



EGYPTIAN COLLOQUIAL ARABIC VERBS

EXERCISE BOOK

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lingualism

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Sample

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HOW TO USE THIS BOOK

This exercise book is meant to be used in conjunction with **Egyptian Colloquial Arabic Verbs: Conjugation Tables and Grammar**. Unless specifically mentioned, page numbers throughout this book refer to pages in **Egyptian Colloquial Arabic Verbs: Conjugation Tables and Grammar**, to which the reader is referred in order to complete the exercises.

Egyptian Colloquial Arabic Verbs: Exercise Book will provide you with ample practice to achieve accuracy and fluency in verb conjugation. The exercises have been designed to guide you through the rules of conjugation step-by-step, starting with the very basics of ECA verbs. **Absolute beginners** will find the exercises challenging and engaging. **More advanced learners** will find the first parts of the book a good review or refresher and will, in the latter parts, be able to pinpoint weaknesses in their conjugation skills and knowledge.

This exercise book is **not** meant to be a stand-alone course book. The focus of the exercise book is the morphology (formation) of Arabic verb conjugation. It is meant to provide supplementary exercises to learners so that they can improve accuracy and fluency in Egyptian Colloquial Arabic's seemingly complex system of verb conjugation. Learners will come to see that verb conjugation is actually quite straightforward and simple. It is, in fact, much more regular than English verb conjugation. With a few exceptions, the exercises in this book focus on the verb alone, and not in the context of complete sentences. The advantage here is that learners can focus on the formation of the verb itself, its prefixes, suffixes, and sound changes, without the added difficulty of having to deal with sentence grammar and vocabulary.

The exercises are meant to be done in order, starting with Part 1. If you are not an absolute beginner, and the first exercises seem too easy, it is best to work through them quickly rather than skip them altogether. One reason for this is that several skills, that is, ways to look at verbs and rules for conjugation in general, are covered early on. In later parts of the book, you will continue to apply these skills and rules. In addition, the most common and useful verbs have been chosen to appear in the exercises. Learners are taught, or asked to find the meaning of, verbs when they first appear. In subsequent exercises, they will continue to appear, and it is expected that learners already know them.

A careful combination of variety in exercises coupled with repeated exercise types will help learners to start thinking more analytically about verb conjugation. In the first parts of the book, learners will receive careful directions as to what they should look for on which conjugation table, index, or appendix in order to find the information they need. In later parts, however, they will be expected to know what kind of information they need and how to find it in order to complete the exercises. This fosters independent learning.

The purpose of the exercises is to help you master verb conjugation, obviously. However, mastery cannot be achieved through completion of the exercises alone. Learners must continue to do drills. Techniques and resources for this are introduced at the end of part 2, and are found in the appendixes in the back of this book.

PART 1: SOUND MEASURE I VERBS

SECTION 1: THE PRONOUNS

Before we can begin conjugating verbs, we need to become familiar with the eight persons of Egyptian Colloquial Arabic (ECA), as each person has its own conjugation patterns.

1. Match each pronoun to its translation and description.

ána *híyya* *húmma* *íḥna* *ínta* *húwwa* *íntu* *ínti*

- | | | |
|--------|--------------|--|
| 1..... | I | first-person masculine/feminine singular |
| 2..... | we | first-person masculine/feminine dual/plural |
| 3..... | you (m.) | second-person masculine singular |
| 4..... | you (f.) | second-person feminine singular |
| 5..... | you (pl.) | second-person masculine/feminine dual/plural |
| 6..... | he; it (m.) | third-person masculine singular |
| 7..... | she; it (f.) | third-person feminine singular |
| 8..... | they | third-person masculine/feminine dual/plural |

SECTION 2: THE BASE FORM

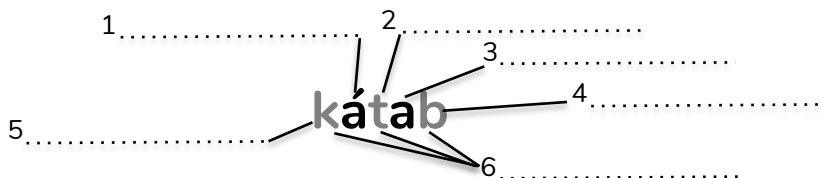
Compare the following forms of an English verb: *play*, *plays*, *played*, *playing*. The first is the base form, also called the citation form. It is the most basic form of a verb, as it has no affixes (prefixes or suffixes). The other forms are declined; that is, they have suffixes (-s, -ed, -ing).

1. Look at verb table 1s2 to answer the following questions.

1. Can you spot the base form (the most basic form of the verb)? What is it?
2. Which person and tense is it?

2. Label the parts of the base form.

root	vowel of second syllable	second radical
vowel of first syllable	first radical	third radical



In section 1, we'll be looking at sound measure I verbs. Like **kátab**, all sound measure I verbs have three consonants. Notice that these consonants are gray in the tables and be changed out for consonants from other roots to conjugate other verbs. The base form, as we deduced in exercise 1, is the **húwwa** form of the perfect tense. While **kátab** can translate as he wrote when used as the verb in a sentence, it simply translates as its base form equivalent in English when cited: **kátab** means write. Keep in mind, also, that **húwwa** refers not only to a male human or animal, but any inanimate noun which is masculine according to Arabic grammar. **húwwa** can therefore also be translated as it in English.

3. Use the Verb Index by English Translation (p. 171 Note: Throughout this book, page numbers refer to Egyptian Colloquial Arabic Verbs: Conjugation Tables and Grammar) to translate the following. Remember that the cited form is the *húwwa* form of the perfect tense, so there is no need to conjugate. (The perfect tense is equivalent to the past tense in English.)

- | | |
|----------------------|-------------------------|
| 1. he sent | 6. he danced |
| 2. he attended | 7. he requested |
| 3. it arrived | 8. he exited |
| 4. he studied | 9. it healed |
| 5. he did | 10. it was useful |

SECTION 3: THE POSITIVE PERFECT TENSE

1. Change the following *húwwa* verbs into *híyya* verbs using tables 1s1-3.

- | | |
|-----------------------|-----------------------|
| 1. <i>kátab</i> | 4. <i>dárab</i> |
| 2. <i>ṭálab</i> | 5. <i>náfa3</i> |
| 3. <i>3ámal</i> | 6. <i>fátaḥ</i> |

Like *húwwa*, *híyya* can refer to an inanimate object and translate it, but it can also refer to the inanimate plural and translates they. However, to avoid ambiguity, in this exercise book *híyya* will always refer to a singular, and they will refer to *húmma*.

2. Translate your answers from exercise 1 into English.

- | | | |
|---------|---------|---------|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

3. Change the verbs from exercise 1 into *húmma* verbs using tables 1s1-3.

- | | | |
|---------|---------|---------|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

4. Crossword Puzzle: Use the Verb Index by English Translation on p. 171 to translate the following. Do not write in stress markers in the crossword.

across:

- 3. they described
- 5. they thanked
- 7. she paid
- 9. she guarded
- 10. he shaved

down:

- 1. she pronounced
- 2. they burned
- 4. she calculated
- 6. he researched
- 8. he stole

5. Change the following *húwwa* verbs into *ínta* verbs using tables 1s1-3 and translate. Notice the shift in stress, and be sure to mark the stressed syllable.

- | | |
|-----------------------|-----------------------|
| 1. <i>kátab</i> | 4. <i>šákar</i> |
| 2. <i>ṭálab</i> | 5. <i>xárag</i> |
| 3. <i>qárab</i> | 6. <i>wáṣaf</i> |

6. Change the verbs from exercise 5 into *ínti* verbs using tables 1s1-3. Remember that the forms you wrote in exercise 5 are those you would use when talking to one man. The *ínti* forms are for speaking to one woman. In both cases, the English translation would be the same: you.

- | | | |
|---------|---------|---------|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

7. Change the verbs from exercise 5 into *íntu* verbs using tables 1s1-3. These forms are used when talking to two or more people, whether men or women.

- | | | |
|---------|---------|---------|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

8. Translate the following as if you were speaking to one man, one woman, and a group of people.



- | | | | |
|-------------------|-------|-------|-------|
| 1. you wrote | ..... | ..... | ..... |
| 2. you exited | ..... | ..... | ..... |
| 3. you calculated | ..... | ..... | ..... |
| 4. you studied | ..... | ..... | ..... |
| 5. you did | ..... | ..... | ..... |

9. Translate the following.

- | | | | |
|---------------------|-------|--------------------|-------|
| 1. he collected | ..... | 6. you (pl.) broke | ..... |
| 2. she drew | ..... | 7. they washed | ..... |
| 3. they sat | ..... | 8. she touched | ..... |
| 4. you (m.) cooked | ..... | 9. you (m.) parked | ..... |
| 5. you (f.) weighed | ..... | 10. he entered | ..... |

10. Change the following *húwwa* verbs into *ána* verbs using tables 1s1-3 and translate.

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. <i>rásam</i> | ..... | 4. <i>kátab</i> | ..... |
| 2. <i>ṭálab</i> | ..... | 5. <i>wázan</i> | ..... |
| 3. <i>šámal</i> | ..... | 6. <i>gáma3</i> | ..... |

11. Change the verbs from exercise 10 into *ifhna* verbs using tables 1s1-3 and translate.

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

12. Translate the following.

- | | | | |
|---------------------|-------|------------------------|-------|
| 1. I pronounced | ..... | 5. you (pl.) requested | ..... |
| 2. we sat | ..... | 6. he broke | ..... |
| 3. you (m.) did | ..... | 7. she washed | ..... |
| 4. you (f.) touched | ..... | 8. they cooked | ..... |

13. Complete the following verb tables.

	explained	spent	swept
<i>ána</i>			
<i>ifhna</i>			
<i>inta</i>			
<i>inti</i>			
<i>intu</i>			
<i>húwwa</i>	<i>šáraḥ</i>	<i>šaraf</i>	<i>kánas</i>
<i>hiyya</i>			
<i>húmma</i>			

14. Circle the words to complete the following sentences.

ECA has (1. three / eight / thirteen) persons. The (2. *ána* / *húwwa*) form is the base verb and takes no suffix. Other persons take a suffix. The suffixes for the (3. *ána* / *ínti* / *híyya*) and the (4. *íḥna* / *intu* / *húmma*) forms start with a vowel, and so the word's stress (5. remains on the first syllable / shifts to the second syllable). The first- and second-person suffixes all begin with a (6. consonant / vowel), which causes the word's stress to (7. shift to the second syllable / shift to the final syllable). The suffixes for the (8. *ána* / *íḥna* / *húwwa*) and (9. *ínta* / *ínti* / *híyya*) forms are identical but can be differentiated from the context of a sentence.

15. Use the Verb Index by Table for tables 1s4-6 (p. 110-112) to translate the following.

- | | | | |
|-------------------|-------|-------------------|-------|
| 1. <i>fíhim</i> | | 5. <i>líbis</i> | |
| 2. <i>sími3</i> | | 6. <i>misíktu</i> | |
| 3. <i>širíbt</i> | | 7. <i>sikínti</i> | |
| 4. <i>3irífna</i> | | 8. <i>lí3bit</i> | |

16. Look at the positive perfect verbs in verb tables 1s4-6 to answer the following questions.

1. A vowel elides (drops), reducing a verb's syllable count, in certain persons. In which persons does this occur?
2. What are the vowels which elide?

17. Translate the following.

- | | | | |
|------------------|-------|-----------------|-------|
| 1. <i>fíhmit</i> | | 3. <i>líbsu</i> | |
| 2. <i>sím3it</i> | ..... | 4. <i>mísku</i> | ..... |

18. Translate the following.

- | | | | |
|--------------------|-------|------------------------------|-------|
| 1. I understood | | 6. we got dressed | |
| 2. they heard | ..... | 7. she caught | ..... |
| 3. she drank | ..... | 8. they got dressed | ..... |
| 4. you (f.) knew | ..... | 9. she knew | ..... |
| 5. you (pl.) drank | ..... | 10. you (m.) understood..... | ..... |

19. Use the Verb Index by English Translation (p. 171) to translate the following.

- | | | | |
|-----------------------|-------|-------------------|-------|
| 1. he laughed | | 6. you (f.) rode | |
| 2. she failed | | 7. they sneezed | |
| 3. they dreamed | | 8. I descended | |
| 4. you (m.) aged..... | | 9. she gave birth | |
| 5. they played | | 10. we shut up | |

20. Translate the following.

- | | | | |
|------------------------|-------|--------------------|-------|
| 1. I studied | ..... | 7. she shaved | ..... |
| 2. <i>misíkti</i> | ..... | 8. <i>darástu</i> | ..... |
| 3. you (f.) pronounced | ..... | 9. they understood | ..... |
| 4. <i>širíbt</i> | ..... | 10. <i>3ámalit</i> | ..... |
| 5. he broke | ..... | 11. you (m.) paid | ..... |
| 6. <i>símí3na</i> | ..... | 12. <i>3ítis</i> | ..... |

PART 2: NON-SOUND MEASURE I

VERBS

SECTION 1: THE HOLLOW VERB

1. Look up the following verbs in the indexes and rewrite them in the correct column below. Write each verb's translation next to it.

<i>ʔāl</i>	<i>fāt</i>	<i>nām</i>	<i>ṭār</i>	<i>3āš</i>
<i>bās</i>	<i>gāb</i>	<i>rāḥ</i>	<i>xāf</i>	
<i>bāt</i>	<i>kān</i>	<i>sāb</i>	<i>zār</i>	
<i>bā3</i>	<i>māt</i>	<i>šāf</i>	<i>3ām</i>	

1h1

.....
.....
.....	.....	1h3
.....	1h2	.....
.....
.....	.....	1h4
.....

2. Translate the following forms of the perfect tense.

- | | |
|-----------------------|---------------------------|
| 1. <i>rāḥ</i> | 6. <i>ma-rāḥš</i> |
| 2. <i>bāsīt</i> | 7. <i>ma-basītš</i> |
| 3. <i>gābu</i> | 8. <i>ma-gabūš</i> |
| 4. <i>ṭārit</i> | 9. <i>ma-ṭārš</i> |
| 5. <i>3āmu</i> | 10. <i>ma-3āmš</i> |

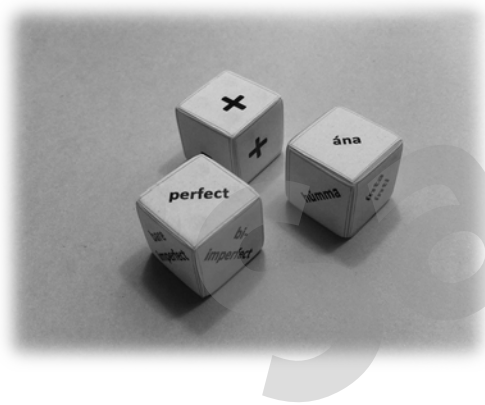
3. Translate the following.

- | | |
|-----------------------|----------------------------|
| 1. he saw | 6. he didn't see |
| 2. they visited | 7. they didn't visit |
| 3. she said | 8. she didn't say |
| 4. she slept | 9. she didn't sleep |
| 5. they sold | 10. they didn't sell |

3. Dice Drills.

You want to continue oral translation drills until it becomes second nature, that is, until you can produce the correct conjugation without hesitation. To do this, you'll need a "random verb form generator". There are two methods of randomly generating verb forms. The first is the dice method. You will need three standard dice. Use blank stickers to label each side of the dice as follows, or photocopy this page onto sticker paper.*

die 1: persons	<i>ána</i>	<i>íḥna</i> <i>íntu</i>	<i>ínta</i> <i>ínti</i>	<i>húwwa</i>	<i>híyya</i>	<i>húmma</i>
die 2: positive/ negative	+	+	+	-	-	-
die 3: tenses	perfect	bare imper- fect	bi- imper- fect	future	perfect	bi- imper- fect
die 4: imperative and participles	masc.	masc.	fem.	fem.	plural	plural



Once the dice are ready, make a short list of the verbs you would like to practice. You can use the verb indexes starting on p. 106. You could even make flash cards with the ECA verb written on one side, and the English translation written on the other side, and then shuffle the cards in random order. To start the drill, choose a verb and then roll the first three dice. It is best to make the conjugation an oral drill, but you can also write the verb form on paper if you'd prefer. If you are not sure of your conjugation, check its corresponding verb table.

katábt

For example, you want to practice conjugating the verb *kátab*. The roll of the dice tells you to conjugate the **positive perfect** form for *ána*. You say *katábt*.

After conjugating the verb, you can re-roll one die to practice the conjugation with another person or tense. Alternatively, you could re-roll all three dice and/or move on to another card. The key is to mix it up and keep yourself on your toes.

The fourth die is used together with the second die for conjugating imperative forms in the positive and negative. The fourth die is used alone to practice conjugating either active or passive participles.

* Printable stickers are also available as a PDF at www.lingualism.com/ecaverbs

PART 7: REVIEW BY TENSE

Write the following verbs and their translations in the table below.

<i>ʔálya</i>	<i>dárdiš</i>	<i>ħlīm</i>	<i>istaħámma</i>	<i>ištára</i>	<i>ixtār</i>	<i>sā3id</i>
<i>ʔatāħ</i>	<i>gāb</i>	<i>idda</i>	<i>istaħáʔʔ</i>	<i>it3áwwid</i>	<i>kān</i>	<i>šarah</i>
<i>ʔa3ádd</i>	<i>gih</i>	<i>ih támm</i>	<i>istálaf</i>	<i>itbā3</i>	<i>kátab</i>	<i>ṭār</i>
<i>ʔá3lan</i>	<i>giri</i>	<i>inbā3</i>	<i>istamárr</i>	<i>itnākif</i>	<i>náqqaf</i>	<i>xad</i>
<i>ʔāl</i>	<i>ḡánna</i>	<i>inbáll</i>	<i>istámta3</i>	<i>itnása</i>	<i>nām</i>	<i>xāf</i>
<i>baṣṣ</i>	<i>ħabb</i>	<i>istádfa</i>	<i>istánna</i>	<i>itwálad</i>	<i>nisi</i>	<i>3állim</i>
<i>báʔa</i>	<i>ħāwil</i>	<i>istafād</i>	<i>iṣlā33</i>	<i>itzáħlaʔ</i>	<i>rāma</i>	

	sound	hollow	defective	geminate
measure I				
measure II				
measure III				
measure IV				
measure V				
measure VI				
measure VII				
measure VIII				
measure IX				
measure X				
measure X+II				
measure X+III				
measure XI				
measure XI passive				
irregular				

ANSWER KEY

1.1.1. 1. *ána* 2. *íḥna* 3. *ínta* 4. *ínti* 5. *íntu* 6. *húwwa* 7. *híyya*
8. *húmma*

1.2.1. 1. *kátab* 2. *húwwa* (third-person masculine singular), perfect tense

1.2.2. 1. vowel of first syllable 2. second radical 3. vowel of second syllable 4. third radical 5. first radical 6. root

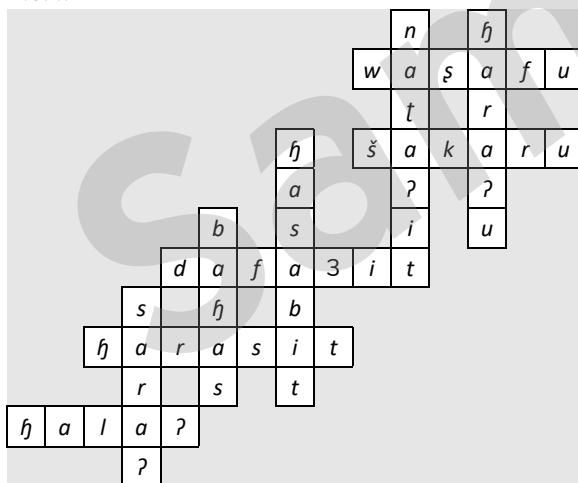
1.2.3. 1. *bá3at* 2. *ḥáḍar* 3. *wáṣal* 4. *dáras* 5. *3ámal* 6. *ráʔaṣ*
7. *ṭálab* 8. *xárag* 9. *láḥam* 10. *náfa3*

1.3.1. 1. *kátabit* 2. *ṭálabit* 3. *3ámalit* 4. *dárabit* 5. *náfa3it* 6. *fátaḥit*

1.3.2. 1. she wrote 2. she requested 3. she worked 4. she hit 5. it was useful 6. she opened

1.3.3. 1. *kátabu* 2. *ṭálabu* 3. *3ámalu* 4. *dárabu* 5. *náfa3u* 6. *fátaḥu*

1.3.4.



1.3.5. 1. *katábt* you wrote 2. *ṭalábt* you requested 3. *ḍarábt* you hit 4. *šakárt* you thanked 5. *xarágt* you exited 6. *waṣáft* you described

1.3.6. 1. *katábt* 2. *ṭalábt* 3. *ḍarábt* 4. *šakárti* 5. *xarágti* 6. *waṣáfti*

1.3.7. 1. *katábtu* 2. *ṭalábtu* 3. *ḍarábtu* 4. *šakártu* 5. *xarágtu* 6. *waṣáftu*

1.3.8. 1. *katábt*, *katábt*i, *katábtu* 2. *xarágt*, *xarágt*i, *xarágtu* 3. *ḥasábt*, *ḥasábt*i, *ḥasábtu* 4. *darást*, *darást*i, *darástu* 5. *3amált*, *3amált*i, *3amáltu*

1.3.9. 1. *gáma3* 2. *rásamit* 3. *ʔá3adu* 4. *ṭabáxt* 5. *wazánti* 6. *kasártu* 7. *yásalu* 8. *lámásit* 9. *rakánt* 10. *dáxal*

1.3.10. 1. *rasámt* I drew 2. *ṭalábt* I requested 3. *3amált* I did 4. *katábt* I wrote 5. *wazánt* I weighed 6. *gamá3t* I collected

1.3.11. 1. *rasámna* we drew 2. *ṭalábna* we requested 3. *3amálna* we did 4. *katábna* we wrote 5. *wazánna* we weighed 6. *gamá3na* we collected

1.3.12. 1. *náṭaʔt* 2. *ʔa3ádna* 3. *3amált* 4. *lamásti* 5. *ṭalábtu* 6. *kásar* 7. *yásalit* 8. *ṭábaxu*

1.3.13.

	explained	spent	swept
<i>ána</i>	<i>šaráḥt</i>	<i>šaráft</i>	<i>kanást</i>
<i>íḥna</i>	<i>šaráḥna</i>	<i>šaráfna</i>	<i>kanásna</i>
<i>ínta</i>	<i>šaráḥt</i>	<i>šaráft</i>	<i>kanást</i>
<i>ínti</i>	<i>šaráḥti</i>	<i>šaráfti</i>	<i>kanásti</i>
<i>íntu</i>	<i>šaráḥtu</i>	<i>šaráftu</i>	<i>kanástu</i>
<i>húwwa</i>	<i>šaráḥ</i>	<i>šaráf</i>	<i>kánas</i>
<i>híyya</i>	<i>šaráḥit</i>	<i>šaráfit</i>	<i>kánasit</i>
<i>húmma</i>	<i>šaráḥu</i>	<i>šaráfu</i>	<i>kánasu</i>

1.3.14. 1. eight 2. *húwwa* 3. *híyya* 4. *húmma* 5. remains on the first syllable 6. consonant 7. shift to the second syllable 8. *ána* 9. *ínta*

1.3.15. 1. he understood 2. he heard 3. I drank / you (m.) drank 4. we knew 5. he got dressed 6. you (pl.) caught 7. you (f.) lived 8. she played

1.3.16. 1. *híyya* (third-person feminine singular) and *húmma* (third-person plural) 2. *i* and *u* (Note: This does not occur for s1-3 verbs because *a* cannot elide.)

1.3.17. 1. she understood 2. she heard 3. they got dressed 4. they caught

1.3.18. 1. *fiḥimt* 2. *sím3u* 3. *širbit* 4. *3irifti* 5. *širibtu* 6. *libísna* 7. *mískit* 8. *líbsu* 9. *3irfit* 10. *fiḥimt*

1.3.19. 1. *díḥik* 2. *fišlit* 3. *ḥílm* 4. *kibirt* 5. *lí3bu* 6. *rikíbt* 7. *3íṭsu* 8. *nízilt* 9. *wíldit* 10. *sikítna*

APPENDIXES

APPENDIX A: COMMON EGYPTIAN NAMES

The following names are used in exercises throughout the book.

men's names	women's names
<i>áḥmad</i>	<i>amīna</i>
<i>hāni</i>	<i>dīna</i>
<i>ḥásan</i>	<i>farīda</i>
<i>ḥāmid</i>	<i>fátma</i>
<i>ḥussām</i>	<i>fawziyya</i>
<i>karīm</i>	<i>húda</i>
<i>mágdi</i>	<i>ḥusniyya</i>
<i>maḥmūd</i>	<i>márwa</i>
<i>muḥámmad</i>	<i>máryam</i>
<i>muṣṭáfa</i>	<i>múna</i>
<i>nabīl</i>	<i>nágwa</i>
<i>naṣr</i>	<i>nūra</i>
<i>sa3īd</i>	<i>rīm</i>
<i>sāmi</i>	<i>sálma</i>
<i>sāmiḥ</i>	<i>sámya</i>
<i>xālid</i>	<i>sāra</i>
<i>yūsif</i>	<i>yásmin</i>
<i>3áli</i>	<i>zēnab</i>
<i>3amr</i>	<i>3abīr</i>
<i>3úmar</i>	<i>3azīza</i>

APPENDIX B: CONJUGATION DRILL GRIDS

The following two pages contain grids to help you practice random conjugation drills. See p. 36 in [this](#) book for directions.