

From MSA to CA:  
A Beginner's Guide for  
Transitioning into Colloquial  
Arabic

**Lina Gomaa**  
**Portland State University**

© 2015 Portland State University

ISBN: 978-1-329-99669-4



This work is licensed under a  
[Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

*You are free to:*

- Share — copy and redistribute the material in any medium or format
- Adapt — remix, transform, and build upon the material

*The licensor cannot revoke these freedoms as long as you follow the license terms.*

***Under the following terms:***

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial — You may not use the material for commercial purposes

*Published by Portland State University Library  
Portland, OR 97207-1151*

**About the Book:** This book is for students who have studied Modern Standard Arabic (MSA) for one year or more and would like to learn colloquial Arabic basics using their knowledge of MSA. It aims at transitioning learners from Novice Mid level to Intermediate Low through presenting situations useful for living in an Arab country. The book has several features including hyperlinks, practice dialogues with open answers, cultural tips, and more.

**About the Author:** Lina Gomaa received an MA in Arabic/English Translation and Interpreting from University of Salford, UK. At Beloit College, USA, she obtained her BA in Creative Writing, with a minor in Journalism. Also at Beloit College, she obtained a certificate in Teaching English as a Second Language. In Egypt, Miss Gomaa obtained a BA in Arabic/English Translation and English Literature from the Faculty of Languages, Alsun, Ain Shams University. At the American University in Cairo, she received the Certificate of Teaching Arabic for non-native speakers. Miss Gomaa has taught Arabic and English to non-native-speakers at several universities in Egypt and the USA. She is a fully certified oral proficiency interviewer by ACTFL. Miss Gomaa's research interests are second language acquisition and translation including holy texts, focusing on the Holy Quran translations into English.

## Acknowledgments

This book would not have been possible without the support of the Arabic Section and World Languages and Literatures department at PSU. The Arabic Section fully encouraged me throughout the process of writing this book. Professor Yasmeeen Hanoosh and Professor Jennifer Perlmutter provided full support especially when the book was just a new idea to be introduced to the Open Textbook project.

My dear colleague Cliff Breedlove's insight, suggestions, discussions, editing and support made this book possible. He has been my fresh second pair of eyes; I am grateful to you. I thank Professor Dirgham Sbait for encouraging me to teach Colloquial Arabic and sharing his extensive experience with me.

The library team has been an asset to make this project a reality. Mrs. Karen Bjork's knowledge in copyright, time management, and unlimited resources are priceless. She has been wonderful to work with, easing any hurdles in the way. Mrs. Stephanie Doig's help and insight took the financial burden off my shoulders and allowed me to focus on writing. Thank you.

My dear students, John Flachetta and Mariah Denman, the delightful future of PSU Arabic studies, have been committed to learning Arabic and recording with me the dialogues for this book. Their clear and strong speaking skills are models for PSU Arabic students to follow.

I will not forget to thank all my students, whose questions, comments, and suggestions have shaped my teaching and perception of my own language, just like water is always shaping the rocks.

Thank you, Mum and Dad for your prayers, love, and belief in the importance of education and language learning.

Last but not least, I thank God: You are my light.

# Table of contents

Introduction .....	8
Abbreviations and Acronyms .....	12
<b>Chapter 1</b> .....	13
A: Transitioning to CA: Final vowelizing and greeting terms in MSA and CA.....	13
B: Greetings and ending conversations.....	18
1. Formal greetings conversation: at work.....	18
2. Informal greetings conversation: .....	20
3. Practice: Complete the dialogue.....	22
C: Cultural insight: Ending a conversation in a culturally acceptable manner .....	23
<b>Chapter 2</b> .....	24
A: Transitioning to CA: WH Question words in MSA and CA.....	25
Examples of using WH words in short dialogues.....	26
B: Requests.....	28
1. Taxi .....	28
2. Requesting train tickets.....	32
3. At the restaurant.....	37
4. Practice: Complete the dialogue .....	42
C: Cultural insights: Giving directions .....	43

<b>Chapter 3</b> .....	44
A: Transitioning to CA: Verb tenses.....	44
B: Dialogues.....	46
1. At the sports club (present tense).....	46
2. Missing a lecture at the university (future tense).....	51
3. What did you do yesterday? (past tense).....	65
4. Practice: Complete the dialogue.....	65
C: Cultural insights: Phone conversations and communicating among different age groups in the Arab world.....	66
<b>Chapter 4</b> .....	67
A: Transitioning to CA: Negation in MSA vs CA.....	67
Mini-Dialogues: Examples of using negations and invitations.....	70
B: Accepting and rejecting invitations.....	73
1. Accepting an invitation to lunch.....	73
2. Politely rejecting an invitation to an outing.....	75
3. Practice: Complete the dialogue.....	76
C: Cultural insights: Tips on dealing with culturally sensitive situations.....	77
<b>Glossary</b> .....	78



Image source: <http://mrg.bz/O0aZ62>

## Introduction

The teaching methodology for Colloquial Arabic continues to engender controversy in the field of Arabic pedagogy. One approach is firstly teaching Modern Standard Arabic (MSA), then teaching colloquial Arabic (CA); another is introducing both MSA and CA at the same time. A third approach is starting with CA then introducing MSA, which is less common in USA and Middle East educational institutions.

At Portland State University (PSU), the Arabic program is designed to teach MSA for at least one year, after which the students can learn CA. Because of how the Arabic program at PSU is designed (similar to many programs in the USA), the importance of this book arises. This transition can be challenging for some students.

Many current texts do not address the transition from MSA to CA. Some authors assume that both varieties are taught at the same time, or that colloquial is

taught first. These approaches are not the best fit for the PSU program design. This book provides information needed to transition from MSA to CA and is useful for PSU students and any student who is following the same pattern in learning Arabic.

The book targets students in NM (Novice Mid) who have studied Arabic for a year or more and aims to help them advance to IL (Intermediate Low) according to the Oral Proficiency Interview standards by ACTFL, the American Council on The Teaching of Foreign Languages. This book documents answers to questions from students in CA classes. It is also a reference for students to “get a feel” for MSA and CA similarities and differences.

Content is displayed at the beginning of each chapter. Section A discusses a feature in MSA and compares it with CA. Section B has dialogues with different topics related to section A; each dialogue is preceded by a table that has three columns: the word in Arabic, the word in English, and the equivalent word/expression in MSA. In the second column “the meaning in English,” I included both the literal meaning (LM) and the intended meaning (IM). Including the LM, as I noticed in class, makes the words/expressions more memorable to the students and more comprehensible even though it might not sound idiomatic or make full sense in English.

The last section of the chapter (C) is cultural insight related to the main topic, making the students more culturally familiar with acceptable behaviors and offering ideas to consider while living in an Arab country. At the end is a glossary organized in English for easier search.

This book is not meant to be a comprehensive treatment of all the issues arising when learning CA after learning MSA. Its goal is to transition students smoothly from MSA to CA, giving them confidence to explore both varieties while

reaching the NH (Novice High) or IL level, navigate predictable social situations in CA, and utilize their previous knowledge in MSA to learn CA. The content and structure are based on my teaching experience and as an ACTFL OPI interviewer to assist students in their quest to speak CA with native speakers with relative ease.

In this book, you will notice several features, one of which is adding a practice dialogue at the end of each chapter to encourage speaking. From my interactions with beginning students, I noticed that they like to practice speaking with Arabic native speakers but are shy or not confident enough or do not know how to reach them. The practice dialogue section is a venue for gaining confidence, where the speaker in the recording pauses during the dialogue, leaving lines for the student to complete orally and in writing. This allows the student to have a real conversation during the recorded dialogue.

In addition, you will find vowelings on some of the words when first introduced to help in correctly reading them. From the second time onwards, the vowelings disappear. Thus, students receive help the first time when they read the full vowelings of the word, then encouragement to remember the correct pronunciation by more practice, while having a reference.

Vowelings is somewhat rare in CA books because this is how Arabic native speakers read. However, I noticed that students have struggled with reading and practicing many words even after listening to them in the audio recording. This is partially because many MSA books are heavily voweled. For some students studying MSA, switching to CA where the books have no vowels is unsettling. Thus, I have attempted to reach a middle ground between both approaches in this book where vowelings is used only when a new word is introduced then disappears after its introduction.

Transliteration is not employed because the target students of this book have had one year of Arabic or more and can read Arabic script.

One final feature is having hyperlinks to resources, including more information about cultural items and songs. For songs in particular, I am not expecting the students to fully understand what is being said, but the exposure to the language can gradually lead to fluency, increase interest in the Arabic culture, and provide chances to listen to different speakers' intonation and terminology.

Since I grew up in Cairo, this book introduces the Cairene Egyptian dialect; however, it also explains commonly used expressions in the Levant (Jordan, Syria, Lebanon, Palestine, and Israel). The goal is to introduce students to more varieties, allowing them to choose which dialect to specialize in and still be able to communicate with Arabic speakers. Although this book does not introduce Gulf dialects, many of the expressions and terms are frequently used in most of the Arab world, and many are derived from MSA.

I sincerely hope that this book will benefit students of Arabic at PSU and elsewhere, reduce their textbook expenses, and help them improve their CA speaking. I also hope that the dialogues (recorded by PSU students of Arabic) will be enjoyable for learners and provide successful examples for others to follow.

This book will be used in classes and the wider online audience. I welcome suggestions and comments to improve the content and format in future editions.

---

### **Learning outcomes:**

On completion of this book, the students will be able to:

- Differentiate between MSA and CA (particularly Egyptian)
- Navigate predictable social situations in CA including:
  1. Greetings in formal and informal settings
  2. Asking questions and making requests
  3. Expressing themselves in the present, future and past in CA
  4. Using negation in the present
  5. Accepting and rejecting invitations

# Abbreviations and Acronyms

<b>CA</b>	Colloquial Arabic
<b>ECA</b>	Egyptian Colloquial Arabic
<b>LCA</b>	Levantine Colloquial Arabic
<b>MSA</b>	Modern Standard Arabic
<b>n.</b>	noun
<b>v.</b>	verb
<b>f.s.</b>	feminine singular
<b>m.s.</b>	masculine singular
<b>f.s.2</b>	feminine singular with second person (أنتِ)
<b>m.s.2</b>	masculine singular with second person (أنت)
<b>LM</b>	Literal Meaning (word for word meaning)
<b>IM</b>	Intended Meaning

---

**Before reading this book, please keep in mind the following:**

- When there are no vowels like damma, kasra, fatha (تَشْكِيل، حَرَكَات) on the last letter of the word, it is considered a sukun°.

# Chapter 1

## Contents:

A: Transitioning to CA: final vowelizing and greeting terms in Modern Standard and Colloquial Arabic

B: Greetings and ending conversations:

1. Formal greetings dialogue
2. Informal greetings dialogue
3. Practice: Complete the dialogue

C: Cultural insight: Ending a conversation in a culturally acceptable manner

## **A: Transitioning to CA: Final vowelizing and greeting terms in MSA and CA**

- One of the first points to keep in mind is that in CA, final vowelizing is almost absent except for words like: أهلاً، عفواً، شكراً

For example, you say in MSA, “Are you a student?”

هل أنت طالبٌ؟

But in CA, you will drop the final vowelizing as well as هل (we will explain in chapter 2 what changes take place regarding “WH-” words). So, the same question will be:

إنت طالب؟

- You might have noticed that the hamza همزة in أنتَ has changed from fatha to kasra but no changes have taken place on the ت. These changes will come easily to you with more listening, interacting, and practicing in CA.

### Greetings terms in MSA and CA: السَّلَامَات و التَّحِيَّات

- During your studies of MSA, you have probably learned greetings such as:

صباح الخير- مساء الخير- كيف حالك؟



Image source: <http://mrg.bz/8JrQuM>

Greetings do not significantly change from MSA to CA, but there are more expressions used in CA (with even some repetition in meaning). It is common to ask “how are you” several times using different expressions, as you will read in the coming dialogues. It is part of the Arabic culture to greet your friends or acquaintances by asking multiple times about them and their families to show warmth and care. Let’s see some examples:

الشرح Explanation	المعنى بالإنجليزية English Translation	الرد بالعامية Response in CA	المعنى بالإنجليزية English Translation	التحية بالعامية Greeting in CA
In MSA, there is a final damma on the مُ; which is dropped in CA. This greeting is used in several settings. For example, when one is passing by a group of people and wants to say hello quickly. It will not be said to ask about how one is doing. In more religious settings, like the mosque, the م and/or final damma will be pronounced. In everyday settings, the م is often deleted and replaced by و. Listen to this <a href="#">funny song</a> that might give you a feel of how native speakers use this greeting.	“On you” is peace, meaning peace be upon you.	عليكم السلام- عليكو السلام	Peace be upon you.	السَّلَامُ عَلَيْكُمْ
In MSA, the attached possessive pronouns have the case endings: كِتَابُكَ (your book for أنتَ) كِتَابِكِ (your book for أنتِ)  In CA, the MSA final vowel shifts to the letter before the attached pronoun; كِتَابِكْ	Thank God We Thank God  We thank God perfect; fine  Good When the speaker is male (LCA)	الْحَمْدُ لِلَّهِ- نَحْمَدُ اللَّهَ- نُشْكِرُ اللَّهَ- تَمَامٌ  مِنِيح	How are you? male recipient (LCA)	كَيْفِكَ؟

becomes <b>كُتِبَتْ</b> . Similarly, <b>كَيْفَكَ</b> and <b>كَيْفِكِ</b> .	When the speaker is female.	<b>مِنْحَةٍ</b>	female recipient	<b>كَيْفِكَ؟</b>
The responses listed in this row and the one above can be combined. For example, you can say: <b>”تَمَامُ الْحَمْدُ لِلَّهِ“</b> ; no order required or preferred.	good (for a male speaker)	Same responses as above but also you can say:  <b>كُوَيْسٍ</b>  <b>كُوَيْسَةَ</b>	How are you? male recipient (ECA)	<b>إِزِيَّكَ؟</b>
	good (for a female speaker)		female recipient	<b>إِزِيَّكِ؟</b>
		Same answers as above	How are you? male recipient (ECA)	<b>أَخْبَارَكَ إِيَّاهُ؟</b> <b>عَامِلَ إِيَّاهُ؟</b>
		Same answers as above	How are you? male recipient (LCA)  female recipient	<b>شُوْ أَخْبَارَكَ؟</b> <b>شُوْ أَخْبَارِكِ؟</b>

The MSA damma on صباح disappears in CA	Morning of light Morning of Jasmine الفل: is a <u>kind of Jasmine</u>	صباح النور صباح الفل و(الياسمين)	Good morning	صَبَاحُ الْخَيْرِ
--	--	--	--------------	-------------------



Image source: URI: <http://mrg.bz/DTCpjF>

## B: Greetings and ending conversations

### 1. Formal greetings conversation: at work

مُحَادَثَةٌ رَسْمِيَّةٌ بِالْعَامِيَّةِ

كَلِمَاتٌ وَتَعْبِيرَاتٌ مَهْمَةٌ:

الكلمة والتعبير بالعامية	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
الكلمة والتعبير المساوي بالفصحى The equivalent in MSA	The meaning in English	The word and expression in CA
اليَوْمَ	today	النَّهَارِده
لَكِنْ also in CA	but	بَسْ
عَمَلْ also in CA	work	شُغْلْ
كثيْرًا Notice that in some dialects (e.g., ECA, LCA), ث sometimes changes into ت. Other dialects (e.g., Gulf) keep it the same as in MSA.	a lot	كثير
أَيْضًا also in CA	as well/ too	كمان
تُمْ / بَعْدَ ذَلِكَ	after this/ then	بعدين
The same expression is used in MSA.	God willing	إِنْ شَاءَ اللهُ

## الحوار رقم (1)

This is a conversation between coworkers in a company as an example of a formal setting.

أحمد: صباح الخير يا سارة

سارة: صباح النور يا أحمد، إزيك؟ عامل إيه النهارده؟

أحمد: تمام، الحمد لله، وانتِ عاملة إيه؟

سارة: كويسة، بس عندي شغل كثير

أحمد: وأنا كمان والله

سارة: طيب يا أحمد، نتكلم بعدين إن شاء الله.

أحمد: إن شاء الله!



Image source: Image URI: <http://mrg.bz/Iy5S4b>

## 2. Informal greetings conversation: at a friends' gathering

محادثة غير رسمية بالعامية

كَلِمَات وَتَعْبِيرَات مَهْمَةٌ:

الكلمة والتعبير المساوي بالفصحى The equivalent in MSA	المعنى بالإنجليزية The meaning in English	الكلمة والتعبير بالعامية The word and expression in CA
Same word with different internal vowelings: نَجَحَ	passed/succeeded	نَجَحَ
same	his exams: إِمْتِحَانٌ + ات + ه	إِمْتِحَانَاتُهُ
Almost the same in MSA except for changing one word: أَحْسَنَ مِنْ قَبْلُ You can use this above- mentioned expression in CA as well.	LM (literal meaning): “better than the first” IM (Intended meaning): the situation is better than before.	أَحْسَنَ مِنَ الْأَوَّلِ
Same word with different internal vowelings (on the attached pronoun): سُؤَالُكَ سُؤَالُكَ	your question female recipient  your question a male recipient	سُؤَالُكَ (إِنْتِ) سُؤَالُكَ (إِنْتِ)
Same word with different internal vowelings حَبِيبَتِي	my dear one a female recipient  Note, if this word is used between two people in love, it will mean “my loved one.”	حَبِيبَتِي

## الحوار رقم (2)

This is a conversation between two female friends at a gathering as an example of greetings in an informal setting.

نورا: أهلاً يا دعاء، كيفك؟

دعاء: منيحة، نُشكُر الله وأنتِ؟ كيفك؟

نورا: تمام، الحمد لله. كيف (ال) ماما و(ال) بابا؟

دعاء: بخير، الحمد لله. وشو أخبار ياسر، أخوك، نجح في إمتحاناته؟

نورا: الحمد لله، وكيف صحّة جدّتك؟

دعاء: أحسن من الأول، شكراً على سؤالك (يا) حبيبتى!

### 3. Practice: Complete the dialogue

This is an incomplete dialogue in the audio files. Practice speaking by completing the missing parts in this dialogue.

هالة: أهلاً! أهلاً! كيفك؟

إنتَ/ إنتِ: \_\_\_\_\_، \_\_\_\_\_

هالة: تمام، الحمد لله. كيف ماما؟

إنتَ/ إنتِ: \_\_\_\_\_

هالة: وكيف بابا؟

إنتَ/ إنتِ: \_\_\_\_\_، \_\_\_\_\_

هالة: بخير، شكراً على سؤالك!

## C: Cultural insight: Ending a conversation in a culturally acceptable manner

It is polite to end a conversation gradually, whether with a coworker, a friend or a relative (especially if elderly or older than you). It is impolite to end a conversation abruptly unless it is an emergency.

A very acceptable and polite way to end a conversation is explaining that you are sorry that you have to leave but will hopefully talk soon or meet soon (especially with older people). It is more relaxed with younger generations. Consider the following template for wrapping up a conversation, whether in person or over the phone:

أنا آسف / آسفة بس لازم أمشي علشان . . . :

I am sorry but I have to leave (go away/ walk away) because:

I have an appointment

عندي ميعاد

I have work

عندي شغل

I have an exam

عندي إمتحان

نتكلم بعدين / قُرَيْب إن شاء الله.

We will talk later/ soon, God willing.

# Chapter 2

## Contents:

A: Transitioning to CA: WH Question words in MSA and CA with examples

B: Requests:

1. Taxi
2. Train tickets
3. Restaurant
4. Practice: Complete the dialogue

C: Cultural insights: Giving directions



Image source: <http://mrg.bz/hMIac6>

## A: Transitioning to CA: WH Question words in MSA and CA

Generally, there are few internal vowel changes in the MSA WH question words when they are used in CA. Let's have a look together:

الشرح Explanation	المعنى بالإنجليزية The meaning in English	أداة الاستفهام بالعامية "WH-" word in CA	أداة الاستفهام بالفصحى "WH-" word in MSA
Same uses as MSA	how	كَيْفُ	كَيْفَ
Same uses as MSA	how much/many	كَمْ	كَمْ
Same uses as MSA	What is the cost of...?	بِكَمْ	بِكَمْ
Same uses as MSA	where (LCA) where (ECA)	وَيْنُ فَيْنُ	أَيْنَ
Same uses as MSA	who	مَيْنُ	مَنْ
Same uses as MSA	when	إِمْتَى	مَتَى
Same uses as MSA	what	شُو (LCA) إِيه (ECA)	مَاذَا
Same uses as MSA but slight difference in pronunciation in MSA; it can be أَيُّ أو أَيِّ أو أَيُّ	which	أَيِّ	أَيِّ

depending on the words used with أيّ and its grammatical position in the sentence.			
Not used in CA	for Yes/ No questions	Not used in conversations, replaced by rising intonation for yes or no questions	هل/ أ

### أمثلة لاستخدام أدوات الاستفهام

#### Examples of using WH words in short dialogues

أحمد: كيف الحال؟

سارة: الحمد لله، تمام.

أحمد: الساعة كام؟

سارة: تقريباً واحدة.

أحمد: الكمبيوتر ده بكام؟

سارة: ١٠٠٠ جنيه.

سارة: فين الحمام لو سمحت؟

أحمد: على اليمين.

سارة: مين الأستاذة ديه؟  
أحمد: ديه أستاذة فدوة، أستاذة الأدب الروسي.

---

سارة: إمتى الحفلة؟  
أحمد: الساعة خمسة.

---

سارة: تحب تشرب إيه؟  
أحمد: شاي لو سمحت.

---

سارة: شو تحب تشرب؟  
أحمد: قهوة من فضلك.

---

( في الصف )  
سارة: الواجب في أي صفحة في الكتاب؟  
أحمد: عشرين.

---

## B: Requests

### 1. Taxi

#### الحوار رقم (1)

كلمات وتعبيرات مهمة:

الكلمة والتعبير المساوي بالفصحى The equivalent in MSA	المعنى بالإنجليزية The meaning in English	الكلمة والتعبير بالعامية The word and expression in CA
<p>سائق</p> <p>Usually in CA, the ء is either deleted or changing in form. In this case, it is deleted and is replaced by a و and a ّ (shadda)</p>	driver	سواق
In MSA, sometimes سيارة أجرة is used. LM: “a car with a fare.”	taxi	التاكسي
<p>نعم</p> <p>Also used in CA</p>	This word can mean “yes” in response to questions in Egyptian Arabic (as in the coming dialogue). It can also be a sound made when one is in pain.	آه
Same word with different internal vowelings. أنتِ عِنْدِكِ	IM: “you have” LM: “at you” because عند means “at” & ك is an attached pronoun	عِنْدِكِ (إنتِ) عِنْدِكِ (إنتِ)

أَنْتِ عِنْدَكَ		
same	meter	عَدَّاد
The equivalent in MSA is قليلاً and it can mean a few or little.	a little bit شويّة is the Egyptian for a few or little شويّ is levant for a few or little. Example: I want a little water, please. عايز شويّة ميه لو سمحت. I want few apples, please. عايز شويّة تفاح لو سمحت.	شويّة
No equivalent	enter (m.s.2 imperative)	حُشْن (إنت)
It is used in MSA, together with يسار. Both are used in MSA and CA. In Gulf countries يسار is used more often	left	شِمَال
same	OK/ alright Note: this word has 3 meanings: 1) ok/alright 2) delicious (food) 3) kind a person)	طَيِّب
Not used in MSA in this manner.	left then right	شِمَال فِي يَمِين

	In this expression, في means “immediately after” (left then right immediately, with no streets/ roads in between).	
--	--	--

### الحوار رقم (1)

الزبونة: مصر الجديدة؟

سواق التاكسي: آه.

الزبونة: عندك عداد؟

سواق التاكسي: أيوة.

الزبونة: تمام.

بعد شوية....

الزبونة: من فضلك خُش شمال!

سواق التاكسي: طيب.

الزبونة: عند السوبر ماركت، حُش شمال في يمين

سواق التاكسي: طيب.

الزبونة: عايزة أنزل هنا لو سمحت.

سواق التاكسي: هنا فين؟

الزبونة: عند السوبر ماركت، إتفضل.

سواق التاكسي: شكراً.



Image URI: <http://mrg.bz/J9xXgG>

## 2. Requesting train tickets

كلمات وتعبيرات مهمة:

الكلمة و التعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
Used in MSA and more formally إذا سمحت	If you please female recipient	لَوْ سَمَّحْتَ (إنتِ)
	If you please male recipient	لَوْ سَمَّحْتَ (أنت)
Same words with different internal vowelings;  مِنْ فَضْلِكَ (أنتِ)  مِنْ فَضْلِكَ (أنتِ)	If you please female recipient	مِنْ فَضْلِكَ (إنتِ)
	If you please male recipient	مِنْ فَضْلِكَ (أنت)
As you might have noticed, أنتَ with the ء on the 'Alif is MSA while in CA, the ء is below the 'Alif, causing the difference in pronunciation; same with أنتِ in MSA becoming إنتِ or إنتي.		
same	ticket In some countries like Egypt and Sudan, the ذ changes in pronunciation to be z. In	تَذَكَّرَة

	other countries, like in the gulf, the ذ is pronounced the same as in MSA.	
إلى أين؟	No exact English equivalent except the closest IM: “Where are you heading?”  LM: “To where?”	على فين؟
ذاهب It is اسم فاعل or active participle, meaning the doer of the action. It can replace the verb and be translated as “going.”	IM is “is/are going” but it is not a verb in Arabic. It could be translated as the “goer” or in this dialogue “are going.”	رايح
ذهاب وإياب	IM: “return ticket” LM: “going and coming back”	رايح - جيّ
The equivalent in MSA is أو which is used in CA. But ولاّ is not used in MSA.  (Watch this <a href="#">song in CA</a> where the signer is using ولاّ throughout the song).	or	ولاّ
قطار	train  Note: the ق in most of Egypt and parts of the Levant is pronounced as ء (a glottal stop). In some dialects, it is	قطر

	pronounced as ج or just like MSA.	
الصَّبَاح	the morning	الصُّبْح
باليل Sometimes in MSA and CA في is used as well in place of ب to mean “at.”	at night	باليل
Same and “step” or, if one is talking about the weather, it means “degree temperature” درجة الحرارة	In the context of the coming dialogue, it means “class” in a train.	دَرَجَة
same	IM: “60 Egyptian pounds (cost)” LM: “with 60 Egyptian pounds”	بِسْتَيْنِ جْنِيهِ
Same but with the deletion of the initial ا in CA	here (offering s.th.) female recipient	إِتْفَضَّلِي
تَفَضَّلِي تَفَضَّلْ	male recipient	إِتْفَضَّلْ
مَال	money	الْفُلُوس
	IM: “travel safely” LM: “with safety”	بِالسَّلَامَة



Image source: <http://mrg.bz/Q1DL7P>

## الحِوَارِ رَقْم (2)

المُسَافِر: لَوْ سَمَحْتَ، مِمَّنْ تَذَكَّرَةُ؟

المُؤَظَّفَةُ: عَلَيَّ فَيِّنْ؟

المُسَافِر: إِسْكَندَرِيَّةُ إِنْ شَاءَ اللهُ

المُؤَظَّفَةُ: رَايِحْ بَسْ وَلَا رَايِحْ - جَيِّ؟

المُسَافِر: رَايِحْ بَسْ مِنْ فَضْلِكَ

المُؤَظَّفَةُ: طَيِّبْ، عَايِزْ قَطْرَ الصَّبْحِ وَلَا بِاللَّيْلِ؟

المسافر: ممكن باليل.

الموظفة: قطر الساعة كام؟ ستّة ولا تسعة؟

المسافر: تسعة.

الموظفة: درجة أولى ولا تانية؟

المسافر: بكام تذكرة الدرجة الأولى والتانية؟

الموظفة: الدرجة الأولى بستين جنيه والتانية بأربعين.

المسافر: درجة أولى، إتفضلي الفلوس.

الموظفة: بالسلامة إن شاء الله.

المسافر: شكراً.

**Note:**

A very useful expression that is commonly used is “ممكن” which means “It is possible.” When your intonation is rising, “ممكن” means “Is it possible?” as in the previous dialogue.

### 3. At the restaurant



Image source: <http://mrg.bz/efGBz0>

كلمات وتعبيرات مهمة:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
أهلاً وسهلاً بِكِ (أنتِ)	welcome female recipient (LCA)	أهلاً وسهلاً فيكي
أهلاً وسهلاً بِكَ (أنت)	welcome male recipient	أهلاً وسهلاً فيك
	welcome female recipient (ECA)	أهلاً وسهلاً بيكي
	welcome male recipient	أهلاً وسهلاً بيك
same	LM: “you (f.) like”	تحبي.... (إنتِ)

	IM: “ would you like?” when followed by a rise in intonation	
قائمة الطعام Still used in restaurants and newspapers together with the borrowed word المنيو	the menu	الْمِنْيُو
	I want  does not change with speaker’s gender	بِدِّي  (عايز- عايزة)
same	dish or plate alternatively, unlike English.	طَبَق
	stuffed leaves (LCA)  It is called مَحْشِي (ECA)	مَلْفُوف
شيء	something ( LCA)  حَاجَة (ECA)	إِشْيِي
second ثاني  "another" آخِر	In the context of the coming dialogue, it means “another” but it can also mean “second.”	تَانِي
أرز	rice	رُز
same	milk ( LCA)  لَبَن (ECA)	حَلِيب

	In Egypt, yogurt is زَبَادِي while in the Levant, لَبَن is yogurt.	
قليلًا	شويّ is levant for a few or little.  شويّة is the Egyptian for a few or little  Example: I want little water, please. عايز شويّة ميه لوسمحت I want few apples, please. عايز شويّة تفاح لوسمحت	شويّ
أعجبك	The LM: “pleases you”	عَجَبُكَ
same word or لذيذ	delicious. See taxi conversation for more information.	طَيِّب
This word can be used in MSA as a borrowed term.	LM: “check (n.)” IM: “receipt or bill”	الشِّيك

### الحوار رقم (3)

الجارسونة: أهلا وسهلا فيكي.

الزبونة: أهلاً.

الجارسونة: شو تحبّي تشربي؟

الزبونة: أحب أشرب عصير لمون /ليمون.

الجارسونة: إتفضلي المنيو، شو تحبّي تأكلي؟

الزبونة: بدّي ملفوف وطبق حمص كبير.

الجارسونة: إشي تاتي؟

الزبونة: لأ.

الجارسونة: أيّ حلويات؟

الزبونة: ممكن رز بالحليب.

بعد شوي.....

الجارسونة: الأكل عَجَبِك؟

الزبونة: كَتِير طَيِّب، ممكن الشِّيك؟

الجارسونة: إنْفَضَلِّي.

الزبونة: شكراً.



Image source: <http://mrg.bz/e3qHas>

#### 4. Practice: Complete the dialogue

This is an incomplete dialogue in the audio files. Practice speaking by completing the missing parts in this dialogue:

كلمات وتعبيرات المهمة:

المعنى بالإنجليزية	الكلمة بالعربية
(city) square	مِيدَان
pharmacy	الصَيْدَلِيَّة

الزبونة: ميدان شوبرا؟

سَوَاق التاكسي: \_\_\_\_\_

الزبونة: عندك عداد؟

سَوَاق التاكسي: \_\_\_\_\_

الزبونة: حُش شمال هنا لو سمحت عند البنك

سَوَاق التاكسي: \_\_\_\_\_

الزبونة: هنا لو سمحت.... هنا عند الصيدلية، إتفضل

سواق التاكسي:

## C: Cultural insights: Giving directions

Giving directions in colloquial Arabic is giving hands-on directions, asking the person to take different turns and heavily using landmarks. GPS or Sat Nav has not been in much use in several Arab countries. Many people depend on each other for directions. For example, it is very common in Cairo for taxi drivers to ask pedestrians for directions or even drivers ask taxi drivers while waiting in a stop or sometimes while driving!

Landmarks can be supermarkets, pharmacies, restaurants, banks, etc. You can be given an address whose literal translation sounds like this:

17 Ahmed 'Orabi Street by HSBC bank, first floor, apartment 5.

In Arabic:

١٧ شارع أحمد عرابي بجانب بنك مصر، الدور الأول، شقة ٥

Therefore, when you are going to a new place, leave early and keep the phone number of the destination available to call in case you need further directions.

# Chapter 3

## Contents:

A: Transitioning to CA: Verb tenses

B: Dialogues:

1. At the sports club (present tense)
2. Missing a lecture at the university (future tense)
3. What did you do yesterday? (past tense)
4. Practice: Complete the dialogue

C: Cultural insight: Phone conversations and communicating with different age groups in the Arab world

---

## A: Transitioning to CA: Verb tenses

In MSA, there are additions, known as prefixes and suffixes, added to the root when the verb is conjugated in the present tense. These remain largely the same in CA, but in some dialects (ECA, LCA), **بَ** is added at the beginning of the verb to indicate habitual action. For example:

MSA:      أَكَلُ الثُّفَاحَ فِي الصَّبَاحِ

CA:        بِأَكَلِ الثُّفَاحِ فِي الصَّبَاحِ

Let's read and listen to more examples of present tense conjugations in MSA and CA:

المعنى Meaning	الفعل المضارع في العامية Present Tense (CA)	الفعل المضارع في الفصحى Present Tense (MSA)	الضمائر المنفصلة Independent Pronouns
I understand	بأفهم / بفهم	أفهم	أنا
read (m.s.2)	بتقرأ	تقرأ	إنتَ (أنتَ MSA)
write (f.s.2)	بتكتبي	تكتبين	إنتِ (أنتِ MSA)
he eats	بيأكل	يأكل	هو
she plays	بتلعب	تلعب	هي
we drink	بنشرب	نشرب	إحنا (نحن MSA)
you (all) cook	بتطبخوا	تطبخون	إنتو (أنتم MSA)



Image URI: <http://mrg.bz/rG0zHj>

## B: Dialogues

### 1. At the sports club

كلمات وتعابير مهمة:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
same	the club Unlike English, where the club can be a night destination for dancing and partying, <b>النادي</b> in several Arab countries refers to a sporting club. For nightclub, “disco” or “night club” is used.	النادي
أين أنت؟ The expression <b>مِنَ زَمَانٍ</b> means from a very long time. Listen to <a href="#">this song</a> .	LM: “Where are you from a long time?” IM: “Where have you been?”	أنتَ فين من زمان؟
N/A	LM: “Whoever sees you will live.” A compliment signifying happiness to see the person, usually said when two people have not seen each other in a long time.	عاش من شافِك (إنتِ)
same	LM: “by God” IM: emphasis	والله
same	busy	مَشغول

same	work	شُغِلَ
same	LM: “to the extent that you forget your friends”	لدرجة إنك تنسى أصحابك
أصْحُوْ أَوْ أُسْتَيْقِظْ	ب+اصحى I wake up	باصحى
ثُمَّ	then	وبعدين
أَفْطِرْ	ب+ افطر I eat breakfast	بأفطر
N/A	LM: “along the length” IM: “all the time” The expression can also mean “immediately,” or “straight” when giving directions, or “honest” when describing a person.	على طول
same	meetings singular: إجتماع	إجتماعات
same	discussions singular: مناقشة	مناقشات
same	fight and arguments	خناقات
ضَوْضَاءٌ	noise	دوشة
Same, but the preposition used after this verb is إلى.	I return  أرجع ل... أرجع لبيت أحمد I return to Ahmed's house	أرجع

آكل العشاء The ء in MSA changes in CA or sometimes deleted.	I eat dinner	باكل العشا
أنام	I sleep	بانام
m.s.2 يَوْمُكَ f.s.2 يَوْمِكِ	your day (f.s.2)	يَوْمِكِ
مليء	filled (objects) chubby (person)	مليان
same	boss/ director	المدير
same	responsible for	مَسْئُولٌ عَن
شيء	something ( ECA)	حَاجَةٌ
same and also أطفالِي	my children	أَوْلَادِي
أُذَكِّرُ	I study	بِأَزَاكِرُ
same and “duties.”	homework (it is plural in Arabic) LM: “ assignments”	الْوَأْجِبَاتِ
أَذْهَبُ	I go	بَارُوح
اللَّهِ مَعَكَ ومعك	May God be with you  رب + نا = God/Lord  مع + ا + ك = (ي) With you LM: “and with you” IM: “May God be with you as well.”	رَبَّنَا مَعَاكِي  ومعك

الحِوَارِ رَقْم (1)

(في النادي)

هُدَى: مَحْمُود...يا محمود!

محمود: أهلا أهلا! هدى! ياه!

هدى: إنتَ فين من زمان؟

محمود: عاش من شافِك... أنا و الله مشغول في الشُّغْل

هدى: ليه؟ لدرجة إنك تنسى أصحابك! لا لا!

محمود: و الله كل يوم، باصحي بدري حوالي الساعة سِتة و بعدين أسوق للشُّغْل و بعدين بأفطر هناك... و على طول إجتماعات و مناقشات و خناقات... دوشة... و بعدين بأرْجَع البيت وياكل العشا و بانام.

هدى: ياه! إنتَ يُومك مَلِيان شُغْل!

محمود: أنا المُدير و مَسْئُول عَنْ كُل حاجة... إنتَ عاملة إيه؟

هدى: و الله ، أنا كمان مشغولة مع أولادي...كُل يوم بازاكر معاهم للواجبات و بارُوح معاهم  
المدرسة و بنام الساعة عشرة بعد يوم طويل...بس بنروح النادي كل يوم جمعة.

محمود: ربنا معاك يا هدى

هدى: ومعاك يا محمود...تحب نلعب تنس؟

محمود: يلا!

## How to form the future tense:

In MSA, there are two ways to form the future, by adding **سَ** as a prefix or the word **سَوْفَ** , both before the present tense. For example

I play in the (sporting) club.      **أَلْعَبُ فِي النّادِي.**

I will play in the (sporting) club.      **سَأَلْعَبُ فِي النّادِي.**

In CA, the equivalent of **سَ** is the letter **هَ** or **حَ**.

I will play in the (sporting) club.      **حَالْعَبُ فِي النّادِي.**

I will play in the (sporting) club.      **هَالْعَبُ فِي النّادِي.**

## 2. Missing a lecture at the university

كلمات وتعبيرات مهمة:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
It said in several different ways: ماذا بك يا نادية؟ هل هناك شيء ما؟	What is wrong, Nadia?	إيه يا نادية؟
هل أنت مريضة؟	Are you sick?	إنت عيانة؟
same	LM: "At me is cold" IM: "I have cold"	عندي برد
سأذهب	I will go	حاروح
سأذهب إلى الدكتور. أو سأذهب إلى الطبيب. Notice that the preposition after أذهب in MSA is إلى while it is لِ in CA.	I will go to the doctor.	حاروح للدكتور
غداً	tomorrow	بكرة
سأشتري سوف أشتري	I will buy	حاشترى
دواء	medicine	دوا
same	vitamin C	فيتامين سي
same	May you feel better. (س.ل.م root)	سلامتك

same	response to the previous LM: “May God make you safe/sound”	اللّٰه يَسَلِّمُكَ
It means “correct.”	“correct” or “by the way,” as in the following dialogue.	صَحِيح
هناك واجب فائتي	There is = فيه LM: “There is homework which I missed/passed by me.”  فائتي = فات + ن + ي gone : فات  ن is added with the attached pronouns in verbs (an MSA rule extended to CA). ي means mine (an MSA possessive pronouns used in CA).	فيه واجب فائتي
سنقرأ سوف نقرأ	we will read	حنقرا
same	the first part/ chapter	الجزء الأول
same	the novel	الرّواية
same	for (the) lecture ل + محاضرة	لمحاضرة
same	English literature	الأدب الإنجليزي
سنكتب سوف نكتب	we will write/compose	حنكتب
same	research/paper	بحث

أخذ In some dialects, the ذ stays the same as MSA and in others like ECA, ذ changes into د.	I take	أخذ
أخذ منك	I take from you	أخذ منك
same	lectures	المحاضرات
هذه	this (non-human plural as well as singular feminine)	ديه
same	Thursday	يوم الخميس
same	surely	أكيد
سأعطيك سوف أعطيك	I will give you (f.s.2)	حاديكي
سأراك سوف أراك	I will see you	حشوفك
same	at/in the cafeteria	في الكافيتريا
Complimenting and thanking for people's help is crucial in the Arabic culture. This expression and its response can be said in different ways but the message is the same.	LM: "I made you tired with me." IM: "I caused you lots of trouble." (an expression to thank a person for help)  The response LM: "there is neither tiredness nor anything." IM: "there is no trouble at all."	تعبتك معايا  مافيش تعب ولا حاجة

same	<p>LM: “peace.” (shortened form of good bye)</p> <p>It is used among young people who are close friends. It is considered rude if it is at the end of a conversation with an elder.</p> <p>The response is the same.</p>	سلام
N/A	<p>term of endearment</p> <p>In the Arabic culture, they give each other endearing names. If the person’s name has a ن like in <b>نادية</b>, the endearing name could be <b>نونو</b>. If the person’s name is <b>جمال</b>, the endearing name could be <b>جيبي</b> or <b>جوجو</b>. Also also used with babies and children.</p>	نونو
same	<p>LM: "beautiful." (Used in this context to express endearment. Only used among close friends and loved ones.)</p>	جميلة

Listen to the conversation between two female friends over the phone; Nadia is sick and has missed lectures at the university.



Image URI: <http://mrg.bz/diRzJI>

## الحِوَارِ رَقْم (2)

نادية: ألو... مين معايا؟

هدى: أنا هدى... إيه يا نادية؟ إنتِ فين؟ إنتِ مش في الجامعة ولا في النادي... إنتِ عَيَّانة؟

نادية: أيوة، عَندي بَرْد. حَارُوح لِلدُّكْتُور بُكْرَة و حَاشْتِرِي دوا و فيتامين سي.

هدى: سَلَامَتِكَ.

نادية: اللهُ يَسَلِّمِكَ... صَاحِب، فيه واجب فَائِنِي إِنَّهَارْدَه في الجامعة؟

هَدَى: آه، حنقرا الجُزء الأول من الرُواية لِمُحاضرة الأدب الإنجليزي و حَنَكْتب بَحْث.

نادية: مُمكن آخُد مِنَك المحاضرات ديه يوم الخميس؟

هدى: أكيد إن شاء الله حادِّيكي المحاضرات وحشوفك في الكافيتريا يوم الخميس.

نادية: شكرا يا هدى، تَعَبْتِك معايا.

هدى: مافيش تَعَب ولا حاجة...سلام يا نونو.

نادية: سلام يا جَميلة.

## How to form the past tense

Forming the past tense in CA is the same as MSA except that the final vowel is suppressed to be sukun and sometimes there are internal vowel changes:

MSA: كَتَبْتُ

CA: كَتَبْتُ

MSA: لَعِبْتُ

CA: لَعِبْتُ

In the first example, the only changes were at the end of the word in CA. The final letter is unvoiced and pronounced with a sukun. In the second example, two changes took place in the CA. The first is the unvoiced last letter. The second change is the middle letter root of the verb ع. It has a كسرة in MSA, and it changed into فتحة in CA.

The verbs شرب and فهم are examples of verb form 1 on the pattern of فَعَلَ in MSA; this pattern vowel changes to a--a or i--i in CA<sup>1</sup>.

This means that in MSA verbs like شَرَبَ and فَهَمَ with kasra in the middle will be in CA a--a ( fatha--fatha) or i--i ( kasra--kasra) on the first and the second letter of the pattern one verb. In some dialects and even within different towns in Egypt, they can be pronounced فَهَمَ and شَرَبَ.

---

<sup>1</sup> Abbas Al-Tonsi and Laila Al-Sawi, *An Intensive Course in Egyptian Colloquial Arabic, Part 1* (American University in Cairo 1986) 8

Read and listen to the past tense conjugations sampling form 1 verbs:

التعليق	المعنى بالإنجليزية	الفعل الماضي في العامية	الفعل الماضي في الفصحى	الضمائر
ف takes kasra, and the final vowel is sukoon	I understood	فهِمْتُ	فهِمْتُ	أنا
final sukoon	entered (m.s.2)	دَخَلْتُ	دَخَلْتُ	إنتَ
no change	wrote (f.s.2)	كَتَبْتُ	كَتَبْتُ	إنتِ
final sukoon	he ate	أَكَلَ	أَكَلَ	هوَّ
ل takes kasra, and the final vowel is sukoon	she played	لَعِبْتُ	لَعِبْتُ	هيَّ
ش takes kasra	we drank	شَرَبْنَا	شَرَبْنَا	إحنا
final و	you (all) cooked	طَبَخْتُمْ	طَبَخْتُمْ	إنتوا



Image URI: <http://mrg.bz/YQejBx>

In the following dialogue, you will find verbs like **إتفَرَّجت** and **إتكلَّمت**. These are form 5 in MSA **تَفَرَّجَ ، تَكَلَّمَ**. In CA, **إ** is added at the beginning of the verb (form 6 also<sup>2</sup>). In addition, the vowel on the second root letter is kasra.

### Examples: Form 5

MSA	CA
تَكَلَّمَ أحمد عن الدرس.	أحمد <b>إتكلَّم</b> عن الدرس.
تَعَلَّمَت الطالبة العربية.	الطالبة <b>إتعَلَّمت</b> عَرَبِي.

As you can see, the **إ** is added in the verb form 5 in CA and kasra in the middle root letter. The root letters of **تعلم** are **ك. ل. م** and for **تكلّم** are **ع. ل. م**.

On a different note, you might have noticed that in CA, the sentences are mostly nominal if the doer is mentioned.

<sup>2</sup> Al-Tonsi,8

After the following dialogue, some features of the weak verbs used in the dialogue are explained:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير العامية
مَالِكْ	What's wrong (with you)? ( m.s.2)	مالك؟
N/A	LM: "You look as if you need sleep." IM: "Your appearance needs sleep."	شكلك محتاج نوم!
أمس	yesterday	إمبارح
الشغل أو العمل	work	الشغل
من ... إلى	LM: " from 7 o'clock in the morning to 10 o'clock at night" من ... لـ	من الساعة سابعة الصبح لعشرة بيل
اشتغل في أو أعمل في	I am working on	باشتغل على
same	project	مشروع
ذهبت note following the dialogue	I went	رُحْتُ
لأن	because	علشان
جوعان	hungry	جَعَان
أخذتُ	I took	أخدتُ/خَدْتُ
رَجَعْتُ	I returned	رَجِعتُ
الساعة الثانية عشرة	12 o'clock	الساعة إتناشر

بالليل	at night	بليل
لهذا	because of this	علشان كده
same	tired	تعبان
اليوم	today	إنهارده
عمّلتُ	I made/I did	عمّلت
same	the market	السوق
إشتريتُ	I bought	إشتريتُ
same	vegetables	خضار
تفرّجتُ Also different meanings including “spread out.” You can check its various meanings in MSA by clicking <a href="#">here</a> .	I watched	إتفرّجت على
same and التفاز	TV	التلفزيون
تكلّمت مع	I talked with	إتكلمت مع
صاحبتِي	my female friend	صاحبتِي
نمّتُ See note following the dialogue	I slept	نمّت
الساعة العاشرة	ten o'clock	الساعة عشرة
نصف	half	نص
same	LM: “God makes all your days sweet.” IM: “May God make all your days pleasant.” This is a compliment.	رَبَّنَا اجْعَلْ أَيَّامَكَ كُلَّهَا حَلْوَةً!

أيضاً replaced with كمان	IM: “And yours as well, God willing.” (one response to the previous compliment)	و أيامك إنت كمان إن شاء الله!
--------------------------	--	-------------------------------

### 3. What did you do yesterday?

Listen to the conversation between two colleagues talking about what they did yesterday.

الحِوَار رَقْم (3)

يسرا: مالك يا عبد الرحمن؟ شكك محتاج نوم!

عبد الرحمن: فعلاً...إمبارح كان يوم طويل.

يسرا: عملت إيه إمبارح؟

عبد الرحمن: كُنت في الشغل من الساعة سبعة الصبح لعشرة بليل علشان باشتغل على مشروع.

يسرا: ياه! عشرة بليل! وبعدين؟

عبد الرحمن: وبعدين رُحْتُ المطعم علشان كنت جَعَانٌ وَأَخَذْتُ تَاكْسِي وَرَجِعت البيت حوالي الساعة إتناشر بليل.

يسرا: علشان كده أنت تَغْبَانُ إنهارده.

عبد الرحمن: وإنتِ؟ عَمَلْتِ إِيهِ إِمْبَارِحْ؟

يسرا: رُحْتُ السُّوقَ وَإِشْتَرَيْتِ خُضَارَ وَبَعْدِينِ إِتْفَرَّجْتِ عَلَيِ التِّلْفِزِيُونِ وَإِتَكَلَمْتِ مَعَ صَاحِبَتِي فِي التِّلْفُونِ وَنِمْتِ حَوَالِي السَّاعَةِ عَشْرَةَ وَنُصِّ.

عبد الرحمن: تمام... كان يومك جميل... رَبَّنَا يَجْعَلْ أَيَّامَكَ كُلَّهَا حَلْوَةً!

يسرا: وَأَيَّامَكَ إِنْتَ كَمَا إِنْ شَاءَ اللهُ!



Image URI: <http://mrg.bz/xcyuE4>

**Note:**

In the previous dialogue, you have seen the weak verbs **كُنت ، رَحْتُ ، نِمْتُ**.

Let's have a look at their conjugations:

**Listen and read conjugations of some weak verbs in CA and MSA:**

الماضي في العامية Past tense in CA (نام)	الماضي في العامية Past tense in CA (راح)	الماضي في العامية Past tense in CA (كان)	الماضي في الفصحى Past tense in MSA	المضارع في الفصحى Present tense in MSA	الضمائر Pronouns CA
نِمْتُ	رُحْتُ	كُنْتُ	كُنْتُ	أَكُونُ	أنا
نِمْتِ	رُحْتِ	كُنْتِ	كُنْتِ	تَكُونُ	إنتِ
نِمْتِ	رُحْتِ	كُنْتِ	كُنْتِ	تَكُونِينَ	إنتِ
نَامَ	رَاحَ	كَانَ	كَانَ	يَكُونُ	هو
نَامَتْ	رَاحَتْ	كَانَتْ	كَانَتْ	تَكُونُ	هي
نِمْنَا	رُحْنَا	كُنَّا	كُنَّا	نَكُونُ	إحنا

#### 4. Practice: Complete the dialogue

This is an incomplete dialogue in the audio files. Practice speaking by completing the missing parts in this dialogue:

سارة: أهلا يا أحمد، عامل إيه؟

أحمد: \_\_\_\_\_ ، \_\_\_\_\_ ؟

سارة: الحمد لله. عملت إيه إمبراح؟

أحمد: \_\_\_\_\_

سارة: صحيح حتعمل إيه بكرة؟

أحمد: \_\_\_\_\_

سارة: ياه، أنت مشغول أوي. ممكن تيجي معايا الحفلة بكرة؟

أحمد: \_\_\_\_\_

سارة: تمام... على فكرة، لما حنروح الحفلة بكرة، ممكن نتعشى. أنت كل يوم بتتعشى إمتى؟

أحمد: \_\_\_\_\_ ، \_\_\_\_\_ ؟

سارة: بتعشى حوالى الساعة سابعة.

أحمد: \_\_\_\_\_ !

سارة: إن شاء الله، أشوفك بكرة.

## **C: Cultural insight: Phone conversations and communicating among different age groups in the Arab world**

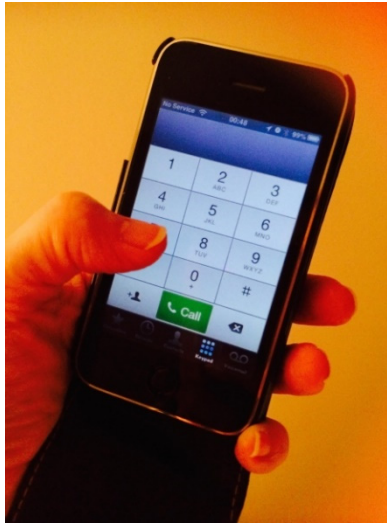


Image URI: <http://mrg.bz/h4ds9X>

Between young people in the Arab world, texting and social media like Facebook and applications like Whats App are commonly used instead of email to plan an outing or meeting. However, it is culturally inappropriate to only text an older person to set up an appointment. Calling an older person (friend or acquaintance) or a manager (in a work setting) is more appropriate for any kind of communication.

The concept of time is more fluid in the Arab culture where parties can extend for hours; showing up on time is not very common. This is why it is important to have a cell phone to check if the person is on the way to the meeting place or not, especially in big cities where traffic can be an issue.

# Chapter 4

## Contents:

A: Transitioning to CA: Negation in MSA vs CA

1. Mini dialogues

B: Accepting and rejecting invitations:

1. Accepting an invitation to lunch
2. Politely rejecting an invitation to an outing
3. Practice: Complete the dialogue

C: Cultural insights: Tips on dealing with culturally sensitive situations

---

## A: Transitioning to CA: Negation in MSA vs CA

During your studies of MSA, you have probably noticed that the present tense is negated using لا, past tense using ما, and non-verbal sentences using ليس. There are more tools of negation like لا النافية ، لا الناهية ، لم، لن، لا النافية. The good news is that in CA, the negation is much simpler with fewer tools to use.

One of the equivalents of ليس in the Egyptian dialect is مش. In the Levant, it is ما, and in the Gulf, مو. You can add مش before non-verbs to negate, regardless of the gender.

## Examples:

Mahmoud is not tall.

محمود مش طويل.

Samiya is not tall.

سامية مش طويلة.

The boys are not tall.

الأولاد مش طوال.

The two boys are not tall.

الولدين مش طوال.

**Note:** The dual is used in CA but treated grammatically as plural. The word **طوال** is the broken plural for **طويل**. The dual pronouns like **أنتما، هما** are not used in CA.

أحمد مش عايز قهوة.

I.M is: Ahmed does not want coffee.

L.M is: Ahmed is not the “wanter” of the coffee/is not wanting coffee.

صفية مش عايزة قهوة.

I.M: Safiyaa does not want coffee.

L.M: Safiyaa is not the “wanter” of the coffee/is not wanting coffee.

**Note:**

اسم فاعل عايزة ،عايز are not verbs in Arabic; they are active participles known as اسم فاعل. Read more [here](#) about the active participle in English. For more explanation and examples on the active participle in ECA, check this [link](#).

To negate verbs, whether present or past, in ECA use ما before the verb and ش after it. For example, “We do not eat” is:

مَا بِنَاكُلُش

**Read and listen to following examples of present tense verbs and their negation:**

المعنى باللغة الإنجليزية	الفعل المنفي في المضارع في جملة Negated verb in a sentence	الفعل في المضارع	الضمائر
I do not understand French.	مَا بَفْهَمُش فَرَنْسَاوِي.	بَافْهَم	أنا
You don't read newspapers.	مَا بَتَقْرَاش جَرَايِد.	بِتَقْرَا	إنتَ
Why don't you (f.s.2) write in the papers?	مَا بَتَكْتَبِيش فِي الْوَرَق لِيَه؟	بِتَكْتَبِي	إنتِ
He doesn't eat a lot.	مَا بِيَاكُلُش كَثِير.	بِيَاكُل	هو
She doesn't play in the sand.	مَا بَتَلْعَبُش فِي الرَّمْل.	بِتَلْعَب	هي
We do not smoke shisha. (بِنَشْرَب also means “drink”)	مَا بِنَشْرَبُش شَيْشَة.	بِنَشْرَب	إحنا
You (all) don't cook in the morning.	مَا بَتَطْبُخُوش الصُّبْح.	بِتَطْبُخُوا	إنتم

To negate the future, just formulate the future verb in ECA by adding ح before the present tense. The second step is using مش before the verb. For example:

مِش حنلَعِب هنا.  
We will not play here.

مِش حَاكُل في المَطعم ده!  
I will not eat in this restaurant!

**Note:** In the future tense, the present-tense “ب” is deleted.

### Mini-Dialogues: Examples of using negations and invitations

الكلمة والتعبير المساوي في الفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
same	LM: “by God” IM: (emphasis)	والله
نَذْهَب	we go	نِروح
شَرَاب ساقع أو شراب بارد	LM: “something cold” IM: “a cold drink” (incl. soda pop)	حاجة ساقعة
same	I run	أجري
تأتي معي	LM: “come with me” IM: “join me”	تيجي معايا
N/A	not free (for a person)  not empty (for an object)	مِش فاضي
لكن (also used in CA)	but	بَس

الأسبوع القادم	next (the coming) week	الأسبوع الجاي
same	busy	مَشغُول
ليس عندي وقت.	I don't have time.	ما عنديش وقت
فرصة قادمة	LM: "second chance" IM: "There will be another time to meet or do what was planned."	فرصة ثانية
same	exam	إمْتِحَان
لا أكل	ما + باكل + ش I do not eat	ما باكلش
same	Indian	الهندي
same	Chinese	الصيني
same	<a href="#">sugar cane juice</a>	عصير قصب
لا أشرب	I do not drink	ما بشربش
same	pomegranate juice	عصير رُمان

سارة: تحب ناكل ايس كريم يا باسم؟

باسم: لا والله / مش عايز، بس ممكن نروح الكوفي شوب و نشرب حاجة سافعة.

سامية: أنا عايزة أروح النادي علشان أجري في التراك، تيجي معايا؟

مايكل: والله أنا مشغول وماعديش وقت، مُمكن فُرصة تانية؟

---

نورا: يا مُصطفى، عُنْكَ وقت نروح السينما يوم الجمعة؟

مُصطفى: مِش فاضي، عُنْدي إمتحان بس ممكن نروح الأسبوع الجاي.

---

نادية: يلا نروح المطعم الهندي!

عبد الله: أنا ماباكلش الأكل الهندي، بس ممكن نروح المطعم الصيني.

---

مُصطفى: تحبي تيجي معايا نشرب عصير قصب؟

فريح: آه، حاجي مَعَاك، بس مابشرِش عصير قصب، حاشرب عصير رُمان.

---

## B: Accepting and rejecting invitations:

### 1. Accepting an invitation to lunch

كلمات وتعبيرات مهمة:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
هل تحبّين أن تأكلي الغداء؟ Note: MSA usually requires “أنّ” between two verbs (except in certain grammatical structures). In CA, you can put two verbs together without “أنّ”.	Would you (f.s.2) like to have lunch?  (m.s.2)	تَحْبِي تَتَغَدِّي؟ تَحِب تَتَغَدِّي؟
مَعِي	With me ( regardless of gender) (ECA)  مَعِي (LCA)	معايا
غداً	tomorrow	بكرة
حوالي	approximately	حوالي
من المُمْكِن (أنّ)	possible (question or statement depending on intonation)	مُمْكِن
هل يُناسِبُكَ؟	LM: “Does it suit you?” (f.s.2) IM: “Does it work for you?”	يَنَاسِبُكَ؟

	LM: “By God, you are all thoughtful.” (compliment)  IM: “By God (for emphasis), you are very thoughtful.”	والله إنتِ كُلُّكَ ذُوقِ (زوق).
اللي is the relative pronoun equivalent to all of the MSA relative pronouns which include: الذي، التي، الذين... إلخ	LM: “You are the one who is thoughtful.”  (answer to the previous compliment)	إنتِ اللي كلِّك ذوق.

### الحوار رقم (1)

هشام: أهلا يا مريم، عاملة إيه؟

مريم: الحمد لله وإنت؟

هشام: الحمد لله، تحبِّي تنغدي معايا بكرة ومع سارة ومحمود؟

مريم: أكيد... بكرة إمتي؟

هشام: حوالي الساعة ثلاثة؟ يناسبك؟

هدى: أكيد... ممكن طبعا، والله إنتِ كُلُّكَ ذُوقِ (زوق).

هشام: إنتِ اللي كلِّك ذوق.

## 2. Politely rejecting an invitation to an outing

كلمات وتعبيرات مهمة:

الكلمة والتعبير بالعامية	المعنى بالإنجليزية	الكلمة والتعبير المساوي بالفصحى
حَنَطَّع	we will go	سنذهب
تَعَالِي (إنتِ)	Come!	same
مَعَاد	appointment	مِيعَاد
مَا فِي مُشْكَلَة	(there is) no problem	لِيس هِنَاك مُشْكَلَة
مَعَكُمْ	with you (plural) (LCA)	same
مُسْتَحِيل	impossible	same

### الحوار رقم (2)

مايكل: نانسي، كيفك؟

نانسي: نحمد الله / كيفك أنت؟

مايكل: منيح، صحيح، إحنا حنطع على السينما بكرة، إنتِ جاية طبعا؟

نانسي: بكرة؟ صعب، عندي معاد عند الدكتور.

مايكل: تعالي على السينما بعد معاد الدكتور، ما في مشكلة.

نانسي: أحب أكون معكم بس والله مستحيل، مرّة تانية إن شاء الله.

مايكل: أكيد إن شاء الله.

### 3. Practice: Complete the dialogue

This is an incomplete dialogue in the audio files. Practice speaking by completing the missing parts in this dialogue:

الكلمة والتعبير المساوي بالفصحى	المعنى بالإنجليزية	الكلمة والتعبير بالعامية
نذهب	we go ( present tense)	نروح
ليس هناك مشكلة	(there is) no problem (ECA)	مَافِيشْ مُشْكَلة

صفية: تحب نروح السينما؟

ياسين: \_\_\_\_\_

صفية: ممكن الساعة خمسة؟

ياسين: \_\_\_\_\_

صفية: ممكن الساعة ستة، مَافِيشْ مُشْكَلة!

ياسين: \_\_\_\_\_

صفية: إن شاء الله، مع السلامة!

## **C: Cultural insights: Tips on dealing with culturally sensitive situations**



Image URI: <http://mrg.bz/W7M8Hk>

Communicating between people of different cultures, speaking in their second or third language is exciting but presents frequent chances for misunderstanding. It is important to keep an open mind, especially if you encounter a sensitive or uncomfortable situation in an Arab country. For example, if you are busy and you are invited to lunch or an outing, but your friend cannot accept your “No,” what would you do so as not to offend your friend and still not attend the outing? You can explain the reason and offer to make it up another time. Some of the expressions used in these situations are listed in dialogue 2 and the mini-dialogues in this chapter.

Consider also questions that are culturally accepted in the Arab world in the first encounter but not in the US (for example, age, religion, marital status, etc). If you do not feel comfortable answering them, you can politely refuse by saying that in your culture, it is considered personal. Explaining why you cannot answer could also be a learning opportunity for the other person. Speaking a second language is an ongoing learning process that includes learning the target culture and will always provide perspectives on new ideas and ways of life.

# Glossary

المعنى بالإنجليزية	الكلمة والتعبير بالعامية
a cold drink	حاجة سَافعة
12 o'clock	الساعة إتناشر
a little bit	شوية
approximately	حوالي
Are you sick?	إنت عيانة؟
at night	باليل/ بليل
at the cafeteria	في الكافيتريا
beautiful	جميلة
because	علشان
because of this	علشان كده
boss/ director	المدير
busy	مشغول
but	بس
Chinese	الصيني
Come! (f.s.2)	تعالِي (إنتِ)
Come! (m.s.2)	تعالِي (إنتِ)
LM: "Come with me"	تيجي معايا
delicious/ OK/ kind	طيب
discussions	مناقشات
dish/ plate	طبق
driver	سواق
Does it work for you? (f.s.2)	يناسبِك؟
English literature	الأدب الإنجليزي
enter (m.s.2)	خُش (إنتِ)
exam	إمتحان

wrote (f.s.2)	كَتَبْتُ
fights and arguments	خِناقات
filled	مَلَّيَان
from 7 o'clock in the morning to 10 o'clock at night	من الساعة سابعة الصُّبْحِ لعشرة بلييل
God makes your days all sweet	ربنا يجعل أيامك كلها حلوة!
good	مَنِيح
good morning ( response)	صباح النُّور
good morning	صَبَّاحُ الخَيْرِ
half	نَص
he ate	أَكَلَ
his exams	إِمْتِحاناته
homework	الوَاجِبَات
how	كَيْف
How are you? ( ECA)	أخبرك إيه؟
How are you? male recipient (ECA)	إزَيْك؟
How are you? male recipient (LCA)	كَيْفَك؟
how much/many	كَّام
hungry	جَعَان
I am working on	باشتغل على
I don't have time	ما عنديش وقت
I eat breakfast	بأفطر
I eat dinner	بأكل العشا
I go	بارُوح
I made/I did	عمَلت
I returned	رَجعت
I run	أجري
I sleep	بانام
I slept	نَمت

I study	بازاكر
I take	أخذ
I talked with	إتكلت مع
I took	أخذت/ خدت
I understood	فهمت
I wake up	باصحى
I want/would like (ECA)	بدي
I want/would like (LCA)	(عايز- عايزة)
I watched	إتفرجت على
I went	رحت
I will buy	حاشترى
I will give you (f.s.2)	حاديكي
I will go	حاروح
I will go to the doctor	حاروح للدكتور
I will see you	حشوفك
I will take from you	أخذ منك
If you please (female recipient)	لو سمحت (إنت)
If you please (female recipient)	من فضلك (إنت)
If you please (male recipient)	لو سمحت (إنت)
If you please (male recipient)	من فضلك (إنت)
IM: “where?”	على فين؟
IM: “going”	رايح
IM: “I don’t have the time.”	ما عنديش وقت
IM: “60 Egyptian pounds (cost)”	بستين جنيه
IM: ‘better than before.’	أحسن من الأول
IM: “travel safely.”	بالسلامة
IM: “You have”	عندك (إنت)
IM: “You have”	عندك (إنت)
impossible	مستحيل

milk	حَلِيب
Indian	الهندي
correct or by the way (depending on the context)	صَحِيح
possible	مُمْكِن
Lectures (singular محاضرة)	المحاضرات
left	شِمَال
left then right	شِمَال فِي يَمِين
LM: "another chance" IM: "There will be another time to meet or do what was planned."	فُرْصَة تَائِيَة
LM: "by God" IM: For emphasis	والله
LM: "something cold" IM: "a cold drink" (incl. soda pop)	حَاجَة سَافَعَة
LM: "all the time"	عَلَى طَوَّل
IM: "There will be another time to meet or do what was planned to be done but did not."	فُرْصَة تَائِيَة
LM: "at me is cold" IM: "I have cold."	عِنْدِي بَرْد
LM: "by God"	والله
IM: "by God, you are very thoughtful." (compliment)	والله إِنْتِ كُتَّك دُوق (زوق)
IM: "the receipt or bill"	الشِيك
LM: "You are the one who is thoughtful"	إِنْتِ الَّتِي كُتَّك دُوق
entered (m.s.2)	دَخَلْتُ
May God be with you	رَبَّنَا مَعَاكِي
May you feel better	سَلَامَتِكَ
medicine	دَوَا

meetings	إِجْتِمَاعَات
meter	عداد
money	فِلُوس
my children	أَوْلَادِي
my female friend	صَاحِبَتِي
my loved/dear one	حَبِيبَتِي
next week	الْأَسْبُوعُ الْجَائِي
noise	دَوْشَة
not free ( for a person)	
not empty ( for an object)	مَش فَاضِي
OK/alright	طَيِّب
One of its meanings is "class" in a train.	دَرَجَة
or	وَلَا
passed/succeeded	نَجِح
Peace be upon you	السَّلَامُ عَلَيْكُمْ
pharmacy	الصَّيْدَلِيَّة
please/ go ahead/ here (female recipient)	إِنْفَضِّلِي
please/ go ahead/ here (male recipient)	إِنْفَضِّل
pomegranate juice	عَصِير رُمَّان
project	مَشْرُوع
research	بَحْث
responsible for	مَسْئُول عَن
return	أَرْجِع
return ticket;	رَائِح - جَيَّ
rice	رُز
she played	لَعِبَتْ
something (ECA)	حَاجَة
something (LCA)	إِشْي

square	مِيدَان
stuffed leaves (LCA)	مَلْفُوف
sugar cane juice	عَصِير قَصَب
surely	أَكِيد
taxi	التاكسي
ten o'clock	الساعة عشرة
the club	النادي
(the) morning	الصباح
(there is) no problem (LCA)	ما في مُشكلة
(there is) no problem (ECA)	مَافِيشْ مُشكلة
the menu	المِنِيو
the novel	الرُّوَاية
then	وبعدين
There is no trouble	مافيش تعب ولا حاجة
There is homework which I missed	فيه واجب فأتني
this	ديه
Thursday	يوم الخميس
ticket	تَذَكْرَة
tired	تَعْبَان
today	إِنهَارْده
tomorrow	بُكْرَة
train	قَطْر
TV	التلفزيون
vegetables	خَضَار
vitamin C	فيتامين سي
we drank	شربنا
would you like?	تحبِّي ... .. (إنت)؟
Where are you from a long time?	أنت فين من زمان؟
we go ( present tense)	نروح

we will go	حَنَطَع
we will read	حَنَقْرَا
we will write/compose	حَنَكْتَب
welcome for a female recipient (LCA)	أَهْلَا وَ سَهْلَا فِئِكِي
welcome for a male recipient (ECA)	أَهْلَا وَ سَهْلَا بِيْكَ
What?	إِيَه - شُو ؟
What is the cost of...?	بِكَاْم؟
What is wrong, Nadia?	إِيَه يَا نَادِيَة؟
what is wrong?	مَا لَكَ؟
when?	إِمْتِي؟
where? (ECA)	فِيْن؟
where? (LCA)	وِيْن؟
which?	أَيِّ؟
who?	مِيْن؟
LM: "Whoever sees you will live!" (compliment)	عَاَش مِّن شَاْفِكَ (إِنْتِ)
With me (regardless of the gender)	مَعَايَا
with you (plural)	مَعَكُمْ
work	الشُّغْل
Would you (f.s.2) to eat lunch?	تَحْبِي تَتْعَدِي
Would you (m.s.2) to eat lunch?	تَحِب تَتْعَدِي
yesterday	إِمْبَارَح
you (all) cooked	طَبَخْتُو
You are forgetting your friends!	لِدْرَجَة إِنْكَ تَنْسِي أَصْحَابِكَ
You (m.s.2) look as if you need sleep	شَكَاكَ مِحْتَا ج نَوْم!
your day ( f.s.2)	يَوْمَكَ
your question (male recipient)	سُؤَالِكَ
your question (female recipient)	سُؤَالِكِ

ما+ باكل+ ش I do not eat	ماياكلش
ما+ بشرب+ ش I do not drink	مايشربش

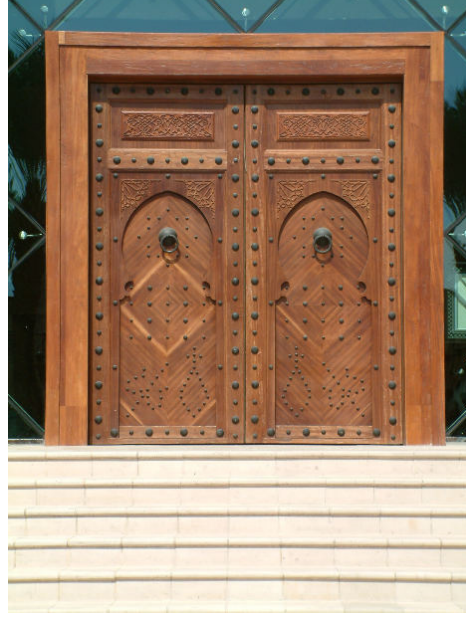


Image URI: <http://mrg.bz/NFwrcZ>

تمت بفضل الله