Abbreviations Used in This Module

f. feminine
ID Iraqi
m. masculine
MSA Modern Standard Arabic
pl. plural
sing. singular
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MODULE 2

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- Iraqi diminutive form: 

- Iraqi pronunciation of the word "daughter":
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- Special usage of the word "Really?" as interrogative by intonation

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  • Measure I weak-ending verbs: درَى، حَيى
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MODULE 2 OBJECTIVES

Upon successful completion of this module, the student will be able to understand and carry out conversations in Iraqi including the grammatical features and vocabulary of Module 2, and based on the following topics or situations:

Lesson 5: Asking and Telling Time
Lesson 6: Asking and Telling Dates
Lesson 7: Biographical Data
Lesson 8: Jobs and Occupations

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 four printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Iraqi sentences, the student selects the best Iraqi response from four 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.
MODULE 2

DICTATION

Given 10 recorded Iraqi sentences, the student transcribes 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.
LESSON 5

ASKING AND TELLING TIME

OBJECTIVES

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

- Ask and tell time in Iraqi.

- Ask what time an event is to start and respond to a similar question in Iraqi.
GRAMMATICAL FEATURES

1. Special Iraqi features in telling time:

2. The pronunciation of numbers in ID:

3. The ID ordinal and cardinal numbers:

4. Special ID expressions and pronunciation:

5. Special usage of:

6. The function of the noun of subject in ID:

7. Measure I sound verb:

8. Measure I weak-ending verb:

9. Measure II verb:
COMMUNICATIVE EXCHANGES

Frame I

Shehab: The time is 3 o'clock, I'm at home.

Najib: Three o'clock, is it? I'm on the way to the hospital.

Shehab: I'm at the hospital at 4 o'clock, I'll be there at 5 o'clock.

Najib: I hope you have a good time there.

Shehab: No, it's not bad, I'm going to be back in 10 minutes.

Najib: I hope you have a good day.

Shehab: I hope you have a good day too.
TRANSLATION

Shihab: What time is it, Najeeb? It seems my watch has stopped.
Najeeb: Oh, father, the time is 3:25.
Shihab: I have an appointment with the doctor at 4:20.
Najeeb: You don't look sick.
Shihab: No, I am not the sick one. My son is sick, and I must leave in ten minutes so that I can pick him up at home.
Najeeb: And, for this reason you came in your car today!
EXPLANATORY NOTES

1. "time," literally meaning "the hour," is ID and MSA. It is also used for the English "clock or wristwatch."

When using "ساعة," "hour," in telling elapsed time, cardinal numbers are used to show quantity.

Example:

- one hour
- two hours
- three hours
- four hours

2. بسَّط, "how much," is ID for the MSA بسَط. It is interrogative normally. It is used to inquire about time if it follows the noun, and about fare or price if it precedes the noun.

Examples:

- What time is it?
- How much per kilo is this meat?
- How much is the plane ticket?

3. بَيَّن, "seems" or "appears," is ID for the MSA بَيَّن which is also used in ID. In MSA بَيَّن is used to mean both "appeared" and "parted."

4. يا نا, literally translated means "Oh, father." It is ID slang. It is mostly used to attract attention. It is used quite frequently. There is a variety of similar slang expressions which are also popular in ID. (See Enrichment, p. 42.)

5. الساعتان ثلاثة ونصف، "the time is 3:25," literally means "the hour is three and a half except five."
LESSON 5

EXPLANATORY NOTES

Notice that "three," is pronounced as if it begins with ت and that "half," is نص. There are no other differences from the MSA. Principally, the system of telling time is the same in ID and MSA. There might be different pronunciation though. The system simply is as follows:

The hour is given first, followed by the minutes. If there are 15 minutes or multiples of 15 then, "quarter," نص "half," or نص "minus quarter," or "to ---," may be used. If there are 20 minutes then, "a third," may be used. If there are more than 20 minutes like 22, 23 or 26 and so forth, the cardinal number is given either with و "and," or و "except" or "to ---."

Examples:

the hour is seven and five
(7:05)

eight and ten. (8:10)

9:15 nine and a quarter
(15 after nine)

Notice that the word دقيقة, "minute," is used with 15 and 30.

the hour is ten and a third
(10:20)

eleven and twenty-five minutes
(11:25)

twelve and a half (12:30)

one third to two "One third
till two" (1:40)

one quarter to three (2:45)

ten till four (3:50)

five to five (4:55)
LESSON 5

two minutes to six (5:58)
seven and three minutes (7:03)

6. "for this reason," is a compound of لـ "for," هـ "this" and سـ "reason."

7. "you came," is the MSA جِنَت. This is the pattern of ID dropping the medial hamza and pronouncing its seat.

8. احماش may be pronounced حمـ in certain areas.
One

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

1. What time is it, Najeeb?

1. الساعة ما هي؟

2. What time will you go to the doctor?

2. الساعة ما تروح إلى الأطباء؟

3. It appears that you're sick today?

3. يبدو انك مريض اليوم.
4. Oh, father, it is four o'clock.

5. The time is 3:25.

6. For this reason, I am sick.

7. For this reason, I came today.
LESSON 5

DRILLS

Two

Use the interrogative متي تروح للمدرسة السعة الصبح to form questions in the following 10 sentences. Make any other necessary changes.

Example: مرتني تروح للمدرسة السعة الصبح (Teacher)

الساعة متي تروح للمدرسة ? (Student)

1. انا نتعشى السعة سعة بومبا
2. علي بروج للدائرة الساعة ثمانية الصبح
3. الملازم حيدر راح يكون بساني الضبات الساعة ابعمش الليلة
4. سمير راج يجي لبيتنا الساعة عشرة
5. اني ومرتي راح تروح للمطم الساعة انينا اليوم
6. الرائد علوان عزمنا عالمتعا الساعة سعة
7. اني اكتم الساعة ستة الربع الصبح
8. واكل الساعة سعة ونص
9. واروح للفلي الساعة ثمانية الا خصمه
10. واكون هناك بمكتبي الساعة ثمانية وخمسة وعشرين دقيقة

Three

Complete the 10 sentences on the right by choosing the appropriate item from the list on the left.

- ثمانية وخمسة وعشرين دقيقة
- ثمانية واربعين دقيقة
- السعة
- السعة وثلاثين دقيقة
- السعة واربع
- السعة ونص
- السعة ونص الا خصمه
- السعة ونص الا خصمه
- السعة ونص الا خصمه
- السعة ونص الا خصمه

1. متي تروح للمدرسة السعة الصبح  
2. المدير يكون بمكتبه الساعة ثمانية
3. السعة وخمسين دقيقة
4. السعة وثلاثين دقيقة
5. السعة ونص الا خصمه
6. الرائد علوان اجا للكتبة الساعة
LESSON 5

DRILLS

Four
Using the clues in the left-hand column, change the times in the following 10 sentences and make any other necessary changes.

Example:
اروح للشغل الساعة سبعة وخمسة
(Teacher)
اروح للشغل الساعة ثماني وسع دقائق
(Student)

1 10:15
2 8:30
3 7:20
4 9:04
5 6:25
6 4:35

one and a half hours
40 minutes
11:40
two and a half hours
LESSON 5

DRILLS

Five
Change دقيقة to في the following 10 sentences.
Make the necessary changes.

Example:

الدرس يخلص الساعة ستة وخمسة وست دقائق. (Teacher)
الدرس يخلص الساعة ستة وعشر دقائق. (Student)

1. ساعة الدائرة وكتبت على الساعة خمسة وعشرين دقيقة.
2. أجهز يسارتهم الساعة سبعة وعشر دقائق.
3. جاب ابنه الساعة أربعة ودقيقتين وحده.
4. شهاب دينكر من الساعة ثلاثة إلا خمس دقائق.
5. الموعد وبا الدكتور بالساعة وحده وخمسة وعشرين دقيقة.
6. ببين ما راح يكون النها وكيف الساعة ستة عشر دقائق.
7. الساعة ستة وثلاثين وواحد عشر دقيقة.
8. يوفك الليلة الساعة عشرة وإثنتين وخمس دقائق.
9. خلي تكون بالنادي الساعة أربعة إلا دقيقتين.
10. يا ليل ما تبينا بالثلاثين وثلاثة وعشرين دقيقة.

Six
What does each clock say?

Example:

الساعة بيتش؟ (Teacher)
الساعة وحده ونئي. (Student)

[Diagrams of clocks showing different times]
Seven
Use the words and phrases in the left-hand column to complete the 10 sentences on the right, then translate them orally into English.

Example:

الاجتماع — خمسة

الأيام

الساعة — خمسة

الاجتماع

(teacher)

(/student)

غري — عليه الفرح.

عين

أكتم الساعة ستة —

ساعة —؟

الليل

رحيل البيت بالعشرة و —

مين انت — واكفا —

ساعة —

بيش

اثنين — الساعة ثمانية

ساعة —

عشا — الساعة ثمانية

شص خمسة

إيه، راحا للنادي — ثمانية.

Eight
Choose from the left-hand column the most appropriate response to each of the following 10 Iraqi sentences.

مار لي ساعتين

على

خمسة ونص

بيشري

ستين دقيقة

ربع ساعة

عشرين دقيقة

حتى اخد ابني للدكتور

اي والده آني مو زين

هو شوية مريض

الساعة —

اشتكى كاذب بالمطعم —؟

منو اللي ساعته وكفت —؟

جم دقيقة بالساعة —؟

اخصستر دقيقة هي

الثلاث ساعة اشتك ببيها دقيقة —؟

مين عليك مريض اليوم —

اكلين جيت للتشغل اليوم —؟

شنو السبب جيت بسيارتك —؟

ابنك شبيه —؟
LESSON 5

Nine

Translate the following 10 Iraqi sentences into English.

Example:

الساعة سبعة وخمسة (Teacher)

( Student)

الساح

01

باليوم

02

بالليل

03

الساح

04

بالليل

05

الساح

06

الساح

07

الساح

08

بالليل

09

بالليل

10

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COMMUNICATIVE EXCHANGES

FRAME II

Captain Jameel is in Major Alwan's office. After salutes and greetings have been given, the following exchange takes place.

الرائد علوان: لندرك بطاقات لعبارة كرة القدم بين فريق الجيش مالنا...

والرائد جليل: ترى أي هذي المباراة راجت جري؟

الرائد علوان: إسبوع الجاي، يوم الخميس الساعة ثلاثة ونصف العصر.

القائد جليل: ماذا؟ لا والله، أنا ما بندي شيء، يمكن ملازم narratives نذنده...

هو عادة يكون بالمعسكر بعد الظهر على طول...
TRANSLATION

MAJ Alwan: Do you have tickets for the football match between our army's team and the Jordanian army's team?

CPT Jameel: Why? When will this match take place (will run)?

MAJ Alwan: Next week, on Thursday, at three-thirty in the afternoon.

CPT Jameel: Is that true? No, I don't have tickets, but Lieutenant Haydar may have. He is usually, always, in this camp in the afternoon.
EXPLANATORY NOTES

1. "ticket," is both ID and MSA. Even the pronunciation is the same. It does not have a root. It is not of Arabic origin. The plural is either بَطُاقَاتٍ or بَطُاقَاتٌ. The latter may be pronounced with the seat rather than the hamza. The English word, "ticket," is also used.

2. "match" is also both ID and MSA. مَباَرَأَةُ كُرَةِ الْقَدَمَ is "football match," مَباَرَأَةُ كُرَةِ الْكَلَّةِ is "basketball match," and so on.

3. "between," is ID for the MSA بَيْنَ. When suffixed with a plural suffix, it may be used in either one of two forms. Examples:

   between them بَيْنَهُمُّ or بِيْنَهُم
   between you (pl.) بَيْنَكُمْ or بِيْنَكُم

   بَيْنَيْنِي وَبَيْنَكُمْ is used like the English expression "between us."

4. "team" or "group," also is both ID and MSA. In civilian organized sports clubs, فِرَقَة, "team" is also used. (See Enrichment, page 43.)

5. "our" or "ours," is an ID expression. It is a compound of مَال, "possession" or "property," in both ID and MSA, and the pronoun suffix مَنْ. The feminine is مَلَتَنَا. It is used as an ID expression of possession only when it is suffixed. It may be suffixed as desired.

   Examples:
   This book is mine. هَذَا الْكِتَابُ مَلَتُنَا.
LESSON 5

EXPLANATORY NOTES

This car is yours (pl.).

This watch is hers.

Also see Enrichment, page 42.

6. "the coming," is ID for the MSA آنَى or الفَارَم .
   أَنَى is the ID noun of subject for the ID verb اَجْبَي . (See
   Reference Grammar in this lesson, page 41.)

7. العَمَـر , "afternoon," is also both ID and MSA. If the
   intention is to indicate the period of the day, in ID, it must
   be used with the definite article. It is usually used to denote
   a period of the day between 1500-1800 hours. (See Enrichment,
   p. 43.)

8. مُدُك , "true," is ID for the MSA صَدِق . Notice the ID ك
   instead of ق . It is used quite often as interrogative by
   intonation rendering the meaning, "really?"

9. الْعَهْـر , "noon," is also both ID and MSA. Preceded by
   بعد "after," it means "afternoon" and by كَبْل , "before," it means
   "before noon." It is used for the period between noon and
   1500 hours. (See Enrichment, page 43.)

10. عَلَى طُول , "always," is an ID expression. It is the compound
    of the preposition عَلَى and the word طُول , "length." It is
    also used to mean "all the way."

Example:

I am with you all the way.
**Drills**

One  $\infty$

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

The traveling ticket is with me.

When is the football match?

The rank of captain is between lieutenant and major.

Today is the match between our team and the Jordanian Army's team.
These are the travel tickets for our team.

I have a meeting with the commander next week.

The match will take place (flow) this afternoon.

Is it true that your son is coming Thursday?

Everyday at noon we have a twenty-minute break (rest).
LESSON 5

DRILLS

We are with (support) our team always.
LESSON 5

DRILLS

Two
Answer the following 10 Iraqi questions with full responses, using the clues provided in the column to the left. Make the necessary changes.

Example:

bike from school? (Teacher)

ten minutes ago bike from school? (Student)

next week 1. What time do you leave school? 2. What time do you get up?
8:00 p.m. this afternoon 3. What time are you going to leave school today? 4. What time are you going to leave school today?
2:35 p.m. tomorrow 5. What time do you leave school today? 6. What time do you go to bed?
6:00 a.m. 7. What time do you get up tomorrow morning? 8. What time do you go to bed?
5:15 p.m. yesterday 9. What time do you go to school tomorrow morning? 10. What time do you go to school tomorrow morning?
7:20 tomorrow afternoon 9. What time do you leave school tomorrow afternoon? 10. What time do you leave school?
Thursday afternoon five minutes ago

Three
Match the items in the left-hand column with those on the right to make 10 complete sentences.

نهائي

Tomorrow's event

Saturday, July 12th

Wednesday, July 9th

Tuesday, July 8th

Monday, July 7th

Sunday, July 6th

Saturday, July 5th

Friday, July 4th

Thursday, July 3rd

Wednesday, July 2nd
Four
Complete the following 10 sentences using either قبل الظهر or بعد الظهر appropriately.

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

Example:

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Example:

Example:

Example:

Example:
LESSON 5

Six
Answer the following 10 questions in Iraqi, using the information provided in the left-hand column.

Example: 
بعد اشکد للمباراة؟ (Teacher)
1/3 of an hour. (Student)

5 minutes
15 minutes
half an hour
one hour and 5 minutes
2 hours
quarter of an hour
1/3 of an hour
25 minutes
12 minutes
25 minutes

Seven
Using the information in the left-hand column, change the subject in the following 10 Iraqi sentences. Make all the necessary changes.

Example: 
كمد ساعه بانتظر الامر (Teacher)
they (Student)

she
you, pl. f.
you, sing. f.
they
I
she
he

مش عشرين دقيقة 1
وكفت ربع ساعه انتظر السيارة 2
آني جيت للخل بالساعة الصبح 3
السكرتيرة تروح لمكتبها بعد الربع يوميا 4
كمد ساعه بالنادي 5
ربيع بجوبا بعد ساعتين 6
خلصت طفلها وراحت للبيت 7
LESSON 5

they, m.
she
we

DRILLS

8. چنت مرت خویه لباپین چیت باپیره.
9. هو ایلی جاب لنا البطاقات.
10. ابی دخل المدرسة هالاسپوع.
CLASSROOM EXERCISES

What do you say?

1. You are staying overnight in a hotel. You would like to put in a wake-up call for 6:45 a.m. You are on the phone with the front desk. What do you say?

2. You are with a friend whom you would like to invite to a football match next Friday. You already have the tickets. What do you say?

3. You have ordered food in a restaurant and have been waiting for thirty-five minutes and nothing has happened yet. Inform the waiter of the situation.

4. Your co-worker asked you why you walk to work everyday, although you own a car. Tell him that usually it takes you twelve minutes longer by car.

5. Inquire about the time from your friend, and tell him that your watch seems to have stopped.

6. You are at a football match. Ask your friend how long it is to the end of the first half.

7. You are explaining a little about football (soccer) to your newly-arrived American co-workers. Tell them it is played in two halves and how long the halves and the half-time break are.

8. You watched a basketball match with your Iraqi friend. You were impressed by the Iraqi Army team. Convey this to your friend and also tell him you would like to come to all their matches.
LESSON 5

CLASSROOM EXERCISES

9. You are a receptionist at a dentist's office. A patient just left the dentist's chair and came to you saying that the dentist wants to see her in a week. You tell her you can give her an appointment for 11:15 Tuesday of next week and ask if it is all right with her.

10. You are at a travel agency. You want a ticket to Baghdad for next Saturday at twelve, if possible, and you need to know the cost of the ticket. What do you say?

Role playing

Situation 1. Your son is looking forward to going with you to the football match. He asks:

"At 3:30 p.m."

Situation 2. You are talking to your wife who has not been feeling well.

"Why don't you make an appointment with the doctor?"

"When?"
LESSON 5

"Why not call today and make it for next week?"

خوتي فكرة،你能写吗？

"Whichever day suits you."

اعتقد الاربعاء الجاي يناسبني.

"OK, so call them right away, or do you want me to call?"

لا، لا،ني راح اخبرهم بعد نف عش دفائي.

Situation 3. LT Haydar walked into your office. After saluting he asked:

تريد بطاقات للمباراة الجاية؟

"What match?"

بكرة الطائرة فريق جيشنا والجيش الأردني.

"When is it going to be?"

بعد يومين،يوم الاثنين.

"Yes, I need four."

بسب أربعة، إذا تريد بعد سب كل.

"You should be a major and not just a lieutenant."

الله يسمع منك.

Interpretation Practice

Be the interpreter in the following situations:

English speaker (Instructor) Interpreter (Student) Arabic speaker (Student)

Situation 1.

Do you like to go to a basketball game with me?

يا يوم؟
LESSON 5

Not a day game. It is a Monday night.

ليش انت مندنك بطاقات؟

Yes, I have four. If you like, bring your wife and I'll bring mine, too.

زين، بي الساعة بيش المباراة؟

I believe it is at 7:30, but we should be there an hour earlier.

كيل الساعة هو هو ماية؟

No, remember, there will be a lot of cars there.

زين ليخمما امزمكم ونروح كليكنا للمطعم ونتعش وبعدين نروح للمباراة؟

Thanks, that is a good idea. What time?

امتحد اذا اجي تخكم بالخمسة يكون خوشوك،

OK, good-bye.

OK, good-bye.

Situation 2.

What time do you go to the office daily?

يوميا اني اروح للمكتب بالسما وغلت،

How do you go? Do you drive or walk?

اني اروح بسيارتي لا مو مشي،

OK, could you come by and take me with you tomorrow?

اي ما يخالف بس ليش سيارتك اشيها؟

I don't know; it just stopped yesterday.
LESSON 5

That is fine, thanks.

Situation 3.

Oh, yes, to the 7th Regiment.

Two weeks ago.

Well, you were away on a trip.

Well, it was at that time, we heard about it.

Oh yes, we will always remember him.

CLASSROOM EXERCISES

زين عيني يسره اكتمال ساعة
وخمسة وثلاثين دقيقة

صدى الرائد علواً انقل ؟

من انتك ؟

قبل أسبوعين وآتي ولا استمعت بها

اي نعم بس اني كنت مسافر بس

اسبوع وفترة

يا ساك والله هو كان خوش ضابط

راه نتذكره على طويل
Translation Practice

Translate orally the following 10 sentences.

١. أني ما كنت اعرف بين ساعتين وكتبت سلية ليلة الباحة.

٢. ولمما جيت للمكتب الصحيح كانت الساعة ثانية بعد ثمانية مساءً المكتب.

٣. والمدير دا علي وراد يعرف لشب، فجيئت له الحجابة والله ومدكها.

٤. وكل لي زين وابن كل مواد معاده للمدرسة يوماً صح.

٥. كتله والله ما اعرف أثروا له بيروج اروح اجبيه من المدرسة العصر.

٦. فراح أعرف اثار له بعد الساعة أربعة العصر.

٧. لما أجي بابي للمدرسة كني باباً أرى مدير المدرسة ما لنا ما عجبه انه ما وصلت إلى الشيعة إلا ربع الصح.

٨. كتله ما يزال مبتنئي أني ما كنت اعرف الى أن دخلت المكتب وفدت الوك.

٩. بالساعة مائة المكتب.

١٠. بساعتين ساعتين وكتبت سلية ليلة الباحة.

١٠. وكلي لازم يكون عندك تلك أربع ساعات حتى ما كليمهم يوقفون بنفس الوقت.
Dictation Practice

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

1. الاسيوء الجاي راح بصير تلك اسابيع من انقل نجيب.
2. عندي موعد وبا الدكتور بالشترين ومئة وعشرين دقيقة بعد الظهر.
3. اليوم العمر، او كول بالاربعة خايرتي من فلكل.
4. ابني عنده تلك بطاقات للمباراة الجاية مال كرة السلة، بس اتحنا خمسة.
5. مكد انت عندي بعد بطاقات؟ زين اريد قد وحدة او شترين.
Exercise One
Transcribe the following 10 recorded sentences.

Exercise Two
Write the English translation of the following 10 sentences.

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

1. What did Najeeb ask Ali about?
2. What did Ali's watch say?
3. When will the football match begin?
4. What was Najeeb's suggestion?
5. Did Ali agree to the suggestion?
6. Where are they going to dinner?
7. What time will they be going?

Exercise Four
You will hear 10 Iraqi sentences each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.

a. جانغ غوش مبارة
b. اليوم بالربعة ونص
   c. إحتجتي المبارة
1. a. هي جت كبل سايتنون
   b. لان هم على طول مابوجون
   c. لان هو مريض اليوم

2. a. جبت سيارتي
   b. بابي العمر
   c. عدننا استراحة

4. a. سبعة ونصية خمسة
   b. هسة راج اسافر
   c. راحوا للنادي

5. a. عندي البطاقة السفر
   b. وبا الدكتور
   c. بعد الظهر

6. a. راج يجي اليوم
   b. راح يسافر بالسيرة
   c. اسبوع الجاي

7. a. المباراة اليوم العصر
   b. اليوم كيل الظهر
   c. خابرهم من النادي
LESSON 5

08

. a
. بعد وقت
. كتبت الساعة ثمانية

09

. a
. ساعتي واكفت
. ساعتين ويست
. البارحة بالليل

10

. a
. اللان لنا أربع بطاقات
. b
. هدى البطاقات جديدة
. c
. البطاقات عند حيور
**SUMMARY**

1. For "ticket" or "card," ID also uses the English word "ticket."

2. "Sports" is used for anything that implies a competition. The verb is "trimmed." The measure III form, بارى, means, "competed."

3. or فريق is used for "team" or just "group."

4. "mine" or "my," is used to emphasize possession. Notice the difference in the meaning in the following examples.

   My book.
   
   This book is mine.

5. "coming," is a noun of subject. Remember, the noun of subject may be used to render the action contained in its verb. The usage of it in ID is expanded to the past tense also.

6. In ID, "afternoon," without the definite article has several other meanings that do not imply time period.

7. "true," is used quite often as interrogative by intonation.

8. "noon," is seldom used in ID in a phrase in construct with the day specified.

**Examples:**

<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>today, noon</td>
<td>اليوم الظهیر</td>
<td>ظهیر اليوم</td>
</tr>
<tr>
<td>tomorrow, noon</td>
<td>بیاچر الظهیر</td>
<td>ظهیر الغد</td>
</tr>
</tbody>
</table>

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REFERENCE GRAMMAR

1. Measure I verbs:
   a. "stopped," is a weak initial verb

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>وَكَفْتَ</td>
<td>وَكَفْنَ</td>
<td>وَكَفْ</td>
</tr>
<tr>
<td>she</td>
<td>وَكَفْتِهَا</td>
<td>وَكَفْنِهَا</td>
<td>وَكَفْنَ</td>
</tr>
<tr>
<td>they</td>
<td>وُكَفْنَ</td>
<td>وُكَفْنُوا</td>
<td>وُكَفْنَ</td>
</tr>
<tr>
<td>you, m.</td>
<td>وَكَفْتِكُ</td>
<td>وَكَفْنِكُ</td>
<td>وَكَفْنَ</td>
</tr>
<tr>
<td>you, f.</td>
<td>وَكَفْتِكَثُ</td>
<td>وَكَفْنِكَثُ</td>
<td>وَكَفْنَ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>وَكَفْتُونَ</td>
<td>وَكَفْنُونَ</td>
<td>وَكَفْنَ</td>
</tr>
</tbody>
</table>

I  اوُكَفْتۡ  اوُكَفْنۡ  اوُكَفۡ
we  اوُكَفۡنۡ  اوُكَفۡنۡ  اوُكَفۡ

verbal noun  وُكَفْ or  وُكَفَةَ
noun of subject  وَاِكَفَ
noun of object  not used, but that of measure II,  مّوكَفَتۡ, is used

b. "came," is a weak ending verb. The conjugation differs slightly from that of the model pattern  مَنَى  .

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>لَجَبَ</td>
<td>لَجَبۡنَ</td>
<td>لَجَبۡ</td>
</tr>
<tr>
<td>she</td>
<td>لَجَبَتِهَا</td>
<td>لَجَبۡنِهَا</td>
<td>لَجَبۡنَ</td>
</tr>
<tr>
<td>they</td>
<td>لَجَبۡنَ</td>
<td>لَجَبۡنُوا</td>
<td>لَجَبۡنَ</td>
</tr>
<tr>
<td>you, m.</td>
<td>لَجَبۡتَكُ</td>
<td>لَجَبۡنِكُ</td>
<td>لَجَبۡنَ</td>
</tr>
<tr>
<td>you, f.</td>
<td>لَجَبۡتَكَثُ</td>
<td>لَجَبۡنِكَثُ</td>
<td>لَجَبۡنَ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>لَجَبۡتُونَ</td>
<td>لَجَبۡنُونَ</td>
<td>L/A</td>
</tr>
</tbody>
</table>
LESSON 5

REFERENCE GRAMMAR

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>جَآَيْتُ / إِجُآَيْتُ أَنِي</td>
<td><strong>جَآَيْتُ / إِجُآَيْتُ</strong></td>
<td>جَآَيْ</td>
</tr>
<tr>
<td>we</td>
<td>جَآَيْنَا / إِجُآَيْنَا</td>
<td>جَآَيْنَا / إِجُآَيْنَا</td>
<td>جَآَيْنَا</td>
</tr>
</tbody>
</table>

verbal noun, جَآَيْ (MSA)

***noun of subject, جَآَيْ

noun of object,

*N/A, not applicable. The verb جَآَيْ is used for this purpose.

**In 1st and 2nd person the form of جَآَيْ is used more than جَآَا.

***Remember, a noun of subject gives the meaning of the action contained in its verb. The following usages of جَآَيْ, "coming," are all nouns of subject.

The train is coming.

The coming days will be enjoyable.

The examples above portray the noun of subject in the "---- ing" form, but it is also used with "---- er," as "comer."

In ID the usage is expanded to the past tense, but in translation it would appear as a verb.

Example:

I have come to this place before.

2. Measure II verb, سُمِعَ "appeared" or "seemed"

   See measure II model pattern, Lesson 1, page 40.

3. When minutes or hours are counted, the ID number system, explained in Lesson 4, applies for both cardinal and ordinal numbers.
EVALUATION

Part A. 

You will hear 10 Iraqi questions, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.

Part B. 

Translate the 5 recorded Iraqi sentences into English.

Part C. 

Transcribe the following recorded 5 Iraqi sentences.

Part D. 

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

Questions

1. How long is a football match?
2. Is a basketball match longer in duration than a football match?
3. Is football played in quarters or halves?
4. How long is half-time in a football game?
5. How long does a football match last, including playing time and the half-time break?
ENRICHMENT

1. يا يّ is an ID way of attracting attention. There is a variety of similar expressions; below you find the most frequently used ones.

   my master
   اغاني
   عمي
   عميل
   كلسي
   حياتي
   بالله
   ارجوك
   العفو
   اسم لى
   اكول

   my eye
   my eyes
   my heart
   my life
   by God
   please
   pardon
   allow me
   I say

مالي. in both MSA and ID is "property" or "possession," but in ID when it is suffixed it means the showing of possession. It is also used in a slang expression آني باهو ماسني "I have nothing to do with it," or "What is it to me?"

2. The week, in the Middle East, starts on Saturday. The weekend in most cases, is one day only, Friday. Government workers and the armed forces take Thursday afternoon off, too. Below you find the days of the week.

   Saturday
   البيت
   الأحد
   الاثنين
   Sunday
   Monday
Tuesday
Wednesday
Thursday
Friday

4. Islam is the religion of the majority of people in the Middle East. According to Islam, there are five prayers a day, thus the day is divided into five distinct periods. They are:

morning
noon
between 3 and 6 o'clock
sunset
evening or

is "sunup." The word , "before," and , "after," are used with and .

5. In athletic circuits, both and are used to mean "team." In the armed forces, is more common, because is used to mean "division."

On the other hand, also means "three-star general."

6. "Really?" with interrogative by intonation is very widely used. , "charity," usually is something given in the name of God, a prophet or a saint.

7. For , "usually," sometimes ID uses , which means "normally" in MSA.

8. , is used to mean "always." It is also used to mean "to the end." Sometimes, , "line," is added, thus resulting in , "all the way."

43
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td></td>
<td>العصر</td>
</tr>
<tr>
<td>airplane</td>
<td></td>
<td>طائرة</td>
</tr>
<tr>
<td>always</td>
<td></td>
<td>على طول</td>
</tr>
<tr>
<td>appear (to), seem (to)</td>
<td></td>
<td>ستين</td>
</tr>
<tr>
<td>appointment</td>
<td></td>
<td>موعد، مواعيد (ج)</td>
</tr>
<tr>
<td>basket</td>
<td></td>
<td>سلة</td>
</tr>
<tr>
<td>between</td>
<td></td>
<td>بين</td>
</tr>
<tr>
<td>car</td>
<td></td>
<td>سيارة</td>
</tr>
<tr>
<td>camp</td>
<td></td>
<td>معسكر</td>
</tr>
<tr>
<td>come (to)</td>
<td>اجا</td>
<td></td>
</tr>
<tr>
<td>coming, next</td>
<td>الجاي</td>
<td></td>
</tr>
<tr>
<td>except, till, to</td>
<td></td>
<td>الا</td>
</tr>
<tr>
<td>father</td>
<td>بابا</td>
<td></td>
</tr>
<tr>
<td>football</td>
<td></td>
<td>كرة القدم</td>
</tr>
<tr>
<td>for this reason</td>
<td></td>
<td>لسبب</td>
</tr>
<tr>
<td>how much</td>
<td></td>
<td>بش</td>
</tr>
<tr>
<td>Jordan (country)</td>
<td></td>
<td>الأردن</td>
</tr>
<tr>
<td>kilo</td>
<td></td>
<td>كيلو، كيلوات</td>
</tr>
<tr>
<td>match (sports)</td>
<td></td>
<td>مباراة، مباريات (ج)</td>
</tr>
<tr>
<td>meat</td>
<td></td>
<td>لحم، لحوم (ج)</td>
</tr>
<tr>
<td>Najeeb (name)</td>
<td></td>
<td>نجيب</td>
</tr>
<tr>
<td>patient (sick)</td>
<td></td>
<td>مريض، مرضى، مرضى (ج)</td>
</tr>
<tr>
<td>possession</td>
<td></td>
<td>مال، أموال (ج)</td>
</tr>
<tr>
<td>Shihab (name)</td>
<td></td>
<td>شهاب</td>
</tr>
<tr>
<td>son</td>
<td></td>
<td>ابن، ابنيء (ج)</td>
</tr>
</tbody>
</table>
### LESSON 5

<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop (to)</td>
<td>وكف</td>
</tr>
<tr>
<td>take place (to), run (to), flow (to)</td>
<td>جري</td>
</tr>
<tr>
<td>team</td>
<td>فريق ، فرق (ج)</td>
</tr>
<tr>
<td>third</td>
<td>ثالث ، اثاث (ج)</td>
</tr>
<tr>
<td>ticket</td>
<td>بطاقة</td>
</tr>
<tr>
<td>true, really</td>
<td>مصد</td>
</tr>
<tr>
<td>usually</td>
<td>عادة</td>
</tr>
<tr>
<td>week</td>
<td>اسمع ، اسماع (ج)</td>
</tr>
</tbody>
</table>

### VOCABULARY

<table>
<thead>
<tr>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>جري</td>
</tr>
<tr>
<td>فريق ، فرق (ج)</td>
</tr>
<tr>
<td>ثالث ، اثاث (ج)</td>
</tr>
<tr>
<td>بطاقة</td>
</tr>
<tr>
<td>مصد</td>
</tr>
<tr>
<td>عادة</td>
</tr>
<tr>
<td>اسمع ، اسماع (ج)</td>
</tr>
</tbody>
</table>
LESSON 6

ASKING AND TELLING DATES

OBJECTIVES

Upon completion of this lesson, you will be able to ask about and give information concerning:

- The days of the week.
- The months of the year and Muslim holidays.
GRAMMATICAL FEATURES

1. Usage of some special Iraqi words:

2. Special pronunciation of ؤ followed by hamza:

3. Iraqi ways of addressing other people:

4. Iraqi diminutive form:

5. Iraqi pronunciation of the word "daughter":

6. Special usage of the word "Really?" as interrogative by intonation:

7. The Iraqi dual and its adjective:

8. The Iraqi dual case (accusative):

9. The Iraqi five names (nominative):

10. The measure VII verb:

11. The Arabic calendar and months:

12. The Iraqi interrogative usage of:
COMMUNICATIVE EXCHANGES

FRAME I

Nazeeh is helping his first-grade daughter Fawzeyah with her homework, while sipping tea and smoking his waterpipe.
TRANSLATION

Fawzeyah: Papa, how many days are there in the week?
Nazeeh: There are seven days in the week, and the first one is Saturday.
Fawzeyah: OK, but why do we go to school six days only?
Nazeeh: Ha, but the last day is Friday, and Friday is supposed to be a holiday.
Fawzeyah: Why don't they make Thursday a holiday, too, and the holiday will be two days?
Nazeeh: No, that way the work won't get done. But, in government offices and in the army, they are given half of Thursday off, too.
1. "papa" or "dad," is ID for the MSA ّبَا، "my father." It is usually used only by the young children when talking to their fathers. ّبَا، "father," when suffixed in ID, is always in the nominative case, ّبَا.

Example:

- my father
  - والدني
- her father
  - والدتها
- your (pl.) father
  - والدكم
- our father
  - والدنا
- their father
  - والدهم
- the father of Alwan
  - والدعلوان
- the father of Haydar
  - والدحدور

Customarily, men are called not by their names, but as the father of....

Example:

- the father of Ali
  - والدعلي

The name of the oldest son is always used even if there is an older daughter. Certain names are always associated with certain other names. Thus, if the man does not have a son yet, his friends reach in the bag and pull out the name associated with his.

Example:

- "Muhammad," is ّبَا جاسم, "the father of Jassim"
- "Ibraheem," is ّبَا خليل, "the father of Khaleel"

and vice versa.
LESSON 6

EXPLANATORY NOTES

١٠٠٠٠٠٠٠٠٠٠, which also means "father," is most often used to attract attention. Other ID expressions like, ١٠٠٠٠٠٠٠٠٠٠٠, "my eye," are also used to attract attention or to start a conversation. (See Enrichment, page 88 and Enrichment, Lesson 5, page 42.

2. ١٠٠٠٠٠٠٠٠٠٠٠, "how much" or "how many," is the ID for the MSA ١٠٠٠٠٠٠٠٠٠٠٠. The only difference is the ID changing of the ١٠٠٠٠٠٠٠٠٠٠٠, "k," to ١٠٠٠٠٠٠٠٠٠٠٠٠, "ch."

3. In ID, if the counted noun starts with a hamza, and the number is feminine, an assimilation takes place between the ١٠٠٠٠٠٠٠٠٠٠٠ and the hamza and the sound of a heavy ٠٠٠٠٠٠٠٠٠٠"t," as if with a shadda, emerges. Thus, "seven days" is written ٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠, but is pronounced ٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠.

4. The days of the week start with ٠٠٠٠٠٠٠٠٠٠٠٠٠, "Saturday," which is followed, in order, by:

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

5. ٠٠٠٠٠٠٠٠٠٠٠٠٠, "holiday," is ID and MSA. Friday is considered a holiday because Moslems are required to pray in the mosque at least once a week, and that is Friday's noon prayer. The weekend is only one day for most people in Iraq, one-and-a-half days for some.

٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠ is a literal translation from the English, "the weekend holiday." In ID, the reference made to ٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠, "Friday," tends to mean "weekend."
LESSON 6

6. "this way," or literally, "this shape," is هاالشکل in MSA.

Example:

Football is played this way.

The kabab is broiled like this.

In MSA it is never used in this context. Notice the ID assimilation of the definite article.

7. "day," is both ID and MSA. It is used for the period of daylight only. ليال is "night" in both ID and MSA. ليال, "day," is usually a combination of هنWAR and ليال, twenty-four hours, but يوم is used sometimes in both MSA and ID to mean هنWAR.
One

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

My father has a new car.

1. بابا عنده سيارة جديدة. 

Abu Jassim became the office manager here.

2. أبو جاسم صار مدير الدائرة هنا.

How many days are there in the week?

3. كم يوم في الأسبوع؟

How much is the match ticket?

4. كم بطاقة المباراة؟
LESSON 6

The week has seven days.

Saturday is the first day of the week.

Friday is the last day of the week.

The weekend is (becomes) Friday.
LESSON 6

Doelma is cooked this way.

The cooking must be like this.

The day seems too long in Ramadhan.
LESSON 6

DRILLS

Two
Complete the following 10 Iraqi sentences using the appropriate item from the left-hand column.

اول هو اول يوم بالاسبوع.
السِتはありません.
خامس هو كل آخر يوم بالاسبوع.
نصيبي بالجيش.
الإحد هو يوم الجمعة.
يوم الخمس هو يوم بالاسبوع.
كل هو ثاني يوم بالاسبوع.
عطلة هو عطلة.
ثالث هو يوم بالاسبوع.
الجمعة هو يوم بالاسبوع.

Three
Answer the following 10 questions in complete Iraqi sentences.

1- إذا البارحة كان الأحد شنرو اليوم؟
2- أي يوم يجي كيل يوم الأربع؟
3- أي يوم يجي بعد يوم الجمعة؟
4- ما يوم بالاسبوع هو عطلة بغداد؟
5- كيف يوم بالاسبوع اكو عطلة بمنطري؟
6- منو عنده الخمس سبتي بنهار بغداد؟
7- ليس الخمس هوكله عطلة بغداد؟
8- كيف يوم اكو بالاسبوع؟
9- ما يوم هو أول يوم بالاسبوع؟
10- شنرو هي أيام العطلة الأسبوعية بمنطري؟
LESSON 6

Four
Alter the following 10 Iraqi sentences using the clues provided on the left. Make any necessary changes.

Example:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>شربوا الجاي قبل عشر دقائق</td>
</tr>
<tr>
<td>you, m.</td>
<td></td>
</tr>
<tr>
<td>you, pl.</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
</tr>
<tr>
<td>you, f.</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
</tr>
<tr>
<td>you, pl.</td>
<td></td>
</tr>
</tbody>
</table>


Five
Answer the following 10 questions using the information given in the left-hand column. Make any necessary changes.

Example:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>مطلتنا الجمعة</td>
</tr>
<tr>
<td>two weeks</td>
<td></td>
</tr>
<tr>
<td>Sunday at 7:15 p.m.</td>
<td></td>
</tr>
<tr>
<td>on Wednesday</td>
<td></td>
</tr>
<tr>
<td>next Tuesday</td>
<td></td>
</tr>
<tr>
<td>Monday at 9:20</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>is your favorite course?</td>
<td></td>
</tr>
<tr>
<td>When is your next class?</td>
<td></td>
</tr>
<tr>
<td>What day is it?</td>
<td></td>
</tr>
<tr>
<td>What is the date?</td>
<td></td>
</tr>
<tr>
<td>How many classes do you have?</td>
<td></td>
</tr>
</tbody>
</table>


LESSON 6

DRILLS

Saturday afternoon

Saturday afternoon

7 days

7 days

Six

Six

Form at least two questions for each of the following 10 answers.

Example:

آكَرِ فِي مَهَآضِبِ الْبَالَامِسْبِعُ، (Teacher)

۱۰ چِمِمْ بِبَلَامِسْبِعُ؟ (Student)

۲– الْبَالَامِسْبِعُ аَنْطَلَخَة؟

۱– اَحْنَا نَكْتِفُ اَسْتَسَاعَاتُ البَالَامِسْبِعُ بِبَيِّمَا.

۲– بِيْمَا الْجَمِيْعُ اِلَيْهِ عَلَى طَوْلِهِ.

۳– هُوَ وَفَدِيْنَا مِنْ اَوْلِي الْمُهْمَرِ اِلَيْهِ اَخَرِ.

۴– رَحْتُ بِبَيْتِيْهِ وَبِبَيْنِيْهِ اِلَيْهِ اَسْبِعُ الْجَيَّ.

۵– نَزُحُ اِلْمَجَلَّةُ سَتَنْبِيْلِ اَيَامِ البَالَامِسْبِعُ فَقْطِ.

۶– اِبْوِ انَّمَيْلَ كَنَّى نَوْعُ الْبَيْدُ كَلْهِ بِالْبَنَادِ.

۷– وَكَفْوَنَا بِحَجِيْهِ وَبِحَقَاهِهِتْ اِلَيْهِ اِنْسَاهِ.

۸– رَحْتُ بِبَيْتِيْهِ وَبِبَيْنِيْهِ الْدوَارِهِهِ الاَلْبَتُ الحَكْمِيْهِاَلْبَتُ الْجَيَّ.

۹– بِيْمَا الخُمْسِيْهِ اِلَيْهِ بَيْنِيْهِ مَهْيَنُ لِلْجَيَّ.

۱۰– الْفَرْيقُ مَأْمَنَا مَتْبَارِيْهِ بِيْمَا الْآَرِيْعُ اِلَيْهِ البَلَادَ،
Seven

On a separate sheet of paper, mark the correct responses to the following 10 Iraqi questions.

1. - چم بوم اکو بالاسووم؟
   - a. اکو شبار واچ بالاسووم
   - b. سبها ایام
   - c. عدنا سبها ایام غفل بالاسووم

2. - بیا بوم بچیي بعد السبت؟
   - a. السبها
   - b. البسوم الجای
   - c. الاعد

3. - اي بوم هو اخر بوم بالاسووم؟
   - a. الاعد
   - b. الیاما
   - c. السبها

4. - چم بوم اکو مدرسه؟
   - a. سبها ایام
   - b. ختم ایام
   - c. اربیهة ایام

5. - اذا چنت ضابط چم بوم بالاسووم غفل؟
   - a. ختم ونني
   - b. ختم ونني الاثمنة
   - c. سبها وریع
1- **أنا أتمنى أن تكون حسنًا**

   a. أتمنى أن تكون حسنًا.
   b. أتمنى أن تكون حسنًا.
   c. أتمنى أن تكون حسنًا.

2- **إذا كان التمرين**

   a. اليوم.
   b. النهار.
   c. الليل.

3- **يوم الفاتحة**

   a. يوم الفاتحة.
   b. يوم الفاتحة.
   c. يوم الفاتحة.

4- **الجذور**

   a. الجذور.
   b. الجذور.
   c. الجذور.

5- **اللغة**

   a. اللغة.
   b. اللغة.
   c. اللغة.

6- **النور**

   a. النور.
   b. النور.
   c. النور.

7- **أنا أتمنى أن تكون حسنًا**

   a. أتمنى أن تكون حسنًا.
   b. أتمنى أن تكون حسنًا.
   c. أتمنى أن تكون حسنًا.

8- **اليوم**

   a. اليوم.
   b. اليوم.
   c. اليوم.

9- **الدعايا**

   a. الدعايا.
   b. الدعايا.
   c. الدعايا.

10- **أنا أتمنى أن تكون حسنًا**

    a. أتمنى أن تكون حسنًا.
    b. أتمنى أن تكون حسنًا.
    c. أتمنى أن تكون حسنًا.
LESSON 6

DRILLS

Eight

Change the date in the following 10 Iraqi sentences, using the guide on the left. Make any other necessary changes.

Example:

Thursday

باجير السيد همين راح يكون عطلة.

بوم الخمس البارة جان عطلة همين

(Student)

Teacher)

tomorrow

1- خنل جاسم ببغداد انكفي البارة.

Friday

2- المفروض علي راح بسافر الاثنين بعد باجر.

Monday

3- باجر الاحد اكبر عدلنا عطلة.

two days ago

4- كاما جاء من السفر نثار الاربعاء.

the next holiday

5- ابيتهم بسشدي العطلة؟

day after tomorrow

6- مباراة الفريق مالنا جان البارة.

will be

7- آخر نثار بالدريسقة جان السبت.

comes at 7:30

8- السكرتيره اجتمعتها الساعة ثمانية.

an hour ago

9- عنوان راح بخابر حيدر بعد ساعتين.

in two hours

10- رحت للمعسكر قبل ثلاث ساعة.
COMMUNICATIVE EXCHANGES

FRAME II

Nazeeh and daughter Fawzeyah are back at it again.

نزيه: ما يخبرين بالعيد يا متيك يا حليوة؟
فوزية: هذا يا عيد راح يكون الحسر والا الزفير؟
نزيه: اكو حاجة لبسوال؟ ابنتا بشير رمضان وأتي صائم، ماد شوفي؟
فوزية: تمام هذا شهر رمضان بسي طيبين وخمسون حسنين؟
نزيه: الفرق هو رمضان من الناحية الدينية فقط.
TRANSLATION

Nazeen: My beautiful daughter, what do you want for this festival?

Fawzeyah: Which festival is this? Is it the big one or the small one?

Nazeen: Is there a need for this question? We are in Ramadhan, and I am fasting, don't you see?

Fawzeyah: True, it is Ramadhan, but why do they also call it June?

Nazeen: They call it Ramadhan only from the religious aspect.
EXPLICATORY NOTES

1. **عيد**، "festival," is both ID and MSA. Although it is used for many holiday occasions, its origin is in Islam. There are two main religious holidays in Islam. In MSA, they are called **عيد الكِبْر**، "the small festival," and **عيد الْإِجْزَاء**, "the big festival." They are, in ID, **عيد الزِّغَة** and **عيد الإِجْزَاء**, respectively. **عيد الزِّغَة**: "the big festival," is also called **عَيْدُ الْإِفْطَار**، "the festival of the sacrificing." It is the concluding event of "Pilgrimage," when a lamb, **كَرْوَّة**, is sacrificed. **عيد الزِّغَة**, "the small festival," is also called **عيدُ الإِفْطَار**، "the breaking of fasting festival." (See Enrichment, page 88.)

2. **بنِيّة**, "my daughter," literally means "my girl." It is used in both ID and MSA. **بنت**, "girl," when used in a noun in construct, showing possession, renders the meaning of daughter. In ID, it is often used as **بنّية**, "girl." It is the diminutive form of **بنّة**, and is pronounced in MSA as **بيّنة**. Another variation, **بنّة**, is also used in ID.

Example:

- my daughter
- your (m.) daughter
- your (f.) daughter

In ID, the diminutive form is often used to show affection. In MSA, the usage is completely reversed. MSA uses the diminutive form most often to belittle and degrade.

3. **خليوْة**, "beautiful," is the diminutive form of **خليوْة**. **خليوْة** literally means "sweet," "pretty," "nice" or "pleasant."

Example:

- beautiful girl, sweet girl
- pretty car, nice car

(See Reference Grammar, page 84.)
LESSON 6

EXPLANATORY NOTES

4. "big," is ID for the MSA گیپو . Notice the ID گ instead of the گ.

5. "Ramadhan," is the month of fasting in the Muslim world. شیب , "month," is both ID and MSA. There are two calendars, رزیان , in all Arab countries, Islamic and Roman. the Islamic year , "about" or "nearly," thirteen days افرص , "shorter," than the Roman year. (See Enrichment, page 89.)

6. "calendar," is not Arabic, but it is used in most Arab countries. The MSA is چمی . In Iraq, the Roman calendar is the official business and government calendar. The Islamic calendar is used strictly in religious matters. (See Enrichment, page 89.)

6. "fasting," is the noun of subject of the verb صام . میام is MSA. Remember that ID, most of the time, drops the hamza and pronounces the seat. (See Reference Grammar, page 83.)

7. "OK," "right" or "true," is ID. In MSA it means "wholeness," "entirety" or "perfection." صحیح , "true" or "right," is used in this context in both ID and MSA. تام ؟ , "right?" is used frequently as interrogative by intonation in ID.

8. "aspect" or "point of view," is both MSA and ID. It also means "direction" and "small township" in both ID and MSA.
One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

The festival days are nice.

Your (f.) daughter is a good girl.

Your (pl.) daughter is our daughter's friend.

The eyes of this pretty girl are beautiful.
LESSON 6

The big festival lasts four days.

Ramadhan is the month of fasting.

There are two calendars. Only one of them has Ramadhan.

There are twelve months in the year.

This year Ramadhan is going to be nearly two days shorter than June.

He who fasts (the fasting) should neither eat nor drink nor do a lot of other things.
LESSON 6

DRILLS

It is true there are two calendars for the year?

From a military point of view, this idea is not right.

In what direction are your thoughts now?

Is it true that the town's mayor is your friend?

الطابع لازم ما يأكل وما يشرب
الطابع لازم ما يأكل وما يشرب وما يسوي
اشعاء اخرى هواية.

7- تمام اكو رزنامتين بالسنة؟

8- من الناحية العسكرية هاللفكرة مو صحية.

ب- ما ناحية أفكارك هسة؟

ب- ما ناحية أفكارك هسة؟

ج- صدق مديري الناحية صديقك؟

ب- ما ناحية أفكارك هسة؟

ب- ما ناحية أفكارك هسة؟

ج- صدق مديري الناحية صديقك؟
LESSON 6

DRILLS

Two

Using the verb *صام*, complete the following 10 sentences.

Example:

فوزيه ___ بشهر رمضان.

فوزيه صامت بشهر رمضان.

(Teacher) (Student)

1- آتي ___ بشهر رمضان.

2- بنتي ___ بشهر رمضان.

3- نزه ___ بشهر رمضان.

4- أهلي ___ بشهر رمضان.

5- انت ___ بشهر رمضان يا نجيب؟

6- يا نديسه انت ___ بشهر رمضان؟

7- انتو ___ بشهر رمضان?

8- كليتنا ___ بشهر رمضان.

9- هم هم ___ بشهر رمضان.

10- أبو جاسم ___ صي شهر رمضان بي.
Three
Complete the following 10 sentences, using the information given in the left-hand column.

Example:

الشهر السادس بالسنة هو ______.  
(Teacher)

June

الشهر السادس بالسنة هو حزيران.  
(Student)

three

eshr Hayran — بوت بى

fasting

eshr Ramseyan هو شهر —

the small festival

بي جي بعد رامز م —

nice

هذي السيارة —

one month

اهلي راج بيجون من بغداد بعد —

calendar

چم — اکر ضد العراقيين

pilgrimage

عيد الفاضي بيج ویا —

the big festival

عيد الزفیر بيجا اول وبعدين بيج —

your (f.) daughter

— تكل لي راج عموم هالسنة

shorter

الشهر العربي هو ثلاثين يوم او —

Four
Answer the following 10 questions, using complete ID sentences.

چم شهر اکو بالسنة؟

چم يوم اکوة شهر حزيزان؟

با عيد بيج بعد رامز؟

شو هو عيد الفطر؟

با هو بيجا اول كل سنة رامز و الا الحج؟

با عيد بيج ویا الحج؟

با هو بطول اکتر عيد الزفیر و الا الحبیر؟

شام العيدיבו بطول اربعة ایام؟

شام الززمانة الی بیها شهر رامز؟

 تمام اکو عیدین بالسنة؟
LESSON 6

DRILLS

Five
Choose the word from the two in parentheses that correctly completes each of the following 10 sentences.

Example:

(Teacher).

(Student).

Six
Form questions for the following 10 statements using either ، or ، whichever necessitates the fewest changes.

1. دخلت بنى الشهيرة المدرسة قبل شبرين.

2. رمي كفت وكت طويل بالجيش.

3. انتظرناكم سامتين بالناضدية ليلة البارحة.

4. الخطة تحتاج أربعة أيام حتى تخلص.

5. مدير الناحية راح يسافر بأول حزيران.


7. اكر بعد عشرين أيام للعبد الزهير.

8. أرسم في الشهيرة حب بالسنة.

9. اسوع الجاي راح يجينا المهندس الجديد.

10. عطلة المدارس هي عشة شهر تقريباً.
Seven
Answer the following 10 questions in complete sentences using the information in the left-hand column. Make any necessary changes.

Example:

Friday
(Teacher)
 conting عطلة ؟
(Student)
 عطلة يوم الجمعة .

next Wednesday
1. - يوم راح يكون عيد الحج ؟
2. - بابا، يوم ذي دنيا معنا ؟
3. - اتوكست راج بنجع اهلج من امريكا ؟
4. - يوم عطلة عملك بالاسوع ؟
5. - يوم راح يكون أول رمضان ؟

today at 4:20 p.m.
6. - متما راح تروبين لمحاربة كرة الطائرة ؟
7. - اي سنة اكش الأسلامه والا الرومانية ؟
8. - يوم راح تكون باجر الساعه عشرة الصح ؟
9. - اخوك العشرين بين السنة الإسلاميه والرومانية ؟
10. - يوم بستوطك للعيد الزغير ؟

Eight
Match the items in the two columns below to form 10 complete sentences.

1- بيتي ازغر
2- عبد الحكيم
3- الحج بجي
4- اليوم بصير
5- من الناحية الدينية المسلم
6- مندي سوال
7- سبارتنا الجديدة
8- اكو فرق يوم واحد بين
9- شهر حزيران بيه
10- تمام بعد رمضان

11- ثلاثين يوم
12- بعد رمضان
13- من بيك
14- اطول من الزغير
15- رمضان
16- لازم بحوم كل رمضان
17- العيد الحكيم والعيد الزغير
18- عن العطل الدينية
19- هوية حلوة
20- اكو عيد
CLASSROOM EXERCISES

What do you say?

1. Your friend wants to know the date. What do you say?

2. He then asks you about the time of day. What do you say?

3. Tell your secretary to remind you about the appointment you have with the doctor for next Monday.

4. You have just met LT Haydar. Ask him how long he has been in the army.

5. Ask your Muslim friend how many religious holidays there are in the year.

6. Tell CPT Najeeb that you will be at his camp tomorrow between 1100 and 1200 hours and you would like to visit with him there, if possible.

7. You would like to know from your Saudi friend in which month Pilgrimage falls this year. What do you say?

8. Ask your Iraqi friend about the duration of a football game (soccer).

9. Ask your Iraqi friend whether he usually fasts through all of Ramadhan.

10. Tell your friend that you called him at 9:15 this morning at his office, but his secretary informed you that he was busy in a meeting.
LESSON 6

Role Playing

Situation 1. Abu Jassim is playing backgammon in a local café (كهوه عزاوي) with Abu Salman. He is, as usual, very talkative. He tells about his pending trip to Jordan, but not before Ramadhan. Abu Salman deliberately tells him that is not a big deal; he himself is thinking of going to the States. This rattles Abu Jassim.

Two students play the roles:

Abu Jassim: Mentions his pending trip.
Abu Salman: Asks when.
Abu Jassim: Responds.
Abu Salman: Asks why Abu Jassim is going.
Abu Jassim: Responds that he is going on an errand.
Abu Salman: Says that traveling to Jordan is all right, but that he is thinking of going to America.
Abu Jassim: Gets angry and loses the game.

Situation 2. A female student plays the role of a secretary. A male student plays the role of a new American engineer. The engineer wants to know about the daily work hours and the weekend. The secretary answers him that the work hours are from 8:00 a.m. to 2:00 p.m. straight through daily, and Friday is the weekend.
INTERPRETATION PRACTICE

Situation 1. You are the interpreter in the following situation.

English speaker (Instructor) Interpreter (Student) Arabic speaker (Student)

I heard that you are going to Saudi.

نعم صحيح، نحن مبارة بكرة القدم.

Really? When are you traveling?

اللقاء الجاي الساعة شترين وربع بعد الظهر.

How many weeks are you going to stay there?

نحوين تقريبا.

Then you would be back here at the beginning of April?

نعم، تحتاج غي؟

No, thanks, have a nice trip.

شكراً.

Situation 2.

May I ask you some questions?

أي، غفل.

How many days do you fast in Ramadhan?

29 - 30 يوم.

How many hours a day do you fast?

نعم من الفجر إلى المغرب.

Must everyone fast?

من الناحية الدينية نعم، بين الزفائر يجوز ما يجوز من العومن.
LESSON 6

How many days are there between the small and the big festivals?

Thank you very much.

Translation Practice
Translate orally into English the following 10 Iraqi sentences.

1. راح ينقل مدير الناحية الأسبوع الثاني من شهر شموز.
2. انتو معزومين مندي للغطور أول يوم من رمضان.
3. كل اربع سنين يكون شباط نسمة ومعرين يوم.
4. تخلص المدارس مدلنا باواحل شهر خميس.
5. عبد الحسبر راح بصر يوم الاربعا الجاي.
6. شم يوم يكون طول ميد الرغيرو؟
7. تعرف العلمز بهجت مار له سنة وشهرين بالجيش؟
8. مدد راح تسايرين بآخر اسبوع من ايلول؟
9. راح اروح للحج كبل العيد الجبيير باسبوعين.
10. ممكن تنطيشي زرشامة مال السنة الجديدة؟
Dictation Practice
With books closed, write the following 10 Iraqi sentences as the teacher dictates them.

1. لازم تكفون اغفالكم كيل السفر بمسووق
2. كلي احتنا بشير تشرين الأول و الا الثاني هسة؟
3. ابوب ظليل سبب بنات بتسي الجسرة تصوم
4. بابا، شنو اليوم؟ واشكد بالشهر؟
5. بنتي الزفيرة صامت رمضان كله
6. عدهم اجتماع جبیر اخر ست من كل شهر
7. المفروض تكون المباراة هنا السنة الجاية
8. سمعت راج بسافرون بعشرين آب
9. شفنا بت نزبي البارحة بالنادي، هي حليوة
10. راج اروح للسعودية بعد يومين، تحتاج اجيب لكشي مناك؟

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HOMEWORK

Exercise One
On a separate sheet of paper, transcribe the following 10 recorded sentences.

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

Exercise Three
Listen to the following Iraqi dialogue, then answer the 6 questions based on it.

1. Which month will coincide with Ramadhan, according to Sabeeha?
2. What is it about that month that makes it a bit favorable?
3. What are Nazeeh and Sabeeha planning for that month?
4. Are they going to fast during all of Ramadhan?
5. Is it OK for a traveler not to fast while traveling?
6. If one missed fasting for a legitimate reason, what course is open to him?

Exercise Four
You will hear 10 recorded Iraqi questions each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response in each case.

1. قبل يومين
2. قبل يوم
3. لا إن اليوم الأربعة
4. السنة
5. ما يأكل وما يشرب النهار

a. a
b. b
c. c
LESSON 6

6. مطلتنا يوم واحد
   a. غلاشين يوم
   b. واحد وغلاشين يوم
   c. ثمانيه وعشرين يوم

8. مطلة
   a. بشهر رمضان
   b. اول شهر
   c. قبل الحج

10. اول شهر بالسنة
    a. خمسين
    b. خمسة وخمسين
    c. اثنين وخمسين

HOMEWORK

5. a. غلاشين يوم
   b. واحد وغلاشين يوم
   c. ثمانيه وعشرين يوم

7. a. بشهر رمضان
   b. اول كل شهر
   c. قبل الحج

9. a. خمسين
   b. خمسة وخمسين
   c. اثنين وخمسين
SUMMARY

1. "my father," may also be used as an opener to attract attention. This is particularly true of the first two. أب, "father," is usually suffixed, or followed, by a name, and is always used in the nominative case. When talking to somebody, first or last names are not used, but أب with the name of the oldest son is used. If there is no son yet, a name of a son is made up to suit the person's first name.

2. كم, "how much" or "how many," may be pronounced as ك, rather than "ch."

3. الشنن, "Monday," is pronounced as such when it is definite and as الشنن when indefinite.

4. نهار, "daylight period," and يوم is twenty-four hours, but the latter is sometimes used for نهار.

5. عبد الزغير, "the small festival," and عبد الفطر, "the big festival," are also called عبد الفطر "the breaking of fasting festival," and عبد الإسمى, "the festival of sacrifice," respectively.

6. بنت, means "girl" in both ID and MSA. When it is used as the first noun in a phrase in construct it means "daughter."

7. حلوة or حلوة, "nice," "sweet" or "beautiful," has a wide range of use and meaning, such as "pleasant" or "pretty," and so on. The masculine حلو is widely used, too.

8. The Islamic calendar is lunar. Ramadhan is the fasting month. See Enrichment, page 89, for more details.
9. عمام in MSA means "wholeness," but in ID it is used for many meanings such as "right" and "wholeness" and also as an interrogative by intonation meaning "Is that so?" or "Really?" It is also used in both ID and MSA to mean حام, "correct," which may be used as interrogative by intonation.
REFERENCE GRAMMAR

1. There is in ID, as in MSA, a dual form, but the dual is always used in the accusative case.

Examples:
Two days passed.
I greeted two men.
I spent two nice holidays.

Likewise, if one of the five nouns is used, it is always in the nominative case.

Examples:
Your father went to the cafe.
I saw your father.
I greeted your father.

In ID, the use of the five nouns is almost limited to أبٌّ, "father," and أخٌ, "brother."

2. The adjective of the dual form:
   a. All animate and inanimate masculine: The adjective is in the plural form; its gender matches that of the noun.

Examples:
two good men
two pretty girls
two long pencils
two new houses

b. Inanimate feminine: The adjective commonly is singular feminine.

Examples:
two new schools
two big departments, (offices)
LESSON 6

REFERENCE GRAMMAR

3. In ID, unlike in MSA, when a dual noun or a plural is used as the first noun in a phrase in construct the دَوْلَ is not dropped.

Examples:

the school's two teachers (m.)

هدْوِلِ مَعْلُومٍ

the school's teachers (m.)

هدْوِلِ مَعْلُومٍ

If a pronoun suffix is to be used with the dual, the word مَال "property," should be inserted after the dual and the suffix attached to it and not to the dual.

Examples:

my two books

كَانُونَانِ مَالِي، الكتابين ماليا

her two books

كَانُونَانِ مَالِي، الكتابين ماليا

4. The measure I verbs.

a. Weak in the middle, مَام، "fasted"

For conjugation see the verb, مَفَن، "saw," Reference Grammar, Lesson 1.

verbal noun, مَفَن

noun of subject, مَام ID مَام MSA

noun of object, not used.

b. Weak ending، مُطَن، "gave"

For conjugation see the verb، مُطَن، "walked," Reference Grammar, Lesson 1.

verbal noun, not used.

noun of subject، مَطَن or مَطَن

noun of object, not used.

c. Double ending، مُحِج، "visited a holy, sacred place"

For conjugation see the verb، مُحِج، "liked" or "loved," Reference Grammar, Lesson 1.

verbal noun، مُحِج

noun of subject، مُحِج ID مُحِج MSA

noun of object, not used.
LESSON 6

5. The measure II verb, ٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّd, "named"

For conjugation see the verb, ٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّd, "did," Reference Grammar, Lesson 3.

verbal noun, ٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّd

noun of subject, ٍّدٍّدٍّدٍّدٍّd

noun of object, ٍّدٍّدٍّd

6. The measure VII verb, ٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّدٍّd, "finished," "passed," "used up."

Measure VII is used to avoid the passive, which is considered a bad form. See Reference Grammar, Lesson 4. This verb is mostly used in the third person for inanimate objects. Other usage is very limited.

he ٍّدٍّدٍّدٍّدٍّd

she ٍّدٍّدٍّدٍّd

they ٍّدٍّدٍّd

verbal noun, not used.

noun of subject, ٍّدٍّدٍّd

noun of object, ٍّدٍّd

7. The diminutive form, ٍّدٍّدٍّدٍّدٍّدٍّدٍّd, "pretty"

For making a diminutive of the triliteral, the most common form used is ٍّدٍّدٍّدٍّd as in ٍّدٍّدٍّd, for ٍّدٍّدٍّd.

8. The Arabic calendar, "Islamic," is a lunar one, based on the moon movement around the earth. Therefore, the months are either 30 days or 29 days. That is why it is shorter by roughly 13 days than the solar one.
Below are the Arabic months, with their Roman "Iraqi" counterparts.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Roman &quot;Iraqi&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَحْرَمٌ</td>
<td>مَحْرَمٌ</td>
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<tr>
<td>صَرْفٌ</td>
<td>صَرْفٌ</td>
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<td>رَيْبَعٌ الأول</td>
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<td>رَيْبَعٌ الثَّانِي</td>
<td>رَيْبَعٌ الثَّانِي</td>
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<td>جَمَادِي الأول</td>
<td>جَمَادِي الأول</td>
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<td>جَمَادِي الثَّانِي</td>
<td>جَمَادِي الثَّانِي</td>
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<tr>
<td>رَجِبٌ</td>
<td>رَجِبٌ</td>
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<td>ذِي قَعْدَةٍ</td>
</tr>
<tr>
<td>ذِي الحَجة</td>
<td>ذِي الحَجة</td>
</tr>
</tbody>
</table>

9. ID uses the interrogative ْما, "what," "who" or "which," along with the conventional, MSA and ID, ْأَيَّ.

Examples:

What day of the week is this?

Who asked this question?

Which book do you want?
EVALUATION

Part A.

You will hear 5 Iraqi questions or statements, each followed by 3 responses. On a separate sheet of paper, write the letter that corresponds to the best response in each case.

1. بنين يوم.
   . a
   . b
   . c

2. السبت.
   . a
   . b
   . c

3. يوم واحد.
   . a
   . b
   . c

4. لأن اليوم الاثنين.
   . a
   . b
   . c
LESSON 6

EVALUATION

Part B.

Translate the 5 recorded Iraqi sentences into English.

Part C.

Transcribe the following 5 recorded sentences.

Part D.

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

1. Who are the two principals in the conversation?
2. Who issued the invitation to tea?
3. Was Abu Jassim fasting?
4. Did Abu Jassim try to evade the issue?
5. What did Abu Jassim suggest?
6. What was Abu Khalil's reply to that suggestion?
7. Did Abu Jassim finally relent?
8. How did Abu Khalil respond?
9. What was the month?
10. Did the conversation take place at night?
ENRICHMENT

1. "papa" or "dad," is used mostly by young children, addressing their fathers. It is MSA and ID. In ID it is also used by adults to attract attention. ابي, بابا, "father," and يا, بابا, "my father," are similarly used. There are also other words that are used for this purpose, such as:

- my eye or my eyes
- my heart
- my soul
- my life
- my liver
- my love or darling
- my uncle
- my master or sir

All of the above are also used to show politeness, respect and/or affection.

2. In ID, the accepted custom for addressing one another is by using the phrase, "the father of ... (a son)," as was explained in Explanatory Notes, page 50.

However, ابو جاسم is commonly taken to mean "macho." The soldier is called ابو خليل, the policeman is ابو إسماعيل.

3. "festival," though it is religious in origin, is used with any celebration.

Examples:

- Muhammad's birthday celebration
- Christmas
- the revolution celebration
- independence celebration
- celebration of the awakening
- New Year's celebration
4. "the big festival," or عيد الفضيل, "the festival of sacrificing," is part of the ritual of Pilgrimage. It is a reminder of the big sacrifice that Ibraheem almost made, when a male lamb became the substitution that he finally sacrificed. In the old days, for lack of lamb in that part of the world, a sacrifice of a camel, cow or a goat was accepted.

5. Ramadhan is the month of fasting. Fasting from eating, drinking, smoking, sexual intercourse and even touching a woman, commences from the time there is enough light for one to distinguish a white thread from a black one until a complete sunset. This goes on for the entire month, which may be either 29 or 30 days. Since the Islamic year is nearly thirteen days shorter than the solar year, Ramadhan may occur at any season; it keeps rotating. Ramadhan is concluded by العيد الفضيل, "the small festival," in which new clothes are worn and friends visit friends and so on. العيد الهجري lasts three days. العيد الهجري, "the big festival," lasts four days. It is part of Pilgrimage. It comes on the tenth day of شعبان, "the month of Pilgrimage," which is the last month of the year and the third month after Ramadhan. Therefore, there are roughly seventy days between the two festivals.
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>about, nearly</td>
<td></td>
<td>تقريساَ</td>
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<td>رمضَان</td>
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<td>ناحية</td>
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<td>فرق</td>
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<td>eye</td>
<td></td>
<td>عَينٌ / عَينُون (ج)</td>
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<td>أَوْلَى / آوْلِيل (ج)</td>
</tr>
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<td></td>
<td>جُمَعة / جَمَع (ج)</td>
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<td>حُكُومة</td>
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<td>الناحية العسكرية</td>
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<td>قصير</td>
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<td>supposed</td>
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<td>المفروض</td>
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<td></td>
<td>هَالَشْكِلْ</td>
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<td>true, right, OK</td>
<td></td>
<td>صحيح</td>
</tr>
<tr>
<td>true</td>
<td></td>
<td>صحيح</td>
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<td>ID</td>
<td>MSA</td>
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<td>ثُلاَثَا</td>
<td>الكِمْسِ</td>
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<td>Tuesday</td>
<td>أَرْبَعَاء</td>
<td>وَفْعَ</td>
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LESSON 7

BIOGRAPHICAL DATA

OBJECTIVES

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

- Educational backgrounds, and respond to similar questions.
- Personal backgrounds, and respond to similar questions.
GRAMMATICAL FEATURES

1. The noun of instrument:
2. The form of excess:
3. The passive verb:
4. The ID color:
5. The measure I sound verbs:
6. The measure I weak-ending verb:
7. The measure I weak-initial verb:
8. The measure II verbs:
9. The measure III verb:
10. The measure VIII verb:
COMMUNICATIVE EXCHANGES

FRAME 1

Two passengers on a flight to Baghdad, sitting next to each other, developed the following conversation:

First: Why are you in the military? What branch?

Passenger: I'm in the military because of the requirement of the Ministry of Defense.

First: Do you have any children in the military?

Passenger: Yes, I have a son in the military.

First: What branch?

Passenger: He's in the Ministry of Defense as well.

First: Do you think your son will serve under you?

Passenger: I don't know, he might.

First: You're a general, right?

Passenger: Yes, I'm a general.

First: How long have you been in the military?

Passenger: I've been in the military for almost twenty years.

First: You're a general, right?

Passenger: Yes, I'm a general.

First: How long have you been in the military?

Passenger: I've been in the military for almost twenty years.
TRANSLATION

Civilian: This military uniform of yours is nice. That insignia on your cap—what branch does it represent?

Officer: It is artillery corps, but right now I work at the ministry of defense.

Civilian: Are you a graduate of the military college?

Officer: Yes. I then entered the staff college; therefore, I wear the red staff insignia.

Civilian: Now you are a staff colonel? How long have you been in the army?

Officer: Yes. I have been in the army for 16 years. I gained two years seniority from staff college.
EXPLANATORY NOTES

1. "suit," is ID, literally it means "change of clothes." The MSA is either ـَلْلَّه ْكَتِبٍ ْلِلَّه, or ـَلْلَّه ْكَتِبٍ ْلِلَّه. Another ID word, ـَلْلَّه ْكَتِبٍ ْلِلَّه, has the same meaning, but it is used for a civilian suit only.ـَلْلَّه ْكَتِبٍ ْلِلَّه is used for both military and civilian. See Reference Grammar, page 131, and Enrichment, page 135.

Example:

civilian suit ـَلْلَّه ْكَتِبٍ ْلِلَّه
military uniform ـَلْلَّه ْكَتِبٍ ْلِلَّه

2. "insignia," literally means "marker." It is both ID and MSA. It is worn on the front of the cap and on the lapels. It is derived from the verb ـَلْلَّه ْكَتِبٍ ْلِلَّه, "marked."

3. "cap," is ID and is used for civilian as well as military headgear. In MSA ـَلْلَّه ْكَتِبٍ ْلِلَّه is the verbal noun means, "bewilderment."

4. "artillery," is both MSA and ID, ـَلْلَّه ْكَتِبٍ ْلِلَّه is "cannon" or "gun." ـَلْلَّه ْكَتِبٍ ْلِلَّه is the "artillery corps." See Enrichment, page 135.

5. "graduate," is both MSA and ID. It is the form of excess. The occurrence of using the form of excess for the noun of subject is common in both MSA and ID. See Reference Grammar, page 131.

6. "staff," is both MSA and ID; literally it means "pillars." ـَلْلَّه ْكَتِبٍ ْلِلَّه ـَلْلَّه is "staff college." The officer who graduates from the staff college is called ـَلْلَّه ْكَتِبٍ ْلِلَّه ـَلْلَّه "staff officer."
7. فيد, in the military context means, "full colonel" in both ID and MSA. See Enrichment, page 135.

8. "seniority," is a military expression. As a military expression it has been taken out of its MSA context.
One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Is it permissible for you to wear a civilian suit?

Your military uniform is nicer than the civilian (suit).

Every corps in the army has a special insignia.

The corps insignia is worn on the cap.
There are cannons in the artillery corps.

Her daughter is a graduate of the college of engineering.

Staff officers graduate from the staff college.

Staff COL Sajid is the commander of the 4th Regiment.

The officers who graduate from the staff college gain seniority.
Two 

Repeat after the model.

CPT Jameel is chatting with LT Haydar over a drink in the officers’ club.

نقيل جميل: إن كنت تنصحنا بالدخول بكلية الآركان هالسنة؟
الملازم حيدر: لا، لا أذكر هالسنة بالسنة الجيدة إنها الله.
نقيل جميل: ليش، انت ما صار لك أربع سنة ضابط؟
mلازم حيدر: لا، دخلت بالسنة الرابعة.
نقيل جميل: ليش إنك ابتكا صار لك ملازم أول؟
mلازم حيدر: كان عشرة شهرين ثلاثية سنوا.

Three 

Repeat after the model.

Several drinks later, CPT Jameel and LT Haydar are still chatting.

الملازم حيدر: لما سيبه بكلية الآركان؟ من يكلل واحد لازم يدخل بكلية الآركان.
نقيل جميل: ما أحد يكلل بن، إذا تريد تغيير خوش ضابط وتحصل على قدم لازم.
الملازم حيدر: زين ما أقابلي، سيس إن كنت تنصحنا بالدراسة كدلما يدخل وكل.
نقيل جميل: أي تمتم، واحد لازم يشتغل حتى يجعل اللي اللي بيتروده.
LESSON 7

DRILLS

Two—Translation

Cpt. Jameel: Are you going to apply to staff college this year?
Lt. Haydar: No, I can't this year, but next year, God willing.
Cpt. Jameel: Why? Haven't you had four years as an officer?
Lt. Haydar: No, I just entered my fourth year.
Cpt. Jameel: Why? How long have you been a first lieutenant?
Lt. Haydar: All and all, two or three months only.

Three—Translation

Lt. Haydar: And what is there in staff college? Who says that one has to enter staff college?
Cpt. Jameel: Nobody says, but if you want to be a good officer and you want to gain some seniority you should go.
Lt. Haydar: OK, "master," but you know how much studying there is before you enter and all the time you're there.
Cpt. Jameel: Yes, right, one must work for the things one wants.

Four

Complete each of the following 10 Iraqi sentences with the appropriate item from the left-hand column.

Example:

امرأة كلية الأركان لازم يكون ضابط ركن.
(Steady)
امرأة كلية الأركان لازم يكون ضابط ركن.
(Teacher)

حمرة
تنليس
يدخل
وزارة الدفاع
المذكرة
كلية الأركان

1- المدرسة الحكومية لازم يخرج بالعسكري.
2- علامة الصف تنليس.
3- كل ضابط يخرج من يحصل على قدم.
4- مدرسة بنفي الزغيبه مو ضابط.
5- مساعدنا دكتور.
6- ضابط لازم يخرج من الكلية العسكرية بعدين كلية الأركان.
7- مو
LESSON 7

DRILLS

-five (Teacher)

例

Example:

منو

منو

منو

منو

منو

منو

منو

منو

منو

Example:

nine months ago (Teacher)

دفعت كلية الاракان قبل ستة أشهر (Student)

four years

college of engineering

1- جم سنة تحتاج حتى تخلص الكلية العسكرية؟ (Teacher)

2- من أي كلية تخرجت بنتنج؟ (Student)
since five years ago
one or two years
artillery corps
one week
ministry of defense
a year and a half
I'll travel to the U.S.A.
military then staff college

Seven
Change the following 10 Iraqi sentences using the clues in the left-hand column. Make any alterations that the new sentences need.

Example:

أنتِ مارك بالجيش؟
(Teacher)

أنتِ مارك بالجيش؟
(Student)

we
he
we
I
they
my son
you, pl.
he
they
he

1 - حصلوا على بدلات عسكرية لذا تخرجوا.
2 - راج سرسطة من الكلية الأولى إلى الكلية الخامسة.
3 - هم تخرجوا من الكلية العسكرية قبل سنين.
4 - راج تلمس بدلة عسكرية جديدة بيوم التخرج.
5 - زرت كلية الأركان قبل أسبوع، مجتبا هواية.
6 - سنتي الرفيضة دخلت كلية الهندسة هانسة.
7 - بينين هو تلميذ بكلية الأركان.
8 - بعد التخرج مدعو اجتماع بوزارة الدفاع.
9 - العلامة الحمراء التي على مدارتي هي علامة كلية الأركان.
10 - خريجين كلية الأركان بحلول سنين قدم.
LESSON 7  

DRILLS

Eight
Use either the word بعدم or بعدين, whichever fits better, to join the two parts of the following 10 Iraqi sentences. Read the complete sentences aloud.

Example:

بغيثة سيجداد. (Teacher)
البيتين ماتي سيجداد. (Student)

1 - علوان عنده سدارة وحدة.
2 - تعجني بدللك الحمرة.
3 - جميل حصل سنة مقدم.
4 - امر كتبة الهندسة الجديد هو العقيد الركن ساجد.
5 - بغيثة المعلم تخرجت.
LESSON 7

DRILLS

6. لمالست علي ما دخل كلية الآركان.

7. العنف الجديد اله علامة حلوة.

8. سدارتكم زبيرة.

9. اجنا مهندس جديد.

10. سيارة الأمير جميلة.

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Thabit has applied for a teller's job with the Raffidane Bank of Sinjar and now he is being interviewed by the bank assistant manager.

Mas'ud al-Madhi: Telle'mi, i'mke ka'mal min fiklik.
Thabit: Khami Sha'b al-khuri.
Mas'ud al-Madhi: Wann makhlouladtk?
Thabit: In a'malim min B'qadda ba'hessa sa'akan bal-mu'mul.
Mas'ud al-Madhi: An'et mitqo drawers?
Thabit: La'm'alik b'si'ndi, wad'a' wiynt.
Mas'ud al-Madhi: Kuno 'ayfalk?
Thabit: Wad'a' abdayn a'mah, walt si'ni b'al-klitya bay ma taqrun.
Mas'ud al-Madhi: Taribb b'al-klitya?
Thabit: Daris' a'ciyada wa'mhasaba.
TRANSLATION

Asst. manager: Give me your full name, please.
Thabit: My name is Thabit Becker Al-Karkhi.
Asst. manager: Where is your birthplace?
Thabit: My origin is from Baghdad, but now I living in Mosul.
Asst. manager: Are you married or single?
Thabit: No, I am divorced, but I have a son and a daughter.
Asst. manager: What is your education?
Thabit: I have a high school diploma and three years of college, but did not graduate.
Asst. manager: What did you study in college?
Thabit: I studied economics and accounting.
EXPLANATORY NOTES

1. "Give me your full name," may be phrased as "What is your full name?" The difference between ID and MSA is the verb إنْطَيْنِي، which is ID for the MSA أُعْطِيْ، "give me."

2. "birthplace," is ID and MSA. It may be rephrased using the passive verb وُلِّدْتُ، "Where were you born?" If it is suffixed with a vowelless suffix, the letters د and ت are merged and the sound of a heavier المُتْلَدَّسُ emerges as مَتْلَد. See Reference Grammar, page 132.

3. "origin," is ID and MSA. The phrase آيُمْ مَنْ، "My origin is from ....", is frequently used because of the unconscious desire to express the feeling of family roots in that area.

4. "single," is both ID and MSA. The ID feminine is مُزْبَة، while the MSA feminine is مَزْبَة. This is again the ID dropping of the hamza.

5. "divorced," is ID for the MSA مَلَطِك. Notice the ID pronunciation of ك instead of ق.

6. "boy," is ID and MSA. ولَد means "son" when used as the first noun in a phrase in construct; this is the same usage you learned in Lesson 6 in the case of "girl" meaning "daughter."
Example:

This is his son.

This is Nadwa's son.

7. "diploma," is both ID and MSA. This word has several meanings, two of which are "evidence" and "certificate." The usage and all the meanings are the same in ID and MSA.

Example:

birth certificate, "evidence"

high school diploma, "evidence"

certificate of good conduct

university diploma, "high diploma"

8. "secondary," is ID and MSA. It is feminine. The masculine is "school, as in "high school," but the primary meaning and usage of it is as "secondary in importance."

Example:

secondary matter

secondary target

secondary information

9. "economics," is used in this context in both ID and MSA only as a subject of study. The literal and primary meaning is "saving."
LESSON 7

Example:

I studied economics in college.

To save time, study grammar well.

The economic conditions are not that good.

See also Reference Grammar, pages 132 and 133.
DRILLS

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

Give me your full name.

What is your full name?

Your full name, please?

Where is your birthplace?

Where were you born?

I am originally from Baghdad.

The origin of the teacher's wife is Iraqi.

1 1- إنضحي اسمك الكامل؟ إنضحي اسمك الكامل، إنضحي اسمك الكامل، إنضحي اسمك الكامل

What is your full name?

1- اسمك الكامل؟ اسمك الكامل

Your full name, please?

1- اسمك الكامل من فلك؟ اسمك الكامل من فلك

Where is your birthplace?

2- وين محل ولادتك؟ وين محل ولادتك، محل ولادتها، محل ولادته

Where were you born?

2- وين ولدتك؟ وين ولدتك

I am originally from Baghdad.

3- اني اتشرق من بغداد. اني اتشرق من بغداد

The origin of the teacher's wife is Iraqi.

3- اصل مرتة المعلم عراقي. اصل مرتة المعلم عراقي
LESSON 7

Are you married or single?

This woman is single.

No, divorced, but I have a boy and a girl.

This woman is divorced.

The manager divorced his wife.

I have a son.

Our son's friend is a good boy.
I have a high school diploma.

You must bring a certificate of good conduct.

Where is your birth certificate?

This is a secondary matter.

This is a secondary target.

I studied economics in college.
The economic conditions are not that good.

To save time, let us not stop at Ali's today.

I studied economics and accounting.

What is your education?
LESSON 7

Two 📚
Repeat after the model.

Najeeb met his friend Thabit. He told him that he is going to study abroad.

شايكت: ما تريد أن تأتي أمريكا حتى اكمل دراستك؟
نجيب: شديد الله، وأشتراع بدرس.
شايكت: راه أدرسه مدينية?
نجيب: توجه سنة راح تطول دراستك؟
شايكت: تلش سنين تقريبا.
نجيب: ومعدين من تهج إخراج نمر?
شايكت: أدرس أسمار مدرسة بمدينة البشارة.
نجيب: الله وياهك، تروح ونجي بالسلام.
شايكت: الله يسلامك، أتكرك هواية.

Three 📚
Repeat after the model.

Bahjat is an engineer looking for work. He went to an engineering company. In the reception area, the following conversation between him and the secretary took place.

السكرتيرة: أهلا وسهلا، كنت طالب تنمية لم الموصل؟
باجت: راني مهندس إسم بهجت، أريد أقوم على غفل هذا.
السكرتيرة: كنت طالب تنمية لم الموصل؟
بهجت: كنت طالب تنمية لم الموصل?
السكرتيرة: كنت بالجيزة في جامعة البشارة.
بهجت: كنت بالجيزة في جامعة البشارة.
السكرتيرة: كنت بالجيزة في جامعة البشارة?
بهجت: كنت بالجيزة في جامعة البشارة.
السكرتيرة: كنت بالجيزة في جامعة البشارة?
بهجت: كنت بالجيزة في جامعة البشارة.
السكرتيرة: كنت بالجيزة في جامعة البشارة?
بهجت: كنت بالجيزة في جامعة البشارة.
السكرتيرة: كنت بالجيزة في جامعة البشارة?
بهجت: كنت بالجيزة في جامعة البشارة.
السكرتيرة: كنت بالجيزة في جامعة البشارة?
بهجت: كنت بالجيزة في جامعة البشارة.
LESSON 7

Two--Translation

Najeeb: Do you know that I want to go (travel) to America to finish my studies?
Thabit: Is that right! What are you going to study?
Najeeb: I'll study civil engineering.
Thabit: How many years will your studies take?
Najeeb: Almost three years.
Thabit: And when you come back, what are you going to do?
Najeeb: I'd like to be an instructor at the college of engineering.
Thabit: May God be with you. I wish you a safe going and coming.
Najeeb: May God save you. Thank you very much.

Three--Translation

Bahjat: My name is Bahjat; I am an engineer. I'd like to apply for a job here.
Secretary: Welcome. Are you a graduate of Baghdad's college or Mosul's?
Bahjat: I graduated from Baghdad's college of engineering.
Secretary: Where were you working before?
Bahjat: I was in the army, in the corps of engineers.
Secretary: How many years were you in the army?
Bahjat: Five years and two months.
Secretary: OK, now come meet the manager.
Bahjat: Thanks.
LESSON 7

DRILLS

Four
Complete each of the following 10 sentences with a suitable item from the left-hand column.

Example:

Example:

المول
(Dealer)

Example:

Example:

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LESSON 7

DRILLS

two months

in a school in Monterey

Six

Re-form the following 10 Iraqi sentences, using the clues in the left-hand column.

Example:

you, f.

پنا کلیه راج تدخّلی? (Teacher)

پنا کلیه راج تدخّلی؟ (Student)

you, f.

یک انتو بين تشغیلون؟

they

راه يکم دراشه في امريكا.

he

درسوا ستة اقتصاد وبعدن محاسبة.

you, m.

هو يعنى تلك مرته؟

we

مكن اشوف محاسب دايرتيكم؟

I, f.

هو متزوج وعندو ولد وبنية.

she

dكتور الجديد شحاته من امريكا.

you, pl.

یميت تعرفت على السكرتيرة الجديدة؟

his son

بنه الزغيرة متخرجة من كلية الهندسة.

I

راه يدخل الكلية العسكرية السنة الجاية.

Seven

Change the following 10 Iraqi sentences using the information in the left-hand column. Make any necessary changes.

Example:

four

الحكومة تصنعنا عطلة وحدة بالسنة ... (Teacher)

الحكومة تنطينا اربع عطل بالسنة... (Student)
LESSON 7

DRILLS

two

many

five months

you, f.

my father

many

pretty

three days

engineers

they

Eight

Answer the following 10 Iraqi questions with complete sentence.

1- شنو تفافتك؟

2- هل ولد عنده اخوه؟

3- بين كم شل دراستك؟

4- بين ساكن سموتشري والا سفورد اوورد؟

5- اشتغل شتك؟

6- من اي كلية متخجة مرتك؟

7- العقيد سلمان متروج لوى اعزب؟

8- بآي سنة دخلت كلية الآركان؟

9- بين يشتغل زوج؟

10- اشكد صار لك تشتغل محاسب مهالدايرة؟
LESSON 7

DRILLS

Nine
Change the underlined words in the following sentences into the dual form.

Example:

- عدها شهادة عالية. (Teacher)
- عدها شهادات عالية. (Student)

1- لازم الخلاص هاي الشرطة يساعدهم.
2- اليوم عدنا اجتماع ويا المدير.
3- زرنا مسجد في بغداد.
4- ممكن تعليمي في اكلة عراقية.
5- تعرف عليها كابل أسبوع وراح يتزوجها بعد شهر.
6- ممكن تنظيمي في رزامة مال السنة الجديدة؟
7- عظمة الأسبوع بأمريكا هي يوم واحدة.
8- صعدت حجة حلوة.
9- عدنا رقاد واحد بالسنة.
10- كفينا سنة بالموصل.

Ten
Complete the following 10 Iraqi sentences with a suitable word from the left-hand column.

- مو
- مهندسين
- مدفوعين
- بالعسكر
- عقيد
- المهندس
- علامة
- قدم
- كلية
- الصف

1- يصنف المدفعية الضباط.
2- ضابط الركن لازم يتخرج من كلية الأركان.
3- الدراسة ببيها علامة.
4- كلية الأركان هي وزيرة الدفاع.
5- بصنف الهيئة الضباط.
6- الغارب لازم يجلس بدلا عسكريا.
7- امر الكتيبة عادة يكون.
8- يتخرج من كلية الهندسة.
9- سدة النقيب ببيها.
10- امرنا حصل سنين من كلية الأركان.
CLASSROOM EXERCISES

What do you say?
1. Ask your friend when he is going to graduate.
2. Ask your friend when and where he was born.
3. Recently a new officer joined your battalion. Ask him if he intends to attend staff college.
4. Ask your (f.) friend if she is married, and, if so, how many children she has.
5. Tell your father that you have received a good job offer in a big engineering office in Mosul.
6. Ask your friend whether his daughter studied economics or accounting in college.
7. You are interviewing an applicant for a job. Ask about his marital status.
8. Tell your friend what you want to do after graduation.
9. Ask your friend what the insignia on his cap means.
10. Tell your teacher that you are working in Monterey, but your family is living in Wyoming.
LESSON 7

Role Playing

Situation 1. Two students play the roles of Najeeb and Thabit as presented in Drill 2, Frame II.

Situation 2. One student plays the role of a manager of a company and another plays the role of an applicant for an accounting job in the company. The manager asks the usual questions about personal data, education and work experience.

Situation 3. Sabiha Maher is applying for a secretarial job at the British Embassy. She is 24, born in Baghdad, has a high school diploma. She has been married three months. Her prior work experience is four years as a secretary at the Iraqi Ministry of Defense. One student plays her role, and another plays that of the interviewer.

Interpretation Practice

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

English speaker (Instructor) Interpreter (Student) Arabic speaker (Student)

Situation 1.

My name is Tom Bradly.

I am from Monterey, CA.

I know a little.

I'm an engineer, and graduated from New York City College.
LESSON 7

CLASSROOM EXERCISES

Situation 2.

Did you get acquainted with the new (f.) accountant?

أي ، آني اعترف بها

When were you introduced to her?

من زمان ، قانت وياها بالكلية

When did you graduate?

آني تخرجت سنة ١٩٧٧ ، بس هي تخرجت Semester بعد

Tell me, is she married?

لا ، ما متزوجة

Translation Practice

Translate orally into English the following 10 Iraqi sentences.

1. راج بسافر ابنه الجبير لأمريكا حتى يكمل دراسته بالهندسة

2. بعد ما تخرج من الثانوية دخل الجيش ، وهو هو تلميذ بالكلية العسكرية

3. انطيني اسمك الكامل وحل وسنة ولادك

4. تزوجت بنتي كبل مثير سنين ومدعا بنت نتين ، الجبرة بالمقدرة والزفيرة بالبيت

5. حصل على شهادة عالية بالاقتصاد ، ويمكن راج بذري بكلية الاقتصاد

6. الكلية العسكرية مطلبتها ، اسعود بنى السنة وشير بنية السنة

7. درس اربع سنين محاسبية وهسه ديشتغل محاسب بوزارة الدفاع

8. بسبي من علامة مدارس هو تلميذ بالكلية العسكرية

9. حصل على بدلة عسكري جديدة ، راج بليسها سبوع التخرج

10. آمر كتبنتنا هو مقيد ركن تخرج من كلية الأركان كبل مثير سنين
Dictation Practice

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

1. درس fıّمس سنين محاسبة بمدرسة شانوية.
2. اليوم ، نجيب لابس بدلة وسادرة جديدة.
3. اشتر كارك تشغيل بوزارة الدفاع؟
4. شار دلك مره ، واخذ ابنه وسنته عنده.
5. انت خريجة كلية الهندسة ، مو تمام؟
6. حل سنين فدم بعد ما تخرج من كلية الأركان.
7. ابنه الجبه خايف بصنف المدفعية.
8. صار لبا ست سنين متزوجة ، بس ما عدها وَلد.
9. هو من مواليد الموصل ، بشريك ببغداد.
10. من يخلص الشاولية راح يدخل الكلية العسكرية.
HOMEWORK

Exercise One
On a separate sheet of paper, transcribe the 10 recorded Iraqi sentences.

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

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

1. Who is graduating and when?
2. Where is he graduating from?
3. What did his father have for him?
4. What is the graduate's profession?
5. Is there going to be a party? What is the occasion?

Exercise Four
You will hear 10 recorded Iraqi questions, each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response in each case.

. a. میشد .
. b. خرسج ثانویة .
. c. سنة 1900 .
LESSON 7

HOMEWORK

٢

. a
. b
. c

٣

الشهر الجاي

. a
. b
. c

٤

بوزارة الدفاع

. a
. b
. c

٥

كفيت بالكلية خمس سنين

. a
. b
. c

٦

ابن

. a
. b
. c

٧

ارجعت اليوم

. a
. b
. c
LESSON 7

HOMEWORK

8

ابني عندك ولد واحد

a

أخي عندك ولد واحد

b

آني عندي ولد واحد

c

9

بنتها محاسبة

a

بنتك مهندسة

b

بنتي مهندسة

c

10

اسمي علي

a

اسمي ندوة

b

اسمي شابت الكركي

c
SUMMARY

1. **بدلة** is "suit," in both ID and MSA for both civilian and military attire, but it should always be specified. **خاط** is ID for "civilian suit."

2. **علماء** is "insignia," but only in military usage. In ID, and MSA as well, it means "marker."

3. **مدفوعة** is artillery. **صنف المدفعية** is artillery corps. **ضابط مدفعى** is artillery officer.

4. **خريج** is the singular of **خريج**, "graduate," is the form of excess from خرج, "exited."

5. **اركان** is the plural of **ركن**, "pillar." It is used in the military to mean, "staff."

6. **عقد** is "full colonel," in military context. It is the minimum rank for regimental or battalion commander.

7. **قدم** is "seniority," in the military. The senior officer is **القدم**, and the comparative degree is **اقد**, "senior," and the superlative is formed, like it is in MSA, by adding the definite article **الاقد**.

8. **أصل** is "origin," when used in conjunction with country or city and so on, the relative ي should be attached to the name of the place.
LESSON 7

Example:

His origin is Iraqi.

Her origin is Baghdadi.

9. عُزَب is "single." Unlike the situation in English, there is a feminine counterpart to it in both ID, which is عَزَبة, and MSA, which is عَزَبَة.

10. ولد, "boy," when it is a part of a phrase in construct, means "son." The plural is ولد, "boys," but when it is a part of a phrase in construct it means "children."

11. ثانوية, "secondary," when used with school, مدرسة ثانوية, means "high school."

12. اقتصاد is used mostly to mean "saving," but as a subject of study it means "economics."
REFERENCE GRAMMAR

1. بدلة, is a "suit of clothes." The triliteral verb بدلت means "replaced," and measure II بدلا means "changed."

2. "cannon," is a noun of instrument whose pattern is منمل. The ID pronunciation is مَدْقَع.

3. خريج is the form of excess from the verb خرج, "exited." The pattern is نممل. The form of excess is used in both ID and MSA instead of the noun of subject, particularly in conjunction with vocations and even some professions.

Example:

- cook طباخ
- barber خلاق
- baker خيار
- medical doctor طبيب
- saint قدس
- truthful صدق

4. "red," is ID for the MSA حمراء, the feminine of أحمر. All MSA colors use أمة for feminine while ID uses البصرة المرموطة. ID does not use the feminine plural, therefore the plurals of all the ID colors are the MSA masculine.

Example:

<table>
<thead>
<tr>
<th></th>
<th>ID pl.</th>
<th>ID sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>حمر</td>
<td>حمراء</td>
</tr>
<tr>
<td>white</td>
<td>أبيض</td>
<td>بسانتة</td>
</tr>
<tr>
<td>blue</td>
<td>زرقاء</td>
<td>زرقاءة</td>
</tr>
</tbody>
</table>

131
5. "complete" or "whole," is the noun of subject from
كامل. The verbal noun is كمال, "wholeness," and in ID the
noun of subject كمال is used for the noun of object.
ولادة, "birth," is the verbal noun from ولد "gave birth." The
active ولد, obviously, is of limited use, therefore, the passive
ولد, "born," is the form that is mostly used.

Example:
He was born in Wyoming.
She was born in Iraq.
They were born in England.

For conjugation, see Reference Grammar, Lesson 5, measure I verb
weak initial ولد.

The noun of subject is ولد, "father," and the feminine is ولدة "mother." The noun of object in ID is that of the MSA
ولد "born."
ولد is "boy," ولد is "my son," and ولد is either "boys"
or "children."

6. "saving," is the verbal noun from اقتتاد, "saved"
or "conserved." For conjugation, see the measure VII verb on
page 133.

7. "accounting," is the verbal noun from حاسب which
is measure III. Measure I is either حاسب, "counted," or حاسب,
"thought." The verbal noun is حاسب, "account," bill, or
"arithmetic." The noun of subject is حاسب, "counting."
The noun of object is حاسب, "the counted." For the conjugation
of حاسب or حاسب, see the verb حاسب. Reference Grammar, Lesson 1

8. Measure I verb لبس, "dressed" or "put on."
For conjugation see ثوب, as above.
9. Measure III verb حاسب, "made accountable."

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>حاسب</td>
<td>حاسب</td>
<td>حاسب</td>
</tr>
<tr>
<td>she</td>
<td>حاسبت</td>
<td>حاسبت</td>
<td>حاسبت</td>
</tr>
<tr>
<td>they</td>
<td>حاسبوا</td>
<td>حاسبوا</td>
<td>حاسبوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>حاسبت</td>
<td>حاسبت</td>
<td>حاسبت</td>
</tr>
<tr>
<td>you, f.</td>
<td>حاسبت</td>
<td>حاسبت</td>
<td>حاسبت</td>
</tr>
<tr>
<td>you, pl.</td>
<td>حاسبوا</td>
<td>حاسبوا</td>
<td>حاسبوا</td>
</tr>
<tr>
<td>I</td>
<td>حاسبنا</td>
<td>حاسبنا</td>
<td>حاسبنا</td>
</tr>
<tr>
<td>we</td>
<td>حاسبنا</td>
<td>حاسبنا</td>
<td>حاسبنا</td>
</tr>
</tbody>
</table>

10. Measure VIII verb اقتصد, "saved, "economized" or "conserved."

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>اقتصد</td>
<td>اقتصد</td>
<td>اقتصد</td>
</tr>
<tr>
<td>she</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
</tr>
<tr>
<td>they</td>
<td>اقتصدوا</td>
<td>اقتصدوا</td>
<td>اقتصدوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
</tr>
<tr>
<td>you, f.</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
<td>اقتصدت</td>
</tr>
<tr>
<td>you, pl.</td>
<td>اقتصدوا</td>
<td>اقتصدوا</td>
<td>اقتصدوا</td>
</tr>
<tr>
<td>I</td>
<td>اقتصنا</td>
<td>اقتصنا</td>
<td>اقتصنا</td>
</tr>
<tr>
<td>we</td>
<td>اقتصنا</td>
<td>اقتصنا</td>
<td>اقتصنا</td>
</tr>
</tbody>
</table>
EVALUATION

Part A.

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

Part B.

Translate the 5 recorded Iraqi sentences into English.

Part C.

Write the following recorded 5 Iraqi sentences.

Part D.

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

Questions

1. Is Nedwa a student or a teacher?
2. Where did Bahjat meet Nedwa?
3. Where is Nedwa from?
4. With whom does Nedwa live?
5. How many years have they lived in Baghdad?
6. Did Nedwa invite Bahjat for a cup of tea?
7. Where did they have their tea?
8. When is Nedwa going to graduate?
9. What is Nedwa studying?
10. Where is she going to work?
ENRICHMENT

1. "suit" is MSA and ID. The ID، ناط، "suit," is not of Arabic origin. The coat alone is سترة، "covered," and جاكيت، "jacket," is adapted from the English. "Trousers" are بنطلون، which is adapted from the English "pantaloons." "Shirt" is قميص، "necktie" is سوسماغ، "shoes" are جوارب and "socks" are قنادر.

2. is the "artillery corps." The rest of the corps are:
   infantry corps
   armored corps
   transport corps
   signal corps
   engineer corps
   quartermaster corps

3. You have been introduced to some military ranks. Below is the full list of Iraqi military ranks:
   private
   private first class
   corporal
   sergeant
   staff sergeant
   sergeant major
   warrant officer
   2nd lieutenant
   1st lieutenant
   captain
   major
   lieutenant colonel
   full colonel
LESSON 7

brigadier general
major general
lieutenant general
field marshal

ENRICHMENT

زمین
عمید
فریق
میجر
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>accounting</td>
<td></td>
<td>محاسبة</td>
</tr>
<tr>
<td>Al-Krk (Section of Baghdad on west bank of Tigris)</td>
<td></td>
<td>الكرخ</td>
</tr>
<tr>
<td>artillery</td>
<td></td>
<td>مدفعية</td>
</tr>
<tr>
<td>bachelor(s)</td>
<td></td>
<td>اعذاب / عزاب (ج)</td>
</tr>
<tr>
<td>birth</td>
<td></td>
<td>ولادة</td>
</tr>
<tr>
<td>cannon(s)</td>
<td></td>
<td>مدفع / مدافع (ج)</td>
</tr>
<tr>
<td>cap(s)</td>
<td></td>
<td>سدارة / سداشر (ج)</td>
</tr>
<tr>
<td>college</td>
<td></td>
<td>كلية</td>
</tr>
<tr>
<td>colonel(s) (full)</td>
<td></td>
<td>معقد / عقداء (ج)</td>
</tr>
<tr>
<td>defense(s)</td>
<td></td>
<td>دفاع / دفاعات (ج)</td>
</tr>
<tr>
<td>diploma, testimony</td>
<td></td>
<td>شهادة</td>
</tr>
<tr>
<td>divorced (man)</td>
<td></td>
<td>مطلوب</td>
</tr>
<tr>
<td>dress (to)</td>
<td></td>
<td>لبس</td>
</tr>
<tr>
<td>economy, saving</td>
<td></td>
<td>اقتصاد</td>
</tr>
<tr>
<td>education</td>
<td></td>
<td>ثقافة</td>
</tr>
<tr>
<td>gain (to), get (to)</td>
<td></td>
<td>حصل</td>
</tr>
<tr>
<td>graduate</td>
<td></td>
<td>خريج</td>
</tr>
<tr>
<td>insignia</td>
<td></td>
<td>علامة</td>
</tr>
<tr>
<td>ministry</td>
<td></td>
<td>وزارة</td>
</tr>
<tr>
<td>Mosul (city)</td>
<td></td>
<td>موصل</td>
</tr>
<tr>
<td>origin</td>
<td></td>
<td>اصل</td>
</tr>
<tr>
<td>place</td>
<td></td>
<td>محل، مكان</td>
</tr>
<tr>
<td>red, (f. pl.)</td>
<td></td>
<td>حمراء / حمر (ج)</td>
</tr>
<tr>
<td>English</td>
<td>ID</td>
<td>MSA</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>red, (m. pl.)</td>
<td>احمر / حمر (ج)</td>
<td>أحمر / حمر (ج)</td>
</tr>
<tr>
<td>secondary</td>
<td></td>
<td>شانوية</td>
</tr>
<tr>
<td>seniority</td>
<td></td>
<td>قدم</td>
</tr>
<tr>
<td>single girl</td>
<td>مزية</td>
<td>اركان</td>
</tr>
<tr>
<td>staff (military)</td>
<td></td>
<td>اركان</td>
</tr>
<tr>
<td>suit(s)</td>
<td>قاط / قوط (ج)</td>
<td>بدة ، حلة ، بزة</td>
</tr>
<tr>
<td>whole, complete</td>
<td></td>
<td>كامل</td>
</tr>
</tbody>
</table>
LESSON 8

JOBS AND OCCUPATIONS

OBJECTIVES

Upon completion of this lesson you will be able to ask and respond to questions about:

- Occupations.
- Businesses.
1. Special ID expressions and special ID pronunciation:

2. The ID usage of the prepositions:

3. Measure I sound verbs:

4. Measure I weak-ending verbs:

5. Measure II verbs:

6. Measure III verb:

7. Measure V verb:

8. Measure X verb:

9. Special ID modification of measure X when its measure I is weak in the middle:
FRAME I

Basheer and Kamel are two high school classmates. They just got the result of their finals, (baccalaureate). They both passed. They are talking about what they want to do next.

Basheer: لا يُمكنني أن أقدم طلب للقبول؟
Kamel: بعدني ما أدرى، أبوي تعهد هو متحمس بقيدني أشتغل عندّه.
Basheer: إنّي مخطوطة بس أبوي كسيبشاكدراك أبوي عندّه؟
Kamel: لا والله أنا مو هذي رججي، أنا أريد ابهر طبيب.

Basheer: عنيني كلّيّة الطب زمحه هواية، أنا يمكنّ أدخل معهد الصناعة، العالى واتعلم التجارة.
TRANSLATION

Basheer: To which college are going to submit an application (for acceptance)?

Kamel: I don't know yet. My father is a contractor; as you know, he wants me to go work for him.

Basheer: Yes, you're lucky, but my father is a butcher; what could I do at his place?

Kamel: No, by God, this is not my desire. I like to be an M.D.

Basheer: My eye, medical school is very hard. I may enter the vocational school (the high manufacturing institute) and learn carpentry.
EXPLANATORY NOTES

1. طلَبُ، "demand," is ID and MSA. When used in conjunction with applying for a position or a job or entering college or applying for a passport or visa, and so on, it means an application.

Examples:

application for college طلَبُ لِلِغُضُوبِ فِي الكَلِيَّةِ.

application for a passport طلَبُ بَيْسَرَتِ.

job application طلَبُ لَوْظَةَ.

It is the verbal noun from the verb طلَبُ "asked," "requested," "demanded" or "sought."

طالِبُ الْعَلَمِ، means "knowledge seeker," hence the word طالِبُ، "seeker," is used for student.

2. يُتَعَمَّدِدُ، "contractor," is ID and MSA. It is the noun of subject from the measure V verb، يُتَعَمَّدِدُ، "pledged." Its synonym، مَقَاوِلُ، "contractor," literally means "negotiator," and is equally used in both ID and MSA. It is derived from the verb قَالَ، "said." (See Enrichment, page 181.)

3. كُشَابُ، "butcher," is the ID for the MSA كُشَابُ. كُشَابُ also means "butcher," but it is never used in ID. كُشَابَةٌ، "butchering," is ID for the MSA كُشَابَةٌ.

4. طبيبُ، "medical doctor," is ID and MSA. ID uses دُكَتُورُ to mean M.D. and Ph.D. The Ph.D. degree is دُكَتُورَةَ in ID. (See Reference Grammar, pages 176 and 177.)

5. زَحْمَةٌ، "difficult," is ID. In MSA it means "crowded." The word مَعْدُبُ، "difficult" is used in both ID and MSA. In ID، إِزَدَحَامَ زَحْمَةٌ or إِزَدَحَامُ زَحْمَةَ is also used to mean "crowded." (See Enrichment, page 181.)
LESSON 8

EXPLANATORY NOTES

is always feminine; it has no masculine form. It is also used to mean "imposition," in ID only.

Example:

If it is not an imposition, would you take me home?

The market is crowded today.

6. The phrase "vocational institute," is ID and MSA. The word مناهج الصناعة means "manufacturing," but when used with مناهج, "institute," or مناهج, "school," it means "vocational."

When reference to industry is needed, the word مناهج is used in both ID and MSA. مالي, "high," is ID and MSA; when used in conjunction with education, i.e., schools and degrees, it renders the meaning of "higher."

Examples:

higher degree

higher institute

In the case of مناهج الصناعة العالي, "vocational higher institute," the word مناهج العالي is used to differentiate between it and مناهج الصناعة, "vocational high school."

7. "baccalaureate," is not an Arabic word. It is used only in ID, and mostly in conjunction with "examination." Thus is the phrase, "baccalaureate examination," which is an examination given at the last grade of elementary, junior and senior high schools, administered by the ministry of education over the entire country. This was fashioned after the French educational system, which was in effect in France until it was changed in 1968.

CULTURAL NOTES

8. The baccalaureate examination, which students take at the end of their final year in high school, consists of five major parts. The grades of these five parts are then averaged,

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giving each student a grade average. Every college has set its own minimum grade average admission standard; thus, students are limited when applying to colleges, depending on their grade average. This actually eliminates the college entrance examination and the admission process is reduced to a review of credentials, and sometimes an interview of the students by the board.

9. There is a vocational school that is equivalent to senior high school كَانَاَيْةُ الصِّنَاَعَةُ, and one two-year school for high school graduates who cannot qualify for college مَعْبَدُ الصِّنَاَعَةِ العَالِيَ. 
DRILLS

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

He submitted a college entrance application.

He applied for a job.

Knowledge seeker, student.

My father is a contractor.

The contractor was here a while ago.

He is a butcher, not a contractor.

1. بطلب للقبول بالكلية
   طلب للقبول بالكلية
   قدم طلب للقبول بالكلية
   طلب لوظيفة
   طلب لوظيفة
   طالب العلم
   طالب
   طالب العلم
   طالب
   متعهد
   متعهد
   متعهد
   المقاول
   المقاول
   المقاول
   المتعاقد
   المتعاقد
   المتعاقد
   كماب
   كماب
   كماب

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He is an M.D., not a butcher.

Medical school is very hard.

The market is crowded today.

There is crowdedness in the market.

He entered the vocational high institute.
LESSON 8

DRILLS

Two
Repeat after the model.

بشير : ويُفقِد منطقته َليغبَو َلأي كَلّيَة.

ليلي : والله بعدني ما قديم، ما يمكن أقدم لكلية المعلمين.

بشر : ليُنِي ما تفكرين بكلّية الهندسة؟ أني راح أقدم هنا ينك.

ليلي : أني أتصور كليّة الهندسة راح تكون رحمة عني.

بشر : يمكن كليّة الهندسة كبيرة أصعب شيء هي كلها دراية.

ليلي : والله بعدني ما أدرى، وأتغفو إنشالله إشرا حبيع.

Three
Repeat after the model.

هايل : آني أُصُبِّيت إذ زرفت تعزير متعهد، تمام؟

علي : والله بعدني ما أدرى، بس أجيّ أتعلم التجارة أول.

هايل : زين ليش ما يدخل المصدر الصناعة العلاليّة ويتخصص؟

علي : نعم آني ودي نفس الفكرة بس أحتاج خوية وقت دافع.

هايل : بس إنّا ما يندك وكيّ هواية لأزم تقدم طلب للدخول قبل هما بة عشّ.

علي : تمام؟ آني جنّ أنصو حيدي قد شهر وبيع وكيم.
Two--Translation

Basheer: To which college did you submit your entrance application?
Layla: By God, I haven't submitted it yet, but I may submit it to teacher's college.
Basheer: Why don't you consider engineering college? I will submit there.
Layla: I imagine that engineering college will be a bit hard for me.
Basheer: It is possible that engineering college is a little harder; it is all studying.
Layla: My God, I still don't know; God willing, I will see what will happen.

Three--Translation

Kamel: I heard you like to become a contractor, right?
Ali: My God, I still don't know, but I like to learn carpentry first.
Kamel: Well, why don't you enter the vocational high institute and learn it?
Ali: Yes, I have the same idea, but I need a little time to think.
Kamel: But, you don't have much time. You must submit your application before the end of this month.
Ali: Really? I was thinking that I have some month and a half.
LESSON 8.

Four.
Using the information in the left-hand column, answer the following 10 Iraqi questions in complete sentences.

Example:
ween jent el-baraha? (Teacher)

at work          (Student)

engineering college
Ph.D.
Baghdad
1968
butcher
in the market
carpenter
vocational high school
yes, from the same school
3 years

Five
Change the verbs in the following 10 Iraqi sentences to either the noun of subject or the form of excess, whichever is appropriate, keeping the meaning of the sentences intact.

1 - ليلي تخرجت من كلية المعلمين
2 - سالم تعهد بالثغرة ما لنا
3 - نجيب تعلم التجارة بشانوية الصناعة
4 - ندوة طبقت الدولة
5 - علي راج بجيب المشروبات
6 - صيحة حلت البكالوريا سنة 1980
7 - الأمر همة د يخصير الرائد علوان
8 - ROW
LESSON 8

DRILLS

Six
Change all the nouns of subject to their verbs in the following 10 Iraqi sentences. Make any necessary changes to keep the meaning intact.

1- أبو جاسم ما خلص الثانوية
2- يشير متعلم التجارة بثمانية الصناعة
3- كامل مقدم طلب للقبول بالكلية
4- جاسم راغب بчер كماب
5- علي مشتغل متعبد من كيل
6- سلمان چان المتعبد بالشفلة هذي
7- الدكتور زكي ماخذ شهادته من كلية الطب
8- اني راح ويا جميلة لللكهبة
9- الأمر متختر من كلية الآركان
10- علوان چان صاب البازارة

Seven
Choose the most appropriate word from the left-hand column to complete each of the following 10 Iraqi sentences.

 التجارة

1- چان اكو — هواية بالسوك

الطب

2- هذا — معب

سؤال

3- المقاول هو —

ازدحام

4- المتعبد هو مو —

متعبد

5- — المحاسبة بالكلية

كماب

6- ليلي حملت على — شانوية كيل سنة

تعلمت

7- — دراسة بكلية — رحمة

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LESSON 8.

Seven
Answer the following 10 Iraqi questions in complete sentences, using the information in the left-hand column.

not yet
1. قدمت طلب قبول لكلية؟

don't know
2. وبين راح تقدم؟
3. شنو رغبتك؟

medicine
4. كلية الطب ما تشوفها معينة؟

yes, but believe can do
5. ما تعتقد راح تكون طويلة همسي؟

OK, have time
6. زين اي كلية طب راح تدخل؟

will talk to him
7. وابوك تعجب هالكرة؟

appropriate time
8. مبنى؟

think of something else
9. وأشراح تسوي إذا يكول لا؟

engineering, accounting, vocational, etc.
10. مثل ايش؟

Nine
Form an Iraqi question to each of the following 10 Iraqi statements:

1. بعدني ما قدمت طلب لكلية
2. ما ادري يا كلية والله
3. لازم أرى فرق بين المتعمد والمصطلح
4. اعتقد أقدر احسنها
5. تعلمت التجارة بجانب الصناعة
6. لبلى تخرجت من الثانوية سنة 1980
7. ندوة غلبتها مبدعة
8. ما اكر فرق بين المتعمد والمصطلح
9. شعادته من معبد الصناعة العالي
10. نعم السوك جان بيه ازديح هواية
LESSON 8

DRILLS

Ten Substitute the underlined words in the following 10 Iraqi sentences with other appropriate words.

Example:

جام تشتغل محاسب. (Teacher)
جامع يشتغل نجار. (Student)

1. الدكتور ركي تخرج من كلية الطب.
2. أبو جاسم يشتغل متعهد.
3. سلمان راح يصر مفاول.
4. الكمّان ينال بالسوك.
5. ليلى رفيقها تعبر مهندسة.
6. ابني درس التجارة بمعهد الصناعة العالي.
7. الدراسة بكلية الطب رجعت.
8. ما ادرى يهدي رمي قدم طلب لوظيفة.
9. صبيحة تعلم المحاسبة بالكلية.
10. راح اموي موعد ربا الطبيب.
COMMUNICATIVE EXCHANGES

FRAME II

صبري: اسميت بكولون أمٍّ جاهم استغفَّال عن وظيفته بمَمَّانٍ الْعَالَمِ تَمَامةً.

حاتم: كماله أَيًّا إِشراح حَسَوَي؟ مو ولدة بعدهم سَلمِ المدرس.

صبري: أي سَبِينهم راج يَنْخَرُون مَسِيَّة وَاحِد محامي وَالْخ صيادي.

حاتم: سَبٍّ هو لينقُّ إِشْجَال وإِشراح سَهوأ إلى أن يَنْخَرُون ولده.

صبري: بُكول شُفِّتْه بّدَّة رَأْس وَهَزْة نُريد يَفْتَح دُكَّان بالhkاله.

وصير بكال.
TRANSLATION

Sabri: I heard them say that Abu Jassim resigned his job in the municipality.

Hattem: Really? By God, what is he going to do? His sons are still in school.

Sabri: Yes, but both of them will graduate this year. One as a lawyer and the other as a pharmacist.

Hattem: But why did he resign, and what is he going to do till his sons graduate?

Sabri: He says his job was a head spinner, and now he wants to open a convenience store in his neighborhood and become a storekeeper.
EXPLANATORY NOTES

1. "resigned," is MSA and ID. The verbal noun is "resignation." It should not be confused with the verb "استقال," "became independent." (See Enrichment, page 181.)

2. "municipality," translated literally means, "trusteeship of the capital," since "أمانة العاصمة" means "trusteeship" and "عاصمة" means "capital." This phrase has been coined to distinguish the municipality of the capital from other cities. It is used in the same way in only one other Arabic country, that of Saudi Arabia. Other cities' municipalities are called "بلديّة," the plural of "بلديّة" "municipality," which is derived from the word "بلد," "city."

Examples:

Baghdad's municipality
Mosul's municipality
Basrah's municipality

The head of the capital municipality is called "الأمين العام" "the capital trustee," but for any other city he is "مدير البلدية" "municipality manager."

3. "lawyer," is both MSA and ID. It is derived from the verb "حمى" "defended" or "guarded." However, in Arabic, law school is called "كلية الحقوق," "the college of rights." "حقوق," "rights," is the plural of "حق," "right." "قانون," "law." The plural is "محاماة" "the practice of law."
4. "the other," is ID for the MSA الآخر, which is sometimes also used in ID. The ID feminine form is the خُلْقُ or الْخُلْقُ for the MSA الآخرة.

5. "pharmacist," is MSA and ID. The plural is الصيدلة. Pharmacy is الصيدليَّة. Pharmacology is كيمياء الصيدلة. The college of pharmaceutics is كلية الصيدلة.

6. "dizziness," is MSA and ID. رأسى, "head," is لَى for the MSA رأس. رأس is an ID phrase used to describe troublesome, bothersome matters; like the English saying "it gives me a headache." The phrase لا يُدوََّج رأسـي is used to mean, "don't bother me."

7. دُكَان, in general means, "store," but when used in the context of a neighborhood store, دُكَان المَلِكَة, it renders the meaning of a convenience store, that serves a similar purpose as 7-11s and other quick-serve stores. The keeper of such a store is called بَكَال, which is ID for the MSA بَكَال which means "grocer." When دُكَان is used in its general meaning, it does not apply, but كَابِل, "owner," is used, thus كَابِل الدُكَان is the owner of a store which could be any kind of store. دُكَان, though it is not Arabic, is accepted in MSA. دُكَان المَلِكَة, "the neighborhood store," is an important part of the neighborhood. There are many of them in any city or town. Some of them are treated as landmarks in giving directions or as a place to meet at and so on. The plural of بَكَال is بَكَالات is the business of running a convenience store. The word is also used to describe a poorly-run, larger, supposedly-better business to degrade the operation.

8. "neighborhood," is MSA and ID, but in MSA the word حي is used rather than حيَّة, which is seldom used. Traditionally, there has always been a sense of loyalty and pride in one's neighborhood, which has produced rivalry to the extent that neighborhoods have their own soccer teams and compete against each other.
The word مَكْتَبَةٌ, is ID and is a synonym of مَكْتَبَةٌ. It is used just as مَكْتَبَةٌ is used. مَكْتَبَةٌ is also used to mean "block." رأس المكتبة, means "the block corner."
One

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

Abu Jassim resigned from his job.

He was employed by the capital municipality.

He will graduate as a lawyer.

He will graduate as a pharmacist.
And the other is an engineer.

This job is a headache.

And now he wants to open a convenience store.

The storekeeper is in his store.

He will open a convenience store in the neighborhood.
LESSON 8

Two
Repeat after the model.

بشير: إيماناً ونذكراً راح يتخرجون ابننا جاسم؟
أبو جاسم: إنشا الله هالسة، بنهاية السنة.

بشير: أيهما أقدر، هم Authorized؟
أبو جاسم: الجسر، يدير محاسبة بكلية الحقوق والزير بكلية الصيدلة.

بشير: فين؟ الزير راح يفتتح له صالحة بعدما يتخرج؟
أبو جاسم: والله بعدنا ما ندر حلي إنشا الله يتخرج ونعرف ستون.

Three
Repeat after the model.

كامل: مرحباً أبو جاسم أتلون شغل الدكان؟
أبو جاسم: إنحدر الله مافي الحال، ق ء إنكي إلي يجيسي.

كامل: هو آني بالمحظا ويا إلهي أنا.
أبو جاسم: لا والله، آني من زمان صار لي د أفكر بها لفكرة.

كامل: إن أهل منافذ؟ تتحضر زحمة؟ ساعات طويلة؟
أبو جاسم: ء ان الساعات طويلة، الناس بصح لليسته بالليل.

بشير مرحباً.
LESSON 8

Two--Translation

Basheer: When are your kids going to graduate?

Abu Jassim: God willing, this year, the end of this year.

Basheer: I don't remember, what are they studying?

Abu Jassim: The older is studying law in law school, and the younger is in the college of pharmaceutics.

Basheer: And what? Is the younger going to open a pharmacy after graduation?

Abu Jassim: By God, we still don't know; let him graduate, God willing, and then we'll see.

Three--Translation

Kamel: Greetings, Abu Jassim, How is the store work?

Abu Jassim: Thanks to God, OK. The thing I like about it is that I am in the neighborhood and with friends.

Kamel: Oh, yes, that is nice. Do you know, you're lucky. I never imagined you becoming a storkeeper.

Abu Jassim: Oh, no, I've been thinking about this idea for a long time.

Kamel: How is the work; do you think it is hard? Long hours?

Abu Jassim: Yes, the hours are long--from eight a.m. till seven p.m., but it isn't hard.
LESSON 8

DRILLS

Four
Using the information given in the left-hand column, change the underlined words in the following 10 Iraqi sentences. Make any necessary changes.

Example:

علي يشتغل نجار (Teacher)
علي نجار (Student)

Example:

ابن كامل درس المحامية

Example:

لا يرغب فيحة الصحية

Example:

شير يستغل المهندس

Example:

أبو جاسم عند دكان المحالة

Example:

صحة نقلها الصحية

Example:

على عنده صيدلي

Example:

ابو جاسم يشتغل بكال

Example:

ليلي صيدلي

Example:

كامل درس بكلية الحقوق

Five
Form two questions to each of the following 10 Iraqi answers.

Example:

ابو جاسم بكال (Teacher)

ابو جاسم شتو ؟ (Student)

Example:

علي تخرج من كلية الحقوق

Example:

دكان حاجم براس العقد

Example:

مدنا خوش فير محملتنا

Example:

أبو جاسم استقال من امانة العاصمة

Example:

ابو خليل يستغل مهندس بلدية الموصل

Example:

كلية الحقوق يدرسون محاماة

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LESSON 8

DRILLS

Six
Choose the appropriate item from the left-hand column to fill in the blank in each of the following 10 Iraqi sentences.

استقال
دوحة
والإخ
محامية
الطب
بكل
ووالد
بأمانة
بـبلدية
يفتح

1. هو جان موظف — البصرة
2. استقال من خله — العاصمة
3. ليلى تخرجت — من كلية الحقوق
4. المتعمد بكول هذي الثقيلة — رأس
5. أبو خليل — من وظيفته
6. أبو جاسم راح — دكان بالمحلة
7. عوان منه وقيد واحد محامي — صديلي
8. علي فتح دكان بالمحلة وصار —
9. الدكتور سلام تخرج من كلية —
10. فوزية عبدها بنتين وحدة معلمة — طبيبة

Seven
Form complete sentences, giving the professions of the persons mentioned in the following 10 Iraqi sentences.

Example:

سلمان تعهد بالشفالة (Teacher)
سلمان متدرب (Student)

doctore زكي خريج كلية الهندسة
1. سيجت خلي كلية الحقوق قبل سنة
2. عوان تخرج من كلية العسكرية
3. ليلي اتخذ شاهدتها من كلية الطب
4. صديقي تعلم التجارة بكاتبة الصناعة
5. أبو جاسم عنده دكان بالمحلة
6. علي عنده مكتب مقال مقالات
7. فوزية راح تخرجت من كلية الصيدلة
8. نزيهه بدرس بجد في كلية الصيدلة
9. جميل تخرج من كلية الاركان
10.
CLASSROOM EXERCISES

What do you say?

1. Ask Abu Jassim why he resigned his job in the Baghdad municipality.

2. Your friend has two sons; you know the profession of only one of them. Ask your friend what his other son does.

3. You are in the hospital talking to the chief nurse. Ask her if you could see Dr. Zaki.

4. You need some remodeling done. You are talking to a friend of yours who is knowledgeable in the construction field. Ask him if he knows a good contractor for the job who would not be a big headache to you.

5. Your friend asked if you know where Ali's pharmacy is located. Answer him that it is at the end of the block.

Role Playing

Situation 1. You are looking for a lawyer. Another student plays the role of your friend Ali, who knows a few lawyers. You go to see Ali and ask him to recommend a good lawyer for your divorce case. Ali recommends a good divorce lawyer. You ask where he graduated from? How many years has he been a lawyer? Does he work on divorce cases only? Where is his office located?

Situation 2. One student plays the role of a father, and another plays the role of the son who has just graduated from high school. The son needs advice from his father about which college he should submit an application to. The discussion covers advantages
and disadvantages of law, medical, engineering and pharmaceutical colleges. The son decides on the latter, and says that he will get an application, fill it out and submit it tomorrow.

Situation 3. You play the part of a friend of Abu Jassim and another student plays Abu Jassim's role. You are visiting him in his neighborhood store. You ask him the standard questions: How does he like being a storekeeper? How does he like the store? Is it hard work? Are the hours long? Do his friends come to visit him in the store? Does he like that?

**Interpretation Practice**

Act as interpreter in the following situations.

**Situation 1.**

<table>
<thead>
<tr>
<th><strong>English Speaker</strong> (Instructor)</th>
<th><strong>Interpreter</strong> (Student)</th>
<th><strong>Arabic Speaker</strong> (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, two weeks ago.</td>
<td>سمعت انت استقالت صحيح؟</td>
<td>لبيش؟ اني چنت افكر شغلتک چانت زيحة؟</td>
</tr>
<tr>
<td>Have you worked for the municipality? It is a big headache.</td>
<td>زين واشراح تسو هسه؟</td>
<td>اكو دكان براس العلك مالككم لمش ما تأخذه؟</td>
</tr>
<tr>
<td>I will open a store in my neighborhood and be a storekeeper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, it is the one I am thinking of taking over.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LESSON 8

**Situation 2.**

<table>
<thead>
<tr>
<th>English Speaker (Instructor)</th>
<th>Interpreter (Student)</th>
<th>Arabic Speaker (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The older is in law school and the younger is in teachers' college. And how about your two daughters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they in college already?</td>
<td>لا لا بعدهم انشئننهم بالكانونه بعد ليم سنة</td>
<td></td>
</tr>
<tr>
<td>You know, we need a lot of doctors; why doesn't one of them go to medical school?</td>
<td>بكولون كلية الطب زنحة وطويلة</td>
<td></td>
</tr>
<tr>
<td>Yes, that is true. Well, we are in need of engineers, too.</td>
<td>لا لا بدوخة الالاس مهندس واحد بالعائلة هواية</td>
<td></td>
</tr>
<tr>
<td>Who is the engineer in your family?</td>
<td>ابني الابن راج بتخرج مهندس بعد سنتين</td>
<td></td>
</tr>
<tr>
<td>This is really very nice for a butcher to have children become engineers, lawyers and pharmacists.</td>
<td>شكرا مثل ما تعرف اني سويت كل اللذي اكره عليه وهمه هم لازم يبيرون اللذي بكدرون عليه</td>
<td></td>
</tr>
</tbody>
</table>

---

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Translation Practice
Translate orally into English the following 10 Iraqi sentences.

1- كامل متوظف، إذا يريد يشكر، يشكر عند أخوه應用.
2- بيرو رعبه ان يدخل كلية الطب ويصبر طبيب.
3- وبعد ما يدرى وبين راج يقلم طلب للقبول.
4- وراح يصوف ام جام بعدكان يراس العيد حتى يحيى وباء.
5- وأم جام كله شوف ابني، أنت لازم تفكر، ما بيبها دوخت راس.
6- انني من قت اشتغل على мамان الخاصة كان اكو اشياء، هواية ندوم راسي.
7- بس فرحان بس، يبغيكم بس كار يمالرن.
8- بس كامل كله ان اخوه يرده يشتغل عنده وانا يدخل الكلية.
9- وهو يحب يصبر طبيب خير كولون كلية الطب زمالة وطولة.
10- ويمكن بالنهدة يدخل كلية الصيدلة ويجتر من صيدلي ويفتح له صيدليه.

Dictation Practice
With books closed, write the following 10 Iraqi sentences as the teacher dictates them.

1- بعميد الصناعة العالي التعليم يتعلمون أشياء هواية مثل التجارة.
2- أبو بشير كصاب وعنده دكان بس بالسوك.
3- بنتي مريضة البازرة وذاتها للطب.
4- الدكتور ركي هو مو طبيب، حصل شهادته من كلية الهندسة.
5- المفاوض سلمان اخذ قد ثغله ندوحة وحسة يرأى يوظف له مهندس.
6- أبو خليل قد طلب للشل بلدية البصرة بس ما حصل النقلة.
7- المتحد رمي عندن بنتين وحدة محامية والخري بعدها بكلية الصيدلة.
8- أبو جام بفرح فيكول ثغة البكالما بيبها دوخت راس.
9- أبو عا انقل من بلدية الموصل وراح يصبر امهم الخاصة.
10- كامل يكول بعدن ما ادري لاي كلية راج اقدم طلب للقبول.
**HOMEWORK**

**Exercise One**
On a separate sheet of paper, transcribe the 5 recorded sentences.

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

**Exercise Three**
Listen to the following recorded Iraqi conversation, then answer the 5 printed questions based on it.

**Questions:**

1. How many accountants does the company need now?
2. Why do they need these accountants?
3. What happened to one of their present accountants?
4. How many accountants did the chief accountant think he needed at first? Why does he think he needs more?
5. How many new engineers do they need? Why do they need them?
LESSON 8

Exercise Four

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

1. ليلي راح تصر مهندسة.
   a. 
   b. 
   c. 

2. هذا ضابط مخابرات.
   a. 
   b. 
   c. 

3. علي درس صيدلة.
   a. 
   b. 
   c. 

4. سالم محامي.
   a. 
   b. 
   c. 

5. أبو جاسم كان يشتغل بالبلدية.
   a. 
   b. 
   c. 

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LESSON 8

HOMEWORK

1.
- a. جاسم صار محامي.
- b. جاسم معلم بكلية الحقوق.
- c. جاسم عقيلة دكتوراه بالحقوق.

2.
- a. المتعمدتين يخرجون من كلية الهندسة.
- b. المتعمد لازم يكون مهندس.
- c. هذا المتعمد مهندس.

3.
- a. كامل دكانه براس العك.
- b. دكان الكصاب بالسوك.
- c. كامل يريد يصير كصاب.

4.
- a. الصيدلي عنده بذلة مسكرية.
- b. كلية الصيدلة تخرج إطباء.
- c. كلية الصيدلة تخرج صيادلة.

5.
- a. هو ما ولد بغداد.
- b. هو ساكن بالبحيرة.
- c. هو ولد بغداد.
SUMMARY

1. "is used in both ID and MSA for "contractor." "Contract" in MSA is معاون or معاهب ـ, in ID it is معاون or معاهب ـ, which is a modification of the English word. معاون is the noun of subject from the measure III form of قال, "said," which is قاـول.

2. "doctor" or "Ph.D.," is a modification of the English word "doctor."

3. زمـة, "difficult" or "crowded," is always in the feminine form. ارـهام, which is masculine, never means "difficult," but always means "crowded," in both ID and MSA.

4. صناعة, when used in the context of study means, "vocational," otherwise, it means, "manufacturing," in both ID and MSA.

5. استقالة is "resignation," in both ID and MSA. استقلال, is "independence," in both ID and MSA.

6. بلدية, "municipality," is ID and MSA. It is made of بلد, "city," with the relative ي and the feminine ة

7. محامـي is "lawyer." كلية الحقوق is "law school." قانون is "law."

8. درخـة is "dizziness," but درخـة رأس, as an expression in ID only, means "bothersome." لا تدخـ رأسـي is "don't bother me." يجي يـدـخ رأسـا, "he comes to bother us," is an expression used about someone who does not have something important or of substance to say.
9. "neighborhood store," is the equivalent to a convenience store. دكان, in general, means "shop."

the carpenter shop دكان النجار
the butcher shop دكان الكصاب
REFERENCE GRAMMAR

Verbs

1. The Measure I sound verbs:
   a. طَلَبْتُ, "requested" or "demanded." For conjugation, see the verb طَلَبَ.
      verbal noun, طَلَبٌ
      noun of subject, طَالِبٌ
      noun of object, طَالِبٌ مُطلَبٌ
      مُطلَبٌ is used in ID to mean "indebted."
      Example:
      You owe me a dinar.*
      إِنَّى مَطَلَبٍ لِي دَينَارٍ
      b. قَصَبْتُ, "cut up" or "butchered," is MSA and not used in ID, but measure II قَصَب is used in ID as كُنَب. For conjugation of قَصَب, see the verb طَبَغَ, and for tense see the verb سَلَمَ.
      The verbal noun is كُنَب MSA and not used in ID.
      The noun of subject قَصَب is not used, instead the form of excess, كَمَا بَ، is used (see Lesson 7, Reference Grammar.) The noun of object from measure I is also not used, but that of measure II مُعَصَب is used instead.
      c. رَغَبْتُ, "desired," for conjugation see the verb غَرَبَ.
         verbal noun, غَرِبَةٌ
         noun of subject, رَاغِبٌ
         noun of object, مُرَغَبٌ

* Dinar is the Iraqi monetary unit equivalent to $2.80
LESSON 8

REFERENCE GRAMMAR

1. d. رَجْمُ, "pushed," "shoved" or "crowded," is not used in ID.

For conjugation, see the verb

verbal noun,

noun of subject, رَجَمَ (seldom used)
noun of object,


e. نَجَرُ, "carved," is not used in ID.

For conjugation, see the verb

verbal noun,

Noun of subject is not used; instead the form of excess نَجَار is used. (See Lesson 7, Reference Grammar.)

Noun of object, (seldom used.)

f. مَسْتَعَ, "manufactured" or "made"

For conjugation, see the verb

verbal noun,

noun of subject, (also means "servant" in ID)
noun of object,


j. فَنَحْ, "opened"

For conjugation, see the verb

verbal noun,

noun of subject, فَناَحَ (also means "conqueror")
noun of object,

noun of instrument, فَنّاح "key."
1. ﻮُتْبَعَ "accepted," is MSA; the ID is ﻮُتْبَعَ. For conjugation, see the verb طَبَعَ focal noun, ﻮُتْبَعَ noun of subject, ﻮُتْبَعَ (In ID is also used as interrogative by intonation meaning "is it possible?"

Example:

Am I (is it possible) crazy? قابل آتي مخيل؟
noun of object, مقبل

2. The measure I weak-ending verb:

a. ﻮُرَأَيْ "knew"

For conjugation, see the verb ﻮُرَأَي focal noun, not used.
noun of subject, ﻮُرَأَي (seldom used)
noun of object, not used.

b. ﻮُقاَسَي، "protected" or "defended"

For conjugation, see the verb ﻮُقاَسَي focal noun, حماية
noun of subject, حامي
noun of abject, حامي

"lawyer," is the noun of subject for measure II verb حامي, and "the practice of law," is the verbal noun.

3. The measure II verb.

a. طِبَيْبٌ "gave medical treatment," is used in both ID and MSA rather than measure I طِبٌ, which gives the same meaning, but the verbal noun of measure I طِبٌ is used for "medicine" طِبٌ, "M.D.,” is the form of excess.
For conjugation, see the verb،  سَقَم

verbal noun،  مَسَقَمَة

noun of subject،  مَسَقَمَة
noun of object،  مَسَقَمَة

b.  دَرَخُ، "caused dizziness"

For conjugation،  سَقَم

The verbal noun،  طَرْخُ، is seldom used، but the verbal noun

of measure 1،  طَرْخُ، is frequently used.

The noun of subject is،  مَدْرَخُ， and that of measure 1 is،  جَدْرَخُ.
The noun of object is،  مَدْرَخُ.

4. The measure III verb،  قَارَلُ، "negotiated"

<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>قُنْ أَلْكُ</td>
<td>قُنْ أَلْكُ</td>
</tr>
<tr>
<td>she</td>
<td>هي</td>
<td>قُنْ أَلْتُ</td>
<td>قُنْ أَلْتُ</td>
</tr>
<tr>
<td>they</td>
<td>هي</td>
<td>قُنْ أَلْتُ</td>
<td>قُنْ أَلْتُ</td>
</tr>
<tr>
<td>you, m.</td>
<td>انت</td>
<td>قُنْ أَلْتُ</td>
<td>قُنْ أَلْتُ</td>
</tr>
<tr>
<td>you, f.</td>
<td>انت</td>
<td>قُنْ أَلْتُ</td>
<td>قُنْ أَلْتُ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>انتو</td>
<td>قُنْ أَلْتُ</td>
<td>قُنْ أَلْتُ</td>
</tr>
<tr>
<td>I</td>
<td>اني</td>
<td>فَلْتُ</td>
<td>فَلْتُ</td>
</tr>
<tr>
<td>we</td>
<td>احنا</td>
<td>فَلْتُ</td>
<td>فَلْتُ</td>
</tr>
</tbody>
</table>

verbal noun،  مَقَارَلُة
noun of subject،  مَقَارَلُة
noun of object،  مَقَارَلُة
5. The measure V verb, "pledged," "undertook" or "bound"
For conjugation, see the verb أَسْتَقِلَ in Lesson 4.

verbal noun, 

noun of subject, 

noun of object, 

6. The measure X verb, "resigned"

<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>أَسْتَقَلَ</td>
<td>أَسْتَقِلْ</td>
</tr>
<tr>
<td>she</td>
<td>هي</td>
<td>أَسْتَقَلَتْ</td>
<td>أَسْتَقِلَتْ</td>
</tr>
<tr>
<td>they</td>
<td>هم</td>
<td>أَسْتَقَلُوا</td>
<td>أَسْتَقِلُوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>انت</td>
<td>أَسْتَقَلْتُ</td>
<td>أَسْتَقِلْتِ</td>
</tr>
<tr>
<td>you, f.</td>
<td>انت</td>
<td>أَسْتَقَلْتِ</td>
<td>أَسْتَقِلْتِ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>انتو</td>
<td>أَسْتَقَلْتُمْ</td>
<td>أَسْتَقِلْتُمْ</td>
</tr>
<tr>
<td>I</td>
<td>اني</td>
<td>أَسْتَقَلْتِ</td>
<td>أَسْتَقِلْتِ</td>
</tr>
<tr>
<td>we</td>
<td>احنا</td>
<td>أَسْتَقَلْنا</td>
<td>أَسْتَقِلْنَا</td>
</tr>
</tbody>
</table>

*Notice the addition of the letter ي just before the pronoun suffix.

**Notice that the letter ل was changed to a ي. Remember that measure I verb قَالَ, "said," is weak in the middle, and that the origin of the ي is or ي.

***Notice that the weak letter stayed. This is the ID way, while in MSA the weak letter is dropped: أَسْتَقَلَ.

The preceding is the pattern for conjugating measure X verbs which are weak in the middle in measure I.
7. The preposition ان, "for," when preceded by the preposition الى, "to," renders the meaning "till." In MSA, ان and particles in its group such as حتى, "for," لست "never," كي, "for," and so on, cause the imperfect verb to take the accusative case. If the verb is in the plural form, the accusative case is shown by replacing the letter من with the letter ا, but in ID this is not done and the من stays. In Frame II the sentence لإسراء بيري إلى أن يلغيهم ولدهم. is an example of that.

8. الاخر, "the other," is the masculine singular form; the feminine singular form is الاخرى or الاخرى. The plural feminine, الاخرين, is seldom used in ID, therefore, the masculine form, الاخرين, is used.
EVALUATION

Part A.
You will hear 5 Iraqi statements, each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response in each case.

Part B.
Translate the following 5 recorded Iraqi sentences into English.

Part C.
Transcribe the following 5 recorded Iraqi sentences.

Part D.
Listen to the following Iraqi conversation, then answer the 10 printed questions based on it.

Questions
1. What does Abu Jassim do?
2. What was his advice to his friend Sabri?
3. What was Sabri's reaction to that advice?
4. How many Abu Jassims could the neighborhood take, according to Sabri?
5. What is Sabri's complaint?
6. Who is bothering Sabri at work?
7. Where did Abu Jassim work previously?
8. Is Shihab a good manager, according to Abu Jassim?
9. What is Shihab good at, according to Abu Jassim?
10. Who hired the new engineer?
ENRICHMENT

1. "colleges," are grouped nowadays into جامعات, "universities." The singular is جامع.

جامع, is "mosque." The plural is جامع.

2. "contractor" or "concessionaire," has a wider range of application than that of مقاول, "negotiator," which is mainly used in the construction business to mean "building contractor." The ID مهندس, "builder," is used for contractor sometimes.

3. is "butcher." نجار, is carpenter. بكال is "storekeeper." The following are a few other occupations and vocations

blacksmith

goldsmith

coppersmith

painter

welder

businessman

4. A word that renders the combined meanings of حمأة, "crowdedness," and دُواه, "bothersome" or "dizziness," is the ID word دُوالغ. It is applied in disorganized, crowded, undesirable situations.

5. Another word for استقال, "resigned," is استعفى, which is MSA and ID. Literally, it means "excused himself."
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptance</td>
<td></td>
<td>قبول</td>
</tr>
<tr>
<td>baccalaureate</td>
<td></td>
<td>بكالوريا</td>
</tr>
<tr>
<td>Basrah (city)</td>
<td></td>
<td>بصرة</td>
</tr>
<tr>
<td>become independent (to)</td>
<td></td>
<td>استقل</td>
</tr>
<tr>
<td>block, neighborhood</td>
<td>مكد ، مكور (ج)</td>
<td></td>
</tr>
<tr>
<td>butcher</td>
<td></td>
<td>كماب ، كماسب (ج)</td>
</tr>
<tr>
<td>capital</td>
<td></td>
<td>عاصمة ، عواصم (ج)</td>
</tr>
<tr>
<td>carpentry</td>
<td></td>
<td>نجارة</td>
</tr>
<tr>
<td>city, country</td>
<td></td>
<td>بلد ، بلاد ، بلدان (ج)</td>
</tr>
<tr>
<td>contractor</td>
<td></td>
<td>متمعبد ، مقاول</td>
</tr>
<tr>
<td>crowding</td>
<td></td>
<td>زجامة ، ازدحام</td>
</tr>
<tr>
<td>desire</td>
<td></td>
<td>رغبة</td>
</tr>
<tr>
<td>difficult</td>
<td></td>
<td>صعب</td>
</tr>
<tr>
<td>dizziness</td>
<td></td>
<td>درجة</td>
</tr>
<tr>
<td>examination</td>
<td></td>
<td>امتحان ، امتحانات (ج)</td>
</tr>
<tr>
<td>guard,(to) defend (to), protect (to)</td>
<td></td>
<td>خمي ، رأس ، رؤوس (ج)</td>
</tr>
<tr>
<td>head</td>
<td></td>
<td>عالي</td>
</tr>
<tr>
<td>high</td>
<td></td>
<td>مستقل</td>
</tr>
<tr>
<td>independent (to become)</td>
<td></td>
<td>معبد ، معاهد (ج)</td>
</tr>
<tr>
<td>institute</td>
<td></td>
<td>مفتاح ، مفاتيح (ج)</td>
</tr>
<tr>
<td>key</td>
<td></td>
<td>درى</td>
</tr>
<tr>
<td>know</td>
<td></td>
<td>قانون ، قوانين (ج)</td>
</tr>
<tr>
<td>law</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 8

**English**

law school
lawyer
lucky
make (to), manufacture (to)
manufacturing
medical doctor
market
municipality
negotiate (to)
neighborhood
open (to)
pharmacist
pharmacy
pledge (to)
request (to), demand (to)
right
resign (to)
shop
shopkeeper
the other (m.)
the other (f.)
trust, trusteeship

**VOCABULARY**

**MSA**

كلية الحقوق
محامي
محفوظ
صنع
صناعة
طبيب ؛ أطباء ؛ (ج)
سوك ؛ أسواق ؛ (ج)
بلدية
قناول
محلة ؛ حي ؛ احياء ؛ (ج)
فتح
صيدلي ؛ صادلة ؛ (ج)
صيدلية
صحة
طلب
حق ؛ حقوق ؛ (ج)
استقالة
دكان ؛ دكاكين ؛ (ج)

**ID**

انطُخان
الأُخ، الأخري
امانة
SELF-EVALUATION TEST

Part One
Listening Comprehension

Section A. You will hear 10 sentences in Iraqi. 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. My son and I have a 3:20 p.m. appointment with the doctor.
   b. My son and I had a 3:20 p.m. appointment with the doctor.
   c. The doctor and I have a 3:20 p.m. appointment with my son.
   d. My son and I sought a 3:20 appointment with your doctor.

2. a. Basheer has six tickets for the next match.
   b. Basheer gave me seven tickets for the next match.
   c. Basheer gave me six tickets for the next match.
   d. Basheer gave me nine tickets for the next match.

3. a. Our team came in 50 cars.
   b. The team came from the camp in five cars.
   c. Our team needed five cars in the camp.
   d. Our team came in five cars from the camp.

4. a. It appears that Ramadhan will be 29 days.
   b. It seems that Ramadhan is going to be 30 days.
   c. Ramadhan will appear in 29 days.
   d. It seems that Ramadhan will be 28 days.
MODULE 2

5. 
   a. If you don't submit your application, I will back you.
   b. When you submit your application, tell them I back you.
   c. Submit my application, and I will thank you.
   d. Submit your application, and I will back you.

6. 
   a. The children wear their new suits during the two festivals.
   b. During the two festivals, the children wear their old clothes.
   c. The children have new suits for the two festivals.
   d. The children wear their new suits during the festival.

7. 
   a. Give me your full address, and how many years you've lived there.
   b. Give me your full name, year and place of your birth.
   c. Give me your last name, year and place of birth.
   d. Give me your first name, year and place of birth.

8. 
   a. Kamel has two sons; one is married and the other is a bachelor.
   b. Kamel has a married son and a single daughter.
   c. Kamel has two married sons.
   d. Kamel has two bachelor sons and another who is married.

9. 
   a. You can tell a staff officer by his red cap.
   b. You can tell a staff officer by his cap.
   c. You can tell a staff officer by the marker on his cap.
   d. You can tell a staff officer by the red marker on his cap.

10. 
    a. Abu Jassim is a neighborhood butcher.
    b. Abu Jassim is a storekeeper in the neighborhood.
    c. Abu Jassim's butcher shop is at the corner of the block.
    d. Abu Jassim is the head butcher in the neighborhood store.
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. كليّة المحاماة
   a. 
   b. 
   c. 
   d. 

2. سلمان مظلِك
   a. 
   b. 
   c. 
   d. 

3. علي ولد سنة 1998
   a. علي ولد سنة 1950
   b. علي ولد سنة 1945
   c. علي ولد سنة 1978

4. كامل طبيب
   a. كامل أتّب من الموصل
   b. أبو كامل طبيب
   c. أبو كامل من الموصل

5. شايت صاحب دكان نجارة
   a. شايت عنده بقالية بالسوق
   b. شايت عنده بقالية بالمحلة
   c. دكان شايت التجاري مو بالسوق
   d. 
MODULE 2

SELF-EVALUATION TEST

.6
.أبو جاسم اشتغل بالبلدية
    a
.أبو جاسم استقال من البلدية
    b
.أبو جاسم يشتعل بأمانة العاصمة
    c
.أبو جاسم كان يشتعل بأمانة العاصمة
    d

.7
.كامل راح يقدم لكلية الصيدلة
    a
.كامل راح يدخل كلية الصيدلة
    b
.طلب كامل لكلية الصيدلة مو قبول
    c
.كامل تخرج من كلية الصيدلة
    d

.8
.يوم الجمعة اكتو عطلة بالمدارس
    a
.يوم الجمعة دوائر الحكومة تفتح
    b
.يوم الجمعة الجوامع عدا عطلة
    c
.يوم الجمعة العطلة بس للجيش
    d

.9
.ساعة نزيه بالشعة وربع
    a
.ساعة نزيه اشتعلت بالشعة وربع
    b
.ساعة نزيه وفت مالتسة وخمسة ونقطة
    c
.ساعة نزيه وفت مالثلاثة وربع
    d

.10
.أبو جاسم يفتح دكاكين بالساعة بالليل
    a
.أبو جاسم مروع إلى البيت بالساعة الصح
    b
.أبو جاسم يشتعل احدهساعة
    c
.أبو جاسم يكون بذكائه بالساعة الصح
    d
MODULE 2

SELF-EVALUATION TEST

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.

Questions:

1. What kind of match were they talking about?
2. Who is the visiting team?
3. When is the match going to take place?
4. Who has the tickets and how many does he have?
5. How many tickets did the other person need?
6. What time does the match start?
7. Do they intend to go to the game?
8. If so, how?
9. What was the final arrangement between them?
10. Was Kamel pleased with the arrangement?

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, transcribe 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 the role of the father and you will play the role of Thabit.

Thabit has just learned that he has passed the baccalaureate examination and graduated from high school. He is seeking his father's advice whether he should apply to college or vocational school. His father wants him to apply to engineering college. He argues that he likes to learn carpentry and go to work for his father, who is a contractor. The time spent in school is a factor, in his opinion.

Thabit: Tell your father the news (of passing the test).
Father:

Thabit: Ask your father's opinion about college or vocational school.
Father:

Thabit: Argue time factor.
Father:

Thabit: Voice desire to work for father.
Father:

Thabit: Agree to give it a try, but like your options to stay open.
Father:

Thabit: Thank your father and say good-bye.
### CUMULATIVE VOCABULARY

#### Arabic-English

<table>
<thead>
<tr>
<th>Level</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6</td>
<td>August</td>
<td>آب</td>
</tr>
<tr>
<td>L5</td>
<td>son</td>
<td>ابن، ابناء (ج)</td>
</tr>
<tr>
<td>L5</td>
<td>come (to)</td>
<td>اجا (ع)</td>
</tr>
<tr>
<td>L7</td>
<td>red (m.)</td>
<td>أحمر، حمر (ع)</td>
</tr>
<tr>
<td>L6</td>
<td>last</td>
<td>آخر</td>
</tr>
<tr>
<td>L6</td>
<td>March</td>
<td>آدار</td>
</tr>
<tr>
<td>L6</td>
<td>Wednesday</td>
<td>أربعا (ع)</td>
</tr>
<tr>
<td>L7</td>
<td>staff (military)</td>
<td>اركان</td>
</tr>
<tr>
<td>L5</td>
<td>week</td>
<td>استقلال</td>
</tr>
<tr>
<td>L8</td>
<td>resign (to)</td>
<td>استقل</td>
</tr>
<tr>
<td>L8</td>
<td>independent (to become)</td>
<td>اصل</td>
</tr>
<tr>
<td>L7</td>
<td>origin</td>
<td>اعزب، عراب (ج)</td>
</tr>
<tr>
<td>L7</td>
<td>bachelor</td>
<td>اقتصاد</td>
</tr>
<tr>
<td>L7</td>
<td>economy, saving</td>
<td>الكرج</td>
</tr>
<tr>
<td>L7</td>
<td>Al-Krkh (section of Baghdad on the west bank of the Tigris)</td>
<td>الا، الأخد</td>
</tr>
<tr>
<td>L5</td>
<td>except, till, to (used for telling time)</td>
<td>الاردن</td>
</tr>
<tr>
<td>L8</td>
<td>the other (m.)</td>
<td>الجاي (ع)</td>
</tr>
<tr>
<td>L5</td>
<td>Jordan (country)</td>
<td>الخ، الخري (ع)</td>
</tr>
<tr>
<td>L5</td>
<td>coming, next</td>
<td></td>
</tr>
<tr>
<td>L8</td>
<td>the other (f.)</td>
<td></td>
</tr>
</tbody>
</table>

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MODULE 2

CUMULATIVE VOCABULARY

L6    Thursday
L6    Saturday
L6    Islamic year
L5    afternoon
L6    military standpoint
L8    trust, trusteeship
L8    examination
L6    first
L6    May
L6    September

L5    father
L6    papa, dad
L6    daughter
L8    Basrah (city)
L5    ticket
L8    shopkeeper
L8    baccalaureate
L8    city, country
L8    municipality
L5    how much?
L5    between
L5    appear (to), seem (to)

الخميس
السَّبَت
الثَّانِئَةِ الأَسْلَمِيَّةِ (الْهَجرَيَّةِ)
العَمَّر
النَّاحِيَةِ المَسْكِيَّة
إِمَانَة
إِمْتِجَانُ ، امْتِجَانَاتِ (ج)
أَوَّلُ ، اوَاَل (ج)
إِبَارَ
إِبْلِوْل
باَباُ (ع)
باَباُ (ع)
بَيْنَ / بَيْتُ (ع)
بَيْتُ (ع)
بِفَاطِة
بِكَالُورِيَا (ع)
بِكَالُورِيا (ع)
بِلْدُ ، بِلْدَانِ (ج)
بِلَدَة
سُقُ (ع)
سُنُ (ع)
سُنُ (ع)
MODULE 2

CUMULATIVE VOCABULARY

L6 October
L6 November
L8 pledge (to)
L6 about, nearly
L6 Tuesday
L6 true, right, OK
L6 July

L7 secondary
L7 education
L5 one-third
L6 Monday

L6 big
L5 take place (to), run (to), flow (to)
L6 how many
L6 Friday

L6 need
L6 Pilgrimage
L6 June
L7 gain (to), get (to)
L8 right
MODULE 2

CUMULATIVE VOCABULARY

L6 government

L6 beautiful (f.)

L7 red (f.)

L8 guard (to), defend (to), protect (to)

L7 graduate

L8 know (to)

L7 defense

L8 shop

L8 medical doctor

L8 dizziness

L6 religious

L8 head

L6 calendar

L8 desire

L6 Ramadhan

L8 difficult

L8 crowding
CUMULATIVE VOCABULARY

L7 cap
L5 basket
L6 year
L6 question
L8 market
L5 car

L6 February
L6 work
L5 Shihab (name)
L7 diploma, testimony
L6 month

L6 fast (to)
L6 true
L5 true, really
L8 manufacturing
L8 pharmacist
L8 pharmacy

L8 request (to), demand (to)
L6 long
L5 airplane

粟
لادة، سدأشر (ج)
لامة
سنة
سؤال، اسئلة (ج)
سوق، أسواق (ج) (ع)
سارة
شباط
عفل، اغفال (ج)
شبيب
شهدة
شهر، أشهر، شهور (ج)
صام
صحيح
صدق (ع)
صناعة
صيدلي، صيادلة (ج)
صيدلية
طلب
طويل
طيراء
MODULE 2

CUMULATIVE VOCABULARY

L5 usually
L8 capital
L8 high
L7 single girl
L6 holiday
L7 colonel (full)
L8 block, neighborhood
L7 insignia
L5 always
L6 festival
L6 eye

L8 open (to)
L6 difference
L5 team
L6 only
L7 suit
L8 law
L8 negotiate (to)
L8 acceptance
L7 seniority
L6 short

عادة
عامة، عواصم (ج)
عالي
عالية (ع)
عطلة، عطل (ج)
عقد، عقداء (ج)
عقيد، مكود (ج)
علامة
على طول (ج)
عيد، اعياض (ج)
عين، عيون (ج)

فتح
فرق
فريق، فرق (ج)
فقط

قاط، قوط (ع) / بدلة، حلبة، سرة
قانون، قوانين (ج)
قابض
قبول
قدم
قصر
L7 whole, complete
L6 December
L6 January
L5 football, soccer
L8 butcher
L7 college
L8 law school
L5 kilo

L7 dress (to)
L5 meat
L5 for this reason

L5 possession
L5 match (sports)
L8 contractor
L7 accounting
L8 lawyer
L8 lucky
L7 place
L8 neighborhood
L7 cannon
L7 artillery
L5 patient, sick
L7 divorced (man)
MODULE 2

CUMULATIVE VOCABULARY

L5  camp
L8  institute
L8  key
L6  supposed
L7  Mosul (city)
L5  appointment

L6  aspect, direction, borough
L8  carpentry
L5  Najeeb (name)
L6  day
L6  weekend
L6  April

L6  this way, like this

L7  ministry
L5  stop (to)
L7  birth

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