ABBREVIATIONS USED IN THIS MODULE

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

- Pronunciation of some ID words:
  - بمشى، وبا، يعزم، مرت، همیئن، بعدين، مو، دز، وسن
- Dialect expressions used in this lesson:
  - دا يعرف، صار لكي، شوف اكل لك

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LESSON 3: INVITING AND VISITING PEOPLE

Objectives

Grammatical Features

- The measure I sound verbs: كدر، طبخ
- The measure I verb with double ending: حك
- The measure I verb with weak ending: حجي
- The measure II sound verb: جرب
- The measure II verb with weak ending: سوی
MODULE 1

- The measure III sound verbs:
- The measure III verb with weak ending:
- The special usage of the measure IV verb:
- The measure V sound verb:
- The ID preposition:
- The ID usage of the noun of subject: Introducing

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MODULE 1 OBJECTIVES

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

Lesson 1: Greeting People
Lesson 2: Meeting People
Lesson 3: Inviting and Visiting People
Lesson 4: A Visit to an Office

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

LISTENING COMPREHENSION

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

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

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

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

DICTATION

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

SPEAKING

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

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

FRAME I

Noori visits his friend Ramzi.

نوري: صباح الخير، رمزي.
Ramzi: صباح الخير أهلاً وسهلاً.
Nouri: أهلوكم؟
Ramzi: الحمد لله، أنت أهلوكم والأهل أهلوكم؟
Nouri: والله كلنا ن인지م والحمد لله، أنت أفضل استريح تشرب فذ معي؟
Ramzi: شكراً كثر للله خيرك.
LESSON 1

TRANSLATION

Noori: Good morning, Ramzi.

Ramzi: Good morning, Noori, and welcome.

Noori: How are you?

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

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

Ramzi: Thanks. God bless you.
EXPLANATORY NOTES

1. The standard morning greeting in Arabic is صَبَحُ الخَيْرِ. That is true of all dialects as well as MSA. However, السلام عليكم is used anytime. The difference between ID and MSA is only in pronunciation. The word صَبَحُ is pronounced صَحُّ when it is not used in the phrase صَبَحُ الخَيْرِ. The response in ID is one of two.

Example:

Greeting

Response

(or)

Response (Bright morning.)

Sometimes, for added hospitality, an additional greeting, like أَهْلَا وَسَلَامَ, "Welcome," is added.

2. The compound لُونُ الاَّشْمَانْ is composed of لُونُ and الاَّشْمَانْ.

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

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

c. كَمْ is the MSA pronoun suffix كَمْ, second person singular, masculine. In ID, it has a sukūn. For the feminine counterpart, it is a heavy جّ, like the "ch" in "church." For the second person dual and plural in both genders, it is كَمْ, like the MSA second person masculine plural suffix.
LESSON 1

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

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

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

5. The phrase كلنا زين is ID for the MSA كلنا زين. It may also be pronounced كلنا and with a sukun on the second radical. Notice the plural زيني; this is the pattern in ID for forming sound masculine plural. It is always زين but never ون as in MSA in the nominative case.

6. The phrase استريح , literally means "Rest up, please." Notice in both استريح and اقفل, as in above, the l is very light. These two verbs are in the imperative.

7. The interrogative في ؟ is sometimes implied by intonation. This form is possible in ID because the dialect is the spoken language while MSA is written.

8. Notice in that the two verbs are used back-to-back without the use of , as in MSA. فد شي is strictly dialect, meaning "something." See Summary.

9. is the expression "Thanks." كثير الله خيرك is used a lot. Literally, it means "May God bestow a lot of good things upon you."
DRILLS

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

Good morning.

1. صباح الخير
2. اخليكم؟
3. الحمد لله زين
4. والاهل اخليكم؟
5. كليتنا زينين والحمد الله

How are you?

1. صباح النور
2. اخليكم؟

Well, thank you.

1. اخليكم؟
2. الحمد لله زين

And how is the family?

1. اخليكم؟
2. والاهل اخليكم؟
3. كليتنا زينين والحمد الله

We are all well, thank God.

1. صباح النور
2. اخليكم؟
LESSON 1

Please, have a seat. (m.)
(f.)
(pl.)

You drink something?

Do you like to drink something?

Thanks. May God bestow good things upon you.
LESSON 1

Two ☞
Repeat after the model.

Teacher: Good morning.

Students: Good morning; welcome.

Teacher: How are you?

Students: Well, thank God.

Teacher: Please be comfortable.

Students: Thanks.

Three ☞
Repeat after the model.

Layla: Good evening (afternoon), Salman.

Salman: Good evening, Layla. How are you?

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

Salman: Well, thank God. Thank you.

Four ☞
Repeat after the model.

Sabiha: Good morning, Layla.

Layla: Good morning, Sabiha.

Sabiha: How is the family?

Layla: Well, thank God; and how are you?

Sabiha: Thank you, I am well. Sit down.

Layla: May God make good happenings for you.
LESSON 1

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

Example:

f. sing.  • اَشْكَرُكَ • (Teacher)
          • اَشْكَرْ • (Student)

pl.  • اَتْفَضِلُ •

m. sing.  • اَسْتَرْجِحُ •

pl.  • اَشْكَرُ •

f. sing.  • اَتْفَضِلْ •

f. sing.  • اَلَوْنِكُ •

pl.  • كَثِرَ اَللهِ خَيْرَ •

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

Example:

• صَبَاحُ الْخَيرِ يَا عَلِيٌّ اَتْفَضِلُ • (Teacher)
• صَبَاحُ الْخَيرِ يَا عَلِيٌّ اَتْفَضِلُ • (Student)

• ١ مَسَاءُ الْخَيرِ يَا سَلَمَانُ اَتْفَضِلُ اِسْتَرْجِحُ •
• ٢ صَبَاحُ الْخَيرِ جَامِعَ اَلَوْنِكُ •
• ٣ عَلَيْنِ فِي ؟
• ٤ جَامِعَ اَهِلْكِ اَلَوْنِكُمُّ •
• ٥ سَلَمَانُ كَثِرَ اَللهِ خَيْرَ •
• ٦ عَلَيْنِ ، اَنتُنِ اَنْزَينَ •
Seven
In the following 6 sentences, substitute the word تلاميذ (plural) for the proper names.

Example:

صباح الخير علي اغلونك؟ (Teacher)

صباح الخير تلاميذ اغلونكم؟ (Student)

1. اهلا وسهلا اتفط يا علي.
2. يا سلمان، اغلونك واهلون اهلك؟
3. استريح يا جاسم.
4. كثر الله خيرك يا علي.
5. شكرا يا سلمان.
6. علي الحمد الله زين.

Eight
Respond to the following 6 greetings or offerings.

1. صباح الخير.
2. اتفط استريح.
3. اغلون الاهل.
4. مسا الخير.
5. اغلونكم؟ (اغلونك، اغلونج).
6. خشرفيد شي؟
LESSON 1

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

Example:

Nancy

• علي زين (Teacher)
• نانسي زينة (Student)

the family

1. جاسم زين

you, (f.)

2. تشوب فاد سه؟

evening

3. صبح الخير

she

4. أنت اتلونك؟

you, (f.)

5. كثر الله خيرك

we

6. أنتم زين

Ten

Two friends happen to meet each other and exchange greetings.


b. Two males.

c. Two females.
COMMUNICATIVE EXCHANGES

FRAME II

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

علي: إلمس الله عالسلافة جاسم صار زمان ما يفتاك

جاسم: الله يسلك أي والله جئت مساعد

علي: إننا مشتاقين هواية، إمشي خلي نروح للكعوة يشرب

لننا استكنان شاي.

جاسم: خوش فكرة حتى نسولف شويبة، بس ترى على حسابي.

علي: زين، ما يحاول، اشكرك.
Ali: Thank God for your safety, Jassim. We have not seen you in some time.

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

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

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

Ali: OK, no difference. Thanks.
EXPLANATORY NOTES

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

Thus:

\[
\begin{align*}
\text{على الكرسي} & \quad \text{becomes} \quad \text{على الكرسي} \\
\text{على الحائط} & \quad \text{becomes} \quad \text{على الحائط} \\
\text{على الباب} & \quad \text{becomes} \quad \text{على الباب}
\end{align*}
\]

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

2. The appropriate response to which means "May God save you." The verb is the imperfect tense of verb (measure II). It is conjugated like the measure II sound verb and it can be suffixed with any appropriate suffix needed. See Reference Grammar.
3. 

This phrase is used a lot in dialectal conversation. It literally means "yes, by God" or "yes, by golly." It is actually a filler—it does not change the total meaning or the idea. It can be dropped without any effect. 

is MSA, meaning "yes." Iraqi uses it for all the time. The phrase is the dialectal equivalent to MSA . 

Notice that the was changed to . This occurrence is frequent in Iraqi dialect. It should be pronounced like the "ch" in "church." 

"The word is the noun of subject, from the verb ."

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

5. The phrase literally means "walk, let us go to the cafe," or "come on, let us go the cafe." The verb is the same one as in MSA. But notice that the letter stayed and is fully pronounced. is another typical ID word and is used for "let," only in context of wishing to do something. The word is the MSA , "to the cafe." The letter is changed to and pronounced like the "g" in "going." This occurrence is frequent in ID.
Notice the word ُرُوحُ, it starts with a -- (sukuun) which is impossible to utter. In MSA this situation does not occur, but it is frequent in ID. In order to facilitate the pronunciation in such cases, the sound of a hamza precedes the word. Your instructor will pronounce ُرُوحُ several times. Listen to the sound carefully, and then pronounce ُرُوحُ yourself.

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

7. خوش ْفَکْرَة means "good idea." The word خوش is another typical ID equivalent to ْجْبَدَ or ْجِبَدَة in MSA. Notice that خوش is genderless.

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

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

10. "OK, it does not matter, thank you," in that order, is رَزِينَ مَا ْمَخَالَفَ ْکَشَکَ. It may mean, "All right, thanks."
DRILLS

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

Thank God for your well-being.

We have not seen you in a long time.

May God save you.

By God, I was on a trip.

We missed you a lot.
LESSON 1

Let's get moving; let's go to the cafe
to have a cup of tea.

Good idea,
so we can chat a bit.

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

OK, it doesn't matter.
Thank you.
Lesson 1

Two
Repeat after the model.

Ali: Thank God for your safety, Jassim.

Jassim: May God keep you safe.

Ali: We haven't seen you in a long time.

Jassim: Yes, by God. I was traveling.

Ali: We become quite anxious when we don't see you.

Jassim: Come on, let's go to the cafe to drink a cup of tea.

Ali: Good idea, so we can chat a bit, but mind you, I am buying.

Jassim: OK, it doesn't matter, thank you.

Three
Repeat after the model.

Noori: Good morning, Ramzi. Thank God for your safety.

Ramzi: Good morning. Welcome. May God save you.

Noori: How are you, and how is the family?

Ramzi: By God, we are all well.

Noori: We haven't seen you in a long time.

Ramzi: I was traveling.
LESSON 1

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

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

Noori: Good, let's go by God.

Four
Repeat after the model.

Salman: Good evening Layla. How are you?

Layla: Welcome, Salman. Well, thank God.

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

Layla: Well, by golly, and your family?

Salman: They were traveling to Saudi.

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

Salman: May God save you and bless you.

Five
Repeat after the model.

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

Layla: Welcome, Sabiha. Thank God, well.

Sabiha: We haven't seen you in some time.
LESSON 1

Layla: I was traveling; I went to Baghdad.

Sabiha: Let's go have something to drink and chat a bit.

Layla: Good idea, by golly. Let's go.

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

Example:

f. sing. اغتنم صلاحيتي ؟ (Teacher)

You, pl. السلام عليكم ؟

m. sing. اشرب شاي Leakage

f. sing. علي مشارف هواية

her على حسابي

m. sing. اشكر يا ليلى

f. pl. اغتنمل استريح

m. pl. اغتنمل مشروب Leakage

m. sing. كثير الله خيركم

f. pl. السلام عليكم
Seven
In the following 10 sentences, substitute different feminine Arabic names for the masculine ones and make the necessary changes.

Example:

نوري چان مشتاق هوایه

لیلی چانت مشتاق هوایه

1. مسأ الخير اهل وسلا سلمان
2. اشلونک یا جاسم ؟
3. کشر الله خیرک یا علي
4. الله یسلام جاسم
5. علي : امشی خلی نروح للبیت
6. هدی خوش فکرہ یا سلمان
7. اهلك چانوا مسافرین یا علي ؟
8. یا رمزی بی چری على حسابه
9. نوری چان مشتاق هوایه
10. جاسم بروح للگهوة یومیا

Eight
Respond appropriately to the following 6 sentences.

1. اشلونک ؟
2. خلی نروح للگهوة
3. الحمد الله جن سلاء الاهل
4. انفضل ایوب چای
5. صار زمان ما فنناکم
6. استشرب ؟
Nine

a. Two male students play the roles presented in drill two.

b. One male student and one female student play the roles in drill three.

c. Two female students play the roles in drill four.
CLASSROOM EXERCISES

What do you say?

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

2. Ask how he and his family are doing.

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

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

5. Reverse the roles presented above.

Role Playing

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

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

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

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

27
LESSON 1

Interpretation Practice

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

English speaker (Instructor) | Interpreter (Student) | Iraqi speaker (Student)

Situation 1.

Good morning. Welcome to California.

شاى الخير يا اخي

أشكرك هواية ائلونك؟

I am fine, and you?

زين والحمد الله

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

خوش فكرة بن على حسابي

OK, it doesn't matter, thanks.

اهلا وسهلا خلي نروح حتى نسولف شوية

Do you miss your family?

نعم هواية

Are they all well?

نعم والحمد الله كلهم زينين

Situation 2.

 مساء الخير ناني

Good evening. How are you today?

الحمد الله زين صار زمان مافقته

I took a trip to Colorado.

الحمد الله عالسلامة
LESSON 1

Thanks, may God keep you safe.

خلي شروق للكنوة حتى نسولف شوية.

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

يا لله خلي نمشي.

But only if I buy.

زين ما يخالف اشترير.

Situation 3.

Good morning, Layla.

اهلا وسهلا جولي.

How are you and your family?

الحمد الله كليتنا زينين، وانشو؟

We are well, thank you.

اهلهم اهلرئهم؟

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

اي وحتى نسولف شوية.

Good idea, but I am buying.

شكرنا كثير الله خيرچ.
Translation Practice

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

1. صباح الخير
2. صباح النور اهلا وسهلا
3. اقلونا انت والاهل؟
4. الحمد لله عالسلامة
5. اشكركم هوية كثير الله خيركم
6. صار زمان ما شفتاك
7. چنت مسافر والله
8. امشي نروح للقهوة ونشرب لننا استكان چای
9. اهلي چانوا مسافرين قبل مدة
10. خوش فكرة خلي شروح
11. اقلونها المدرسة؟
12. اقلون المناخ بمدينة مونترى؟
13. الحمد لله اهلي كلمهم زينين
14. الله يسلمك ويكثر خيرك
Dictation Practice

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

1. جاسم زين والحمد الله
2. اهلي كليم زينين اشترك
3. اهلون چان چای بالکهوا?
4. هذي خوش فكرة خلي نروح
5. الحمد الله عالسلامة اهلونكم?
6. علي واهله چانوا مسافرين الى رايومنك
7. خلي نروح نشرب لنا استكان چاي
8. اهلا وبلا، الله يسلامك
9. احنا كليتنا زينين، الحمد الله
10. إذا كان العارج من فوضى، فلكل من نطق
HOMEWORK

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

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

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

1. a. عاللامة  b. بس  c. زينين
   1. a. a  b. b  c. c

2. a. چانوا  b. راحت  c. شربوا
   2. a. a  b. b  c. c

3. a. احنا  b. اني  c. هي
   3. a. a  b. b  c. c

4. a. خيرك  b. خيركم  c. خيرج
Exercise Four

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

1. ١٠٢٣ a. چنت مسافر
   b. الحمد لله زین
   c. الحمد لله زینین

2. ١٠٢٤ a. لا، على حسابي
   b. نعم شربت
   c. ای والله اشکرک

3. ١٠٢٥ a. لا، چان زین
   b. چنت بالگهوة
   c. نعم بشرب گهوه

4. ١٠٢٦ a. کثر الله خیرک
   b. الحمد لله عالسلامة
   c. الله یسلمک

5. ١٠٢٧ a. الله یسلمک
   b. خوش چای
   c. خوش فکرہ
1. The response to صباح الخير is either صباح النور or صباح الخير. Of course, صباح could be substituted for مساء, depending on the time of day.

2. The greeting أهلا وسهلا is very versatile. It may be used any time, anywhere, in conjunction with or without another greeting phrase. See Enrichment.

3. The ID for "How are you?" is اخليك, which is composed of the interrogative ابن and لون, "color," and the desired pronoun suffix according to the following pattern:

<table>
<thead>
<tr>
<th>ID &quot;How are ...?&quot;</th>
<th>ID pronoun</th>
<th>MSA Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>اخليك</td>
<td>هو</td>
<td>هو</td>
</tr>
<tr>
<td>اخليكهم</td>
<td>هم</td>
<td>هم</td>
</tr>
<tr>
<td>اخليكها</td>
<td>هي</td>
<td>هما</td>
</tr>
<tr>
<td>اخليك</td>
<td>إنَّ</td>
<td>إنَّ</td>
</tr>
<tr>
<td>اخليككن</td>
<td>إنَّونكم</td>
<td>إنَّونكم</td>
</tr>
<tr>
<td>اخليكنت</td>
<td>إنَّنت</td>
<td>إنَّنت</td>
</tr>
<tr>
<td>اخلينك</td>
<td>إنَّ</td>
<td>إنَّ</td>
</tr>
<tr>
<td>اخليكنا</td>
<td>إنَّون</td>
<td>إنَّون</td>
</tr>
<tr>
<td>اخليكنا</td>
<td>إنَّن</td>
<td>إنَّن</td>
</tr>
</tbody>
</table>

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LESSON 1

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

The phrase "How are you?" may also be phrased كيف الصحة or أَوْلَى الصِّحَّة or أَوْلَى الأَحْوَال or أَوْلَى الْحَالَة and, of course, pronoun suffixes could be used with أَوْلَى صِّحَّة or أَوْلَى الْحَالَة, such as أَوْلَى صِّحَّة or أَوْلَى الْحَالَة.

4. The inquiry وأَهْل اَلْحُلْوَم is a matter of culture. It is considered polite to ask about the health of someone's family. Of course, the usual answer is الحمْرُ اللَّه. الحمْرُ اللَّه زَيْنُه is another cultural item. It is also widely used in other situations.

5. "We all" in MSA is كُلُنا or كُلِيْتُنا. in ID it is كُلُب or كُلِيْتُهُم.
"They all" in ID is كُلِب or كُلِيْتُهُم.

6. The imperative phrase استَرْجِح, "Please sit down," is ID for the MSA استَرْجِح. It is composed of two imperative verbs back-to-back.

7. The ID word فَرَد in MSA is فَرَد, meaning "single" or "one."

8. The phrase كَثَر اللَّه خَيْرَكُم, "May God increase your bounties," is another cultural item. It is used a lot. There are many variations of it in which either the pronoun or the tense of the verb, or both, are changed. Example:

كَثَر اللَّه خَيْرَكُم, كَثَر اللَّه خَيْرَكُم, اللَّه يَكْثَر خَيْرَكُم, اللَّه يَكْثَر خَيْرَكُم.

Of course, the pronoun suffix لَمَّا may be changed to the appropriate one, following the pattern shown.
REFERENCE GRAMMAR

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

<table>
<thead>
<tr>
<th>Iraqi Dialect</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;a&quot;</td>
<td>مَهْ</td>
</tr>
<tr>
<td></td>
<td>مَهْ</td>
</tr>
<tr>
<td></td>
<td>مَهْ</td>
</tr>
<tr>
<td></td>
<td>مَهْ</td>
</tr>
<tr>
<td></td>
<td>مَهْ</td>
</tr>
</tbody>
</table>

| "ch"          | كَمْ | كَمْ |
|              | كَمْ | كَمْ |

2. Conjugation of verbs.

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

a. Measure I sound verb شرب, "drank."
<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>she</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>you, m.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>you, f.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>I</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
<tr>
<td>we</td>
<td>ِهْبُهُ</td>
<td>ِبُهْبُهُ</td>
<td>ِبُهْبُهُ</td>
</tr>
</tbody>
</table>

verbal noun, **ْنَبَرْبُهُ**
noun of subject, **ْشَارِبُهُ**
noun of object, **ْمُشْرِبُهُ**

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

As you know the origin of the **ي** in MSA may be either **ي** or **ي** and that it reverts to that origin in conjugation. **هُنَفَر** reverts to **هُنَفَر**.

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

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>شافه</td>
<td>شوفن</td>
<td>بَشَفِن</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>شافوا</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
<tr>
<td>she</td>
<td>شافت</td>
<td>نشوف</td>
<td>بَشَفُن</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>شافوا</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
<tr>
<td>you, m.</td>
<td>شفت</td>
<td>نشوف</td>
<td>بَشَفُن</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>شفتُوْن</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
<tr>
<td>you, f.</td>
<td>شفت</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>شفتُوْن</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
<tr>
<td>I</td>
<td>شفت</td>
<td>نشوف</td>
<td>بَشَفُن</td>
</tr>
<tr>
<td>we</td>
<td>شفتُوْن</td>
<td>نشوفن</td>
<td>بَشَفُوْن</td>
</tr>
</tbody>
</table>

verbal noun, شَفَتْ  
noun of subject, شَافَ  
noun of object, not used.

(2) "was" is the ID for the MSA چَان.  
کان, believe it or not, has a few sisters which are quite useful in MSA.  
In ID چَان is used a lot, but the sisters are very seldom used.

کان and her sisters are considered a special group in MSA. They are called "incomplete verbs." In ID چَان is used as a triliteral verb. It is conjugated following the pattern of شَاف above, because the و reverts to just like شَاف.  
verbal noun, چَون  
noun of subject, چَانِن  
noun of object, چَوْن  

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### Pronouns

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td></td>
<td>صارَ</td>
<td>بُصيرَ</td>
<td>صبر</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td></td>
<td>صارُوا</td>
<td>بُصيرُون</td>
<td>صبرُون</td>
</tr>
<tr>
<td>she</td>
<td></td>
<td>صارت</td>
<td>بُصِرت</td>
<td>صبر</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td></td>
<td>صارُوا</td>
<td>بُصيرُون</td>
<td>صبرُون</td>
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<tr>
<td>you, m.</td>
<td></td>
<td>صرت</td>
<td>بُصِرت</td>
<td>صبر</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td></td>
<td>صرتُو</td>
<td>بُصيرُون</td>
<td>صبرُون</td>
</tr>
<tr>
<td>you, f.</td>
<td></td>
<td>صرت</td>
<td>بُصِرت</td>
<td>صبر</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td></td>
<td>صرتُو</td>
<td>بُصيرُون</td>
<td>صبرُون</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>صرت</td>
<td>بُصِرت</td>
<td>صبر</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>صرتنا</td>
<td>بُصِرتُنا</td>
<td>صبرُنا</td>
</tr>
</tbody>
</table>

**Verbal Noun, not used.**

**Noun of subject, صَبْر.**

**Noun of object, not used.**
c. Measure I weak final verb ْمَشيّ "went" or walked."

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>ْمِشِيّ</td>
<td>ْمَشَوْنَ</td>
<td>ْمِشِّي</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>ْمِشْتَوْنَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>ْمِشْتَنَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>ْمِشَوْنَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you, m.</td>
<td>ْمِشيّ</td>
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<td></td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>ْمِشْتَوْنَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you, f.</td>
<td>ْمِشينَرَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>ْمِشْتَوْنَ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>ْمِشِيّ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>ْمِشِّيّ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbal noun, ْمَشيّ</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>noun of subject, ْمَاشِيّ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noun of object, ْمَشيّ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Measure I double-ending verb حبُّ, "liked" or "loved."

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
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</thead>
<tbody>
<tr>
<td>he</td>
<td>حبَّ</td>
<td>حِبْنِي</td>
<td>حِبَّ</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>هم حبّوا</td>
<td>يحبون</td>
<td>حبّوا</td>
</tr>
<tr>
<td>she</td>
<td>حبّت</td>
<td>حِبتَيْنِ</td>
<td>حِبتَ</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>هم حبّوا</td>
<td>يحبون</td>
<td>حبّوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>حبّت</td>
<td>حِبتَيْنِ</td>
<td>حِبتَ</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>حبّتو حبّتو</td>
<td>يحبون</td>
<td>حبّوا</td>
</tr>
<tr>
<td>you, f.</td>
<td>حببت</td>
<td>حِبتَيْنِ</td>
<td>حِبتَ</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>حببت حببت</td>
<td>يحبون</td>
<td>حبّوا</td>
</tr>
<tr>
<td>I</td>
<td>حبّت</td>
<td>حِبتَيْنِ</td>
<td>حِبتَ</td>
</tr>
<tr>
<td>we</td>
<td>حبّنا</td>
<td>حِبتَيْنا</td>
<td>حِبتَنا</td>
</tr>
</tbody>
</table>

verbal noun, حبّ

noun of subject, not used.

noun of object, حِبْوَاتِ
**e. Measure II verb  سلم, "greeted."**

<table>
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<tbody>
<tr>
<td>he</td>
<td>سلم هو</td>
<td>سلموا هو</td>
<td>سلم</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>سلمون هم</td>
<td>سلموا هم</td>
<td>سلموا</td>
</tr>
<tr>
<td>she</td>
<td>سلم هي</td>
<td>سلمت هي</td>
<td>سلمت</td>
</tr>
<tr>
<td>they, dual &amp; pl.</td>
<td>سلمون هم</td>
<td>سلموا هم</td>
<td>سلموا</td>
</tr>
<tr>
<td>you, m.</td>
<td>سلمت انت</td>
<td>تسلمت انت</td>
<td>تسلمت</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>سلمون انتو</td>
<td>تسلمون انتو</td>
<td>تسلمون</td>
</tr>
<tr>
<td>you, f.</td>
<td>سلمت انت</td>
<td>تسلمت انت</td>
<td>تسلمت</td>
</tr>
<tr>
<td>you, dual &amp; pl.</td>
<td>سلمون انتو</td>
<td>تسلمون انتو</td>
<td>تسلمون</td>
</tr>
<tr>
<td>I</td>
<td>تسلم آتي</td>
<td>تسلمت آتي</td>
<td>تسلمت</td>
</tr>
<tr>
<td>we</td>
<td>سلمنا اهنا</td>
<td>تسلمت اهنا</td>
<td>تسلمت</td>
</tr>
</tbody>
</table>

verbal noun, سلم (سليم) is not used in this context but سلم is used instead.

noun of subject, مسلم

noun of object, مسلم
### 3. Measure V verb

"became kind" or "became gracious." The Imperative form "please" or "would you please," is widely used in ID.

<table>
<thead>
<tr>
<th>Pronouns</th>
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<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>مَتْفَضِّلْكُهْ</td>
<td>مَتْفَضِّلْكُمْ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>she</td>
<td>مَتْفَضِّلْهَا</td>
<td>مَتْفَضِّلْهُمْ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>they</td>
<td>مَتْفَضِّلْهُمْ</td>
<td>مَتْفَضِّلْهُمْ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>you, m.</td>
<td>مَتْفَضِّلْكُنْ</td>
<td>مَتْفَضِّلْكُنْ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>you, f.</td>
<td>مَتْفَضِّلْكِنْ</td>
<td>مَتْفَضِّلْكِنْ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>you, pl.</td>
<td>مَتْفَضِّلْكُنَّ</td>
<td>مَتْفَضِّلْكُنَّ</td>
<td>مَتْفَضِّلْنَّا</td>
</tr>
<tr>
<td>I</td>
<td>مَتْفَضِّلْنا</td>
<td>مَتْفَضِّلْنا</td>
<td>مَتْفَضِّلْنا</td>
</tr>
<tr>
<td>we</td>
<td>مَتْفَضِّلْنا</td>
<td>مَتْفَضِّلْنا</td>
<td>مَتْفَضِّلْنا</td>
</tr>
</tbody>
</table>

Verbal noun, مَتْفَضِّلْ (measure I) is used.

Noun of subject, مَتْفَضِّلْ.

Noun of object, not used.

### 4. Measure X verb

"rested up."

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
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<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>اسْتَرَاحَكُهْ</td>
<td>اسْتَرَاحَكُمْ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>she</td>
<td>اسْتَرَاحَهَا</td>
<td>اسْتَرَاحَهُمْ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>they</td>
<td>اسْتَرَاحَهُمْ</td>
<td>اسْتَرَاحَهُمْ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>you, m.</td>
<td>اسْتَرَاحَكُنْ</td>
<td>اسْتَرَاحَكُنْ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>you, f.</td>
<td>اسْتَرَاحَكِنْ</td>
<td>اسْتَرَاحَكِنْ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>you, pl.</td>
<td>اسْتَرَاحَكُنَّ</td>
<td>اسْتَرَاحَكُنَّ</td>
<td>اسْتَرَاحَنَّا</td>
</tr>
<tr>
<td>I</td>
<td>اسْتَرَاحَنَا</td>
<td>اسْتَرَاحَنَا</td>
<td>اسْتَرَاحَنَا</td>
</tr>
<tr>
<td>we</td>
<td>اسْتَرَاحَنَا</td>
<td>اسْتَرَاحَنَا</td>
<td>اسْتَرَاحَنَا</td>
</tr>
</tbody>
</table>

Verbal noun, اسْتَرَاحَة.

Noun of subject, اسْتَرَاحَ.

Noun of object, not used.
LESSON 1

REFERENCE GRAMMAR:

5. ID verb ـَدـَوَنَتْ, "chatted."

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>ـَدـَوَنُنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>she</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>they</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>you, m.</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>you, f.</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>I</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
<tr>
<td>we</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنَتْ</td>
<td>ـَدـَوَنْ</td>
</tr>
</tbody>
</table>

verbal noun, ـَدـَوَنَتْ

noun of subject, ـَدـَوَنَتْ

noun of object, ـَدـَوَنَتْ

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

7. In ID a ـَيْ is added to the end of a double-ending perfect verb in the second and first person, singular and plural. See the verb ـَيْ, this lesson.

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

Example: ـَيْ، "read."

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### Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>هوُ</td>
<td>يقرأ</td>
<td>يقرأ</td>
</tr>
<tr>
<td>she</td>
<td>هيَ</td>
<td>قرأ</td>
<td>قرأ</td>
</tr>
<tr>
<td>they</td>
<td>همُ</td>
<td>قرأوا</td>
<td>قرأون</td>
</tr>
<tr>
<td>you, m.</td>
<td>أنتِ</td>
<td>قرأتِ</td>
<td>أقرأ</td>
</tr>
<tr>
<td>you, f.</td>
<td>أنتِ</td>
<td>قرأتِ</td>
<td>أقرأ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>أنتُو</td>
<td>قرأتو</td>
<td>أقرأوا</td>
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<tr>
<td>I</td>
<td>أني</td>
<td>قرأتِ</td>
<td>أقرأ</td>
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<tr>
<td>we</td>
<td>أحنِا</td>
<td>قرأنا</td>
<td>نقرأ</td>
</tr>
</tbody>
</table>

9. A verb ending with a hamza preceded by ي loses the hamza in ID. The ي changes to ج in third and second person singular and plural. The ي or the ق is omitted in the imperfect third and second person plural.

Example: جَاءَ، "he came."

### Pronouns

<table>
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<tr>
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<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
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<tr>
<td>he</td>
<td>هوُ</td>
<td>يجيَ</td>
<td>يجيَ</td>
</tr>
<tr>
<td>she</td>
<td>هيَ</td>
<td>يجيَ (جيت)</td>
<td>يجيَ</td>
</tr>
<tr>
<td>they</td>
<td>همُ</td>
<td>يجوني (جوانا)</td>
<td>يجوني</td>
</tr>
<tr>
<td>you, m.</td>
<td>أنتِ (جيت)</td>
<td>نجي</td>
<td>N/A</td>
</tr>
<tr>
<td>you, f.</td>
<td>أنتِ (جيت)</td>
<td>نجي</td>
<td></td>
</tr>
<tr>
<td>you, pl.</td>
<td>أنتُو (جيتو)</td>
<td>يجوني (جيتوا)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>أجيَ (جيت)</td>
<td>نجي</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>أجيَ (جيتا)</td>
<td>نجي</td>
<td></td>
</tr>
</tbody>
</table>
EVALUATION

Part A.

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

1. علي چان مسفر
   a. علي ما يشرب چاي
   b. علي يشرب چاي بالکهوة
   c. علي چان مسفر

2. صباح الخير باليلي
   a. صبيحة چان مسفرة
   b. صبيحة چان مسفرة
   c. كثر الله خيرج

3. جاسم چان مسفر
   a. جاسم چان مسفر
   b. شلفنا چان بالکهوة
   c. اشتونك يا جاسم؟

4. امشي نروح للکهوة
   a. الله يسلمك
   b. والله زينة الحمد الله
   c. والله زينة الحمد الله

5. سلمان يشرب تشي بالکهوة
   a. اي والله استكرا چاي
   b. اي والله استكرا چاي
   c. علي چان بالکهوة
Part B.

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

Part C.

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

Part D.

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

Questions

1. Who went to the cafe?
2. What did Ali drink?
3. Who was already in the cafe?
4. Who paid the bill and whose idea was it?
5. What did Ali do then?
1. In response to صباح الخير or مساء الخير, you may say اهلا وسهلا or just مرحبا اهلا وسهلا.

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

   second person (m. sing.) هلا بيك
   second person (f. sing.) هلا بيك
   second person (dual and pl. m. & f.) هلا بيك
   third person (m. sing.) هلا بيه
   third person (f. sing.) هلا بيها
   third person (dual and pl. m. & f.) هلا بيهكم

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

3. رحمة الله وبركاته is "I wish you God's mercy and blessing." This phrase is often used with وعليكم السلام. Thus, the meaning of the whole phrase وعليكم السلام ورحمة الله وبركاته is "Peace and God's mercy and blessing be upon you." The reason for that is that the Prophet Mohammed said, "If someone greets you, respond alike or better." This phrase is sometimes also used with the initial greeting of السلام عليكم.
LESSON 1

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

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

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

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

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

Examples:

I will see you tomorrow, God willing. أوافقباجرنشاالله

God willing, the result will be good. انشااللهالنتيجة تكونزينة.
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali (name)</td>
<td></td>
<td>علي</td>
</tr>
<tr>
<td>all</td>
<td>كليتنا</td>
<td>كلنا</td>
</tr>
<tr>
<td>anxious</td>
<td></td>
<td>مشتاق</td>
</tr>
<tr>
<td>Baghdad (city)</td>
<td></td>
<td>بغداد</td>
</tr>
<tr>
<td>be (to)</td>
<td>چان</td>
<td>قيل</td>
</tr>
<tr>
<td>before</td>
<td>كيل</td>
<td>ج - اخوان (ج)</td>
</tr>
<tr>
<td>brother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>but, only if</td>
<td>چه</td>
<td></td>
</tr>
<tr>
<td>buying (I am)</td>
<td></td>
<td>على حسابي</td>
</tr>
<tr>
<td>by God</td>
<td>یى والله</td>
<td>سوفح</td>
</tr>
<tr>
<td>chat (to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
<td>مدينه - مدن (ج)</td>
</tr>
<tr>
<td>coffee, cafe</td>
<td>چای</td>
<td></td>
</tr>
<tr>
<td>cup</td>
<td>استكانه</td>
<td></td>
</tr>
<tr>
<td>daily</td>
<td></td>
<td>يوميا</td>
</tr>
<tr>
<td>drink (to)</td>
<td>چرب</td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
<td>اهلك، عائلة</td>
</tr>
<tr>
<td>go (to)</td>
<td>راج</td>
<td></td>
</tr>
<tr>
<td>God bless you.</td>
<td></td>
<td>كفر الله خليك</td>
</tr>
<tr>
<td>God keep you safe.</td>
<td></td>
<td>اللى بسالمك</td>
</tr>
<tr>
<td>good</td>
<td>چيد</td>
<td></td>
</tr>
<tr>
<td>Good evening.</td>
<td></td>
<td>مساء الخير</td>
</tr>
<tr>
<td>Good morning.</td>
<td></td>
<td>صباح الخير</td>
</tr>
</tbody>
</table>

VOCABULARY

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LESSON 1

English  ID  MSA
---  ---  ---
greet (to), salute (to)  سلام سلام
happen (to)  صار  صار
home  البيت  بيت
how  كيفاً  كيفاً
How are you?  انا كفلك؟  اغلولنك؟
I am  أنا  أنا
idea  تيكر - تيكر (ج)  تيكر - تيكر (ج)
Jassim (name)  جاسيم  جاسيم
Layla (name)  ليلا  ليلا
let (imperative)  خلي  خلي
like (to)  تاها  تاها
little  قليل  قليل
mind you  تري  تري
morning  صبح  صبح
no  ل  ل
Noori (name)  نورى  نورى
No difference.  ما يختلف  ما يختلف
No problem.  لا مشكله  لا مشكله
period  مدة - مدة (ج)  مدة - مدة (ج)
quite a bit  كثيرة  كثيرة
Ramzi (name)  رمزى  رمزى
Sabiha (name)  صبيحة  صبيحة
safety  سلامه  سلامه
Salman (name)  سلمان  سلمان
Saudi (country)  السعودية  السعودية
see (to)  شاف  شاف
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>مدرسة - مدارس (ج)</td>
<td></td>
</tr>
<tr>
<td>sit down (to)</td>
<td>استراح</td>
<td>حتی</td>
</tr>
<tr>
<td>so</td>
<td>حتی</td>
<td>حتی</td>
</tr>
<tr>
<td>something</td>
<td>نشئ</td>
<td>تلميذ - تلاميذ (ج)</td>
</tr>
<tr>
<td>student</td>
<td>تلميذ - تلاميذ (ج)</td>
<td></td>
</tr>
<tr>
<td>tea</td>
<td>چای</td>
<td>چای</td>
</tr>
<tr>
<td>Thank God.</td>
<td>الحمد لله</td>
<td>الحمد لله</td>
</tr>
<tr>
<td>Thanks.</td>
<td>شكرنا</td>
<td>شكرنا</td>
</tr>
<tr>
<td>this</td>
<td>هذا</td>
<td>هدی</td>
</tr>
<tr>
<td>time</td>
<td>زمان</td>
<td>زمان</td>
</tr>
<tr>
<td>traveling, traveler</td>
<td>مسافر</td>
<td>مسافر</td>
</tr>
<tr>
<td>walk (to)</td>
<td>میں</td>
<td>میں</td>
</tr>
<tr>
<td>we</td>
<td>إنها</td>
<td>إنها</td>
</tr>
<tr>
<td>weather</td>
<td>مناخ</td>
<td>مناخ</td>
</tr>
<tr>
<td>Welcome.</td>
<td>هلا</td>
<td>هلا</td>
</tr>
<tr>
<td>when</td>
<td>لما</td>
<td>لما</td>
</tr>
<tr>
<td>would you (imperative)</td>
<td>اهفضل</td>
<td>اهفضل</td>
</tr>
<tr>
<td>yes</td>
<td>امین</td>
<td>امین</td>
</tr>
</tbody>
</table>
LESSON 2

MEETING PEOPLE

OBJECTIVES

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

- Formally introduce someone to another person and respond to an introduction.

- Introduce yourself to a stranger in an informal public situation.
GRAMMATICAL FEATURES

1. Pronunciation of some ID words:

2. Dialect expressions used in this lesson:

3. The usage of the negative:

4. The present continuous form:

5. The interrogative usage of:

6. ID word endings "vowelless":

7. The hamza in ID:

8. The measure I weak-in-the-middle verb:

9. The measure III verb:

10. The irregular verb:
COMMUNICATIVE EXCHANGES

FRAME I

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

Bahjat: مرحبا يا سمير.

سمير: مرحبين، هلا بيك، وبين، تلات البارحة الصح؟

Bahjat: المدير يوزعني شغلة زغيرة للدقيمة ويا السلمين نوم.

سمير: د كرتيني، مهني راح تعرفني على صديقه الأمريكي نعم؟

Bahjat: إثوبك ما تحبي، تعال أخذك اليوم إذا شريد.

سمير: شوف، نيك ليش ما ديابيه وتنزمه عالمينا ويانا الليلة.

Bahjat: زين راح اخابر، وعدين نيك بالنتيجة.

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Bahjat: Welcome, Sameer.

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

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

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

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

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

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

1. "Welcome," "Hello." This is another form of greeting.

2. The response "Two welcomes," "Two hellos," is used often, either alone or with another phrase like &la_pik. This follows the custom of responding to a greeting with a better one.

3. Government workers work straight, six-hour shifts. They may work from 0700 to 1300 hours, but the hours of the shift may change, depending on the season. Thus, the question, "Where were you yesterday morning?" For an action that happened the previous day, the time period may be stated as follows:

   yesterday morning  البَرَاحَةُ الصَّحِيحَة
   yesterday noon    البَرَاحَةُ الْعَدْرِ
   yesterday afternoon البَرَاحَةُ بَعْدِ الْعَدْرِ
   yesterday at sunset البَرَاحَةُ الْغَمْرِ
   last night        البَرَاحَةُ بِالْلَيْلِ

4. ْوَيْنِ is ID for the MSA ْأَينَ meaning "where."

5. مَدِيرٌ is "manager." It's an MSA word. The word ْأَرْسَلَ is typical ID for the MSA ْأَرْسَلَ, "sent." It is conjugated like a double ending triliteral verb. (See Lesson 1.)

6. ْمَغْلَةٌ is ID for the MSA ْمَغْلٌ. In ID the word means "singular matter, one mission" while in MSA it is a collective noun meaning "work." ْمَغْلَةٌ is the ID pronunciation for the MSA ْمَغْلِبَةٌ, "small."
7. is ID for the MSA مع, "with," and it's like مع in accepting any desired pronoun suffix.

8. "You reminded me," is written exactly like the MSA ذكرتني. The only difference is the vowel markers. Iraqi dialect usually has no vowel ending and has a pause form. In MSA the words have inflectional endings, depending on the case. The vowel marker ظ, which means "no vowel," seldom occurs at the end of MSA words.

9. يُست means "when." It is مَست in MSA. When it is followed by رأى, it means the present continuous "when ... going to ..." For example:

When are we going to drink?

When are we going to go to the cafe?

10. تعرف means "became familiar with." The vowel of the prefix ت is different from the MSA ت, thus, the difference in pronunciation.

11. "when," is a compound of the interrogative وقت and الوقت, which is the MSA وقت. Literally, it means "what time." It is mostly used in looking for a specified time or hour while "when" is used for unspecified time. When it is followed by ما, the phrase means "whenever," as was discussed in Lesson 1.
If the word being prefixed with the interrogative particle ِ‌ش‌ا‌ش‌ or ِ‌ش‌ ش‌ starts with:

a. a vowel, the particle becomes ِ‌ش‌ا‌ش‌, thus resulting in v.c.v.

Example:
ِ‌ش‌ا‌ش‌ رَد

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

Example:
ِ‌ش‌ا‌ش‌ دِرِدُ

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

m. sing. ِ‌تَعَالُ
f. sing. ِ‌تَعَالِي

dual & pl., m. and f. ِ‌تَعَالُوا

13. ِ‌ش‌ا‌ش‌ تَعَلُّ is equivalent to the English phrase, "See here." It is the imperative of ِ‌ش‌تَعَلُّ, as discussed in Lesson 1. If used as in this phrase, ِ‌ش‌تَعَلُّ أُكُولُكَ, it does not give its literal meaning. Rather, it's used to attract attention. It has nothing to do with the statement that follows.

In fact, it may be dropped altogether without affecting the meaning. ِ‌ش‌تَعَلُّ أُكُولُكَ is the MSA أُكُولُكَ, meaning "I say to you" or "I tell you." The ِ‌ش‌ is pronounced a little shorter than usual. It may be dropped completely coupled with doubling the لَ.

said to him ِ‌كَلَّة
says to him ِ‌يَكَلَّة
I said to her ِ‌كَلَّةُ لِ‌إِلَهَا
14. ليش is a compound of لـ, "for," and interrogative, اش, as discussed in Lesson 1. Literally, it means "for what." It is used for "why." ما in this case is negative. ليش ما means "Why not?" or "Why don't?"

15. تَخَابَرُ is measure III imperfect of خَابَرُ, "exchanged information" with the third person (m. sing.) prefix and suffix; it means "telephone him" The verb in measure I is خَبَرَ, "informed."

16. تَبِينَهُ is strictly dialect and means "invite him." It is used differently in MSA. The MSA for "invited" is دَعَوَهُ is "to invite him to dinner." Notice that the hamza at the end is dropped. This is normal in ID. See Summary.

17. مَرْحَبَة means "his wife." مَرْحَبَة or مَرْحَبَة, "woman." is the MSA مَرْحَبَة or مَرْحَبَة, "his woman." It is interchangeable with زوجته, which is the MSA زوجته, "his wife."

18. هَذِينَ is strictly dialect and means the same as the MSA آيَةً, "also." It may be used as هم, without the اية ending.

19. بعدين means "afterwards." In MSA, it is بعد ذلك, "after that." بعد means "after" in both dialect and MSA.

20. النتيجة is the same in ID and MSA and means "result." The plural is or نتائج. The latter is dialect. In ID the seat is usually pronounced rather than the hamza. See Summary.
One

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

Hello, Sameer.

Two hellos, welcome.

Where were you yesterday morning?

Where are we going to drink tea?
LESSON 2

The boss sent me on a small, official errand

with the American engineer, Tom.

You reminded me.

You reminded her.

You reminded us.

You reminded them.

When are we going to the cafe?

Introduce to me

Introduce to her

Introduce to us

Introduce to them
LESSON 2

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

What do you want from Salman?

Come. you, m. sing.

Come. you, f. sing.

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

I'll take you today, if you want.

Look, I tell you

DRILLS

11. اشوکت راج تعريفني على المهندس توم؟

12. شريده من سلمان؟

13. شوف أكلول لك
Why don't you drink tea?

Telephone Tom if you want.

Are you going to invite him to dinner?

His wife is American.

She's an engineer, too.

I go to the office, then to the cafe.
LESSON 2

Drills

How is the result?

Two
Repeat after the model.

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

Bahjat: مرحبا يا سمير.
Sameer: رحبيين، هلا بك.
Bahjat: وين جنت المبارزة الصح؟ اشتقناك؟
Sameer: والله المدير دزني بغفرة كبيرة للدائره ويّا توم.
Bahjat: ويّا توم المهندس الأمريكي؟
Sameer: نعم، والله يا بهجت هو خوش مهندس.

Three
Repeat after the model.

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

Bahjat: مساء الخير ندوة.
Ndoa: مساء النور يا هلا بك، اغلقون حان الشغل اليوم؟
Bahjat: والله مثل كل يوم بي اليوم ما شفت توم.
Ndoa: أنت ذكرىي بس، يمتي راح تعرفني عليه وعلى مرتخه؟
Bahjat: فد يوم من الأعيام انشا الله.
Ndoa: لين ما تخابر الليلة وأعزيمهم عالعش ويا أنا فد ليلة.

Bahjat: زين، راح اخبره بعدين. وأگول له أنت وسمر تحسن.

Ndoa: تعرفون عليه وعلى مرتخه.

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Four

Repeat after the model.

Bahjat has just come back from seeing the boss.

سامير: اشراد المدير وياك ؟

Bahjat: راد يعرف نتيجة شغلتي ويا توم البارحة ؟

سامير: واشجعنت النتيجة ؟

Bahjat: كنته خلي اخبار توم وااحوه هو شيكول .

سامير: زين ، لما تخابر ، همّين اعزمه عالعشًا مثل ماكلنا .

Bahjat: نعم ، بي أي ليلة تحب ؟

سامير: أي ليلة الجانت ، شوف أي ليلة مرتك تحب ؟

---Translation---

Bahjat: Welcome, Sameer.

Sameer: Welcome, welcome.

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

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

Bahjat: With Tom, the American? The engineer?

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

---Translation---

Sameer: Good evening, Nadwa.

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

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

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

Sameer: One of these days, God willing.

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

Sameer: What did the boss want from you?

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

Sameer: What was the result?

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

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

Bahjat: Yes, but what night do you like?

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

Five

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

Example:

اعرفك (Teacher)

احب اعرفك على صديقي (Student)

مهندس

للكهوة

اعزمك

نروح

يمتى

وبين

بعدين

جنت

لش

درنی

1 تعال للكهوة

2 احب عالعا

3 اريد اروح

4 علي خوش

5 راح شرب چای؟

6 رح للدائره و رح للكهوة

7 راح تشريحي على صديقتك ندوة

8 البارحة المدير بشغله زغيرة

9 وبين البارحة الصح؟

10 ما تخابر علي؟
LESSON 2

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

Example:

f. تعالي نروح للكهوة (Teacher) تعالي نروح للكهوة (Student)
pl. بريتك تعريفني على جاسم
f. لنبي ما تعزم يوم عالعا
pl. تعالي نخاب نيل
f. اشوكت ما تحبون
pl. تحب تشرب شاي وبقا
pl. بحذو خزي النتيجة ؟
f. المدير دزني بشغلة زغيرة للداخرة
dual
f. مرحبًا يا سمير

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

| 06. ومرته همين مهندسة | 01. البارة المدير دزني |
| 07. رحت للداخرة | 02. شربت شاي |
| 08. بشغلة مغيرة | 03. ليش ما تخابر علي ؟ |
| 09. وبا توم بالكهوة | 04. بيجت مهندس |
| 10. وتعزمه عالعا | 05. اليوم الصبح |
Nine
Bahjat is on the phone calling Tom to invite him and his wife to dinner.
Two students play the role, setting the date, and so forth.

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

1. وين تتم البازارة الصح بي جاسم؟
2. المدير در علي بملة زهيرة.
3. تعال شروت للشوكة يا سمير.
4. أقول لك علي ليش ما تخابر شوم؟
5. بهجت خابرينا البازارة.
6. علي يحب يتعرف علي نذوة.
7. اشوكت تسرب شاي يا سمير؟
8. تعال اخذت اليوم للعشاء ويباي يا جاسم.
9. علي راح للدافرة وبعدين راح للشوكة.
10. بهجت شاف المدير اليوم.

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

1. تعال اعرفك على صديقي.
2. احب اروج للشوكة.
3. راح اخابر على الليلة.
4. بميتي عزمت صديقك المهندس؟
5. وين تريد شروت الليلة؟
6. اشوكت تسرب شاي؟
7. ليش ما تخدين وياه للشوكة؟
8. وين تتم البازارة؟
9. ليش ما رحت للدافرة البازارة?
10. مرحبًا بيه.
Twelve
Complete the following 10 questions by prefixing either اش or ش, whichever is appropriate, to the verbs.

1. تحب نأكل؟
2. كلت المبارحة؟
3. وكت شرب شاي؟
4. تكون النسيجة؟
5. وان وياك؟
6. راد المدير؟
7. تكول شريع للكلبه؟
8. طبخت؟
9. نأكل اليوم؟
10. تريد من المدير؟
COMMUNICATIVE EXCHANGES

FRAME II

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

Tom: محا الخير بهجت. أحب أقدم لكم مركي بريندا.

Brenda: مهلا. أهلا وسهلا. تشرفنا يا بريندا. آني.

Tom: حان الوقت بتعرفكم على مركي ندوة.

Brenda: غرفة سيدينا يا ندوة. تشرفت

Tom: قارلي زمان أسمع يبجي يا ندوة. وهسة آني فرحانة هواية.

Brenda: لاني تعرفت عليهم بالأخير.

Ndoe: واني هميين جنّت مشتاقه د أتعرف علىهم وعلى طوم. كى تعرفت.

Tom: أجل. أناكون الإكل يعجيكم. ولو آني يكونها بنفسي.

Brenda: ندوة خون طياقة.

Tom: إختنا يعجي اذا الإكل العربي وخاصة إذا كان بالبيت وما بالعلم.
Tom: Good evening, Bahjat. I like to introduce to you my wife, Brenda.

Bahjat: Good evening. Welcome. We are honored, Brenda. I'm Bahjat. I like you to know my wife, Nadwa.

Tom: Nice opportunity, Nadwa. I'm honored.

Brenda: I have been hearing about you, Nadwa, for some time, and now I'm very happy I've met you at last.

Nadwa: I was anxious also, to meet you and Tom; we are honored.

Bahjat: I hope that the food pleases you. Even if I say it myself, Nadwa is a good cook.

Tom: We like Arabic food, especially home cooking and not at a restaurant.
EXPLANATORY NOTES

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

2. "أَقُدمُ إِلَيْكُم" is "I present to you (pl.)", also means "offered."
   - 2nd person m. sing. أَقُدمُ لَكَ
   - 2nd person f. sing. أَقُدمُ لَيْكَ
   - 3rd person m. sing. أَقُدمُ لَهُ
   - 3rd person f. sing. أَقُدمُ إِلَيْهَا
   - 3rd person pl. أَقَدِمُ إِلَيْهِمْ

أَقِمَ اَمْرُكُمُ على literally means "I like you (pl.) to know...." The pronoun suffix changes to fit the person as discussed before. The phrase أَقِمَ اَمْرُكُمُ على should always be followed by either عَلَى or بَيْنَكُمْ. For example, "I like to introduce you to Bahjat," may be either أَقِمَ اَمْرُكُمُ عَلَى بَيْنَكُمْ or أَقِمَ اَمْرُكُمُ عَلَى بَيْنَكُمْ.

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

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

Example:

I have been hearing about you for some time. صَارَ لِي زُمَانّ أَسمَعْتُ مِنْكَ.
LESSON 2

5. "to," is the ID for the MSA لـ or 表示 expressing a wish or a desire. It's also used to render the present continuous as in I am eating now.

6. "I wish" or "I hope," is ID for the MSA 聲. Example:

I hope you're well. 

7. مـ "not," In ID stands for the MSA 聲. It is used to negate nouns only.ما is used to negate verbs.

Examples:

Salim is not an engineer. 

I do not drink tea.
One

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

I like to present my friend to you.

أحب أقدم لكم صديقي

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

أحب أعرفكم على مرتى

We are honored; this is a happy opportunity.

ن którąنا، فرصة سعيدة

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

هيئة راح اروح للمطعم
I go to the cafe to drink tea.

I hope the family is well.

Salim is not in the office today.

Two

Repeat after the model.

 уверен: أنا أعرفك بمرتي برتدة يا بهجت
 بهجت: شرفتنيا برتدة , اهلا وسهلا
 برتدة: لرصة سعيدة صار زمان أريد انعرف عليك
 يوم: آني اليوم بعيوني أكل أكل عربي
 بهجت: آني اعرف قد مطم هواية زين
 برتدة: زين ، خلي نمشي
LESSON 2

Three
Repeat after the model.

Tom:  مرة بجت خوش طبابة ؟
Samer: اهلون تعر ؟
Tom: البارحة تعيشنا وياهم ؛
Samer: بس نودة ما تطبخ اكل أمريكي ؛
Tom: لا ، لا ، طبخت اكل عربي ؛
Samer: ومرتك جانت وياك همين ؛
Tom: نعم وهي همين عجبنا الاكل هواية ؛
Samer: اشطبخت الكم ندوة ؛
Tom: والله ما اعرف كلها اكلات عربية ، بس جانت هواية زينة ؛

Four
Repeat after the model.

Noura: اهلون عجبنا الاكل يا بريندا ؛
Brenda: عجني هواية هواية ؛
Noura: انت تحبين الاكل العربي ؛
Brenda: نعم اذا انت تحبينه ؛
Noura: انت ما تعرفين شلون ؛
Brenda: لا آني اعرف طبخ امريكي بس ؛

Two-Translation

Tom:  Bahjat, I like you to know my wife, Brenda.
Bahjat:  My honor, Brenda. Welcome.
Brenda:  Happy opportunity. I have been wanting to know you for some time.
Tom:  Today I like to eat Arabic food.
Bahjat:  I know a very good restaurant.
Brenda:  By God, let's go.
Three--Translation

Tom: Bahjat's wife is a good cook.

Sameer: How do you know?

Tom: We dined with them last night.

Sameer: Nadwa does not cook American food.

Tom: No, no, she cooked Arabic food.

Sameer: Was your wife with you, too?

Tom: Yes, and she also liked the food a lot.

Sameer: What did Nadwa cook?

Tom: My God, I don't know, but it was very good. It was all Arabic food.

Four--Translation

Nadwa: How did you like the food, Brenda?

Brenda: I like it very, very much.

Nadwa: Do you like Arabic food?

Brenda: Yes, if you cook it.

Nadea: You don't know how?

Brenda: No, I know American cooking only.
LESSON 2

DRILLS

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

لا ، أكل البيت يعجبني

1. وبين راح سلمان ؟

2. اشوكت راح نروح للتكهوة ؟

3. انت تحب أكل المطعم ؟

4. اشتكالوا لما عرفتهم على تروم ؟

5. أساس الامل في جيكم ؟

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

مو

1. احب ——— على مرتي.

2. ———— سعادة ، تشوفنا.

3. تأمل نروج ———.

4. آتي فرحان لأني ——— بالخير.

5. ——— الاكل العربي.

6. ليل خوش ———.

7. يعجبني أكل البيت ——— المطعم.

8. ——— الكم صديق سلمان.

Seven
Use either the particle م or ما proprely to negate the following 10 sentences.

Example:

1. هذا علي.

(Teacher)

2. هذا م علي.

(Student)

1. هذا خوش مطعم.

2. سلمان راح للكهوة.

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

Example:

 سمير عزيمه ُ (Teacher)
 سمير يعجبه ُ (Student)

٤ هذي ندوة ُ
٥ المدير درتي بِغلة للدائرة ُ
٦ تعرفت على جاسم ُ
٧ يعجبني اشرب غي ُ
٨ آتي فرحان ُ
٩ توم مهندس ُ
٨ يهجت هل بالمعظم ُ
٩ هذي ندوة ُ
٠ توم إشتغل مهندس ُ
٠ يهجت دياكل بالمعظم ُ
١ اقدم الك صديقي جاسم ُ
٢ سمير يرووم للكلوة ُ
٣ بِرندادا إشتغل بِبالدائرة ُ
٤ ندوة حيث أكلنا ُ
٥ سلمان قن بالدائرة الصح ُ
٦ استمتع تشرب جاي ؟
٧ بِملأننا تاكل ؟
LESSON 2

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

Example:

1. اعرفكم على سمير. (Teacher)
2. اعرف طه رزقكم. (Student)
3. عرفنا بندوة.
4. راج عرفك على صديقي المهندس.
5. ليش ما تعرفها على برندا.
6. عرفه علي.
7. ليش ما تعرفه على جاسم?
8. عليها ببي.
9. المدير عرفنا على توم.
10. عرفتم بصديقي الأمريكي البارحة.

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

امشي
يعجبها
اشوكت
لى الشرف
أريد اعرف عليها
ليبي
خوش
1. صار زمان اسم بيب.
2. شرفت بعمركم.
3. يعجبني الاكل بالبيت مع بالمطعم.
4. الاكل دين بالمطعم.
5. مرتي تحب الاكل الأمريكي.
6. خلي نروح للقهوة.
7. بيعتي راح نشرب ما؟
Eleven

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

What do you say?

1. Introduce your friend Jassim to your friend Ali.

2. You are being introduced to Layla. Respond.

3. Invite your friend Sameer to dinner in a restaurant and tell him to bring his wife since your wife will be with you.

4. You are leaving your friend Salim's house after dinner. Thank him and his wife for the dinner invitation and compliment Salim's wife on her cooking.

Role Playing

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

Salman greets you.

You respond and then give your instructions.

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

You send greetings to Tom.

Salman says he'll call Tom first.

You say OK, and that you expect good results.
Situation 2. After arranging as meeting with Tom on the telephone, Salman meets Tom in his (Tom's) office.

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

Tom responds in a similar manner.

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

Tom responds and the two men leave the office.

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

Salman greets the manager.

The manager asks how Tom is.

Salman replies that Tom is well and sends his greetings.

Then the manager asks if the errand has been performed.

Salman answers "yes" and that everything went well.

The manager thanks Salman, and Salman leaves the office.

Interpretation Practice

Act as an interpreter in the following situations.

<table>
<thead>
<tr>
<th>English speaker (Instructor)</th>
<th>Interpreter (Student)</th>
<th>Iraqi speaker (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation 1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

اشكرك هواية، وين؟

At home.

زبن، بس اريد اتوف مرتين شراح تكول.
That is all right, but let me know the result.

أي نعم أكل لك النتيجة هسه بعد ما اخبارها

OK. What do you like to eat?

والله احسنا نحب الأكل العربي

برندا تعرف تطبخ أكل عربي ؟

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

زين , أكل أمريكي ما يخالف , بس اذا
مرتك تحل تعلم , ندوات تعلمتها.

OK, thanks, I'll tell her that.

Situation 2.

انت امريكية ؟

Yes, I am American.

آتي ندوة , مرة بهجد  

I'm honored, I'm Brenda.

انت مرة المهندس توم ؟

Yes, I am.

فرصة سعيدة صار زمان احب اتعرف عليـي.

Thanks, I was anxious to meet you, too.

فتد يوم راح اعزمكم عالعشان انا الله

That will please me;
I like Arabic food.

زين , راح اخباري بعدين.

Please, I like to hear from you.
Translation Practice

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

آتي ومرتي بيعيننا الأكل العربي.

磐磐ها السبحة رخت لغد مطعم وقاش اكلهم هواية زين.

وعرت على مرة المهندس توم، كانا بالمطعم د ياكلون همین.

آنی جبت اسحق هواية عن مرتا يكلون هي يعجبها تتعلم الطبخ العربي.

انشا الله قد يوم اقدمها لمري واخلينها تعلموا الطبخ.

مارتي راح تحب تعلمنا، مرتى خوش طبخة.

أي تعلمت الطبخ كله بالمطبخ من امها.

Dictation Practice

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

تعال اعرفك على جاسم.

فرصة سعيدة، تشرفنا.

چنت مشتاق هواية د اعرف عليك.

اقدم لي مري ندوة.

المهندس توم خوش مهندس.

بعظم سالم يقدمون أكل أميريكي وعربي همین.

آتي بنيسي شفت الطبخ يطبخ أكل أميريكي.
**HOMEWORK**

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

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

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

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

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

. a
. b
. c
2. جاسم ما يعرف توم
   a. آتي ما اعرف توم
   b. توم ما يعرف مرته
   c.

3. اتعشيت البارحة
   a. اشوكت ؟
   b. يمشى ؟
   c.

4. سلم لي عليه
   a. المدير خابرك
   b. خابرت المدير البارحة
   c.

5. زين، تعال
   a. ليش مو بالمطعم ؟
   b. البارحة شفك
   c.

6. البارحة بالليل
   a. الصبح
   b. يمشي ما شريد
   c.

7. شرفناكم
   a. شرفتـُ
   b. شرفتـُ
   c.

8. فرصة سعيدة
   a. شكرًا، كثر الله خيرك
   b. زين، ما يخلف
   c.
SUMMARY

1. The response of مرحباً, "Two welcomes," stems from the Arabic trait of returning a greeting with a better one. Sometimes other numerals are used. (See Enrichment.)

2. تعال, "Come," is an irregular verb. It occurs only in the imperative form: (m.), (f.), (pl.).

3. ID interrogative has two forms, عشเช and voweled . The general rule that determines which one you use is that you should have v.c.v. ً, ً. ً.

4. The endings in ID are vowelless while they are inflectional in MSA.

5. The negative مَا is used with nouns only. For example, "He is not my friend," هو مُوصلي . For negating a verb, مَا is used, as in "He doesn't go." هو ما يَرَى ً.

6. The particle د is used to:
   a. Indicate a desire or a wish to do something. It is used more or less for future action, like the MSA لـ or حتى "I'm going to the cafe to drink tea." رُبْح لِكَهْوَة د أَثْرِبْ چَای ً.
   b. Indicate the present continuous, for example,
      I am eating now. آني د اكل هسة ً.
7. For introductions, if $\text{أَفْرَكُم}$ is used, it should be followed by either $\text{مَّ}$. For example,

Meet my friend.  
أَفْرَكُمْ عَلَى صَدِيقٍ  
or  
أَفْرَكُمْ بِمَدْيَنِيٍّ  
If $\text{لَم}$ is used, it should be followed by a suffixed $\text{لُكَ}$.  
أَقِدِّمْ لَكَ  
I introduce to you (m. sing.)...

8. In Lesson 1, the phrase $\text{صَارَ زَمَانُ}$ was introduced. A variation of that is $\text{صَارَ لِي زَمَانُ}$, "I have been for sometime." Depending on the situation, this phrase may be rendered as $\text{صَارَ إِلَيْهِمْ}$, $\text{صَارَ لَهُمْ}$, $\text{صَارَ لَهُ}$, $\text{صَارَ إِلَيْهِ}$, or $\text{صَارَ لَهُ}$.  

9. "Now," in ID, was developed from the MSA $\text{هَذِهِ السَّاعَة}$, which was modified to $\text{هَالِسَاعَة}$ and then to $\text{هَسَّة}$.

10. $\text{أَتَأْمَلُ}$, "I wish" or "I hope," is ID is developed from the MSA $\text{أَمَل}$, which also used in ID.

11. "yesterday morning," is ID for the MSA $\text{بَارَحة} صِباٰحٍ$). $\text{صِباٰح}$ may be changed to fit the period of the time; thus, it may be $\text{بَارَحة} المُنَبَّأ$), "yesterday evening."

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

13. $\text{وَبَا}$, "with" is ID for the MSA $\text{مَع}$. It takes a suffix just like $\text{مَع}$.

14. $\text{مَتَن}$, "when," is ID for the MSA $\text{مَتَن}$. It is a compound of the interrogative $\text{أَي}$ and $\text{وَمَتَن}$, and $\text{مَتَن}$. This term inquires about time in general.
15. In ID, the prefix of the verb is vowelless except for the first person singular (I) which is "a"

Example:

He goes.  بروج
I go.    أرج
## Verbs

1. a. Measure I sound verb, ṣa'ān, ID "invited"

(Model Pattern)

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>یُعَزَمُ</td>
<td>یَعَزَمَ</td>
<td>یَعُزَمْ</td>
</tr>
<tr>
<td>she</td>
<td>یَعَزَمْ</td>
<td>یُعَزَمُ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>they</td>
<td>یَعَزَمْ</td>
<td>یُعَزَمُ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>you, m.</td>
<td>یُعَزَمَ</td>
<td>یَعَزَمْ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>you, f.</td>
<td>یُعَزَمَ</td>
<td>یَعَزَمْ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>یَعَزَمْ</td>
<td>یُعَزَمَ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>I</td>
<td>یُعَزَمَ</td>
<td>یَعَزَمْ</td>
<td>یَعَزَمْ</td>
</tr>
<tr>
<td>we</td>
<td>یَعَزَمْ</td>
<td>یُعَزَمَ</td>
<td>یَعَزَمْ</td>
</tr>
</tbody>
</table>

verbal noun, یَعَزِمْ
noun of subject, یَعَرَمْ
noun of object, یَعَزُرْ
LESSON 2

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

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>طَبَخَ</td>
<td>طَبَخْ</td>
<td>طَبَخْ</td>
</tr>
<tr>
<td>she</td>
<td>طَبَخَتْ</td>
<td>طَبَخْتَ</td>
<td>طَبَخْتَ</td>
</tr>
<tr>
<td>they</td>
<td>طَبَخَوْن</td>
<td>طَبَخْتُن</td>
<td>طَبَخْتُن</td>
</tr>
<tr>
<td>you, m.</td>
<td>طَبَخْتُ</td>
<td>طَبَخْتُ</td>
<td>طَبَخْتُ</td>
</tr>
<tr>
<td>you, f.</td>
<td>طَبَخْتُ</td>
<td>طَبَخْتُ</td>
<td>طَبَخْتُ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>طَبَخْتُو</td>
<td>طَبَخْتُو</td>
<td>طَبَخْتُو</td>
</tr>
<tr>
<td>I</td>
<td>طَبَخْي</td>
<td>طَبَخْي</td>
<td>طَبَخْي</td>
</tr>
<tr>
<td>we</td>
<td>طَبَخْنا</td>
<td>طَبَخْنَا</td>
<td>طَبَخْنَا</td>
</tr>
</tbody>
</table>

verbal noun, طَبَخْ

noun of subject, طَبَخْ, but طَبَخَ is used instead.

noun of object, طَبَخَ

Other measure I sound verbs contained in this lesson are: طَبَخْ and طَبَخْنَا are conjugated according to the pattern of طَبَخْ.
2. Measure I verb weak-in-the-middle, راد "wanted"

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>رادْ</td>
<td>بَرِيدْ</td>
<td>رَدَ</td>
</tr>
<tr>
<td>she</td>
<td>رَاتْ</td>
<td>بَرِيدْ</td>
<td>رَدَ</td>
</tr>
<tr>
<td>they</td>
<td>رادْونَ</td>
<td>بَرِيدْونَ</td>
<td>رَدَوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>مُنْتِر</td>
<td>تَرِيدُ</td>
<td>مُرِيدَ</td>
</tr>
<tr>
<td>you, f.</td>
<td>مُنْتَرَ</td>
<td>تَرِيدُنَ</td>
<td>مُرِيدَنَ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>مُنْتو</td>
<td>تَرِيدُنَ</td>
<td>مُرِيدَنَ</td>
</tr>
<tr>
<td>I</td>
<td>مُنْتِرَ</td>
<td>تَرِيدُنَ</td>
<td>مُرِيدَنَ</td>
</tr>
<tr>
<td>we</td>
<td>مُنْتو</td>
<td>تَرِيدُنَ</td>
<td>مُرِيدَنَ</td>
</tr>
</tbody>
</table>

verbal noun, not used.

noun of subject, رَابِدَ
noun of object, مُرَيودُ

*Seldom used.
3. Measure II verbs for conjugation and forming verbal noun, noun of subject and noun of object, follow the pattern of discussed in Lesson 1.

4. Measure III verb, "telephoned"

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>حَماَرَحَماَرَ</td>
<td>شيَرَتْ شيَرَتْ</td>
<td>بَكُرَتْ بَكُرَتْ</td>
</tr>
<tr>
<td>she</td>
<td>حَماَرَحَماَرَ</td>
<td>شيَرَتْ شيَرَتْ</td>
<td>بَكُرَتْ بَكُرَتْ</td>
</tr>
<tr>
<td>they</td>
<td>حَماَرَحَماَرَ</td>
<td>شيَرَتْ شيَرَتْ</td>
<td>بَكُرَتْ بَكُرَتْ</td>
</tr>
<tr>
<td>you, m.</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
</tr>
<tr>
<td>you, f.</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
<td>خَابِرَتْ خَابِرَتْ</td>
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<td>I</td>
<td>أَخَابِرَ أَخَابِرَ</td>
<td>أَخَابِرَ أَخَابِرَ</td>
<td>أَخَابِرَ أَخَابِرَ</td>
</tr>
<tr>
<td>we</td>
<td>إِخَابِرَ إِخَابِرَ</td>
<td>إِخَابِرَ إِخَابِرَ</td>
<td>إِخَابِرَ إِخَابِرَ</td>
</tr>
</tbody>
</table>

Verbal noun, "signal" in military usage means "phone call".

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

1. اشكرك كثير الله خيرك
   a. آني يجيبي الحاي بالكبوه
   b. تشرفنا
   c. 

2. الله يحكم
   a. صار زمان ما شفتاك
   b. تشرفت آني صبيحة
   c. 

3. هذا خوش مطعم
   a. نعم هواية
   b. اشتكك ما حب
   c. 

4. الباحة الصبح
   a. بالطعم
   b. بعد شوية
   c. 

5. الصبح
   a. بالليل
   b. بعد الظهر
   c. 

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LESSON 2

EVALUATION

Part B. 📚

Translate the following 5 recorded Iraqi sentences into English.

Part C. 📚

Use SATTs to write the following 5 recorded Iraqi sentences.
EVALUATION

LESSON 2

Part D. 🎧

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

1. Who knew Tom and his wife?
2. What is Tom's wife's name?
3. What does she do?
4. What did she say to Jassim?
5. When does Jassim expect to see her in his office?
6. Did Jassim know Tom before?
7. How did Jassim know Brenda's profession?
1. Introductions are performed in several ways of which the following is the most common:

Lieutenant, "I introduce to you..."

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

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

This is ....; do you know him?

2. The response is also varied.

Examples:

We are honored.

The honor is mine.

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

You honored us.

You (pl.) honored us.
3. بعدين is "afterwards" or "thereafter." When followed by وياك and a suffix, like بعدين وياك, it renders an expression of exasperation. It means "What am I going to do with you?" or something similar.
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>afterwards, later</td>
<td>بعد ذلك</td>
<td>بعد ذلك</td>
</tr>
<tr>
<td>also</td>
<td>همين</td>
<td>همين</td>
</tr>
<tr>
<td>American</td>
<td>أميركي</td>
<td>أميركي</td>
</tr>
<tr>
<td>Arabic</td>
<td>عربي</td>
<td>عربي</td>
</tr>
<tr>
<td>at last</td>
<td>بالأخير</td>
<td>بالأخير</td>
</tr>
<tr>
<td>Bahjat (name)</td>
<td>بحاج</td>
<td>بحاج</td>
</tr>
<tr>
<td>because</td>
<td>لأن</td>
<td>لأن</td>
</tr>
<tr>
<td>come (imperative)</td>
<td>تعال</td>
<td>تعال</td>
</tr>
<tr>
<td>cook (to)</td>
<td>طبخ</td>
<td>طبخ</td>
</tr>
<tr>
<td>dinner</td>
<td>عشاء</td>
<td>عشاء</td>
</tr>
<tr>
<td>eat (to)</td>
<td>أكل</td>
<td>أكل</td>
</tr>
<tr>
<td>engineer</td>
<td>مهندس</td>
<td>مهندس</td>
</tr>
<tr>
<td>errand, matter, operation</td>
<td>شغلة</td>
<td>شغلة</td>
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<tr>
<td>especially</td>
<td>خاصة</td>
<td>خاصة</td>
</tr>
<tr>
<td>even</td>
<td>ولو</td>
<td>ولو</td>
</tr>
<tr>
<td>food</td>
<td>أكل</td>
<td>أكل</td>
</tr>
<tr>
<td>friend</td>
<td>صديق</td>
<td>صديق</td>
</tr>
<tr>
<td>happy</td>
<td>سعيد</td>
<td>سعيد</td>
</tr>
<tr>
<td>hear (to)</td>
<td>سمع</td>
<td>سمع</td>
</tr>
<tr>
<td>honor (to)</td>
<td>شرف</td>
<td>شرف</td>
</tr>
<tr>
<td>hope (to), wish (to)</td>
<td>أتمنى</td>
<td>أتمنى</td>
</tr>
<tr>
<td>if</td>
<td>إذا</td>
<td>إذا</td>
</tr>
<tr>
<td>introduce (to)</td>
<td>عرض</td>
<td>عرض</td>
</tr>
<tr>
<td>invite to</td>
<td>عرض</td>
<td>عرض</td>
</tr>
</tbody>
</table>

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ENGLISH

man
manager
mother
nice
noon
not
now

office
opportunity
pleased (to be)
present (to)
remind (to)
restaurant
result
say (to)
send (to)
small
telephone (to)
today
to you (pl.)

Tom (name)
tonight
take (to)
want (to)

when

ID

ماَنَ\ شِماَيِحَلِ (ج)
مِدِير
أم - أميات (ج)
سَيِد السَّار
دَائِرة - دوائِر (ج)
فَرْصَة - فَرْص (ج)
عَجِب
قَدِم
ذَكَر
مَطْبَعَة - مطابع (ج)
نَتْيِجَة - نَتائِج (ج)
كَال
نفس - نفس (ج)
دَر
زَغِير - زفَار (ج)
خَابَر
الْيَوْم - أَيَام (ج)
إِلَكِم
تَوْم
هَالَلَيْلَة
خُضَد
رَاد
يمَسَى، أَسْوَكِ
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</tr>
</thead>
<tbody>
<tr>
<td>whenever</td>
<td>يِعْتَيْ مَا</td>
<td>أيَّة</td>
</tr>
<tr>
<td>where</td>
<td>وَبَسْنَ</td>
<td></td>
</tr>
<tr>
<td>which</td>
<td></td>
<td></td>
</tr>
<tr>
<td>why</td>
<td>لِيِشْ</td>
<td></td>
</tr>
<tr>
<td>wife</td>
<td>مَرَة</td>
<td></td>
</tr>
<tr>
<td>will</td>
<td>رَأَج</td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>وَبَنَا</td>
<td></td>
</tr>
<tr>
<td>yesterday</td>
<td>البَارِحَة</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 3

INVITING AND VISITING PEOPLE

OBJECTIVES

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

- Participate in a short conversation about some foods.

- Invite friends to dinner in your home.
1. The measure I sound verbs:

2. The measure I verb with double ending:

3. The measure I verb with weak ending:

4. The measure II sound verb:

5. The measure II verb with weak ending:

6. The measure III sound verb:

7. The measure III verb with weak ending:

8. The special usage of the measure IV verb:

9. The measure V sound verb:

10. The ID preposition:

11. The ID usage of the noun of subject.
    Introducing مَكْلَلُ and خَاطٍ.
COMMUNICATIVE EXCHANGES

FRAME I

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

**Baha**: This is Lieutenant Haydar, and this is his wife, Tomomi. We are grateful to you.

**Tomomi**: Thank you so much.

**Haydar**: They are guests.

**Tomomi**: Are they from the army, or are there others?

**Haydar**: They are part of the army's media division.

**Baha**: You are married, aren't you?

**Tomomi**: Yes, we have a child. Are you married?

**Baha**: Yes, I have a child, a girl.

**Tomomi**: How is she?

**Baha**: She is very healthy.

**Tomomi**: You can teach us some English, can't you?

**Baha**: I can only teach a little at the moment.

**Tomomi**: If you teach, I will take notes to improve my English.

**Baha**: Thank you.
TRANSLATION

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

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

Haydar: Thanks, the honor is mine.

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

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

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

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

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

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

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

Brenda: I will be very grateful to you.
EXPLANATORY NOTES

1. "lieutenant," is MSA, usually used for both second and first lieutenant. In formal correspondance it should be specified, ملازم أول or ملازم ثاني. This term is used by the army as well as the air force and navy.

2. "officer in the army," is both ID and MSA. It is always used in this form; that is, the two words are joined by a preposition. It is never used as a noun in construct. The Arabic understanding of noun in construct often implies possession.

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

Examples:

- army officer ضابط في الجيش
- air force officer ضابط في القوة الجوية
- naval officer ضابط في القوة البحرية

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

Examples:

- officer in the engineering corps ضابط مهندس
- officer in the signal corps ضابط مخابرة

If the officer is in the air force, ضابط طيار, "flying officer," may be used. In the navy, ضابط بحري, "sea officer," may be used, but ضابط جيش or ضابط جيشي, "army officer," is never used, though it is grammatically correct.
LESSON 3

3. "or," is ID for the MSA أَو. The ID لَوْ is a synonym of وَلَا.

Example:

Do you like tea or coffee?

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

See Enrichment.

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

5. "telephone call," is derived from the verb خَبَرَ, "informed." When used with مَخَابِرَة, صف means "signal," as in صف مَخَابِرَة, "signal corps." See Enrichment.

6. "How much?" is ID. It is a compound of the interrogative أَشْ and the ID كَد or قَد which is derived from the MSA قَدْر, "quantity," "amount," "volume" or "sum." The ID pronunciation of كَد ق as كَد is evident here. Another combination with كَد is كَد or كَد meaning "as much."

See Enrichment.

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

8. "What is?" is ID, a compound of the ID interrogative شَنَوْ and the ID نَوَّ which is the MSA شَنَوْ. هوَ شَنَوْ precedes a noun and never a verb.

If a compound of the interrogative مَن and the pronoun هوَ is formed, in ID it will become مَن هوَ, "Who is?"
9. "which" or "who" is ID for the MSA 
الذي and 
الذي. It is not considered a relative pronoun as it is in English and is not used in the interrogative either. It is used for both genders, singular as well as plural.

10. "put" or "set down" is MSA and ID. See Reference Grammar.

11. "there isn't," is ID for the MSA 
ما يوجد. It is a compound of the negative 
ما "not," and 
أكو, "there is." The 
is not pronounced.

12. "what is there?" is a compound of the ID interrogative 
ش and 
أكو, "there is." The 
is not pronounced.

13. "whatever is there" or "whatever might be" is a compound of 
اش and 
ما, "ever" or "which," and 
إيماكو, "to be," and 
إيماكو, "whatever is there." See Enrichment.

14. "tomorrow," is ID for the MSA 
بكره. See Enrichment.

15. "from you, (f.)" or "of you, (f.)" is the MSA preposition 
من suffixed with 
ج. In ID the ن is doubled with a shadda when suffixed with second person singular masculine and feminine and third person singular masculine.

Examples:

<table>
<thead>
<tr>
<th>MSA</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>from you (m.)</td>
<td>متنك متنك</td>
</tr>
<tr>
<td>for him</td>
<td>متنك متنك</td>
</tr>
</tbody>
</table>
DRILLS

One

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

Lt. Haydar ate with us.

This lieutenant is an officer in the army.

Are you a lieutenant or an engineer?

He is an officer in the Signal Corps.

The Signal Corps is good.
LESSON 3

How much do you like Arabic food?

We cooked kabab yesterday.

This kabab is delicious.

What is today?

What is in the kabab?

What did you put in the tea?
LESSON 3

Is there or isn't there tea?

آکو واللا ماکو چای؟

آکو یا ماکر

آکو واللا ماکو

آکو واللا ماکو چای؟

Is there something special in the kabab?

آکو چخاس بالکباب؟

خاص

شی خاص

آکو شی خاص بالکباب؟

Perhaps there is something special in it.

یمکین یکون آکو چخاس بیه ۰

یمکین

یمکین یکون

یمکین یکون آکو شی خاص بیه ۰

Perhaps there is sumac in it.

یمکین بیه سمک ۰

سمک

پیه سمک

یمکین بیه سمک ۰

Could you (f.) teach me Arabic cooking?

یمکین تعلمنی الطبخ العربي؟

تعلمنی تعلمنی

تعلمنی تعلمنی تعلمنی

یمکین تعلمنی الطبخ العربي؟

Could you teach me to cook like you do?

یمکین تعلمنی اطخ مثلج؟

مثلج

اطخ مثلج

یمکین تعلمنی اطخ مثلج؟
Do you have a break so we can go to the cafe?

Let us phone Salim tomorrow.

I am grateful to you for the invitation.
LESSON 3

Two
Repeat after the model.

-Show: إِنْتَ فَابْطَ مَعَ الْجَيْشِ يَا حِيْدَرُ؟

-Hyder: نَعَمُ أَيُّهَا مَلْلَمُ مَعَ الْجَيْشِ.

-Show: شَوْئَضْنَكُ؟

-Hyder: آَيُّهَا الْمُجْبَدُ الْمُجَاعِدَةُ.

-Show: أَشَافْكُ سَارَكَ مَعَ الْجَيْشِ؟

-Hyder: مُهَوْاَيَةً مَا تُنْفُقُ آَيُّهَا يَّوْمَ ضَابِطُ زَغَبِ.

Three
Repeat after the model.

-Show: إِنْتَ أُعْمَرْكُمْ إِنَّ مَرْثِكَ لِلْعَشَاءِ بَاجِرُ بَيْتُكَا.

-Behjat: ممْنُونُ هَوْاَيَةَ وَسَدَّوَةَ هِمْينَ رَاحُ تَكُونُ مَعْنَوَةً.

-Show: زِينْ، وَلَيْسِ مَا تَخَافِي إِلَّا مَلْلَمُ حِيْدَرُ كَلْ لَهُ خَلَىَ يُشْرُفْنَا هَمْيَنَ.

-Behjat: طَيِّبٌ، رَاحُ أَخَابَرَهُمَا هُمَا، كَيْنَ أَنْكُنَ؟

-Show: تَمَالَوَا مِنْ وَقْتٍ حَتَّى يَنْصِبَ شَيْءًا قَبْلَ العَشَا.

-Behjat: شَكَّرَا يَلَمُ لَـيْ عَلَى سَرْنِدا وَكَلْ لِلْبَأْسِ آَيُّهَا مَشْتَاقُ.

Four
Repeat after the model.

-Sawda: هَلَا بَيْنِي سَرْنِدا شَكْرَا عَالَمُرَيْمَةَ.

-Saranda: هَلَا بِيْكُمْ آَيُّي فَرَحَةَ هَوْاَيَةَ آَيُّي أَكْسَرْ أَعْزُمَكُمْ.

-Sawda: لَيْسَ شَوَّـي، رَاحُ تَطْبِيْحَيْنِ كَيْبَابُ؟

-Saranda: تَعَمُّ مِثْلُ مَا عَلَمُتْيُنِي وَرَاحُ أَحْضُرُ بِيْهَا سَمَاكُ.

-Sawda: كَيْنَ أَنْذَكَرُي لَا كَيْبَابٍ سَمَاكُ هَوْاَيَةَ.

-Saranda: لا، لَا، مُلَحَّجُ، مِثْلُ مَا إِنْتُ مُعْلَمُيْنَ.

-Sawda: زِينْ، نَشُفْكُمْ بَاجِرُ، سَلِيْبِيُ لَيْ عَلَيْنَا تُوْنَمَ، مَعَ السَلََامةَ.
LESSON 3

Two--Translation

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

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

Tom: What is your branch?

Haydar: I am in the signal corps.

Tom: How long have you been in the army?

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

Three--Translation

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

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

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

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

Four--Translation

Nadwa: Welcome, Brenda. Thanks for the invitation.

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

Nadwa: Why? Are you cooking kabab?

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

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

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

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

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

Example:

• باجر نروح للطعام (Teacher)
  البارحة رحنا للمطعم (Student)

• البارحة عزمنا بهجت ومرته للعشا
• باجر راح آكل كباب
• البارحة جنوا ويا الملازم حيدر
• تعلمت الطبخ العربي منج البارحة
• راج أصير ضابط بالجيش باجر
• هم اكلوا بالطعام البارحة
• باجر ناكل بستنة
• يعجيني اروح للكهوة باجر
• البارحة شفت سلمان
• احب أخبار المدير باجر

Six

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

سماك
والإ
الخاص
المخابرة
مدير
ضابط بالجيش
ماكر
صوف - بالجيش
ضابط

• الملازم هو ——— بالجيش
• الدائرة هو علي
• اكو ——— خاصية هوائية ———
• صف ——— يعجي
• شنو الذي ——— اللي بالکباب؟
• حلت ——— بالکباب
• هذا الملازم هو ———
• ——— شي خاص
• انت ضابط ——— مهندس
Seven
Form a question for each of the following 15 statements.

Example:

علي بالدائرة (Teacher)
وينه علي؟ (Student)

1. هذا كباب
2. راج أكل أكل عربي
3. شربت جاي بالكروة
4. هذا الأكل مزمن
5. بعجيتي اشرب جاي
6. هذا الضابط بصف الخابرة
7. حطيت سماك بالكباب
8. طبخ بردنا كلبه أمريكي
9. بردنا تعلم تطبي من ندوة
10. اكو صنوف هوياه بالجيش
11. باجر الصبح يريدك تكون بالدائرة
12. راحوا للعلم البارحة
13. سار له زمان بالجيش
14. هو ضابط بالجيش
15. جان عدنا عزيمة البارحة

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

Example:

سام راح للكروة (Teacher)
سام روح للكروة (Student)
DRILLS

LESSON 3

1. برندا تعلمت الطبخ العربيّ.
   • سلمت على حيدر.
   • شربوا جاي عندي.
   • أنتو أخذتو السمك مني.
   • راحوا أكلوا بالمطعم.
   • شافت على البارحة.
   • حطيت سمك بالكباب.
   • خابرت الملازم حيدر.
   • غرفتوني.
   • قدمت نفسك الها.

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

Example:

3rd pers. m. sing  • ليلي اخذت برندا وباها للمطعم (Teacher)
   • على اخذ برندا وبا للمطعم (Student)

3rd pers. pl.

3rd pers. f. sing

1st pers. m. sing

3rd pers. m. sing

2nd pers. pl.

2nd pers. f. sing

3rd pers. f. si

2nd pers. m. sing

1st pers. f. sing

1st pers. m. sing

1. خليت نروح للبيت.
   • تعلمو الطبخ العربيّ.
   • تعرفت على الضابط حيدر.
   • ليلي تعرف وين بتصم.
   • ندوة أكلت وباها.
   • اسم عليكم.
   • جان عدت عزيزة البارحة.
   • يمكن اعلموا باجر.
   • انتو عدكم في خاطي تحتوه عالكباب؟
   • هم عدهم سمك نحطة عالكباب؟
Ten
Change the imperfect form of the verb to the perfect in the following 10 sentences and make the necessary changes.

Example:

آني اكل كباب

(Teacher)

آني اكلت كباب

(Student)

1 علي بسم عليكم

2 سُرِِرَِد راح تروح للمطعم باجر

3 ندوة تطعيم أكل عربي

4 الملازم سلمان يتعلم المخابرة

5 هم هئة دي باكلون

6 استوكت تروح للدائره

7 باجر راح يكون عدنا عرية

8 احننا نصير ممنونين لما تشرفتنا

9 انتو تتحون جاي والأ كهوة؟

10 كوم وسيرندا د يشربون جاي

النفاح من الديماان
COMMUNICATIVE EXCHANGES

FRAME II

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

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

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

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

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

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

1. "What did she do?" is ID for the MSA مَا أَعْلَتْ. It is a compound of the interrogative ءُمَّ وَرْيَةَ and the verb سْوَى suffixed with the third person feminine singular. If the particle ءُمَّ precedes a word starting with either the letter س or ش, these letters may be doubled and the ش is eliminated.

Examples:

What did he do?

What happened?

What did he drink?

2. is ID for the MSA يَا. See Reference Grammar.

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

Example:

He tried it on us.

He tried the kabab on us.

or

4. is an Arabic dish found in all Arab countries, but is is prepared differently from country to country. See Enrichment.
5. 

is the imperfect form of "kidded." It is an ID verb. The MSA equivalent is 

. The verbal noun is "kidding." See Reference Grammar.

6. 

"we can" is ID for the MSA 

. Notice that the "q" is changed to the ID "g" or "k." This occurs quite often in ID.

Examples:

noon 

time 

roof 

paper 

7. 

is the imperfect form of "spoke." It is an ID verb for the MSA 

. The ID verbal noun is "a tale" or "a story," for the MSA 

. Notice that the MSA "k" is changed to "ch" as in "church".
One [Ex]

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

What did you do yesterday afternoon?

What did she do to us?

She tried her kabab on us.

The doelma was delicious.
LESSON 3

He kids around a lot and laughs a lot.

Could you go to the Officers' Club?

I like to tell you a story.

Good-bye.

DRILLS

هو يتشاقق ويفضح هوابة

إنت تكدرون يخرج لنادي الضباط؟

أريد احجي لك فد حاجية

فيمان الله

في آمان، في آمان الله

فيمان الله
Two  
Repeat after the model.

 علي: اشرح تحويل الليلة؟
سالم: راح اروح لنادي الضباط.
علي: ليش شاكو بنادي الضباط؟
سالم: ملازم حيدر عزيزي.
علي: واشرح تسمون؟
سالم: راح نشرب ثويه وشغفي ونحلك.
علي: زين سلم لي عليه، فيم اللهم.

Three  
Repeat after the model.

سالم: اليوم شفي علي، بسلم عليك.
حيدر: الله يسلمه، اغليه هالاليام؟
سالم: زين، ديشغل هوياة.
حيدر: تعليم هذا علي، نشرب ثويه؟
سالم: اشماكت، اشميكون، اني ما اشرب هلك.
حيدر: اني هكتب ما اشرب هوياة، بس علي نشرب ثويه.
سالم: اني اريد اجلب الدولة اللي انت تجهزي عنها.
حيدر: اني ما د أجريها براسك اني هم راح أكل وياك.
LESSON 3

Four
Repeat after the model.

سلمان:  امشي فروج بهجت ونشاقى وياه شوية
رزمى:  انت تعرف بهجت ما يحب بنشاقى هواية؟
سلمان:  لا مو هواية، نشاقى وياه على صديقه الأمريكي
رزمى:  انت تعرفت عليهم، هو ومرته البارحة بالمطعم
سلمان:  شنو، دا هو دا يأكلون بمطعم عربي؟
رزمى:  نعم ويا بهجت، وهو غل لي هم يعجبهم الاكل العربي
سلمان:  لا انت د لتشاقى، هم امريكان، اكلهم كله امريكي
رزمى:  انت اشد تتحي، انت شفحم بنفسك د يأكلون اكل عربي

Two--Translation

Ali: What are you going to do tonight?
Salim: I am going to go to the Officers' Club.
Ali: Why, what is going on at the Officers' Club?
Salim: Lt. Haydar invited me.
Ali: And what are you going to do?
Salim: We'll drink a little, eat dinner and have a few laughs.
LESSON 3

Three--Translation

Salim: I saw Ali today. He sends his greetings.

Haydar: Greetings to him. How is he nowadays?

Salim: Well, he is working hard.

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

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

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

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

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

Four--Translation

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

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

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

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

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

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

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

Ramzi: What are you talking about? I saw them myself eating Arabic food.
Five
Use the same verbs contained in the following 10 statements to form questions.

Example:

- حطتي سمكة بالكهرباء (Teacher)
- اشحطيت بالكهرباء؟ (Student)
- تدوينة طبخت دولمة
- سالم حسي لنا حاجة
- برندنا سوت كباب البارحة
- علي راح يروح لنادي الضياف الليلة
- شوم أكل أكيل عربي بالمعظم
- انشقنجنا ونا هوجت على صديقه الأمريكي
- الطبخ حط سمكة بالكباب
- برندنا تعلمت الطبخ العربي من ندوة
- السمكا يشيب الكباب والدولمة همين
- الملازم عزم ادثقا لنادي الضياف

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

- هو سوي عزيمة وعزمنا كلتنا
- صديقي چان بنادي الضياف
- آتي خابرت ملازم حيدر البارحة
- باچر راح اروح لناندي
- هي طبخت الدولمة
- انت اللي حطيتي السمك بالأكل؟
LESSON 3

DRILLS

لاستاذ الانجليزية وياك.

ليش ما تأخذي المرتك للمطعم؟

الطبخ تعلم الطبخ الأمريكي.

هي اللي حجز النا عن العزيمة.

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

Example:

(teacher)

(Students)

01

02

03

04

05

06

07

08

09

10
LESSON 3

DRILLS

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

Example:

(teacher)

(Student)

1. أكلوا الاكل
2. عزمت ملازم حيدر
3. طبخت الكباب
4. حمدت ريما
5. توز جرب هالدولمة
6. علي حجي لي حضيحة
7. نعم آتي خابرة ندوة
8. هي حفظ السماد بالكباب

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

1. هذا الوضع
2. هي تحب تجرّب الدولمة
3. زين آتي ماهية
4. ما جربت في آخر براشا
5. لا احتد الدولمة طيبة والله
6. كان اتحا إلى لنادي
7. وخيرتهم بصمع فرحانين
8. هي تسوي الكباب بالبيت
9. سوي النانف في
10. اش باليكات بنا ندوة

Fiham Alld
LESSON 3

DRILLS

Ten

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

1. علي راح للشيربين
2. ملازم هيدر بسلم عليك
3. برندة حفت السماك بالكباب
4. هم يشربون شاي
5. اشكد شريد وكت؟
6. آلي صرت ممنون هاوية
7. انتو اكلتو بالعطام
8. صار زمان ما شفتناك
9. تشرفت بمعرفتكم
10. علي د يقدم ندوة لبرندة

Eleven

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

(Teacher)

هذى الكباب زين

(Student)

هذى الكباب زين والآ مو زين؟

1. هم رايحين للكهوة
2. انتو تأكلون بالعطام
3. برندة تعلمت الطبخ العربي
4. حوم ضابط بالجيش
5. ندوة ما حفت السماك بالكباب
6. انت عازمي عالعشما
7. احنا راح نشرب شاي
8. هذا الاكل طيب
9. انت يعجبش الاكل العربي
10. المهندس يعرف هذي الثقيلة
CLASSROOM EXERCISES

What do you say?

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

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

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

4. Praise your hostess' cooking.

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

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

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

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

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

10. You have been visiting your friend and are leaving. What do you say?
LESSON 3

Role Playing

Situation 1.
Ali and his wife Layla are visiting at your house. Lt. Haydar shows up unexpectedly. Introduce the lieutenant to them, then offer your guest a choice of something to drink.

Situation 2.
You are Ali in the situation above. Ask the lieutenant if he is in the army. Ask about his branch.

Situation 3.
You are Lt. Haydar above. Invite everyone to have dinner with you at the Officers' Club. Set the date. Tell them you have tried the food there and that it is very good and delicious, especially the doelma.

Situation 4.
Ali accepts the invitation, speaking for his wife, too, but you and your wife have already accepted a previous invitation and therefore you decline.

Interpretation Practice

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

English speaker  
(Instructor)  

Interpreter  
(Student)  

Arabic speaker  
(Student)  

Situation 1.  

شذكّر ملازم خيدر ؟

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

چان مسافر .  
بس ليلة البارحة خابريني .

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LESSON 3

CLASSROOM EXERCISES

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

هو بصنف المخابرة 0 آني انشاى ويه
0 هوياة على صنف المخابرة

What do you say to him?

أكل له هذا شنوف صنف المخابرة لين
0 ما رحت بصنف الهندسة ؟

Situation 2.

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

شكراُ ، بس علي احچي ويا مرتي واشوف
0 إذا الوكل يناسبها

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

سمك ، شنو برندحا راح تجريب براسنا كبابها ؟

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

زين ، والله آني اريد اجري طبخها العربي
0

Situation 3.

امشي شروح نشوف مسلىم جيدير
0

Where? At the Officers' Club?

شعم ، ويمكن هميش نتعش ويه
0

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

زين ، إذا راح تعصر باچر ، خلي اخابر
0 علي واعزمه هميش

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

طيب بعدين احچي وياك ، فيمان الله
Translation Practice

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

1. ملازم حيدر هو بعض المخابرة مو الهندسة.
2. السماك زين مو بس ويا الكباب، ويا الدولة همين.
3. بنادي الضباط عدهم خوش طعام بس هو مو بياجيش.
4. آتي اريد اطخ دولة فد يوم واجبيها براسكم.
5. اشتكك يناسيكم نروح نتعش بالمعظم الليلة؟
6. كلمايتنا نلذر نتشافي ويا المدير بس يكون بالوكت المناسب؟
7. اصبار بالعزمة اللي منت راح تسميها النا؟
8. هذا الكباب طيب هواية، اشبيه له؟ اشطبيه بيه؟
9. شنو هاي الكلمة اللي دتريد تجريها براسا؟
10. البارحة شفت بهجت ومرته وكلوا لي هم مشتاقين الله.

Dictation Practice

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

1. أصبار من الكلمة اللي يشكو تسويها؟
2. أحمد ريك هو كان د بتشافي، ولا تعرف اتشيان راح يصر؟
3. ما كوفش في خاص بهذا الكباب، بس السماك.
4. ملازم حيدر ضابط بالجيش، بعض المخابرة.
5. حفحيت ويا المدير عن هالفكرة وكل لي هو راح يجريها.
6. شربت البارحة بنادي الضباط.
7. الاكل بهالمطعم هواية زين خاص الدولة.
8. بادو راح اعزم رمزى ومرته عالعشأ وايطا.
9. شفت اسمى بينا الملازم البارحة وك رد الاكل؟
10. قانوا ممنوتين هواية منك وسلامون عليك.
LESSON 3

Free Responses

Answer the following 5 questions in complete sentences.

1. من هو بكدر تعزم صديقه لنادي الضباط؟
2. شعر الشي اللي تخلو بيه الجاي؟
3. بعثتك فرصة سعيدة؟
4. شكلوك لما يعزهك صديقك عالعشا؟
5. شتسي الوأ رد؟ تحكي ويا صديقك اللي هو بدائرة أخرى؟

في النهار للمـ
HOMEWORK

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

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

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

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

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

1. a.
   • الـدولـة عبيـنتي
   • الـدولـة راح تعبيـنتي
   • الـدولـة ما عبيـنتي
"الكباب مو زين"

"الكباب مالله بيه سماك"

"الكباب بيه سماك"

"سمير ضابط بصف المخابرة"

"سمير ملازم بالمخابرة"

"سمير بصف الهندسة"

"ما كوا وقت للشغيلة"

"الشغيلة ما يريد الها وكت"

"الوقت هواية بس الشغيلة زفيرة"

"علي ما يعجب الكباب"

"علي عجبه الكباب"

"علي ما يأكل الكباب"

"علي شافيتي البارحة"

"علي خايمي البارحة"

"علي يحيي هواية"

"الوقت مناسب"

"ماكو عندي وقت"

"ما أكدر لأن الوقت مو مناسب"

"برندا راج تجرب الدولة براسك"

"برندا هسة تعرف تطبيق دولة"

"دولمة برندا طيبة"
LESSON 3

HOMEWORK

09
السمك مطيب.
a
الخلي ثوبية.
b
خلي كباب بالسمك.
c

10
الضابط ينذر يعزم عائلته لنادي الضباط.
a
نادي الضباط هو مو للضباط.
b
بي الضباط يروحون لنادي الضباط.
c

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SUMMARY

1. "مَلاَمِم" is "lieutenant." In a formal situation it should be followed by either "first" or "second" as:
   - 1st Lt. مَلاَمِم أَوْلٌ
   - 2nd Lt. مَلاَمِم ثَانِي

2. "شَنَو" is interrogative used only with nouns.
   Example:
   What is the food? شَنَوَ الْأَكْبَل ؟

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

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

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

1. The verbs.

a. Measure I sound verbs.

(1) "could (was able)"

verbal noun, قدرة ID and MSA
noun of subject, قادر
noun of object, مكلف

(2) "laughed"

verbal noun, ضحك ID and MSA
noun of subject, ضاحك
noun of object, not used.

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

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

verbal noun, حَطَّ
noun of subject, حاط (حاطِ)
noun of object, مخطوط

It is conjugated like حَبَّ حب in Lesson 1.

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

verbal noun, حَجَّيًا
noun of subject, حاجي
noun of object, not used.

It is conjugated like مَسَي مسي in Lesson 1.
1. d. Measure II verb, حَمَّرُ, "tried"

   verbal noun, حَمْرَةٌ, حَمْرَةٌ

   noun of subject, حَمْرَةٌ

   noun of object, حَمْرَةٌ

   It is conjugated like سَلَّمُ, in Lesson 1.

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

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>مَّوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>she</td>
<td>مَّوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>they</td>
<td>مَّوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>you, m.</td>
<td>سَوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>you, f.</td>
<td>سَوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>شَوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>I</td>
<td>مَوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
<tr>
<td>we</td>
<td>مَوَى</td>
<td>منْوَي</td>
<td>جَنَّ</td>
</tr>
</tbody>
</table>

   verbal noun, سَوَى, not used.

   noun of subject, مَوَى

   noun of object, مَوَى

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

   verbal noun, نَسْبَةٌ

   noun of subject, نَسْبَةٌ

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

   It is conjugated like خَانَرُ, in Lesson 2
1. g. Measure III weak ending verb, شاق، "kidded"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>شاق</td>
<td>بشاقي</td>
<td>-</td>
</tr>
<tr>
<td>she</td>
<td>شاقت</td>
<td>-</td>
<td>بشاقي</td>
</tr>
<tr>
<td>they</td>
<td>هم</td>
<td>-</td>
<td>بشانون</td>
</tr>
<tr>
<td>you, m.</td>
<td>انت</td>
<td>شاقيت</td>
<td>-</td>
</tr>
<tr>
<td>you, f.</td>
<td>انتر شاقين</td>
<td>-</td>
<td>بشانون</td>
</tr>
<tr>
<td>you, pl.</td>
<td>انتم شاقين</td>
<td>-</td>
<td>بشانون</td>
</tr>
<tr>
<td>I</td>
<td>اني</td>
<td>شاقيت</td>
<td>-</td>
</tr>
<tr>
<td>we</td>
<td>إنا</td>
<td>شاقينا</td>
<td>بشاقنا</td>
</tr>
</tbody>
</table>

verbal noun, شاق (but شاقا is used often)

noun of subject, شاقجي (irregular)
noun of object, not used.

h. Measure IV verb, أمك، "was possible"

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

- could you (m.)?  يمكنك ؟
- could you (f.)?  يمكنك ؟
- could you (pl.)? يمكنككم ؟
- could he?  يمكنك ؟
- could she?  يمكنكها ؟
- could they?  يمكنكهم ؟
- could I?  يمكنكني ؟
- could we?  يمكنكنا ؟
LESSON 3

1. i. Measure V verb, "learned"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>هُوَ ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>she</td>
<td>هِيَ ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>they</td>
<td>هُمْ ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>you, m.</td>
<td>إِنَّهُ ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>you, f.</td>
<td>إِنَّهَا ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>إِنَّهُمْ ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>I</td>
<td>إِنِّي ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
<tr>
<td>we</td>
<td>إِنا ُّلَمْ</td>
<td>يَلَمْ</td>
<td>يَلِمْ</td>
</tr>
</tbody>
</table>

verbal noun, ُّلَمْ

noun of subject, ُّلَمْ

noun of object, ُّلَمْ (seldom used)

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

Examples:

<table>
<thead>
<tr>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>in him</td>
<td>بِهِ</td>
</tr>
<tr>
<td>in her</td>
<td>بِهَا</td>
</tr>
<tr>
<td>in them</td>
<td>بِهِمْ</td>
</tr>
<tr>
<td>in you (m)</td>
<td>بِكُلِّهِ</td>
</tr>
<tr>
<td>in you (f.)</td>
<td>بِكُلِّهَا</td>
</tr>
<tr>
<td>in you (pl)</td>
<td>بِكُلِّهُمْ</td>
</tr>
<tr>
<td>in me</td>
<td>بِيِّنِهِ</td>
</tr>
<tr>
<td>in us</td>
<td>بِيِّنَا</td>
</tr>
</tbody>
</table>
LESSON 3

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

Example:

Ali has eaten.

علي قد أكل (MSA)
علي ماكل (ID)

I have put sumac on the kabab.

أنا قد حطت السماق على الكباب (MSA)
أني حطت السماق كالكياب (ID)

4. The MSA demonstrative هذا or هَذَا is used in ID as well. There are a few variations of it in ID like ها or هَاي.

Example:

this meal هاي الاكلة
this school هالمدرسة
EVALUATION

Part A.

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

1. انشقات وياها
   a. ظن الله
   b. الحمد الله عالسما
   c. تعرفنا

2. فيم من الله
   a. دفع
   b. على اكلها
   c. راحة للمطم

3. الجاي زين وبا الكباب
   a. ندوت عنها حيا بالاستكان
   b. ندوت شرب الجاي
   c. ندوت عنها حيا بالاستكان

4. برندأ يعيدها الكباب
   a. السماك بسيو الكباب طيب
   b. السماك مو زين عالكلب
   c. ماعكر سماك عالكلب

5. برندأ جربت الكباب
   a. برندأ راح تطيخ النا كباب
   b. برندأ راح تطيخ النا كباب
   c. برندأ راح تطيخ النا كباب

Part B.

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

Part C.

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

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

Questions

1. What is the purpose of the conversation?
2. Where is the intended visit going to take place?
3. What is the purpose of the visit?
4. What is the good food at the restaurant mentioned?
5. What is it that they may take to Bahjat and his wife?
A. وَلاُّ is used mostly as a conjunction to offer a choice between two options, like the MSA أو، "or." A synonym of لَوِّ وَلاُّ is لَوِّ. They are interchangeable.

Examples:

Are you going with me or not?

انت راح بروج وبابا وَلاُّ لا؟

نت راح خروج وبابا لَوِّ لا؟

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

Example:

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

لازم تجي للدائرة بالجر وَلاُّ

تكون النتيجة .

B. خَابَر is "telephoned." استخبار, "sought information," is measure X.

Thus we have استخبارات عسكرية "military intelligence."

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

Examples:

How much is the price?

اشْكُدْ السّعر ؟

How much is the bill?

اشْكُدْ حسابك ؟

What is the time?

اشْكُدْ الوقت ؟

How much do you have?

اشْكُدْ عندك ؟

The more you study the better.

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

E. or is an ID expression. It means "What's up?"

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

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

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

H. , "Good-bye," is the most used phrase at departure. There is also the phrase , "I greet you." The response to both may be either or , "Go with safety." At night or at the end of the work day, the phrase , "Have a good morning," may be used. The response most likely will be , "And may you be of its people."
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>army</td>
<td></td>
<td>جيش – جَيْشَ (ج)</td>
</tr>
<tr>
<td>branch, corps</td>
<td></td>
<td>صنف – صَنُوفَ (ج)</td>
</tr>
<tr>
<td>club</td>
<td></td>
<td>نادي – نَوَاديَ (ج)</td>
</tr>
<tr>
<td>could</td>
<td>كُدَر</td>
<td></td>
</tr>
<tr>
<td>delicious</td>
<td>طَيِب</td>
<td></td>
</tr>
<tr>
<td>doelma (dish)</td>
<td>دولمة</td>
<td></td>
</tr>
<tr>
<td>fit, suited</td>
<td>مناسب</td>
<td></td>
</tr>
<tr>
<td>God</td>
<td>رب</td>
<td></td>
</tr>
<tr>
<td>grateful</td>
<td>ممتنون</td>
<td></td>
</tr>
<tr>
<td>have (to)</td>
<td>عند</td>
<td></td>
</tr>
<tr>
<td>Haydar (name)</td>
<td>حيدر</td>
<td></td>
</tr>
<tr>
<td>head</td>
<td>رأس – رَوَشَ (ج)</td>
<td></td>
</tr>
<tr>
<td>How much?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kabab (dish)</td>
<td>كَبَاب</td>
<td></td>
</tr>
<tr>
<td>kid (to)</td>
<td>شاقى</td>
<td></td>
</tr>
<tr>
<td>laugh (to)</td>
<td>ضحك</td>
<td></td>
</tr>
<tr>
<td>learn (to)</td>
<td>تعلم</td>
<td></td>
</tr>
<tr>
<td>lieutenant</td>
<td>ملازم</td>
<td></td>
</tr>
<tr>
<td>like, as</td>
<td>مثل</td>
<td></td>
</tr>
<tr>
<td>make (to)</td>
<td>سوى</td>
<td></td>
</tr>
<tr>
<td>of, from</td>
<td></td>
<td>من</td>
</tr>
<tr>
<td>officer</td>
<td>ضابط – ضِبَاطَ (ج)</td>
<td></td>
</tr>
<tr>
<td>or, otherwise</td>
<td>والآ</td>
<td></td>
</tr>
<tr>
<td>other (f.)</td>
<td>آخر ، أُخَرَ (مؤنث)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>ID</td>
<td>MSA</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td>possible, may be</td>
<td>ممكن</td>
<td>حَمْطَنَ</td>
</tr>
<tr>
<td>put (to), put down (to)</td>
<td>حَطَتْ</td>
<td>نِمْكَانَ</td>
</tr>
<tr>
<td>safety</td>
<td>اَمانَ</td>
<td>مَخَابَرة</td>
</tr>
<tr>
<td>signal (military)</td>
<td>خَاصَ</td>
<td>نَخَاصَ</td>
</tr>
<tr>
<td>special</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sumac (spice)</td>
<td>سمَكَ</td>
<td>نَقْرا</td>
</tr>
<tr>
<td>talk (to), speak (to)</td>
<td>حَجَسَ</td>
<td>لِتَسْثَرَ</td>
</tr>
<tr>
<td>there is</td>
<td>اَكوُ</td>
<td></td>
</tr>
<tr>
<td>tomorrow</td>
<td>بَأَجر</td>
<td></td>
</tr>
<tr>
<td>try (to)</td>
<td>جَرَبَ</td>
<td></td>
</tr>
<tr>
<td>what is</td>
<td>شَيْئَ</td>
<td></td>
</tr>
<tr>
<td>who, which</td>
<td>الْلِّي</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 4

A VISIT TO AN OFFICE

OBJECTIVES

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

- Visit an office and ask to see someone.

- Deal with situations when you are asked to wait to see someone.
1. Pronunciation of some ID items:

2. The use of the greeting phrase:

3. The use of special phrases:

4. The ID ordinal and cardinal numbers:

5. Measure V verb:

6. The Iraqi passive verb (pattern):
COMMUNICATIVE EXCHANGES

FRAME I

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

القريب موفق: (يادي النحية) صباح الخير، آتي جديد هذا.

المساعد: (يردي النحية) ش هجاء بك يا نقيب؟

القريب موفق: آتي النقيب موفق، إنقلت ليهما من كتابية الهندسة الثانية.

المساعد: أي تعزم إحسا حقنا لتوفيقك، وأعيد الأمير منتظرك.

علي أكرف.

القريب موفق: شكرا سيدي المساعد.

المساعد: إنام بمكانة أتغفل إدخل.

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TRANSLATION

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

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

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

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


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

1. "salutes," is the ID military for the MSA military جَبَّةٌ. It means literally, "Performs the salute." The verb جَبَّةً, "saluted," may be used and it suffices without having to add تَحْيَة, "salutation." For additional information about regulations and protocol, see Enrichment.

2. "the school commandant," is a military phrase. In civilian life, the phrase مدير المدرسة is translated to "principal" but literally means "the manager of the school."

3. "what name," is ID for the MSA اسم. It is a compound of the interrogative شَيْء and اسم. The hamza in اسم is deleted. The compound may be used with a suffix.

Examples:

What is your (m.) name?

What is her name?

What is your (f.) name?

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

4. "captain," is used in the military as a rank only. See Enrichment.
5. "was transferred," is ID passive. The MSA pattern for changing the triliteral active verb to passive is to change the markers of the first letter to ْ and the second to ِ. The pattern ْفَعَلَ, which is measure VII active, is utilized in ID to imply the passive. See Reference Grammar. In MSA, for good grammatical form, the avoidance of passive verbs is stressed. This is carried over to ID also.

6. "to here," is ID for the MSA إلى هنا. It is composed of the preposition ل and the demonstrative noun هنا. In ID, there is a tendency to change the preposition إلى to the preposition ل. As it is in MSA, the ك is added to هنا to indicate distance.

Example:

here هنا
there هناك

7. "yes," is the MSA نعم plus the ID إي. It is used as a phrase for an emphatic "yes."

8. "expecting you," is ID for the MSA مَتَوقَعِيْكَ. Sometimes مَتَوقَعِيْك is used in ID. Notice that the vowing is different. It is composed of the noun of subject مَتَوقَع in the plural form and the suffix ك. Any other suffix may be used to fit the situation.

9. "sir," is ID. Literally, it means "my master." It is almost exclusively used in the military when an enlisted man addresses an officer or when an officer addresses a higher ranking officer. The MSA سيَد means "Mr." and also "master."
"please enter," is ID for the MSA تِفْضَلِّ إِدخَلُ. You were introduced to تِفْضَلُ َسَبْرَا in Lesson 1. This phrase is also two imperative verbs being used back-to-back. Most often, in both MSA and ID, the imperative تِفْضَلُ, "please," precedes an imperative verb for showing politeness. It may be used alone with a hand gesture, such as pointing to a chair and saying تِفْضَلَّ, or opening a door and saying تِفْضَلُ, or offering a pack of cigarettes and saying تِفْضَلْ meaning "have a seat" or "go ahead" or "have a cigarette," and so on.

Examples:

Have a cigarette, please. تِفْضَلُ َجِيْكَارَةُ

Come over here, please. تِفْضَلُ هَنَا

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

The officer saluted the commander.

الضابط أدى الناحية للأمير.

01. الضابط أدى الناحية
الضابط أدى الناحية للأمير

This commandant is new at this school.

هذا الأمر جديد بالمدرسة.

02. الأمر جديد
الأمر جديد بالمدرسة
هذا الأمر جديد بالمدرسة

What is the name of the captain?

شَمْ يَنَاب النقيب؟
شَمْ يَنَاب النقيب؟، شَمْك؟، شَمْك؟، إِشْمَهم؟

03. شَمْ يَنَاب النقيب؟

The captain's name is Jameel.

النقيب اسمه جميل

04. النقيب اسمه جميل
النقيب اسمه جميل

The captain has been transferred from the 2nd Regiment.

النقيب انقل من الكتيبة الثانية

05. انقل، انقل
انقل من الكتيبة الثانية
النقيب انقل من الكتيبة الثانية

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LESSON 4

The captain transferred here.

القائد انتقل لِنَّا

6 ِلِنَّا، لِنَّاكَ

إنَّ نًّا لِنَّا

القائد انتقل لنا

Yes, yes, he is waiting for you.

6 ِأَي نَّم هو مَنتظركَ

أي نَّم، أي نَّم

أي نَّم هو مَنتظركَ

We were expecting you.

6 ِإِحَنَا جِنَّا مَتَوقِيعِكَ

إحنا جنا متفعياك

8 ِمَتَوقِيعِكَ، مَتَوقِيعِهِمْ

متفعياك، متفعيعهم

إحنا جنا متفعياك

Yes, sir.

6 نَم سَّدِي

نعم سيدي

9 سَّدِي

سيدي، سيدي

نعم سيدي

Please come in.

6 انَّفَضَل إِدخَل

انفاضل ادخال

انفاضل

انفاضل إستريح

انفاضل جكار

انفاضل ادخال
LESSON 4

DRILLS

Two ▶
Repeat after the model.

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

الامير : جناب التقيب موفق؟
التقيب : نعم سيدي.

الامير : اغلونبا كتابة الهندسة الثانية؟
التقيب : والله الحمد الله زينة، والامير يسلم عليك.

الامير : الله يسلمه، آتي صار لي زمان ما رأيت هناك.
التقيب : بس الضباط هناك كلهم يذكروك.

Three ▶
Repeat after the model.

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

 جميل : اغلونه الغفل هنا؟ يعجبك؟
 موقف : نعم هواية.
 جميل : يعجبك مكتبة الكتب الثانية؟
 موقف : اي نعم، وخاصة هسة صار عندي اصدقء هنا.
 جميل : شوف شريك مريض تعرف آتي همين صديقك.
 موقف : اشكرك هواية، آتي ممكنون للمساعدة اللي تدعمتها الي.
 جميل : وشوف عيني هذا مكتبي مثل مكتبك يعني ما تحب بين تعال هنا.
LESSON 4

Two—Translation

Commandant: You are Cpt. Moowafack?

Captain: Yes, sir.

Commandant: How is the 2nd Engineer Regiment?

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

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

Captain: But all the officers over there remember you.

Three—Translation

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

Moowafack: Yes, very much.

Jameel: As much as the 2nd Regiment?

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

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

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

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

Four

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

انقل من كتابة الهندسة الثانية

1. إذا اريد اقول الامر 0000
2. لما ادخل بمكتب الامر 0000
3. إذا الامر راد مني فد شغلة 0000
4. الامر تان متوقع 0000
5. النقيب الجديد 0000

النقيب الجديد

آروح للمساعد

أكله نعم سيدي

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LESSON 4

Five

Answer the following 10 Iraqi questions with complete sentences.

1. إذا صديقك عزمه عالما شتغل له؟
2. شنسي لما تشوف الأمر؟
3. شنسي إذا تريد تشوف الأمر؟
4. اشتوق للعمل؟
5. انت اشد تسوي بالمدرسة؟
6. شيعمون بمدرسة الهندسة؟
7. انتو ونكم همة؟
8. شكور لما تعرف على صديق جديد؟
9. نسماك؟

Six

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

Example:

ممكن (Teacher)

امح اروح للكَهِوة 

ممكن اروح للكَهِوة؟ (Student)

التنقب موفق يريد يستثمر الأمر هنا

1. المساعد يريد لروح لكتبة الهندسة الثانية.
2. يعجيي احمي وياح شوية.
3. ياج راح اروح الأمر.
4. اريدك تروح للكَهِوة وياها.
5. كل لي شنو الونك.
6. تكدرون تشوفون الأمر.
7. احب اسافر ياجر.
8. كل لي اسم مساعدكم.
9. يعجيي اكل كباب.
10.
LESSON 4

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

Example:

she  
(Teacher)

he  
(Student)

they  
we

you, m.  
I

you, pl.  
you, f.

Eight
Form a question for each of the following 5 statements.

1. هذي الكتيبة اسمها كتابة الخبرة الثانية
2. آني اتوقع اشياء الأمر باجر
3. النقيب موقف يعتقد هو انقل لمدرسة الهندسة
4. المساعد متفرج الضابط الجديد
5. الأمر دخل بمكتبه

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Nine

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

1. الأمر ما راح يكون هنا اليوم.
   - الامر ما راح يكون هنا اليوم.

2. المساعد مو يكتبه هسة.
   - المساعد مو يكتبه هسة.

3. احنا جننا متوافقين نشو فنان ك.
   - احنا جننا متوافقين نشو فنان ك.

4. هم انتظروا هواية بي شافوا المدير.
   - هم انتظروا هواية بي شافوا المدير.

5. اي نعم ، ممكن تحتي ويا الأمر.
   - اي نعم ، ممكن تحتي ويا الأمر.

6. النقيب جميل هو مو مساعدنا.
   - النقيب جميل هو مو مساعدنا.

7. هذي كتابة الثانية مو مدرسة الهندسة.
   - احنا مو كليتنا نهي الأمر.

8. انامر راج بنقل مكتبه الجديده لناما.
   - انامر راج بنقل مكتبه الجديده لناما.

9. نعم ممكن تستريح ونتنتظر الأمر هنا.
   - نعم ممكن تستريح ونتنتظر الأمر هنا.
Maj. Alwan went to visit his friend Dr. Zaki, the head of the department of public health in his office. The following exchange took place between the major and Dr. Zaki's secretary.

الرائد علوان: صباح الخير، أحب أزور الدكتور زكي، آني الرائد علوان.

السكرتيرية: مناسبة لان الدكتور عيدة اجتماعًا هما.

الرائد علوان: آني لازم أمؤمث، تقتربين الاجتماع راح يطول؟

السكرتيرية: لا، ما اتتصور يجوز يجلس بس يبقى ساعة.

الرائد علوان: زين، لعد آني راح أكسب وأنتظره هذا.

السكرتيرية: حلت الشركة، حبي أجيب لك استكمال جباي؟
LESSON 4

TRANSLATION

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

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

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

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

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

Secretary: Most welcome. Would you like me to bring you a cup of tea?
1. "major," is military. In MSA it means "messenger" or "explorer." See Enrichment.

2. "doctor," has been borrowed from English. It is used in ID for both "Ph.D." and "M.D." In MSA it is used for "Ph.D." only.

3. "secretary," is from English also. It is used in both ID and MSA. The pronunciation is different from that of the English. Listen to your instructor pronounce it. See Enrichment.

4. "imagined," "thought," or "supposed" is a measure V verb. It is used to mean the same in both ID and MSA. It has a lot of meanings and usages. Look it up in your dictionary.

5. "half," is ID for the MSA نصف. The ف is dropped in ID, demonstrating one of the dialect word-change patterns.

6. "then" or "therefore," is a unique ID word not found in MSA. The MSA equivalent is إذا. When preceded شنو it means "what else."

Examples:

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

We went to the restaurant to eat, what else?

إذا ما تجب الدولة لعد أكل كباب.

رحنا للمطاعم دناكل لعد شنو؟
7. from the perfect 

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

9. from the perfect 

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

Maj. Alwan is our adjutant.

I must see Dr. Zaki.

This secretary is new here.

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

Lt. Haydar left the story in the middle and walked away.
If you don't like to go to the cafe, then let us go to the restaurant.

Blessing took over, welcome.

Ali brought us blessings with him.

Two [ ]
Repeat after the model.

١٠ إذا ما تريد تروج للكبيرة بعد
١٠ لماذا تروج للعالم بعد
١٠ إذا ما تريد تروج للكبيرة بعد
١٠ لماذا تروج للعالم بعد
١٠ تفضل أكمل ويانا.
١٠ أكمل وأكمل، أكملوا.
١٠ تفضل أكمل ويانا.
١٠ حلت البركة، أهلا وسهلا.
١٠ حلت البركة، أهلا وسهلا.
١٠ علي جاب إلينا الباركات وياه.
١٠ جاب، جاب، جابوا.
١٠ علي جاب الباركات.
١٠ علي جاب الباركات وياه.

الزائر: ممكن أشو مدیر المدرسة؟
السكرتیرة: لسه ممكن أكول له ينوه جنبك؟
الزائر: انت الرائد علوان، مربي مدرسة هنا.
السكرتیرة: مركب المدرسة الجديدة، إلي انتقلت هنا البارحة؟
الزائر: ١٠نشر، وأريد أنعرف الطلب، وأعطي وياه جوية.
السكرتیرة: سبى انت متألفة هو، مشغول، وأسبيع بجماع.
الزائرة: زين؟ أنت أكثر أخبره من مكتبي بعدين.
Three
Repeat after the model.

Two—Translation

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

Three—Translation

Maj. Alwan: I was there yesterday, too.
Cpt. Jamil: OK. How come I didn't see you?
Maj. Alwan: Perhaps your mind was busy on his secretary.
Cpt. Jamil: Yes. What, don't you know Layla is my wife?
Four

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

Layla

• جاسم زار الدكتور زكي (Teacher)
• ليلي زارت الدكتور زكي (Student)

you, f.

• لازم خروجون للدكتور

you, pl.

• تتصرور راج نخلسي بس ساعة

she

• هو يتوقع ان ينقل

they

• انحو شиковين شتوفون الامر

Nadwa

• رميزي كان بالدارة البارحة

you, f.

• تفضل اكسمد

I

• البارحة كان عندنا اجتماع ويا المدير

you, m.

• ممكن تجبيس لي استكان خاي؟

we

• آتي ممونون هوةية من الرائد علوان

they

• ليلي خلقت ظغلها بنص ساعة بس

Five

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

أحب اعزامك لنادي الضياع الليلة

1. a
2. b
3. c
4. a
5. a

أحب استريح واشرب لك استكان خاي

1. a
2. a
3. b
4. c
5. c
LESSON 4

DRILLS

3. علي بريدني اروح وياهو د نزور الدكتور زكي
   a. البارحة علي زارني
   b. علي بريد يزور الدكتور زكي
   c. آتي وعلي زربنا الدكتور زكي

4. الملازم حيث الأمر والامر رد عليه
   a. الأمر كما الملازم
   b. الأمر رد السلام
   c. الملازم رد السلام

5. ممكن احوف الرائد علوان من فلك؟
   a. رحت ازور الرائد علوان
   b. سافرت ويا الرائد علوان
   c. الرائد علوان عند الدكتور

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

Example:

______ أكل (Teacher)

تفضل أكل (Student)

1. ______ استرخي
2. ______ اشربي شاي
3. ______ ادخلي هنا
4. ______ وياي للمطعم
5. ______ أهدرى

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LESSON 4

DRILLS

06 نروح للكهوة
07 خلص الأكل آني انتظرك ما يخالف
08 للعشاء عدنا انت ومرتك
09 تكل لي اسم جناك؟
10 إذا الكباب ما يعجبك ما أكلي دولمة

Seven
Form a question for each of the following 10 statements.

1 المدير مشغول هسه، ممكن تنتظره هنا
2 نعم سيدي، آني چنت بالكتابة الثانية
3 مساعدنا هو الرائد علوان
4 السكرتيرة الجديدة اسمها سميرة
5 علي چان د يجي ويا المدير
6 الرائد علوان بكتب الأسر هسه
7 أي نعم لازم اشوف الدكتور
8 يمكن اخلص بسنع ساعه
9 مشامسة ما أكبر الليلة
10 بردنا سوتو الكباب
Eight
Answer the following 10 questions with complete sentences.

1. ١. وين تروح إذا تريد شاكل؟
2. ٢. منو اللي لازم يحي الامر؟
3. ٣. شنسوي بالغبطة؟
4. ٤. شم السكرتيرة الجديدة؟
5. ٥. تعرف وين يصير مكتب المدير؟
6. ٦. ممكن انتظر الدكتور بمكتبه؟
7. ٧. تقدر تخلص شغلك بنص ساعة؟
8. ٨. هذي السكرتيرة شنو جديدة هن؟
9. ٩. تتصور لازم نروح نزور الملائم حيده؟
10. ١٠. نحب اجيب لك استكان جاي؟

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

<table>
<thead>
<tr>
<th>جملة البركة</th>
<th>اجب لك</th>
</tr>
</thead>
<tbody>
<tr>
<td>اجيب مرتى وياها؟</td>
<td>من وين النقيب موفق؟</td>
</tr>
<tr>
<td>طويل انتقل</td>
<td>الدكتور مو هنا</td>
</tr>
<tr>
<td>اجتماع ممكن</td>
<td>راح أكمل انتظره</td>
</tr>
<tr>
<td>اكمل تنحرون</td>
<td>انفصل هنا</td>
</tr>
<tr>
<td>متاحه لعد</td>
<td>تشرفنا</td>
</tr>
<tr>
<td>١. الامر عنده هسة</td>
<td>٢. هزة</td>
</tr>
<tr>
<td>٢. اجب مرتى وياها</td>
<td>٣. النقيب موفق</td>
</tr>
<tr>
<td>٣. اا انتقل</td>
<td>٤. الدكتور مو هنا</td>
</tr>
<tr>
<td>٤. راح أكمل انتظره</td>
<td>٥. اانفصل هنا</td>
</tr>
<tr>
<td>٥. اانفصل هنا</td>
<td>٦. تشرفنا</td>
</tr>
<tr>
<td>٦. تشرفنا</td>
<td>٧. للك شوية پا</td>
</tr>
<tr>
<td>٧. للك شوية پا</td>
<td>٨. هذي الكمدة راح تطول</td>
</tr>
<tr>
<td>٨. هذي الكمدة راح تطول</td>
<td>٩. هذا پان اجتماع</td>
</tr>
<tr>
<td>٩. هذا پان اجتماع</td>
<td>١٠. هسة</td>
</tr>
</tbody>
</table>
CLASSROOM EXERCISES

What do you say?

1. You want to see the manager of the public works department. You are now talking to his secretary. Give her your name and ask to see the manager.

2. The secretary in the situation above tells you the manager has just stepped out of his office. You want to wait for him there. What do you say?

3. You are the adjutant of your regiment. Cpt. Jameel came to your office asking to see the commander. You want to check with the commander. What do you say?

4. In the situation above, Cpt. Jameel asked if it was all right to sit down and wait. How do you answer him?

5. You are visiting your friend, Dr. Zaki, in his office. Respond to his secretary’s offer to bring you a cup of tea.

6. Your friend called you to go to the cafe. Say that you can go in half an hour.

Role Playing

Situation 1. One student plays the role of Cpt. Moowafack in Frame 1, and another plays the role of the adjutant.
Situation 2. A female student plays the role of Dr. Zaki's secretary. A male student plays the role of the doctor's friend who came to visit him. The doctor will be busy for half an hour. The friend says he must see him and he will wait. The secretary invites him to sit down and offers him a cup of tea. The friend accepts with thanks.

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

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

Interpretation Practice

You are the interpreter in the following situation.

English speaker (Instructor)  

Interpreter (Student)  

Arabic speaker (Student)

Situation 1.

صباح الخير.

ممكن اشوف المدير؟

آني الرائد علوا، احنا اصدقاء.

نعم، تفضل.

نعم، احنا اصدقاء.

Go right in, please.

Situation 2.

I am Sameer.

اهلا، احنا متوقعينك.

نعم، خلي اشوف اذا هو هنا.

OK, I'll sit here.

نعم، تفضل استريح.

مناسفة، المدير مو هناء.

OK, could I wait for him here?

نعم، حلت المرة، تعب اجيب لك ماشي؟

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

لا، ما احترم، اعتقد انه راح يكون هنا بنسبة ساعة.

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

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

Oh, yes, I remember.

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

No. I believe you should hear
it from him.

Situation 4.

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

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

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

All right, would you like me to
send you to another school to study
just English for a while?
LESSON 4

Translation Practice

Translate orally into English the following 5 sentences.

1. ذكرني يا علي پاجر الصبح حتى اروح ازور جاسم بمكتبه.
2. ليش انت تعرف وين بصير مكتبة الجديد؟
3. شنو مكتبة الجديد؟ ليش هو انتقل؟
4. اي نعم، من زمان، ليش انت ما سمعت؟
5. لا والله، شلون اسع؟ واني هلكع مضغول بهالدائره.

Dictation Practice

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

1. شوف ملازم حيدر بالله ادا شفت النقيب جميل كل له اريد اشوفه.
2. زين حلت السرقة راح اتشاقي ويباء واكله الأمر يريد بسوي اجتماع.
3. اي نعم هو الأمر يريد، يريد بححي وبىاع عن الكتابة الثانية.
4. شنو، شحب يعرف عنها؟ هو هو خلس منها ومشي.
5. لا والله هو بعده يحب يسمع عن الضباب هناك وخاصة عن صديقه الأمر الجديد.

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

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

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

1. Who is Dr. Zaki's secretary?
2. What did she pretend? Why?
3. Which of the two people did she know before?
4. Was she introduced to the other person?
5. Was the doctor in his office?
6. Were the guests offered something?
7. Who is Haydar?
8. Why didn't they wait?
9. Was there a message left for the doctor?
10. When was the doctor expected?
Exercise Four
You will hear 10 recorded sentences, each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response.

1. a. شفت الدكتور 
   b. الدكتور شافني 
   c. ما شفت الدكتور 

2. a. چان عدنا اجتماع البارحة 
   b. هذا الاجتماع الأمر يرده 
   c. اجتماعنا چان طويل 

3. a. شغلنا مو هواية 
   b. عدنا هواية شغل 
   c. شغلنا ما راح يخلصي 

4. a. صديقي عنده مكتب جديد 
   b. مكتبي الجديد زين 
   c. آني عندي صديق جديد 

5. a. الدكتور جاب البا چاي 
   b. السكرتيرة قدمت البا چاي 
   c. البا چان زين 

6. a. عدنا وكنت هواية 
   b. وكنتنا مو طويل 
   c. ما اعرف اكتر عدنا وکت
27. علاء شغله مساعد
b. الملائم علاء مساعد
c. الرائد علاء أمير

28. ليلة مرة صديقي
a. ليلة صديقتي
b. ليلة سكرتيرتي
c. 

29. آتي احب انتظر
a. الانتظار مو زين
b. متو ما يريد ينتظر
c. 

30. علي جابلي جاي
a. صار زمان ما شفتا علي
b. علي زاري اليوم
c. 
1. "salutes," is one of many phrases used in the military. Others are as follows:

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

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

4. ِنام "What is the name?" may be used as ِنام also. It may be suffixed or followed by a title like ِحضرة or ِجنب, all of which could be translated as "Mr."
"the second," is an ordinal number. In ID, as in MSA, there are two sets of numbers, cardinal and ordinal.

a. ID Cardinal numbers:

(1) 3 through 10 inclusive:

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

Example:

three men
three women
four men
four women

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

Example:

nine days
four months
three meals
five mothers
(2) The compound number with 1 or 2 as the first part of the compound:

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

Example:

eleven men
twenty-one men
twelve women
twenty-two women

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

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

Example:

fourteen boys
twenty-three men
ninety-nine women

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

b. Ordinal numbers:

ID follows MSA as far as ordinal numbers are concerned.

Example:

the second regiment
the fourth month
the sixth hour
the tenth minute

*The ئ in the MSA word أ рыعة is pronounced as a ئ in ID.
In ID, unlike MSA cardinal numbers, and not ordinal, are used in telling time.

Example:

six o'clock.

Ten o'clock.

2. The ID passive verb

The ID passive verb "was transferred."

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

Example:

was eaten

was played

was written

was read

was filled

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>هو</td>
<td>إنشقَلْ</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>هي</td>
<td>إنشقتَ</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>هم</td>
<td>انْقِلُوا</td>
<td></td>
</tr>
<tr>
<td>you, m.</td>
<td>إنتَ</td>
<td>انْقِلتَ</td>
<td></td>
</tr>
<tr>
<td>you, f.</td>
<td>إنتِ</td>
<td>انْقِلتَ</td>
<td></td>
</tr>
<tr>
<td>you, pl.</td>
<td>إنتَوَ</td>
<td>انْقِلتَ</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>أي</td>
<td>انْقِلتَ</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>إنّا</td>
<td>إنقلْنا</td>
<td></td>
</tr>
</tbody>
</table>

Verbal noun:

noun of subject: ---The noun of subject is used here along with منقول.
3. Measure I weak-in-the-middle verbs:
   a. ـُْـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُ~ "said"
   verbal noun, ـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُـُ~ (seldom used)
   noun of subject, ـُـُـُـُ~
   noun of object, not used.
   For conjugation, see the verb ـُـُ~، in Lesson 1.

   b. ـُـَـُـُ~ "brought"
   verbal noun, not used.
   noun of subject, ـُـُـُ~
   noun of object, not used.
   For conjugation see the verb ـُـُـُ~، in Lesson 1.

4. Measure V verb ـُـُ~، "imagined," "supposed," "thought" or "took a picture"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
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<td>ـُـُـُـُـُـُـُ~</td>
<td>ـُـُـُـُـُـُـُ~</td>
</tr>
<tr>
<td>she</td>
<td>ـُـُـُ~</td>
<td>ـُـُـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>they</td>
<td>ـُـُـُـُـُـُـُ~</td>
<td>ـُـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>you, m.</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>you, f.</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>you, pl.</td>
<td>ـُـُـُـُ~</td>
<td>ـُـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>I</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
<td>ـُـُ~</td>
</tr>
<tr>
<td>we</td>
<td>ـُـُـُـُـُـُـُ~</td>
<td>ـُـُـُ~</td>
<td>ـُ~</td>
</tr>
</tbody>
</table>

   verbal noun, ـُـُ~
   noun of subject, ـُـُ~
   noun of object, ـُ~
5. آهيَبُ أرُورُ is "I like to visit." The verb آهيَبُ is often used, preceding another verb, to mean "I like to ...." This combination does not mean "I would like." If the intention is "I would like," then the verb أرنَبُ should be used instead of آهيَبُ.
EVALUATION

Part A.

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

1. ليل سكرتيرة جديدة
   a. 
   b. 
   c. 

2. الدكتور علي عنده مكتب
   a. 
   b. 
   c. 

3. انظرت المساعد
   a. 
   b. 
   c. 

4. النقيب جميل مساعدنا الجديد
   a. 
   b. 
   c. 

5. المدير عنه سكرتيرة
   a. 
   b. 
   c. 

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LESSON 4

EVALUATION

Part B. ⏯

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

Part C. ⏯

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

Part D. ⏯

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

Questions

1. Whom was Major Alwan visiting?

2. What condition did Dr. Zaki make for accepting the invitation?

3. Was he serious about that condition?

4. What was the major's answer to that condition?

5. How did that situation end?
ENRICHMENT

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

2. "sorry," is ID and MSA. It is used in a variety of forms.
   Example:
   
sorry            مع الاسف
   with sorrow

3. "salute," is MSA and is military mostly. Most often in MSA سلام is the word used. In the military both سلام and سلامة are used equally. In military drills, and as a command too, the phrase سلام خد, "take a salute," is used. The Iraqi military protocol for saluting is as follows:
   a. All men and NCOs must salute all officers.
   b. All officers must salute their commander at any level.
   c. A lower-ranking officer must salute a higher-ranking officer.
   d. If a military member approaches and salutes a group of officers, only the highest ranking of the group should reply.
   e. Salutes should be acknowledged at all times.
   f. One should not salute if one is not wearing a cap.
   g. Warrant officers are considered NCOs.
LESSON 4

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

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

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

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

Example:

المرأة جابت ولد.
The woman delivered a boy.

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

9. نقيب in MSA means "leader," head" or "director." The Egyptian Army adopted it in 1939 as the rank of captain. The Iraqi Army used to use رئيس أول for "captain" and رئيس for "major." In the early seventies there was an attempt by most Arab countries to unify their armies. One of the results of that was the agreement to use نقيب for "captain" and رئيس for "major." Iraq complied.
10. "secretary," is from the English. It has been modified in Arabic in both gender (feminine) and pronunciation. سكرتير, the masculine form, is used as in English for political parties and other organizations or clubs, except in the context of "secretary of a cabinet."

In ID, the word وزير, "secretary," is used; thus "secretary of the interior" is وزير الداخلية and "secretary of defense" is وزير الدفاع.
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjutant</td>
<td></td>
<td>مساعد</td>
</tr>
<tr>
<td>believe (to)</td>
<td></td>
<td>اعتقد</td>
</tr>
<tr>
<td>bring (to)</td>
<td></td>
<td>جاب</td>
</tr>
<tr>
<td>commandant</td>
<td></td>
<td>آمر</td>
</tr>
<tr>
<td>doctor</td>
<td></td>
<td>دكتور - دکتر (ج)</td>
</tr>
<tr>
<td>enter (to)</td>
<td></td>
<td>دخل</td>
</tr>
<tr>
<td>expect (to)</td>
<td></td>
<td>توقع</td>
</tr>
<tr>
<td>finish (to)</td>
<td></td>
<td>خلص</td>
</tr>
<tr>
<td>half</td>
<td></td>
<td>نصف</td>
</tr>
<tr>
<td>here</td>
<td></td>
<td>هنا</td>
</tr>
<tr>
<td>hour, clock, watch</td>
<td></td>
<td>ساعة</td>
</tr>
<tr>
<td>imagine (to)</td>
<td></td>
<td>تصور</td>
</tr>
<tr>
<td>last (to)</td>
<td></td>
<td>طول</td>
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<tr>
<td>major (rank)</td>
<td></td>
<td>رائد</td>
</tr>
<tr>
<td>may be</td>
<td></td>
<td>يجوز</td>
</tr>
<tr>
<td>meet (to)</td>
<td></td>
<td>إجتمع</td>
</tr>
<tr>
<td>most welcome</td>
<td></td>
<td>حلت الزيارة</td>
</tr>
<tr>
<td>Mr.</td>
<td></td>
<td>عضوة ، جناب</td>
</tr>
<tr>
<td>must</td>
<td></td>
<td>لازم</td>
</tr>
<tr>
<td>name</td>
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<td>اسم - اسماء (ج)</td>
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<td>new</td>
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<td>جديد</td>
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<tr>
<td>office</td>
<td></td>
<td>مكتب - مكاتب (ج)</td>
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<tr>
<td>perform (to)</td>
<td></td>
<td>ادى</td>
</tr>
</tbody>
</table>

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SELF-EVALUATION TEST

Part One

Listening Comprehension

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

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

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

3. a. Sorry, the manager is in a meeting, but you can see him afterwards.
b. Sorry, I have a meeting and I cannot see you.
c. Sorry, you can come tomorrow to meet the manager.
d. Sorry, the manager has a meeting; you cannot see him.
4.  
   a. Thank God, you are here; we haven't seen you for a long time.  
   b. Thank God, I am fine. A long time has happened without seeing you.  
   c. Thank God for your safety. We haven't seen you in a long time.  
   d. Thank God for your safety; you have been away for a long time.

5.  
   a. You said, "We can sit and drink a cup of tea."  
   b. I told you to sit and drink a cup of tea.  
   c. Do you want me to sit and drink a cup of tea with you?  
   d. What do you say we sit and drink a cup of tea?

6.  
   a. Hello, I'm the new doctor of the regiment.  
   b. Hello, I'm the doctor for the new regiment.  
   c. Hello, he is the new doctor for the regiment.  
   d. Hello, doctor. Welcome to the new regiment.

7.  
   a. Major Alwan traveled to Saudi.  
   b. Commandant Alwan traveled to Sudi.  
   c. Major Alwan came back from Sudi.  
   d. Major Alwan is from Saudi.

8.  
   a. Let's go eat kabab, but you'll buy.  
   b. Kabab is good. Let's go eat, but I'll buy.  
   c. Let's go eat kabab, but I'll buy.  
   d. I like to eat kabab with you; I'll buy.
MODULE 1

SELF-EVALUATION TEST

9.
   a. Welcome, Nedwa. Where were you and your family?
   b. Welcome, Nedwa. Where were you and your family?
   c. Welcome, Nedwa. How are you? How is your family?
   d. Welcome, Nedwa. Would you like to meet my family?

10.
   a. May I see Lieutenant Ali now?
   b. May I wait for Lieutenant Ali here?
   c. Can Lieutenant Ali wait for me here?
   d. Should I wait for Lieutenant Ali here?

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

   1. a. باخرج اروح للمدرسة
        b. احب المدرسة
        c. مدرستي هواية زيارة
        d. آني هسة بالمدرسة

   2. a. اهلا وسهلا تشرفنا
        b. شكرًا، الله يسلمك
        c. اشكرك هسة شريت كهوة
        d. اشكرك الاهل يسلمون عليك
3. انت راح تسافر
   a. الحمد لله على السلامة
   b. متأسف ما أدرك اكتمال
   c. اي والله ، صمت متسافر لبغداد
   d. 

4. احب اكل دولمة
   a. ما يعجب بها الكباب
   b. راح اشرب قال
   c. سويت دولمة
   d. 

5. لا ، ما مشيت
   a. اي ، ليس لا ، تنكر
   b. لعد لازم تعزينا
   c. لا ما نقدر احنا تعشينا
   d. 

6. ماكو اجتماع باشر
   a. لا ، ما تقدر تروح لبغداد
   b. مع السلامة ، الله وباك
   c. سلمي لي على اهل
   d. 

7. اشكرج ، آي زيزة
   a. ادي التحية
   b. حلت الصركة
   c. صباح النور ، اهلا وسهلا
   d. 

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Module 1

Self-Evaluation Test

8. 
- a. نعم، أعرف شوية
- b. نعم، يعني أمشي
- c. نعم، هو يعرف زين
- d. نعم، أعرف احكي عرقي

9. 
- a. نعم، البارحة سويت كباب
- b. نعم، على شرب شاي
- c. نعم، يمكن أعلم
- d. تعجيبي الدولة

10. 
- a. نعم، أعرف الدكتور علي
- b. لا، ما اعتقد
- c. مرتى مهندسة هميش
- d. اهلا وسهلا تشرفنا

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

1. Was it a.m. or p.m. when Ali was in his friend's office?

2. Whom did the engineer ask for?

3. Was the manager in his office?

4. Was the engineer able to see the manager at that time? Why?

5. Did the engineer suggest an alternative?

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

Part Two

Written Interpretation

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

Part Three

Dictation

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

Part Four

Spoken Interpretation/Role Playing

Section A. In this part of the test, act as an interpreter in a conversation between an Iraqi and an American. Translate the Iraqi into English and the English into Iraqi. You will hear each line only once.
Section B. Read the description of the situation below. The instructor will play Nadwa’s role and you will play Bahjat’s. You may base your answers on the dialogue below.

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

Bahjat: Ask Nadwa to come over.
Nadwa:

Bahjat: Voice your desire.
Nadwa:

Bahjat: What will the menu be?
Nadwa:

Bahjat: Time?
Nadwa:

Bahjat: Will call.
Nadwa:

Bahjat: Thanks, will do.
### CUMULATIVE VOCABULARY

**Arabic-English**

<table>
<thead>
<tr>
<th>L2</th>
<th>hope (to), wish (to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>Would you? (imperative)</td>
</tr>
<tr>
<td>L4</td>
<td>meet (to)</td>
</tr>
<tr>
<td>L1</td>
<td>we</td>
</tr>
<tr>
<td>L1</td>
<td>brother</td>
</tr>
<tr>
<td>L2</td>
<td>take (to)</td>
</tr>
<tr>
<td>L3</td>
<td>other</td>
</tr>
<tr>
<td>L3</td>
<td>other (f.)</td>
</tr>
<tr>
<td>L4</td>
<td>perform (to)</td>
</tr>
<tr>
<td>L2</td>
<td>if</td>
</tr>
<tr>
<td>L1</td>
<td>sit down (to), rest (to)</td>
</tr>
<tr>
<td>L1</td>
<td>cup</td>
</tr>
<tr>
<td>L4</td>
<td>name</td>
</tr>
<tr>
<td>L1</td>
<td>how</td>
</tr>
<tr>
<td>L3</td>
<td>How much?</td>
</tr>
<tr>
<td>L1</td>
<td>How are you?</td>
</tr>
<tr>
<td>L4</td>
<td>believe (to)</td>
</tr>
<tr>
<td>L2</td>
<td>food</td>
</tr>
<tr>
<td>L2</td>
<td>eat (to)</td>
</tr>
<tr>
<td>L3</td>
<td>there is</td>
</tr>
<tr>
<td>L1</td>
<td>Saudi (country)</td>
</tr>
</tbody>
</table>
MODULE 1

L2 yesterday
L1 Thank God.
L2 to you (pl.)
L1 God keep you safe.
L3 who, which
L2 today
L2 mother
L3 safety
L4 commandant
L2 American
L4 wait (to)
L4 transferred (to be)
L1 I am
L1 family
L2 which
L1 yes
L1 by God

VOCABULARY

Today (ع)
To (ع)
Keep (ع)
Who (ع)
American (ع)
Wait (ع)
Transferred (ع)
I am (ع)
Family (ع)
Which (ع)
Yes (ع)
By God (ع)

ب

L3 tomorrow
L2 at last
L1 but, only if
L2 afterwards, later
L1 Baghdad (city)
L2 Bahjat (name)
MODULE 1

VOCABULARY

L1 ' home

L4 salute

L2 Tom (name)

L1 mind you

L4 imagine (to)

L2 come (imperative)

L3 learn (to)

L1 student

L4 expect (to)

L4 second

L4 bring (to)

L1 Jassim (name)

L1 be (to)

L1 tea

L4 new

L3 try (to)

L3 army

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MODULE 1

VOCABULARY

L1 like (to)

L1 so that

L3 talk (to), speak (to)

L4 Mr.

L3 put (to), put down (to)

L4 most welcome

L3 Haydar (name)

L2 telephone (to)

L3 special

L2 especially

L4 finish (to)

L1 let (imperative)

L2 office (governmental)

L4 enter (to)

L2 send (to)

L4 doctor

L3 doelma (dish)
MODULE 1

VOCABULARY

L2 remind (to)
L2 will (in the future)
L1 go (to)
L2 want (to)
L3 head
L4 major (rank)
L3 God
L2 man
L1 Ramzi (name)

L4 visit (to)
L2 small
L1 time
L1 good

L2 nice
L4 hour, clock, watch
L2 happy
MODULE 1

VOCABULARY

L1 safety
L1 greet (to), salute (to)
L1 Salman (name)
L3 sumac (spice)
L2 hear (to)
L1 chat (to)
L3 make (to)
L4 sir, Mr.

ش

L1 see (to)
L3 kid (to)
L1 drink (to)
L2 honor (to)
L2 errand, matter, operation
L1 thanks
L3 what
L1 little

ص

L1 happen (to)
L1 Good morning.
L1 morning
L1 Sabiha (name)
### MODULE 1

| L2  | L3  | Vocabulary
|-----|-----|-----------------
| friend | branch | صديق - اصدقاء (ج)
| officer | laugh (to) | ضابط - ضباط (ج)
| cook (to) | last (to) | طبخ (ع)
| delicious | noon | طهير (ع)
| pleased (to be) | Arabic | عاجب
| introduce (to) | invite (to) | عرُف (ع)
| dinner | Ali (name) | على خاصي (ع)
| buying (I am) | have (to) | عند
MODULE 1

VOCABULARY

ف

L1 something
L2 opportunity
L1 idea

ق

L2 present (to)

ل

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

ل

L1 no
L2 because
L4 must
L4 then
L1 when
L2 why
L1 Layla (name)

L1 No difference., No problem.
L4 sorry
L3 like, as
L3 signal (military)
L1 school
L1 period
L2 manager
L1 city
L2 wife, woman
L1 Good evening.
L4 adjutant
L1 traveling, traveler
L1 anxious
L1 walk (to)
L2 restaurant
L4 office
L3 lieutenant
L3 grateful

VOCABULARY

لمَّ (ع)
لَعَالِمٌ (ع)
ليلَا (ع)
ليلتان

ما وَخَالِفَ (ع)
متَنِيفٌ
مثالٌ
مُخَابَرَة
مدرسة - مدارس (ج)
مدة - مدة (ج)
مدير - مدراء (ج)
مدينة - مدن (ج)
مُرَأَة (ع)
مساء الخير
مساعد
مسافر
مشاق
مشيت
مطعم - مطاعم (ج)
مكتب - مكاتب (ج)
ملازم
ممنون
MODULE 1

VOCABULARY

L3 of, from
L1 weather
L3 fit, suited
L2 engineer
L2 not

L3 club
L2 result
L4 half
L2 self
L1 Noori (name)

L2 tonight
L1 this
L1 this (f.)
L2 now
L1 Welcome.
L2 also
L4 here
L1 quite a bit
MODULE 1

VOCABULARY

و

L3 or, otherwise

L2 even though

L2 with

L2 where

ي

L4 may be

L2 whenever

L2 when (used in question)

L3 possible, may be

L1 daily