa-lə-lḫīf, wu-gawwa-gəğl-i gūd māy ḫāgğ. axaddəğ čāy w-axəllī-nu l-əl-qūri şōb-i °as-şōpa. adīg °stikān, wu-°ağədd-aşğab ba°ad wəḥəd. axāf °ala-nafs-i lakūn astabğəd.*
- Naḫīma: *zēn, bēş sāğət əs-sā°a?*
- Sāmi: *xamsi °əla ḫəḫḫix.*

- Na`īma: *ašlon ʔāḡ əl-waqt! wəla ḥəssətu bī-nu. yəngəd-arḡa` l-əl-bēt a`awən-u z-zōḡ-i. qa-nəḥawwal wu-yəngəd-`namləm lə-ḡrād kállət-a: šuwaḡ, mxadīd, pərdāt, ḡloḡāt, ma`īn, m`āləq, skakīn, šəkkaxāt wu-`aškāl alwān. ələf ʔāwa wu-mīt šənīyi `ənd-na.*
- Sāmi: *yēmta qa-təḥūwlōn?*
- Na`īma: *aḡb`a wu-`əšḡīn b-əš-šəhəḡ. yōm qabəl-lə-Ḥnəkka.*
- Sāmi: *qa`dət əl-xəḡ wu-t`ūd `lē-kəm lə-snīn b-əl-xəḡ amēn!*

10.1.2 *waḥdi tsa`əd-a l-əl-ləxx* (One helps the other) Listen to audio file 10.1.2 at Zenodo

*tlat nəswān kānu šədqān wu-qālu mā yḡidōn yətbəḥədlōn mən y`əḡzōn.
qarrəru y`išōn `b-fád-bēt wu-waḥdi tsā`əd əl-ləxx.
waḥdi kān `əmg`-a sətti wu-ṭmənīn, ət-ṭīni aḡb`a wu-ṭmənīn wu-t-ṭīlti ṭnēn
wu-ṭmənīn.
fád-yōm lə-kbīḡi ʔal`ət `l-fōq ḡādət təḡsəl b-əl-ḥəmmām.
wu-hīyi b-əl-ḥəmmām, nasət əda laḥqət-ḡaslət lō ba`ad mā ḡaslət.
šaḥət-l-əm əš-šədqān-a yəḡōn `l-fōq wu-y`aynōn.
hāyi əlli `əmg`-a aḡb`a wu-ṭmənīn ša`dət əd-dḡīḡ wu-nasət əda ʔal`ət `t`ayən-a
š-šadiqət-a lō ba`ad mā ʔal`ət.
šaḥət-l-a š-šadiqət-a l-`əmg`-a ṭnēn wu-ṭmənīn.
hāyi daqqət `ala-l-mēz tlat nubāt wu-qālət: “inšalla alla mā yəwəqqə`-ni wu-
mā asīḡ mət-l-əm ansa mən akbaḡ”.
qalət-l-a š-šadiqət-a əlli `ala-l-dḡīḡ: “ana hassa qad-aḡi. bass aḡīd a`āyən
mani daqq əl-bāb w-aḡi xalf-ək”.*


10.1.3 *fəttāḥ fāl* (Fortune teller) Listen to audio file 10.1.3 at Zenodo

*fád-yōm fəttāḥ fāl šāf-a l-bənt-u l-əl-malək wu-qal-l-a: “ḡaḥ-`tmūtēn ḡada”.
wu-fə`lan, `aqəb-yōm mātət əl-amīra.
əl-malək kəlləs za`al `ala-fəttāḥ əl-fāl wu-qarrar yəqta`-l-u ḡās-u. qāl `l-wəḥəd
mən-`ḡnūd-u: “ḡūḥ wu-ḡīb-u l-hōn, wu-mən ašaffəq, dḡəb-u b-əs-səf wu-
qta`-l-u ḡās-u!”
əḡ-ḡəndi ḡāḥ wu-ḡāb-u l-əl-qaşəḡ.
əl-malək sayal-u: “ašlon `ḡaft bənt-i ḡaḥ-`tmūt?”
ḡawab-u: “waḡlla ana a`ḡəf mašīr əl-awādəm”.
qal-l-u l-malək: “əda həkəḋ, qəl-l-i ēmta yəḡi yōm-ak `tmūt?”*

fəttāḥ əl-fāl ʔftaham ənnu l-malək qa-yġīd yəqta°-l-u ġās-u wu-qal-l-u: “waḷḷa yā mawlā-yi, mā a°ġəf ʔm̄ta ana ġaḥ-amūt, bas a°ġəf ənnu ġaḥ-amūt qabəl-mawlā-yi b-°sbū°ēn”.

mən sama° əl-malək, xāf°ala-nafs-u wu-xəllā-nu y°iš°b-°amān wu-salām.

10.2 VOCABULARY

Listen to audio file 10.2 at Zenodo 

POS	Word	Meaning	Grammatical notes
Nouns	<i>amīr</i> F -a MP <i>amarā</i> FP -āt	prince, princess	² <i>mr</i>
	<i>amān</i>	safety	M, ² <i>mn</i>
	<i>bəṭṭix</i>	melon	M, <i>bṭx</i>
	<i>bala/balwa</i> P <i>bəlwāt</i>	trouble, disaster	F, <i>blw</i>
	<i>bāb</i> P <i>bwāb</i>	door	M, <i>bwb</i>
	<i>parda</i> P -āt	curtain	F, <i>prd</i>
	<i>təlt</i>	third (fraction)	M, <i>tlt</i>
	<i>ġəndi</i> F -īyyi MP <i>ġnūd</i> FP -yyāt	soldier	<i>ġnd</i>
	<i>ġūd</i> P <i>ġwāda</i>	hot water bottle	M, <i>ġwd</i>
	<i>ḥəbbāyi</i> P -āt	pill	F, <i>ḥbb</i>
	<i>ḥsīb</i> P -āt	bill	M, <i>ḥsb</i>
	<i>ḥasasīyyi</i> P -āt	allergy	F, <i>ḥss</i>
	<i>ḥāġġ</i>	heat	M, <i>ḥġġ</i>
	<i>ḥafla</i> P -āt	party, concert	F, <i>hfl</i>
	<i>mxadda</i> P <i>mxadīd</i>	pillow	F, <i>xdd</i>
	<i>daraġa</i> P -āt	degree (measurement)	F, <i>drġ</i>
	<i>daġaġ</i> P <i>dġiġ</i>	step, stairs	M, <i>dġġ</i>
	<i>dəni</i>	world	F, <i>dny</i>
	<i>rṭūba</i>	humidity	F, <i>rṭb</i>

(continued)

POS	Word	Meaning	Grammatical notes
	<i>stikān</i> P - <i>āt</i>	tea cup	M, <i>stkn</i>
	<i>sxūna</i>	fever	F, <i>sxn</i>
	<i>səʿər</i> P <i>asʿār</i>	price	M, <i>sʿr</i>
	<i>sakkīn</i> P <i>skakīn</i>	knife	F, <i>skn</i>
	<i>salām</i>	peace	M, <i>slm</i>
	<i>salāma</i>	health	F, <i>slm</i>
	<i>sama</i>	sky	F, <i>sm²</i>
	<i>sēf</i> P <i>syūf</i>	sword	M, <i>syf</i>
	<i>šəti</i>	winter	M, <i>šty</i>
	<i>šəkkāxa</i> P - <i>āt</i>	fork	F, <i>šcx</i>
	<i>šalgām</i>	turnip	M, <i>šlgm</i>
	<i>šams</i>	sun	F, <i>šms</i>
	<i>šəniyi</i> P <i>šwīni</i>	tray	F, <i>šny</i>
	<i>šōpa</i> P - <i>āt</i>	heater	F, <i>šwp</i>
	<i>šūga</i> P <i>šuwag</i>	picture, drawing	F, <i>šwg</i>
	<i>mašīr</i>	fate, destiny	M, <i>šyr</i>
	<i>šēf</i>	summer	M, <i>šyf</i>
	<i>ḏaww</i>	fire, light	M, <i>ḏww</i>
	<i>ṭāwa</i> P - <i>āt</i>	pan	F, <i>ṭw²</i>
	<i>ṭūl</i>	length	M, <i>ṭwl</i>
	<i>ṭīn</i>	mud	M, <i>ṭyn</i>
	<i>ʿasal</i>	honey	M, <i>ʿsl</i>
	<i>ʿaṭaš</i>	thirst	M, <i>ʿṭš</i>
	<i>maʿalqa</i> P <i>mʿālāq</i>	spoon	F, <i>ʿlq</i>
	<i>maʿūn</i> P <i>maʿīn</i>	plate	M, <i>mʿn</i>
	<i>ʿēb</i> P <i>ʿyūb</i>	shame, flaw	M, <i>ʿyb</i>
	<i>ḡəbəʿ</i>	quarter	M, <i>ḡbʿ</i>

POS	Word	Meaning	Grammatical notes
	ġəǧəl P ġǧūl	leg	F, ġǧl
	ġrād	objects, things	F, ġrđ
	ġaqqi	watermelon	M, ġqq
	fəttāh fāl F fəttāhət fāl	fortune teller	fth f'l
	qasəǧ P qšūǧ(a)	palace	M, qšǧ
	qa ^ʕ da P -āt	living, sitting	F, q ^ʕ d
	qūri P qwāri	teapot	M, qwr
	gədar P gdūra	pot	M, gdr
	glōb P -āt	light bulb	M, glb
	kəbəǧ	size	M, kbǧ
	lhif P ləhfān	blanket	M, lhif
	malək F -a MP mlūk FP -āt	king	mlk
	mawlā-	master	M, wly
	nastala P -āt	candy, chocolate	F, nstl
	našla P -āt	cold, flu	F, nšl
	nafs P nfūs	soul, self, (the) same	F, nfs
	nəhāya P -āt	end	F, nhya
	nōba P -āt	time (occasion)	F, nwb
	wəšla P wəšal	piece	F, wšl
ADJ	mətrūs F -a P -in	full	trs
	ʕəšān F -a P ʕāšī	thirsty	ʕš
	wəǧʕān F -a P wǧāʕi	sick	wǧ ^ʕ
	wəsəx F -i P -in	dirty	wsx
ADV	fəʕlan	in practice	
	ʕala-l-aqall	at least	
	həkəđ	thus, so, like this	
	yəmkən	maybe	

(continued)

POS	Word	Meaning	Grammatical notes
Verbs	<i>bada-yəbdi</i>	start	<i>bdʔ</i> (I-3-ʔ)
	<i>stabgād-yəstabgəd</i>	get a cold	<i>bgd</i> (X)
	<i>bēgāk-ybēgāk</i>	bless	<i>bḡk</i> (III-ē)
	<i>tbahdal-yətbahdal</i>	be ridiculed, lose dignity	<i>bhdl</i> (II)
	<i>ḡaḡah-yəḡḡah</i>	injure	<i>ḡḡh</i> (I-a)
	<i>nḡḡah-yənḡḡāḡh</i>	be injured, be cut	<i>ḡḡh</i> (VII)
	<i>ḡāwab-yḡāwəb</i>	reply, answer	<i>ḡwb</i> (III)
	<i>ḡass-yḡass</i>	feel	<i>ḡss</i> (I-2-3)
	<i>ḡafad-yəḡfad</i>	keep, save	<i>ḡfd</i> (I-a)
	<i>tḡammal-yətḡammal</i>	bear, suffer, cope	<i>ḡml</i> (V)
	<i>xaddaḡ-yxaddaḡ</i>	make tea	<i>xdḡ</i> (II)
	<i>daqq-ydaqq</i>	knock	<i>dqq</i> (I-2-3)
	<i>zaʿal-yəzʿal</i>	get angry	<i>zʿl</i> (I-a)
	<i>sōlaf-yəsolaf</i>	tell a story	<i>slf</i> (III-ō)
	<i>šarad-yəšrad</i>	escape, run away	<i>šrd</i> (I-ə)
	<i>šaʿad-yəšaʿad</i>	go up	<i>šaʿd</i> (I-a)
	<i>šaffaq-yšaffəq</i>	clap	<i>šfq</i> (II)
	<i>šāh-yših</i>	scream, call out (to someone)	<i>šyh</i> (I-2-ī)
	<i>tāqq-ytəqq</i>	explode	<i>tqq</i> (I-2-3)
	<i>tāḡ-ytiḡ</i>	fly	<i>tyḡ</i> (I-2-ī)
	<i>ʿaḡaz-yəʿḡaz</i>	grow old	<i>ʿḡz</i> (I-a)
	<i>staʿmal-yəstaʿmāl</i>	use	<i>ʿml</i> (X)
	<i>ʿād-yʿūd</i>	pass	<i>ʿwd</i> (I-2-ū)
	<i>ʿāwan-yʿāwən</i>	help	<i>ʿwn</i> (III)
	<i>ḡadd-yḡədd</i>	repeat	<i>ḡdd</i> (I-2-3)
	<i>nʿfatah-yənʿfātəh</i>	be opened	<i>nʿfh</i> (VII)
	<i>fād-yfid</i>	benefit	<i>fyd</i> (I-2-ī)

POS	Word	Meaning	Grammatical notes
	<i>qahh-yqəhh</i>	cough	<i>qh</i> (I-2-3)
	<i>qat^f-yəqta^f</i>	cut	<i>qt^f</i> (I-a)
	<i>kabağ-yəkbağ</i>	grow big, grow older	<i>kbğ</i> (I-a)
	<i>kasag-yəksəğ</i>	break	<i>ksğ</i> (I-ə)
	<i>nkasağ-yənkásəğ</i>	be broken	<i>ksğ</i> (VII)
	<i>lahaq-yəlhaq</i>	manage to, have enough time to	<i>lhq</i> (I-a)
	<i>lamlam-ylamləm</i>	gather, collect	<i>lmlm</i> (II)
	<i>waqqa^f-ywaqqə^f</i>	cause someone to fall, sign	<i>wq^f</i> (II)
	<i>twannas-yətwannas</i>	enjoy	<i>wns</i> (V)
DEM	<i>hál-</i>	this	
PREP	<i>əla</i>	to, minus	
	<i>ğawwa id-</i>	under X's reach	
CONJ	<i>ənnu</i>	that	
	<i>bass</i>	as soon as	
	<i>bēn</i>	that	
	<i>ma tül</i>	as long as	
PART	<i>xō (mā)</i>	hopefully	Negative wish
	<i>la(y)kūn</i>	lest, so that no	Negative purpose
INT	<i>ałla b-əl-xēğ</i>	Hello!	
	<i>amīn~amēn</i>	Amen!	
	<i>b^ʕid əl-bala</i>	God forbid!	
	<i>t^ʕūd ^əlē- lə-snīn b-əl-xēğ</i>	Greeting, wish for a happy occasion (holiday, birthday). (Literally: May the years pass by in happiness!)	
	<i>hlāl</i>	(Isn't it a) pity!	
	<i>stərīh-</i>	Make yourself at home!	

(continued)

POS	Word	Meaning	Grammatical notes
	<i>qaʿdət əl-xəg̃</i>	May you live happily (when moving to a new place)!	
Names	<i>pāča</i>	<i>pāča</i> (stuffed intestine, stomach)	
	<i>čālgi Bağdād</i>	Traditional Iraqi music	
	<i>Ḥnəkka</i>	Hanukkah	

10.3 GRAMMAR

10.3.1 The demonstrative exponent

Instead of using a modifying demonstrative, the demonstrative exponent *hāl-* may precede the noun. It is gender neutral, it usually draws the stress of the noun phrase to it, and its final *l* may assimilate to the following Sun Letter:

hāl-ʿsbūʿ ‘this week’

hās-sana ‘this year’

As the two examples above show, the demonstrative exponent is usually used in adverbial contexts, designating time or place. It is also used to indicate measurements:

hāl-kəbəg̃ ‘this big’

hāt-ṭūl ‘this long’

The modified object can be indicated by a pronominal suffix following the expression:

hāt-ṭūl-a ‘It (F) is this long’

hāl-kəbğāt-u ‘It (M) is this big’

In specific cases, like in the last example, the infix *-āt-* is added between the demonstrative expression and the pronominal suffix.

10.3.2 Collective and unit nouns

Collective nouns denote a group of items and usually designate fruits, vegetables or uncountable nouns. Grammatically, they are singular. To indicate a single unit of the collective noun, the ending *-āyi* is usually added to it:

xyāġ ‘cucumber’ vs. *xyaġāyi* ‘a cucumber’
ḃəṭṭix ‘melon’ vs. *ḃəṭṭixāyi* ‘a melon’

If the collective noun ends with a vowel other than *a*, this vowel elongates and is followed by *-yi*:

ġaaqi ‘watermelon’ vs. *ġəqqīyi* ‘a watermelon’
taṃāṭa ‘tomato’ vs. *taṃaṭāyi* ‘a tomato’

In specific cases, the addition of the unit suffix slightly changes the meaning:

ḥabb ‘grain’ vs. *ḥəbbāyi* ‘pill’

A unit noun is always feminine in gender. Compare *kēk ṭeyyəb* ‘tasty cake(s)’ to *kikāyi ṭeyybi* ‘a tasty cake’.

10.3.3 Expressing fractions of time

The relevant fractions are:

xaməs daqāyəq or *xamsi* ‘five (minutes)’
ʿašəġ daqāyəq or *ʿašġa* ‘ten (minutes)’
ġəbəʿ ‘quarter (fifteen minutes)’
ṭəṭṭ ‘third (twenty minutes)’
nəšš ‘half (thirty minutes)’

To express a fraction following the hour, the conjunction *wu-* is used:

6:05 *sətti wu-xaməs daqāyəq* ~ *sətti wu-xamsi*
3:15 *tlāti wu-ġəbəʿ*

To express a fraction preceding the hour, the preposition *əla* ‘to’ is used:

6:50 *sabʿa əla ʿašəǧ daqāyəq* ~ *sabʿa əla ʿašǧa*

2:40 *tḷāti əla tḷət*

The preposition *əla* ‘to’ is also used to indicate 25 minutes, literally translating into ‘five to thirty’:

4:25 *aǧ(ə)bʿa wu-nəšš əla xaməs daqāyəq* ~ *aǧ(ə)bʿa wu-nəšš əla xamsi*

Following this logic, the conjunction *wu-* is used to denote 35 minutes:

8:35 *tḷmīni wu-nəšš wu-xaməs daqāyəq* ~ *tḷmīni wu-nəšš wu-xamsi*

10.3.4 The conjugation of the verb

10.3.4.1 The roots ʿǧy ‘come’

The roots ʿǧy ‘come’ is conjugated in the imperfect as a I-3-*i* root with only the consonant ǧ representing the base:

Table 10.1 Paradigm ʿǧy (Imperfect)

1S	<i>aǧi</i>	1P	<i>nəǧi</i>
2MS	<i>təǧi</i>	2P	<i>təǧōn</i>
2FS	<i>təǧēn</i>		
3MS	<i>yəǧi</i>	3P	<i>yəǧōn</i>
3FS	<i>təǧi</i>		

The imperative of the verb ‘come’ is derived from an entirely different root:

Table 10.2 Paradigm ʔǧy (Imperative)

2MS	<i>tāl</i>	2P	<i>tālu</i>
2FS	<i>tāli</i>		

10.3.4.2 Paradigm III-ē and III-ō

Specific roots in the third (and sixth) stem are conjugated using alternative paradigms with the base vowel *ē* or *ō* rather than *ā*:

Table 10.3 Paradigm III-ē (Perfect)

1S	<i>CeCaC-tu</i>	<i>bēgaktu</i>	1P	<i>CeCaC-na</i>	<i>bēgakna</i>
2MS	<i>CeCaC-t</i>	<i>bēgakt</i>	2P	<i>CeCaC-təm</i>	<i>bēgaktəm</i>
2FS	<i>CeCaC-ti</i>	<i>bēgakti</i>			
3MS	<i>CēCaC</i>	<i>bēgak</i>	3P	<i>CēCC-u</i>	<i>bēgku</i>
3FS	<i>CēCC-ət</i>	<i>bēgkət</i>			

Table 10.4 Paradigm III-ō (Perfect)

1S	<i>CoCaC-tu</i>	<i>solaf<u>t</u></i>	1P	<i>CoCaC-na</i>	<i>solaf<u>n</u>a</i>
2MS	<i>CoCaC-t</i>	<i>solaf<u>t</u></i>	2P	<i>CoCaC-təm</i>	<i>solaf<u>t</u>əm</i>
2FS	<i>CoCaC-ti</i>	<i>solaf<u>t</u>i</i>			
3MS	<i>CōCaC</i>	<i>sōlaf</i>	3P	<i>CōCC-u</i>	<i>sōlf<u>u</u></i>
3FS	<i>CōCC-ət</i>	<i>sōlf<u>ət</u></i>			

Like the third stem with the base vowel *ā*, when the base vowel is *ē* or *ō*, it shortens when it becomes unstressed in the first and second persons. This is also true for the long persons in the imperfect:

Table 10.5 Paradigm III-ē (Imperfect)

1S	<i>a-CēCəC</i>	<i>abēgək</i>	1P	<i>n-CēCəC</i>	<i>nbēgək</i>
2MS	<i>t-CēCəC</i>	<i>tbēgək</i>	2P	<i>t-CeCC-ōn</i>	<i>tbeḡkōn</i>
2FS	<i>t-CeCC-ēn</i>	<i>tbeḡkēn</i>			
3MS	<i>y-CēCəC</i>	<i>ybēgək</i>	3P	<i>y-CeCC-ōn</i>	<i>ybeḡkōn</i>
3FS	<i>t-CēCəC</i>	<i>tbēgək</i>			

Table 10.6 Paradigm III-ō (Imperfect)

1S	<i>a-CōCəC</i>	<i>asōləf</i>	1P	<i>n-CōCəC</i>	<i>nsōləf</i>
2MS	<i>t-CōCəC</i>	<i>tsōləf</i>	2P	<i>t-CoCC-ōn</i>	<i>tsolfōn</i>
2FS	<i>t-CoCC-ēn</i>	<i>tsolfēn</i>			
3MS	<i>y-CōCəC</i>	<i>ysōləf</i>	3P	<i>y-CoCC-ōn</i>	<i>ysolfōn</i>
3FS	<i>t-CōCəC</i>	<i>tsōləf</i>			

Table 10.7 Paradigm III-ē (Imperative)

2MS	<i>CēCəC</i>	<i>bēgək</i>	2P	<i>CēCC-u</i>	<i>bēḡku</i>
2FS	<i>CēCC-i</i>	<i>bēḡki</i>			

Table 10.8 Paradigm III-ō (Imperative)

2MS	<i>CōCəC</i>	<i>sōləf</i>	2P	<i>CōCC-u</i>	<i>sōlfu</i>
2FS	<i>CōCC-i</i>	<i>sōlfī</i>			

10.3.4.3 Quadrilateral roots

Roots with four consonants are conjugated similarly to the second and fifth stems, only with the second and third consonant of the root occupying the spot of the geminate middle consonant. Compare, for example, *darras* 'he taught' to *lamlam* 'he gathered' or *yəṭqaddəm* 'he makes progress' to *yəṭbahdəl* 'he loses his dignity'.

Table 10.9 Paradigm quadrilateral II (Perfect)

1S	CəCCaC-tu	ləmlamtu	1P	CəCCaC-na	ləmlamna
2MS	CəCCaC-t	ləmlamt	2P	CəCCaC-təm	ləmlamtəm
2FS	CəCCaC-ti	ləmlamti			
3MS	CaCCaC	lamlam	3P	CaCəCC-u	laməlmü
3FS	CaCəCC-at	laməlmət			

The only difference between paradigm II and that of quadrilateral roots in the perfect is in the 3FS and the 3P, where a helping vowel comes between the second and the third consonants in the latter case but not in the former. Compare *darrsət* ‘she taught’ to *laməlmət* ‘she gathered’. In this, quadrilateral roots are conjugated similarly to II-2-3 roots. The same happens in the long persons of the imperfect. Compare *ydərrsōn* ‘they teach’ to *yləməlmōn* ‘they gather’.

Table 10.10 Paradigm quadrilateral II (Imperfect)

1S	a-CaCCəC	alamləm	1P	n-CaCCəC	nlamləm
2MS	t-CaCCəC	tlamləm	2P	t-CəCəCC-ōn	tləməlmōn
2FS	t-CəCəCC-ēn	tləməlmēn			
3MS	y-CaCCəC	ylamləm	3P	y-CəCəCC-ōn	yləməlmōn
3FS	t-CaCCəC	tlamləm			

Table 10.11 Paradigm quadrilateral II (Imperative)

2MS	CaCCəC	lamləm	2P	CəCəCC-u	ləməlmü
2FS	CəCəCC-i	ləməlmī			

Table 10.12 Paradigm quadrilateral V (Perfect)

1S	<i>tCaCCaC-tu</i>	<i>tbəhdaltu</i>	1P	<i>tCaCCaC-na</i>	<i>tbəhdalna</i>
2MS	<i>tCaCCaC-t</i>	<i>tbəhdalt</i>	2P	<i>tCaCCaC-təm</i>	<i>tbəhdaltəm</i>
2FS	<i>tCaCCaC-ti</i>	<i>tbəhdalti</i>			
3MS	<i>tCaCCaC</i>	<i>tbahdal</i>	3P	<i>tCaCəCC-u</i>	<i>tbahədlu</i>
3FS	<i>tCaCəCC-ət</i>	<i>tbahədlət</i>			

Table 10.13 Paradigm quadrilateral V (Imperfect)

1S	<i>a-tCaCCaC</i>	<i>atbahdal</i>	1P	<i>nə-tCaCCaC</i>	<i>nətbahdal</i>
2MS	<i>tə-tCaCCaC</i>	<i>tətbahdal</i>	2P	<i>tə-tCaCəCC-ən</i>	<i>tətbəhədlən</i>
2FS	<i>tə-tCaCəCC-ən</i>	<i>tətbəhədlən</i>			
3MS	<i>yə-tCaCCaC</i>	<i>yətbahdal</i>	3P	<i>yə-tCaCəCC-ən</i>	<i>yətbəhədlən</i>
3FS	<i>tə-tCaCCaC</i>	<i>tətbahdal</i>			

Table 10.14 Paradigm quadrilateral V (Imperative)

2MS	<i>tCaCCaC</i>	<i>tbahdal</i>	2P	<i>tCaCəCC-u</i>	<i>tbəhədlu</i>
2FS	<i>tCaCəCC-i</i>	<i>tbəhədlu</i>			

10.3.4.4 The seventh stem

The seventh stem is mainly used as the passive voice of the first stem. Thus, if *fataḥ* means ‘he opened’, *nfataḥ* means ‘it (M) was opened’. As can be seen from the example, the perfect is simply produced by adding the consonant *n(ə)* to the beginning of the verb form in the first stem.

Table 10.15 Paradigm VII (Perfect)

1S	<i>nəCCaC-tu</i>	<i>nəftahtu</i>	1P	<i>nəCCaC-na</i>	<i>nəftaḥna</i>
2MS	<i>nəCCaC-t</i>	<i>nəftaht</i>	2P	<i>nəCCaC-təm</i>	<i>nəftahtəm</i>
2FS	<i>nəCCaC-ti</i>	<i>nəftahti</i>			
3MS	<i>nCaCaC</i>	<i>nfataḥ</i>	3P	<i>nCaCC-u</i>	<i>nfathu</i>
3FS	<i>nCaCC-ət</i>	<i>nfathət</i>			

The short persons of the imperfect are formed by placing the person prefix before *nCáCəC* while the base of the long person is *nCəCC*:

Table 10.16 Paradigm VII (Imperfect)

1S	<i>a-nCáCəC</i>	<i>anfátəḥ</i>	1P	<i>nə-nCáCəC</i>	<i>nənfátəḥ</i>
2MS	<i>tə-nCáCəC</i>	<i>tənfátəḥ</i>	2P	<i>tə-nCəCC-ōn</i>	<i>tənfəthōn</i>
2FS	<i>tə-nCəCC-ēn</i>	<i>tənfəthēn</i>			
3MS	<i>yə-nCáCəC</i>	<i>yənfátəḥ</i>	3P	<i>yə-nCəCC-ōn</i>	<i>yənfəthōn</i>
3FS	<i>tə-nCáCəC</i>	<i>tənfátəḥ</i>			

The imperative of the seventh stem is not productive.

10.3.4.5 The tenth stem

The tenth stem is characterized by the sound combination *sta/ stə* preceding the base in the perfect. Consider the following forms of the root *ʿml*, which means ‘to use’ when conjugated in this stem:

Table 10.17 Paradigm X (Perfect)

1S	<i>stəCCaC-tu</i>	<i>stəʕmaltu</i>	1P	<i>stəCCaC-na</i>	<i>stəʕmalna</i>
2MS	<i>stəCCaC-t</i>	<i>stəʕmalt</i>	2P	<i>stəCCaC-təm</i>	<i>stəʕmaltəm</i>
2FS	<i>stəCCaC-ti</i>	<i>stəʕmalti</i>			
3MS	<i>staCCaC</i>	<i>staʕmal</i>	3P	<i>stáCəCC-u</i>	<i>stáʕmlu</i>
3FS	<i>stáCəCC-ət</i>	<i>stáʕmlət</i>			

The short persons of the imperfect are formed by placing the person prefix before *staCCəC* while the base of the long persons is *stəCəCC*:

Table 10.18 Paradigm X (Imperfect)

1S	<i>a-staCCəC</i>	<i>astaʕməl</i>	1P	<i>nə-staCCəC</i>	<i>nəstaʕməl</i>
2MS	<i>tə-staCCəC</i>	<i>təstaʕməl</i>	2P	<i>tə-stəCəCC-ōn</i>	<i>təstəʕmlōn</i>
2FS	<i>tə-stəCəCC-ēn</i>	<i>təstəʕmlēn</i>			
3MS	<i>yə-staCCəC</i>	<i>yəstaʕməl</i>	3P	<i>yə-stəCəCC-ōn</i>	<i>yəstəʕmlōn</i>
3FS	<i>tə-staCCəC</i>	<i>təstaʕməl</i>			

The imperative is formed by removing the person prefixes from the respective imperfect forms and adding the person suffixes, when relevant.

Table 10.19 Paradigm X (Imperative)

2MS	<i>staCCəC</i>	<i>staʕməl</i>	2P	<i>stáCəCC-u</i>	<i>stáʕmlu</i>
2FS	<i>stáCəCC-i</i>	<i>stáʕmli</i>			

10.3.4.6 Roots with final ʔ in the first stem

Roots with final ʔ in the first stem (Paradigm I-3-ʔ), like *bdʔ* ‘start’, are conjugated like I-3-*i* roots: *bada* ‘he started’; *bdēna* ‘we started’; *yəbdi* ‘he starts’; *təbdēn* ‘you (FS) start’.

10.3.5 The active participle of I-1-² roots

The active participle of the roots *akl* ‘eat’ and *axd* ‘take’ is distinctive in that it begins with *m* and in presenting the long vowel *ē* rather than *ā*:

Table 10.20 The active participle of paradigm I-1-²

MS	<i>mēkəl</i>	P	<i>mēklīn</i>
FS	<i>mēkli</i>		

10.3.6 Impatient imperative

To convey impatience, the imperative may be preceded by the particle *də*-:

qūm ‘get up (MS)!’ vs. *də-qūm* ‘get up (MS) already!’
laməlmi ‘gather (FS)!’ vs. *də-laməlmi* ‘gather (FS) already!’

10.3.7 The ingressive aspect

Apart from *qam*-, whose use to denote the ingressive aspect was introduced in [Lesson 7](#), an auxiliary verb derived from the I-3-² root *bd* ‘to start’ can also be employed to denote the beginning of an action:

bada-yədfa‘-l-i flūs ‘He started to pay me money’
qa-nəbdi-nəbni bēt ʾğdīd ‘We are starting to build a new house’
bdē-qarrəri ‘Start (FS) deciding!’

As can be seen, the auxiliary verb can be conjugated in different tenses, aspects or moods, and the main verb has to agree with it in person.

10.3.8 The iterative aspect

An auxiliary verb that is derived from the I-2-3 root *ḡdd* ‘to repeat’ denotes a repetitive action:

ḡadd-raḡā ‘He came back again’
qa-tḡadd-tqəḥḥ ‘She is coughing again’
ḡaddu-xaddḡu cāy ‘Make tea (P) again!’

Here again, the auxiliary verb can be conjugated in different tenses, aspects or moods, and the main verb has to agree with it in person.

10.3.9 The perfective aspect with *laḥaq*

As an auxiliary verb, *laḥaq* means ‘managed to’. It denotes an action that was completed, and it can also be translated into ‘already’.

laḥaq-ḡā ‘He has already come’
qa-tləḥqən-tšəḡdēn ‘You (FS) are already escaping’

Like the previous two auxiliary verbs, this one can also be conjugated in different tenses, aspect or moods, and has to agree in person with the main verb that follows.

10.3.10 Past progressive

A continuous past situation that gets interrupted by another one is denoted by the auxiliary verb *kan-* that precedes an imperfect verb that is further modified by the particle *qa-*:

həmmi kanu-qa-yʿawnō-na mən daqq əl-bāb ‘They were helping us when he knocked on the door’

Depending on the content of the following clause, the construction may also denote a planned but unrealized situation:

kan-qa-yəmši l-Landan bas əf-tīyāra mā qadğət-ttīg ‘He was planning to fly to London, but the aeroplane could not fly’

In any case, the auxiliary *kan* has to be conjugated in the perfect and has to agree in person with the main verb.

Another way to convey a continuous background situation in the past that was interrupted is by placing the conjunction *wu-* at the beginning of the background clause or right before the predicate:

wu-hūwi b-əl-adab, sma^c-u l-əbn-u qa-yqəhḥ ‘While he was in the toilet, he heard his son coughing’

nəḥna wu-qa-nsōləf, badət əl-ḥafla ‘While we were talking, the party started’

10.3.11 Counterfactual conditionals

Hypothetical condition is conveyed by the conjunction *lō* (rarely by *əḏa* or *əla*).

There are three different options to construct the verb form of the conditional clause (protasis): *kan*-perfect, *kan*-imperfect or imperfect.

The verb of the clause containing the conclusion (apodosis) is always a verb in the perfect, which is further preceded by the auxiliary verb *kan-*.

As such, the following three sentences convey the same meaning:

lō kan-ğā, kan-sūwitō-l-u ḥafla ~ lō kan-yəğī, kan-sūwitō-l-u ḥafla ~ lō yəğī, kan-sūwitō-l-u ḥafla ‘If he had come, I would have thrown a party for him’

Note that the Arabic version of these sentences can equally denote a counterfactual condition in the past or in the future. Out of context, the subject of the conditional clause might have not come in the past, or, alternatively, it is anticipated that he will not

come in the future. The time of the conclusion clause is also ambiguous, namely, no party was thrown or will be thrown. It is the context in which the conditional clause is embedded that determines the time with which counterfactual conditional sentences are concerned.

The order of the clauses may be reversed as long as the same verb form restrictions apply:

*kan-qəltō-l-əm yləməlmū-ha lə-ġrāḏ, lō aġīd ~ kan-qəltō-l-əm
yləməlmū-ha lə-ġrāḏ, lō kan-ġədtu ~ kan-qəltō-l-əm yləməlmū-ha
lə-ġrāḏ, lō kan-aġīd* ‘I would have told them to gather the things if
I wanted to’

Note that when the auxiliary *kan-* precedes a verb in the perfect, it is fossilized in the 3MS and does not agree with the person indicated by the verb that follows it. When it precedes the imperfect in the protasis, however, it may be fossilized or agree with the person indicated by the verb. Also note that unlike its use to denote a past habitual situation, which was discussed in [Lesson 7](#), the auxiliary *kan-* that precedes a verb in the imperfect is tense-less and aspect-less when it is involved in the protasis of a counterfactual conditional sentence.

10.3.12 The reflexive

To express a reflexive action, namely, an action that one performs on themselves, the reflexive particle *nafs-* is used. The particle is followed by a pronominal suffix that refers to the agent and the patient of the situation.

wəqqʿət-a n-nafs-a ʿala-s-sēf ‘She dropped herself on the sword’
xāfu ʿala-nafs-əm ‘They feared for themselves’

As the first example shows, the reflexive particle is typically further referred to by an additional pronominal suffix following the verb and the preposition *l-* (which assimilates into *n-*, in this case).

When *nafs* is not followed by a pronominal suffix but by a definite noun, it functions as a determiner meaning ‘the same’:

nafs aš-šēn ‘the same thing’

nafs as-saʿar ‘the same price’

10.3.13 Object clauses

Object or content clauses, namely, clauses that complement the verb as direct objects, usually follow the verb without being introduced by any conjunction:

al-malək qāl qa-yḥəss wəǧʿān ‘The king said he feels sick’

The clause *qa-yḥəss wəǧʿān* ‘He feels sick’ is the content or object of what the king said, and it immediately follows the verb.

An object clause may, however, be introduced by the conjunction *ənnu* ‘that’. This happens quite rarely and only when the speaker wishes to elevate the register. Consider, for example, the following version of the previous example:

al-malək qāl ənnu qa-yḥəss wəǧʿān ‘The king said that he feels sick’

Alternatively, the object clause may be introduced using the conjunction *bēn* ‘that’:

mā ʿgaftu bēn badət əl-ḥafla ‘I did not know that the party had started’

l-amīr qarrar bēn qa-yǧīd yākəl wəšla ǧəqqīyi ‘The prince decided that he wants to eat a piece of watermelon’

10.3.14 The conjunctions *ma tūl* and *bass*

The conjunction *ma tūl* is equivalent to ‘as long as’ in English and is used to express a condition:

ma tūl qēʿəd ǧawwa-lə-lḥīf, mā ǧaḥ-astabǧəd ‘as long as I sit under the blanket, I will not catch a cold’

The conjunction *bass* is equivalent to ‘as soon as’ in English. It is used to open a time clause that introduces a situation that initiates another one:

bass yəǧi š-šəti, abdi aqəḥḥ ‘As soon as the winter comes, I start coughing’

Note that as we learned in [Lesson 4](#), as an adverb *bass* means ‘only’.

10.3.15 Negative purpose

The particle *la(y)kūn* precedes a verb in the imperfect to denote negative purpose, namely a situation that would better be avoided:

šǧab čāy, laykūn təstabǧəd ‘Drink tea so you (MS) do not catch a cold!’

Quite commonly, the particle follows a verb from the root *xwf* ‘fear’:

qad-axāflakūn yəzʿal ʿlē-yi ‘I fear he may get angry with me’

10.3.16 Negative wish

The discourse marker *xō mā* opens a sentence to convey a negative wish:

xō mā štgēt-l-i šēn ‘I hope you (MS) did not buy anything for me’

xō mā ḡāḥ-tšīḥ ^olī-ha ‘I hope you (MS) will not scream at her’

10.3.17 The indefinite particle *fád-*

Apart from the uses of *fəd-* that were discussed in [Lesson 7](#) and [Lesson 9](#), where the particle was unstressed, the particle may be realized as *fád-*, in which case it means ‘a single’ or ‘one and only one’:

fád-ḥabbāyi ‘a single pill’

As can be seen, the particle is stressed and the quality of the vowel is *a*.

The stressed particle *fád-* is typically found also at the beginning of narratives, preceding time expressions: *fád-yōm* ‘One day, . . .’; *fád-marra* ‘One time, . . .’ In these cases, however, the particle *fəd-* can also be used.

10.3.18 Marking possessive relations between two nouns with the preposition *l-*

In [Lesson 2](#), we saw that the use of pronominal suffixes vs. the preposition *māl-* to express possession is conditioned by the type of object being possessed. When it is inalienable, namely, when it denotes family members or body parts, pronominal suffixes are preferred, while the preposition *māl-* is preferred otherwise. Compare *mḡāt-i* ‘my wife’ or *ḡāḡl-i* ‘my leg’ to *əl-madrassa māl-i* ‘my school’, for example.

The same grammatical condition dictates the option to use a particular construction that marks possessive relations between two noun phrases using the preposition *l-* and a resumptive

pronoun. This construction can be used only when inalienable relations hold between the possessor and the possessed object. Consider the following examples:

mġāt-u l-axū-yi ‘my brother’s wife’
ġəġl-a l-Farḥa ‘Farḥa’s leg’

In the first example, the noun ‘brother’ possesses the noun ‘wife’. Both are kinship terms, and so the construction can be used. Similarly, in the second example, the ‘leg’ is inalienable to Farḥa.

As for the construction itself, the preposition *l-* precedes the noun that denotes the possessor and a pronoun that refers to the possessor is added following the noun that denotes the possessed object. Note that in both examples the morpheme *l-* preceding the second noun represents the preposition *l-* and not the definite article since in both cases the noun is already definite. In the first sentence, it is followed by a possessive pronoun and in the second example, it is a proper noun.

This construction is equivalent to the definite object marking construction that we encountered in [Lesson 8](#), just that instead of a verb in the first position, the current construction poses a noun. As a matter of fact, the construction can also mark objects of prepositions:

ašqad ʔflūs ʔand-u l-l-malək? ‘How much money does the king have?’

In this sentence, the object of the existential preposition *ʔand-* is the *malək* ‘king’. As can be seen, the noun *malək* ‘king’ is preceded by a definite article and the preposition *l-* while the existential preposition *ʔand-* is followed by a 3MS pronoun that refers to the ‘king’.

10.4 EXERCISES

10.4.1 Read the texts of this lesson again and answer the following questions.

1. *aš kān bī-ha lə-mġāt əbən Sāmi?*
2. *ēmta tsīg[˘] ʿənd-a n-Naʿīma ḥasasīyyi?*
3. *mani ġād yəšrəd mən-əl-ḥafla lēn ġās-u kan-qa-ytəqq?*
4. *ašqad kəllfət-u s-Sāmi l-bəttixāyi wu-l-ġəqqīyi?*
5. *ašlon təl[˘]ət əl-bəttixāyi?*
6. *lēš Sāmi qa-yxāf[˘] ala-nafs-u b-əš-šəti?*
7. *aš[˘] əmġ-a l-əl-maġa t-tīni b-əl-ḥkīyi?*
8. *aš nasət əl-maġa l-akbaġ?*
9. *lēš ġād əl-malək yəqtə[˘]-u l-ġas-u l-fəttāḥ əl-fāl?*
10. *lēš qarrar əl-malək yxəlli-nu l-fəttāḥ əl-fāl y[˘]iš?*

10.4.2 Divide the following words into four different semantic groups. There are exactly five words per group.

<i>sxūna</i>	<i>ġaqqi</i>	<i>stikān</i>	<i>ḍaww</i>
<i>bəttix</i>	<i>ḥāġġ</i>	<i>ḥəbbāyi</i>	<i>ʿəṭšān</i>
<i>nastala</i>	<i>pāčca</i>	<i>šəf</i>	<i>ʿasal</i>
<i>səkkīn</i>	<i>ma[˘]ūn</i>	<i>wəġ[˘]ān</i>	<i>stabġad</i>
<i>ḥasasīyyi</i>	<i>rṭūba</i>	<i>ġədər</i>	<i>tāwa</i>

10.4.3 Complete the table with the right form of the verb. If the given verb is in the imperfect, use the imperfect, and if it is in the perfect, use the perfect.

<i>ana</i>	<i>anta</i>	<i>anti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
			<i>ybēgək</i>				
					<i>ṭəqqēna</i>		
<i>twənnastu</i>							
				<i>laməlmət</i>			
						<i>təstəbəgdōn</i>	
		<i>soləfti</i>					
							<i>təhədlu</i>
		<i>txəddgēn</i>					
				<i>təz'al</i>			
	<i>dəgt</i>						
	<i>nəksəgt</i>						
					<i>nəḡdāgəḥ</i>		

10.4.4 Convert the following imperative phrases with *də-*, *ma* or *lā* into simple positive imperatives.

1. *də-ṣ'adi!*
2. *lā təbdi!*
3. *ma ṭəffəq baqa!*
4. *lā ṭd'əllēn-ṭləməlmēn!*
5. *də-dəqqu!*
6. *ma ṭdīg bāl-ak!*

7. *lā tǧawbēn!*
8. *ma tsiḥōn!*
9. *lā tǧədd-təḥawwal!*
10. *də-lḥaq-šrəd!*

10.4.5 Conjugate the roots within brackets in the right tense. Note that one of the following preverbal particles or auxiliary verbs may appear before the verb, so choose an appropriate one and think about its correct form as well.

qa-; ḍall-; ǧaḥ-; kan-; kan-qa; laḥaq-; ǧadd-

1. _____ (*bǧd*) *qabl-ʾsbūʿ wu-mā* _____
(*qdǧ+ǧwḥ*) *l-əš-šəǧəl māl-i*.
2. *baʿad yumēn əḥ-ḥiyāra* _____ (*tyǧ*) *ʾl-Landan marra lāx*.
3. *món-šēflí-šēf əd-daraǧa* _____ (*šd*) *wu-l-awādəm*
_____ (*ḥss*) *ənnu əd-dəni aḥaǧǧ*.
4. _____ (*qwl+to+2FS*) _____ (*xdǧ*) *čāy! ana ʿəḥšāna*.
5. *hāda š-šāyəb wəǧʿān wu-* _____ (*xwf*) *laykūn*
_____ (*mwt*).
6. *əl-amīra* _____ (*zʿl*) *wiya-abū-ha kēf* _____
(*bdʿ/qwm+šyḥ*) *ʿlī-ha*.
7. *əbn-ək* _____ (*qhḥ*) *bōḥi tūl əl-lēl*.
8. *mən* _____ (*ʿǧy*) *l-amīr l-əl-qašəǧ, əl-malək*
_____ (*slf*) *wiya-ǧ-ǧəndi*.

(continued)

9. *lō mā _____ (šrd) lə-ǧnūd, yəmkən mā _____*
(ʿyš) əl-yōm.
10. *əǧ-ǧəndi _____ (xrǧ) mən-əǧ-ǧāməʿa qabəl ma*
_____ (bdʿ) əl-ḥarb.

10.4.6 Convert the following noun phrases into ones with a unit noun rather than a collective noun.

1. *xyāǧ axdaq*
2. *bəttix ḥəlu*
3. *patēta šəfǧā*
4. *šwandaǧ ʿǧxīš*
5. *lōz mətḥūn*
6. *šalǧam ḥāǧǧ*
7. *tūm ǧāli*
8. *ǧaqqi tēyyəb*

10.4.7 Note the following times in words.

1. 10:00
2. 11:05
3. 9:10
4. 6:25

5. 4:35

6. 7:20

7. 2:45

8. 8:15

9. 5:30

10. 3:40

11. 1:50

12. 10:55

10.4.8 Complete the following sentences with an appropriate conjunction from the bank. Use each word only once.

bas, ənnu, bəla ma, bas, əla, hətti, wən ma, mən, wəla, ləmman, aš ma, kēf

1. *sma^ˈtu* _____ *š-šāyəb wəğ^ˈān*
2. _____ *ğītu l-bēt-u kan-qa-yəl^ˈab təppa wiya-əbn-u*
3. _____ *təqdağ-^ˈt^ˈawən-ni gada, tāl ^ˈl-bēt-i mən-ğəbšə.*
4. *sūwētu* _____ *qāl,* _____ *mā qdağtu asa^ˈəd-u.*
5. *ləmlamtu lə-ğrād,* _____ *yəqdağ-yənad^ˈdəf.*
6. *lā y^ˈəğəb-ni ağkab əl-pāš* _____ *amši b-əl-ğəğəl.*
7. *mā təqdağ təkbağ* _____ *tākəl.*

(continued)

8. _____ ḡəḥtu b-hāḡa s-sūq ʿayantu mxaḡḡaḡ.
9. bḡētu atʿallam adəqq ʿala-t-ṭabəl _____ mā xəllaštu d-dars
_____ mā kān ʿənd-i flūs.
10. ḡadd-ṭalaʿ b-əl-ʾrṭūba _____ stabḡad.

10.4.9 Complete the following sentences with an appropriate discourse marker, vocative or interjection from the bank.

*lakan, xō mā, yāba, bʿīd əl-bala, əl-ḡamdəlla wu-š-šəkər, bdāl-ak,
ʿaḡab, xālu, ašu, laykūn*

A: _____!

B: *hā* _____?

A: _____ *wəčč-ak aṣḡaḡ?* _____ ʿənd-ak ʾsxūna
_____?

B: *lā* _____ . _____ . *mā ʿənd-i šēn.*

A: _____ *lēš ʾšḡabt ḡəbbāyi?*

B: _____ *mā ʿənd-ak šəḡəl? də-ḡūḡ ʾštaḡəl ʾb-šəḡl-ak*
_____ *azʿal wiyyā-k.*

10.4.10 Translate the following sentences from JB into English.

- əl-qašəḡ ʾl-zəḡnā-nu bōḡi kān mətrūs aškāl alwān ʾḡrāḡ bas mā kān
bī-nu wəla šūḡa waḡḡi.*
- lə-mlūk qamu-yšərdōn ʾmn-əl-ūlāyi ḡətti lə-ḡnūd mā yqəṭʿō-l-əm ḡūs-əm.*


3. *yāba, də-kəli šwayya pāča! ana mēkli. əla ākəl šēn, ġah-aħəss wəġāna.*
4. *də-ʔī-həm ʔstikān čāy! mā qa-tʔāyən ʔtāši? sāġ-l-əm yumēn mā šēġbīn.*
5. *xalla b-bēt-u parda kəlləš ʔwīli. hal-kəbġāt-a. yxāflaykūn aħħad yʔayən-u mən yəʔlaʔ mən-əl-ħəmmām.*
6. *kəlləš ʔtwənnasna b-əl-ħafla mal-fəttāħ əl-fāl. kān čāġi Bəġdād w-akəl mən-hādā l-ʔāl.*
7. *ana wu-qa-aġawəb-u, bada-yqəħħ. axədtō-nu l-əl-mustašfa wu-mā ʔayəntō-nu baʔad.*
8. *də-xaddəġ čāy baqa. lə-xəʔaʔiġ ġah-ywəšlōn baʔad daqīqi. ʔəb yʔaynō-k b-əl-maʔbax.*
9. *mən kān walad kān faqīr wu-aš ma ġād yəštāġi, mā kān ʔənd-u flūs.*
10. *lō kan-šaħ ʔlī-ha, mā kan-šaʔdət l-əš-šaʔəħ wu-šaʔfəqət.*

10.4.11 Translate the following sentences from English into JB.

1. I told him to come at 9:45, but he actually knocked on the door at 10:20.
2. My (the) temperature had already gone up before I realized I had an allergy.
3. We moved to that house because we wanted to live in security and peace.

(continued)

4. If I had not screamed, he would have dropped the tray on the table.
5. If you (MS) want to buy watermelon and melon during the winter, go to the supermarket. But pay attention to the price.
6. This sword is more expensive than that sword. Even the prince cannot buy it.
7. The dog saw himself in the water and started to get scared because he did not understand what he was seeing.
8. The world is (on) fire. I am dying of (the) heat and (the) humidity today.
9. If you (MS) ate anything dirty today, drink *laban*. It can benefit your stomach.
10. This week the teacher told us about his life in France before the war started.
11. The moment she knocked on the table, the door opened.
12. The son of her husband started to hit the head of his brother.

10.4.12 Listen to audio file 10.4.12 at Zenodo , then transcribe and translate it before answering the following questions.

1. *b-əl-ḥəflāt mal-mani yəṭbəx Yhūda?*
2. *Yhūda səkən ʾb-bēt ʾzəḡayyəḡ?*
3. *mani šṭḡā-ha l-əs-səkkīn əlli ḡəḡḥət-u l-Yhūda?*

10.4.13 Read the following passage, translate it and answer the questions that follow.

*yəḡəb-kəm əş-şēf lō š-šəti? ʾb-bēt-na, əmm-i w-ana yəḡəb-na l-hāḡḡ.
bass yəḡi š-şēf, abdi-aqūm mən-ḡəbša ḡətti atwannas b-əš-šams
əl-ḡəlwa.*

*mən kəntu zḡayyḡ, kəntu-alʿab wiya-şədqān-i tūl-əş-şēf. fād-
yōm xabrō-ni wu-qalō-l-i: “Naṯān, tāl l-əš-şətt!” ḡəḡna l-əl-şətt sāʿa
b-əs-sabʿa şbāḡ. kənna-qa-nəʿab mən xabrō-ni əmm-i w-abū-yi.
sāḡət əs-sāʿa b-ət-tnaʿš b-əl-lēl wu-dall bāl-əm ʿlē-yi. mən ʿwşalna
l-əl-bēt, abū-yi zaʿal wiyyā-yi wu-mā xəllā-ni aṯlaʿ tlāttiyām.*

*abū-yi w-əxt-i lə-kbīḡi yəḡəb-əm əš-šəti. b-əş-şēf abū-yi yḡāwəl
mā yəṯlaʿ ʿmn-əl-bēt kəfyxāf mən-əš-šams. yḡūḡ l-əš-şəḡəl wu-bass.
əxt-i mā txāf mən-əš-šams məṯl-u, bas ham yəḡəb-a tkūn b-əl-bēt.
kəlləş yəḡəb-a tḡəll ʿb-ḡəḡd-a b-əl-qəbba māl-a, təktəb saʿāt kəll yōm.*

Questions:

1. *mani yəḡəb-u ş-şēf b-əl-ʿāʿəla mal-Naṯān?*
2. *aş kanu-qa-ysūwōn Naṯān wu-şədqān-u mən əmm-u w-abū-nu
xabrō-nu?*
3. *abu Naṯān yḡāwəl yəṯlaʿ ʿmn-əl-bēt ʿktīḡ b-əş-şēf?*

10.4.14 Write a short paragraph about whether you prefer the summer or the winter. Use the text in section 10.1.1 of this lesson and the passage in exercise 10.4.13 above as inspiration.

APPENDIX I

Key to exercises and translation of texts

KEY TO LESSON 1

1.1 Translation of texts

1.1.1 Hi!

As'ad: Hello, Amal, and hello, Samīr!

Amal and Samīr: Hello!

1.1.2 What's your name?

Samīra: Good morning! What's your (MS) name?

As'ad: Good morning! My name is As'ad. And you (FS), what's your (FS) name?

Samīra: I, my name is Samīra.

As'ad: Nice to meet you!

1.1.3 Good evening!

As'ad: Good evening, Samīr!

Samīr: Good evening, As'ad!

1.1.4 Thank you!

Adība: Thank you (MS), teacher!

Sālām: May God be with you (FS)!

Adība: Goodbye! Good night.

1.1.5 How are you?

Gərği: Welcome/Hello!

Dahūd: How are you (MS) today, Gərği?

Gərği: Well/Good. And you (MS), how are you?

Dahūd: Praise God!

1.4 Exercises

1.4.3

1. Welcome!
2. May God be with you (MS)!
3. Good morning!
4. *masa l-xēg*
5. *mani*
6. Nice to meet you
7. Hello!

1.4.4

1. *ʿala-mʿalləm*
2. *b-əsəm*
3. *wīya-ʿalla*
4. *b-yōm*
5. *b-xēg*
6. *ʿala-ʿasāmi*

1.4.5

1. *wīyyā-ki*
2. *aš əsm-i*
3. *ášlōn-ak*
4. *ášlōn-ək*
5. *hala bī-k*
6. *hala bī-ki*
7. *ášlōn-i*
8. *ʿlē-k*

1.4.6

1. *aškər-ak*
2. *əsm-ək*
3. *wīyyā-ki*
4. *bī-k*
5. *šbāḥ-i*
6. *yōm-ək*
7. *ʿlē-k*
8. *ášlōn-i*

1.4.7

1. *mīḥ/ʿāl*
2. *n-nūr!*
3. *mīḥa/ʿāl!*
4. *yā hala!/ahlan wu-sahlan!/hala/ahlan/hala bī-k/hala bī-ki*
5. *əsm-i*
6. *bī-k*
7. *əsm-ak*

1.4.8

1. Good morning! My name is As'ad. And you (FS), what's your (FS) name?
2. *ahlan bī-ki yā Amal w-ahlan bī-k yā Samir!*
3. *aškar-ak yā m'alləm*
4. Praise God! And you (FS), how are you (FS)?

1.4.9

1. wellness
2. *ḫāy*
3. *əl-yōm*
4. *hala bī-*
5. *aškar-ək*

1.4.10

Alwīz: Hello (you, MS), 'Ezra! How are you?

'Ezra: Hello! I am well. What's your (FS) name?

Alwīz: My name is Alwīz. (Hey) 'Ezra, are you a teacher?

'Ezra: I am a teacher. And you (FS)?

1.4.11

Ġamīla: *mani ənta?*

Ġamīl: *əsm-i Ġamīl. ana m'alləm. ənti Ġamīla?*

Ġamīla: *əsm-i Ġamīla. Ġamīl, ašlōn-ak?*

Ġamīl: *ḫamdəlla! aškar-ək. 'Ezra mlīḥ?*

Ġamīla: *'Ezra mlīḥ. təṣbaḥ 'ala-xēg.*

1.4.12

Transcription:

Səlmān: *hala bī-ki! aš əsm-ək?*

Sawsan: *ana Sawsan.*

Səlmān: *ahlan Sawsan! əsm-i Səlmān.*

Sawsan: *nətsarraf.*

Səlmān: *ana m'alləm. w-ənti?*

Sawsan: *ana m'allmi.*

Səlmān: *'āl. masa l-xēg!*

Sawsan: *aḷla wiyyā-k!*

Translation:

- Səlmān: Hello! What is your (FS) name?
Sawsan: I am Sawsan.
Səlmān: Hello, Sawsan! My name is Səlmān.
Sawsan: Nice to meet you.
Səlmān: I am a teacher (M). And you (FS)?
Sawsan: I am a teacher (F).
Səlmān: Great. Good evening!
Sawsan: May God be with you!

KEY TO LESSON 2

2.1 Translation of texts

2.1.1 Who is this (M)?

- Mōši: Who is this (M)?
Şabāḥ: This is my older brother. His name is Mrād and he is a coffee vendor.
Mōši: And where is his coffee shop?
Şabāḥ: In the old market. Next to the shop of your daughter.
Mōši: And who is this woman?
Şabāḥ: This woman is my older sister.
Mōši: What's her name?
Şabāḥ: Her name is Nağīya. She is a cook. She has a restaurant and it has very tasty and cheap food.
Mōši: Is there tea in your sister's restaurant?
Şabāḥ: No, there is not. Her restaurant is small. There is tea in my father's coffee shop.
Mōši: Where is his coffee shop?
Şabāḥ: Next to the new university. You are a student in this university, right?
Mōši: Yes. This is a very good university.
Şabāḥ: The son of my maternal uncle and the daughter of my paternal uncle are also in this university. He is an engineer and she is a teacher.

2.4 Exercises

2.4.2

1. *əl-bēt lə-ğdīd*
2. *əč-čāy lə-ğxīš*
3. *l-ax lə-mlīh*
4. *əd-dəkkān əl-°tīq*
5. *əl-qaḥwa t-ṭeyybi*
6. *əl-°amm lə-kbīg*
7. *əl-maṭ°am mal-əṭ-ṭəbbāx*
8. *l-əxt əl-°zğayygi*

2.4.3

1. *ənti mlīḥa*
2. *hīyi əmm*
3. *əl-°amma ṭəbbāxa*
4. *əxt-ək lə-kbīgi xāla*
5. *hāyi lə-m°allmi kbīgi*

2.4.4

1. *əxt °kbīgi* [noun phrase: big sister] -> *l-əxt °kbīgi* [sentence: The sister is big]
2. *əl-qaḥwa ḡxīši* [sentence: The coffee is cheap] -> *qaḥwa ḡxīši* [noun phrase: cheap coffee]
3. *akəl əl-maṭ°am lə-°tīq* [noun phrase: the food of the old restaurant] -> *akəl əl-maṭ°am °tīq* [sentence: The food of the restaurant is old]
4. *čāy ṭeyyab* [noun phrase: tasty tea] -> *əč-čāy ṭeyyab* [sentence: The tea is tasty]
5. *hāda yōm* [sentence: This is a day] -> *hāda l-yōm* [noun phrase: this day]
6. *bənt xāl-i zğayygi* [sentence: The daughter of my maternal uncle is little] -> *bənt xāl-i lə-zğayygi* [noun phrase: the little daughter of my maternal uncle]
7. *hāyi l-əmm* [noun phrase: this mother] -> *hāyi əmm* [sentence: This is a mother]
8. *ṭəbbāx əl-qaḥwa mlīh* [sentence: The cook of the coffee shop is good] -> *ṭəbbāx əl-qaḥwa lə-mlīh* [noun phrase: the good cook of the coffee shop]

9. *əs-sūq ʾǧdīd* [sentence: The market is new] -> *əs-sūq lə-ǧdīd*
[noun phrase: the new market]
10. *dəkkān Samīr ʾtīq* [sentence: Samīr's store is old] -> *dəkkān Samīr lə-ʾtīq* [noun phrase: Samīr's old store]

2.4.5

1. *bēt-i*
2. *əsm-ak*
3. *əl-maʿʿam māl-u*
4. *əs-sūq māl-u*
5. *abū-nu*
6. *xāl-a*
7. *axū-yi*
8. *ʿamm-a*
9. *əč-čāy māl-ək*
10. *bənt-a*
11. *ət-ʿəbbāx māl-a*
12. *əl-yōm māl-u*

2.4.6

1. *əs-sūq mal-əl-ʿamm*
2. *l-ab mal-ət-ʿəbbāx*
3. *əl-xāl mal-əl-əmm*
4. *əl-bənt mal-lə-mʿallmi*
5. *ət-ʿəbbāx mal-əl-qaḥwa*
6. *əl-yōm mas-Samīr*

2.4.7

1. *wēn-ak/ək; wēn ənta/ənti?*
2. *aš əsm-u?*
3. *ášlōn-ak?*
4. *mani hāda?*
5. *aš ʿənd-u?*

2.4.8

1. *bēt ʾǧdīd*
2. *əl-bēt lə-ǧdīd*
3. *hāda bēt ʾǧdīd*

4. *hāda l-bēt l-ğdīd*
5. *hāda l-bēt l-ğdīd*
6. *hāda l-bēt ʾğdīd*

2.4.9

1. *bēt lə-mʿallmi/əl-bēt mal-əl-ʾmʿallmi/əl-bēt mal-lə-mʿallmi*
2. *bēt lə-mʿallmi ʾğdīd/əl-bēt mal-əl-ʾmʿallmi ʾğdīd/əl-bēt mal-lə-mʿallmi ʾğdīd*
3. *bēt lə-mʿallmi lə-ʾğdīd/əl-bēt lə-ʾğdīd mal-əl-ʾmʿallmi/əl-bēt lə-ʾğdīd mal-lə-mʿallmi*
4. *bēt lə-mʿallmi lə-ʾğdīdi/əl-bēt mal-əl-ʾmʿallmi lə-ʾğdīdi/əl-bēt mal-lə-mʿallmi lə-ʾğdīdi*

2.4.10

1. I have a brother and a sister.
2. My brother's name is Nabīl and your (FS) sister's name is Lilyān.
3. He is a tea vendor and you (MS) are a cook.
4. This store is his maternal uncle's.
5. This is home (made) coffee.
6. The food is tasty today.
7. Where is this teacher (M)?
8. What is there next to the market?
9. This university is very big.
10. There is no new food.

2.4.11

1. *hāyi l-qaḥwa b-hāda s-sūq kəlləs ʾğxīsi.*
2. *ʿənd-i xāl wu-ʿamm.*
3. *hīyi mʿallmi mlīḥa.*
4. *aku maḥʾam ʾʿtīq ʾšōb-əd-dəkkān.*
5. *ana ham ʾāləb ʾb-hāyi ʾğ-ʾğāmʾa.*
6. *wēn-ək əl-yōm?*
7. *əbn-u muhandəs.*
8. *áslōn-u? (hūwi) mlīḥ/ʿāl, ḥamdəlla.*
9. *mani lə-mʿalləm mal-axū-ki?*
10. *aku akəl ʾeyyəb ʾb-hāda l-maḥʾam.*

2.4.12

Transcription:

šbāḥ əl-xəğ! əsm-i Ğamīl wu-hāyi əmm-i Lēyla, w-ana wiyyā-ha b-əl-qaḥwa. ana təbbāx wu-hīyi muhandəsa. hāda axū-yi lə-zğayyəğ, Şāləḥ. hūwi qaḥawči b-əs-sūq wu-ham tələb b-əğ-ğāmə'a. əl-qaḥwa māl-u kəlləs mīlīha.

Translation:

Good morning! My name is Ğamīl, and this is my mother, Lēyla, and I am with her at the coffee shop. I am a cook (M) and she is an engineer. This is my little brother, Şāləḥ. He is the coffee vendor at the market and is also a student at the university. His coffee is very good.

Responses:

1. *Lēyla muhandəsa.*
2. *Şāləḥ qaḥawči.*
3. *əl-qaḥwa mal-Şāləḥ b-əs-sūq.*

KEY TO LESSON 3

3.1 Translation of texts

3.1.1 Vegetables

Mōši: How are you, Zbēda? Is there any okra today?

Zbēda: There is, but not fresh. If you want fresh okra, the vegetable vendor at the entrance of the market sells it.

Mōši: Does he also sell tomatoes?

Zbēda: Of course, there is everything there: okra, parsley, tomatoes and cucumbers.

Mōši: Okay. What's this? Dates?

Zbēda: No! We do not sell dates. You will find dates in my maternal uncle's store. He sells them very cheaply.

3.1.2 I am sick

Xazna: Where are you going?

Şəddīq: I am going to the doctor.

Xazna: What's wrong (literally: what's in you)?

Şəddīq: I am sick. I am not sleeping well at night.

Xazna: Why?

Şəddīq: I have a problem in my head. I am dying.

Xazna: Don't you want to go to the hospital?
 Şəddīq: No! (Rhetorically: What hospital!?) I am afraid.

3.4 Exercises

3.4.2

1. *xyāğ əl-maṭ'am ət-təyyəb* [Noun phrase: 'the tasty cucumber of the restaurant' -> Sentence: *xyāğ əl-maṭ'am təyyəb* 'The cucumber of the restaurant is tasty']
2. *əmm xāl-i marīḏi* [Sentence: 'The mother of my maternal uncle is sick' -> Noun phrase: *əmm xāl-i l-marīḏi* 'the sick mother of my maternal uncle']
3. *təbbāx əl-qaḥwa mlīḥ* [Sentence: 'The cook (M) of the coffee shop is good' -> Noun phrase: *təbbāx əl-qaḥwa lə-mlīḥ* 'the good cook of the coffee shop']
4. *lə-xyāğ ət-tāza* [Noun phrase: 'the fresh cucumber' -> Sentence: *lə-xyāğ tāza* 'The cucumber is fresh']
5. *hāyi bām̄ya ġxīši* [Sentence: 'This is cheap okra' -> Noun phrase: *hāyi l-bām̄ya lə-ğxīši* 'this cheap okra']
6. *abu lə-mxaḏḏağ marīḏ* [Sentence: 'The vegetable vendor is sick' -> Noun phrase: *abu lə-mxaḏḏağ əl-marīḏ* 'the sick vegetable vendor']
7. *dəkkān Samīr zğayyəğ* [Sentence: 'Samīr's store is small' -> Noun phrase: *dəkkān Samīr lə-zğayyəğ* 'the small store of Samīr']
8. *hāda l-ğās lə-kbīğ* [Noun phrase: 'this big head' -> Sentence: *hāda l-ğās kbīğ* 'This head is big']

3.4.3

<i>ana</i>	<i>ənta</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>
<i>anām</i>	<i>tnām</i>	<i>ynām</i>	<i>tnām</i>	<i>nnām</i>
<i>aşūf</i>	<i>tşūf</i>	<i>yşūf</i>	<i>tşūf</i>	<i>nşūf</i>
<i>abī^s</i>	<i>tbi^s</i>	<i>ybi^s</i>	<i>tbi^s</i>	<i>nbi^s</i>
<i>amūt</i>	<i>tmūt</i>	<i>ymūt</i>	<i>tmūt</i>	<i>nmūt</i>
<i>axāf</i>	<i>txāf</i>	<i>yxāf</i>	<i>txāf</i>	<i>nxāf</i>
<i>ağid</i>	<i>tğid</i>	<i>yğid</i>	<i>tğid</i>	<i>nğid</i>

3.4.4 Examples of possible sentences:

1. *əd-dəktōr ynām b-əl-ləl.*
2. *mā qa-tšūf ʔaṃāṭa tāza?*
3. *qa-nbī^c xyāḡ wu-taməḡ.*
4. *mā qad-aḡīd-amūt.*
5. *lēš qa-txāf^ctmūt?*
6. *qa-nḡīd nnām.*

3.4.5

1. *abū-yi mā (qa)-ynām b-əl-ləl.*
2. *əč-čāyči qa-ybī^c čāy ʔḡxīš əl-yōm.*
3. *əḥna (qa)-nḡīd ḡāṃya.*
4. *ənta (qa)-tḡūḥ l-əl-bēt māl-ak?*
5. *lə-m^calləm (qa)-yxāfymūt.*

3.4.6 Examples of possible questions:

1. *l-wēn qa-tḡūḥ?*
2. *wēn-ak/-u/-a . . . ?*
3. *aš bī-ha?/ášlōn-a?*
4. *ášlōn-a/-u/-ak/-ək . . . ?*
5. *mani hāḡa?*
6. *aš əsm-u?/mani hāḡa?*
7. *l-wēn qa-tḡūḥ?*
8. *aku xyāḡ/ʔaṃāṭa/čāy . . . ?*
9. *lēš qa-yḡūḥ l-əd-dəktōr?*
10. *hāḡa l-akəl mal-mani?/aškun hāḡa?*

3.4.7

1. *lā, ana mā b-əd-dəkkān.*
2. *lā, hāḡa əl-maṭ^cam mā^ctīq.*
3. *lā, abū-yi mā qa-yḡūḥ l-əs-sūq.*
4. *lā, mā^c ənd-i ʔaṃāṭa.*
5. *lā, māku xyāḡ.*
6. *lā, mā qa-yḡīd ybī^c qaḥwa.*

3.4.8

1. Today we want to find okra for my father and my mother.
2. The teacher (M) is sick today.
3. Where are you going with her?

4. The tomato is very cheap.
5. If you want dates, I will sell (them) to you.
6. The doctor is going to the hospital every night.
7. The engineer (F) is not finding a good university.
8. I have a problem with non-fresh okra.
9. Of course, we are afraid to die.
10. The tomato is tasty, but the cucumber is very old.

3.4.9

1. *əd-dəktōra (qa)-tǵīd ʔtbī qaḥwa wu-ḥāmya.*
2. *ʔənd-a muškəla kbīǵi wiya-axū-ha.*
3. *qa(d)-aǵūḥ l-əd-dəkkān mal-ʔamm-i wiya-xāl-i.*
4. *lēš mā qa-tnām b-əl-ləl?*
5. *l-wēn qa-tǵūḥ?*
6. *qa(d)-aǵūḥ ašūf əd-dəkkān əl-ǵdīd mal-əl-qaḥawči.*
7. *(qa)-nǵīd ʔnbī ʔxyāǵ tāza.*
8. *(qa(d))-axāf aǵūḥ l-əl-mustašfa.*
9. *mā ʔənd-a xəḍra l-yōm.*
10. *haḍa l-bēt ǵxīš bas kəlləš ʔkbīǵ.*

3.4.10

Transcription:

- Sarafīn: *hala bī-k, Yamēn.*
 Yamēn: *ášlōn-ək, Sarafīn?*
 Sarafīn: *mā kəlləš ʔmlīḥa.*
 Yamēn: *aš bī-ki? ənti marīḍi?*
 Sarafīn: *lā. axū-yi Mrād mā qa-yǵīd yǵūḥ wiyyā-yi l-əd-dəkkān mal-Ġaḥēl. qa-tǵīd ʔtǵūḥ wiyyā-yi?*
 Yamēn: *ī, bas aš ʔtbī Ġaḥēl b-əd-dəkkān?*
 Sarafīn: *tbī ʔčāy kəlləš ʔmlīḥ wu-ṭeyyəb.*
 Yamēn: *zēn, aǵūḥ wiyyā-ki.*

Translation:

- Sarafīn: Hello, Yamēn.
 Yamēn: How are you, Sarafīn?
 Sarafīn: Not very good.
 Yamēn: What's wrong with you? Are you sick?
 Sarafīn: No. My brother Mrād does not want to go with me to Ġaḥēl's store. Do you want to go with me?

Yamēn: Yes, but what does Ġaḥēl sell at her store?
Sarafīn: She sells very good and tasty tea.
Yamēn: Okay, I will go with you.

Responses:

1. *lā, Sarafīn mā marīdī.*
2. *(axū-ha) Mrād mā qa-yġīd yġūḥ wiya-Sarafīn.*
3. *Sarafīn qa-tġūḥ l-əd-dəkkān mal-Ġaḥēl.*

KEY TO LESSON 4

4.1 Translation of texts

4.1.1 Do you want to drink *laban*?

Linda: Hey, Sāmi! Do you want to drink *laban*?
Sāmi: Sure. Where shall we drink it?
Linda: Do you know the cheese vendor?
Sāmi: Of course. He also has great *qēmaġ*.
Linda: He has buffalo milk. Do you like drinking milk?
Sāmi: Yes, but I cannot drink much. When I drink too much, my stomach becomes (sounds) like a drum.

4.1.2 When are you travelling?

Ḥabība: Where are your grandparents?
Frāyəm: In London.
Ḥabība: When are you visiting them?
Frāyəm: Tomorrow night.
Ḥabība: Great! Will you sleep at their house?
Frāyəm: Yes. Their house is next to your (P) house. Close to the centre. Half an hour away by car.
Ḥabība: London is a very beautiful and clean city.
Frāyəm: And the journey by aeroplane is also short.
Ḥabība: Your grandmother will cook great food for you.
Frāyəm: For sure she will cook *tbīt* for me.
Ḥabība: Her *tbīt* is amazing! When will you come back?
Frāyəm: In a week. I am travelling with one small, light suitcase. I am only going to give them a kiss and come back.

4.4 Exercises

4.4.2

1. *m'allmæt l-əxt/m'allmæt əl-'əxt*
2. *ənti bənt-a*
3. *sətt-ək muhandəsa*
4. *ət-təbbāxa qşayyği*
5. *hāyi xōš dəktōra*
6. *hīyi əmm-a?*
7. *ēmta qa-təmši l'ammət-ək?*
8. *'ənd-a bənt xāla*

4.4.3

1. *qaḥwət l-əxwa/qaḥwət əl-'əxwa*
2. *sā't əl-muhandəs*
3. *mğāt əl-qaḥawči*
4. *m'allmæt lə-bnāt*
5. *ṭiyārt əd-dəktōr*
6. *ğəntət əl'amm*
7. *sīyārt ət-təbbāxa*
8. *safrət l-ab/safrət əl-'ab*

4.4.4

<i>ana</i>	<i>ənta</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>
<i>asīg</i>	<i>tsīg</i>	<i>ysīg</i>	<i>tsīg</i>	<i>nsīg</i>
<i>amši</i>	<i>təmši</i>	<i>yəmši</i>	<i>təmši</i>	<i>nəmši</i>
<i>arğa^s</i>	<i>tərğa^s</i>	<i>yərğa^s</i>	<i>tərğa^s</i>	<i>nərğa^s</i>
<i>azūg</i>	<i>tzūg</i>	<i>yzūg</i>	<i>tzūg</i>	<i>nzūg</i>
<i>aşğab</i>	<i>təşğab</i>	<i>yəşğab</i>	<i>təşğab</i>	<i>nəşğab</i>
<i>aqdaq</i>	<i>təqdaq</i>	<i>yəqdaq</i>	<i>təqdaq</i>	<i>nəqdaq</i>
<i>aṭ'i</i>	<i>təṭ'i</i>	<i>yəṭ'i</i>	<i>təṭ'i</i>	<i>nəṭ'i</i>
<i>a'ğəb</i>	<i>tə'ğəb</i>	<i>yə'ğəb</i>	<i>tə'ğəb</i>	<i>nə'ğəb</i>
<i>aktəb</i>	<i>təktəb</i>	<i>yəktəb</i>	<i>təktəb</i>	<i>nəktəb</i>
<i>a'ğəf</i>	<i>tə'ğəf</i>	<i>yə'ğəf</i>	<i>tə'ğəf</i>	<i>nə'ğəf</i>

4.4.5

1. əhna (qa/ğah)-nəf'i ğanța xfi fi l-əl-^əbnāt.
2. ana (ğah/qad)-adrəs/qa-^əadrəs asiğ muhandəs.
3. ėmta (ğah/qa)-təmši l-sətt-ak ^əb-Landan?
4. əxt-i (ğah/qa-)təftah maɤ^əam ^əğdīd.
5. hāda l-laban ^ətīq. mā (qa)-y^əğəb-ni.

4.4.6

1. mā ^əənd-i xyāğ, ^əənd-i bass ɤamāɤa.
2. mā a^əğəf əda bēt-u qqīb ^əmn-əl-markaz, bas a^əğəf aku sūq ^əkbiğ şōb-bēt-u.
3. mən amši l-Landan ba^əad ^əsbū^ə, ğah-aşğab çāy.
4. b-hāyi l-qaḥwa aku laban ɤeyyəb, bas əl-laban mal-hāda l-maɤ^əam ham ɤeyyəb wu-ham ^əğxīş.

4.4.7

1. Would you like to drink tea tomorrow in the coffee shop that is close to our house?
2. These tomatoes are amazing. (They are) very fresh.
3. This *laban* is light and tasty. I want to drink it every day.
4. I will come back from the trip with my car.
5. When there is not any milk in this shop, I go to the market.
6. This aeroplane is small and short. I cannot travel in it with a heavy suitcase.
7. If you (P) have a problem with your stomach, I will not cook *tbit* for you.
8. This is a good city. It is both beautiful and clean.
9. When will you find fresh parsley like the parsley in this shop?
10. How is Widād? (She is) very well. She is travelling to London in half an hour.

4.4.8

1. l-wēn ğah-təmši mən tərğa^ə mən-Landan?
2. ğada b-əl-lēl ğah-anām bass sā^əa wu-nəşş. ^əənd-i safra ɤwīli b-əɤ-ɤiyāra.
3. (n)əhna ham nəɤbəx akəl ɤeyyəb məɤəl-kəm.
4. sīyəd-i mā yəqdaq yəmši ktīğ.
5. hāyi wlāyi kəlləş ḥəlwa. akīd ^əənd-əm qaḥwa mlīḥa b-əl-markaz.

6. *lēš ma qa-təšgāb? mā yəḡəb-ak hāda lə-ḥlīb? tḡīd laban?*
7. *əda (gah-)amūt gada, aḡīd təṭbəx-l-i tbīt.*
8. *safrət əl-muhandəs ʿl-Landan ʿqşayyḡi. qa-/gah-yəḡə ḡada.*
9. *hāda lə-xyāḡ kəlləš ʿtqīl wu-ḡxīš bas mā ṭeyyəb.*
10. *mən azūḡ mḡāt ʿamm-i, aṭī-ha bōsa ʿala-ḡās-a.*

4.4.9

Transcription:

əl-yōm Ḡuzafīn qa-təmši l-Parīs. ʿənd-a bnēti ʿwnīki. əsm-a Dālya. Dālya yəḡəb-a təṭbəx. bēt-a mətl-əl-maṭʿam. kəll əl-ūlāyi qa-tḡīd ʿtḡūḥ ʿl-bēt-a. axū-ha Faxri ham qa-yḡīd yḡūḥ ʿl-bēt əxt-u, bas hūwi šwayya marīḏ w-əs-safra mā ḡxīši. mən hūwi marīḏ, qa-yḡūḥ l-əs-sūq šōb-bēt-u yəšgāb čāy.

Translation:

Today, Ḡuzafīn is travelling to Paris. She has a daughter there. Her name is Dālya. Dālya likes cooking. Her house is like a restaurant. All (the people of) the city want to go to her house. Her brother Faxri also wants to go to his sister's house, but he is a bit sick and the journey is not cheap. When(ever) he is sick, he goes to the market next to his house to drink tea.

Responses:

1. *əsəm bənt Ḡuzafīn Dālya.*
2. *Faxri qa-yḡīd yḡūḥ l-əl-bēt mal-Ḡuzafīn bas mā yəqdaḡ.*
3. *Faxri qa-yḡūḥ l-əs-sūq šōb-bēt-u (yəšgāb čāy) mən hūwi marīḏ.*

KEY TO LESSON 5

5.1 Translation of texts

5.1.1 How are the kids?

- Flōra: Hello, Farūq! How are you? How are the children?
 Farūq: Thank God. All of them are well. My eldest son and my youngest daughter are studying and my other son is working.
 Flōra: What is he working in?
 Farūq: He is working here, in the factory of the neighbours. These (people) are very rich and they build beds, chairs, tables and so on (literally: kinds of colours from these things).

Flōra: No way! My cousin (the son of my paternal uncle) also works there. He is their secretary.

Farūq: My son says that there are only men in this factory. There are no women.

Flōra: No. I know one woman who is working with them. The manager.

Farūq: (That's a) good thing.

Flōra: And the children? What are they studying?

Farūq: The little girl is still at school. My elder son is in university. He is studying to become a lawyer.

Flōra: This is good.

Farūq: Yes, he wants to open his own firm. He (only) likes to listen to the problems of people and find a solution to them.

5.1.2 Where is he from?

Teacher: Good morning, children! I am your new teacher for this year. My name is Farḥa. I want everyone to tell me what their name is and where they are from.

Nəssīm: My name is Nəssīm and I am from the USA.

ḏəyyā': I am ḏəyā' and I am French.

Ptīsam: I am Ptīsam, German.

M'allmi: Welcome. We are all Iraqi Jews here.

5.4 Exercises

5.4.2

1. *kbiḡi*
2. *ḡxāṣ*
3. *mliḥa*
4. *qqibīn*
5. *ʿāl*
6. *fəqra*
7. *zangīni*
8. *qṣayyḡi*
9. *tāza*
10. *ḥəlwa*

5.4.3

1. *lə-m[˘]əllmīn mal-l-ūlād qa-yəštəglōn.*
2. *əntəm ˘xwāl-əm.*
3. *xwət-kəm muḥamīn.*
4. *əf-ṭbabīx ˘qšāg.*
5. *haḍōli xōš dakātra.*
6. *byūt əğ-ğwağīn ˘ndīfi.*
7. *həmmi ba[˘]ad-əm çayçīyyi.*
8. *ēmta qa-təmšōn l[˘]-˘mām-kəm?*
9. *əs-səkərtəriyyi l-īhūd qa-ysəm[˘]ō-həm əš-šərṭa əl-˘əraqīyyīn.*
10. *haḍōli lə-ğgīl lə-frənsawīyyīn gəḥ-yəlqō-həm lə-xwāt-əm.*
11. *(n)əḥna gəḥ-nəf[˘]i-kəm çarpayāt.*
12. *˘mām-əm qa-yəbnōn ˘myūza ˘tīqi l-əl-˘byūt.*
13. *haḍōli lə-bnāt ḥəlwāt/ḥəlwīn wu-znagīn.*
14. *l-wēn qa-tğidōn təmšōn?*
15. *haḍōli xōš ṭəllāb.*
16. *b-əl-ūlayāt māl-na aku ktīğ madārəs.*
17. *l-ūlād qa-ydərsōn b-əğ-ğamə[˘]āt əl-˘qqībi mn-˘byūt əl-muḥamīn.*
18. *əs-skamliyāt mal-hāyi lə-m[˘]əməl ˘xfīfi.*

5.4.4

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>aftáhəm</i>	<i>təftáhəm</i>	<i>təftəhmēn</i>	<i>yəftáhəm</i>	<i>təftáhəm</i>	<i>nəftáhəm</i>	<i>təftəhmōn</i>	<i>yəftəhmōn</i>
<i>alqi</i>	<i>təlqi</i>	<i>təlqēn</i>	<i>yəlqi</i>	<i>təlqi</i>	<i>nəlqi</i>	<i>təlqōn</i>	<i>yəlqōn</i>
<i>aštágəl</i>	<i>təštágəl</i>	<i>təštəglēn</i>	<i>yəštágəl</i>	<i>təštágəl</i>	<i>nəštágəl</i>	<i>təštəglōn</i>	<i>yəštəglōn</i>
<i>aftaḥ</i>	<i>təftaḥ</i>	<i>təfəthēn</i>	<i>yəftaḥ</i>	<i>təftaḥ</i>	<i>nəftaḥ</i>	<i>təfəthōn</i>	<i>yəfəthōn</i>
<i>aštárək</i>	<i>təštárək</i>	<i>təštərkēn</i>	<i>yəštárək</i>	<i>təštárək</i>	<i>nəštárək</i>	<i>təštərkōn</i>	<i>yəštərkōn</i>
<i>adrəs</i>	<i>tədrəs</i>	<i>tədrsēn</i>	<i>yədrəs</i>	<i>tədrəs</i>	<i>nədrəs</i>	<i>tədrsōn</i>	<i>yədrsōn</i>
<i>aqūl</i>	<i>tqūl</i>	<i>tqulēn</i>	<i>yqūl</i>	<i>tqūl</i>	<i>nqūl</i>	<i>tqulōn</i>	<i>yqulōn</i>
<i>asma[˘]</i>	<i>təsmā[˘]</i>	<i>tsəm[˘]ēn</i>	<i>yəsmā[˘]</i>	<i>təsmā[˘]</i>	<i>nəsmā[˘]</i>	<i>tsəm[˘]ōn</i>	<i>ysəm[˘]ōn</i>
<i>abni</i>	<i>təbni</i>	<i>təbnēn</i>	<i>yəbni</i>	<i>təbni</i>	<i>nəbni</i>	<i>təbnōn</i>	<i>yəbnōn</i>
<i>axāf</i>	<i>təxāf</i>	<i>təxəfēn</i>	<i>yəxāf</i>	<i>təxāf</i>	<i>nəxāf</i>	<i>təxəfōn</i>	<i>yəxəfōn</i>

5.4.5

1. *hūwi mlīh, w-ana ham ʾmlīh.*
2. *həmmi t̄babīx, w-əhna ham ʾt̄babīx.*
3. *bənt ʾamm-i (qa-)təštáǧəl hōni, w-əbən xalət-i ham (qa-) yəštáǧəl hōni.*
4. *əč-čarpāya t̄qīli, wu-lə-myūza ham ʾt̄qīli.*
5. *hāyi l-madrasa ǧdīdi, wu-hāyi l-maṭʾəm ham ʾǧdīdi.*
6. *l-ūlād qa-/ǧaḥ-yəməšōn ǧada l-Amrīka, wu-lə-bnāt ham qa-/ ǧaḥ-yəməšōn.*
7. *hāyi s-səkərtəra yhudīyyi, wu-hadōli č-čayčīyyi ham ʾyhūd.*
8. *lə-mʿalləm māl-na frənsāwi, wu-lə-mʿallmi l-lāx ham frənsawīyyi.*

5.4.6

1. *lə-mʿallmīn qa-/ǧaḥ-yrəǧʿōn mən-Amrīka baʿad ʾsbūʿ.*
2. *əz-zangīn (qa-)yǧīd yəlqi maṭʾam ʾndīf.*
3. *hadōli t̄t̄babīx (qa-)yšəǧbōn laban kəll yōm.*
4. *əntəm mā (qa-)təštəǧlōn b-əl-madrasa māl-na?*
5. *lə-myūza lə-ǧdīdi (ǧaḥ-ʾ)tsīǧ ʾtīqi baʿad sana lāx.*
6. *kəlāt-kəm tqədǧōn təbnōn ʾbyūt b-əl-markaz bas mā (qa-) tǧīdōn təštəǧlōn.*

5.4.7

1. *ēmta (qa-təmsī l-Landan)?*
2. *mnēn/mən-wēn (ənta)?*
3. *mani hadōli?*
4. *ašlōn-kəm/əm?*
5. *l-wēn (qa-yǧūḥ)?*
6. *wēn-(ak)?*
7. *aš qa-tsəmʿōn?*
8. *wēn-əm (l-ūlād)?*
9. *wīya-mani ǧaḥ-yəštáǧəl?*
10. *lēš mā qa-təšǧab čāy?/aš mā yəʾǧəb-ak (təšǧab)?*

5.4.8

1. Thank God! All of us are here at the house of their nephews.
2. There is another tomato there on the heavy table.
3. He is a good secretary. Every day he finds solutions to all the problems of the company.
4. No way! I also like to listen to old stories.

5. I do not understand what this teacher wants from me.
6. There are no rich people in the distant city.
7. Will you not open the company in a week?
8. There are no schools close to the city centre.
9. Every day in the morning the children give a kiss to their grandmother.
10. Where is he from? He is from America and they are too.

5.4.9

1. *ət-təllāb qa-ydarsōn b-əğ-ğāmə'a lə-ʿtīqi.*
2. *ēmta š-šərṭi ġaḥ-yšūf/yəlqi sīyarāt ʿndīfi?*
3. *lēš qa-təbni skamliyyāt ʿxfīfi?*
4. *kəll-kəm/kəllət-kəm kəlləš ʿtṭwāl.*
5. *qa/ğaḥ-yrəğʿōn mən-Landan ġada.*
6. *haḍōli č-čayčīyyi ʿəraqiyyīn wu-yəʿğəb-əm yšəğbōn laban.*
7. *aš (qa-)yəštəğlōn? kəll-əm/kəllət-əm ʿtḥabəx ʿb-hāyi l-maṭāʿəm lə-zəayygi.*
8. *baʿad-kəm təllāb ʿmliḥīn mal-hāyi l-madārəs.*
9. *qad-asmaʿ/qa-ʿasmaʿ wēḥəd qa-yəšğab qaḥwa.*
10. *əğ-ğāmə'a mal-l-ūlāyi mā kəlləš ʿndīfi.*

5.4.10

Transcription:

əsm-i Eli ʿēzər. mğāt-i əsm-a Rəfqa w-əbn-i əsm-u ʿObādyā. əḥna mā znağīn bas mā fəqra hāmṁēn. ʿənd-na bēt ʿzəayyəğ, bas aku bī-nu ḥkiyyāt kəlləš ḥəlwa. mğāt-i w-ana qa-nəštəğəl. hīyi muḥamīyi w-ana dəktōr. əbən-na baʿad-u b-əl-madrassa, bas yəʿğəf aš qa-yğīd yəštəğəl. mətəl-ʿamm-u, qa-yğīd ysīğ šərṭi. ġwağīn-na b-əl-bēt şōb-bēt-na mn-ʿFrānsa wu-həmmi qa-ydarsōn b-əğ-ğāmə'a. yōm wēḥəd ġaḥ-yfəḥḥōn šarəka b-ʿFransa w-əḥna ġaḥ-ʿnzūğ-əm ʿwnīki.

Translation:

My name is Eli ʿēzər. My wife's name is Rəfqa and our son's name is ʿObādyā. We are not rich, but also not poor. We have a small house, but there are very nice things in it. My wife and I work. She is a lawyer and I am a doctor. Our son is still at school, but he knows what he wants to work (as). Like his uncle, he wants to be a police officer. Our neighbours in the house next to our house are from France and they are studying at the university. One day they will open a company in France and we will visit them there.

Responses:

1. *lā, mġāt Eli'ēzər muḥamīyi.*
2. *lā, əbən Eli'ēzər qa-yġīd ysīġ šərti (məʔəl-ʿamm-u).*
3. *əġ-ġwaġīn mal-Eli'ēzər mn-ʾFrānsa.*

KEY TO LESSON 6

6.1 Translation of texts

6.1.1 What did you eat today?

- Rūti: What did you (FS) eat today?
Şabīḥ: I cooked red beet, meat dumplings and rice.
Rūti: Nothing compares to your (FS) meat dumplings. The best meat dumplings.
Şabīḥ: There are many more. Do you want to eat?
Rūti: God bless you! I am full. I've just eaten.
Şabīḥ: Okay. But I want to invite you to breakfast on Saturday.
Rūti: I do not want to tire you.
Şabīḥ: No, it's not tiring. Simple things like hard-boiled egg, fried aubergines, potato and ʿamba.
Rūti: What should I bring with me? A salad or a cake?
Şabīḥ: Do not bring anything. I have everything here.

6.1.2 This or that?

- Yusēf: Where is the backgammon?
Father: On the sofa.
Yusēf: Which sofa? This one here or that one?
Father: There. Next to the guest room.
Yusēf: Oh! Here it is. Do you want to play with me?
Father: I am busy. Maybe your brother Amir can?
Yusēf: Where is he? I'll ask him.
Father: Upstairs, he is studying on the roof. He has a test tomorrow.
(A minute afterwards)
Yusēf: Amir is not on the roof.
Father: Maybe he went to the shower or to the toilet.
Yusēf: Let me go downstairs to see where he is.

6.1.3 Bus, train, bicycle

Dēzi: Are you going to work tomorrow?

Nabīl: No, (rhetorically:) Why would I work? Tomorrow is a vacation.

Dēzi: Do you want to go to the river together?

Nabīl: Sure (literally: I wish)! Shall we take the bus?

Dēzi: God forbid! Yesterday at noon, the bus from here to the river took me two hours.

Nabīl: I really do not know what happened with the buses. Two days ago, I took the bus to the cinema with my friend Anwar. Two minutes afterwards the bus stopped in the middle of the road and we went off.

Dēzi: The traffic on the streets gets stronger and worse by the day. It's a bit better with the train. The ride is shorter and more comfortable.

Nabīl: But the train is more expensive.

Dēzi: The cheapest would be to ride a bicycle or walk.

6.4 Exercises

6.4.2

1. *Şabîḥ ṭabax kəbba ūwandaġ wu-təmman əl-yōm.*
2. *lā! Şabîḥ mā qa-yġīd Madlən ʔtġīb wiyyā-ha ūšen l-əl-ʔġyūq.*
3. *ḫāḫa məšġūl.*
4. *Nabīl wu-Dēzi qa-yġuḥōn l-əš-šaṭṭ.*
5. *Dēzi ġakbət əl-pāš l-əš-šaṭṭ bōḫi d-ḫəhəġ.*

6.4.3

1. *haḍōli l-əxtən znagīn.*
2. *əl-qəbbtən mal-əl-wəldən ʔkbīġi.*
3. *ʔənd-i mtəḫanən bašīṭi ġada.*
4. *lə-mʔəlləmtən katbu ʔala-l-mizēn.*
5. *aku xōš sinəmtən ūšōb-əs-suqēn.*
6. *əs-sīyartən qa-təmsī b-ət-ṭariqēn lə-ṭwīli.*
7. *ġada ġaḫ-atʔi-həm bustən ʔqwīyi.*

6.4.4

1. *hāda l-bēt aqqab mən-haḍāk(i)*
2. *hāyi s-sāʔa aqsaġ mən-haḍīk(i)*

3. *hāda p-paysəgəl aḡwaḥ mn-hadāk(i)*
4. *hāyi lə-šwārə° andaf mən-hadīk(i)*
5. *hāda š-šatt ab°ad mən-hadāk(i)*
6. *hāyi l-bēdi aḡla mən-hadīk(i)*
7. *hāyi l-kəbba atyab mən-hadīk(i)*
8. *hāyi ḡ-ḡnaṭ atqal mən-hadīk(i)*
9. *hāyi lə-bnēti aḥla mən-hadīk(i)*
10. *hāyi t-təpap aqwa mən-hadīk(i)*

6.4.5

1. *mani qa-yḡūḥ l-əl-madrasa?*
2. *ēmta °ənd-ak/°ənd-ək °əṭla?*
3. *aš qa-tḡīd təšḡab/qa-tḡidēn °tšəḡbēn?*
4. *hayyi/hayyu qanafa tḡīli?*
5. *áslōn-ak?*
6. *wēn-u?*
7. *aš aku b-ət-ṭarīq?*
8. *lēš mā qa-yəl°ab?*
9. *hayyi/hayyu kəbba aklət?*
10. *mnēn/mən-wēn qa-yəmsī?*

6.4.6

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>axaqtu</i>	<i>axaqt</i>	<i>axaqtī</i>	<i>axaqt</i>	<i>axqət</i>	<i>axaqtna</i>	<i>axaqtəm</i>	<i>axqtu</i>
<i>aqli</i>	<i>təqli</i>	<i>təqlēn</i>	<i>yəqli</i>	<i>təqli</i>	<i>nəqli</i>	<i>təqlōn</i>	<i>yəqlōn</i>
<i>afḡal</i>	<i>təfḡal</i>	<i>təfḡlēn</i>	<i>yəfḡal</i>	<i>təfḡal</i>	<i>nəfḡal</i>	<i>təfḡlōn</i>	<i>yəfḡlōn</i>
<i>°zamtu</i>	<i>°zamt</i>	<i>°zamtī</i>	<i>°zamt</i>	<i>°azmət</i>	<i>°zamnna</i>	<i>°zamtəm</i>	<i>°azmu</i>
<i>aḡīb</i>	<i>tḡīb</i>	<i>tḡībēn</i>	<i>yḡīb</i>	<i>tḡīb</i>	<i>nḡīb</i>	<i>tḡībōn</i>	<i>yḡībōn</i>
<i>s°altu</i>	<i>s°alt</i>	<i>s°alti</i>	<i>sa°al</i>	<i>sa°lət</i>	<i>s°alna</i>	<i>s°altəm</i>	<i>sa°lu</i>
<i>əmtáḥən</i>	<i>təmtáḥən</i>	<i>təmtáḥnēn</i>	<i>yəmtáḥən</i>	<i>təmtáḥən</i>	<i>nəmtáḥən</i>	<i>təmtáḥnōn</i>	<i>yəmtáḥnōn</i>
<i>wqafu</i>	<i>wqaft</i>	<i>wqaftī</i>	<i>waqaf</i>	<i>waqfət</i>	<i>wqafna</i>	<i>wqaftəm</i>	<i>waqfu</i>
<i>dxaltu</i>	<i>dxalt</i>	<i>dxalti</i>	<i>daxal</i>	<i>daxlət</i>	<i>dxalna</i>	<i>dxaltəm</i>	<i>daxlu</i>
<i>ākəl</i>	<i>tākəl</i>	<i>taklēn</i>	<i>yākəl</i>	<i>tākəl</i>	<i>nākəl</i>	<i>taklōn</i>	<i>yaklōn</i>

6.4.7

1. *naxəḍ-ək*
2. *tšūf-u/təlqī-nu*
3. *akəltō-nu*
4. *mtəḥantəm-əm*
5. *tğīb-l-i*
6. *təḡəb-u*
7. *ysəm˘ū-ha*
8. *drəstū-ha*
9. *təftəhmē-həm*
10. *təḡō-na*

6.4.8

1. *ana ḡū˘ān. ḡaḥ-ākəl/qad-ākəl/qa-˘ākəl šwayya kəbba.*
2. *lā txāf˘ala-əbn-ak!*
3. *ḡada qa-yḡīb/ḡaḥ-yḡīb l-ūlād-u təppa ḡḍidi.*
4. *kəllət-na ḡkabna l-pāš sawa lə-l-madrassa qabəl-yumēn.*
5. *əš-šərḡi ḡaḥ-yəmši/qa-yəmši ḡada wu-ḡaḥ-yərḡa˘/qa-yərḡa˘
ba˘ad ˘sbū˘.*
6. *lēš mā (qa-)taxḍōn/taxḍō-həm əl-xəḡḡāḡ māl-kəm l-əl maḡ˘am
əl-yōm ˘aqb-əš-šəḡəl?*
7. *ēmta t˘əzmē-na/qa-t˘əzmē-na/ḡaḥ-t˘əzmē-na/˘zəmtē-na ˘ala-
ḡyūq ˘b-bēt-ək?*
8. *aš təbxət-l-əm əḡ-təbbāxa bōḥi?*
9. *ḡada ˘ənd-i mtəḥān bas mā qad-aftāhəm/qa-˘aftāhəm šēn.
aḥsan šēn aḡūḥ al˘ab təppa.*
10. *˘kwā-ni! aš qa-tḡīd/tḡīd təs˘al-ni ˘ala-bənt-ak?*

6.4.9

1. *mā qa-yḡīd yākəl patēta məqlīyi.*
2. *haḍāk əḡ-tarīq aḡwal.*
3. *haḍōli lə-m˘əllmīn lə-mliḥīn yəštəḡlōn b-əl-madrassa lə-˘tīqi.*
4. *lā təḡkab əs-sīyāra b-əl-ləl.*
5. *ḡayyi qəbba mā nḍīfi?*
6. *rḡa˘na mən-Landan lí-Frānsa.*
7. *mani akal kəbba šwandaḡ tēyybi?*
8. *laqa aḥsan šəḡəl b-haḍīk l-ūlāyi.*
9. *ana təbāna bas d-aḡūḥ adrəs l-əl-˘mtəḥān.*
10. *ḡaḥ-nəmši l-bēt ˘amm-i.*

6.4.10

1. Yesterday before noon I ate at the restaurant of abu ʿAli. I did not like the food there.
2. I ate a lot. I am full. I will not eat for two days.
3. How is the new secretary? Does she understand the work?
4. God bless you, (my) maternal aunt! Thank you!
5. My father is richer than I am. He has two houses and two cars.
6. Someone (F) invited us to dinner in her house after the holiday.
7. The teacher is busy today and she cannot examine them.
8. In this factory there is more work than in that one.
9. I am very tired. It would be best if I went to sleep until tomorrow morning.
10. I invited her for lunch and I will cook *tbit* for her.

6.4.11

1. *t̄baxtu bēḍi maqlīyi. ʿkwā-yi.*
2. *əs-sīyarāt waqfət ʿb-nəşş ət-ṭarīq şōb-əs-sīnama.*
3. *lə-şwandağ ʿb-hāda s-sūq aḡla mn-ət-ṭaṣṣāta b-markaz l-ūlāyi.*
4. *lā tqūl ənta şəbʿān. bas akalt ʿşwayya z̄lāta.*
5. *hayyi/hayyu pays əḡəl yəḡəb-ak? əl-ḡāli lō lə-ḡxīş?*
6. *aləwwā yəḡi yəştáḡəl wiyyā-na. hūwi xōş muḡāmi/hūwi muḡāmi mlīh.*
7. *əl-qəṭār mʿn-Landan lí-Frānsa mā yāxəḍ aktəḡ mən-sāʿa wu-nəşş ō saʿtēn.*
8. *l-ūlāyi qa-təbni şārə ʿḡḍīd. ḡaḡ-nəqdaḡ nəmşi bī-nu mʿn-bēt-na lí-ş-şat̄.*
9. *hāda l-ḡəḡḡāl qa/ḡaḡ-yḡīb-l-i čarpaytēn wu-skamliyēn mən-əḡ-ḡāməʿa.*
10. *(y)ēmta waqaf əl-pāş ḡawwa bēt-ək?*

6.4.12

Transcription:

asm-i Grēsi. əl-yōm wu-ḡada ana kəlləş məşḡūla. əl-yōm ʿənd-i mtəḡān b-əl-madrasa, wu-b-əl-ləl qad-aḡūḡ lə-s-sīnama wiya-sīyád-i. ḡada ʿət-la. ana wu-l-ʿāʿala mal-axū-yi qa-nəmşi l-Ḥēfa. əxt-i ʿazmət ʿxtat̄iḡ ʿala-ʿəşwīyi. abū-yi mā ḡaḡ-yəməşi wiyyā-na. əl-yōm qa-yəştáḡəl b-əl-ləl, wu-mən yəḡəʿ mən-əş-şəḡəl ʿşbāḡ hūwi kəlləş təʿbān. ḡaḡ-nəmşi b-sīyartēn wu-nḡīb wiyyā-na ṭāwli wu-ṭəpap. ḡaḡ-nəlʿab wiya-wlād

lə-ğwagīn mal-əxt-i. b-əḏ-ḏəhəğ ġaḥ-nəğkab əl-paysəgəl şōb-bēt-a. b-əl-lēl ġaḥ-nərgaˁ b-əs-sīyāra l-bēt-na. akīd ġaḥ-amūt mən-ət-taˁəb w-anām b-ət-tarīq.

Translation:

My name is Grēsi. Today and tomorrow, I am very busy. Today I have an exam at school and at night I am going to the cinema with my grandfather. Tomorrow is a holiday, and I and my brother's family are travelling to Haifa. My sister invited guests for dinner. My father will not travel with us. Today he is working at night, and when he returns from work in the morning, he is tired. We will travel in two cars and will bring backgammon and balls with us. We will play with the children of my sister's neighbours. In the afternoon, we will ride (our) bicycle(s) near her house. At night we will return home in the car. I will surely die from tiredness and will sleep on the way.

Responses:

1. *Grēsi wu-l-ˁāˁəla mal-axū-ha qa-yəməšōn ˁl-Hēfa.*
2. *lā, əl-ab mā ġāḥ-yəməši wiyyā-həm.*
3. *ġaḥ-yğəkbōn əl-paysəgəl şōb-bēt əxt-a.*

KEY TO LESSON 7

7.1 Translation of texts

7.1.1 Your family

Teacher: Today I would like you to speak about your family.
Frēdi, go ahead.

Frēdi: We have five members in our family: my father, my mother, my sister, my brother and I. My father is an engineer and my mother is a pharmacist. Both of them work in the city centre. My two siblings are younger than I. They are still in school.

Teacher: How old are they?

Frēdi: One (M) is nine years old and the other (F) is seven years old.

Teacher: Thank you, Frēdi. And you, Jacob? How many members are there in your family?

Jacob: Apart from my father and my mother, there are six siblings. I have two sisters and three brothers. My elder brother is a doctor. He studied medicine at the Hebrew University and when he graduated, he started working in the hospital. The other brother is very clever. He lives in Canada and he also studies medicine. And the younger brother is in school. But he is lazy. Nothing will come of him. My two sisters are teachers. One of them teaches sports and the other teaches mathematics.

Teacher: I know your sisters. They were my friends in the faculty of education. Send them my best wishes.

Jacob: May God bless you.

Teacher: And you, Mnaḥēm?

Mnaḥēm: I have no siblings, but my grandmother lives with us at home. When my grandfather passed away, she came to us. My grandfather was a bank manager in Iraq and when he came to Israel, he became sick and a few months afterwards he passed away. My grandmother was alone and we brought her to our house. In Iraq my grandmother was a very famous seamstress. She used to sew for all the Jews.

Teacher: I wonder if she could sew a jacket for me.

Mnaḥēm: Sure!

Frēdi: Oh, teacher, you still have not told us about your family.

Teacher: We do not have any more time today. Next time, if God wills.

7.1.2 What did you buy?

Husband: Didn't you go to the market today?

Wife: I went. Why?

Husband: I told you that I want fish. How come I do not see anything in the fridge?

Wife: Because I did not find fresh fish.

Husband: So what did you buy?

Wife: I bought three dresses, four skirts, seven (pairs of) trousers and eight (pairs of) socks.

Husband: Oh my God! What happened?

Wife: Have you forgotten? Sasōn and Tōya's wedding is on Tuesday.

Husband: I did forget. We should give them some (kind of a) gift.

Wife: Do not worry. I bought them a great carpet.

Husband: How much did the carpet cost you?

Wife: Ten Dinars. Very cheap (literally: for free).

Husband: Very cheap (literally: without money) indeed.

7.1.3 I am inviting you

Xālād: Şabīḥa, do you want to go with me tomorrow morning to the museum?

Şabīḥa: Tomorrow is a holiday. I do not want to get up early.

Xālād: Never mind. We can go together to the cinema at night.

Şabīḥa: I am busy tomorrow night.

Xālād: And on Thursday?

Şabīḥa: I also have something.

Xālād: When, then?

Şabīḥa: On Wednesday.

Xālād: Which date is Wednesday?

Şabīḥa: The third of the month.

Xālād: At what time shall we go?

Şabīḥa: I am free after 8 pm. Which movie are you thinking about?

Xālād: I still have not given it a thought. What's your telephone number? I will send you a message when I know.

Şabīḥa: My number is 5057329. How much does the ticket (cost)?

Xālād: Three Dinars. But I am inviting you.

7.4 Exercises

7.4.1

1. °aməğ ʔxt °Frēdi sab° ʔsnīn.
2. b-bēt Ya°qūb (aku) t̄mən nafaṛāt.
3. lā. xwāt Ya°qūb ʔm°əllmāt.
4. əl-mağa mā štağət samak kēf/lēn mā šfāt samak tāza.
5. əl-°əğş mal-Sasōn wu-Tōya yōm lə-tlaṭā.
6. lə-hḏīyi kallfət °ašğ °Dnanīr.
7. Şabīḥa mā ġādət °tğūḥ l-əl-maḥaf kēf/lēn ġada ʔīd wu-mā qa-tğīd ʔqūm mən-waqt.

8. *Xāləd wu-Şabīḥa ġaḥ-yġuḥōn l-əs-sīnama yōm əl-ġəb‘ā, tlāti b-əš-šəhəġ.*
9. *Şabīḥa fārġi ‘aqəb-lə-tmūni b-əl-ləl.*
10. *raqm ət-təlifōn mal-Şabīḥa xamsi şəfər xamsi sab‘a tlāti tnēn təs‘a.*

7.4.2

1. *xaməs təlifunāt*
2. *tlat mərrāt*
3. *rəqmən*
4. *şaydali wəḥəd*
5. *sətt dakātra*
6. *təs‘əbnūġ*
7. *sab‘ətiyyām*
8. *aġba‘ təllaġāt*
9. *tməntəšəġ*
10. *daġiyāt-i lə-tnēn*

7.4.3

ana	ənta	ənti	hūwi	hīyi	(n)əḥna	əntəm	həmmi
ḥkētu	ḥkēt	ḥkēti	ḥaka	ḥakət	ḥkēna	ḥkētəm	ḥaku
ab‘at	təb‘at	tbə‘tēn	yəb‘at	təb‘at	nəb‘at	tbə‘tōn	ybə‘tōn
adarrəs	tdarrəs	tdərrsēn	ydarrəs	tdarrəs	ndarrəs	tdərrsōn	ydərrsōn
kəntu	kənt	kənti	kān	kānət	kənnə	kəntəm	kānu
skantu	skant	skanti	sakan	saknət	skanna	skantəm	saknu
ġītu	ġīt	ġīti	ġā	ġət	ġīna	ġītəm	ġō
ansa	tənsa	tənsēn	yənsa	tənsa	nənsa	tənsōn	yənsōn
ştġētu	ştġēt	ştġēti	ştāġa	ştāġət	ştġēna	ştġētəm	ştāġu
xəllaştu	xəllaşt	xəllaşti	xallaş	xallşət	xəllaşna	xəllaştəm	xallşu
amūt	tmūt	tmutēn	ymūt	tmūt	nmūt	tmutōn	ymutōn

7.4.4

	Root	Tense	Person
<i>təhkēn</i>	<i>hky</i>	Imperfect	2FS
<i>səllamna</i>	<i>slm</i>	Perfect	1P
<i>qē^rdīn</i>	<i>q^rd</i>	Active participle	P
<i>ğō</i>	<i>ʔgy</i>	Perfect	3P
<i>nxayyət</i>	<i>xyt</i>	Imperfect	1P
<i>yğibōn</i>	<i>gyb</i>	Imperfect	3P
<i>tfakkər</i>	<i>fkr</i>	Imperfect	2MS/3FS
<i>štğētu</i>	<i>šgy</i>	Perfect	1S
<i>təbnōn</i>	<i>bny</i>	Imperfect	2P
<i>nsētəm</i>	<i>nsy</i>	Perfect	2P

7.4.5

1. *mən kəntu walad kəntu-aṭla^r mən-bēt-i kəll yōm b-ət-tmīni šbāḥ l-əl-madrasa.*
2. *aš^rdrast b-əğ-ğāmə^a mən kənt əzğayyəğ?*
3. *əxt-i sēkni b-Landan wu-axū-yi qē^rəd əb-bēt xāl-i.*
4. *qabl əsbū^r əl-muhandəsa kənət marīdī wu-mā qadğət-təḥki.*
5. *qabəl-yōm əd-dağṭyi kəllfət-ni Dinarēn. ašqad səllamti ənti?*
6. *əl-xīyāta štağət samak bōḥi bas mā ġaḥ-takəl-u lī-ğada.*
7. *zōğ-i kan-yəṭbəx-l-i^r əšwīyi kəll yōm mən kənnə/kān/kəntu azağğ.*
8. *əş-şaydəlanīyi ṭ^rət-ni raqm ət-təlifōn māl-a qabəl-šəhəğ wu-mən haḏāk əl-yōm b^rət-tō-l-a/qad-ab^rat-l-a/qa^rab^rat-l-a xabağ kəll yōm.*

7.4.6

1. *(ənti) kənti zğayyği.*
2. *ət-təbbaxa ḥakət wiya-t-təbbāx.*
3. *l-ūlād mā kānu b-əl-madrasa.*
4. *kəll yōm kəntu-a^rab təppa.*
5. *kan-yəngəd-təftaḥ dəkkān əğḏīd.*
6. *ēmta xəllaṣti?*
7. *ət-təllāğa lə-ğḏīdī kəllfət-ni xams əDnanīr.*
8. *hāda l-əğğəāl kān mudīr bang.*

7.4.7

1. *ʿağab/lakan ʾštġā-l-i hdīyi?*
2. *ašu mā mšēt ʾl-Kanada?*
3. *ašu/ʿağab/lakan mani ġaḥ-yəšġab-u ʿ-čāy?*
4. *aləwwā/inšaʿlla yəbʿat-l-i xabaġ!*
5. *wu-aʿlla/wu-ḥ-ḥābi mā nsētu aʿṭ-nu lə-flūs!*
6. *aləwwā/inšaʿlla asmaʿ mən-n-ak xēġ!*
7. *aškər-ak ʿala-hāyi lə-hdīyi.*
8. *wu-aʿlla/wu-ḥ-ḥābi mā aʿġəf aš laʿab bī-ha.*

7.4.8

1. Where is the chair? Here it is, upstairs. On the table on the roof.
2. God forbid! Their food is really not tasty. Do not bring me (any) of it.
3. Her two maternal aunts used to sew socks and sell them to all the stores in the city.
4. Oh my God! The other fish is five Dinars more expensive than this fish.
5. I wonder if today he will have time to teach me mathematics.
6. How come you did not buy me a gift? Today I started working at the new hospital.
7. How will you send us a message without a phone, then?
8. How many skirts did you sell today? I only sold one skirt, but I also sold two (pairs of) trousers.
9. When they came to us, they used to ride the bicycle from our house to the pharmacy three times a week.
10. I have no time. I have to sew a dress for the wedding of my sister's little daughter.

7.4.9

1. *hūwi səkən ʿḥ-ḥaḥd-u lēn/kēf mā ʿənd-u šədqān.*
2. *hāyi d-dəktōra kəslāna bas haḏīk(i) əl-muhandəsa baʿad aksal.*
3. *tḥn(ət)-əm qāmu sāʿa b-əs-sabʿa šbāḥ yōm lə-xmīs.*
4. *mudīr əl-mustašfa/əl-mudīr mal-əl-mustašfa qam-ydarrəs/yʿalləm ṭəbb b-əğ-ğāməʿa.*

5. *kənnə-nəsmā ʔħkiyāt ʔt̪wili ʔala-l-ʔaʔal-ʔaʔala.*
6. *yəngad-ʔtsəlləm-l-əm ʔflūs ʔala-hāyi t-t̪əllāğə. mā b-ʔblāš.*
7. *zōğ-a št̪ğā-l-a fəd-sətra.*
8. *mā t̪ğidēn ʔt̪əʔʔen wiyyā-nu kēf/lēn (hūwi) aštağ mənn-ək.*
9. *mā aʔğəf aš ʔəmğ-a, bas bənt-a ʔəmğ-a sətt ʔsnīn.*
10. *kan(u)-səknīn šōb-na, bas mən māt, gəhət ʔl-ğəğ ʔwlāyi wiya-əbn-a.*

7.4.10

Transcription:

yōm lə-xmīs Ğorğēt ʔəzmət-na ana wu-zōğ-i ʔala-ğyūq b-əl-maʔam mal-axū-ha Abrahām ʔb-markaz l-ūlāyi. tlátət-na gədna ngūh l-əl-maʔam sawa, bas mā kān ʔənd-na sīyāra. şədqān-na qalō-l-na l-pašāt mā mlīha, wu-ğkabna l-qəṭār. əs-safra axdət-əl-na nəşş sāʔa wu-kānət murīhi. mən ʔdxalna l-əl-maʔam, səllamna ʔala-Abrahām w-akalna qəmağ. Abrahām yəṭbəx kəlləš ʔāl w-əl-maʔam māl-u həlu. əl-akəl kəlləš ʔğab-na. ʔaqəb-saʔtēn kənnə šbāʔi wu-rğəʔna l-əl-bēt b-əl-pāş bəla-muškalə.

Translation:

On Thursday, Ğorğēt invited us – me and my husband – for breakfast at the restaurant of her brother Abrahām in the centre of the city. The three of us wanted to go to the restaurant together, but we did not have a car. Our friends told us that the buses are not good, and we rode the train. The journey took us half an hour and was comfortable. When we entered the restaurant, we said hello to Abrahām and ate *qəmağ*. Abrahām cooks well and his restaurant is also beautiful. We liked the food very much. After two hours we were full and we went back home on the bus without a problem.

Responses:

1. *lə-ğyūq (ʔb-)yōm lə-xmīs.*
2. *əl-maʔam mal-Abrahām ʔb-markaz l-ūlāyi.*
3. *Abrahām yəṭbəx kəlləš ʔāl.*

KEY TO LESSON 8

8.1 Translation of texts

8.1.1 How do I get to the city hall?

Rubēn: If it's not too much trouble, could you help me by telling me how to get to the city hall?

Sperōns: It's very easy. Walk straight on this street until you reach the white bridge. Cross the bridge and take the third street to your right. Walk for about two minutes until you see a black building to your left. The city hall is located between this building and the bus station. But be careful! The entrance to the city hall is not on the main street.

Rubēn: So, I need to go around the building?

Sperōns: Exactly. Go around the building and enter from the alley behind it.

8.1.2 Blessed be your hands!

ʿEzra: Blessed be your hands for the *ḥaḡḡiḇāda* that you baked!

Ēva: Did you like it? We used to bake it for Passover since they do not eat bread (during this holiday).

ʿEzra: It is so tasty! Would you tell me how you make it?

Ēva: It's not complicated. Buy a kilogram of ground almonds, and put sugar and a little bit of cardamom. Then, add rose water to it and knead it. When the dough is ready, take a little bit of it and make small balls out of it. If you want, you can make it in different shapes.

ʿEzra: What kind of shapes?

Ēva: For example, I make it (in the shape of a) star. Then let it dry outside for a few hours and put it in the oven for half an hour.

ʿEzra: And where do you buy rose water? There is not any in the supermarket here.

Ēva: On the contrary. There are bottles (of rose water). One bottle cost twelve Shekels.

ʿEzra: I will go see tomorrow. Do you want me to buy you anything?

Ēva: No, sweetheart. I have everything.

8.1.3 One-way ticket

Marsēl: Hey, uncle?

Şāləḥ: What is it, my dear?

Marsēl: In which year did you come to Israel?

Şāləḥ: On March 11th, (19)51.

Marsēl: And did you travel by aeroplane?

Şāləḥ: (Rhetorically:) How else? Walking? Of course (we travelled) by aeroplane. They gave us passports and we knew that this was a one-way ticket (literally: leaving without coming back).

Marsēl: And were you happy when you came to Israel?

Şāləḥ: We were happy. But life in Israel was very difficult. It was a new country that just came out of the war. There was neither money nor houses that we could live in. They took us to the ma'abara (immigrants camp) and we lived there in a tent until (19)54. I worked in farming. We grew onion and garlic. I used to go back to the tent at night and the stench of the garlic and the onion would stick to my clothes and my skin. My wife used to wash clothes and iron before noon, and clean schools in the afternoon. We worked from dawn till night and slowly we earned money and we built this house in Ramat Gan.

Marsēl: How old were you when you came to Israel?

Şāləḥ: I was 32 years old and my wife (literally: the wife of your uncle) was 28 years old. But we arrived with our two children. Səmhā was six years old and Şa'ūl was two years old. Look at this white Torah book that is on the table, I brought it with me from Baghdad. My grandfather gave it to me when we left Iraq. He and my grandmother were old and they stayed there.

Marsēl: Did they pass away in Iraq?

Şāləḥ: Yes, God bless their souls. We did not see them anymore.

8.4 Exercises

8.4.1

1. *Rubēn qa-ygīd yūṣal l-əl-baladīyyi.*
2. *əl-madḫal mal-əl-baladīyyi mūḡūd b-əd-dagbūna əlli-xalf-a.*
3. *kanu-yḫəbzōn ḥaḡḡībāda l-ʿīd lə-ftīḡ lēn/kēf ma kanu-yaklōn xəbəz.*
4. *Ēva txəllī-ha l-ḥaḡḡībāda b-əl-fəḡən nəṣṣ sāʿa.*
5. *Ēva mā (qa-)tḡīd yəṣtḡō-l-a šēn.*
6. *Ṣāləḥ ʿās b-əl-maʿabara lī-sant əl-aḡ(ə)bʿa wu-xəmsīn.*
7. *Ṣāləḥ sāfaḡ l-Israʿəl b-ət-tīyāra.*
8. *əl-ḥayāt b-Israʿəl kānət ʿṣībi mən ḡā Ṣāləḥ l-Israʿəl kēf kānət dawla ḡdīdi wu-tawwa ṭalʿət mən-əl-ḥarb. mā kān (lā) flūs wəla byūt.*
9. *mḡāt Ṣāləḥ kanət-təḡsəl ʿḥwās, təḡḡəb ūti wu-tnadḡəf madārəs.*
10. *mən waṣlu l-Israʿəl Səmhā kān ʿəmḡ-a sətt ʿsnīn wu-šāʿul kān ʿəmḡ-u səntēn.*

8.4.2

1. *t̄naʿš ḡəsəḡ*
2. *ṣəṭṭaʿš kēlu*
3. *t̄nēn wu-ʿəsḡīn pasapōrt*
4. *aḡ(ə)bʿa wu-tlət̄īn raqəm*
5. *t̄nēn wu-səttīn Dinār*
6. *təsʿa wu-səbʿīn təlīfōn*
7. *tlāti wu-t̄mənīn mustašfa*
8. *sabʿa wu-təsʿīn zulīyi*

8.4.3

1. *hīyi ʿaynət-u l-walad əl-ḡībəʿ.*
2. *ēmta lə-mʿalləm əl-awwal ḡaḥ-y nadḡəf madḫal əl-bēt?*
3. *əd-dəktōra ḡallət ʿb-ḥaḥd-a b-əl-mustašfa ləmmān ḡā zōḡ-a.*
4. *dīḡ bāl-ak ʿala-əmm-ak lə-ḡūz.*
5. *hāyi l-maḡa ḥawət ʿflūs lēn qa-tḡīd təbʿat̄-a l-bənt-a t̄-t̄īni l-əl-kullīyyi.*

8.4.4

<i>ana</i>	<i>anta</i>	<i>anti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>wşaltu</i>	<i>wşalt</i>	<i>wşalti</i>	<i>waşal</i>	<i>waşlət</i>	<i>wşalna</i>	<i>wşaltəm</i>	<i>waşlu</i>
<i>asawwi</i>	<i>tsawwi</i>	<i>tsiwwēn</i>	<i>ysawwi</i>	<i>tsawwi</i>	<i>nsawwi</i>	<i>tsiwwōn</i>	<i>ysiwwōn</i>
<i>asāfəḡ</i>	<i>tsāfəḡ</i>	<i>tsafḡēn</i>	<i>ysāfəḡ</i>	<i>tsāfəḡ</i>	<i>nsāfəḡ</i>	<i>tsafḡōn</i>	<i>ysafḡōn</i>
<i>həttētū</i>	<i>həttēt</i>	<i>həttēti</i>	<i>hatt</i>	<i>hattət</i>	<i>həttēna</i>	<i>həttētəm</i>	<i>hattu</i>
<i>awqaf</i>	<i>tūqaf</i>	<i>twəqfēn</i>	<i>yūqaf</i>	<i>tūqaf</i>	<i>nūqaf</i>	<i>twəqfōn</i>	<i>ywəqfōn</i>
<i>aḥwi</i>	<i>təḥwi</i>	<i>təḥwēn</i>	<i>yəḥwi</i>	<i>təḥwi</i>	<i>nəḥwi</i>	<i>təḥwōn</i>	<i>yəḥwōn</i>
<i>aḡəll</i>	<i>tḡəll</i>	<i>tḡəllēn</i>	<i>yḡəll</i>	<i>tḡəll</i>	<i>nḡəll</i>	<i>tḡəllōn</i>	<i>yḡəllōn</i>
<i>sa^ˆadtu</i>	<i>sa^ˆadt</i>	<i>sa^ˆadti</i>	<i>sā^ˆad</i>	<i>sā^ˆdət</i>	<i>sa^ˆadna</i>	<i>sa^ˆadtəm</i>	<i>sā^ˆdu</i>
<i>xəllētū</i>	<i>xəllēt</i>	<i>xəllēti</i>	<i>xəllə</i>	<i>xəllət</i>	<i>xəllēna</i>	<i>xəllētəm</i>	<i>xəllu</i>
<i>aybas</i>	<i>təbas</i>	<i>tyəbsēn</i>	<i>yəbas</i>	<i>təbas</i>	<i>nəbas</i>	<i>tyəbsōn</i>	<i>yyəbsōn</i>

8.4.5

1. *kəli!*
2. *lā tdiḡōn bāl-kəm!*
3. *lā tsā^ˆdē-nu!*
4. *nsā!*
5. *lā tḡəllēn!*
6. *lā tnaḡḡəf!*
7. *ˆāynu~ˆānu!*
8. *lā txəlli!/lā txəllēn!*

8.4.6

1. *nəbni-l-yā-ki*
2. *xbəzto-l-yā-na*
3. *sūwo-l-yā-(nu)*
4. *ḡəbət-ˆl-yā-(ha)*
5. *qa-tnaḡḡəfo-l-yā-həm*
6. *ḥwo-l-yā-(ni)*
7. *yqəl-ˆl-yā-k*
8. *b^ˆat-ˆl-yā-(nu)*

8.4.7

1. *ət-təbbāxa ʿa(y)nət-a l-əl-xēmi s-sūdā.*
2. *ʿəbgō-nu l-əğ-ğəsəğ.*
3. *qad-abʿat-a/qa-ʿabʿat-a l-hāyi lə-ħwās ʿl-ʿamm-i.*
4. *mğāt-u šāfət/laqət kēlu (mal-)hēl.*
5. *nəḏḏəf-a l-əl-qəbba mal-əl-mudīr/nəḏḏəf-a l-qəbbət əl-mudīr.*
6. *ğah-axəllī-nu/aħətṭī-nu l-əl-bətəl šōb-əl-madخال.*
7. *ʿəllmət-əm/dərrsət-əm l-ūlād-u.*
8. *dāyman yənsū-ha l-hāyi lə-ħkīyi lə-ṭwīli.*
9. *štğō-l-a hdīyi.*

8.4.8

1. *alla yəğham-u l-hāda l-ğəğğāl ʿl-māt bōhi.*
2. A: *mā txīyṭē-l-i sətra ġdīdi?* B: *bali, axīyət-l-ək.*
3. *mā ʿənd-i lā dağṭīyi wəla tənnūra.*
4. *hāda l-xəbəz ʿāl. ənta xbazt-u? ʿaštīd-ak!*
5. A: *əl-madخال mal-əl-mustašfa ʿala-īd-i l-yəmna?* B: *tmām.*
6. *dīği bāl-ək! əl-walad baʿad-u zğayyəğ. lā txəllē-nu b-ħahd-u.*
7. A: *əda tənəḏḏəf-a l-qəbba māl-ak, aṭī-k ʿhdīyi.* B: *hdīyi mətəl-ēs?*
8. *ʿaqəb əl-fələm əlli ʿayəntəm-u bōhi kən həlu?*

8.4.9

1. *əl-ħayāt əlli/ʿl-ʿās-a hāda š-šāyəb.*
2. *əş-şadıq əlli/ʿl-əl-ab wīyyā-nu ṭəppa.*
3. *əl-başal əlli/l-ʿštğitō-nu b-əs-sūq.*
4. *lə-ğsūğa əlli/l-ʿbəğnā-ha.*
5. *əl-xəbəz əlli/ʿl-yʿəğnō-nu l-əl-īd.*
6. *əl-xēmi əlli/l-ʿskantəm bī-ha.*
7. *lə-ħkiyāt əlli/l-ʿħkət-ʿl-yā-ni sətt-i.*
8. *lə-flūs əlli/l-ʿħwā-ha l-ğəğğāl.*

8.4.10

1. Oh my God! He put the *ħəğğībāda* in the oven for two hours until it dried out.
2. What are you talking about? The train station is not located between the supermarket and the school.
3. Go out! Do not play ball next to the entrance of the hospital.
4. Do not put either garlic or onion in these meat dumplings.

5. Will you teach me how to turn on the new telephone that I bought two weeks ago?
6. We have just arrived at Uncle Aaron's house and we did not know that his wife had passed away.
7. What can you help me with, for example? Can you cook for me or clean the house for me?
8. Sweetheart! Pay attention to your brother. He is still young and does not know how to cross the street by himself.
9. If it's not too much trouble, give me the phone number of the husband of your maternal aunt. I would like to speak to him.
10. I swear by the Prophet, the fish that you cooked is better than the fish I cooked. Blessed be your hands!

8.4.11

1. *mšē qabal ləmman ʔtʕaynēn ǧəsəǧ ʔtʷil ʕala-ʔid-ək əl-yəsǧa.*
2. *əda (qa-)tǧīd ʔtǧəll hōn(i), lazəm-ʔtqūm mən-ǧəbša wu-təštǧəl b-əl-ʔyād.*
3. *əl-ḥayāt b-Israēl ašhal ʔmn-əl-ḥayāt b-ʔFrānsa lēn/kēf aḥki ʕEbrāni.*
4. *mən sǧəṭ əl-ḥarb ʔb-sant ət-təsʕa wu-tlǧtīn, ʕšna/qʕadna/skana b-xəyam taqrīban aǧbəʔtʕʕə sana.*
5. *mā ftaḥtu maʔam wəla ʕəllamtu/dərrastu təbb b-əǧ-ǧāməʕa.*
6. *əd-daǧtīy l-xīmsi/xīməs daǧtīy əlli/l-xīyʔo-l-yā(-ni) lə-xyayit tʕǧəb-ni.*
7. *štǧitō-l-əm ʔhdīy wu-ǧaḥ-aḥətt-ʔl-yā-həm/wu-ǧaḥ-axəlli-l-yā-həm ʔb-bəṭəl abyad.*
8. *xədu ḥwās-kəm/xdū-ha lə-ḥwās-kəm wu-xəllū-ha/wu-ḥəttū-ha šōb-əl-madxa.*
9. *smaʔtu qa-ysəfəǧ/qa-yəmši l-Alḥmānya b-əṭ-ṭiyāra ǧada. šaf-u/lqā-nu (l-ə)l-pasapōrt māl-u?*
10. *əda māy əl-waǧd aǧla mn-əl-həl, (ǧaḥ-)aštǧi bass bəṭəl wəḥəd.*

8.4.12

Transcription:

mən kəntu b-əl-ʕErāq kəntu-aǧūḥ maši l-əš-šəǧəl. kəntu-aṭla mən-ǧəbša, wu-mən-bēt-i l-əš-šəǧəl māl-i – əlli kən ʔqqīb mən-əl-markaz – kəntu amši xməṣṭaʕə daqīqi. kənna-sēknīn b-əl-bēt əl-abyad əs-sīdəs b-əš-šārə māl-na ʕal-īd əl-yəmna. kan-yəʕǧəb-ni aʕayən-əm l-əl-awādəm

mən yfəthōn lə-dkakīn māl-əm. əl-ġīhi mal-əl-xəbəz ət-tāza b-əš-šārə kənət kəlləš tēybi. qabəl ma kəntu-adxəl l-əš-šəġəl, kəntu-ašġab qaḥwa. aṭyab qaḥwa b-əl-markaz kənət əl-qaḥwa l-mə'ġūfa bēn əl-baladīyyi wu-l-maḥaf. mən kan-y'ayən-ni abu l-qaḥwa, kan-yqəl-l-i 'šbāḥ əl-xəġ, yā 'Abbūd!. ana kəntu-aqəl-l-u 'šbāḥ ən-nūr, 'ammul mā tġīb-l-i qaḥwa?'. kənnā-nəḥki šwayya ləmman yġīb-l-yā w-asəlləm-l-u. ba'dən kəntu-altāqi wiya-šadīq-i Tawfīq, wu-kənnā-nə'bəġ-u š-šārə əl-'āmm wu-nədxəl l-əš-šəġəl sawa.

Translation:

When I was in Iraq, I used to walk to work. I would leave at dawn, and from my house to my work – which was close to the centre – I would walk for 15 minutes. We used to live in the sixth white house on our street on the right side. I used to like seeing people as they opened their shops. The smell of the fresh bread in the street was very good. Before I would go into work, I would drink coffee. The tastiest coffee in the city was the famous coffee house between the city hall and the museum. When the owner of the coffee house would see me, he would say to me ‘good morning, ‘Abbūd!’ I would say to him ‘good morning, sir! Would you bring me coffee?’ We would speak a bit until he brought it to me and I would pay him. Later (afterwards), I would meet up with my friend Tawfīq and we would cross the main street and enter work together.

Responses:

1. *lā, 'Abbūd kan-yġūḥ maši l-əš-šəġəl mən kən b-əl-'Īrāq.*
2. *bēt 'Abbūd kən abyad.*
3. *əl-qaḥwa l-mə'ġūfa kənət bēn əl-baladīyyi w-əl-maḥaf.*

KEY TO LESSON 9

9.1 Translation of texts

9.1.1 Do not ask!

Ġōyəs: Hello?

Šalāḥ: Where have you been, dear? It's been a month since we spoke. I got worried about you.

Ġōyəs: May God keep you safe, do not ask!

Šalāḥ: What's going on?

- Ğōyəs: My daughter and her husband decided to get a divorce and I do not know what to do.
- Şalāḥ: Do not worry! Today this is the new fashion. The young people are more advanced. The(se) spoiled (young people) are looking for love and beauty. Unlike us. In our times love was not a thing. We did whatever the matchmaker told us to.
- Ğōyəs: When they got married, I knew he was trouble. He only liked to ask about her money. And poor her, she did not have money. She just graduated from the university and she did not even have a job. Now he's met someone new. She is 15 years older than him and is also divorced. When my daughter found out, she went crazy and they fought. She demanded that he move out to another house.
- Şalāḥ: She is right. Poor her.
- Ğōyəs: Yes. What an idiot (literally: ash in his face)!
- Şalāḥ: Get rid of him! She is better off without him. Let her leave him and rest. She does not need anything (from anyone).
- Ğōyəs: We shall see. And what is your news?
- Şalāḥ: We've got a mess again with the rent of the house that we rented out. The people who live there are not paying the rent.
- Ğōyəs: What is this mess? Again? Ugh! You should force them out.
- Şalāḥ: Yes, but how?
- Ğōyəs: Your daughter is a lawyer, isn't she? Ask her!
- Şalāḥ: Good idea. I will call her and ask what we can do.
- Ğōyəs: Okay, when will we see you?
- Şalāḥ: We agreed to meet on Friday!
- Ğōyəs: By God, I forgot. You are right. Where did we agree to meet?
- Şalāḥ: In the place where we always meet.
- Ğōyəs: If God wills. Okay, send my best to your wife!
- Şalāḥ: May God bless you.
- Ğōyəs: Okay, bye.
- Şalāḥ: Bye. Go with God.
- ...
- Şalāḥ: Hello, Adība?
- Adība: Hey, Dad, what's up?

- Şalāḥ: Listen! These idiots (literally: dogs) who moved into the house we rented out in Tel-Aviv did not pay the rent. Please can you find a solution for me?
- Adība: (Wait) a second. How long has it been since they paid?
- Şalāḥ: They have not paid for three months.
- Adība: Idiots! And how much do they owe you?
- Şalāḥ: 3,825 Shekels multiplied by three months . . . how much is that?
- Adība: 11,475 Shekels. And one more question: did you try calling them?
- Şalāḥ: I called them one hundred times. I kept calling until I got tired. No one is answering.
- Adība: You need to learn not to rent out to anyone without taking two months rent in advance.
- Şalāḥ: I will never learn.
- Adība: Okay. Before we go to court, I will write an official letter from me as a lawyer in order for them to know that we are not playing games. We will give them two to three weeks and see if they reply.
- Şalāḥ: As you wish. And how are the kids?
- Adība: They are all well. We miss you.
- Şalāḥ: We (miss you) too. See you on Friday.
- Adība: If God wills. Bye.
- Şalāḥ: Bye, my daughter.

9.4 Exercises

9.4.1

1. *sāġ-l-əm əġ-Ġōyəs wu-Şalāḥ šəhəġ mən ḥaku.*
2. *bənt Ġōyəs wu-zōġ-a qarrəru yṯəllqōn.*
3. *mā kān ʿənd-a flūs ʾl-bənt Ġōyəs mən ʿtzawwġət kēf tawwa txarrġət ʿmn-əġ-ġāmʿa wu-mā kan ʿənd-a šəġəl.*
4. *hadōli l-tḥawwlu l-əl-bēt ʾl-əġġar-u Şalāḥ ʾb-Tal Abīb mā dafu aġār.*
5. *Şalāḥ xabar-a l-bənt-u ḥətti ysayəl-a aš yəqdaġ ysawwi wiya-hadōli l-mā sallmu aġār.*
6. *Ġōyəs wu-Şalāḥ twāʿdu yōm əġ-ġəmʿa b-əl-ʾmkān wən ma dāyman yəṯlaqōn.*
7. *hadōli l-mā sallmu aġār lazəm-ysəllmōn idaʿš alf wu-aġbəʿmīyi wu-xamsi wu-səbʿin Şēkel.*

8. *ī, Şalāh ḥāwal yxabər-əm ʿl-ḥaḍōli l-mā sallmu aġār mīt marra.*
9. *Adība ġah-təktəb maktüb rasmi mənn-a ka-muḥamīyi l-ḥaḍōli l-mā sallmu aġār.*

9.4.2

1. *mīyi wu-xəmsīn ʾmkān*
2. *mitēn wu-ṭləṭṭaʾš suʾāl*
3. *alf wu-wəḥəd lyāli/alf lēli wu-lēli*
4. *əlfēn wu-mitēn wu-ṭmīni wu-ġəbʾīn kalb*
5. *mīyi wu-ṭlāṭi wu-ʿəšġīn alf wu-aġbəʾmīyi wu-sətti wu-xəmsīn ṭiyāra*
6. *təsəʾmīyi wu-təsʾa wu-təsʾīn alf wu-təsəʾmīyi wu-təsʾa wu-təsʾīn sāʾa*

9.4.3

<i>ana</i>	<i>ənta</i>	<i>ənti</i>	<i>hūwi</i>	<i>hiyi</i>	<i>(n)əḥna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>qərrartu</i>	<i>qərrart</i>	<i>qərrarti</i>	<i>qarrar</i>	<i>qarrərət</i>	<i>qərrarna</i>	<i>qərrartəm</i>	<i>qarrəru</i>
<i>tqatalu</i>	<i>tqatal</i>	<i>tqatali</i>	<i>tqātal</i>	<i>tqātlət</i>	<i>tqatalna</i>	<i>tqataltəm</i>	<i>tqātlu</i>
<i>ṭhūwāltu</i>	<i>ṭhūwālt</i>	<i>ṭhūwālti</i>	<i>ṭhawwal</i>	<i>ṭhawwlət</i>	<i>ṭhūwālna</i>	<i>ṭhūwāltəm</i>	<i>ṭhawwlu</i>
<i>ḥtaġətu</i>	<i>ḥtaġət</i>	<i>ḥtaġəti</i>	<i>ḥtāġ</i>	<i>ḥtāġət</i>	<i>ḥtaġəna</i>	<i>ḥtaġətəm</i>	<i>ḥtāġu</i>
<i>adalləl</i>	<i>tdalləl</i>	<i>tdəllələn</i>	<i>ydalləl</i>	<i>tdalləl</i>	<i>ndalləl</i>	<i>tdəllələn</i>	<i>ydəllələn</i>
<i>asāyəl</i>	<i>tsāyəl</i>	<i>tsaylən</i>	<i>ysāyəl</i>	<i>tsāyəl</i>	<i>nsāyəl</i>	<i>tsaylən</i>	<i>ysaylən</i>
<i>atzawwaġ</i>	<i>tətzawwaġ</i>	<i>tətzūwġən</i>	<i>yətzawwaġ</i>	<i>tətzawwaġ</i>	<i>nətzawwaġ</i>	<i>tətzūwġən</i>	<i>yətzūwġən</i>
<i>ltaqətu</i>	<i>ltaqət</i>	<i>ltaqəti</i>	<i>ltaqa</i>	<i>ltaqət</i>	<i>ltaqəna</i>	<i>ltaqətəm</i>	<i>ltaqu</i>
<i>twaʾadtu</i>	<i>twaʾadt</i>	<i>twaʾadti</i>	<i>twāʾad</i>	<i>twāʾdət</i>	<i>twaʾadna</i>	<i>twaʾadtəm</i>	<i>twāʾdu</i>

9.4.4

MS	FS	P
<i>mʾaġġar</i>	<i>mʾaġġra</i>	<i>mʾəġġrīn</i>
<i>meyyət</i>	<i>meyyti</i>	<i>meyytīn</i>
<i>mətxarrəġ</i>	<i>mətxarrġi</i>	<i>mətxərrġīn</i>

(continued)

MS	FS	P
<i>məṭqātəl</i>	<i>məṭqātli</i>	<i>məṭqatlin</i>
<i>səkət</i>	<i>sək̄ti</i>	<i>sək̄tin</i>
<i>mqarrər</i>	<i>mqarrəri</i>	<i>mqarrərin</i>
<i>məṭlūb</i>	<i>məṭlūba</i>	<i>məṭlubin</i>
<i>xeyyəf</i>	<i>xeyyfi</i>	<i>xeyyfin</i>
<i>mətwāʿəd</i>	<i>mətwāʿdi</i>	<i>mətwāʿdin</i>
<i>mṭallaq</i>	<i>mṭallqa</i>	<i>mṭəllqin</i>

9.4.5

1. əğ-ğanṭa mxəllāyi ʿal-mēz/ʿala-l-mēz.
2. həmmi qeʿdīn ʿal-qanafa/ʿala-l-qanafa.
3. əḥna mḥawlīn ʿnxabər-əm.
4. lə-hdīyi məštġīyi.
5. əl-mudīr mətwāʿəd wiya-l-muḥāmi.

9.4.6

1. l-ūlad qa-/ḡallu-yləʿbōn ṭəppa kəll əl-yōm
2. kəll yōm ġaḥ-/qad-axbəz/qa-ʿaxbəz xəbəz ʿb-bēt-i.
3. qabəl-xəmsīn sana əḡa ġədna nətzawwağ kənnə-nġūḥ
lə-dəllāla.
4. qa-/ġaḥ-təlqī-l-i ḥall ʿl-hāyi l-muškəlaʿ
5. wən-u lə-flūs? qa-nġīd ʿnʿayən-u.
6. kəll wəḥəd lə-mʿağğər bēt ġaḥ-/qa-/lazəm/yəngəd-yədfaʿ ağār.
7. əbn-i kəlləš kəslān. əḡa yġīd ysiğ dəktōr yəngəd/lazəm-yədrəs aqwa.
8. şadīq-i ġaḥ-/qa-ysāfəğ l-Alḥānya baʿad šəhəğ.
9. əl-muḥāmīyi qa-/ġaḥ-təbʿat-l-əm maktūb rasmi sbūʿ əl-lāx.
10. əḡa mġāt-u mā ġaḥ-/qa-tḥəbb-u, lazəm/yəngəd-tətrək-u.

9.4.7

1. xabərtō-nu l-abū-yi ḥətti aʿğəf əšlōn-u.
2. skattu ʿaqəb ma ʿayantu mā qa-yğawəb-ni.
3. əḡa ʿənd-ak asʿəla, sayəl-ni ʿmta ma kān.
4. aš ma tġīd, aštġī-l-ak.
5. mən ġītu, əl-mudīr mā kān müğūd.
6. mā qdağtu-anām ləmman bənt-i rağʿət l-əl-bēt.

7. *l-wēn ma yə'ǧəb-ək ʔtsəknēn, t̥hawwli.*
8. *štǧā-l-i akəl bəla ma sayal-ni əda aǧīd.*

9.4.8

1. *ī, stǧito-l-yā-k.*
2. *lā, mā ʔo-yā-na.*
3. *bali, ǧabət-ʔl-yā-həm.*
4. *ī, ǧaḥ-abʔat-ʔl-yā(-nu).*
5. *lā, mā d̥allət-ʔtdūwəǧ-u.*
6. *ī, msəllmi-l-yā(-ni).*
7. *bali, akəlnā-nu.*
8. *lā, mā kan-yəxbəz-ʔl-yā(-ni).*

9.4.9

1. A: *yāba ēmta nʔayən-ək?*
B: *baʔad fəd-ʔsbuʔēn ʔtlāti lāx.*
C: *kəf-ək. əlla-yxəllī-ki.*
2. A: *aš aku aš māku?*
B: *lā təsʔal!*
A: *xəǧ inšəlla?*
B: *sīyəd-u ʔ-Şalāḥ māt.*
A: *əlla yəǧḥam-u!*
3. A: *rəǧāʔan, təqdaǧ-ʔtsaʔəd-ni?*
B: *bali. aš məhtāǧ?*

9.4.10

1. The matchmaker will invite them for lunch tomorrow at some expensive place.
2. She is wearing red skirts because this is the fashion now.
3. She is better off alone. Let her get rid of him and move to her parents' house.
4. After I graduated from the university, I worked for about two years as an engineer.
5. When I turn 80 years old, I will travel to France to rest.
6. My sister's dog ate the sofa. What a mess!
7. Does anyone know where I could ask questions about the war between us and that country?
8. My poor little cousin! He did not pay attention to his work and they fired him.

9. I've been in this school for years and I still have not learned which bus gets to it.
10. Someone called from the city hall and said that next week they will clean the street for us.

9.4.11

1. *mā ġaḥ-yəb'at-l-na xabağ ləmman yūşal l-əl-bēt mal-əl-muhandəs/l-bēt əl-muhandəs.*
2. *haqōli l-ūlād lə-mdəlləlīn mā ġaḥ-ysəktōn bəla ma tqəl-l-əm.*
3. *hāda lə-m'alləm əl-mə'ğūf 'txarrağ mən-kulliyyt ət-tarbiya b-(sant (əl-)) alftsə'mīyi wu-xamsi wu-səb'īn.*
4. *əda/əla mā tədfa'-u/tsəlləm-u (lə-)l-ağār, ġaḥ-axəq-d-ak l-əl-maḥkama.*
5. *aşkun hāyi l-lağwa? maḥḥad qal-l-i lazəm-/yənğad-adfa'/asəlləm əlfən Dinār mn-əl-bədāya.*
6. *(ana) kəlləş aḥəbb-a wu-mā aqdağ-a'īş bliyyā-ha.*
7. *hāda lə-ğmād dəyman yḥāwəl yəb'at-l-i mkatib mal-ḥubb.*
8. *əz-zōğ tqātal wiya-mğāt-u wu-qa-/ğaḥ-yəthawwal.*
9. *twa'adtu wiya-şadiq-i yōm əl-ğəb'ā b-əl-ləl.*
10. *hāyi z-zulīyi l-xīmsi/xīməs zulīyi əlli/lə-ş(t)ğitū-ha hāda ş-şəhəğ.*

9.4.12

Transcription:

tawwa rğa'tu mn-əl-bēt mal-Şarlōt wu-Gabri'əl. sma'tu wnīki kam 'ḥkīyi kəlləş 'ğmāda. skətu wu-xəllū-ha! kān 'ş'ib 'lē-yi asma'-a l-hāyi lə-ḥkiyāt, wu-qəltō-l-əm mā ġaḥ-aḥkī-ha l-aḥḥad.

zēn . . . d-aḥkī-l-kəm 'ḥkīyi waḥdi mənn-a.

t'əğfō-nu l-əbn əl-əmdəlləl mal-Viktōrya wu-Ġaḥmīn? Əlyās? mā d'all 'ənd-u flūs wu-thawwal 'l-bēt abū-nu w-əmm-u. hasa qa-ytəbxō-l-u aş ma yğīd wu-qamu-ysūwōn aş ma yətləb mən-ənd-əm. mā qa-ysawwi šēn b-əl-bēt. ḥətti mā qa-ynəqđəf-a l-əl-qəbba māl-u! xāybīn Viktōrya wu-Ġaḥmīn. qa-yḥəbbō-nu kəlləş 'ktīg, bas həmmi şiyāb wu-t'ābi. mā yqəđgōn dəyman ydəlləlō-nu.

hasa nsū-ha lə-ḥkīyi wu-lā tqulōn l-aḥḥad mən-mani smə'təm-a!

Translation:

I just returned from the house of Şarlōt and Gabri'əl. There, I heard a few very bad stories. Do not ask! It was hard for me to hear these stories and I told them that I would not tell them to anybody.

Okay . . . I'll tell you one of the stories.

You know the spoiled son of Viktōrya and Ġaḥmīn? ʔlyās? He ran out of money (he has no money remaining) and moved in to the house of his father and mother. Now they cook for him whatever he wants and they've started doing whatever he asks of them. He does not do a thing in the house. He does not even clean his (own) room! Poor Viktōrya and Ġaḥmīn. They love him so much, but they are old and tired. They cannot always spoil him.

Now forget the story and do not tell anyone whom you heard it from!

Responses:

1. *lā, Šarlōt wu-Gabri'ēl ḥaku ḥkiyāt kəlləš 'gmāda.*
2. *ʔlyās 'tḥawwal 'l-bēt abū-nu w-əmm-u kēf/lēn mā ḍall 'ənd-u flūs.*
3. *ʔlyās mā qa-ysawwi šēn b-əl-bēt.*

9.4.13

My maternal cousin, Fawzi, works at the bank. (People) told me that he is very lazy and does not do anything at work other than talk to people all day. One day, the manager called him because he wanted Fawzi to help him. Fawzi did not answer him. The manager started searching for him but did not find him. He kept searching for him until he decided to search under the table. And what did he see? He saw Fawzi sleeping! He said to him:

‘Why are you sleeping at work!? What is this nonsense? I gave you a good job when you graduated from university and I'm paying you good money. I'm not asking a lot from you. The first time I need you, I cannot find you!?’

Fawzi started fighting with the manager and the manager decided to fire him from the bank. Fawzi did not want to leave and decided to call his lawyer friend (F). The manager called the police and after 25 minutes the police came. They kicked Fawzi out of the bank and took him with them. My poor maternal aunt.

Responses:

1. *lā, Fawzi qa-yəštáǧəl b-əl-bang.*
2. *əl-mudīr 'ayan-u l-Fawzi neyyəm mən dawwaǧ 'lē-nu ǧawwa-l-mēz.*
3. *əš-šərta ǧō xamsi wu-'əšǧīn daqīqi 'aqəb ma xabar-əm əl-mudīr.*

KEY TO LESSON 10

10.1 Translation of texts

10.1.1 Summer and winter

- Sāmi: Hello! Sit down! Make yourself at home!
- Na'īma: What is the news from the children?
- Sāmi: Everybody is well. Thank God.
- Na'īma: May God protect them and bless them. And your son's wife?
- Sāmi: She was a little sick, but now thank God (she is well).
- Na'īma: I hope it was not anything too bad?
- Sāmi: No, a simple cold. She was coughing and had a fever. She went to the doctor, who told her: 'You have an allergy.' Every year when the winter comes, the same thing happens to her. He gave her a pill and everything went back to normal.
- Na'īma: Blessed be God for her health. It also happens to me, but in the summer. I cannot tolerate the heat and the humidity. Let me tell you. Three years ago, we went to a place that had traditional Iraqi music. It was very hot, above 40 degrees, and I just ate *pāčā*. My head was exploding, I was dying of thirst. I said to Nāḏəm: 'As long as the party has not started, let's escape.' He said to me: 'Isn't it a pity? We came to have fun. I have chocolate with me, let me give you a piece.' I told him: 'How would chocolate benefit me? Get up!' And he was yelling: 'Aren't you ashamed? Are you a little girl?' I swear to God that I could not (take it). As soon as the door opened, we escaped. If we had not got up, I would have probably died.
- Sāmi: The best thing in the summer is watermelon and melon. But this year the prices are high (literally: in the sky). Yesterday I bought a melon and a watermelon. He (the vendor) gave (did) me the bill – it was 101 Shekels. A small melon, this big, and it was dirty and full of mud. At least wash it! But I came home, opened it, and it was sweet like honey.

- Na'ima: In the winter I like to eat turnip. From the beginning of December until the end of March, I make a full pot every Saturday.
- Sāmi: In the winter I do not get out from under the blanket, and under my legs (I put) a hot water bottle. I make tea and I put the pot next to me on the heater. I pour one cup and then I drink another one. I fear for myself lest I catch a cold.
- Na'ima: Okay, what time is it already?
- Sāmi: 4:40.
- Na'ima: How time has flown! I did not even feel it. I have to go back and help my husband. We are moving and we need to collect all of the things: pictures, pillows, curtains, bulbs, plates, spoons, knives, forks and other different things. We have one thousand pans and one hundred trays.
- Sāmi: When are you moving?
- Na'ima: On the 24th. A day before Hanukkah.
- Sāmi: May you live happily and have a happy holiday, amen!

10.1.2 One helps the other

Three women were friends and said that they did not want to lose their dignity when they got old.

They decided to live (together) in one house so that they could help each other.

One was 86 years old, the second was 84 years old and the third was 82 years old.

One day, the eldest went up to shower.

While she was in the bathroom, she forgot whether she had already showered or not.

She called her friends to come up and take a look.

The 84-year-old went up the stairs and forgot whether she had gone up to see her friend or not.

She called her 82-year-old friend.

She knocked on wood (the table) three times and said: 'I hope God does not fail me and that I will not become like them, forgetting things when I will be old.'

She said to her friend who was on the stairs: 'I am coming right away. I just want to see who knocked on the door and I will come right after you.'

10.1.3 Fortune teller

One day, a fortune teller saw the king's daughter and said to her: 'You will die tomorrow.'

And indeed, the next day the princess died.

The king was very angry with the fortune teller and decided to cut his head off. He said to one of his soldiers: 'Go and bring him here, and when I clap my hands, hit him with the sword and cut his head off!'

The soldier went and brought him to the palace.

The king asked him: 'How did you know my daughter was going to die?'

He replied: 'Indeed, I know the people's fate.'

The king said to him: 'If that's the case, tell me when your day will come to die.'

The fortune teller understood that the king wanted to cut his head off and said to him: 'I swear by God, my master, that I do not know when I will die; but I know that I will die two weeks before my master.'

When the king heard this, he feared for himself and let him (the fortune teller) live in security and peace.

10.4 Exercises

10.4.1

1. *mġāt əbən Sāmi kān ʿənd-a ḥasasīyyi.*
2. *kəll sana b-əṣ-ṣəf ʿtsiġ ʿənd-a n-Naʿīma ḥasasīyyi.*
3. *Naʿīma ġādət təṣrəd ʿmn-/mən-əl-ḥafła kəf/lən ġās-a kan-qa-
ytəqq.*
4. *əl-bəttixāyi wu-l-ġəqqīyi kəllfət-u s-Sāmi mīyi wu-wəḥəd Šəkəl.*
5. *əl-bəttixāyi talʿət ḥəlwa ʿasal.*
6. *Sāmi qa-yxāf la(y)kūn yəstabġəd b-əṣ-ṣəti.*
7. *ʿəmġ-ə l-əl-maġa t-tīni b-əl-ḥkīyi aġ(ə)bʿa wu-tmənīn.*
8. *əl-maġa l-akbaġ nasət əda laḥqət-ġaslət lō baʿad mā ġaslət.*
9. *əl-malək ġād yəqtaʿ-u l-ġās-u l-fəttāḥ əl-fāl lən/kəf zaʿal ʿlə-nu
mən qāl (ənnu/bən) l-amīra ġaḥ-ʿtmūt.*
10. *əl-malək qarrar yxəlli-nu l-fəttāḥ əl-fāl yʿiš kəf/lən xāf ʿala-
nafs-u.*

10.4.2

Sickness/health: *sxūna, ḥasasīyyi, ḥəbbāyi, stabġad, wəġʿān*

Kitchenware: *səkkīn, maʿūn, stikān, ġədər, t̄āwa*

Food: *bəttix, nastala, ġaqqi, pāča, ʿasal*

Summer: *ḥāġġ, rṭūba, ṣəf, ḍaww, ʿəṭṣān*

10.4.3

<i>ana</i>	<i>anta</i>	<i>anti</i>	<i>hūwi</i>	<i>hīyi</i>	<i>(n)əhna</i>	<i>əntəm</i>	<i>həmmi</i>
<i>abēgək</i>	<i>tbēgək</i>	<i>tbēgkēn</i>	<i>ybēgək</i>	<i>tbēgək</i>	<i>nbēgək</i>	<i>tbēgkōn</i>	<i>ybēgkōn</i>
<i>ʔəqqētu</i>	<i>ʔəqqēt</i>	<i>ʔəqqēti</i>	<i>ʔaqq</i>	<i>ʔaqqət</i>	<i>ʔəqqēna</i>	<i>ʔəqqētəm</i>	<i>ʔaqqu</i>
<i>twənnastu</i>	<i>twənnast</i>	<i>twənnasti</i>	<i>twannas</i>	<i>twannsət</i>	<i>twənnasna</i>	<i>twənnastəm</i>	<i>twannsu</i>
<i>ləmlamtu</i>	<i>ləmlamt</i>	<i>ləmlamti</i>	<i>lamlam</i>	<i>laməlmət</i>	<i>ləmlamna</i>	<i>ləmlamtəm</i>	<i>laməlmnu</i>
<i>astabgəd</i>	<i>təstabgəd</i>	<i>təstabgədēn</i>	<i>yəstabgəd</i>	<i>təstabgəd</i>	<i>nəstabgəd</i>	<i>təstabgədōn</i>	<i>yəstabgədōn</i>
<i>solafu</i>	<i>solaft</i>	<i>solafu</i>	<i>sōlaf</i>	<i>sōlfət</i>	<i>solafna</i>	<i>solaftəm</i>	<i>sōlfu</i>
<i>tbəhdaltu</i>	<i>tbəhdalt</i>	<i>tbəhdalti</i>	<i>tbahdal</i>	<i>tbahədlət</i>	<i>tbəhdalna</i>	<i>tbəhdaltəm</i>	<i>tbahədlu</i>
<i>axaddəg</i>	<i>txaddəg</i>	<i>txaddgēn</i>	<i>yxaddəg</i>	<i>txaddəg</i>	<i>nxaddəg</i>	<i>txaddgōn</i>	<i>yxaddgōn</i>
<i>az'al</i>	<i>təz'al</i>	<i>təz'alēn</i>	<i>yəz'al</i>	<i>təz'al</i>	<i>nəz'al</i>	<i>təz'alōn</i>	<i>yəz'alōn</i>
<i>dəgtu</i>	<i>dəgt</i>	<i>dəgti</i>	<i>dəg</i>	<i>dəgət</i>	<i>dəgna</i>	<i>dəgtəm</i>	<i>dəgu</i>
<i>nəksəgtu</i>	<i>nəksəgt</i>	<i>nəksəgti</i>	<i>nkasəg</i>	<i>nkasəgət</i>	<i>nəksəgna</i>	<i>nəksəgtəm</i>	<i>nkasəgu</i>
<i>anğəgəh</i>	<i>təngəgəh</i>	<i>təngəgəhēn</i>	<i>yəngəgəh</i>	<i>təngəgəh</i>	<i>nəngəgəh</i>	<i>təngəgəhōn</i>	<i>yəngəgəhōn</i>

10.4.4

1. *ʃ'adi!*
2. *bđi!*
3. *ʃaffəq!*
4. *đəlli-láməlmi!*
5. *dəqqu!*
6. *đig bāl-ak!*
7. *ğāwbi!*
8. *ʃihu!*
9. *ğədd-ʔhawwal!*
10. *lhaq-ʃrəd!*

10.4.5

1. *stəbgədu qabl-ʔsbū^c wu-mā qdāgtu-ʔağūh l-əʃ-ʃəgəl māl-i.*
2. *b^aad yumēn ət-ʔiyāra tğədd-ʔtğig^o l-Landan marra lāx.*
3. *mən-ʃəf lı-ʃəf əd-darağa qa-təʃ^cad wu-l-awādəm qa-yhəssōn ənnu əd-dəni aħəgğ.*
4. *qəltō-l-ək xaddgi čāy! ana ʔəʃāna.*
5. *hāda ʃ-ʃāyəb wəğ^oān wu-qa-yxāf laykūn (qa-/ğəh)-ymūt.*

6. *əl-amīra zaˀlət wiya-abū-ha kēf bada/qam-yšīh ˀlī-ha.*
7. *əbn-ək ḍall-yqəh̄h/qah̄h/kan-qa-yqəh̄h bōhi t̄ul əl-ləl.*
8. *mən ġā l-amīr l-əl-qašəġ, əl-malək kan-qa-ysōləf wiya-ġ-ġəndi.*
9. *lō mā kan-šardu/yšərdōn/kan-yšərdōn/kanu-yšərdōn lə-ġnūd, yəmkən mā kan-ˀāšu l-yōm.*
10. *əġ-ġəndi (lahaq-ˀ)txarraġ mən-əġ-ġāməˀa qabəl ma badət/təbdi əl-ħarb.*

10.4.6

1. *xyaġāyi xəḍġā*
2. *bəttixāyi ħəlwa*
3. *patitāyi šəfġā*
4. *šwən(ə)dġāyi ġxīši*
5. *luzāyi mətħūna*
6. *šələġmāyi ħāġġa*
7. *t̄umāyi ġālyi*
8. *ġəqqīyi t̄eyybi*

10.4.7

1. 10:00 *ˀašġa*
2. 11:05 *idaˀš wu-xaməs daqāyəq ~ idaˀš wu-xamsi*
3. 9:10 *təsˀa wu-ˀašəġ daqāyəq ~ təsˀa wu-ˀašġa*
4. 6:25 *sətti wu-nəšš əla xamsi ~ sətti wu-nəšš əla xaməs daqāyəq*
5. 4:35 *aġ(ə)bˀa wu-nəšš wu-xaməs daqāyəq ~ aġ(ə)bˀa wu-nəšš wu-xamsi*
6. 7:20 *sabˀa wu-təlt*
7. 2:45 *tlāti əla ġəbəˀ*
8. 8:15 *t̄mīni wu-ġəbəˀ*
9. 5:30 *xamsi wu-nəšš*
10. 3:40 *aġ(ə)bˀa əla təlt*
11. 1:50 *t̄nēn əla ˀašġa*
12. 10:55 *idaˀš əla xamsi*

10.4.8

1. *smaˀtu ənnu š-šāyəb wəġˀān.*
2. *mən ġītu l-bēt-u kan-qa-yəlˀab t̄əppa wiya-əbn-u.*
3. *al̄a təqdaġ-ˀtˀawən-ni ġada, t̄āl ˀl-bēt-i mən-ġəbšə.*
4. *sūwētu aš ma qāl, bas mā qdaġtu asaˀəd-u.*

5. *lamlamtu lə-ğrād̄, hatti yəqdağ yənadd̄əf.*
6. *lā y'əğəb-ni ağkəb əl-pāş wəla amši b-əl-ğəğəl.*
7. *mā təqdağ-təkbağ bəla ma tākəl.*
8. *wən ma ġəhtu b-hāda s-sūq 'ayantu mxađđəğ.*
9. *bdētu at'allam adəqq 'ala-t-ṭəbəl bas mā xəllaštu d-dars kəf mā kān 'ənd-i flūs.*
10. *ğadd-ṭala b-əl-rtūba ləmman stabğad.*

10.4.9

A: *xālu!*

B: *hā yāba?*

A: *aşu/ağab wəçç-ak aşfağ? xō mā 'ənd-ak 'sxūna b'īd əl-bala?*

B: *lā bdāl-ak. əl-ḥamdəlla wu-ş-şəkər. mā 'ənd-i şən.*

A: *lakan lēş 'şğabt ḥəbbāyi?*

B: *'ağab/aşu mā 'ənd-ak şəğəl? də-ğūḥ 'štağəl b-şəğl-ak la(y)kūn az'al wiyā-k.*

10.4.10

1. The palace that we visited yesterday was full of many different things, but it did not have even one picture.
2. The kings started to escape the city so the soldiers would not cut their heads off.
3. Eat a little bit of *pāča*, dear! I have eaten. If I eat anything, I will feel sick.
4. Give them a cup of tea (already)! Don't you see that they are thirsty? It has been two days since they drank.
5. He put a very long curtain in his house. This big. He is afraid that someone will see him when he comes out of the shower.
6. We very much enjoyed the party of the fortune teller. There was traditional Iraqi music and great food.
7. While I was replying to him, he started to cough. I took him to the hospital and I did not see him again.
8. Make tea already. The guests will arrive in a minute. It would be shameful if they saw you in the kitchen.
9. When he was a child, he was poor and no matter what he wanted to buy, he did not have money.
10. If he would have yelled at her, she would not have gone up to the roof and clapped her hands.

10.4.11

1. *qəltō-l-u yəğī b-əl-^sašğa əla ġəbə^s bas fə^slān daqq əl-bāb b-əl-^sašğa wu-təlt.*
2. *əd-darağa lahqət-şa^sdət qabəl ma həssētu (ənnu/bēn) ^sənd-i həsasīyi.*
3. *tḥūwālna l-hadāk əl-bēt lēn/kēf ġədna ⁿiš b-amān wu-salāma.*
4. *lō mā kan-şəhtu/aşih/kan-aşih, kan-wəqqa^s-a (l-ə)ş-şənīyi ^sal(a-l)-mēz.*
5. *əda tğīd-təştáğı ġaqqi wu-bəttix b-əş-şəti, ġūh l-əs-sūpər. bas dīg bāl-ak ^sala-s-sə^sər/^sas-sə^sər.*
6. *hađa s-sēf aġla mən-hadāk(i) (ə)s-sēf. hətti l-amīr mā yəqdağ-yəş(t)ġī-nu.*
7. *əl-kalb ^sayan(-a n-)nafs-u b-əl-ḡāy wu-qam-yxāf/wu-bada-yxāf kēf/lēn mā ftaham aš qa-y^sāyən.*
8. *əd-dəni daww. qad-amūt mn-əl-hāġġ wu-lə-rṭūba l-yōm.*
9. *əda akalt šēn wəsəx əl-yōm, sġab laban. yəqdağ-yftd-a l-baṭn-ak.*
10. *hās-sbū^s lə-m^salləm ^shkā-l-na/solaf^s-l-na ^sala-hayāt-u b-^sFrānsa qabəl ma badət əl-ḡarb.*
11. *bass daqqət ^sal(a-l)-mēz (wu-)nfatah əl-bāb.*
12. *əbn(-u z-)zōğ-a bada/qam-ydġəb-u l-ġās-u l-axū-nu.*

10.4.12

Transcription:

xāl-i Yhūda yətbəx ^sktīg. ^sala-l-aqall wēhəd b-əl-^sā^səla tə^sġəb-u hāyi lə-ḡkiyāt. yətbəx ^sb-kəll əl-həflāt mal-ihūd b-əl-ülāyi. hūwi sēkən wiya-mġāt-u b-bēt kəlləş ^skbīg. lā, aš bēt? ^sb-qaşəġ. has-sana nġaġhət id-u b-əs-səkkīn lə-ždīdi əlli štġa-l-yā-nu şadiq-u Šlōmo. xəfna šwayya laykūn mā ġaḡ-yəqdağ yətbəx ba^sad. əxt-u Dbōra, əlli bass ^stfakkər ^sala-nafs-a, qālət-l-u: ‘xō mā ġġaht-a l-īd-ak hətti mā tətbəx b-əl-^səġş māl-i b-əş-şēf?’. həmdəlla, kəll šēn qa^sad b-^smkān-u wu-tbax-l-a akəl mən hāđa l-^sāl ^sb-^səġş-a.

Translation:

My uncle Yhūda cooks a lot. At least one person in the family likes these things. He cooks for all the parties of the Jews in the city. He lives with his wife in a big house. No, (it is not simply) a house. In a castle. This year his hand was cut by the new knife that his friend Šlōmo bought him. We were a bit scared that he would not be able to cook anymore.

His sister Dbōra, who only thinks about herself, said to him: 'I hope you have not cut your hand so that you will not have to cook at my wedding in the summer!' Thank God, everything went back to normal and he cooked her excellent food at her wedding.

Responses:

1. *Yhūda yəṭbax b-əl-ḥəflāt mal-ihūd b-əl-ūlāyi.*
2. *lā, Yhūda səkən ʾb-bēt kəlləš ʾkbīg.*
3. *Šlomo, šadīq-u l-Yhūda, štgā-ha l-əs-səkkīn əlli ḡəḡḥət-u l-Yhūda.*

10.4.13

Do you like summer or winter? In our house, my mother and I like the heat. As soon as the summer comes, I start getting up at dawn so that I can enjoy the beautiful sun.

When I was young, I used to play with my friends the whole summer. One day, we went to the river at seven o'clock in the morning. We were playing when my mother and father called me. The time had become 12 at night and they were worried about me. When we got home, my father got angry with me and did not let me go out for three days.

My father and my big sister like the winter. In the summer, my father tries to not go out from the house because he's scared of the sun. He goes to work and that's it. My sister is not scared of the sun like him, but she also likes to be at home. She really likes to stay alone in her room, writing and reading for hours every day.

Responses:

1. *Naṭān wu-əmm-u yəḡḡəb-əm əš-šəf.*
2. *Naṭān wu-šədqān-u kanu-qa-yləʾbōn mən əmm-u w-abū-nu xabrō-nu.*
3. *lā, abu Naṭān yḥāwəl mā yəṭlaʿ ʾmn-əl-bēt ʾktīg b-əš-šəf.*

APPENDIX II

Vocabulary

NOUNS

Word	Meaning	Grammatical notes	Lesson
<i>ab/abū- P bhāt</i>	father	M, ^ʔ <i>bb</i>	2
<i>əbən P (bnīn) wlād</i>	son	M, ^ʔ <i>bn</i>	2
<i>ūti</i>	iron	M, ^ʔ <i>ty</i>	8
<i>ağār P -āt</i>	rent	M, ^ʔ <i>ağr</i>	9
<i>ax/axū- P əxwa</i>	brother	M, ^ʔ <i>xw</i>	2
<i>əxt P xwāt</i>	sister	F, ^ʔ <i>xw</i>	2
<i>adab P -āt</i>	courtesy, toilet	M, ^ʔ <i>db</i>	6
<i>ādmi P awādəm</i>	person	M, ^ʔ <i>dm</i>	5
<i>əsəm P asāmi</i>	name	M, ^ʔ <i>sm</i>	1
<i>akəl P -āt</i>	food	M, ^ʔ <i>kl</i>	2
<i>aḷḷa</i>	God	M, ^ʔ <i>lh</i>	1
<i>amīr F -a MP əmarā FP -āt</i>	prince, princess	^ʔ <i>mr</i>	10
<i>əmm P mhāt</i>	mother	F, ^ʔ <i>mm</i>	2
<i>amān</i>	safety	M, ^ʔ <i>mn</i>	10
<i>bebənğān</i>	aubergine	M, <i>bbnğn</i>	6
<i>bəḍāya P -āt</i>	beginning	F, <i>bd^ʔ</i>	9
<i>başal</i>	onion	M, <i>bşl</i>	8
<i>bəṭṭix</i>	melon	M, <i>bṭx</i>	10
<i>biṭāqa~piṭāqa P -āt</i>	ticket	F, <i>biq/ptq</i>	7
<i>bəṭəl P bṭīla/bṭāla</i>	bottle	M, <i>bṭl</i>	8
<i>ḥaṭn P ḥṭīna</i>	stomach	F, <i>ḥṭn</i>	4
<i>bə^ʕəd</i>	distance	M, <i>b^ʕd</i>	4
<i>baladīyyi P -āt</i>	city hall	F, <i>blḍ</i>	8
<i>bala/balwa P bəlwāt</i>	trouble, disaster	F, <i>blw</i>	10
<i>ḥānya/ḥānya</i>	okra	F, <i>bmy</i>	3
<i>bang P bnūg</i>	bank	M, <i>bng</i>	7

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>bənt</i> P <i>bnāt</i>	daughter	F, <i>bnt</i>	2
<i>bnēti</i> P <i>bnāt</i>	girl	F, <i>bnt</i>	5
<i>bināya</i> P - <i>āt</i>	building	F, <i>bny</i>	8
<i>bāb</i> P <i>bwāb</i>	door	M, <i>bwb</i>	10
<i>bōsa</i> P - <i>āt</i>	kiss	F, <i>bws</i>	4
<i>bāl</i>	mind, awareness	M, <i>bwl</i>	8
<i>bēt</i> P <i>byūt</i>	house	M, <i>byt</i>	2
<i>bēḏi</i> P <i>bēḏ</i>	egg	F, <i>byḏ</i>	6
<i>pās</i> P <i>paṣāt</i>	bus	M, <i>pʿs/bʿṣ</i>	6
<i>patēta</i>	potato	F, <i>ptt</i>	6
<i>parda</i> P - <i>āt</i>	curtain	F, <i>prd</i>	10
<i>paṣapōrt</i> P - <i>āt</i>	passport	M, <i>pṣprt</i>	8
<i>panṭrūn</i> P - <i>āt</i>	trousers	M, <i>pnṭrn</i>	7
<i>paysōgəl</i> P - <i>āt</i>	bicycle	M, <i>pysgl</i>	6
<i>maḥaf</i> P <i>matāḥəf</i>	museum	M, <i>ḥf</i>	7
<i>taʿəb</i>	tiredness	M, <i>tʿb</i>	6
<i>təlifōn</i> P - <i>āt</i>	telephone	M, <i>tlfn</i>	7
<i>taməg</i>	date	M, <i>tmg</i>	3
<i>təmman</i>	rice	M, <i>tmn</i>	6
<i>tənnūra</i> P - <i>āt</i>	skirt	F, <i>tnr</i>	7
<i>təlt</i>	third (fraction)	M, <i>tlṭ</i>	10
<i>təllāḡa</i> P - <i>āt</i>	refrigerator	F, <i>tlg</i>	7
<i>tāniya</i> P <i>tawāni</i>	second	F, <i>tny</i>	9
<i>tūm</i>	garlic	M, <i>ṭwm</i>	8
<i>ḡəbən</i> P - <i>āt</i>	cheese	M, <i>ḡbn</i>	4
<i>ḡurāb</i> P <i>ḡwarīb</i>	sock	M, <i>ḡrb</i>	7
<i>ḡəsəg</i> P <i>ḡsūga</i>	bridge	M, <i>ḡsg</i>	8

Word	Meaning	Grammatical notes	Lesson
ǧəld P ǧlūd	skin	M, ǧld	8
ǧamūs P ǧwamīs	buffalo	M, ǧms	4
ǧāmāʿa P -āt	university	F, ǧmʿ	2
ǧamāl	beauty	M, ǧml	9
ǧəndi F -iyi MP ǧnūd FP -yyāt	soldier	ǧnd	10
ǧanṭa P ǧnaṭ	suitcase	F, ǧnṭ	4
ǧūd P ǧwāda	hot water bottle	M, ǧwd	10
ǧǧān P ǧwaǧīn	neighbour	M, ǧwr	5
čāra P -āt	remedy, solution	F, čʿr	9
čāy	tea	M, čʿy	2
čāyči FS/MP -iyi FP -yyāt	tea vendor	čʿy	2
čarpāya P -āt	bed	F, črpy	5
ḥəbbāyi P -āt	pill	F, ḥbb	10
ḥubb	love	M, ḥbb	9
ḥarḥ P ḥrūḥ	war	F, ḥrb	8
ḥsīb P -āt	bill	M, ḥsb	10
ḥasasiyyi P -āt	allergy	F, ḥss	10
ḥəsən	beauty	M, ḥsn	6
maḥaṭṭa P -āt	station	F, ḥtt	8
ḥāǧǧ	heat	M, ḥǧǧ	10
ḥafla P -āt	party, concert	F, ḥfl	10
ḥaaqq P ḥqūq	right, justice	M, ḥqq	9
maḥkama P maḥākam	courthouse	F, ḥkm	9
ḥkiyi P -āt	story, thing	F, ḥky	5
ḥlib	milk	M, ḥlb	4
ḥall P ḥəlūl	solution	M, ḥll	5
ḥammām P -āt	shower, bathroom	M, ḥmm	6

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>muḥāmi</i> F -īyi MP -īn FP -yāt	lawyer	<i>ḥmy</i>	5
<i>ḥwās</i>	clothes	F, <i>ḥws</i>	8
<i>ḥayāt</i>	life	F, <i>ḥyy</i>	8
<i>xəbəz</i>	bread	M, <i>xbz</i>	8
<i>xabağ</i> P <i>axbār</i>	message, news	M, <i>xbğ</i>	7
<i>mxadda</i> P <i>mxadīd</i>	pillow	F, <i>xdd</i>	10
<i>xəḍra</i>	parsley	F, <i>xḍr</i>	3
<i>mxadḍağ</i>	vegetable	M, <i>xḍğ</i>	3
<i>xəttāğ</i> P <i>xəttāğ/xṭatīğ</i>	guest	<i>xṭğ</i>	6
<i>xāl</i> F -a MP <i>xwāl</i> FP -āt	maternal uncle/aunt	<i>xwl</i>	2
<i>xēğ</i>	wellness	M, <i>xyğ</i>	1
<i>xīyāt</i> F -a MP <i>xyayīt</i> FP -āt	tailor	<i>xyt</i>	7
<i>xyāğ</i>	cucumber	M, <i>xyğ</i>	3
<i>xēmi</i> P <i>xəyam</i>	tent	F, <i>xym</i>	8
<i>madxal</i> P <i>madāxəl</i>	entrance	M, <i>dxl</i>	8
<i>darağa</i> P -āt	degree (measurement)	F, <i>drğ</i>	10
<i>madrasa</i> P <i>madārəs</i>	school	F, <i>drs</i>	5
<i>dağbūna</i> P <i>dğabīn</i>	path, side street	F, <i>dğb</i>	8
<i>dağağ</i> P <i>dğīğ</i>	step, stairs	M, <i>dğğ</i>	10
<i>daqīqi</i> P <i>daqāyēq</i>	minute	F, <i>dqq</i>	6
<i>dəktōr</i> F -a P <i>dakātra</i>	doctor	<i>dktr</i>	3
<i>dəkkān</i> P <i>dkakīn</i>	store, shop	M, <i>dkk</i>	2
<i>dəllāl</i> F -a MP -īn FP -āt	matchmaker	<i>dll</i>	9
<i>dəni</i>	world	F, <i>dny</i>	10
<i>mudīr</i> FS -a MP <i>mudara</i> FP -āt	manager	<i>dwr</i>	5
<i>dağīyi</i> P -āt	dress	F, <i>dwğ</i>	7
<i>tarbiya</i>	education	F, <i>rby</i>	7

Word	Meaning	Grammatical notes	Lesson
<i>rağ^ʕa P rğū^ʕ</i>	return	F, <i>rğ^ʕ</i>	8
<i>rṭūba</i>	humidity	F, <i>rṭb</i>	10
<i>raqəm P arqām</i>	number	M, <i>rqm</i>	7
<i>markaz P marākəz</i>	centre	M, <i>rkz</i>	4
<i>riyāḍa</i>	sports	F, <i>ryḍ</i>	7
<i>riyaḍiyāt</i>	mathematics	F, <i>ryḍ</i>	7
<i>zaḥma</i>	burden	F, <i>zḥm</i>	8
<i>zdəḥām P -āt</i>	traffic jam	M, <i>zḥm</i>	6
<i>zərā^ʕa P -āt</i>	agriculture, planting	F, <i>zr^ʕ</i>	8
<i>zlāṭa P zlāyət</i>	salad	F, <i>zlṭ</i>	6
<i>zuliyi P zwili</i>	carpet, rug	F, <i>zwly</i>	7
<i>su^ʕāl P as^ʕāla</i>	question	M, <i>s^ʕl</i>	9
<i>sbū^ʕ P sbāyə^ʕ</i>	week	M, <i>sb^ʕ</i>	4
<i>sūpər</i>	supermarket	M, <i>spr</i>	8
<i>sətt P -āt</i>	grandmother	F, <i>stt</i>	4
<i>sətra P satar</i>	jacket	F, <i>str</i>	7
<i>stikān P -āt</i>	tea cup	M, <i>stkn</i>	10
<i>sxūna</i>	fever	F, <i>sxn</i>	10
<i>sə^ʕər P as^ʕār</i>	price	M, <i>s^ʕr</i>	10
<i>safra P -āt</i>	travel, flight	F, <i>sfr</i>	4
<i>sēfer P sfarīm</i>	Torah book	M, <i>sfr</i>	8
<i>səkərtēr F -a MP -iyi FP -āt</i>	secretary	<i>skrtr</i>	5
<i>skamli P -yāt</i>	chair	M, <i>skmly</i>	5
<i>səkkin P skakin</i>	knife	F, <i>skn</i>	10
<i>salām</i>	peace	M, <i>slm</i>	10
<i>salāma</i>	health	F, <i>slm</i>	10
<i>sama</i>	sky	F, <i>sm²</i>	10

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>samak</i>	fish	M, <i>smk</i>	7
<i>sinama</i> P - <i>āt</i>	cinema	M, <i>snm</i>	6
<i>sana</i> P <i>snīn</i>	year	F, <i>snw</i>	5
<i>sā'a</i> P - <i>āt</i>	hour, watch	F, <i>sw^s</i>	4
<i>sūq</i> P <i>swāq</i>	market	M, <i>swq</i>	2
<i>siyād-</i>	grandfather	M, <i>syd</i>	4
<i>siyāra</i> P - <i>āt</i>	car	F, <i>syr</i>	4
<i>sēf</i> P <i>syūf</i>	sword	M, <i>syf</i>	10
<i>šati</i>	winter	M, <i>šty</i>	10
<i>šarṭi</i> F - <i>īyyi</i> MP - <i>šarṭa</i> FP - <i>yyāt</i>	police officer	<i>šrṭ</i>	5
<i>šārə^s</i> P <i>šwārə^s</i>	street	M, <i>šr^s</i>	6
<i>šarəka</i> P - <i>āt</i>	company	F, <i>šrk</i>	5
<i>šaṭṭ</i> P <i>šūṭ</i>	river	M, <i>šṭṭ</i>	6
<i>šəḡəl</i> P <i>ašḡāl</i>	work, job	M, <i>šḡl</i>	6
<i>mustašfa</i> P - <i>yāt</i>	hospital	F, <i>šfy</i>	3
<i>šakkāxa</i> P - <i>āt</i>	fork	F, <i>škc</i>	10
<i>šakar</i>	sugar	M, <i>škr</i>	8
<i>šakər</i>	gratitude	M, <i>škr</i>	5
<i>šakəl</i> P <i>aškāl</i>	type, form	M, <i>škl</i>	5
<i>mušəkəla</i> P <i>mašākəl</i>	problem	F, <i>škl</i>	3
<i>šalḡam</i>	turnip	M, <i>šlḡm</i>	10
<i>šams</i>	sun	F, <i>šms</i>	10
<i>šəhəḡ</i> P <i>šhūḡ(a)</i>	month	M, <i>šhḡ</i>	7
<i>šwandaḡ</i>	beetroot	M, <i>šwndḡ</i>	6
<i>šən</i>	(some)thing	M, <i>šyn</i>	3
<i>šbāḥ</i>	morning	M, <i>šbh</i>	1
<i>šadiq</i> F - <i>i</i> MP <i>šədqān</i> FP - <i>āt</i>	friend	<i>šdq</i>	6

Word	Meaning	Grammatical notes	Lesson
<i>ṣaṭḥ</i> P <i>ṣṭūḥ</i>	roof	M, <i>ṣṭḥ</i>	6
<i>ṣanīyi</i> P <i>ṣwīni</i>	tray	F, <i>ṣny</i>	10
<i>ṣōpa</i> P - <i>āt</i>	heater	F, <i>ṣwp</i>	10
<i>ṣūga</i> P <i>ṣuwaġ</i>	picture, drawing	F, <i>ṣwġ</i>	10
<i>ṣaydali</i> F <i>ṣaydalanīyyi</i> MP <i>ṣayādla</i> FP - <i>āt</i>	pharmacist	<i>sydl</i>	7
<i>ṣaydalīyyi</i> P - <i>āt</i>	pharmacy	F, <i>ṣydl</i>	7
<i>maṣīr</i>	fate, destiny	M, <i>ṣyr</i>	10
<i>ṣēf</i>	summer	M, <i>ṣyf</i>	10
<i>ḍahəġ</i>	noon	M, <i>ḍhġ</i>	6
<i>ḍaww</i>	fire, light	M, <i>ḍww</i>	10
<i>təbb</i>	medicine (field of science)	M, <i>tbb</i>	7
<i>təbbāx</i> F -a MP <i>təbāx</i> FP - <i>āt</i>	cook	<i>tbx</i>	2
<i>təbəl</i> P <i>təbūl</i>	drum	M, <i>tbl</i>	4
<i>təppa</i> P <i>təpap</i>	ball	F, <i>tpp</i>	6
<i>təriq</i> P <i>təraq</i>	way, road	M, <i>trq</i>	6
<i>maṭ'am</i> P <i>maṭā'am</i>	restaurant	M, <i>t'am</i>	2
<i>tāləb</i> F <i>tālba</i> MP <i>təlləb</i> FP - <i>āt</i>	student	<i>tlb</i>	2
<i>taṃāta</i>	tomato	F, <i>tṃt</i>	3
<i>tāwa</i> P - <i>āt</i>	pan	F, <i>taw'</i>	10
<i>tāwli</i> P - <i>āt</i>	backgammon	M, <i>twl</i>	6
<i>tīl</i>	length	M, <i>twl</i>	10
<i>tīyāra</i> P - <i>āt</i>	aeroplane	F, <i>tṣr</i>	4
<i>tīn</i>	mud	M, <i>tyn</i>	10
<i>ṣġin</i>	dough	M, <i>ṣġn</i>	8
<i>ṣarabi</i> F -īyyi MP <i>ṣarab</i> FP -yyāt	Arab	<i>ṣrb</i>	5
<i>ṣasal</i>	honey	M, <i>ṣsl</i>	10

(continued)

Word	Meaning	Grammatical notes	Lesson
ʿašwīyi P ʿšīwi	dinner	F, ʿšy	6
ʿaṭaš	thirst	M, ʿṭš	10
ʿaṭla P ʿaṭal	vacation	F, ʿṭl	6
ʿaḡs P ʿḡāša	wedding	M, ʿḡs	7
maʿalqa P mʿālāq	spoon	F, ʿlq	10
mʿallam F -i MP -in FP -āt	teacher	ʿlm	1
ʿamaḡ	age	M, ʿmḡ	7
maʿmal P mʿāmāl	factory	M, ʿml	5
ʿamm F -a MP ʿmām FP -āt	paternal uncle/aunt	ʿmm	2
ʿāʿala P ʿawāʿal	family	F, ʿwl	7
maʿun P maʿīn	plate	M, mʿn	10
ʿēb P ʿyūb	shame, flaw	M, ʿyb	10
ʿīd P ʿyād	holiday (religious)	M, ʿyd	7
ḡās P ḡūs	head	M, ḡʿs	3
ḡabša	dawn	F, ḡbš	8
ḡabāʿ	quarter	M, ḡbʿ	10
ḡaḡal P ḡḡīl	leg	F, ḡḡl	10
ḡaḡāl P ḡḡīl	man, person	M, ḡḡl	5
ḡadwīyi P ḡdīwi	lunch	F, ḡdy	6
ḡrāḡ	objects, things	F, ḡrḡ	10
ḡaqqi	watermelon	M, ḡqq	10
ḡōḡa P -āt	leaving, departure	F, ḡwh	8
ḡīḡi P ḡwāyāḡ	smell	F, ḡyh	8
ḡyūq	breakfast	M, ḡyq	6
fāṭāḡ fāl F fāṭāḡat fāl	fortune teller	fḡh fʿl	10
fāḡan P fḡūna	oven	M, fḡn	8
fākra P afkār	thought	F, fkr	9

Word	Meaning	Grammatical notes	Lesson
<i>ftūs</i>	money	F, <i>fls</i>	7
<i>fələm</i> P <i>aflām</i>	film, movie	M, <i>flm</i>	7
<i>qəbba</i> P <i>qəbab</i>	room	F, <i>qbb</i>	6
<i>qaḥwa</i> P <i>qḥāwi</i>	coffee, coffee shop	F, <i>qḥw</i>	2
<i>qaḥawci</i> FS/MP -īyyi FP -yyāt	coffee vendor	<i>qḥw</i>	2
<i>qaṣəḡ</i> P <i>qṣūḡ(a)</i>	palace	M, <i>qṣḡ</i>	10
<i>qəṭār</i> P -āt	train	M, <i>qtr</i>	6
<i>qaʿda</i> P -āt	living, sitting	F, <i>qʿd</i>	10
<i>qanafa</i> P -āt	sofa, couch	F, <i>qnf</i>	6
<i>qūri</i> P <i>qwāri</i>	teapot	M, <i>qwr</i>	10
<i>gədər</i> P <i>gdūra</i>	pot	M, <i>gdr</i>	10
<i>ḡlōb</i> P -āt	light bulb	M, <i>glb</i>	10
<i>kəbba</i> P <i>kəbab</i>	meat dumplings	F, <i>kbb</i>	6
<i>kəbəḡ</i>	size	M, <i>kbḡ</i>	10
<i>maktüb</i> P <i>mkatīb</i>	letter	M, <i>ktb</i>	9
<i>kalb</i> P <i>klib</i>	dog	M, <i>klb</i>	9
<i>kullīyyi</i> P -āt	college	F, <i>kl</i>	7
<i>kēlu</i> P <i>keluwāt</i>	kilogram	M, <i>klw</i>	8
<i>mkān</i> P -āt	place	M, <i>kwn</i>	9
<i>kək/kikāyi</i> P <i>kikayāt/kək</i>	cake	M/F, <i>kyk</i>	6
<i>lḥif</i> P <i>lḥfān</i>	blanket	M, <i>lhf</i>	10
<i>laḡwa</i> P -āt	nonsense, trouble	F, <i>lḡw</i>	9
<i>lōz</i>	almond	M, <i>lwz</i>	8
<i>lōn</i> P <i>alwān</i>	colour	M, <i>lwn</i>	5
<i>lēl</i> P <i>lyāli</i>	night	M, <i>lyl</i>	3
<i>māy</i>	water	M, <i>mʿy</i>	8
<i>māy waḡd</i>	rose water	M, <i>mʿy wḡd</i>	8

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>mtəhān</i> P - <i>āt</i>	test	M, <i>mḥn</i>	6
<i>marra</i> P - <i>āt</i>	time (occasion)	F, <i>mrr</i>	7
<i>masa</i>	evening	M, <i>ms</i> ²	1
<i>maši</i>	walk	M, <i>mšy</i>	6
<i>maḡa/mḡāt</i> - P <i>nəswān</i>	woman, wife	F, <i>mḡ</i> ²	2
<i>malək</i> F - <i>a</i> MP <i>mlūk</i> FP - <i>āt</i>	king	<i>mlk</i>	10
<i>mōda</i> P - <i>āt</i>	fashion	F, <i>mwd</i>	9
<i>mēz</i> P <i>myūza</i>	table	M, <i>myz</i>	5
<i>naḡma</i> P <i>nḡūm</i>	star	F, <i>nḡm</i>	8
<i>nastala</i> P - <i>āt</i>	candy, chocolate	F, <i>nstl</i>	10
<i>našla</i> P - <i>āt</i>	cold	F, <i>nšl</i>	10
<i>nəšš</i> P <i>nšūs</i>	half	M, <i>nšš</i>	4
<i>nafar</i> P - <i>āt</i>	individual, person	M, <i>nfr</i>	7
<i>nafs</i> P <i>nūs</i>	soul, self, (the) same	F, <i>nfs</i>	10
<i>nəhāya</i> P - <i>āt</i>	end	F, <i>nhy</i>	10
<i>nōba</i> P - <i>āt</i>	time (occasion)	F, <i>nwb</i>	10
<i>nūr</i>	light	F, <i>nwr</i>	1
<i>hdīyi</i> P - <i>āt</i>	present, gift	F, <i>hdy</i>	7
<i>muhandəs</i> F - <i>a</i> MP - <i>in</i> FP - <i>āt</i>	engineer	<i>hnds</i>	2
<i>hēl</i>	cardamom	M, <i>hyl</i>	8
<i>wəčč</i> P <i>wčūh</i>	face	M, <i>wčč</i>	9
<i>wəšla</i> P <i>wəšal</i>	piece	F, <i>wšl</i>	10
<i>waqt</i> P <i>awqāt</i>	time	M, <i>wqt</i>	7
<i>walad</i> P <i>wlād</i>	boy, child	M, <i>wld</i>	5
<i>wāləd</i> F - <i>a</i>	parent	<i>wld</i>	7
<i>mawlā-</i>	master	M, <i>wly</i>	10
<i>wlāyi</i> P - <i>āt</i>	city, country	F, <i>wly</i>	4

Word	Meaning	Grammatical notes	Lesson
<i>id</i> P <i>ayādi</i>	hand	F, <i>yd</i>	8
<i>yhūdi</i> F - <i>īyyi</i> MP <i>yhūd</i> FP - <i>yyāt</i>	Jewish, Jew	<i>yhd</i>	5
<i>yōm</i> P <i>īyyām</i>	day	M, <i>ywm</i>	1

ADJECTIVES

Word	Meaning	Grammatical notes	Lesson
<i>baṣīṭ</i> F -i P - <i>īn</i>	simple	<i>bṣṭ</i>	6
<i>bʿīd</i> F -i P <i>bʿād/-īn</i>	far, distant	<i>bʿd</i>	4
<i>abyaḍ</i> F <i>biḍā</i> P <i>biḍ</i>	white	<i>byḍ</i>	8
<i>tāza</i>	fresh	<i>tʿz</i>	3
<i>mətrūs</i> F -a P - <i>īn</i>	full	<i>trs</i>	10
<i>təʿbān</i> F -a P <i>tʿābi</i>	tired	<i>tʿb</i>	6
<i>aʿab</i>	more/most tired	<i>tʿb</i>	6
<i>tqīl</i> F -i P <i>tqāl</i>	heavy	<i>tql</i>	4
<i>ḡdīd</i> ~ <i>ḡdīd</i> F -i P <i>ḡḏdad</i>	new	<i>ḡdd</i>	2
<i>ḡwʿān</i> F -a P <i>ḡwāʿi</i>	hungry	<i>ḡwʿ</i>	6
<i>ḥəlu</i> F <i>ḥəlwa</i> P - <i>īn</i> (FP - <i>āt</i>)	beautiful	<i>ḥlw</i>	4
<i>aḥla</i>	more/most beautiful	<i>ḥlw</i>	7
<i>aḥmaḡ</i> F <i>ḥəmgā</i> P <i>ḥəməḡ</i>	red	<i>ḥmḡ</i>	8
<i>axḍaḡ</i> F <i>xəḍḡā</i> P <i>xəḍəḡ</i>	green	<i>xḍḡ</i>	8
<i>xfiṭ</i> F -i P <i>xfāṭ</i>	light (in weight)	<i>xff</i>	4
<i>məxtalaḥ</i> F -i P - <i>īn</i>	different	<i>xlf</i>	8
<i>xōš</i>	good, well	<i>xwš</i>	4
<i>xāyəb</i> F -i P - <i>īn</i>	misfortunate, miserable, poor	<i>xyb</i>	9
<i>mdallal</i> F -a P - <i>īn</i>	spoiled, pampered	<i>dll</i>	9

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>rasmī</i> F - <i>īyyī</i> P - <i>yyīn</i>	official	<i>rsm</i>	9
<i>murīh</i> F - <i>i</i> P - <i>īn</i>	comfortable	<i>rwḥ</i>	6
<i>zġayyag</i> F - <i>i</i> P <i>zġāg</i>	small, little, young	<i>zġg</i>	2
<i>zangīn</i> F - <i>i</i> P <i>znagīn</i>	rich	<i>zngn</i>	5
<i>māskīn</i> F - <i>i</i> P <i>msakīn</i>	misfortunate, miserable, poor	<i>skn</i>	9
<i>sahəl</i> F - <i>i</i> P - <i>īn</i>	easy	<i>shl</i>	8
<i>aswad</i> F <i>sudā</i> P <i>sūd</i>	black	<i>swd</i>	8
<i>šab^ʿān</i> F - <i>a</i> P <i>šbā^ʿi</i>	full, sated	<i>šb^ʿ</i>	6
<i>šātəg</i> F - <i>i</i> P <i>šəttāg</i>	smart, diligent	<i>štg</i>	7
<i>māšgūl</i> F - <i>a</i> P - <i>īn</i>	busy	<i>šgl</i>	6
<i>šāyəb</i> P <i>šiyāb</i>	old person (M)	<i>šyb</i>	8
<i>š^ʿīb</i> F - <i>i</i> P <i>š^ʿāb</i>	difficult	<i>š^ʿb</i>	8
<i>ašfaġ</i> F <i>šəfġā</i> P <i>šəfəg</i>	yellow	<i>šfg</i>	8
<i>məthūn</i> F - <i>a</i> P - <i>īn</i>	ground	<i>thn</i>	8
<i>mṭallaq</i> F - <i>a</i> P - <i>īn</i>	divorced	<i>tlq</i>	9
<i>ṭwīl</i> F - <i>i</i> P <i>ṭwāl</i>	long, tall	<i>ṭwl</i>	4
<i>ṭeyyəb</i> F - <i>i</i> P <i>ṭyābi</i>	tasty, alive	<i>tyb</i>	2
<i>atyab</i>	tastier/tastiest, better/best	<i>tyb</i>	6
<i>ʿəbri</i> F - <i>īyyī</i> P - <i>īyyīn</i>	Hebrew	<i>ʿbr</i>	7
<i>ʿaġūz</i> P <i>ʿġāyəz</i>	old person (F)	<i>ʿgz</i>	8
<i>ʿəṭšān</i> F - <i>a</i> P <i>ʿtāši</i>	thirsty	<i>ʿtš</i>	10
<i>ʿtiq</i> F - <i>i</i> P <i>ʿattaq</i>	old (object)	<i>ʿtq</i>	2
<i>məʿġūf</i> F - <i>a</i> P - <i>īn</i>	famous	<i>ʿġf</i>	7
<i>ʿāmm</i> F - <i>a</i>	general, principle	<i>ʿmm</i>	8
<i>ġxīs</i> F - <i>i</i> P <i>ġxās</i>	cheap	<i>ġxš</i>	2
<i>aġxas</i>	cheaper/cheapest	<i>ġxš</i>	6

Word	Meaning	Grammatical notes	Lesson
<i>ġāli</i> F <i>ġālyi</i> P <i>-iyīn</i>	expensive	<i>ġly</i>	6
<i>aġla</i>	more/most expensive	<i>ġly</i>	6
<i>ġmād</i> F <i>-a</i> P <i>-ōt</i>	dirt, idiot, bad	<i>ġmd</i>	9
<i>aġwah</i>	more/most comfortable	<i>ġwh</i>	6
<i>fārəġ</i> F <i>-i</i> P <i>-īn</i>	empty, vacant	<i>frġ</i>	7
<i>faqīr</i> F <i>-i</i> P <i>fəqra</i>	poor (financially)	<i>fqr</i>	5
<i>qṣayyəġ</i> F <i>-i</i> P <i>qṣāġ</i>	short	<i>qṣġ</i>	4
<i>aqṣaġ</i>	shorter/shortest	<i>qṣġ</i>	6
<i>qqīb</i> F <i>-i</i> P <i>qqībīn</i>	close	<i>qqb</i>	4
<i>aqqab</i>	closer/closest	<i>qqb</i>	6
<i>qlīl</i> F <i>-i</i> P <i>-īn</i>	(a) little	<i>qll</i>	6
<i>məqli</i> F <i>-īyi</i> P <i>-iyīn</i>	fried	<i>qly</i>	6
<i>qawi</i> F <i>-īyi</i> P <i>-iyīn</i>	difficult, strong	<i>qwy</i>	6
<i>aqwa</i>	stronger/strongest	<i>qwy</i>	6
<i>kbīġ</i> F <i>-i</i> P <i>kbāġ</i>	big	<i>kbġ</i>	1
<i>ktīġ</i> F <i>-i</i> P <i>-īn</i>	many/much, a lot	<i>ktġ</i>	4
<i>kəslān</i> F <i>-a</i> P <i>ksāli</i>	lazy	<i>ksl</i>	7
<i>lāx(i)</i> F <i>lāx(i)/lāxxi</i>	other, another	<i>lxx</i>	5
<i>marīd</i> F <i>-i</i> P <i>məraḍa</i>	sick	<i>mrđ</i>	3
<i>mliḥ</i> F <i>-a</i> P <i>-īn</i>	good	<i>mlḥ</i>	1
<i>mən-hāḍa</i> L ^s <i>āl</i>	great, excellent (literally: from this (M) the well)		4
<i>ḡāwi</i>	blue	<i>ḡwy</i>	8
<i>nđif</i> F <i>-i</i> P <i>nđāf</i>	clean	<i>nđf</i>	4
<i>nəġəs</i> F <i>-i</i> P <i>-īn/ngāsi</i>	dirty, bad	<i>nġs</i>	6
<i>angas</i>	more/most dirty, worse/worst	<i>nġs</i>	6
<i>mūġūd</i> F <i>-a</i> P <i>-īn</i>	existing, present	<i>wġd</i>	8

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>wəḡʻān</i> F -a P <i>wḡāʻi</i>	sick	<i>wḡʻ</i>	10
<i>wardi</i>	pink	<i>wrd</i>	8
<i>wəsəx</i> F -i P -īn	dirty	<i>wsx</i>	10

ADVERBS

Word	Meaning	Lesson
<i>akid</i>	surely, definitely	4
<i>ḃ-ḃahd-/ḃ-ḃahəd</i>	alone	7
<i>bass</i>	only	4
<i>baʻad</i>	still, yet, again	5
<i>baʻdēn</i>	later, afterwards	8
<i>baqa</i>	already	9
<i>blāš</i>	gratis	7
<i>balki</i>	maybe	6
<i>balkət</i>	maybe	6
<i>bōḥi</i>	yesterday	6
<i>tawwa</i>	just (did something)	8
<i>ḡawwa</i>	under	6
<i>ḥətti</i>	even	9
<i>xōš</i>	good, well	4
<i>dāyman</i>	always	9
<i>sawa</i>	together	6
<i>šwayya</i>	a little, a bit	6
<i>ṭabʻan</i>	naturally, of course	3
<i>ʻāl</i>	well	1
<i>ʻala-l-aqall</i>	at least	10

Word	Meaning	Lesson
<i>yaʿni</i>	I mean, it means	8
<i>ġada</i>	tomorrow	4
<i>fəʿlan</i>	in practice	10
<i>fōq</i>	above	6
<i>qabal</i>	straight	8
<i>taqriban</i>	approximately	8
<i>qil</i>	a little	6
<i>kṭiġ</i>	much, a lot	4
<i>kəlləš</i>	very	2
<i>lakan</i>	then, so	7
<i>maṭalan</i>	for example	8
<i>yəmkən</i>	maybe	10
<i>hassa</i>	now	9
<i>həkəḍ</i>	thus, so, like this	10
<i>ham</i>	also	2
<i>həmmən</i>	also	4
<i>hōn(i)</i>	here	5
<i>wnīk(i)</i>	there	5
<i>yəsġa</i>	left (direction)	8
<i>yəmna</i>	right (direction)	8
<i>əl-yōm</i>	today	1

VERBS

Word	Meaning	Grammatical notes	Lesson
<i>ġā-yəġi</i>	come	ʿġy (ʿġy)	7
<i>aġġar-yʿaġġər</i>	rent out	ʿġr (II)	9
<i>axaḍ-yāxəḍ</i>	take	ʿxḍ (I-1-a)	6

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>akal-yākəl</i>	eat	<i>ʔkl</i> (I-1-a)	6
<i>bada-yəbdī</i>	start	<i>bdʔ</i> (I-3-ʔ)	10
<i>baʔat-yəbʔat</i>	send	<i>bʔt</i> (I-a)	7
<i>stabgəd-yəstabgəd</i>	get a cold	<i>bgd</i> (X)	10
<i>bəgak-ybēgək</i>	bless	<i>bḡk</i> (III-ē)	10
<i>bana-yəbni</i>	build	<i>bny</i> (I-3-i)	5
<i>tbahdal-yətbahdal</i>	be ridiculed, lose dignity	<i>bhdl</i> (II)	10
<i>bāʔ-ybīʔ</i>	sell	<i>byʔ</i> (I-2-ī)	3
<i>tarak-yətrək</i>	leave	<i>trk</i> (I-ə)	9
<i>taʔab-yəʔab</i>	get tired	<i>tʔb</i> (I-a)	9
<i>ḡəgəh-yəḡḡəh</i>	injure	<i>ḡḡh</i> (I-a)	10
<i>nḡḡəh-yənḡḡəh</i>	be injured, be cut	<i>ḡḡh</i> (VII)	10
<i>ḡāwab-yḡāwəb</i>	reply, answer	<i>ḡwb</i> (III)	10
<i>ḡāb-yḡīb</i>	bring	<i>ḡyb</i> (I-2-ī)	6
<i>ḡabb-yḡəbb</i>	love	<i>ḡbb</i> (I-2-3)	9
<i>ḡass-yḡəss</i>	feel	<i>ḡss</i> (I-2-3)	10
<i>ḡatt-yḡətt</i>	put	<i>ḡtt</i> (I-2-3)	8
<i>ḡafaḡ-yəḡafaḡ</i>	keep, save	<i>ḡfḡ</i> (I-a)	10
<i>ḡaka-yəḡki</i>	speak, tell	<i>ḡky</i> (I-3-i)	7
<i>ḡammal-yəḡammal</i>	bear, suffer, cope	<i>ḡml</i> (V)	10
<i>ḡtāḡ-yəḡtāḡ</i>	need	<i>ḡwḡ</i> (VIII-2-ā)	9
<i>ḡāwal-yḡāwəl</i>	try	<i>ḡwl</i> (III)	9
<i>ḡawwal-yəḡawwal</i>	move out	<i>ḡwl</i> (V)	9
<i>ḡawa-yəḡwi</i>	save (money)	<i>ḡwy</i> (I-3-i)	8
<i>xābar-yxābər</i>	call, phone	<i>xbr</i> (III)	9
<i>xabaz-yəxbəz</i>	bake	<i>xbz</i> (I-ə)	8
<i>xaddaḡ-yxaddəḡ</i>	make tea	<i>xdḡ</i> (II)	10

Word	Meaning	Grammatical notes	Lesson
<i>txarrağ̃-yətxarrağ̃</i>	graduate	<i>xrğ̃</i> (V)	9
<i>xallaş-yxallaş</i>	finish	<i>xlş</i> (II)	7
<i>xalla-yxalli</i>	put, let, allow	<i>xly</i> (II-3- <i>i</i>)	8
<i>xāf-yxāf</i>	fear	<i>xwf</i> (I-2- <i>ā</i>)	3
<i>xayyaṭ-yxayyaṭ</i>	sew	<i>xyṭ</i> (II)	7
<i>daxal-yədxəl</i>	enter	<i>dxl</i> (I-ə)	6
<i>daras-yədrəs</i>	study	<i>drs</i> (I-ə)	5
<i>darras-ydarrəs</i>	teach	<i>drs</i> (II)	7
<i>dafa^f-yədfa^f</i>	pay, push	<i>df^f</i> (I- <i>a</i>)	9
<i>daqq-ydəqq</i>	knock	<i>dqq</i> (I-2-3)	10
<i>dallal-ydalləl</i>	spoil	<i>dll</i> (II)	9
<i>dāğ̃-ydūğ̃</i>	turn, turn around	<i>dwğ̃</i> (I-2- <i>ū</i>)	8
<i>dawwağ̃-ydawwağ̃</i>	search	<i>dwğ̃</i> (II)	9
<i>dāğ̃-ydiğ̃</i>	put, pour	<i>dyğ̃</i> (I-2- <i>ī</i>)	8
<i>rağ̃a^f-yərğ̃a^f</i>	return	<i>rğ̃^f</i> (I- <i>a</i>)	4
<i>za^fal-yəz^fal</i>	get angry	<i>z^l</i> (I- <i>a</i>)	10
<i>zağ̃a^f-yəzğ̃a^f</i>	sow, plant	<i>zğ̃^f</i> (I- <i>a</i>)	8
<i>tzawwağ̃-yətzawwağ̃</i>	get married	<i>zwğ̃</i> (V)	9
<i>zāğ̃-yzūğ̃</i>	visit	<i>zwr</i> (I-2- <i>ū</i>)	4
<i>sa^fal-yəs^fal</i>	ask	<i>s^l</i> (I- <i>a</i>)	6
<i>sā^fad-ysā^fəd</i>	help	<i>s^fd</i> (III)	8
<i>sāfağ̃-ysāfağ̃</i>	travel	<i>sfg̃</i> (III)	8
<i>sakat-yəskət</i>	be quiet, shut up	<i>skt</i> (I-ə)	9
<i>sakan-yəskən</i>	live, dwell	<i>skn</i> (I-ə)	7
<i>sōlaf-ysōlaf</i>	tell a story	<i>slf</i> (III- <i>ō</i>)	10
<i>sallam-ysalləm</i>	pay, salute, say hello	<i>slm</i> (II)	7
<i>sama^f-yəsma^f</i>	hear, listen	<i>sm^f</i> (I- <i>a</i>)	5

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>sawwa-ysawwi</i>	do, make	<i>swy</i> (II-3-i)	8
<i>sāg-ysiġ</i>	become	<i>syġ</i> (I-2-ī)	4
<i>sāyal-ysāyəl</i>	ask	<i>syl</i> (III)	9
<i>šarad-yašrəd</i>	escape, run away	<i>šrd</i> (I-ə)	10
<i>tšarraf-yaštarraf</i>	be honoured	<i>šrf</i> (V)	1
<i>štarak-yaštárək</i>	participate	<i>šrk</i> (VIII)	5
<i>šaġab-yašġab</i>	drink	<i>šġb</i> (I-a)	4
<i>štaġal-yaštáġəl</i>	work	<i>šġl</i> (VIII)	5
<i>štaġa-yaštaġi</i>	buy	<i>šġy</i> (VIII-3-i)	7
<i>šakar-yaškər</i>	thank	<i>škr</i> (I-ə)	1
<i>šāf-yšūf</i>	find, see	<i>šwf</i> (I-2-ū)	3
<i>šabah-yašbah</i>	get up in the morning	<i>šbh</i> (I-a)	1
<i>ša^ʿad-yaš^ʿad</i>	go up	<i>š^ʿd</i> (I-a)	10
<i>šaffaq-yašaffəq</i>	clap	<i>šfq</i> (II)	10
<i>šāh-yšūh</i>	scream, call out (to someone)	<i>šyh</i> (I-2-ī)	10
<i>đaġab-yađġəb</i>	hit	<i>đġb</i> (I-ə)	8
<i>đall-yđəll</i>	stay	<i>đll</i> (I-2-3)	8
<i>tabax-yaṭbəx</i>	cook	<i>ṭbx</i> (I-ə)	4
<i>ta^ʿa-yaṭ^ʿi</i>	give	<i>ṭ^ʿy</i> (I-3-i)	4
<i>taġad-yaṭġəd</i>	expel, fire (from a job)	<i>ṭġd</i> (I-ə)	9
<i>taqq-yaṭəqq</i>	explode	<i>ṭqq</i> (I-2-3)	10
<i>ṭalab-yaṭləb</i>	demand, request, order	<i>ṭlb</i> (I-ə)	9
<i>ṭala^ʿ-yaṭla^ʿ</i>	go out	<i>ṭl^ʿ</i> (I-a)	7
<i>ṭallaq-yaṭalləq</i>	get divorced	<i>ṭlq</i> (II)	9
<i>ṭāġ-yṭiġ</i>	fly	<i>ṭyġ</i> (I-2-ī)	10
<i>ʿabaġ-yaʿbəġ</i>	cross	<i>ʿbġ</i> (I-ə)	8

Word	Meaning	Grammatical notes	Lesson
<i>ʿaǧab-yəʿǧəb</i>	like	<i>ʿǧb</i> (I-ə)	4
<i>ʿaǧaz-yəʿǧaz</i>	grow old	<i>ʿǧz</i> (I-a)	10
<i>ʿaǧan-yəʿǧən</i>	knead	<i>ʿǧn</i> (I-ə)	8
<i>tʿarraḥ-yətʿarraḥ</i>	get to know	<i>ʿrḥ</i> (V)	9
<i>ʿazam-yəʿzəm</i>	invite	<i>ʿzm</i> (I-ə)	6
<i>ʿaǧaf-yəʿǧəf</i>	know	<i>ʿǧf</i> (I-ə)	4
<i>ʿallam-yʿalləm</i>	teach	<i>ʿlm</i> (II)	7
<i>tʿallam-yətʿallam</i>	learn, study	<i>ʿlm</i> (V)	9
<i>staʿmal-yastaʿmāl</i>	use	<i>ʿml</i> (X)	10
<i>ʿād-yʿūd</i>	pass	<i>ʿwd</i> (I-2-ū)	10
<i>ʿāwan-yʿāwən</i>	help	<i>ʿwn</i> (III)	10
<i>ʿāš-yʿīš</i>	live	<i>ʿyš</i> (I-2-ī)	8
<i>ʿāyan-yʿāyən</i>	see	<i>ʿyn</i> (III)	8
<i>ǧadd-yǧədd</i>	repeat	<i>ǧdd</i> (I-2-3)	10
<i>ǧasal-yəǧsəl</i>	wash	<i>ǧsl</i> (I-ə)	8
<i>ǧakab-yəǧkab</i>	ride	<i>ǧkb</i> (I-a)	6
<i>ǧāḥ-yǧūḥ</i>	go	<i>ǧwh</i> (I-2-ū)	3
<i>ǧtāḥ-yəǧtāḥ</i>	rest	<i>ǧwh</i> (VIII-2-ā)	9
<i>ǧād-yǧīd</i>	want	<i>ǧyd</i> (I-2-ī)	3
<i>fataḥ-yəftaḥ</i>	open	<i>fḥ</i> (I-a)	5
<i>nfataḥ-yənfātəḥ</i>	be opened	<i>fḥ</i> (VII)	10
<i>faḍal-yəḍdal</i>	remain	<i>fḍl</i> (I-a)	6
<i>faǧaḥ-yəḍǧaḥ</i>	rejoice, be happy	<i>fǧḥ</i> (I-a)	8
<i>fakkar-yfakkər</i>	think	<i>fkr</i> (II)	7
<i>ftaḥam-yəftāḥəm</i>	understand	<i>fḥm</i> (VIII)	5
<i>fād-yfid</i>	benefit	<i>fyd</i> (I-2-ī)	10
<i>tqātal-yəṭqātal</i>	fight	<i>qt</i> (VI)	9

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>qahh-yqahh</i>	cough	<i>qhḥ</i> (I-2-3)	10
<i>qadaḡ-yəqdaḡ</i>	can, be able to	<i>qdḡ</i> (I-a)	4
<i>tqaddam-yəṭqaddam</i>	progress	<i>qdm</i> (V)	9
<i>qarrar-yqarrar</i>	decide	<i>qrr</i> (II)	9
<i>qaṭaʿ-yəqṭaʿ</i>	cut	<i>qṭʿ</i> (I-a)	10
<i>qaʿad-yəqʿəd</i>	sit, live	<i>qʿd</i> (I-ə)	7
<i>qala-yəqli</i>	fry	<i>qly</i> (I-3-i)	6
<i>qāl-yqūl</i>	say	<i>qwl</i> (I-2-ū)	5
<i>qām-yqūm</i>	get up	<i>qwm</i> (I-2-ū)	7
<i>kabaḡ-yəkbaḡ</i>	grow big, grow older	<i>kbḡ</i> (I-a)	10
<i>katab-yəktəb</i>	write	<i>ktb</i> (I-ə)	4
<i>kassaḥ-ykassəḥ</i>	get rid of	<i>ksh</i> (II)	9
<i>kasaḡ-yəksəḡ</i>	break	<i>ksḡ</i> (I-ə)	10
<i>nkasaḡ-yənkəsəḡ</i>	be broken	<i>ksḡ</i> (VII)	10
<i>kallaf-ykalləf</i>	cost	<i>klf</i> (II)	7
<i>kān-ykūn</i>	be	<i>kwn</i> (I-2-ū)	7
<i>labas-yəlbəs</i>	wear	<i>lbs</i> (I-ə)	9
<i>lahaq-yəlhəq</i>	manage to, have enough time to	<i>lhq</i> (I-a)	10
<i>laʿab-yəʿab</i>	play	<i>lʿb</i> (I-a)	6
<i>laʿab-yəʿab b-</i>	happen	<i>lʿb</i> (I-a)	6
<i>laqa-yəlqi</i>	find	<i>lqy</i> (I-3-i)	5
<i>ltaqa-yəltəqi</i>	meet (up)	<i>lqy</i> (VIII-3-i)	9
<i>lamlam-yamləm</i>	gather, collect	<i>lmlm</i> (II)	10
<i>mtaḥan-yəmtəḥən</i>	tested, get tested	<i>mḥn</i> (VIII)	6
<i>maša-yəməšī</i>	walk, travel	<i>mšy</i> (I-3-i)	4
<i>māt-ymūt</i>	die	<i>mwt</i> (I-2-ū)	3

Word	Meaning	Grammatical notes	Lesson
<i>nazal-yənzəl</i>	go down	<i>nzl</i> (I-ə)	6
<i>nasa-yənsa</i>	forget	<i>nsy</i> (I-3-a)	7
<i>naḏḏaf-yṇaḏḏaf</i>	clean	<i>ndf</i> (II)	8
<i>nām-ynām</i>	sleep	<i>nwm</i> (I-2-ā)	3
<i>hamm-yhəmm</i>	be important	<i>hmm</i> (I-2-3)	9
<i>waḥaš-yūḥəš</i>	miss (someone)	<i>whš</i> (I-1-w)	9
<i>waṣal-yūṣal</i>	arrive	<i>wšl</i> (I-1-w)	8
<i>twāʿad-yətwāʿad</i>	make (an appointment)	<i>wʿd</i> (VI)	9
<i>waqqəʿ-ywaqqəʿ</i>	cause someone to fall, sign	<i>wqʿ</i> (II)	10
<i>waqaf-yūqaf</i>	stand, stop, arrest	<i>wqf</i> (I-1-w)	6
<i>twannas-yətwannas</i>	enjoy	<i>wns</i> (V)	10
<i>yabas-yəbas</i>	dry out	<i>ybs</i> (I-1-y)	8

PRONOUNS

Word	Meaning	Grammatical notes	Lesson
<i>ana</i>	I		1
<i>ənta</i>	you	MS	1
<i>ənti</i>	you	FS	1
<i>hūwi</i>	he		2
<i>ḥiyi</i>	she		2
<i>əḥna~nəḥna</i>	we		3
<i>əntəm</i>	you	P	4
<i>həmmi</i>	they		4
<i>aḥḥad</i>	anyone		8
<i>maḥḥad</i>	no one		8
<i>wəḥəd F waḥdi</i>	someone		5

DEMONSTRATIVES

Word	Meaning	Grammatical notes	Lesson
<i>hāḍa</i>	this	M	2
<i>hāyi</i>	this	F	2
<i>haḍōli</i>	these		5
<i>haḍāk(i)</i>	that	M	6
<i>haḍīk(i)</i>	that	F	6
<i>haḍōk(i)</i>	those		6
<i>hāl-</i>	this	Demonstrative exponent	10

DETERMINERS

Word	Meaning	Lesson
<i>baʿad</i>	another (additional)	4
<i>šwayya</i>	a little, a bit	6
<i>ġēġ</i>	another (different)	7
<i>fad</i>	some, a	7
<i>ktīġ</i>	many, much, a lot	4
<i>kəll</i>	every, any, all	3
<i>kam</i>	a few	7
<i>lāx</i>	another (additional/different)	5

INTERROGATIVES

Word	Meaning	Lesson
<i>aš</i>	what?	1
<i>ašqad</i>	how much/many?	7
<i>aškun</i>	what (is)?	3

Word	Meaning	Lesson
<i>ašlon/ášlōn-</i>	how?	1
<i>ēmta~yēmta</i>	when?	4
<i>bēš</i>	how much (cost)?	7
<i>kēm~kam</i>	how much/many?	7
<i>lēš</i>	why?	3
<i>manī</i>	who?	1
<i>mnēn</i>	where from?	5
<i>hayyi~hayyu</i>	which?	6
<i>wēn</i>	where?	2
<i>l-wēn</i>	where to?	3

PREPOSITIONS

Word	Meaning	Grammatical notes	Lesson
<i>əla</i>	to, minus		8
<i>b-/bī-</i>	in		1
<i>bəla/bliyyā-</i>	without		7
<i>bēn/bināt-</i>	between		8
<i>ğawwa/ğūwāt-</i>	under		6
<i>ğawwa īd-</i>	under X's reach		10
<i>xalf</i>	behind, after		8
<i>šōb</i>	next to, near		2
<i>ʿaqəb</i>	after		6
<i>ʿala-/ʿlē-</i>	on, about		1
<i>ʿənd</i>	by, to have		2
<i>fōq/fuqāt-</i>	above		6
<i>qabəl</i>	before, ago		6
<i>ka-</i>	like		9

(continued)

Word	Meaning	Grammatical notes	Lesson
<i>l-</i>	to, for		3
<i>mətəl</i>	like		4
<i>mal-/māl-</i>	of		2
<i>mən-/männ-</i>	from		4
<i>mən-ğēğ</i>	rather than, apart from		7
<i>wiya-/wiyyā-</i>	with		1

CONJUNCTIONS

Word	Meaning	Lesson
<i>əda</i>	if	3
<i>aş ma</i>	whatever	9
<i>əla</i>	if	8
<i>ənnu</i>	that	10
<i>ō</i>	or	6
<i>bas</i>	but	3
<i>bass</i>	as soon as	10
<i>bəla ma</i>	without	9
<i>bēn</i>	that	10
<i>hətti</i>	in order to	9
<i>qabəl ma</i>	before	9
<i>kēf</i>	because	7
<i>ləmman</i>	until	8
<i>lō</i>	or, if	6
<i>lēn</i>	because	7
<i>ma tūl</i>	as long as	10

Word	Meaning	Lesson
<i>mən</i>	when	4
<i>w(u)-</i>	and	1
<i>wəla</i>	nor, not even	8
<i>wēn ma</i>	wherever	9

PARTICLES

Word	Meaning	Grammatical notes	Lesson
<i>ašu</i>	I see that . . .	Surprise	7
<i>aku</i>	there is/are	Existential	2
<i>xalli-</i>	let (someone do something)	Jussive	9
<i>xō (mā)</i>	hopefully	Negative wish	10
<i>d(a)-</i>		Cohortative	6
<i>ʿaḡab</i>	I wonder if . . .	Inquiry	7
<i>ḡaḥ-</i>		Future marker	4
<i>yəngad-</i>	have to	Necessity	7
<i>qa(d)-</i>		Actual present marker	3
<i>ʔkwā-</i>	here is X!	Presentative	6
<i>l-</i>	the	Definite article	1
<i>lazəm-</i>	must, have to	Obligation	9
<i>əlli-/l-</i>	that, which	Relative marker	8
<i>la(y)kūn</i>	lest, so that no	Negative purpose	10
<i>mā</i>	not	Negator	2
<i>māku</i>	there is/are not	Existential negation	2

CARDINAL NUMBERS (ORDERED BY SEQUENCE)

Word	Meaning	Lesson
<i>ʃəfər</i>	zero	7
<i>wēhəd F waḥdi</i>	one	5
<i>ṭnēn</i>	two	7
<i>tlāṭi/tlaṭ</i>	three	7
<i>aġb^ʿa~aġb^ʿa/aġba^ʿ</i>	four	7
<i>xamsi/xams~xaməs</i>	five	7
<i>sətti/sətt</i>	six	7
<i>sab^ʿa/sab^ʿ~sabə^ʿ</i>	seven	7
<i>ṭmīni/ṭmən</i>	eight	7
<i>təs^ʿa/təs^ʿ~təsə^ʿ</i>	nine	7
<i>ʿašġa/ʿašġ~ʿašəġ</i>	ten	7
<i>ida^{ʿš}</i>	eleven	8
<i>ṭna^{ʿš}</i>	twelve	8
<i>ṭləṭṭa^{ʿš}</i>	thirteen	8
<i>aġbə^ʿṭa^{ʿš}</i>	fourteen	8
<i>xməṣṭa^{ʿš}</i>	fifteen	8
<i>ʃəṭṭa^{ʿš}</i>	sixteen	8
<i>ʃbə^ʿṭa^{ʿš}</i>	seventeen	8
<i>ṭməṭṭa^{ʿš}</i>	eighteen	8
<i>ṭṣə^ʿṭa^{ʿš}</i>	nineteen	8
<i>ʿəšġīn</i>	twenty	8
<i>tləṭīn</i>	thirty	8
<i>ġəb^ʿīn</i>	forty	8
<i>xəmsīn</i>	fifty	8
<i>səṭṭīn</i>	sixty	8
<i>səb^ʿīn</i>	seventy	8

Word	Meaning	Lesson
<i>ṭmānīn</i>	eighty	8
<i>tās^ʿīn</i>	ninety	8
<i>mīyi/mīt</i>	hundred	9
<i>alf</i>	thousand	9

ORDINAL NUMBERS (ORDERED BY SEQUENCE)

Word	Meaning	Lesson
<i>awwal</i> F <i>ūla</i>	first	8
<i>ṭīni</i>	second (M/F)	8
<i>ṭīlāt</i> F -i	third	8
<i>ḡībā^ʿ</i> F -i	fourth	8
<i>xīmās</i> F -i	fifth	8
<i>sīdās</i> F -i	sixth	8
<i>sībā^ʿ</i> F -i	seventh	8
<i>ṭīmān</i> F -i	eighth	8
<i>tīsā^ʿ</i> F -i	ninth	8
<i>ʿīšāḡ</i> F -i	tenth	8

VOCATIVES

Word	Meaning	Lesson
<i>ḃaḃa</i>	Daddy!	9
<i>xālu</i>	My maternal uncle!	8
<i>bdāl-</i>	My dear!	8
<i>ʿammu</i>	My paternal uncle!	8
<i>ḡalbi</i>	Sweetheart!	8
<i>yā</i>	Hey!	1
<i>yāba</i>	hey!	9

INTERJECTIONS (ORDERED BY LESSON)

Word/Phrase	Meaning	Grammatical notes	Lesson
<i>aḷla wiyyā-</i>	May God be with . . .		1
<i>ahlan</i>	Hello! Welcome!		1
<i>ahlan wu-sahlan</i>	Welcome!		1
<i>bāy</i>	Bye!		1
<i>təṣbaḥ ʿala-xēġ</i>	Good night!		1
<i>nətšarraf</i>	Nice to meet you!		1
<i>ḥamdəlla</i>	Blessed be God!		1
<i>masa l-xēġ</i>	Good evening!		1
<i>masa n-nūr</i>	Good evening! (reply)		1
<i>šbāḥ əl-xēġ</i>	Good morning!		1
<i>šbāḥ ən-nūr</i>	Good morning! (reply)		1
<i>hala bī-</i>	Hello to . . . !		1
<i>yā hala</i>	Hello!		1
<i>ī</i>	Yes!		2
<i>tmām</i>	Right, correct!		2
<i>lā</i>	No!		2
<i>zēn</i>	Okay!		3
<i>akid</i>	Sure!		4
<i>hā</i>	Hi! What?		4
<i>nhaġam bēt-</i>	How good (it is)! (literally: (its) house is destroyed)		4
<i>əl-ḥamdəlla wu-š-šəkər</i>	Thank God!		5
<i>waḷḷa/wu-aḷḷa</i>	By God!	Swear	5
<i>lā waḷḷa</i>	Oh!	Surprise	5
<i>barbənnān</i>	God forbid!	Negative wish	6
<i>hā</i>	Oh!	Realization	6
<i>aləwwā</i>	I wish!	Wish	6

Word/Phrase	Meaning	Grammatical notes	Lesson
<i>yəṭʿī- əl-ʿīfī</i>	May (God) give you health!		6
<i>aḷla ysəlləm-</i>	God bless!		7
<i>inšəḷḷa</i>	If God wills!		7
<i>tfaḍḍal/i/u</i>	Welcome! Go ahead!		7
<i>mā yxāḷəf</i>	Never mind!		7
<i>wē hū wē</i>	So much/many!		7
<i>wu-ŋ-ŋabi</i>	By God (literally: by the Prophet)!	Swear/oath	7
<i>aḷla yağḥam-</i>	God bless X's soul!		8
<i>bali</i>	On the contrary!		8
<i>bəla-zahma</i>	If it's not too much trouble!		8
<i>diğ bāl-</i>	Beware!		8
<i>ʿaštīd-</i>	Well done! Way to go!		8
<i>aḷla yxəlli-</i>	May God keep (you alive)!		9
<i>aḷla karīm</i>	With God's help!		9
<i>rəğāʿan</i>	Please!		9
<i>skət wu-xəlli-ha</i>	do not ask (what happened)!		9
<i>kēf-</i>	As X wish!		9
<i>lağğa</i>	Ugh, not again!		9
<i>halaw</i>	Hello!		9
<i>wəlla yḥəmm-!</i>	Do not worry!		9
<i>aḷla b-əl-xəğ</i>	Hello!		10
<i>amīn~amēn</i>	Amen!		10
<i>bʿīd əl-bala</i>	God forbid!		10
<i>tʿūd ʿəlē- lə-snīn b-əl-xəğ</i>	Greeting, wish for a happy occasion (holiday, birthday). (Literally: May the years pass by in happiness!)		10
<i>ḥlāl</i>	(Isn't it a) pity!		10

(continued)

Word/Phrase	Meaning	Grammatical notes	Lesson
<i>stərīḥ-</i>	Make yourself at home!		10
<i>qaʿdat əl-xēg</i>	May you live happily (when moving to a new place)!		10

PLACE NAMES

Word	Meaning	Lesson
<i>Israʿēl</i>	Israel	5
<i>Aḷmānya</i>	Germany	5
<i>Amrīka</i>	America (USA)	5
<i>Ἐngəltəra</i>	England	5
<i>Tal Abib</i>	Tel Aviv	9
<i>Hēfa</i>	Haifa	6
<i>əl-ʿIrāq</i>	Iraq	5
<i>Frānsa</i>	France	5
<i>Kanada</i>	Canada	7
<i>Landan</i>	London	4

DAYS OF THE WEEK

Word	Meaning	Lesson
<i>(yōm) əl-aḥḥad</i>	Sunday	7
<i>(yōm) lə-ḥnēn</i>	Monday	7
<i>(yōm) lə-tlaṭā</i>	Tuesday	7
<i>(yōm) əl-ğəbʿā</i>	Wednesday	7
<i>(yōm) lə-xmiṣ</i>	Thursday	7
<i>(yōm) əğ-ğəmʿa</i>	Friday	7
<i>(yōm əš)-šəbbāṭ</i>	Saturday	6

OTHER NAMES

Word	Meaning	Lesson
<i>pāča</i>	<i>pāča</i> (stuffed intestine, stomach)	10
<i>tbīt</i>	<i>tbīt</i> (dish of rice and chicken)	4
<i>čālgi Bağdād</i>	Traditional Iraqi music	10
<i>hağğībāda</i>	<i>hağğībāda</i> (sweet almond pastry)	8
<i>Ḥnəkka</i>	Hanukkah	10
<i>Dinār P Dnanīr</i>	Dinar	7
<i>Šēkel</i>	Shekel	9
<i>ʿĪbrāni</i>	Hebrew (Language)	7
<i>ʿamba</i>	<i>ʿamba</i> (pickled mango)	6
<i>ʿīd la-fīḡ</i>	Passover	8
<i>qēmaḡ</i>	<i>qēmaḡ</i> (sweet cream)	4
<i>laban</i>	<i>laban</i> (cultured milk)	4
<i>maʿbarā</i>	immigrant absorption centre	8
<i>Nisān</i>	April	8

APPENDIX III

Verb paradigms

I-a AND I-ə (PERFECT)

1S	CCaC-tu	<i>ktabtu</i>	1P	CCaC-na	<i>ktabna</i>
2MS	CCaC-t	<i>ktabt</i>	2P	CCaC-təm	<i>ktabtəm</i>
2FS	CCaC-ti	<i>ktabti</i>			
3MS	CaCaC	<i>katab</i>	3P	CaCC-u	<i>katbu</i>
3FS	CaCC-ət	<i>katbət</i>			

I-a (IMPERFECT)

1S	a-CCaC	<i>ašgāb</i>	1P	nə-CCaC	<i>nəšgāb</i>
2MS	tə-CCaC	<i>təšgāb</i>	2P	t-CəCC-ōn	<i>tšəgbōn</i>
2FS	t-CəCC-ēn	<i>tšəgbēn</i>			
3MS	yə-CCaC	<i>yəšgāb</i>	3P	y-CəCC-ōn	<i>yšəgbōn</i>
3FS	tə-CCaC	<i>təšgāb</i>			

I-a (IMPERATIVE)

2MS	CCaC	<i>šgāb</i>	2P	CCaC-u	<i>šgābu</i>
2FS	CCaC-i	<i>šgābi</i>			

I-ə (IMPERFECT)

1S	a-CCəC	<i>aktəb</i>	1P	nə-CCəC	<i>nəktəb</i>
2MS	tə-CCəC	<i>təktəb</i>	2P	t-CəCC-ōn	<i>tkətbōn</i>
2FS	t-CəCC-ēn	<i>tkətbēn</i>			
3MS	yə-CCəC	<i>yəktəb</i>	3P	y-CəCC-ōn	<i>yəktəbōn</i>
3FS	tə-CCəC	<i>təktəb</i>			

I-ə (IMPERATIVE)

2MS	CCəC	<i>ktəb</i>	2P	CCəC-u	<i>ktəbu</i>
2FS	CCəC-i	<i>ktəbi</i>			

I-2-ā/ī/ū (PERFECT)

1S	CəC-tu	<i>qəltu</i>	1P	CəC-na	<i>qəlna</i>
2MS	CəC-t	<i>qəlt</i>	2P	CəC-təm	<i>qəltəm</i>
2FS	CəC-ti	<i>qəlti</i>			
3MS	CāC	<i>qāl</i>	3P	CāC-u	<i>qālu</i>
3FS	CāC-ət	<i>qālət</i>			

I-2-ā (IMPERFECT)

1S	a-CāC	<i>anām</i>	1P	n-CāC	<i>nnām</i>
2MS	t-CāC	<i>tnām</i>	2P	t-CaC-ōn	<i>tnamōn</i>
2FS	t-CaC-ēn	<i>tnamēn</i>			
3MS	y-CāC	<i>ynām</i>	3P	y-CaC-ōn	<i>ynamōn</i>
3FS	t-CāC	<i>tnām</i>			

I-2-ā (IMPERATIVE)

2MS	CāC	<i>nām</i>	2P	CāC-u	<i>nāmu</i>
2FS	CāC-i	<i>nāmi</i>			

I-2-ī (IMPERFECT)

1S	<i>a-CiC</i>	<i>abi^f</i>	1P	<i>n-CiC</i>	<i>nbi^f</i>
2MS	<i>t-CiC</i>	<i>tbi^f</i>	2P	<i>t-CiC-ōn</i>	<i>tbi^fōn</i>
2FS	<i>t-CiC-ēn</i>	<i>tbi^fēn</i>			
3MS	<i>y-CiC</i>	<i>ybi^f</i>	3P	<i>y-CiC-ōn</i>	<i>ybi^fōn</i>
3FS	<i>t-CiC</i>	<i>tbi^f</i>			

I-2-ī (IMPERATIVE)

2MS	<i>CiC</i>	<i>bi^f</i>	2P	<i>CiC-u</i>	<i>bi^fu</i>
2FS	<i>CiC-i</i>	<i>bi^fi</i>			

I-2-ū (IMPERFECT)

1S	<i>a-CūC</i>	<i>aḡūḥ</i>	1P	<i>n-CūC</i>	<i>nḡūḥ</i>
2MS	<i>t-CūC</i>	<i>tḡūḥ</i>	2P	<i>t-CuC-ōn</i>	<i>tḡuḥōn</i>
2FS	<i>t-CuC-ēn</i>	<i>tḡuḥēn</i>			
3MS	<i>y-CūC</i>	<i>yḡūḥ</i>	3P	<i>y-CuC-ōn</i>	<i>yḡuḥōn</i>
3FS	<i>t-CūC</i>	<i>tḡūḥ</i>			

I-2-ū (IMPERATIVE)

2MS	<i>CūC</i>	<i>ḡūḥ</i>	2P	<i>CūC-u</i>	<i>ḡūḥu</i>
2FS	<i>CūC-i</i>	<i>ḡūḥi</i>			

I-3-a/i (PERFECT)

1S	CCē-tu	bnētu	1P	CCē-na	bnēna
2MS	CCē-t	bnēt	2P	CCē-tām	bnētām
2FS	CCē-ti	bnēti			
3MS	CaCa	bana	3P	CaC-u	banu
3FS	CaC-ət	banət			

I-3-i (IMPERFECT)

1S	a-CC-i	abni	1P	nə-CC-i	nəbni
2MS	tə-CC-i	təbni	2P	tə-CC-ōn	təbnōn
2FS	tə-CC-ēn	təbnēn			
3MS	yə-CC-i	yəbni	3P	yə-CC-ōn	yəbnōn
3FS	tə-CC-i	təbni			

I-3-i (IMPERATIVE)

2MS	CCi	bnī	2P	CCō	bnō
2FS	CCē	bnē			

I-3-a (IMPERFECT)

1S	a-CCa	ansa	1P	n-əCCa	nənsa
2MS	t-əCCa	tənsa	2P	t-əCC-ōn	tənsōn
2FS	t-əCC-ēn	tənsēn			
3MS	y-əCCa	yənsa	3P	y-əCC-ōn	yənsōn
3FS	t-əCCa	tənsa			

I-3-a (IMPERATIVE)

2MS	CCā	nsā	2P	CCō	nsō
2FS	CCē	nsē			

I-1-² (PERFECT)

1S	CCaC-tu	akaltu	1P	CCaC-na	akalna
2MS	CCaC-t	akalt	2P	CCaC-təm	akaltəm
2FS	CCaC-ti	akalti			
3MS	aCaC	akal	3P	aCC-u	aklu
3FS	aCC-ət	aklət			

I-1-² (IMPERFECT)

1S	āCəC	ākəl	1P	n-āCəC	nākəl
2MS	t-āCəC	tākəl	2P	t-aCC-ōn	taklōn
2FS	t-aCC-ēn	taklēn			
3MS	y-āCəC	yākəl	3P	y-aCC-ōn	yaklōn
3FS	t-āCəC	tākəl			

I-1-² (IMPERATIVE)

2MS	CəC	kəl	2P	CəC-u	kəlu
2FS	CəC-i	kəli			

I-1-w (IMPERFECT)

1S	<i>a-CCaC</i>	<i>awqaf</i>	1P	<i>n-ūCaC</i>	<i>nūqaf</i>
2MS	<i>t-ūCaC</i>	<i>tūqaf</i>	2P	<i>t-CəCC-ōn</i>	<i>twəqfōn</i>
2FS	<i>t-CəCC-ēn</i>	<i>twəqfēn</i>			
3MS	<i>y-ūCaC</i>	<i>yūqaf</i>	3P	<i>y-CəCC-ōn</i>	<i>ywaqfōn</i>
3FS	<i>t-ūCaC</i>	<i>tūqaf</i>			

I-1-w (IMPERATIVE)

2MS	<i>CCaC</i>	<i>wqaf</i>	2P	<i>CCaC-u</i>	<i>wqafu</i>
2FS	<i>CCaC-i</i>	<i>wqafi</i>			

I-1-y (IMPERFECT)

1S	<i>a-CCaC</i>	<i>aybas</i>	1P	<i>n-əCaC</i>	<i>nəbas</i>
2MS	<i>t-əCaC</i>	<i>təbas</i>	2P	<i>t-CəCC-ōn</i>	<i>tyəbsōn</i>
2FS	<i>t-CəCC-ēn</i>	<i>tyəbsēn</i>			
3MS	<i>y-əCaC</i>	<i>yəbas</i>	3P	<i>y-CəCC-ōn</i>	<i>yyəbsōn</i>
3FS	<i>t-əCaC</i>	<i>təbas</i>			

I-1-y (IMPERATIVE)

2MS	<i>CCaC</i>	<i>ybas</i>	2P	<i>CCaC-u</i>	<i>ybasu</i>
2FS	<i>CCaC-i</i>	<i>ybasi</i>			

I-2-3 (PERFECT)

1S	CəCCē-tu	həttēt <u>u</u>	1P	CəCCē-na	həttēna
2MS	CəCCē-t	həttēt	2P	CəCCē-təm	həttētəm
2FS	CəCCē-ti	həttēti			
3MS	CaCC	hətt	3P	CaCC-u	həttu
3FS	CaCC-ət	həttət			

I-2-3 (IMPERFECT)

1S	a-CəCC	a hətt	1P	n-CəCC	n hətt
2MS	t-CəCC	t hətt	2P	t-CəCC-ōn	t hətt ōn
2FS	t-CəCC-ēn	t hətt ēn			
3MS	y-CəCC	y hətt	3P	y-CəCC-ōn	y hətt ōn
3FS	t-CəCC	t hətt			

I-2-3 (IMPERATIVE)

2MS	CaCC	hətt	2P	CəCC-u	həttu
2FS	CaCC-i	hətti			

ʔgy (PERFECT)

1S	ǧitu	1P	ǧina
2MS	ǧit	2P	ǧitəm
2FS	ǧiti		
3MS	ǧā	3P	ǧō
3FS	ǧət		

ʔǵy (IMPERFECT)

1S	<i>aǵi</i>	1P	<i>nǵi</i>
2MS	<i>tǵi</i>	2P	<i>tǵōn</i>
2FS	<i>tǵēn</i>		
3MS	<i>yǵi</i>	3P	<i>yǵōn</i>
3FS	<i>tǵi</i>		

ʔǵy (IMPERATIVE)

2MS	<i>tāl</i>	2P	<i>tālu</i>
2FS	<i>tāli</i>		

II (PERFECT)

1S	<i>CəCCaC-tu</i>	<i>fəkkartu</i>	1P	<i>CəCCaC-na</i>	<i>fəkkarna</i>
2MS	<i>CəCCaC-t</i>	<i>fəkkart</i>	2P	<i>CəCCaC-təm</i>	<i>fəkkartəm</i>
2FS	<i>CəCCaC-ti</i>	<i>fəkkarti</i>			
3MS	<i>CaCCaC</i>	<i>fakkar</i>	3P	<i>CaCCC-u</i>	<i>fakkru</i>
3FS	<i>CaCCC-ət</i>	<i>fakkrət</i>			

II (IMPERFECT)

1S	<i>a-CaCCəC</i>	<i>afakkər</i>	1P	<i>n-CaCCəC</i>	<i>nfakkər</i>
2MS	<i>t-CaCCəC</i>	<i>tfakkər</i>	2P	<i>t-CəCCC-ōn</i>	<i>tfəkkrōn</i>
2FS	<i>t-CəCCC-ēn</i>	<i>tfəkkrēn</i>			
3MS	<i>y-CaCCəC</i>	<i>yfakkər</i>	3P	<i>y-CəCCC-ōn</i>	<i>yfəkkrōn</i>
3FS	<i>t-CaCCəC</i>	<i>tfakkər</i>			

II (IMPERATIVE)

2MS	<i>CaCCəC</i>	<i>fakkər</i>	2P	<i>CaCCəC-u</i>	<i>fakkru</i>
2FS	<i>CaCCC-i</i>	<i>fakkri</i>			

II-3-i (PERFECT)

1S	<i>CəCCē-tu</i>	<i>xəllētu</i>	1P	<i>CəCCē-na</i>	<i>xəllēna</i>
2MS	<i>CəCCē-t</i>	<i>xəllət</i>	2P	<i>CəCCē-təm</i>	<i>xəllətəm</i>
2FS	<i>CəCCē-ti</i>	<i>xəlləti</i>			
3MS	<i>CaCCa</i>	<i>xalla</i>	3P	<i>CaCC-u</i>	<i>xallu</i>
3FS	<i>CaCC-ət</i>	<i>xallət</i>			

II-3-i (IMPERFECT)

1S	<i>a-CaCCi</i>	<i>axalli</i>	1P	<i>n-CaCCi</i>	<i>nxalli</i>
2MS	<i>t-CaCCi</i>	<i>txalli</i>	2P	<i>t-CəCC-ōn</i>	<i>txəllōn</i>
2FS	<i>t-CəCC-ēn</i>	<i>txəllēn</i>			
3MS	<i>y-CaCCi</i>	<i>yxalli</i>	3P	<i>y-CəCC-ōn</i>	<i>yxəllōn</i>
3FS	<i>t-CaCCi</i>	<i>txalli</i>			

II-3-i (IMPERATIVE)

2MS	<i>CaCCi</i>	<i>xalli</i>	2P	<i>CaCCu</i>	<i>xallu</i>
2FS	<i>CaCCi</i>	<i>xalli</i>			

II-2-3 (PERFECT)

1S	CəCCaC-tu	qərrartu	1P	CəCCaC-na	qərrarna
2MS	CəCCaC-t	qərrart	2P	CəCCaC-təm	qərrartəm
2FS	CəCCaC-ti	qərrarti			
3MS	CaCCaC	qarrar	3P	CaCCəC-u	qarrəru
3FS	CaCCəC-ət	qarrərat			

II-2-3 (IMPERFECT)

1S	a-CaCCəC	aqarrər	1P	n-CaCCəC	nqarrər
2MS	t-CaCCəC	tqarrər	2P	t-CəCCəC-ōn	tqərrərōn
2FS	t-CəCCəC-ēn	tqərrərēn			
3MS	y-CaCCəC	yqarrər	3P	y-CəCCəC-ōn	yqərrərōn
3FS	t-CaCCəC	tqarrər			

II-2-3 (IMPERATIVE)

2MS	CaCCəC	qarrər	2P	CaCCəC-u	qarrəru
2FS	CaCCəC-i	qarrəri			

QUADRILATERAL II (PERFECT)

1S	CəCCaC-tu	ləmlamtu	1P	CəCCaC-na	ləmlamna
2MS	CəCCaC-t	ləmlamt	2P	CəCCaC-təm	ləmlamtəm
2FS	CəCCaC-ti	ləmlamti			
3MS	CaCCaC	lamlam	3P	CaCəCC-u	laməlməu
3FS	CaCəCC-ət	laməlmət			

QUADRILATERAL II (IMPERFECT)

1S	<i>a-CaCCəC</i>	<i>alamləm</i>	1P	<i>n-CaCCəC</i>	<i>nlamləm</i>
2MS	<i>t-CaCCəC</i>	<i>tlamləm</i>	2P	<i>t-CəCəCC-ōn</i>	<i>tləməlmōn</i>
2FS	<i>t-CəCəCC-ēn</i>	<i>tləməlmēn</i>			
3MS	<i>y-CaCCəC</i>	<i>ylamləm</i>	3P	<i>y-CəCəCC-ōn</i>	<i>yləməlmōn</i>
3FS	<i>t-CaCCəC</i>	<i>tlamləm</i>			

QUADRILATERAL II (IMPERATIVE)

2MS	<i>CaCCəC</i>	<i>lamləm</i>	2P	<i>CáCəCC-u</i>	<i>láməlm<u>u</u></i>
2FS	<i>CáCəCC-i</i>	<i>láməlm<u>i</u></i>			

III (PERFECT)

1S	<i>CaCaC-tu</i>	<i>safaǵtu</i>	1P	<i>CaCaC-na</i>	<i>safaǵna</i>
2MS	<i>CaCaC-t</i>	<i>safaǵt</i>	2P	<i>CaCaC-təm</i>	<i>safaǵtəm</i>
2FS	<i>CaCaC-ti</i>	<i>safaǵti</i>			
3MS	<i>CāCaC</i>	<i>sāfaǵ</i>	3P	<i>CāCC-u</i>	<i>sāǵ<u>u</u></i>
3FS	<i>CāCC-ət</i>	<i>sāǵət</i>			

III (IMPERFECT)

1S	<i>a-CāCəC</i>	<i>asāfəǵ</i>	1P	<i>n-CāCəC</i>	<i>nsāfəǵ</i>
2MS	<i>t-CāCəC</i>	<i>tsāfəǵ</i>	2P	<i>t-CaCC-ōn</i>	<i>tsafǵōn</i>
2FS	<i>t-CaCC-ēn</i>	<i>tsafǵēn</i>			
3MS	<i>y-CāCəC</i>	<i>ysāfəǵ</i>	3P	<i>y-CaCC-ōn</i>	<i>ysafǵōn</i>
3FS	<i>t-CāCəC</i>	<i>tsāfəǵ</i>			

III (IMPERATIVE)

2MS	CāCəC	sāfəḡ	2P	CāCəC-u	sāfḡu
2FS	CāCC-i	sāfḡi			

III-ē (PERFECT)

1S	CeCaC-tu	bēḡaktu	1P	CeCaC-na	bēḡakna
2MS	CeCaC-t	bēḡakt	2P	CeCaC-tam	bēḡaktam
2FS	CeCaC-ti	bēḡakti			
3MS	CēCaC	bēḡak	3P	CēCC-u	bēḡku
3FS	CēCC-ət	bēḡkət			

III-ē (IMPERFECT)

1S	a-CēCəC	abēḡək	1P	n-CēCəC	nbēḡək
2MS	t-CēCəC	tbēḡək	2P	t-CeCC-ōn	tbēḡkōn
2FS	t-CeCC-ēn	tbēḡkēn			
3MS	y-CēCəC	ybēḡək	3P	y-CeCC-ōn	ybēḡkōn
3FS	t-CēCəC	tbēḡək			

III-ē (IMPERATIVE)

2MS	CēCəC	bēḡək	2P	CēCC-u	bēḡku
2FS	CēCC-i	bēḡki			

III-ō (PERFECT)

1S	CoCaC-tu	solaf <u>tu</u>	1P	CoCaC-na	solaf <u>na</u>
2MS	CoCaC-t	solaf <u>t</u>	2P	CoCaC-təm	solaf <u>təm</u>
2FS	CoCaC-ti	solaf <u>ti</u>			
3MS	CōCaC	sōlaf	3P	CōCC-u	sōlf <u>u</u>
3FS	CōCC-ət	sōlf <u>ət</u>			

III-ō (IMPERFECT)

1S	a-CōCəC	asōlaf	1P	n-CōCəC	nsōlaf
2MS	t-CōCəC	tsōlaf	2P	t-CoCC-ōn	tsolfōn
2FS	t-CoCC-ēn	tsolfēn			
3MS	y-CōCəC	ysōlaf	3P	y-CoCC-ōn	ysolfōn
3FS	t-CōCəC	tsōlaf			

III-ō (IMPERATIVE)

2MS	CōCəC	sōlaf	2P	CōCC-u	sōlf <u>u</u>
2FS	CōCC-i	sōlf <u>i</u>			

V (PERFECT)

1S	tCəCCaC-tu	tqəddam <u>tu</u>	1P	tCəCCaC-na	tqəddam <u>na</u>
2MS	tCəCCaC-t	tqəddam <u>t</u>	2P	tCəCCaC-təm	tqəddam <u>təm</u>
2FS	tCəCCaC-ti	tqəddam <u>ti</u>			
3MS	tCaCCaC	tqaddam	3P	tCaCCC-u	tqaddm <u>u</u>
3FS	tCaCCC-ət	tqaddm <u>ət</u>			

V (IMPERFECT)

1S	<i>a-tCaCCaC</i>	<i>atqaddam</i>	1P	<i>nə-tCaCCaC</i>	<i>nətqaddam</i>
2MS	<i>tə-tCaCCaC</i>	<i>tətqaddam</i>	2P	<i>tə-tCaCCC-ōn</i>	<i>tətqaddmōn</i>
2FS	<i>tə-tCaCCC-ēn</i>	<i>tətqaddmēn</i>			
3MS	<i>yə-tCaCCaC</i>	<i>yətqaddam</i>	3P	<i>yə-tCaCCC-ōn</i>	<i>yətqaddmōn</i>
3FS	<i>tə-tCaCCaC</i>	<i>tətqaddam</i>			

V (IMPERATIVE)

2MS	<i>tCaCCaC</i>	<i>tqaddam</i>	2P	<i>tCaCCC-u</i>	<i>tqaddmu</i>
2FS	<i>tCaCCC-i</i>	<i>tqaddmi</i>			

QUADRILATERAL V (PERFECT)

1S	<i>tCaCCaC-tu</i>	<i>təhdaltu</i>	1P	<i>tCaCCaC-na</i>	<i>təhdalna</i>
2MS	<i>tCaCCaC-t</i>	<i>təhdalt</i>	2P	<i>tCaCCaC-təm</i>	<i>təhdaltəm</i>
2FS	<i>tCaCCaC-ti</i>	<i>təhdalti</i>			
3MS	<i>tCaCCaC</i>	<i>təhdal</i>	3P	<i>tCaCəCC-u</i>	<i>təhədlu</i>
3FS	<i>tCaCəCC-ət</i>	<i>təhədlət</i>			

QUADRILATERAL V (IMPERFECT)

1S	<i>a-tCaCCaC</i>	<i>atəhdal</i>	1P	<i>nə-tCaCCaC</i>	<i>nətəhdal</i>
2MS	<i>tə-tCaCCaC</i>	<i>tətəhdal</i>	2P	<i>tə-tCaCəCC-ōn</i>	<i>tətəhədlōn</i>
2FS	<i>tə-tCaCəCC-ēn</i>	<i>tətəhədlēn</i>			
3MS	<i>yə-tCaCCaC</i>	<i>yətəhdal</i>	3P	<i>yə-tCaCəCC-ōn</i>	<i>yətəhədlōn</i>
3FS	<i>tə-tCaCCaC</i>	<i>tətəhdal</i>			

QUADRILATERAL V (IMPERATIVE)

2MS	<i>tCaCCaC</i>	<i>tbahdal</i>	2P	<i>tCáCəCC-u</i>	<i>tbáhədlu</i>
2FS	<i>tCáCəCC-i</i>	<i>tbáhədli</i>			

VI (PERFECT)

1S	<i>tCaCaC-tu</i>	<i>tqataltu</i>	1P	<i>tCaCaC-na</i>	<i>tqatalna</i>
2MS	<i>tCaCaC-t</i>	<i>tqatalt</i>	2P	<i>tCaCaC-təm</i>	<i>tqataltəm</i>
2FS	<i>tCaCaC-ti</i>	<i>tqatalti</i>			
3MS	<i>tCāCaC</i>	<i>tqātal</i>	3P	<i>tCāCC-u</i>	<i>tqātlu</i>
3FS	<i>tCāCC-ət</i>	<i>tqātlət</i>			

VI (IMPERFECT)

1S	<i>a-tCāCaC</i>	<i>atqātal</i>	1P	<i>nə-tCāCaC</i>	<i>nətqātal</i>
2MS	<i>tə-tCāCaC</i>	<i>tətqātal</i>	2P	<i>tə-tCaCC-ōn</i>	<i>tətqatlōn</i>
2FS	<i>tə-tCaCC-ēn</i>	<i>tətqatlēn</i>			
3MS	<i>yə-tCāCaC</i>	<i>yətqātal</i>	3P	<i>yə-tCaCC-ōn</i>	<i>yətqatlōn</i>
3FS	<i>tə-tCāCaC</i>	<i>tətqātal</i>			

VI (IMPERATIVE)

2MS	<i>tCāCaC</i>	<i>tqātal</i>	2P	<i>tCāCC-u</i>	<i>tqātlu</i>
2FS	<i>tCāCC-i</i>	<i>tqātli</i>			

VII (PERFECT)

1S	<i>nəCCaC-tu</i>	<i>nəftahtu</i>	1P	<i>nəCCaC-na</i>	<i>nəftaħna</i>
2MS	<i>nəCCaC-t</i>	<i>nəftaht</i>	2P	<i>nəCCaC-təm</i>	<i>nəftahtəm</i>
2FS	<i>nəCCaC-ti</i>	<i>nəftahti</i>			
3MS	<i>nCaCaC</i>	<i>nfataħ</i>	3P	<i>nCaCC-u</i>	<i>nfathu</i>
3FS	<i>nCaCC-ət</i>	<i>nfathət</i>			

VII (IMPERFECT)

1S	<i>a-nCáCəC</i>	<i>anfátəħ</i>	1P	<i>nə-nCáCəC</i>	<i>nənfátəħ</i>
2MS	<i>tə-nCáCəC</i>	<i>tənfátəħ</i>	2P	<i>tə-nCəCC-ōn</i>	<i>tənfəthōn</i>
2FS	<i>tə-nCəCC-ēn</i>	<i>tənfəthēn</i>			
3MS	<i>yə-nCáCəC</i>	<i>yənfátəħ</i>	3P	<i>yə-nCəCC-ōn</i>	<i>yənfəthōn</i>
3FS	<i>tə-nCáCəC</i>	<i>tənfátəħ</i>			

VIII (PERFECT)

1S	<i>CtCaC-tu</i>	<i>štəgaltu</i>	1P	<i>CtCaC-na</i>	<i>štəgalna</i>
2MS	<i>CtCaC-t</i>	<i>štəgalt</i>	2P	<i>CtCaC-təm</i>	<i>štəgaltəm</i>
2FS	<i>CtCaC-ti</i>	<i>štəgalti</i>			
3MS	<i>CtaCaC</i>	<i>štağal</i>	3P	<i>CtaCC-u</i>	<i>štağlu</i>
3FS	<i>CtaCC-ət</i>	<i>štağlət</i>			

VIII (IMPERFECT)

1S	<i>a-CtáCəC</i>	<i>aštágəl</i>	1P	<i>nə-CtáCəC</i>	<i>nəštágəl</i>
2MS	<i>tə-CtáCəC</i>	<i>təštágəl</i>	2P	<i>tə-CtəCC-ōn</i>	<i>təštəǵlōn</i>
2FS	<i>tə-CtəCC-ēn</i>	<i>təštəǵlēn</i>			
3MS	<i>yə-CtáCəC</i>	<i>yəštágəl</i>	3P	<i>yə-CtəCC-ōn</i>	<i>yəštəǵlōn</i>
3FS	<i>tə-CtáCəC</i>	<i>təštágəl</i>			

VIII (IMPERATIVE)

2MS	<i>CtaCəC</i>	<i>štágəl</i>	2P	<i>CtaCC-u</i>	<i>štəǵlu</i>
2FS	<i>CtaCC-i</i>	<i>štəǵli</i>			

VIII-3-i (PERFECT)

1S	<i>CtCē-tu</i>	<i>štǵētu</i>	1P	<i>CtCē-na</i>	<i>štǵēna</i>
2MS	<i>CtCē-t</i>	<i>štǵēt</i>	2P	<i>CtCē-təm</i>	<i>štǵētəm</i>
2FS	<i>CtCē-ti</i>	<i>štǵēti</i>			
3MS	<i>CtaCa</i>	<i>štaǵa</i>	3P	<i>CtaC-u</i>	<i>štaǵu</i>
3FS	<i>CtaC-ət</i>	<i>štaǵət</i>			

VIII-3-i (IMPERFECT)

1S	<i>a-CtáCi</i>	<i>aštági</i>	1P	<i>nə-CtáCi</i>	<i>nəštági</i>
2MS	<i>tə-CtáCi</i>	<i>təštági</i>	2P	<i>tə-CtC-ōn</i>	<i>təštǵōn</i>
2FS	<i>tə-CtC-ēn</i>	<i>təštǵēn</i>			
3MS	<i>yə-CtáCi</i>	<i>yəštági</i>	3P	<i>yə-CtC-ōn</i>	<i>yəštǵōn</i>
3FS	<i>tə-CtáCi</i>	<i>təštági</i>			

VIII-3-i (IMPERATIVE)

2MS	<i>CtaCi</i>	<i>štaḡi</i>	2P	<i>CtaCu</i>	<i>štaḡu</i>
2FS	<i>CtaCi</i>	<i>štaḡi</i>			

VIII-2-ā (PERFECT)

1S	<i>CtaCē-tu</i>	<i>ḡtaḡētu</i>	1P	<i>CtaCē-na</i>	<i>ḡtaḡēna</i>
2MS	<i>CtaCē-t</i>	<i>ḡtaḡēt</i>	2P	<i>CtaCē-tam</i>	<i>ḡtaḡētam</i>
2FS	<i>CtaCē-ti</i>	<i>ḡtaḡēti</i>			
3MS	<i>CtāC</i>	<i>ḡtāḡ</i>	3P	<i>CtāC-ət</i>	<i>ḡtāḡu</i>
3FS	<i>CtāC-ət</i>	<i>ḡtāḡət</i>			

VIII-2-ā (IMPERFECT)

1S	<i>a-CtāC</i>	<i>aḡtāḡ</i>	1P	<i>na-CtāC</i>	<i>nəḡtāḡ</i>
2MS	<i>tə-CtāC</i>	<i>təḡtāḡ</i>	2P	<i>tə-CtaC-ōn</i>	<i>təḡtaḡōn</i>
2FS	<i>tə-CtaC-ēn</i>	<i>təḡtaḡēn</i>			
3MS	<i>yə-CtāC</i>	<i>yəḡtāḡ</i>	3P	<i>yə-CtaC-ōn</i>	<i>yəḡtaḡōn</i>
3FS	<i>tə-CtāC</i>	<i>təḡtāḡ</i>			

VIII-2-ā (IMPERATIVE)

2MS	<i>CtāC</i>	<i>ḡtāḡ</i>	2P	<i>CtāC-u</i>	<i>ḡtāḡu</i>
2FS	<i>CtāC-i</i>	<i>ḡtāḡi</i>			

X (PERFECT)

1S	<i>stəCCaC-tu</i>	<i>stəʼmaltu</i>	1P	<i>stəCCaC-na</i>	<i>stəʼmalna</i>
2MS	<i>stəCCaC-t</i>	<i>stəʼmalt</i>	2P	<i>stəCCaC-təm</i>	<i>stəʼmaltəm</i>
2FS	<i>stəCCaC-ti</i>	<i>stəʼmalti</i>			
3MS	<i>staCCaC</i>	<i>staʼmal</i>	3P	<i>stáCəCC-u</i>	<i>stáʼəmlu</i>
3FS	<i>stáCəCC-ət</i>	<i>stáʼəmlət</i>			

X (IMPERFECT)

1S	<i>a-staCCəC</i>	<i>astaʼməl</i>	1P	<i>nə-staCCəC</i>	<i>nəstaʼməl</i>
2MS	<i>tə-staCCəC</i>	<i>təstaʼməl</i>	2P	<i>tə-stəCəCC-ōn</i>	<i>təstəʼəmlōn</i>
2FS	<i>tə-stəCəCC-ēn</i>	<i>təstəʼəmlēn</i>			
3MS	<i>yə-staCCəC</i>	<i>yəstaʼməl</i>	3P	<i>yə-stəCəCC-ōn</i>	<i>yəstəʼəmlōn</i>
3FS	<i>tə-staCCəC</i>	<i>təstaʼməl</i>			

X (IMPERATIVE)

2MS	<i>staCCəC</i>	<i>staʼməl</i>	2P	<i>stáCəCC-u</i>	<i>stáʼəmlu</i>
2FS	<i>stáCəCC-i</i>	<i>stáʼəmlu</i>			

PARTICIPLES

Paradigm	MS		FS		P	
I AP	CēCəC	kētəb	CēCC-i	kētbi	CēCəC- <i>in</i>	kētbin
I PP	məCCūC	məktūb	məCCūC-a	məktūba	məCCuC- <i>in</i>	məktubin
I-1- ² AP	mēCəC	məkəl	mēCC-i	məkli	mēCC- <i>in</i>	məklin
I-2-ā/i/ū	CeyyəC	neyyəm	CeyyC-i	neyymi	CeyyC- <i>in</i>	neyymin
II AP	mCaCCəC	msalləm	mCaCCC-i	msallmi	mCaCCC- <i>in</i>	msəllmin
II PP	mCaCCaC	msallam	mCaCCC-a	msallma	mCaCCC- <i>in</i>	msəllmin
II-3-i AP	mCaCCi	mxalli	mCaCCi	mxalli	mCəCC- <i>in</i>	mxəllin
II-3-i PP	mCaCCa	mxalla	mCəCCā-yi	mxəllāyi	mCəCCA-yin	mxəllayin
II-2-3 AP	mCaCCəC	mdalləl	mCaCCəC-i	mdalləli	mCəCCəC- <i>in</i>	mdəlləlin
II-2-3 PP	mCaCCaC	mdallal	mCaCCəC-a	mdəlləla	mCəCCəC- <i>in</i>	mdəlləlin
III AP	mCāCəC	msāfəḡ	mCāCC-i	msāfḡi	mCaCC- <i>in</i>	msafḡin
III PP	mCāCaC	msāfaḡ	mCāCC-a	msāfḡa	mCaCC- <i>in</i>	msafḡin
V	mətCaCCəC	mətqaddəm	mətCaCCC-i	mətqaddmi	mətCəCCC- <i>in</i>	mətqəddmin
VI	mətCāCəC	mətwa ^ḡ əd	mətCāCC-i	mətwa ^ḡ di	mətCaCC- <i>in</i>	mətwa ^ḡ din
VIII	məCtāCəC	məmtāḥən	məCtaCC-i	məmtaḥni	məCtəCC- <i>in</i>	məmtəḥnin
VIII-2-ā	məCtāC	məḥtāḡ	məCtāC-a/ məCtaC-āyi	məḥtāḡa/ məḥtaḡāyi	məCtaC- <i>in</i>	məḥtaḡin
VIII-3-i	məCtāCi	məštāḡi	məCtCi-yi	məštḡiyi	məCtCi-yin	məštḡiyin

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ספר ב: טקסטים, תשל"ז. ספר ג: מילון, חלק ראשון, תשמ"ג. חיפה: אוניברסיטת חיפה.
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Online resources

LINKS TO THE AUDIO FILES IN THIS BOOK

Audio 0.1.1.1: <https://zenodo.org/records/13254289>
Audio 0.1.1.2: <https://zenodo.org/records/13254479>
Audio 0.1.2.1: <https://zenodo.org/records/13254514>
Audio 0.1.2.2: <https://zenodo.org/records/13254556>
Audio 0.1.3: <https://zenodo.org/records/13254567>
Audio 0.2: <https://zenodo.org/records/13254588>
Audio 1.1.1: <https://zenodo.org/records/13254694>
Audio 1.1.2: <https://zenodo.org/records/13255119>
Audio 1.1.3: <https://zenodo.org/records/13255194>
Audio 1.1.4: <https://zenodo.org/records/13255210>
Audio 1.1.5: <https://zenodo.org/records/13255266>
Audio 1.2: <https://zenodo.org/records/13255561>
Audio 1.4.12: <https://zenodo.org/records/13256069>
Audio 2.1: <https://zenodo.org/records/13256086>
Audio 2.2: <https://zenodo.org/records/13306753>
Audio 2.4.12: <https://zenodo.org/records/13256135>
Audio 3.1.1: <https://zenodo.org/records/13256155>
Audio 3.1.2: <https://zenodo.org/records/13256214>
Audio 3.2: <https://zenodo.org/records/13256226>
Audio 3.4.10: <https://zenodo.org/records/13256255>
Audio 4.1.1: <https://zenodo.org/records/13256265>
Audio 4.1.2: <https://zenodo.org/records/13256293>
Audio 4.2: <https://zenodo.org/records/13256316>
Audio 4.4.9: <https://zenodo.org/records/13256380>
Audio 5.1.1: <https://zenodo.org/records/13258580>
Audio 5.1.2: <https://zenodo.org/records/13258771>
Audio 5.2: <https://zenodo.org/records/13268696>
Audio 5.4.10: <https://zenodo.org/records/13268713>
Audio 6.1.1: <https://zenodo.org/records/13268741>
Audio 6.1.2: <https://zenodo.org/records/13268757>
Audio 6.1.3: <https://zenodo.org/records/13268779>

Audio 6.2: <https://zenodo.org/records/13268834>
Audio 6.4.12: <https://zenodo.org/records/13268852>
Audio 7.1.1: <https://zenodo.org/records/13269938>
Audio 7.1.2: <https://zenodo.org/records/13269988>
Audio 7.1.3: <https://zenodo.org/records/13270142>
Audio 7.2 : <https://zenodo.org/records/13270787>
Audio 7.4.10: <https://zenodo.org/records/13301956>
Audio 8.1.1 : <https://zenodo.org/records/13303836>
Audio 8.1.2: <https://zenodo.org/records/13306772>
Audio 8.1.3: <https://zenodo.org/records/13306794>
Audio 8.2: <https://zenodo.org/records/13306814>
Audio 8.4.12 : <https://zenodo.org/records/13306834>
Audio 9.1: <https://zenodo.org/records/13309489>
Audio 9.2: <https://zenodo.org/records/13309522>
Audio 9.4.12: <https://zenodo.org/records/13309534>
Audio 10.1.1: <https://zenodo.org/records/13309967>
Audio 10.1.2: <https://zenodo.org/records/13309985>
Audio 10.1.3: <https://zenodo.org/records/13310005>
Audio 10.2: <https://zenodo.org/records/13310056>
Audio 10.4.12: <https://zenodo.org/records/13310059>

OTHER ONLINE RESOURCES

Students can consult the following resources to find more information and data, including audio and videos, about JB (ordered alphabetically):

Conserving the Iraqi language: <https://www.facebook.com/groups/459954557378204>

Eli Timan's collection: <https://soundcloud.com/user-283620094>

Jewish Languages: <https://www.jewishlanguages.org/>

Mother Tongue: <https://www.lashon.org/en>

Noor-W-Nar: <https://www.youtube.com/@NoorWNar>

People of the Book: <https://people-book.org/>

Semitisches Tonarchiv: <https://semarch.ub.uni-heidelberg.de/>

Sephardi Voices: <https://sephardivoices.com/>

'Baghdadi Judeo-Arabic, distinct from the Muslim and Christian dialects of Baghdad, was spoken by Jews for over a millennium. This book is an invaluable resource for those aspiring to study and teach the spoken Arabic dialect of Baghdad, setting a benchmark for instructional textbooks on other dialects ... This book significantly contributes to the ongoing efforts to document, preserve, and study this notable dialect, thereby ensuring its preservation from oblivion.'

Ofra Tirosh-Becker, University of Jerusalem, Israel

'This textbook comes at a time of increasing interest in Judeo-Baghdadi language and culture, as Jews of Iraqi descent recognize the urgency of learning the language from their Arabic-speaking relatives. Students will find this book easy to use, either in a class context or on their own.'

Sarah Bunin Benor, Jewish Language Project and Journal of Jewish Languages

Baghdadi Judeo-Arabic was the native tongue spoken by the Jews of Baghdad and other towns of Southern Iraq, historically one of the oldest and biggest Jewish communities. This textbook is dedicated to spoken Baghdadi Judeo-Arabic and is designed to guide beginners to an advanced level, with the goal of enabling basic conversations. It focuses on common expressions of this unique dialect and opens a window to Baghdad's historic Jewish culture. The 10 lessons guide readers through a particular topic, such as greetings, family, shopping or cuisine, and consist of sample texts, key vocabulary, grammar points and exercises.

The textbook includes access to audio files, additional activities and links to the exercises.

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