



A modern multimedia resource. A fresh approach.

- **Stories ~ Beginner level**
- **MSA & Egyptian dialect**
- **One grammar construction per story**
- **Podcasts + Audios + App**

Your 30-Day **Learn Arabic Plan**



Your 30-Day Learn Arabic Plan – Read Beginner Stories

By Quick Discover Ltd.

How to easily survive learning Arabic?

1. Memorize a limited vocab pool (5-8 new words) relevant to you each week.
2. Master *major* grammar constructions. Avoid unnecessary details.
3. Find someone to talk to and talk to yourself in Arabic.
4. Do not sink. Stick to the 30-day time limit for each level.

Learning is not linear. Move back and forth and skip what is not relevant to you.

Falooka.com has a total of 7,000 inline audios; 150 3-minute summary videos; and 80 podcast stories.

Both MSA (Modern Standard Arabic) and the Egyptian dialect are provided. MSA is frequently written above the Egyptian dialect.

IMPORTANT: For audio access, at no additional cost, send to lessons@falooka.com

أنا سارة، وأنت؟



أنا أشرف، كيف الحال؟



Press & play at falooka.com



You might not be able to read all 20 stories in both MSA and Egyptian colloquial within one month. But you can easily aim to read *one story per week* in either MSA or the Egyptian dialect or both.

Most stories use one or two grammar themes. **While reading highlight the reoccurring grammar construction within the story.** In other words, if you need to practice the *present progressive verb* then find a story using this grammar theme and circle or highlight the construction each time it appears.

You can download all stories as podcasts at:



<https://feeds.feedburner.com/arabic-msa-and-egyptian-colloquial-podcasts>

Many Arabic language learners before you were able to find within the stories hidden parables. The story characters appeal to younger readers and yet the underlying meanings speak to more mature readers.

If you have a tutor with Falooka.com frame your lesson by providing the tutor with the story/grammar construction you wish to practice. Send an email to your tutor prior to the lesson to suggest what you hope to cover within “Your 30-Day Learn Arabic Plan – Read Beginner Stories.”

Be sure to listen to the line-by-line audios on falooka.com as you review this book. **Listen then repeat out LOUD to practice hearing yourself.** Be gentle on yourself as you practice speaking. Eventually you will absorb the sounds like osmosis.

While using this book series let us know what you think by emailing us or leaving feedback if purchased on Amazon. Feedback helps us improve and lets others know what we are doing right. Now get started!

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[Week 1, day 1] **Modern Standard Arabic Version:** Let me introduce myself



Select 5-8 new words from this week's readings:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Study level, week number, and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's grammar construction.



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *independent pronouns*



Read story highlighting the reoccurring grammar theme (if any):



مساءً الخير

Sara - Good evening.



مساءً النور

Ashraf - Good evening.



أنا سارةُ، وَأَنْتَ؟

Sara - I am Sara, and you?



أنا أَشْرَفُ، كَيْفَ الْحَالُ؟

Ashraf - I am Ashraf. How are you?

بِخَيْرٍ شُكْرًا. أَنْتَ مِنْ مِصْرَ؟

Sara - Good thanks. Are you from Egypt?

لا، أَنَا مِنْ لُبْنَانَ. أَنَا لِبْنَانِي. وَأَنْتَ؟ أَنْتَ مِنْ أَيْنَ؟



Ashraf - No, I am from Lebanon. I am Lebanese. And you? Where are you from?



أَنَا مِنْ هُنَا. أَنَا مِنْ مِصْرَ. أَنَا مِصْرِيَّةٌ مِّنْ هُوَ؟

Sara - I am from here. I am from Egypt. I am Egyptian. Who is he?



هُوَ خَالِدٌ. خَالِدٌ مِنْ كَنَدَا. خَالِدٌ مِصْرِيٌّ وَكَنَدِيٌّ

Ashraf - He is Khaaled. Khalid is from Canada. Khaaled is Egyptian and Canadian.



وَمَنْ هِيَ؟

Sara - And who is she?

هِيَ نَفِينِ نَفِينِ فَرَنْسِيَّةَ وَ لُبْنَانِيَّةَ

Ashraf - She is Neveen. Neveen is French and Lebanese.



Questions with answers

مَنْ أَيِّ بَلَدٍ سَارَةُ؟

Q: Where is Sara from?

A: سَارَةُ مِنْ مِصْرَ.

Sara is from Egypt.

هَلْ أَشْرَفُ مِنْ مِصْرَ؟

Q: Is Ashraf from Egypt?

A: أَشْرَفُ مِنْ لُبْنَانَ



Ashraf is from Lebanon.

مَنْ أَيِّ بَلَدٍ خَالِدٌ؟



Q: Where is Khaled from?

A: خَالِدٌ مِنْ كَنَدَا



Khaled is from Canada.

هَلْ خَالِدٌ لَهُ جِنْسِيَّتَانِ؟



Q: Is Khaled of two nationalities?

A: نَعَمْ ، خَالِدٌ مِصْرِيٌّ وَكَنْدَيٌّ



Yes, Khaled is Egyptian and Canadian.



Mabrook =



Congratulations!

[Week 1, day 1] **Egyptian Colloquial Version:**
Let me introduce myself



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

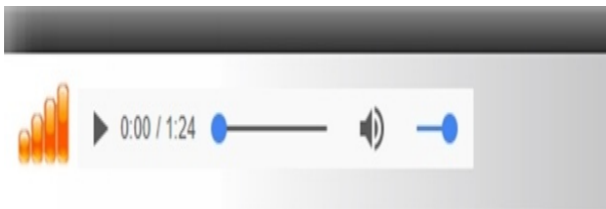
Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

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The e-tutor will apply the vocabulary set to the week's story and grammar construction.



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *independent pronouns*



Read story highlighting the reoccurring grammar theme (if any):



مساء الخير

Masaa' il khiir

Sara - Good evening.



مساء النور

Masaa' in nuur

Ashraf - Good evening.



أنا سارة، وإنتَ

Ana Sara, winta?

Sara - I am Sara, and you?



أنا أشرف، إزَّيك

Ana Ashraf, izzayik?

Ashraf - I am Ashraf. How are you?



كُوَيِّسَة، شُكْرًا. أَنْتَ مِنْ مَصر؟

Kwayyisa, shukran. Inta min maṣr?

Sara - Good thanks. Are you from Egypt?

لاء، أنا مِنْ لُبْنانُ. أنا لُبْناني وَأَنْتَ؟ أَنْتَ مِنْ فِين؟



Laiça, ana min Lubnaan. Ana Lubnaany. Winti?

Inti min feen?

Ashraf - No, I am from Lebanon. I am

Lebanese. And you? Where are you from?

أنا مِنْ هِنا. أنا مِنْ مَصر. أنا مَصرِيَّة. هُوَ مِنْ؟



Ana min hina. Ana min maṣr. Ana maṣriyya.

Huwwa meen?

Sara - I am from here. I am from Egypt. I am

Egyptian. Who is he?

هُوَ خَالِدٌ. خَالِدٌ مِنْ كَنَدَا. خَالِدٌ مَصْرِيٌّ وَكَنَدِيٌّ



Huwwa KHAaled. KHAaled min Canada.

KHAaled Maşry wi Canady.

Ashraf - He is Khaled. Khalid is from Canada.

Khaled is Egyptian and Canadian.



وهي مين؟

Wi hiyya meen?

Sara - And who is she?



هي نفين. نفين فرنسويّة ولبنانيّة

Hiyya Neveen. Neveen franşawiyya wi

Lubnaaniyya.

Ashraf - She is Neveen. Neveen is French and

Lebanese.



Questions with answers



مَنْ أَي بِلْد سَارَة؟

Q: Where is Sara from?



A: سَارَة مِنْ مَصْر

Sara min Masr.

Sara is from Egypt.



هُوَ أَشْرَفٌ مِنْ مَصْرٍ؟

Q: Is Ashraf from Egypt?



A: أَشْرَفٌ مِنْ لُبْنَانَ

Ashraf min Lubnaan.

Ashraf is from Lebanon.



مَنْ أَي بِلْد خَالِدٍ؟

Q: Where is Khaled from?



A: خالد من كندا

Khaaled min Canada.

Khaled is from Canada.



هُوَ خالد عِنْدَهُ جِنْسِيَّتَيْنِ؟

Q: Is Khaled of two nationalities?



A: أَيُّوَه، خالد مَصْرِي وَكَنَدِي

Aywa, khaaled Maşri wi Canadian.

Yes, Khaled is Egyptian and Canadian.



Mabrook =



Congratulations!

[Week 1, day 2] **Modern Standard Arabic**
Version: Monster enters the room



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

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Grammar theme used in story: *interrogative particles*



Read story highlighting the reoccurring grammar theme (if any):

ما هَذَا؟



Ihaab - What is this?

أهلاً



Buïçbuïç- Hello!

مَنْ أَنْتَ؟



Ihaab - Who are you?

أنا البوجي مان



Buïçbuïç- I am the boogie man.

من أينَ حَضَرْتِ؟



Ihaab - Where did you come from?



من الشُّبَّاک؟

Buiçbuiç - From the window?



أنا نائمٌ، أليسَ كذلك؟

Ihaab - I'm asleep, right?



لا، أنتَ لستَ نائمًا. أنتَ يقظٌ

Buiçbuiç- No you are not asleep, you are awake.



ما اسمُكَ؟

Ihaab - What is your name?



اسمي بُعْبُعٌ

Buiçbuiç- My name is Buiçbuiç.



وَلِمَاذَا أَنْتَ هُنَا؟

Ihaab - And why are you here?



أَنَا هُنَا لِأَنَّي أَشْعُرُ بِالْبُرُودَةِ

Buïçbuïç- I am here because I am cold.



لِمَاذَا أَنْتَ تَشْعُرُ بِالْبُرُودَةِ؟

Ihaab - Why are you cold?



لِأَنَّ الْجَوَّ بِالْخَارِجِ بَارِدٌ جَدًّا؟

Buïçbuïç- Because outside it is very cold?



الْجَوُّ بِالْخَارِجِ بَارِدٌ؟

The weather is cold outside?



نَعَمْ، الْجَوُّ بَارِدٌ جَدًّا. هَلْ يُمَكِّنُنِي أَنْ أَنَامَ مَعَكَ

Buïçbuïç- Yes, the weather is very cold - can I sleep with you now?

! الْآنَ؟ لَكِنَّ السَّرِيرَ صَغِيرٌ! وَأَنْتَ كَبِيرٌ

But the bed is small - and you are large!



Questions with answers

مَنْ أَيْنَ يَدْخُلُ الْوَحْشُ الْحُجْرَةَ؟

Q: From where does the monster enter the room?

A: مِنَ الشُّبَّاكِ

From the window.

هَلْ إِيهَابٌ نَائِمٌ عِنْدَمَا يَدْخُلُ الْوَحْشُ الْحُجْرَةَ؟

Q: Is Ihaab asleep when the monster enters the room?



A: لا، إيهابُ لَيْسَ نائماً

No, Ehad is not asleep.



ما إسمُ الوَحْشِ؟

Q: What is the name of the Monster?



A: إسمُ الوَحْشِ بُعْبُعُ

The name of the monster is Buiçuiç.



هل الوَحْشُ يَشْعُرُ بِالْبُرُودَةِ أَمْ بِالْدَفْءِ؟

Q: Is the Monster cold or hot?



A: هُوَ يَشْعُرُ بِالْبُرُودَةِ

He is cold.



Mabrook =



Congratulations!

[Week 1, day 2] **Egyptian Colloquial Version:**
Monster enters the room



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

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2— Story level/title and covered grammar construction.

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For line-by-line listening go to

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Grammar theme used in story: *interrogative particles*



Read story highlighting the reoccurring grammar theme (if any):



إيه دا؟

Eh da?

Ihaab - What is this?



أهلا

Ahlan!

Buiçbuiç- Hello!



إنت مين؟

Inta meen?

Ihaab - Who are you?



أنا البوجي مان؟

Ana il boogie-man?

Buiçbuiç- I am the boogie man.



جيت من فين؟

Geeht min feen?

Ihaab - Where did you come from?



من الشباك؟

Min ish shibaak?

Buiçbuiç- From the window?



أنا نايم مش كدا؟

Ana naayim, mish kidda?

Ihaab - I'm asleep, right?



لاء، إنت مش نايم. إنت صاحي

La'a inta mish naayim. Inta şaahy.

Buiçbuiç- No you are not asleep, you are awake.



هُوَ اسْمُكَ إِيه؟

Huwwa ismak eh?

Ihaab - What is your name?



اسْمِي بُعْبُع

Ismi Buiçbuiç.

Buiçbuiç- My name is Buiçbuiç.



وَلِيهَ إِنْتَ هِنَا؟

Wi liih inta hina?

Ihaab - And why are you here?



أَنَا هِنَا إِعْشَانِ أَنَا بَرْدَانِ

Ana hina içashaan ana bardaan.

Buiçbuiç- I am here because I am cold.



ليه إنت بردان؟

Lih inta bardaan?

Ihaab - Why are you cold?



عشان بره برد قوي؟

içashaan barra bard awwi?

Buiçbuiç- Because outside it is very cold?



الجو برد بره؟

Ihaab - Ig gaw bard barra?

The weather is cold outside?



أيوه، الجو برد قوي! ممكن أنا معاك دلوقت؟

Aywa, ig gaw bard awwi - mumkin 'anaam

maïçaak dilwa'ti?

Buiçbuiç- Yes, the weather is very cold - can I sleep with you now?



بَسِ السَّرِيرِ صُغَيْرًا! وَإِنَّتَ كَبِيرٌ

Ihaab - Bas is siriir sooghayar! Winta Kibiir!
But the bed is small - and you are large!



Questions with answers



مِنْ فَيْنِ الْوَحْشِ دَخَلَ الْاَوْدَةَ؟

Q: From where does the monster enter the room?



A: مِنْ الشَّبَّاكِ

Min ish shibbaak.
From the window.



هُوَ إِيهَابٌ كَانَ نَائِمًا لَمَّا الْوَحْشُ دَخَلَ الْاَوْدَةَ؟

Q: Is Ihaab asleep when the monster enters the

room?



A: لاء، إيهاب ميش نايم

La'a Ihaab mish naayim.

No, Ehad is not asleep.



إِسْمُهُ إِيهَ الْوَحْشِ؟

Q: What is the name of the Monster?



A: إِسْمُ الْوَحْشِ بُعْبُعُ

Ism il wahshBuiçuiç.

The name of the monster is Buiçuiç.



هُوَ الْوَحْشُ بَرْدَانٌ وَلَا حَرَّانٌ؟

Q: Is the Monster cold or hot?



A: هُوَ بَرْدَانٌ

Huwwa bardaan.

He is cold.

الْجَوَّ شَكْلُهُ إِيَّه بَرَّه؟



Q: What is the weather like outside?

A: الْجَوَّ بَرْدٌ قَوِيٌّ



Ig gaw bard awwi.

The weather is very cold.



Mabrook =



Congratulations!

[Week 1, day 3] **Modern Standard Arabic**

Version: Where is the duck?



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: interrogative particles, demonstratives



Read story highlighting the reoccurring grammar theme (if any):

أَيْنَ السَّيِّدَةِ؟



Where is the lady?



السَّيِّدَةُ عَلَى الْيَمِينِ

The lady is to the right.



هِيَ تَجْلِسُ عَلَى مَاذَا؟

What is she sitting on?



هِيَ تَجْلِسُ عَلَى كُرْسِيٍّ

She is sitting on a chair.



أَيْنَ الرَّجُلُ؟

Where is the man?



الرَّجُلُ عَلَى الْيَسَارِ

The man is to the left.



هُوَ يَجْلِسُ عَلَىٰ مَاذَا؟

He is sitting on what?



هُوَ كَذَلِكَ يَجْلِسُ عَلَىٰ كُرْسِيٍّ

He is sitting on a chair also



مَا هَذَا؟

What is this?



هَذَا كُؤُبٌ

This is a glass.



وَمَا هَذَا؟

And what is this?



هَذَا كُؤْبٌ كَذَلِكَ

This is a glass also.



ماذا في الكوبَيْنِ؟

What is in the two glasses?



فيهما عَصِيرٌ وَ شَفَاطَةٌ

In them are juice and a straw.



ماذا عَلَى الطَّوْلَةِ؟

What is on the table?



الْعَصِيرُ

The juice.



ماذا تَحْتَ الطَّوْلَةِ؟

What is under the table?

الْبَطَّة



The duck.



Questions with answers

مَنْ أَيِّ جِهَةٍ مِنْ الطَّوَلَةِ يَجْلِسُ الرَّجُلُ؟



Q: What side of the table is the man sitting?

A: عَلَى الْيَسَارِ



To the left

مَنْ أَيِّ جِهَةٍ مِنْ الطَّوَلَةِ تَجْلِسُ السَّيِّدَةُ؟



Q: What side of the table is the women sitting?

A: عَلَى الْيَمِينِ



To the right



ماذا في الكوبين؟

Q: What is in both glasses?



A: عَصِيرٌ وَشَفَاطَةٌ

Juice and a straw



ماذا تَحْتِ الطَّوَلَةِ؟

Q: What is under the table?



A: اللَّبْطَةُ

The duck



Mabrook =



Congratulations!

[Week 1, day 3] **Egyptian Colloquial Version:**
Where is the duck?



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: interrogative particles, demonstratives



Read story highlighting the reoccurring grammar theme (if any):

فين السّت؟



Feen is sitt?

Where is the women?



السَّتْ عَلَى الْيَمِينِ

is sit içala il yimiin.

The lady is to the right.



هَيَّ قَاعْدَةَ عَلَى إِيه؟

Hiyya 'aïçda içala eh?

What is she sitting on?



هَيَّ قَاعْدَةَ عَلَى كُرْسِي

Hiyya 'aïçda içala korsi.

She is sitting on a chair.



فِين الرَّاجِل؟

Feen ir raagil?

Where is the man?



الرَّاجِلُ عَلَى الشَّمَالِ

Ir raagil içala ish shimaal.

The man is to the left.



هُوَ قَاعِدٌ عَلَى إِيه؟

Huwwa 'aaïçid içala eh?

He is sitting on what?



هُوَ قَاعِدٌ عَلَى كُرْسِي كَمَاان

Huwwa 'aaïçid içala korsi kamaan.

He is sitting on a chair also.



إِيه دي؟

Eh di?

What is this?

دي كوابية



Di kobbaaya
This is a glass.



وايه دي؟

Wi eh di?

And what is this?



دي كوباية كمان

Di kobbaaya kamaan

This is a glass also.



فيه إيه في الكوبيتين؟

Fiih eh fil kubbaytiin?

What is in the two glasses?



فيه عصير وشفافة

Fiih iḥasiir wi shaffaaṭa.

There is juice and a straw.



إيه اللي على الترابيزة؟

Eh illi iḥala iṭ ṭaribiiza?

What is on the table?



العصير

Il iḥasiir.

The juice.



إيه اللي تَحْتِ التَّرَابِييزة؟

Eh illi taḥt iṭ ṭaribiiza?

What is under the table?



البَطَّة

Il baṭṭa.

The duck.



Questions with answers



من أيِّ نَاحِيَة من التَّرَابِييزة الرَّاجِل قَاعِد؟

Q: What side of the table is the man sitting?



A: عَلَى الشِّمَال

İçala ish shimaal

To the left.

من أيِّ نَاحِيَةِ مِنَ التَّرَابِيضِ السَّتِّ قَاعَدَةٌ؟



Q: What side of the table is the women sitting?

A: عَلَى الْيَمِينِ



İçala il yimiin

To the right.

فِيهِ إِيهُ فِي الْكُوبَيْتَيْنِ؟



Q: What is in both glasses?

A: عَصِيرٌ وَشَفَاطَةٌ



İçasiir wi shaffaata.



Mabrook =



Congratulations!

[Week 1, day 4] **Modern Standard Arabic**
Version: Parts of the body



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: interrogative particles, demonstratives



Read story highlighting the reoccurring grammar theme (if any):

أَيْنَ الْأَنْفُ؟



Where is the nose?

ها هِيَ الْأَنْفُ



Here is the nose.

أَيْنَ الرَّقَبَةُ؟



Where is the neck?

ها هِيَ الرَّقَبَةُ



Here is the neck.



ما هَذَا؟

What is this?



هَذَا فَمٌّ

This is a mouth.



وَمَا هَذَا؟

And what is this?



هَذَا قَلْبٌ

This is a heart.



ما هَذَا؟

What is this?

لا أَعْرِفُ



I don't know

أَيْنَ البَطْنُ؟



Where is the stomach?

ها هِيَ البَطْنُ



Here is the stomach.

حَسَنًا، أَيْنَ أَنْفُكُمْ؟



Ok, where is your nose?

أَيْنَ رَقَبَتُكُمْ؟



Where is your neck?

أَيْنَ فَمُّكُمْ؟



Where is your mouth?

وَقَلْبُكُمْ؟



And your heart?

أَيْنَ بَطْنِكُمْ؟



Ok, and where is your stomach.

نَعَمْ، وَوَسْطُكُمْ؟



Ok, and your waist.

وَ أَيْدِيكُمْ؟



And your hands.

جَيِّدٌ جَدًّا



Very good!



Questions with answers

Translate: Where is the stomach?



A: أَيْنَ الْبَطْنُ؟

Where is the stomach?

Translate: Where is the nose?



A: أَيْنَ الْأَنْفُ؟

Where is the nose?

Translate: Where is your mouth?



A: أَيْنَ فَمِكُمْ؟

Where is your mouth?

Translate: Ok, and your waist?



A: نَعَمْ، وَوَسْطُكُمْ؟

Ok, and your waist?

Translate: Very good?

A: جَيِّدٌ جَدًّا !

Very good?



Mabrook =



Congratulations!

[Week 1, day 4] **Egyptian Colloquial Version:**
Parts of the body



Select 5-8 new words from this story:

1.

5.

2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *interrogative particles, demonstratives*



Read story highlighting the reoccurring grammar theme (if any):

فِين الْمَنَاخِيرِ؟



Feen il manakhiir?

Where is the nose?



أهي المَنَاحِيرُ

Ahi il manakhiir.

Here is the nose.



فِين الرَّقَبَةِ؟

Feen ir ra'aba?

Where is the neck?



أهي الرَّقَبَةُ

Ahi ir ra'aba.

Here is the neck.



دا إِيه؟

Da eh?

What is this?



دا بُقْ

Da bo'.

This is a mouth.



ودا ايه؟

Wi da eh?

And what is this?



دا قلب

Da alb.

This is a heart.



ايه دا؟

Eh da?

What is this?



ما أعرفش

Maiçrafsh

I don't know



فين البطن؟

Feen il baṭn?

Where is the stomach?



أهـي البـطن

Ahi il baṭṭn.

Here is the stomach.



طـيـب ، فيـن مـناخـيركـم؟

Ṭayeb, feen manakhiirkum?

Ok, where is your nose?



فيـن رـقـبـتـكـم؟

Feen ra'abitkum?

Where is your neck?



بـكـم فيـن؟

Bo'ukum feen?

Where is your mouth?



وـقـلـبـكـم؟

Wi albukum?

And your heart?



طَيِّب ، وفين بَطْنُكُمْ؟

Tayib, wi feen baṭṭnukum?

Ok, and where is your stomach?



طَيِّب ، ووسطُكُمْ؟

Ṭayeb, wi wistukum?

Ok, and your waist?



وايديكُمْ

Wi 'ideekum?

And your hands?



! كَوَيِّس قَوِي

Kawayyis awwi!

Very good!



Questions with answers

Translate: Where is the stomach?



A: فِينِ الْبَطْنِ؟

Where is the stomach?

Translate: Where is the nose?



A: فِينِ الْمَنَاخِيرِ؟

Where is the nose?

Translate: Where is your mouth?



A: بَيْنَ فَمِكَ؟

Where is your mouth?

Translate: Ok, and your waist?



A: طَيِّبٌ، وَوَسْطُكُمْ؟

Ok, and your waist?

Translate: Very good?



A: ! كَوَيْسٌ قَوِيٌّ

Very good?



Mabrook =



Congratulations!

[Week 1, day 5] **Modern Standard Arabic**
Version: Bedroom with cat (part 1 of 2)



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *noun-adjective agreement*



Read story highlighting the reoccurring grammar theme (if any):

الدرج الأزرق بجانب الشباك



The blue drawer is next to the window.

الشباك الكبير بجانب الدرج الأزرق



The large window is next to the blue drawer.



تَوْجَدُ صُورَةً كَبِيرَةً فَوْقَ السَّرِيرِ الْمُرِيحِ

There is a big picture over the comfortable bed.



تَوْجَدُ قِطَّةً عَلَى السَّرِيرِ الْمُرِيحِ

There is a cat on the comfortable bed.



تَوْجَدُ قِطَّةً نَائِمَةً وَجُورَبٌ وَكُورَةَ عَلَى السَّرِيرِ

There is a sleeping cat and socks and ball on the bed.



الْحِذَاءُ بِجَانِبِ السَّرِيرِ وَالْجُورَبُ بِجَانِبِ الْحِذَاءِ

The shoe is next to the bed and the sock is next to the shoe.



السَّجَادَةُ الْكَبِيرَةُ تَحْتَ السَّرِيرِ الْمُرِيحِ

The large carpet is under the comfortable bed.

الطَّيَّارَةُ الْبُلَاسْتِكُ عَلَى الْجَرِيدَةِ



The plastic plane is on the journal.



Questions with answers

Identify a noun-adjective phrases in the dialogue

A: السَّجَّادَةُ الْكَبِيرَةُ



Identify a noun-adjective phrases in the dialogue

A: الطَّيَّارَةُ الْبُلَاسْتِكُ



Identify a noun-adjective phrases in the dialogue

A: صُورَةٌ كَبِيرَةٌ



Identify a noun-adjective phrases in the dialogue

A: الشَّبَّاكُ الْكَبِيرُ



Identify a noun-adjective phrases in the dialogue

A: السَّرِيرُ الْمُرِيحُ



Mabrook =



Congratulations!

[Week 1, day 5] **Egyptian Colloquial Version:**
Bedroom with cat (part 1 of 2)



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

- 1— The above selected words
- 2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *noun-adjective agreement*



Read story highlighting the reoccurring grammar theme (if any):

الدَّرَجُ الْأَزْرَقُ جَنْبَ الشَّبَاكِ



Id dourg il 'azra' gamb ish shibaak.

The blue drawer is next to the window.



الشِّبَّاكُ الْكَبِيرُ جَنْبَ الدَّرَجِ الْأَزْرَقِ

Ish shibaak il kibiir gamb id dourg il 'azra'.

The large window is next to the blue drawer.



فِيهِ صُورَةٌ كَبِيرَةٌ فَوْقَ السَّرِيرِ الْمُرِيحِ

Fiih soora kibiira foo' is siriir il moriiḥ.

There is a picture over the comfortable bed.



فِيهِ قُطَّةٌ عَلَى السَّرِيرِ الْمُرِيحِ

Fiih 'otta Çala is siriir il moriiḥ.

There is a cat on the comfortable bed.



فِيهِ قُطَّةٌ نَائِمَةٌ وَشُرَابٌ وَكُورَةٌ عَلَى السَّرِيرِ

Fiih 'otta nayma wi shoraab wi koora Çala is siriir.

There is a sleeping cat and socks and ball on

the bed.



الْجَزْمَةَ جَنْبَ السَّرِيرِ وَالشُّرَابَ جَنْبَ الْجَزْمَةِ

Ig gazma gamb is siriir wi ish shoraab gamb ig gazma.

The shoe is next to the bed and the sock is next to the shoe.



السَّجَّادَةُ الْكَبِيرَةَ تَحْتَ السَّرِيرِ الْمُرِيحِ

Is siggaada il kibiira taht is siriir il moriih.

The large carpet is under the comfortable bed.



الطَّيَّارَةَ الْبِلَاسْتِكَ عَلَى الْجُرْنَالِ

Iṭ ṭayaara il plastic Çala ig gornaal.

The plastic plane is on the journal.



Questions with answers

Identify 5 noun-adjective phrases in the

dialogue

A: السَّجَّادَةُ الْكَبِيرَةُ



Is siggaada il kibiira

A: الطَّيَّارَةُ الْبَلَّاسْتِكْ

iṭ ṭayaara il plastic

A: صَوْرَةُ كَبِيرَةُ



soora kibiira

A: الشَّبَّاکُ الْكُبیرُ



ish shibbaak il kibiiir



A: السَّرِير المُرِيح

is siriir il moriiḥ



Mabrook =



Congratulations!

[Week 2, day 1] **Modern Standard Arabic**

Version: Bedroom with cat (part 2 of 2)



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

- 1— The above selected words
- 2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *equational sentences*



Read story highlighting the reoccurring grammar theme (if any):

الدَّرَجُ أَزْرَقُ وَبِجَانِبِ الشَّبَّابِ



The drawer is blue and is next to the window.

الشُّبَّاكُ كَبِيرٌ وَبِجَانِبِهِ دُرُجٌ زَرَقٌ



The window is large and next to it is a blue drawer.

السَّرِيرُ مُرِيحٌ وَفَوْقَهُ صُورَةٌ



The bed is comfortable and over it is a picture.

السَّرِيرُ مُرِيحٌ وَعَلَيْهِ قِطَّةٌ



The bed is comfortable and on it is a cat.

الْقِطَّةُ نَائِمَةٌ



The cat is sleeping.

الْحِذَاءُ بِجَانِبِ السَّرِيرِ وَالْجُورَبُ بِجَانِبِ الْحِذَاءِ



The shoe is next to the bed and the sock is next to the shoe

السَّجَادَةُ كَبِيرَةٌ وَهِيَ تَحْتَ السَّرِيرِ الْمُرِيحِ



The carpet is large and it is under the comfortable bed.

الطَّيَّارَةُ الْبِلَاسْتِكُ عَلَى الْجَرِيدَةِ



The plastic plane is on the journal.



Questions with answers

Identify 5 equational sentences in the dialogue

A: الدُّرُجُ أَزْرَقُ

A: السَّرِيرُ مُرِيحٌ

A: السَّجَادَةُ كَبِيرَةٌ

A: الْقَطَّةُ نَائِمَةٌ

A: الشَّبَّاكُ كَبِيرٌ



Mabrook =



Congratulations!

[Week 2, day 1] **Egyptian Colloquial Version:**
Bedroom with cat (part 2 of 2)



Select 5-8 new words from this story:

1.

5.

2.

6.

3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



▶ 0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *equational sentences*



Read story highlighting the reoccurring grammar theme (if any):

الدُّرْجُ أَزْرَقٌ وَجَنْبُ الشَّبَّاكِ



Id dourg 'azra' wi gamb ish shibbaak.

The drawer is blue and is next to the window.

الشَّبَّاكِ كَبِيرٌ وَجَنْبُهُ دُرْجُ أَزْرَقٍ



Ish shibbaak kibiir wi gambu dourg 'azra'.

The window is large and next to it is a blue drawer.



السَّرِير مُرِيحٌ وَفَوْقَهُ صُورَةٌ

Is siriir moriiḥ wi foo'oh soora.

The bed is comfortable and over it is a picture.



السَّرِير مُرِيحٌ وَعَلَيْهِ قُطَّةٌ

Is siriir moriiḥ wi Ḥaliih 'otta.

The bed is comfortable and on it is a cat.



الْقُطَّةُ نَائِمَةٌ

Il 'otta nayma.

The cat is sleeping.



الْجَزْمَةُ جَنْبُ السَّرِيرِ وَالصُّورَةُ جَنْبُ الْجَزْمَةِ

Ig gagma gamb is siriir wi ish shoraab gamb ig gagma.

The shoe is next to the bed and the sock is next to the shoe.



السَّجَادَة كَبِيرَة وَهِيَ تَحْتِ السَّرِيرِ الْمُرِيحِ

Is siggaada kibiira wi hiyya taht is siriir il moriih.

The carpet is large and it is under the comfortable bed.



الطَّيَّارَة الْبِلَاسْتِكْ عَلَى الْجُرْنَالِ

Iṭ ṭayyaara il plastic Çala ig gornaal.

The plastic plane is on the journal.



Questions with answers

Identify 5 equational sentences in the dialogue

A: الدُّرْجُ أَزْرَقُ

Id dourg 'azra'.

A: السَّرِير مُرِيح .
Is siriir moriiḥ.

A: السَّجَادَة كَبِيرَة .
Is sigaada kibiira.

A: الْقُطَّة نَائِمَة .
Il 'otta nayma.

A: الشَّبَاك كَبِير .
Ish shibaak kibiir.



Congratulations!

[Week 2, day 2] **Modern Standard Arabic**

Version: The question behind the art



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the

week's story and grammar construction.



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: verb negation, direct objects



Read story highlighting the reoccurring grammar theme (if any):

هَلْ ذَهَبْتُمْ أَبَدًا إِلَىٰ مُتَحَفٍ وَرَأَيْتُمْ شَيْئًا لَمْ تَفْهَمُوهُ مُطْلَقًا؟



Did you ever go to a museum to see something you did not understand (it) at all?



رَأَيْتُمْ لَوْحَةً أَوْ نَحْتًا وَوَقَفْتُمْ أَمَامَهُ لِسَاعَاتٍ؟

Did you see a painting or sculpture and stand in front of it by the hours?

هَلْ سَأَلْتُمْ أَبَدًا: مَا هَذَا! فِي مَاذَا كَانَ الْفَنَانُ يُفَكِّرُ؟



Did you ever ask: what is this! What was the artist thinking about?

فِي أَغْلَبِ الْأَحْيَانِ الْفَنَانُ يَقُولُ: لَيْسَ مُهِمًّا مَا أَفَكَّرَ فِيهِ الْمُهْمُّ الَّذِي



تَرَاهُ أَنْتَ

A lot of time the artist says: It is not important what I am thinking what is important is what you see.



لَكُنْ غَالِبًا نَحْنُ لَا نَرَى أَوْ لَا نَفْهَمُ الْفَنَانَ

But usually we do not see or we do not understand the artist.

أَحْيَانًا، الْفَنُّ لَيْسَ لَهُ أَيُّ مَعْنَى بِالْمَرَّةِ إِنَّمَا يَكُونُ بِهِ شَيْئًا لَا يَجْعَلُنَا



نَنْسَاهُ

Sometimes the art does not have any meaning at all but there is something in it that does not allow us to forget it.



وَ أَحْيَانًا الْفَنُّ لَهُ مَعْنَى إِنَّمَا لَا نَتَذَكَّرُهُ

And sometimes art has a meaning but we do not remember it.

إِنْ رَأَيْتَ أُذُنًا مَصْنُوعَةً مِنْ شَمْعٍ أَتَتَذَكَّرُهَا أَمْ لَا تَتَذَكَّرُهَا؟



If you saw an ear made of wax will you remember it or will you not remember it .



... عَلَى حَسَبِ

It depends...

إِنْ كَانَتْ هَذِهِ الْأُذُنُ لَهَا مَعْنَى فِي حَيَاتِكَ فَمَنْ الْمُمْكِنُ أَنْكَ لَنْ



تَنْسَاهَا

If this ear has a meaning in your life maybe you will not forget it.



Questions with answers



هَلْ تَفْهَمُ عَادَةً الْفَنَّ الَّذِي تَنْتَظِرُ إِلَيْهِ؟

Q: Do you usually understand the art you are looking at?

A: No one correct answer.



هَلْ الْفَنُّ دَائِمًا لَهُ مَعْنَى؟

Q: Does art always have meaning?

A: No one correct answer.

إِنْ رَأَيْتَ أُذُنًا مَصْنُوعَةً مِنْ شَمْعٍ، هَلْ تَسْتَطِيعُ تَقْدِيرَهَا؟



Q: If you saw an ear made of wax would you appreciate it?

A: No one correct answer.

هَلْ تَتَذَكَّرُ عَادَةَ الْفَنِّ الَّذِي تَرَاهُ؟



Q: Do you usually remember the art you see?

A: No one correct answer.

هَلْ الْفَنُّ مُهِمٌّ بِالنَّسْبَةِ لَكَ؟



Q: Is art important to you?

A: No one correct answer.



Mabrook =



Congratulations!

[Week 2, day 2] **Egyptian Colloquial Version:**
The question behind the art



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



▶ 0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: verb negation, direct objects



Read story highlighting the reoccurring grammar theme (if any):

عُمْرُكُمْ رُحْتُمْ مَتَّحَفٌ وَشَفْتُمْ حَاجَةَ مَا فَهَمْتُمْ هَاشَ؟



İçumrukum ruhtum mathaf wi shuftum haaga mafahamtuuhaash khaalis?

Did you ever go to a museum to see something you did not understand (it) at all?



شَفْتُمْ لَوْحَةَ أَوْ نَحْتِ وَوَقَفْتُمْ قَدَامَهَا بِالسَّاعَاتِ؟

shuftum looha 'aw naht wi wa'aftu uddamha bis saiaaat?

Did you see a painting or sculpture and stand in

front of it by the hours?



عُمْرُكُمْ سَأَلْتُمْ: إِيه دا! الْفَنَّانْ كَانَ بِيْفَكَّرْ فِي إِيه؟

içumrukum sa'altum: eh da! Il fannaan kaan
biyfakar fi eh?

Did you ever ask: what is this! What was the
artist thinking about?

فِي أَغْلَبِ الْوَقْتِ الْفَنَّانْ بِيَقُولُ: مِش مُهِمُّ بَاْفَكَّرْ فِي إِيه، الْمُهْمُّ أَنْتَ



شَايْفِ إِيه

fiaghlab el wa't il fannaan biy'uul: mish muhim
ana bafakar fi eh il muhim inta shaayif eh.

A lot of time the artist says: It is not important
what I am thinking about what is important is what
are you seeing.



بَسْ غَالِباً إِحْنَا مِش بِنَشُوفْ أَوْ مِش بِنَفْهَمْ الْفَنَّانْ

Bas ghaliban ihna mish binshuuf 'aw mish
binifham il fannaan.

But frequently we do not see or we do not understand the artist.

ساعات الفنّ ما لوش أيّ معنى خالص لكن فيه حاجة فيه مش

يتخلينا ننساه



Saiḥaat il fan maluush 'ay maiḥna khaalis lakin fiih ḥaaga fiih mish bitkhalliina ninsaah.

Sometimes the art does not have any meaning but there is something in it that does not allow us to forget it.

وساعات الفنّ له معنى لكن مش بينفتكره



Wi Saiḥaat il fan luh maiḥna lakin mish biniftikuruh.

And sometimes art has a meaning but we do not remember it.

لو شفّت وذنّ مَعْمولَة مِنْ شَمْعِ حَتْفَتَكُرْها وَلَا مَشْ

حَتْفَتَكُرْها



Law shuft widn maïçmuula min shamïç
ḥatiftikirha walla mish ḥatiftikirha?

If you saw an ear made of wakh will you
remember it or will you not remember it.



حَسَب ...

ḥasaab...

It depends...

. لو الودن دي لها معنى في حياتك ممكن ما تنساهاش



Law il widn di liha maïçna fi ḥayaatak mumkin
matinsahaash.

If this ear has a meaning in your life maybe you
will not forget it.



Questions with answers

بِتْفَهَمُ عَادَةً الْفَنُّ الَّذِي بِنَشَوْفُهُ؟



Q: Do you usually understand the art you are looking at?

A: No one correct answer.

هُوَ الْفَنُّ دَائِمًا لَهُ مَعْنَى؟



Q: Does art always have meaning?

A: No one correct answer.

إِذَا شُفِّتْ وَذُنْ مَعْمُولَةٌ مِنْ شَمْعٍ حَتَّقَتْهَا؟



Q: If you saw an ear made of wax would you appreciate it?

A: No one correct answer.

يَنْتَقِرُ عَادَةً الْفَنُّ الَّذِي يَنْشُوفُهُ؟



Q: Do you usually remember the art you see?

A: No one correct answer.

هُوَ الْفَنُّ مُهِمٌّ بِالنِّسْبَةِ لَكَ؟



Q: Is art important to you?

A: No one correct answer.



Mabrook =



Congratulations!

[Week 2, day 3] **Modern Standard Arabic**
Version: The subconscious in a cup



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



▶ 0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *equational sentence*



Read story highlighting the reoccurring grammar theme (if any):

إِيهَابٌ وَهُوَ يَشْرَبُ مَاءً رَأَى نَفْسَهُ بِدَاخِلِ الثَّلْجَةِ الَّتِي فِي الْكُوبِ



While Ehaab was drinking water he saw himself inside the ice that is in the cup.



! فَرَع

He was shocked.



إيهابُ الأوَّلُ: مَنْ أَنْتَ؟

Who are you?

Ehab 1



إيهابُ الثَّانِي: أَنَا أَنْتَ؟

I am you?

Ehab 2



إيهابُ الأوَّلُ: أَنْتَ لَسْتَ أَنَا

You are not me.

Ehab 1



إيهابُ الثَّانِي: لا، أَنَا أَنْتَ

No I am you.

Ehab 2

إيهابُ الأُوَّلُ: لَكُنْ شَكْلَكَ لَيْسَ أَنَا



But you do not look like me.

Ehab 1

إيهابُ الثَّانِي: أَنْظِرْ إِلَيَّ وَجْهِي أَنَا شَكْلِي مِثْلَكَ



Look at my face I look like you.

Ehab 2

إيهابُ الأُوَّلُ: نَعَمْ أَنْتَ أَنَا! لَكِنْ لِمَاذَا أَنْتَ تَلْبَسُ هَكَذَا؟



Yes you are me! But why are you dressed like that?

Ehab 1

إيهابُ الثَّانِي: لِأَنِّي أَنَا أَنْتَ مِنْ زَمَنٍ - مِنْ أَلْفِ سَنَةٍ



Because I am you long ago - from a thousand years.

Ehab 2



إيهابُ الأوَّلُ: لماذا أنتَ هنا في كوبي؟

Why are you here in my cup?

Ehab 1

إيهابُ الثاني: لأنِّي كنتُ أريدُ أن أراك. كنتُ أريدُ أن أرى ماذا



صرتَ

Because I wanted to see you. I wanted to see what you have become.

Ehab 2



إيهابُ الأوَّلُ: كيفَ حالتُكَ؟

How are you?

Ehab 1



إيهابُ الثاني: كَيْفَ حالُكَ؟

How are you?

Ehab 2



Questions with answers



مَنْ هُوَ الَّذِي رَأَاهُ إِيهَابُ فِي الكُوبِ؟

Q: Who did Ehab see in the cup?



A: إِيهَابُ رَأَى نَفْسَهُ

Ehab saw himself.

هَلْ صَدَّقَ إِيهَابُ فِي أَوَّلِ الدَّأْمَرِ الصَّوْتِ مِنَ الكُوبِ؟



Q: Did Ehab first believe the voice in the cup?



A: لا، إيهابُ قال: أَنْتَ لَسْتَ أَنَا

No, Ehab said: You are not me.

كَيْفَ كَانَ إِهَابُ يَشْبَهُ الصَّوْتِ الَّذِي فِي الْكُوبِ؟



Q: How did Ehab look like the voice in the cup?



A: فِي الْوَجْهِ

In the face.



Mabrook =



Congratulations!

[Week 2, day 3] **Egyptian Colloquial Version:**
The subconscious in a cup



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

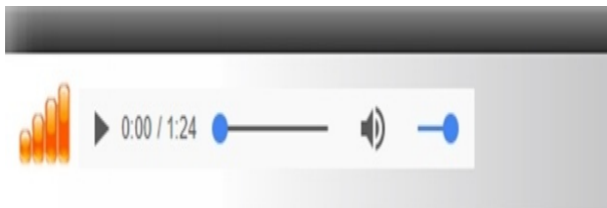
Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *equational sentence*



Read story highlighting the reoccurring

grammar theme (if any):

إيهاب وهو يبشرب ميه شاف نفسه جوة التلجة اللي في الكوباية



Ehaab wi huwwa biyishrab mayya shaaf nafsu guwwa et talga il fil kubbaaya.

Narrator - While Ehaab was drinking water he saw himself inside the ice that is in the cup.



! ائخض

Itkhad!

Narrator - He was shocked.



إيهاب واحد: إنت مين؟

Inta meen?

Ehab 1 - Who are you?



إيهاب اتنين: أنا إنت؟

Ana inta?

Ehab 2 - I am you?



إيهاب واحد: إِنْتَ مَشَ أَنَا

Inta mish ana.

Ehab 1 - You are not me.



إيهاب اِثْنَيْنِ: لَاءَ، أَنَا إِنْتَ

La'a ana inta.

Ehab 2 - No I am you.



إيهاب واحد: بَسَ شَكْلَكَ مَشَ أَنَا

Bas shaklak mish ana.

Ehab 1 - But you do not look like me.



إيهاب اِثْنَيْنِ: بُصَّ عَلَيَّ وَشِّي، أَنَا شَكْلِي زَيْكَ

Buṣiçalawishshi ana shakli zayyak.

Ehab 2 - Look at my face I look like you.



إيهاب واحد: أَيُّوَهْ إِنْتَ أَنَا! بَسْ لِيهْ لَايِسْ كِدَا؟

Aywa inta ana! Bas lih laabis kidda?

Ehab 1 - Yes you are me! But why are you dressed like that?

إيهاب إْتْنين: عَشَانْ أَنَا إِنْتَ زَمَانْ - مِنْ أَلْفِ سَنَة



İçashaan ana inta zamaan - min alf sana.

Ehab 2 - Because I am you long ago - from a thousand years.



إيهاب واحد: لِيهْ إِنْتَ هِنَا فِي كُوبَيْتِي؟

Lih inta hina fih kubbayti?

Ehab 1 - Why are you here in my cup?

إيهاب إْتْنين: عَشَانْ أَنَا كُنْتُ عَاوَزْ أَشُوفَاكَ كُنْتُ عَاوَزْ أَشُوفْ



بَقِيْتِ إِيهْ

İçashaan ana kunt içaawiz 'ashuufak. Kunt

içaawiz 'ashuuf ba'iit eh.

Ehab 2 - Because I wanted to see you. I wanted to see what you have become.



إيهاب واحد: إزَيَّك؟

Ehab 1 - Izzayyak?

How are you?



إيهاب اثنين: إزَيَّك؟

Izzayyak?

Ehab 2 - How are you?



Questions with answers



مين اللي إيهاب شافه في الفنجال؟

Q: Who did Ehab see in the cup?



A: إيهاب شاف نفسه

Ehaab shaaf nafsu.

Ehab saw himself.

هُوَ إِيهَابِ صَدَّقَ فِي الْأَوَّلِ الصَّوْتِ الْإِلِّي فِي الْفَنْجَالِ؟



Q: Did Ehab first believe the voice in the cup?



A: لاء، إيهاب قال: إِنْتَ مش أنا

La'a Ihaab 'aal: inta mish anna

No, Ehab said: You are not me.

إِزَّاي إِيهَابِ كَانَ شَكْلُهُ زَيِّ الصَّوْتِ الْإِلِّي فِي الْفَنْجَالِ؟



Q: How did Ehab look like the voice in the cup?



A: فِي الْوَشِّ

Fil wish.

In the face.



إِزَّاي كَانَ شَكْلُهُمْ مُخْتَلَفٌ؟

Q: How did they look different?



A: في اللبس

Fil libs.

In the cloths.



Mabrook =



Congratulations!

[Week 2, day 4] **Modern Standard Arabic**

Version: Maze directions



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



▶ 0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *counting*



Read story highlighting the reoccurring grammar theme (if any):

امشي نوغرى



imshi doghri

Walk straight ahead.

عَنْدُ تَالْتِ شَارِعْ يَمِينُ خُذْ يَمِينُكَ، اَمْشِي دُوْغْرِي، وَبَعْدِينْ يَمِينُ،



وَبَعْدِينْ تَانِي شَارِعْ شِمَالُ

içand taalit shaariïçyimeen khud yimeenak,
'imshi doghri, wi baiçdiin yimeen, wi baiçdiin taani
shaariïçshimaal

At the third street to the right take your right,
walk straight ahead; and then right, then the second
street to the left.



اَمْشِي شُوَيْهْ وَخُذْ يَمِينُكَ وَبَعْدِينْ شِمَالُ

imshi shwayya wi khud yimeenak wi baiçdiin
shimaal

Walk a little then take your right then a left.

خُذْ أَوَّلْ شَارِعْ عَلَيَّ شِمَالُكَ فِي تَانِي شِمَالُ، وَبَعْدِينْ اَمْشِي



دُوْغْرِي لِأَخْرُ خَالص

khud 'awil shaariïççala shimaalak fi taanishimaal; wi baiçdiin imshi doghri lil 'aakhir khaalis.

Take the first street to your left then the second to left; then walk straight to the very top.



وَبَعْدِينَ امْشِي فِي اتِّجَاهِ الشَّرْقِ لِلْأَخْرُ

wi baiçdiin imshi fi 'ittigaah ishshar' lil 'aakhir.
And then walk eastward to the end.

امْشِي دَوْغْرِي فِي اتِّجَاهِ الْجَنْوْبِ لِتَانِي شَارِعْ شِمَال



imshi dughri ganoob li taani shaariïçshimaal.

Walk straight ahead southwards to the second street left.



خُدْ شِمَال فِي شِمَال تَانِي

khud shimaal fi shimaal taani.

Take a left then left again.



أخيراً تَقْرِيْباً وَصَلْتِ! إِنَّتِ كَمَلِّ

'akhiiran ta'riiban waṣalt! Inta kamil!

At last you have almost arrived! Now finish off!



Questions with answers (translate the below Arabic sentences.)



أَمْشِي جَنْوْبَ فِي يَمِيْنِ فِي شِمَالِ

A: walk northward then right then left.

'imshi ganoob fi yimeen fi shimaal.



دَوْغْرِي

A: straight ahead

doghri.



أَمْشِي دَوْغْرِي جَنْوْبَ

A: walk straight northward

'imshi dughri ganoob.

خُذْ شِمَالاً فِي شِمَالٍ



A: take a left then a left

khud shimaal fi shimaal



Mabrook =



Congratulations!

[Week 2, day 4] **Egyptian Colloquial Version:**
Maze directions



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

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▶ 0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *counting*



Read story highlighting the reoccurring grammar theme (if any):

امثني دوغرى



imshi doghri

Walk straight ahead.

عَنْدُ تَالْتِ شَارِعْ يَمِينُ خُدْ يَمِينُكَ، اَمْشِي دُوْغْرِي، وَبَعْدِينْ يَمِينُ،



وَبَعْدِينْ تَانِي شَارِعْ شِمَالُ

içand taalit shaariïçyimeen khud yimeenak,
'imshi doghri, wi baiçdiin yimeen, wi baiçdiin taani
shaariïçshimaal

At the third street to the right take your right,
walk straight ahead; and then right, then the second
street to the left.

اَمْشِي شُوَيْهْ وَخُدْ يَمِينُكَ وَبَعْدِينْ شِمَالُ



imshi shwayya wi khud yimeenak wi baiçdiin
shimaal

Walk a little then take your right then a left.

خُدْ أَوَّلْ شَارِعْ عَلَيَّ شِمَالُكَ فِي تَانِي شِمَالُ، وَبَعْدِينْ اَمْشِي



دُوْغْرِي لِأَخْرُ خَالص

khud 'awil shaariïççala shimaalak fi taanishimaal; wi baiçdiin imshi doghri lil 'aakhir khaalis.

Take the first street to your left then the second to left; then walk straight to the very top.



وَبَعْدِينَ امْشِي فِي اتِّجَاهِ الشَّرْقِ لِلْأَخْرُ

wi baiçdiin imshi fi 'ittigaah ishshar' lil 'aakhir.

And then walk eastward to the end.

امْشِي دَوْغْرِي فِي اتِّجَاهِ الْجَنْوْبِ لِتَانِي شَارِعْ شِمَال



imshi dughri ganoob li taani shaariïçshimaal.

Walk straight ahead southwards to the second street left.



خُدْ شِمَال فِي شِمَال تَانِي

khud shimaal fi shimaal taani.

Take a left then left again.



أخيراً تَقْرِيْباً وَصَلْتِ! إِنَّتِ كَمَلِّ

'akhiiran ta'riiban waṣalt! Inta kamil!

At last you have almost arrived! Now finish off!



Questions with answers (Translate the below Arabic sentences.)



امْشِي جَنُوبَ فِي يَمِيْنُ فِي شِمَالِ

A: walk northward then right then left.

'imshi ganoob fi yimeen fi shimaal.



دوْغْرِي

A: straight ahead

doghri.



امْشِي دوْغْرِي جَنُوبَ

A: walk straight northward

'imshi dughri ganoob.



خُذْ شِمَالاً فِي شِمَالٍ

A: take a left then a left
khud shimaal fi shimaal



Mabrook =



Congratulations!

[Week 2, day 5] **Modern Standard Arabic**
Version: Why visit earth?



Select 5-8 new words from this story:

1.

5.

2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *no specific grammar topic*



Read story highlighting the reoccurring grammar theme (if any):

هَيَّا بِنَا نَعُودُ



içumar - Let's go back.



! نَعُوذُ

içusmaan - Go back?



نَعَمْ، هَيَّا بِنَا نَعُوذُ

içumar - Yes, let's go back.



لَكُنَّا حَضَرْنَا تَوًّا

içusmaan -But we just arrived.



نَعَمْ حَضَرْنَا تَوًّا لَكُنْ هَيَّا بِنَا نَعُوذُ لَكُونْنَا

içumar - Yes, we just arrived but let's go back to our universe.

لماذا نَعُوذُ بَعْدَ عَشْرِينَ سَنَةً سَفَرٍ؟ هَيَّا نَمُكُثُ بَعْضَ الْوَقْتِ



içusmaan -Why return after twenty years of travel? Let's stay awhile.

لماذا نَمَكُثُ بَعْضَ الْوَقْتِ؟ كُلُّ شَيْءٍ غَرِيبٌ هُنَا. لَا أَفْهَمُ شَيْئاً



içumar - Why stay awhile? Everything is strange here. I don't understand anything.

نَعَمْ، أَنَا لَا أَفْهَمُ شَيْئاً أَيْضاً. لَكِنْ لَا يُلْزَمُنَا أَنْ نَفْهَمَ



içusmaan -Yes, I don't understand anything also. But we don't have to understand.

لَقَدْ تَرَكْنَا عَالَمَنَا لِأَنَّنا لَمْ نَكُنْ نَفْهَمُ شَيْئاً... هَلْ تَذْكُرُ؟



içumar - We left our universe because we didn't understand anything... remember?

نَعَمْ، أَذْكُرُ... لَكِنْ لَا يُلْزَمُنَا أَنْ نَفْهَمَ مَرَّةً أُخْرَى. بَعْدَ عَشْرِينَ سَنَةً



سَفَرٍ لَّهُنَا لَقَدْ فَهَمْتُ الْحَيَاةَ

içusmaan - Yes, I remember... but we don't have to understand again. After twenty years of traveling to here I understood life.



أَنْتَ عَلَى حَقٍّ. لَا يَلْزَمُنَا أَنْ نَفْهَمَ بِالْمَرَّةِ

içumar - Your right. We don't have to understand at all.



Questions with answers

كَمْ مِنْ الْوَقْتِ مَضَى عَلَى عُمَرَ وَعُثْمَانَ وَهُمَا مُسَافِرَانِ؟



Q: How long have içumar and içusmaan been traveling?



A: عَشْرُونَ سَنَةً

twenty-years

لماذا يُفكّر عُمَرُ وَعُثْمَانُ في الرُّجوع إلى مَوْطَنِهِمْ؟



Q: Why do iḥumar and iḥusmaan consider returning home?

A: لِأَنَّ كُلَّ شَيْءٍ غَرِيبٌ



Because everything is strange.

لماذا تَرَكَ عُمَرُ وَعُثْمَانُ كَوْكَبَهُمْ في بادئ الأمر؟



Q: Why did iḥumar and iḥusmaan leave their planet in the first place?

A: لِأَنَّهُمَا لَمْ يَفْهَمَا شَيْئاً



Because they didn't understand anything.

لماذا قَرَّرَا أَنْ يَمْكُنَا في كَوْكَبِ الْأَرْضِ؟



Q: Why do they decide to stay at planet earth?



A: لَأَنَّهُ لَا يُلْزَمُهُمَا أَنْ يَفْهَمَا مَرَّةً أُخْرَى

Because they don't have to understand again.

ما الَّذِي أُنْرِكَاهُ أَنَّهُ مُمَاتِلٌ فِي مَوْطَنِهِمْ وَعَلَى كَوْكَبِ الْأَرْضِ؟



Q: What do they realize is the same about home and the planet earth?



A: أَنَّهُ لَا يُلْزَمُهُمْ أَنْ يَفْهَمَا وَلَا أَنْ يُفْهَمَا

In that they don't have to understand nor be understood.



Mabrook =



Congratulations!

[Week 2, day 5] **Egyptian Colloquial Version:**
Why visit earth?



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

- 1— The above selected words
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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *no specific grammar topic*



Read story highlighting the reoccurring grammar theme (if any):

يَلَّا بَيْنَا نَرْجَعُ



Yalla bina nirgaiç
içumar - Let's go back.



نَرْجَعُ

Nirgaiç!

içusmaan - Go back?



أَيُّوَةٌ يَلَّا بِيْنَا نَرْجَعُ

Aywa yalla biina nirgaiç

içumar - Yes, let's go back.



بَسْ إِحْنَا لَسَّهْ وَاصْلِيْنْ

Bas ihna lissa wasliin!

içusmaan - But we just arrived.



أَيُّوَةٌ لَسَّهْ وَاصْلِيْنْ بَسْ يَلَّا بِيْنَا نَرْجَعُ لَكُوْنَا

Aywa lissa wasliin bas yalla biina nirgaiçlih

kunna.

içumar - Yes, we just arrived but let's go back to our universe.

ليه نرجع بعد عشرين سنة سفر؟ يلا نقعد شوينه



Lih nirgaiçbaïçd içishriin sana safar? Yalla nuïçiçud shwayya.

içusmaan - Why return after twenty years of travel? Let's stay awhile.

ليه نقعد شوينه؟ كل حاجة غريبة هنا. مش فاهم حاجة



Lih nuïçiçud shwayya? Khul ḥaaga ghariiba hina. Mish faahim ḥaaga.

içumar - Why stay awhile? Everything is strange here. I don't understand anything.

أيوه أنا مش فاهم حاجة كمان. بس مش لازم نفهم



Aywa ana mish faahim ḥaagakamaan. Bas mish

laazim nifham.

içusmaan - Yes, I don't understand anything also. But we don't have to understand.

إِخْنَا سِبْنَا كُونَا عَشَان مَا كُنَّاش فَاهْمِين حَاجَة... فَاكِر؟



Ihna sibna kunna içashaan makunnaash
fahmiin haaga... faakir?

içumar - We left our universe because we didn't understand anything... remember?

أَيُّوَه فَاكِر... بَسْ مَشْ لَازِم نَفْهَم تَانِي. بَعْدُ عَشْرِينَ سَنَةً سَفَرَ لِهِنَا



أَنَا فَهَمْتُ الْحَيَاة

Ayywa faakir... bas mish laazim nifham taani.
Baïçd içishriiin sana safar li hina ana fihimt il
hayaah.

içusmaan - Yes, I remember... but we don't have to understand again. After twenty years of traveling to here I understood life.



لَكَ حَقٌّ. مِشْ لَازِمٌ نَفْهَمُ خَالِصٌ

Lik ḥak. mish laazim nifham khaalis.

içumar - Your right. We don't have to

understand at all.



صَحٌّ... وَهُمْ مِشْ لَازِمٌ يَفْهَمُونَا كَمَا

Saḥ... wi humma mish laazim yifhamuuna

kamaan.

içusmaan - Right. And they don't have to

understand us also.



Questions with answers



قَدْ أَيَّهْ عُمَرُ وَعُثْمَانُ بَقِيَ لَهُمْ مَسَافِرِينَ؟

Q: How long have içumar and içusmaan been

traveling?



A: عَشْرِينَ سَنَةً

içishriin sana

twenty-years



لِيَهُ عُمَرَ وَعُثْمَانَ يَتَفَكَّرُوا يَرْجِعُوا لِمَكَانِهِمْ؟

Q: Why do içumar and içusmaan consider returning home?



A: عَشَانُ كُلِّ حَاجَةٍ غَرِيبَةٍ

içashaan khul ḥaaga ghariiba

Because everything is strange.

هُوَ لِيَهُ عُمَرَ وَعُثْمَانَ سَابُوا الْكُونَ يَتَاعَهُمْ مِنَ الْأَصْلِ؟



Q: Why did içumar and içusmaan leave their planet in the first place?



A: عَشَانْ مَا كَانُوْشْ فَاهْمِيْنْ حَاجَةً:

içashaan makannuush fahmiin ḥaaga.

Because they didn't understand anything.



لِيَهْ قَرَّرُوْا يَفْعُدُوْا فِي كَوْكَبِ الْاَرْضِ .

Q: Why do they decide to stay at planet earth?

A: عَشَانْ مِشْ لَازِمْ يَفْهَمُوْا تَانِي

içashaan mish laazim yifhamu taani.

Because they don't have to understand again.

إِيَهْ اَللِّي وَصَلُوْا لَهْ اِنَّهْ زِي بَعْضُهُ عَنْ مَكَانَهُمْ وَكَوْكَبِ الْاَرْضِ؟



Q: What do they realize is the same about home and the planet earth?



A: اِنْ مِشْ لَازِمْ يَفْهَمُوْا وَلَا يَتَّفَهَمُوْا:

in mish laazim yifhamu walla yitfahamu.

In that they don't have to understand nor be understood.



Mabrook =



Congratulations!

[Week 3, day 1] **Modern Standard Arabic**
Version: A one-sided conversation



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: interrogative particles, negation of equational sentences



Read story highlighting the reoccurring grammar theme (if any):

هَذَا لَيْسَ صَاحِبًا... أَنَا لَسْتُ كَذَلِكَ بِالْمَرَّةِ

That is not true... I'm not like that at all.



لَا هَذَا لَيْسَ صَاحِبًا . أَيْنَ أَنَا؟

No it's not true. Where am I?





أنا عَلَى الطَّرِيقِ. ماذا؟

(As he sits on a park bench) I am on my way.

What?



... لا لَسْتُ جالِساً... أنا أَنهَجُ

No, I'm not sitting. I'm panting. (He begins to breath heavily).

أنا في طَرِيقِي. ماذا؟ نَعَمْ، وَبَعْدَ ذَلِكَ سَأُذْهَبُ لِلْحَدَّاقِ



I'm on my way. What? Yes, and after that I will go to the hairdresser.

أَلَمْ نَقُلْ سَأُذْهَبُ لِلْحَدَّاقِ يَا رُوحِي؟ لا رُبَّمَا لا تَتَذَكَّرِينَ



Didn't we say I will go to the hairdresser. love?

No, maybe you don't remember.



لا لَيْسَ بِالْأَمْسِ... سَأَذْهَبُ الْيَوْمَ

Not yesterday... today I'll cut.

ماذا؟ لا أنا أتذكّر... رُبَّمَا أَنْتَ لَا تَتَذَكَّرِينَ يَا رُوحِي؟



What? No I remember... maybe you don't remember, love?

نَعَمْ... مَلْبَسِي جَيِّدٌ. ماذا؟ لَيْسَ مَكْوِيًّا لَكِنَّهُ نَظِيفًا



Yes... I'm dressed well. What? No, it's not ironed but it's clean.

لَيْسَ نَظِيفًا؟ لِمَاذَا؟ يَا رُوحِي الْجِينزُ كَانُوا مُعَلَّقِينَ



It's not clean? Why? Love, the jeans were hung up.

لَمْ يَكُونُوا مُعَلَّقِينَ؟ حَسَنًا. رُبَّمَا أَنَا لَا أَتَذَكَّرُ



They weren't hung up? Ok. Maybe I don't remember.

حَسَنًا. رُبَّمَا



Ok, maybe.

حَسَنًا أَنَا هُنَا... نَعَمْ... إِنْ لَمْ أَجِدْهُ سَأَطْلُبُكَ



(As he continues to sit on the park bench). Ok, I'm here... yes... if I don't find it I'll call you



Questions with answers

هَلْ لِشَخْصٍ رَّئِيسِي يُجِيبُ الْكُذْبَ؟ اِعْطِ امْتِثَالًا تَبَيِّنُ أَنَّهُ يُجِيبُ

الْكَذْبَ



Q: Is the main character a good liar? Give examples that make him a good liar.

A: no specific answer.

مَتَى كَانَ الشَّخْصُ الرَّئِيسِيُّ عَلَيْهِ أَنْ يَذْهَبَ إِلَى الْحَلَّاقِ؟



Q: When was the main character supposed to go to the hairdresser?



A: بِالْأَمْسِ

Yesterday

هَلْ الشَّخْصُ الرَّئِيسِيُّ يَلْبَسُ بَنْطَلُوناً نَظِيفاً أَمْ وَسَخاً؟



Q: Is the main character wearing clean or dirty pants?



A: لا، الْجِينزُ لَيْسَ نَظِيفاً

No, his pants are not clean.

فِي آخِرِ الرُّوَايَةِ هَلْ تَنْتَظِرُ مِنْهُ أَنْ يَجِدَ الشَّيْءَ الَّذِي طَلَبْتَهُ



مَحْبُوبَتَهُ؟ إِذَا كَانَ الرَّدُّ لَا، فطماذا؟

Q: At the end of the passage do you expect him

to find what his loved one has requested? If no, why?

A: لا لِأَنَّهُ لَمْ يَذْهَبْ !

Because he never went!

اعْطِ خَمْسَةَ امْتِثَالٍ نَفْيٍ مِنَ الرَّوَايَةِ

Q: Give five examples of negation in the passage.

A: لَا أَتَذَكَّرُ

a-I don't remember

لَيْسَ صَاحِباً

b-that's not true

... أَلَمْ نَقُلْ

c-didn't we say...



لَيْسَ نَظِيفاً

d-it's not clean



لَيْسَ بِالْأَمْسِ

e-not yesterday



Mabrook =



Congratulations!

[Week 3, day 1] **Egyptian Colloquial Version:**
A one-sided conversation



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

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The e-tutor will apply the vocabulary set to the week's story and grammar construction.



▶ 0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: interrogative particles, negation of equational sentences



Read story highlighting the reoccurring grammar theme (if any):

دا مش صحيح... انا مش كدا خالص

Da mish ṣaḥīiḥ... ana mish kidda khaalis.



That is not true... I'm not like that at all.



لاء مش صحيح. أنا فين؟

La'a mish ṣaḥīiḥ. Ana feen?

No it's not true. Where am I?



أنا على الطريق. إيّه؟

Ana iḥala iṭ ṭariik. Eh?

(As he sits on a park bench) I am on my way.

What?



... لاء، مش قاعد... أنا بانهج

La'a mish 'aaīcid... ana banhag...

No, I'm not sitting. I'm panting. (He begins to breathe heavily).

أنا على الطريق. إيّه؟ أيّوه، وبعْد كدا حاروح للحدلاق



Ana iĉala iṭ ṭariik. Eh? Aywa, wi baiĉd kidda ḥaruuhlil ḥalla'

I'm on my way. What? Yes, and after that I will go to the hairdresser.

مَشْ قُلْنَا حَارُوْخَ لِلْحَدِّ لَا قَالْنَا هَارُوْده يَا رُوحي؟ لَاءِ يَمْكُنْ مَشْ فَاكْرَهْ



Mish 'ulna ḥaruuh 'lil ḥalla' innaharda yaruuḥi?
La'a yimkin mish fakra.

Didn't we say I will go to the hairdresser today,
love? No, maybe you don't remember.



مَشْ اِمْبَارِحْ... النَّهَارُوْده حَارُوْخَ

Mish imbaariḥ... innaharda ḥaruuh.

Not yesterday... today I'll go.

إِيه؟ لَاءِ أَنَا فَاكِرْ... يَمْكُنْ اِنْتِ مَشْ فَاكْرَهْ يَا رُوحي؟



Eh? La'a ana faakir... yimkin inti mish fakra
yaruuḥi?

What? No I remember... maybe you don't remember, love?

أيوه... لايس كوييس. إيه؟ لاء مش مكوي بس نضيف



Aywa... laabis kwayis. Eh? La'a mish makwi bas nidiif.

Yes... I'm dressed well. What? No, it's not ironed but it's clean.

مش نضيف؟ ليه؟ يا روهي الجينز كانوا متعلقين



Mish nidiif? Lih? yaruuhī il jeans kaanu mitiçalla'iin.

It's not clean? Why? Love, the jeans were hung up.

ما كانوش متعلقين؟ طيب. يمكن أنا مش فاكر



Makanuush mitiçalla'iin? tayyib. Yimkin ana mish faakir.

They weren't hung up? Ok. Maybe I don't

remember.



طَيِّبٌ، يُمْكِنُ

ṭayyib. Yimkin.

Ok, maybe.



طَيِّبٌ أَنَا هِنَا... أَيَوَّه... لَوْ مَا لَقَتَوْشَا طَلْبِكُ

ṭayyib ana hina... aywa... law mala'ituush

ḥatlubik.

(As he continues to sit on the park bench). Ok, I'm here... yes... if I don't find it I'll call you.



Questions with answers

هُوَ الشَّخْصُ الرَّئِيسِي كُوَيِّسُ فِي الْكُذْبِ؟ إِدِّي أَمْتَلَّة تَبَيِّنْ إِنَّهُ كَذَّابٌ



كُوَيِّسُ

Q: Is the main character a good liar? Give examples that make him a good liar.

A: no specific answer.

إمتى كان الشَّخصُ الرَّئِيسِي مَفْرُوضٌ إِنَّهُ يَرُوحُ لِلحَدَلَّاقِ؟



Q: When was the main character supposed to go to the hairdresser?



A: إمبارح
imbaarih

Yesterday

هُوَ الشَّخْصُ الرَّئِيسِي لَايْسُ بَتَطْلُونُ نَضِيفٌ وَلَا وَسَخٌ؟



Q: Is the main character wearing clean or dirty pants?



A: لاء، الْجِينزُ مَشْ نُضَافٌ

La'a il jeans mish nudaaf.

No, his pants are not clean.

في نهاية المَقْطَعِ يَتَنَتَّظَرُ إِنَّهُ يَلَاقِي الِلي مَحْبُوبَتَهُ طَطْبَتَهُ؟ لو



لاء، لِيهِ؟

Q: At the end of the passage do you expect him to find what his loved one has requested? If no, why?



A: لاء. عَشَانِ مَا رَا حَشْ

La'a içashaan maraḥsh

No. Because he never went!

أدي حَمَسْ أَمْثَلَةُ نَفِي مِنْ الْمَقْطَعِ



Q: Give five examples of negation in the passage.

A: مَشْ فَاكِرْ



a-mish faakir - I don't remember

مَشْ صَاحِيحْ



b-mish ṣaḥīiḥ -that's not true

مَشْ قُلْنَا ...



c-mish 'ulna -didn't we say...

مَشْ نَضِيْفْ



d-mish nidiif - it's not clean



مَشْ اِمْبَارِحْ

e-mish imbaariḥ -not yesterday



Mabrook =



Congratulations!

[Week 3, day 2] **Modern Standard Arabic**

Version: A policeman's counter-ego



Select 5-8 new words from this story:

1.

5.

2.

6.

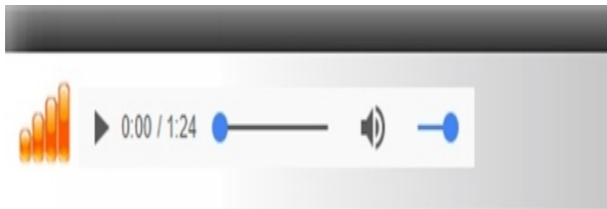
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

- 1— The above selected words
- 2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.





For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *adjectives*



Read story highlighting the reoccurring grammar theme (if any):



كَانَ يَوْجَدُ رَجُلًا اسْمُهُ سَامٌ

There was a man by the name of Sam.



سَامٌ كَانَ فِي عَرَبَتِهِ عَلَى الطَّرِيقِ السَّرِيعِ

Sam was in his car on the highway.



سَامٌ كَانِيَقُودُ بِسُرْعَةٍ

Sam was driving quickly.

سام كان سعيداً ويشعر أنه لا مثيل له



Sam was happy and felt he was cool.

الشرطي رآه وأوقفه



The policeman saw him and stopped him.

الشرطي لم يكن سعيداً وثار على سام



The policeman was not happy and got angry with Sam.

سام نظر إلى الشرطي وكان مذهولاً



Sam looked at the policeman and was stunned.

الشرطي طلب من سام رخصته



The policeman requested from Sam his licenses.



سام أَصْبَحَ مُتَوَتِّراً وَقَرَّرَ أَنْ يَكُونَ مُضْحِكاً

Sam became nervous and decided to be funny



سام أَخْرَجَ أَرْجوزاً بَدَلاً مِنْ الرُّخَصِ

Sam took out not the licenses but a puppet.



الأَرْجوزُ لَمْ يَكُنْ مُتَوَتِّراً بَلْ كَانَ مُضْحِكاً

The puppet was not nervous but was funny.



الأَرْجوزُ اسْتَعْبَطَ وَقَالَ لِلشُّرْطِيِّ

The puppet was acting dumb and said to the policeman:



اِترْكْنِي أَحْلُ هَذَا الأَمْرَ

Let me solve the situation here.



الشُّرْطِيُّ فوجيءَ وَكَانَ مُتَضَايِقًا

The policeman was surprised and was fed up.



سام صَمَتَ

Sam shuts up.



الأراجوزُ صارَ مُحْرَجًا وَمُرْتَبِكًا

The puppet became embarrassed and confused.

الشُّرْطِيُّ قَالَ لِلأراجوزِ: لا لَيْسَتْ مُشْكَلَةٌ. اترُكْني أَحْلُ هَذَا



الأمرَ

The policeman tells the puppet: No, it's not a problem. Let me solve the situation here.



الشُّرْطِيُّ أَعْطَى الأراجوزَ مُخَالَفَةً

The policeman gives the puppet a ticket.



Questions with answers

ماذا كان إحساسُ سامٍ وَهُوَ يَقودُ عَرَبَتَهُ؟



Q: What was Sam's mood while driving his car?

سامٍ كان سَعِيداً وَيَشْعُرُ أَنَّهُ لا مَثِيلَ لَهُ



Sam was happy and felt he was cool.

ما الَّذي أخطأَ فِيهِ سامٍ؟



Q: What did Sam do wrong?

سامٍ كان يَقودُ بِسُرْعَةٍ



Sam was driving quickly.



كَيْفَ كَانَ سَامَ يَشْعُرُ عِنْدَمَا أُوْقِفَهُ الشَّرْطِيُّ؟

Q: How did Sam feel when stopped by the policeman?



A: سَامَ كَانَ مَذْهُولاً.

Sam was stunned.



كَيْفَ كَانَ يَشْعُرُ الشَّرْطِيُّ تَجَاهَ الْأَرَاوِزِ؟

Q: How did the policeman feel towards the puppet?



A: الشَّرْطِيُّ فَوْجِيءٌ وَكَانَ مُتَضَايِقاً.

The policeman was surprised and was fed up.



هَلْ يُعْطِي الشَّرْطِيُّ سَامَ مُخَالَفَةً؟

Q: Does the policeman give Sam a ticket?

A: الشُّرْطِيُّ أَعْطَى الْأَرَاوِزَ مُخَالَفَةً.

The policeman gives the puppet a ticket.



Mabrook =



Congratulations!

[Week 3, day 2] **Egyptian Colloquial Version:**
A policeman's counter-ego



Select 5-8 new words from this story:

1.

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2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

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0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *adjectives*



Read story highlighting the reoccurring grammar theme (if any):



كانَ فيهِ راجِلٌ اِسْمُهُ سام

Kaan fiih ragil ismu Saam.

There was a man by the name of Sam.



سام كان في عَرَبِيَّتَهُ عَلَى الطَّرِيقِ السَّرِيعِ

Saam kaan fi iĉarabiitu iĉala il ʔariik ish shariiiĉ.

Sam was in his car on the highway.



سام كان بيسوق يسرعة

Saam kaan biysuu' bisuriĉa.

Sam was driving quickly.



سام كان مبسوط وحاسس إنه مفيش زية

Saam kaan mabsuuʔ wi ʔaasis innu mafish

zayyoh.

Sam was happy and felt he was cool.



العسكري شافه ووقفه

Il iĉaskari shaafu wi wa'afu.

The policeman saw him and stopped him.



الْعَسْكَرِي مَا كَانَتْ مَبْسُوطٌ وَتَارَ عَلَيَّ سَام

Il iḥaskari makaansh mabsuut wi thaar iḥala Saam.

The policeman was not happy and got angry with Sam.



سَام بَصَّ عَلَيَّ الْعَسْكَرِي وَكَانَ مَذْهُولٌ

Saam bass iḥala il iḥaskariwi kaan mazhuul.

Sam looked at the policeman and was stunned.



الْعَسْكَرِي طَلَبَ مِنْ سَام رُخْصَةَ

il iḥaskari ṭalaab min Saam rukhasu.

The policeman requested from Sam his licenses.



سَام بَقِيَ مَتَوَاتِرَ وَقَرَّرَ يَبْقَى مُضْحَكٌ

Saam ba'a mutwatar wi karrar yib'a muḍḥik.

Sam became nervous and decided to be funny.



سام طَطَّعَ مَشْ الرُّخْصَ إِنَّمَا أَرَا جُوزَ

Saam ṭalaïçmish ir rukhas innamaaragooz.

Sam took out not the licenses but a puppet.



الأَرَا جُوزَ مَا كَانَشْ مُتَوَاتِرْ إِنَّمَا كَانَ مُضْحَكْ

Il aragooz makaansh mutwatar innamakaan

muḍḥik.

The puppet was not nervous but was funny.



... الأَرَا جُوزَ كَانَ مُسْتَعْبَطْ وَقَالَ لِلْعَسْكَرِي

Il aragooz kaan mistaiçbaṭ wi 'aal li il içaskari...

The puppet was acting dumb and said to the

policeman...



خَلَيْتَنِي أَنَا أَحِلُّ الأَمْرَ هِنَا

khaliini ana aḥil il 'amr hina.

Let me solve the situation here.



العسكري اِتْفَجَاءَ وَكَانَ مَفْلُوقٌ

il iḡaskari itfaaga' we kaan mafluu'.

The policeman was surprised and was fed up.



سام اِتْكَتَمَ

Saam itkatam.

Sam shuts up.



الأراجوز بقى مُحْرَجٌ وَمَتَلَخِبَطٌ

Il aragooz ba'a muḡrag wi mitlakhbaṭ.

The puppet became embarrassed and confused.

العسكري قال للأراجوز: لاء مش مُشْكِلَة. خَلِينِي أَنَا أَحِلُّ الأَمْرَ



هنا

Il iḡaskari'aal li il aragooz: La'a mish mushkilla.

KHaliini ana aḡil il 'amr hina.

The policeman tells the puppet: No, it's not a problem. Let me solve the situation here.



العسكري ادى الأراجوز مخالفة

Il içaskari idda il aragooz mukhalfa.

The policeman gives the puppet a ticket.



Questions with answers



إيه كان مزاج سام وهو سايق عربيته؟

Q: What was Sam's mood while driving his car?



سام كان مبسوط وحاسس إنه مفيش زيّه

Saam kaan mabsuṭ wi ḥaasis innu mafish

zayyoh..

Sam was happy and felt he was cool.



إيه اللي عمّله سام غلط؟

Q: What did Sam do wrong?



A: سام كان بيُسوقُ بِسُرْعَةً

Saam kaan biysuu' bisuriḩa.

Sam was driving quickly.



إِيهْ كَانَ شُعورُ سام لَمَّا الْعَسْكَري وَقَفَهُ؟

Q: How did Sam feel when stopped by the policeman?



A: سام كان مَزْهُول

Saam kaan mazhuul.

Sam was stunned.



إِيهْ كَانَ شُعورُ الْعَسْكَري بِالنَّسْبَةِ لِلأراجوز؟

Q: How did the policeman feel towards the puppet?



A: الْعَسْكَري اِتْفَجاا' وكان مَفْلوق

il iḩaskari itfaaga' we kaan mafluu'.

The policeman was surprised and was fed up.

هُوَ الْعَسْكَرِي إِدَى سَام مُخَالَفَةً؟



Q: Does the policeman give Sam a ticket?

A: لاء، الْعَسْكَرِي إِدَى الْأَرَاغُوزُ مُخَالَفَةً.



La'a il i'çaskari idda il aragooz mukhalfa.

No, the policeman gives the puppet a ticket.



Mabrook =



Congratulations!

[Week 3, day 3] **Modern Standard Arabic**

Version: The park bench therapist



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

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0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *prepositions + objects*



Read story highlighting the reoccurring grammar theme (if any):

أُهْنَاكَ مُشْكَلَةٌ؟ أَنَا إِسْمِي فَوُزِيَّةٌ



Fawziyya - Is there a problem? My name is

Fawziyya.

أَهْلًا فَوْزِيَّةٌ! أُنَا إِسْمِي مَحْمُودُ الطَّيِّبُ وَمَحْمُودُ السَّيِّءِ



Maḥmoud - Hello Fawziyya. My name is good
Mahmoud and bad Mahmoud.



كَيْفَ حَالُكَ يَا مَحْمُودُ الطَّيِّبُ وَالسَّيِّءِ

Fawziyya - Hello good and bad Mahmoud.



! أَهْلًا، أَهْلًا

Maḥmoud - Hello, hello!



مَنْ أَيْنَ مَحْمُودُ السَّيِّءِ؟

Fawziyya - From where is bad Mahmoud?



مَنْ دَاخِلِي. فَوْقَ عَقْلِي

Maḥmoud - From inside me. On top of my logical head.



وَمَنْ أَيْنَ مَحْمُودُ الطَّيِّبُ؟

Maḥmoud - From inside me as well. Next to my heart.



مَنْ دَاخِلِي كَذَلِكَ. بِجَانِبِ قَلْبِي

Fawziyya - And from where is good Mahmoud?



وَمَاذَا يُرِيدُ مَحْمُودُ السَّيِّئِ؟

Fawziyya - And what does bad Mahmoud want?

يُرِيدُ أَنْ يَدْفَعَكَ مِنْ الْخَلْفِ دَاخِلَ الْمَاءِ هُنَا فِي الْحَدِيقَةِ



Maḥmoud - He wants to push you, from behind, in the water here in the park.



وَمَاذَا يُرِيدُ مَحْمُودُ الطَّيِّبُ؟

Fawziyya - And what does good Mahmoud want?

يُرِيدُ أَنْ يَدْفَعَنِي أَنَا مِنْ الْخَلْفِ دَاخِلَ الْمَاءِ هُنَا فِي الْحَدِيقَةِ



Maḥmoud - He wants to push me, from behind, in the water here in the park.



وَمَاذَا تُرِيدُ أَنْتَ؟

Fawziyya - And what do you want?



أُرِيدُ أَنْ أَبْقَى مَعَ مَحْمُودِ السَّيِّئِ

Maḥmoud - I want to be with bad Mahmoud.

إِذَا خُذَ مَحْمُودَ الطَّيِّبِ وَضَعَهُ فِي عَقْلِكَ وَإَجْعَلْ مَحْمُودَ السَّيِّئِ

يُدْفَعُكَ قَبْلِي دَاخِلَ الْمَاءِ



Fawziyya - Then take the good Mahmoud and put him inside the logical part of your head; and let bad Mahmoud push you before me into the water.

! اقْتَرَأْ حَيْدٌ وَاللَّهِ



Maḥmoud - That's a good idea!



Questions with answers

مَا الَّذِي يُضَايِقُ مَحْمُودًا؟



Q: What troubles Mahmoud?

A: أَنَّهُ لَدَيْهِ جَانِبَانِ: مَحْمُودٌ طَيِّبٌ وَمَحْمُودٌ سَيِّئٌ



Because he has two sides: a good and bad Mahmoud.



ما الذّي يُريدُ مَحْمُودٌ عَمَلَهُ؟

Q: What does Mahmoud want to do?



A: يُريدُ أَنْ يَدْفَعَ السَّيِّدَةَ الْعَجُوزَ فِي الْمَاءِ

He wants to push the old lady into the water.



ما الذّي يُوقِفُ مَحْمُودٌ مِمَّا * يُريدُ أَنْ يَقُومَ بِهِ؟

Q: What is stopping Mahmoud from what he wants to do?



A: مَحْمُودٌ الطَّيِّبُ يُريدُ أَنْ يَدْفَعَهُ فِي الْمَاءِ

The good Mahmoud wants to push him into the water.



هَلْ فَوْزِيَّةٌ خَائِفَةٌ مِنْ مَحْمُودٍ؟

Q: Is Fawziyya scared of Mahmoud?



A: لَا يَبْدُو أَنَّهَا خَائِفَةٌ

She does not seem afraid.

ماذا نصحت فوزيية محمود أن يفعل؟



Q: What was Fawziyya advise to Mahmoud?

A: خذ محمود الطيب وضعه في عقلك واجعل محمود السيء



يدفعك قبلي داخل الماء

Take the good Mahmoud and put him inside the logical part of your head; and let bad Mahmoud push you before me into the water.



Mabrook =



Congratulations!

[Week 3, day 3] **Egyptian Colloquial Version:**

The park bench therapist



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

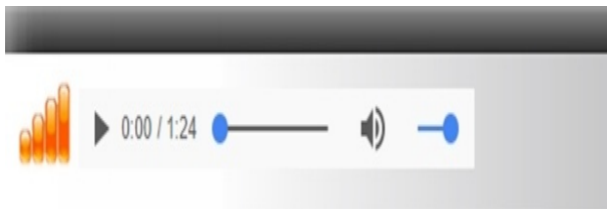
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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *prepositions + objects*



Read story highlighting the reoccurring grammar theme (if any):



فيه مُشكلة؟ أنا إسمي فوزية

Fiih mushkilla? Ana ismi Fawziyya.

Fawziyya - Is there a problem? My name is Fawziyya.

أهلاً فوزية! أنا إسمي محمود الكويس ومحمود الوحش



Ahlan Fawziyya! Ana ismi Maḥmoud il kwayyis wi Maḥmoud il wiḥish.

Maḥmoud - Hello Fawziyya. My name is good Mahmoud and bad Mahmoud.



إزيك يا محمود الكويس والوحش

Izayyak ya Maḥmoud il kwayyis wi il wiḥish.

Fawziyya - Hello good and bad Mahmoud.



أهلاً ، أهلاً

Ahlan, ahlan!

Maḥmoud - Hello, hello!



هُوَ مَحْمُودُ الْوَحْشِ مِنْ فَيْنِ؟

Huwwa Maḥmoud il wiḥish min feen?

Fawziyya - From where is bad Mahmoud?



مِنْ جُؤَيِّ. فَوْقَ عَقْلِي

Min guwwaaya. Foo' iça'li.

Maḥmoud - From inside me. On top of my logical head.



مَحْمُودُ الْكُؤَيِّسِ مِنْ فَيْنِ؟

Wi Maḥmoud il kwayyis min feen?

Fawziyya - And from where is good Mahmoud?



مِنْ جُؤَيِّ كَمَا. جَنْبَ قَلْبِي

Min guwwaaya kamaan. gamb 'albi.

Maḥmoud - From inside me as well. Next to my heart.



وَمَحْمُودُ الْوَحْشِ عَلَوْزُ إِيهْ؟

Wi Maḥmoud il wiḥish iḥaawiz eh?

Fawziyya - And what does bad Mahmoud want?

عَلَوْزُ يَزُقُّكَ مِنْ وَّرَاءِ، جُودَ الْمَيَّةِ هِنَا فِي الْجَنِينَةِ



iḥaawiz yizuik min wara, guwwa il mayya hina fil il geniina.

Maḥmoud - He wants to push you, from behind, in the water here in the park.



وَمَحْمُودُ الْكُويِّسِ عَلَوْزُ إِيهْ؟

Wi Maḥmoud il kwayyis iḥaawiz eh?

Fawziyya - And what does good Mahmoud want?

عَلَوْزُ يَزُقُّنِي أَنَا مِنْ وَّرَاءِ، جُودَ الْمَيَّةِ هِنَا فِي الْجَنِينَةِ



İçaawiz yizu'ini ana min wara, guwwa il mayya hina fil geniina..

Maḥmoud - He wants to push me, from behind, in the water here inthe park.



وَإِنْتَ عَلَوْزُ إِيهْ؟

Wi inta içaawiz eh?

Fawziyya - And what do you want?



أَنَا عَلَوْزُ ابْقَى مَعَ مَحْمُودِ الْوَحْشِ

Ana içaawiz 'aba maiça Maḥmoud il wiḥish.

Maḥmoud - I want to be with bad Mahmoud.

يَبْقَى خُدْ مَحْمُودِ الْكُوَيْسِ وَحُطُّهُ فِي عَقْلِكَ وَخَلِّي مَحْمُودِ الْوَحْشِ



يَزُقُّكَ قَبْلِي جُوهَ الْمِيَّةِ

Yib'a khud Maḥmoud il kwayyis wi ḥuttu fi iça'lak wi khalli Maḥmoud il wiḥish yizu"ak abli

guwwa il mayya.

Fawziyya - Then take the good Mahmoud and put him inside the logical part of your head; and let bad Mahmoud push you before me into the water.



فِكْرَةٌ وَاللَّهِ

Fikra walaahi!

Maḥmoud - That's an idea!



Questions with answers



هُوَ إِيَّهِ الَّذِي مُضَايِقُ مَحْمُودٌ؟

Q: What troubles Mahmoud?

A: إِنَّ عِنْدَهُ جَانِبَيْنِ: مَحْمُودٌ كَوَيْسٌ وَمَحْمُودٌ وَحَشٌّ



Because he has two sides: a good and bad Mahmoud.



هُوَ مَحْمُودٌ عَائِزٌ يَعْمَلُ إِيَّاهُ؟

Q: What does Mahmoud want to do?



A: عَائِزٌ يَزُقُّ السَّنْتَ الْعَجُوزَةَ جُوهَ الْمِيَّةِ

He wants to push the old lady into the water.



إِيَّاهُ الْإِلَهِي مَوْقَفٌ مَحْمُودٌ إِنَّهُ يَعْمَلُ الْإِلَهِي عَائِزُهُ؟

Q: What is stopping Mahmoud from what he wants to do?



A: مَحْمُودٌ الطَّيِّبُ عَائِزٌ يَزُقُّهُ جُوهَ الْمِيَّةِ

The good Mahmoud wants to push him into the water.



هِيَ فَوْزِيَّةٌ خَائِفَةٌ مِنْ مَحْمُودٍ؟

Q: Is Fawziyya scared of Mahmoud?



A: مَشْ بَائِنٌ عَلَيْهَا إِنَّهَا خَائِفَةٌ

She does not seem afraid.

فَوْزِيَّةٌ نَصَحَتْ مَحْمُودًا إِنَّهُ يَعْْمَلُ إِيَّاهُ؟



Q: What was Fawziyya advise to Mahmoud?

A: خُذْ مَحْمُودَ الْكُوَيْسِ وَحُطِّهْ فِي عَقْلِكَ وَخَلِّي مَحْمُودَ الْوَحْشِ



يَزُقُّكَ قَبْلِي جُوهَ الْمِيَّةِ

Take the good Mahmoud and put him inside the logical part of your head; and let bad Mahmoud push you before me into the water.



Mabrook =



Congratulations!

[Week 3, day 4] **Modern Standard Arabic**

Version: Checking into a two star heaven



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

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0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: asking questions using the "hal" particle



Read story highlighting the reoccurring grammar theme (if any):

هَلْ يَوْجَدُ حُجْرَةٌ لِإِثْنَيْنِ



Hishaam - Is there a room for two?



نَعَمْ يُوْجَدُ حُجْرَةٌ لِإِثْنَيْنِ

il muwazaf - Yes, there is a room for two.



هَلْ الْحُجْرَةُ كَبِيرَةٌ أَمْ صَغِيرَةٌ؟

Hishaam - Is the room big or small?



الْحُجْرَةُ لَيْسَتْ كَبِيرَةٌ وَلَا صَغِيرَةٌ

il muwazaf - The room is not big nor small.



يُوْجَدُ شَبَّاكٌ كَبِيرٌ، أَلَيْسَ كَذَلِكَ؟

Hishaam - There is a big window, no?



لا، لا يُوْجَدُ شَبَّاكٌ بِالْمَرَّةِ

il muwazaf - No there is no window at all.



هشام: وَحَمَّامٌ؟

Hishaam - And bathroom?



نَعَمْ فِي الْمَمَرِّ. أَتُرِيدُونَ الْحُجْرَةَ؟

il muwazaf - Yes, in the hallway. Do you want the room?



هَلِ الْحُجْرَةُ بِأَجْرٍ؟

Hishaam - Is the room for money?

! لا بلا أجرٍ! هذا فُنْدُقٌ مُحْتَرَمٌ أَيُّهَا الرَّجُلُ!



il muwazaf - No for free! my man, this is a respectable motel!

أَيُّهَا الرَّجُلُ... كَيْفَ فُنْدُقٌ مُحْتَرَمٌ إِذَا الْحُجْرَةَ بِدُونِ شِبَاكٍ!

وَحَمَّامٍ؟ سَلَامٌ عَلَيْكُمْ



Hishaam - My man... how a respectable motel if the room is without a window and a bathroom? So long!



Questions with answers

هَلْ يَوْجَدُ حُجْرَةً لِإِثْنَيْنِ؟



Q: Is there a room for two?

A: نَعَمْ يَوْجَدُ حُجْرَةً لِإِثْنَيْنِ



Yes, there is room for two.

هَلْ يَوْجَدُ حَمَّامًا؟



Q: Is there a bathroom?



A: نَعَمْ فِي الْمَمَرِّ

Yes, in the hallway.



هَلْ الْحُجْرَةُ صَغِيرَةٌ أَمْ كَبِيرَةٌ؟

Q: Is the room small or big?



A: الْحُجْرَةُ لَيْسَتْ كَبِيرَةٌ وَلَا صَغِيرَةٌ

The room is not big or small.



Mabrook =



Congratulations!

[Week 3, day 4] **Egyptian Colloquial Version:**

Checking into a two star heaven



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

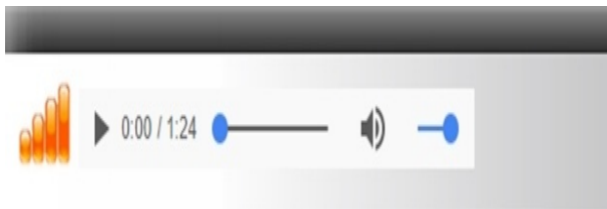
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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: asking questions using "huwwa" and "hiyya"



Read story highlighting the reoccurring grammar theme (if any):



هُوَ فِيهِ أُودَةٌ لِإِثْنَيْنِ؟

Huwwa fiih 'uḍa li itneen?

Ḥishaam - Is there a room for two?



أَيْوَهُ فِيهِ أُودَةٌ لِإِثْنَيْنِ

Aywa fiih 'uḍa li itneen.

il muwaḏaf - Yes there is a room for two.



هِيَ الْأُودَةُ كَبِيرَةٌ وَلَا صُغِيرَةٌ؟

Hiyya il 'uḍa kibirra walla ṣughayyara?

Ḥishaam - Is the room big or small?



الْأُودَةُ مِشْ كَبِيرَةٌ وَلَا صُغِيرَةٌ

Il 'uda mish kibirra wala ṣughayyara.

il muwaḏaf - The room is not big nor small.



هُوَ فِيهِ شِبَاكَ كَبِيرٌ، مَشْ كِدَا؟

Huwwa fiih shibaak kibiir mish kidda?

Ḥishaam - There is a big window, no?



لَا، مَفِيْشْ شِبَاكَ خَالِصْ

La'a mafiihsh shibaak khaalīs.

il muwaẓaf - No there is no window at all.



وَحَمَّامٌ؟

Wi ḥammaam?

Ḥishaam - And bathroom?



أَيُّوَهُ فِي الطَّرْقَةِ. عَاوْزِيْنُ الْوُدَّة؟

Aywa fit tor'a. Ā-Ā;Ā½awziin il 'uḍa?

il muwaẓaf - Yes, in the hallway. Do you want the room?



هَيَّ الْأُوْدَةَ بِفُلُوْسْ؟

Hiyya il 'uḍa bifuluus?

Ḥishaam - Is the room for money?



لاء، ببِلااش! دا فُنْدُقْ مُحْتَرَمْ يا راجلْ

La'a bibalaash! Da funduk muḥṭaram ya raagil!

il muwazaf - No for free! my man, this is a

respectable motel!

يا راجلْ... إِزَّايْ فُنْدُقْ مُحْتَرَمْ لَوْ الْأُوْدَةَ مِنْ غَيْرِ شِبَّاكْ



وَحَمَّامْ؟ سَلَامْ عَلَيْكُمْ

Ya raagil...izzay funduk muḥṭaram law il 'uḍa minghiir shibaak wi ḥammaam? Salaam

Çalaykum!

Ḥishaam - My man... how a respectable motel if the room is without a window and a bathroom? So long!



Questions with answers



هُوَ فِيهِ أُوْدَةٌ لِأَتْنَيْنِ؟

Q: Is there a room for two?



A: أَيْوَةٌ فِيهِ أُوْدَةٌ لِأَتْنَيْنِ

Yes, there is room for two.



هُوَ فِيهِ حَمَّامٌ؟

Q: Is there a bathroom?



A: أَيْوَةٌ فِي الطَّرْقَةِ

Yes, in the hallway.



هِيَ الْاُوْدَةُ كَبِيرَةٌ وَلَا صُغِيرَةٌ؟

Q: Is the room small or big?

A: الأودّة مش كبيرة ولا صُغيرة

The room is not big or small.



هديّ الأودّة بفلوس؟

Q: Is the room for money?



A: لا، ببلاش

No, it is not for rent.



Mabrook =



Congratulations!

[Week 3, day 5] **Modern Standard Arabic**
Version: Dad's halloween improvisation



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

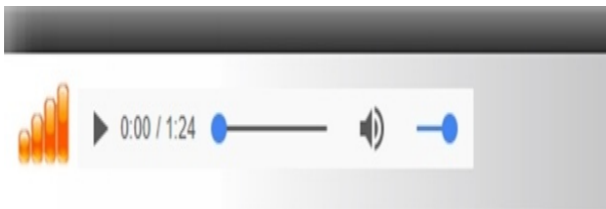
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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: future tense, negation



Read story highlighting the reoccurring grammar theme (if any):

زيادُ ما زالَ نائماً



Ziad is still asleep.

زيادُ سيَنامُ حتَّى الثَّانِيَةِ بَعْدَ الظُّهرِ



Ziad will sleep until 2:00PM.

والدُّهُ غَيرُ سَعِيدٍ



His father is not happy.

هُوَ سيوقظُهُ الآنَ



He will wake him up now.



"هُوَ سَيُوقِظُ زِيَادَ لَأَنَّ الْيَوْمَ "هَالُوِيْنُ"

He will wake up Ziad because it is Halloween today.



وَلَأَنَّ زِيَادًا لَا يُمَكِّنُ أَنْ يَنَامَ طَوَالَ الْيَوْمِ

And because Ziad can not sleep all day.



وَالدُّهُ سَيَذْهَبُ دَاخِلَ حُجْرَتِهِ وَيُغَنِّي

His father will go into his room and sing.



وَالدُّهُ لَنْ يُغَنِّيَ جَيِّدًا

His father will not sing well.



وَوَالدُّهُ سَيَلْعَبُ الْغِيْتَارَ

And his father will play the guitar.

والدُّهُ سَيَلْعَبُ الْجِيْتَارَ بِصَوْتٍ عَالٍ

His father will play the guitar loudly.

زِيَادٌ لَنْ يَكُونَ سَعِيداً

Ziad will not be happy.

زِيَادٌ سَيَفْتَحُ عَيْنَيْهِ

Ziad will open his eyes.

وَلَنْ يَرَى وَالِدَهُ

And he will not see his father.

لَأَنَّ وَالِدَهُ فِي زِيٍّ وَحَشِيٍّ

Because his father is dressed like a monster.

زِيَادٌ سَيَكُونُ مُتَضَايِقاً

Ziad will be upset.



Questions with answers

مَتَى يَنُوي زيَادُ أَنْ يَسْتَيْقِظَ؟

Q: When is Ziad planning to wake up?

A: زيَادُ سَيَنَامُ حَتَّى الثَّانِيَةِ بَعْدَ الظُّهْرِ

Ziad will sleep until 2:00PM.

ما أَهْمِيَّةُ الْيَوْمِ؟

Q: What is special about today?

A: "لَأَنَّ الْيَوْمَ "هالوين"

It is Halloween today.

لماذا والدُ زيَادَ مُتضايِقٌ؟

Q: Why is Ziad's father upset?



A: لَأَنَّ زِيَادًا لَا يُمَكِّنُ أَنْ يَنَامَ طَوَالَ النَّيَّامِ

Because Ziad can not sleep all day.



لِمَاذَا وَالِدُ زِيَادٍ يَلْعَبُ الْغِيْتَارَ؟

Q: Why does Ziad's father play the guitar?



A: لِيُوقِظَ زِيَادًا

To wake Ziad up.



لِمَاذَا لَا يَرَى زِيَادٌ وَالِدَهُ؟

Q: Why does Ziad not see his father?



A: لِأَنَّ وَالِدَهُ فِي زِيٍّ وَحَشِيٍّ

Because his father is dressed like a monster.



Mabrook =



Congratulations!

[Week 3, day 5] **Egyptian Colloquial Version:**
Dad's halloween improvisation



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

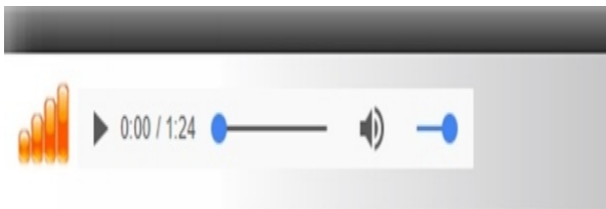
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For line-by-line listening go to

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Grammar theme used in story: future tense, negation



Read story highlighting the reoccurring grammar theme (if any):



زيادٌ لَسَّه نايِمٌ

Ziad lissa naayim.

Ziad is still asleep.



زيادٌ حِينامٌ لِغايَةِ اِثْنينِ بَعْدَ الضُّهُرِ

Ziad ḥaynaam lighayit itneen bacd id duhr.

Ziad will sleep until 2:00PM.



أبوهُ مَشْ مَبْسُوطٌ

Abuh mish mabsuut.

His father is not happy.



هُوَ حَيَّصَحِيهٗ دِلْوَقْت

Huwwa ḥaysaḥiih dilwa'ti.

He will wake him up now.

"هُوَ حَيَّصَدِّي زِيَادُ عَشَانِ النَّهَارِ دَا" هَالَوِيين



Huwwa ḥaysaḥi Ziad iḡashaan innaharda

Halloween.

He will wake up Ziad because it is Halloween today.



وَعَشَانِ زِيَادُ مَشْ مُمَكِنُ يِنَامُ طَوْلُ الْيَوْمِ

Wi iḡashaan Ziad mish mumkin yinaam ṭool il

yom.

And because Ziad can not sleep all day.



أَبُوهُ حَيَّرُوخُ جُوّه أُوذْتَهُ وَيَغْنِي

Abuh ḥayruuḥ guwwa udtu wi yighanni.

His father will go into his room and sing.



أبوهُ مِشْ حَيِّغْنِي كَوَيِّسْ

Abuh mish ḥayghanni kwayyis.
His father will not sing well.



وَأَبُوهُ حَيِّلِإِغَبْ الْجِيْتَارْ

Wi Abuh ḥayiliḥab ig gitaar.
And his father will play the guitar.



أَبُوهُ حَيِّلِإِغَبْ الْجِيْتَارْ بِصَوْتْ عَالِي

Abuh ḥayiliḥab ig gitaar bi suut iḥaali.
His father will play the guitar loudly.



زِيَادْ مِشْ حَيِّكُونْ مَبْسُوْطْ

Ziad mish ḥaykuun mabsuut.
Ziad will not be happy.



زياد حيفتخ عينيه

Ziad ḥayiftaḥ iċiniih.

Ziad will open his eyes.



ومش حيشوف أبوه

Wi mish ḥayshuuf abuh.

And he will not see his father.



عشان أبوه لابس زي وحش

iḥashaan abuh laabis zay waḥsh.

Because his father is dressed like a monster.



زياد حيكون زعلان

Ziad ḥaykuun zaïçlaan.

Ziad will be upset.



Questions with answers



إمتى زيادُ ناوي يصحى؟

Q: When is Ziad planning to wake up?



A: زيادُ حينامُ لغايةً اتنينْ بعْدُ الضُّهرْ

Ziad will sleep until 2:00PM.



إيه المُّهمُّ في اليومِ دا؟

Q: What is special about today?



A: "النَّهارُدا" هالويين

It is Halloween today.



ليه أبو زيادُ زَعْلانُ؟

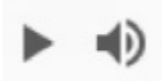
Q: Why is Ziad's father upset?



A: وَعَثَانُ زِيَادٌ مَشُّ مُمَكَّنٌ يَنَامُ طَوْلَ الْيَوْمِ
Because Ziad can not sleep all day.



لِيَهْ أَبُو زِيَادٍ بِيَلَدَعْبِ الْجَيْتَارِ؟
Q: Why does Ziad's father play the guitar?



A: عَلَّشَانُ يَصَحِّي زِيَادُ
To wake Ziad up.



لِيَهْ زِيَادٌ مَا بِيَشُوفَشْ أَبُوهُ؟
Q: Why does Ziad not see his father?



A: عَثَانُ أَبُوهُ لَابَسْ زِي وَحَشْ
Because his father is dressed like a monster.



Mabrook =



Congratulations!

[Week 4, day 1] **Modern Standard Arabic**

Version: The takeover of the dinosaurs



Select 5-8 new words from this story:

1.

5.

2.

6.

3.

7.

4.

8.

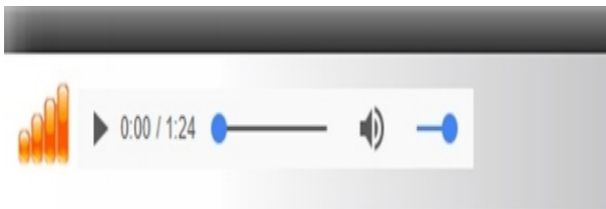
Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

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For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *noun-adjective phrases*



Read story highlighting the reoccurring grammar theme (if any):



كَانِيَامَا كَانِيُو جَدَّيْنِ صَوْرَاتُو آدَمِيُونِ

Once upon a time there were dinosaurs and humans.

الْدِّيْنِصُورَاتَالْكِبَارُ وَالْآدَمِيُونَالصَّغَارُ عَاشُوا سَوِيَّافِي سَعَادَةٍ



The big dinosaurs and the small humans lived happily together.

الْدِّيْنِصُورَاتَالطَّيِّبُونَكَانُوايُحِبُّونَالْآدَمِيْنَ الطَّمُوحِيْنَ



The kind dinosaurs liked the ambitious humans.

وَالْآدَمِيُونَالطَّمُوحُونَكَانُوايُحِبُّونَالْدِّيْنِصُورَاتَاللِّطَافِ



And the ambitious humans liked the friendly dinosaurs.

إِلَى يَوْمٍ مَّقَرَّرَ فِيهَا لِأَدَمِيُّوْنَ أَنْ يَطْمَوْحُوا نَأْنِيَةَ أَكْلُو الدَّيْنَسُورَاتِ



الطَّيِّبِينَ

Until one day the ambitious humans decided to eat the kind dinosaurs.



فَقَتَلُوا الدَّيْنَسُورَاتِ الْكِبَارَ بِرِمَاحٍ كَبِيرَةٍ

So they killed the big dinosaurs with big spears.

وَبَعْدَ وَقْتٍ قَلِيلٍ لِأَرْضِ ضَالُوْا سَعَةً لَمْ يَبْقَ مِنْهَا دَيْنَسُورَاتٌ طَيِّبُونَ



And soon the expansive earth had no more friendly dinosaurs.



أَلَانَ الْأَدَمِيُّوْنَ الصَّغَارُ قَهَرُوا الْأَرْضَ الْوَّاسِعَةَ

Now the small humans had conquered the expansive earth.

لَكِنَّا لَأَرْضًا لَّحَزِينَةٌ قَالُوا مَتَىٰ هَرَّتْ تِلْكَ الْأَدْمِيَّةُ الطَّمُوحِينَ



But the mourning earth, resisted, and conquered the ambitious humans.

أَلِهِيَ أَعْوَالُ الشَّمْسِ وَالْأَمْثَارُ سَاعَدُوا الْأَرْضَ ضَالًّا وَسَعَةً فِي تَدْمِيرِ



الْأَدْمِيَّةِ الطَّمُوحِينَ

The air, the sun and the rains helped the expansive earth destroy the ambitious humans.

إِلَىٰ يَوْمٍ لَّمْ يَعدُ فِي الْأَرْضِ الصَّامِتَةُ دَيْنُ صُورٍ أَتَطِيبُونَ



وَلَا أَدْمِيَّةٌ نَطْمُوحُونَ

Until one day the mute earth no longer had friendly dinosaurs nor ambitious humans.



Questions with answers (Identify five noun-adjectives)



A: دَيْنُصُورَاتُ كِبَارٌ

large dinosaurs



A: آدَمِيَّوْنَ صَدِغَارٌ

small humans



A: دَيْنُصُورَاتُ طَيِّبُونَ

kind dinosaurs



A: أَرْضٌ وَاسِعَةٌ

expansive land



A: دَيْنَسُورَاتٌ لَطِيفٌ

kind dinosaurs



Mabrook =



Congratulations!

[Week 4, day 1] **Egyptian Colloquial Version:**
The takeover of the dinosaurs



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

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▶ 0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *noun-adjective phrases*



Read story highlighting the reoccurring grammar theme (if any):

كانَ يا ما كانَ فيهِ دَينَصَوراتُ وبنَى آدمينَ



Kaan ya ma kaan fiih dinosaurs wi bana'dmiin.

Once upon a time there were dinosaurs and

humans.

الدَّيْنَصَوْرَاتُ الْكُبَارُ وَالنَّبَتِيُّ آدَمِيْنُ الصُّغَيْرِيْنَ كَانُوا عَائِشِيْنَ مَعَ



بِعُضِّ مَبْسُوْطِيْنَ

Id dinosauraat il kubaar wi il bana'admiin is
sughayariin kaanu i'çayshiin maïça baiççd.mabsutiin

The big dinosaurs and the small humans lived
happily together.

الدَّيْنَصَوْرَاتُ الطَّيِّبِيْنَ كَانُوا بِيحِبُّوْا النَّبَتِيَّ آدَمِيْنَ الطَّمُوْحِيْنَ



Id dinosauraat i'ç tayyibiin kaanu biyhibbu il
bana'admiin it tamuhiin.

The kind dinosaurs liked the ambitious humans.

وَالنَّبَتِيُّ آدَمِيْنَ الطَّمُوْحِيْنَ كَانُوا بِيحِبُّوْا الدَّيْنَصَوْرَاتُ الْلُّطَافُ



Wi il bana'admiin it tamuhiin kaanu biyhibbu
id dinosauraat il lu'faaf.

And the ambitious humans liked the friendly

dinosaurs.

لـغايـة ما يـوم الـبـنـي آدـمـين الطـمـوحـين قـرـروا يـاـكـلـوا الـدـيـنـصـوراـت



الطـيـبـين

Lighaayit ma yuum il bana'admiin it tamuḥiin
karraru yaklu id dinosuraat iṭ ṭayyibiin.

Until one day the ambitious humans decided to
eat the kind dinosuars.



فـقـتـلـوا الـدـيـنـصـوراـت الـكـبـار بـرـمـاـح كـبـار

Fa 'atalu id dinosuraat il kubaar bi rimaah
kubaar.

So they killed the big dinosaurs with big spears.

وـبـعـد وـقـت قـلـيـل الـأرـض الـواـسـعـة ما كـانـش فـيـها دـيـنـصـوراـت



wi baiḥd wa't ulayyil il 'arḍ il wasiḥa makannish
iḥandaha dinosaurs ṭayyibiin.

And soon the expansive earth had no more
friendly dinosaurs.

دلوقت البني آدمين الصغيرين غلبوا الأرض الواسعة



dilwa'ti il bana'dmiin is sughayariinghalabu il 'arḍ il wasiḥa.

Now the small humans had conquered the expansive earth.

بس الأرض الحزينة قاومت وغلبيت البني آدمين الطموحين



bas l 'arḍ il ḥaziina qawmit wi ghalabit il bana'admiin it tamuḥiin.

But the mourning earth, resisted, and conquered the ambitious humans...

الهوا والشمس والأمتار ساعدوا الأرض الواسعة في تدمير



البني آدمين الطموحين

Il hawa, lsh shams wi il 'amṭaar saiḥdu il 'arḍ il wasiḥa fi tadmiir il bana'admiin ittamuḥiin.

The air, the sun and the rains helped the

expansive earth destroy the ambitious humans.

لِغَايَةِ مَا يَوْمَ الْأَرْضِ الصَّامِتَةُ مَا كَانَتْ فِيهَا دَيْنُصُورَاتٌ طَيِّبِينَ



وَلَا بَنِي آدَمِينَ طَمُوحِينَ

Lighaayit ma yuum il 'arḍ iṣ ṣaamita makansh fiiha dinosuraat ṭayyibiin wala bana'admiintamuḥiin.

Until one day the mute earth no longer had friendly dinosaurs nor ambitious humans.



Questions with answers (Identify five noun-adjectives)



A: دَيْنُصُورَاتٌ كُبَارٌ

dinosuraat kubaar



A: بَنِي آدَمِينَ صُغَيْرِينَ

bana'admiin sughayariin

A: دَيْنَصَوْرَاتُ طَيِّبِينَ
dinosauraat ṭayyibiin



A: أَرْضٌ وَاسِعَةٌ
'arḍ wasiṣa



A: دَيْنَصَوْرَاتُ لُطَافٍ
dinosauraat luṭaaf



Mabrook =



Congratulations!

[Week 4, day 2] **Modern Standard Arabic**
Version: The did not snack test



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

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▶ 0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: negation, the future tense



Read story highlighting the reoccurring grammar theme (if any):

كُلُّ! هَلْ تَنَاوَلْتَ تَصْبِيرَةً؟



Mother - Eat! Did you snack?

نَعَمْ، سَأَكُلُ



Son - Yes, I will eat.

حَسَنًا... وَكُلَّ الْخُضَارِ



Mother - Ok... and eat the vegetables.

نَعَمْ، حَسَنًا... سَأَكُلُ كُلَّ شَيْءٍ



Son - Yes, I will... I will eat it all.

... لَكِنَّكَ لَمْ تَأْكُلْ أَيَّ شَيْءٍ



Mother - But you haven't eaten anything...

لا، سَأَكُلُ



Son - No, I will eat.

هَلْ أَنْتَ تَشْعُرُ بِالْجُوعِ؟ أَنْتَ لَا يَبْدُو عَلَيْكَ الْجُوعَ



Mother - Are you hungry? You don't look hungry.

لا، أَنَا أَشْعُرُ بِالْجُوعِ جَدًّا. أَنَا أَشْعُرُ بِالْجُوعِ جَدًّا

Son - No, I am hungry. Very hungry.

أَلَمْ أَقُلْ لَكَ لَا تَأْخُذْ تَصْبِيرَةً؟ يَبْدُو أَنَّكَ شَبْعَانُ



Mother - Didn't I tell you not to snack? You look full!

لا، أَنَا لَسْتُ شَبْعَانًا... أَنَا فَقَطْ لَا أَحِبُّ هَذَا الطَّعَامَ



Son - No, I am not full... I just don't like this food.



لَكِنَّكَ تَحِبُّهُ وَدَائِماً سَتُحِبُّ الدَّجَاجَ وَالْبَطَاطِسَ

Mother - But you like it and will always like chicken and potatoes.



... أَعْلَمُ ذَلِكَ ... لَعَلَّ السَّبَبَ أَنِّي أَكَلْتُ قَلِيلاً

Son - I know... maybe because I ate a little bit...



! إِذَا إِنْ لَمْ تَأْكُلْ كَثِيراً فَكُلْ

Mother - Then if you did not eat much eat!



حَسَنًا، سَأَكُلُ

Son - Ok, I will eat.

لَا تَأْكُلْ. لَا أَظُنُّ أَنَّكَ نَجَحْتَ الْإِمْتِحَانَ: "أَنَا لَمْ أَخْذُ"



تَصْبِيرَةً!" يَبْغِدُو أَنَّكَ شَبَعَانُ

Mother - No don't eat. I don't think you passed

the test for: "I did not snack!" You look full.



Questions with answers

ماذا تريدُ أكلُ أنْ يَأْكُلَ ابْنُهَا؟



Q: What does the mother want the son to eat?

A: أَنْ يَأْكُلَ الْخُضَارَ



To eat the vegetables.

هَلْ يُحِبُّ الْإِبْنُ الطَّعَامَ؟



Q: Does the son like the food?

A: نَعَمْ، هُوَ يُحِبُّ الدَّجَاجَ وَالْبَطَاطَسَ



Yes, he likes chicken and potatoes.

لِمَاذَا هُوَ لَا يَأْكُلُ؟



Q: Why does he not eat?



A: هُوَ لَا يَتَشَعَّرُ بِالْجُوعِ

He is not hungry.



هَلْ يَقْرَأُ الْوَلَدُ أَنَّهُ أَخَذَ تَصْبِيرَةً؟

Q: Does the boy admit to having snacked?



A: نَعَمْ، هُوَ يَقُولُ أَنَّهُ أَكَلَ

Yes, he says that he ate.



Mabrook =



Congratulations!

[Week 4, day 2] **Egyptian Colloquial Version:**

The did not snack test



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

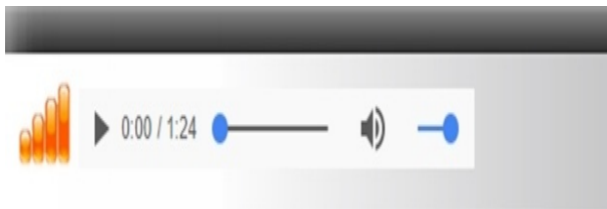
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Grammar theme used in story: negation, the future tense



Read story highlighting the reoccurring grammar theme (if any):

كُلْ! هُوَ إِنْتَ أَخَدْتِ تَصْبِيرَةَ؟



kul! Huwwa inta 'akhadt tasbiira?
Mother - Eat! Did you snack?

أَيَّوَه، حَاكُلْ



'aywa, ḥaakul.
Son - Yes, I will eat.

طَيِّبٌ... وَكُلْ الْخُضَارَ



ṭayyib... wi kul il khudaar.
Mother - Ok... and eat the vegetables.

أَيَّوَه، طَيِّبٌ... حَاكُلُهُ كُلُّهُ



'aywa, ṭayyib... ḥaklu kullu.
Son - Yes, I will... I will eat it all.



بَسْ مَا كَلْتَشْ أَيِّ حَاجَةٍ

bas makaltish ay ḥaaga.

Mother - But you haven't eaten anything...



لَاءَ، حَاكُلْ

La'a , ḥaakul.

Son - No, I will eat.



إِنْتِ جَعَانُ؟ إِنْتِ مَا شَكَلَكْشْ جَعَانُ

Inta gaiḥaan? Inta mashaklaksh gaiḥaan.

Mother - Are you hungry? You don't look hungry.



لَاءَ، أَنَا جَعَانُ. جَعَانُ قَوِي

La'a , ana gaiḥaan. gaiḥaan awwi.

Son - No, I am hungry. Very hungry.

مَشْ قَلْتِ لَكْ مَا تَاخُدْشْ تَصْبِيرَةَ. شَكَلَكْ مَلْيَانُ



Mish ultilak ma takhodshtasbiira. shaklak malyaan!

Mother - Didn't I tell you not to snack. You look full!

لاء، أنا مش مَلَيَانٌ... أنا بَسْ مش باحبُ الأَكْلُ دا



La'a ana mish malyaan... ana bas mish baḥib il 'akl da.

Son - No, I am not full... I just don't like this food.

بَسْ إِنَّتَ بِتَحِبُّهُ وَدَائِمًا حَتَّحِبُّ الْفِرَاخُ وَالشَّبَطَاطُسْ



bas inta biḥiboh wi dayman ḥathib il firakh wil baṭaatis.

Mother - But you like it and will always like chicken and potatoes



أنا عارف... يَمَكُنْ عَشَانُ أَكَلْتُ شَوِيَّةَ

Ana içaarif... yimkin içashaan 'akalt shwayya...

Son - I know... maybe because I ate a little bit...



يَبْقَى لَوْ إِنْتَ مَا كَلْتَشْ كَتِيرُ كُلْ

Yib'a law inta makaltish kitiir kul!

Mother - Then if you did not eat much eat!



طَيِّبْ، حَاكُلْ

ṭayyib, ḥaakul.

Son - Ok, I will eat.

لاء، ما تاكَلْتَشْ. ما أَظُنُّشْ نَجَحْتُ الْإِمْتِحَانُ ل: "أنا ما أَخَدْتَشْ



تَضْبِيرَةَ " شَكْلَكْ مَلْيَانُ

La'a matakulsh. Mazunniish nagaḥt il imtaḥaan li: "Ana ma akhadtishtasbiira" shaklak malyaan.

Mother - No don't eat. I don't think you passed the test for: "I did not snack!" You look full.



Questions with answers

إِيَّهَ الْطَيِّبِ الْإُمَّ عَائِزَهْ إِبْنَهَا يَأكُلُهْ؟



Q: What does the mother want the son to eat?

A: يَأكُلُ الْخُضَارُ



Yakul khudaar.

To eat the vegetables.

هُوَ الْإِبْنُ بِيحِبُّ الْآكُلُ؟



Q: Does the son like the food?

A: أَيُّوهْ بِيحِبُّ الْفِرَاخُ وَالْبَطَاطَسُ



Aywa biyhib il firakh wil baṭaatis.

Yes, he likes chicken and potatoes.

لِيَهْ مَشْ بِيَاكُلُ؟



Q: Why does he not eat?



A: هُوَ مَشْ جَعَانٌ

Huwwa mish gaiḥaan.

He is not hungry.



هُوَ الْكَايِنُ بِيَعْتَرِفُ إِنَّهُ أَخَذَ تَصْبِيرَةً؟

Q: Does the boy admit to having snacked?



A: أَيْوَهُ، بِيَقُولُ إِنَّهُ أَكَلَ

Aywa biy'uul innu 'akal.

Yes, he says that he ate.



Mabrook =



Congratulations!

[Week 4, day 3] **Modern Standard Arabic**
Version: What I don't like about my job



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

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For line-by-line listening go to

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Grammar theme used in story: *possessive suffix*
(with verb "to have")



Read story highlighting the reoccurring grammar theme (if any):

آدَمُ لَدَيْهِ أَشْغَالٌ كَثِيرَةٌ كُلَّ يَوْمٍ



Adam has a lot of work every day.

آدَمُ سَبَّأَكَ وَدَائِمًا لَدَيْهِ الْحَلُّ



Adam is a plumber and always has the solution.

.. آدَمُ يَعْمَلُ لِحِسَابِهِ



Adam has his own business.

آدَمُ لَيْسَ لَدَيْهِ مُدِيرٌ



Adam does not have a boss.

كُلُّ يَوْمٍ زَبَائِنُ آدَمَ لَدَيْهِمْ مُشْكَلَةٌ وَهُوَ لَدَيْهِ الْحَلُّ



Everyday Adam's clients have problems and he has the solution.



عَلِيَّةٌ لَدَيْهَا سَبَّاحٌ وَإِسْمُهُ آدَمُ

Aliya has a plumber and his name is Adam.



الْيَوْمَ عَلِيَّةٌ لَدَيْهَا مُشْكَلَةٌ

Today Aliya has a problem.



عَلِيَّةٌ لَدَيْهَا مَرْحَاضٌ وَهُوَ مُعْطَلٌ

Aliya has a toilet and it does not work.

عَلِيَّةُ : آدَمُ، لَدَيْنَا مَرْحَاضٌ مُعْطَلٌ. أَنْتَ دَائِمًا لَدَيْكَ الْحَلُّ



Aliya - Adam, we have a toilet that does not work. You always have the solution.



آدَمُ ذَهَبَ لَهَا فِي الْحَالِ

Adam went to her immediately.

عِنْدَ عَلِيَّةَ هُوَ قَالَ: أَنْتُمْ لَدَيْكُمْ مُشْكَلَةٌ وَهِيَ لَهَا حَلٌّ



Adam - You have a problem and it has a solution.



آدَمُ عَمَلَ بِالْأَدَوَاتِ الَّتِي لَدَيْهِ

Adam worked with the tools he had.



آدَمُ عَمَلَ بِحِمَاسٍ لَأَنَّ لَدَيْهِ أُخْلَاقٌ عَالِيَةٌ

Adam worked with energy because he has high moral values.

لَكِنْ عِنْدَمَا قَدَّمَتْ عَلِيَّةَ لآدَمَ الْبَسْكَوْتِ الَّذِي عِنْدَهَا ... وَهُوَ



... يَدُهُ فِي الْمَرْحَاضِ

But when Aliya offered Adam with the cookies she had... while his hands were in the toilet...

آدَمُ قَالَ لِعَلِيَّةَ: نَحْنُ لَدَيْنَا مُشْكَلَةٌ. أَنَا لَيْسَ لَدَيَّ شَهِيَّةٌ



Adam - We have a problem. I do not have an appetite.



Questions with answers (translate the five sentences below).

Adam has a lot of work every day.



A: آدَمُ لَدَيْهِ أَشْغَالٌ كَثِيرَةٌ كُلَّ يَوْمٍ

Aliya has a plumber and his name is Adam.



A: عَلِيَّةٌ لَدَيْهَا سَبَّاحٌ وَإِسْمُهُ آدَمُ

Today Aliya has a problem and Adam has the solution.



A: الْيَوْمَ عَلِيَّةٌ لَدَيْهَا مُشْكَلَةٌ وَآدَمُ لَدَيْهِ الْحَلُّ

Adam went to her immediately.

A: آدَمُ ذَهَبَ لَهَا فِي الْحَالِ

I do not have an appetite.

A: أَنَا لَيْسَ لَدَيَّ شَهِيَّةٌ



Mabrook =



Congratulations!

[Week 4, day 3] **Egyptian Colloquial Version:**
What I don't like about my job



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *possessive suffix*
(with verb "to have")



Read story highlighting the reoccurring
grammar theme (if any):

آدَمُ عِنْدَهُ شُغْلٌ كَثِيرٌ كُلَّ يَوْمٍ

Adam içandu shughl kitiir kul yom.

Adam has a lot of work every day.



آدَمٌ سَبَّأَكَ وَدَائِمًا عِنْدَهُ الْخَلُّ



Adam sabaak wi dayman iḥandu il ḥall.

Adam is a plumber and always has the solution.

آدَمٌ شُغْلُوهُ لِحِسَابِهِ



Adam shughlohli ḥisaaboh

Adam has his own business.

آدَمٌ مَا عِنْدُوْش مُدِيرٌ



Adam maïçandush mudiiir.

Adam does not have a boss.

كُلُّ يَوْمٍ زَبَائِنُ آدَمَ عِنْدَهُمْ مُشْكِلَةٌ وَهُوَ عِنْدَهُ الْخَلُّ



Kul yom zabaayin Adam iḥanduhum mushkilla
wi huwwa iḥandu il ḥall.

Everyday Adam's clients have problems and he

has the solution.

عَلِيَّةٌ عِنْدَهَا سَبَّاحٌ وَهُوَ اسْمُهُ آدَمُ



içaliyya içandaha sabaak wi huwwa ismu
Adam.

Aliya has a plumber and his name is Adam.

الذَّهَارُدا عَلِيَّةٌ عِنْدَهَا مُشْكِلَةٌ



Innaharda içaliyya içandaha mushkilla.
Today Aliya has a problem.

عَلِيَّةٌ عِنْدَهَا كَابِينِيهٍ وَمَشْ شَغَالٌ



içaliyya içandaha kabineh wi mish shaghaal.
Aliya has a toilet and it does not work.

عَلِيَّةُ: آدَمُ، إِحْنَا عِنْدُنَا كَابِينِيهٍ وَمَشْ شَغَالٌ. إِنَّتَ دَائِمًا

عِنْدَكَ الْوَحْلُ



Adam, ihna içandina kabineh mish shaghaal.

Inta dayman içandak il ħall.

Aliya - Adam, we have a toilet that does not work. You always have the solution.



آدَم رَاخْ عِنْدَهَا عَلَيَّ طَوْلُ

Adam raah içandaha içalatool.

Adam went to her immediately.

عِنْدُ عَلِيَّةَ هُوَ قَالَ: إِنْتُمْ عِنْدَكُمْ مُشْكِلَةٌ وَهِيَ لَهَا حَلٌّ



Intu içandukum mushkilla wi hiyya liha ħall.

Adam - You have a problem and it has a solution.



آدَمِ إِشْتَعَلَ بِالْأَدَوَاتِ الَّتِي عِنْدَهُ

Adam ishtaghal bil 'adawaat il içandu.

Adam worked with the tools he had.

آدَمِ إِشْتَعَلَ بِحِمَاسٍ عَشَانُ عِنْدَهُ أَخْلَاقٌ عَالِيَةٌ



Adam ishtaghal bi ḥamaas iḡashaan
iḡandu.akhlaa' iḡalya.

Adam worked with energy because he has high
moral values.

بس أمّا عطية عزمّت على آدم بالبسكوّت اللي عندها ...



... وهوّ إيده في الكابينيه

Bas 'amma iḡaliyya iḡazamit iḡala Adam bil
baskuut il iḡandaha... wi huwwa 'iidu fil kabineh...

But when Aliya offered Adam with the cookies
she had... while his hands where in the toilet...

آدم قال لعطية: إحنا عندنا مشكلة. أنا ما ليش نفس



Iḥna iḡandina mushkilla. Ana maliish nifs.

Adam - We have a problem. I do not have an
appetite.



Questions with answers

Adam has a lot of work every day.

A: آدَمَ عِنْدَهُ شُغْلٌ كَثِيرٌ كُلَّ يَوْمٍ

Adam içandu shughl kitiir kul yom.

Aliya has a plumber and his name is Adam.

A: عَلِيَّةٌ عِنْدَهَا سَبَّاحٌ وَهُوَ إِسْمُهُ آدَمُ

içaliyya içandaha sabaak wi huwwa ismu

Adam.

Today Aliya has a problem and Adam has the solution.

A: الْنَّهَارَ دَا عَلِيَّةٌ عِنْدَهَا مُشْكِلَةٌ وَآدَمُ عِنْدَهُ الْحَلُّ



Innaharda içaliyya içandaha mushkilla wi Adam içandu il hal.

Adam went to her immediately.

A: اَدَم رَاخ عِنْدَهَا عَطَى طَوْلُ



Adam raah içandaha içalatool.

I do not have an appetite.

A: اَنَا مَا عِنْدِي شُ نَفْسُ



Ana maïçandiish nifs.



Mabrook =



Congratulations!

[Week 4, day 4] **Modern Standard Arabic**

Version: Trouble in the kitchen



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

- 1— The above selected words
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0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *negation*



Read story highlighting the reoccurring grammar theme (if any):



أَيْنَ أَنْتَ يَا أَحْمَدُ؟

Mother - Where are you Ahmad?



ماذا يا أُمِّي؟

Aḥmad - What is it mom?



أَلَمْ أَقُلْ لَكَ لَا تَأْكُلْ مِنَ الْكُحْكَ؟

Mother - Didn't I tell you not to eat from the cookies?



نَعَمْ يَا أُمِّي ...

Aḥmad - Yes, mom.

إِذَا، لِمَاذَا أَكَلْتِ مِنَ الْكُحْكَ؟ كَانُوا سِتَّ كَعْكَاتٍ ... وَالْآنَ هُمْ خَمْسٌ



Mother - So why did you eat from the cookies? They were six... now they are five.



... نَعَمْ يَا أُمِّي هُمْ الْآنَ خَمْسٌ ! غَرِيبَةٌ

Aḥmad - Yes mom they are now five. Strange...

لَيْسَ غَرِيباً لِأَنَّكَ أَكَلْتَ كَعَكَةً ، أَلَيْسَ كَذَلِكَ؟



Mother - It's not strange because you ate a cookie, correct?

... لا يا أمي، أنت قلت أن لا أكل من الكعك وأنا لم أكل



Aḥmad - No mom you said not to eat from the cookies and I didn't eat...

إذا لماذا هم خمس؟



Mother - Then why are they five?

ربما هم أكلوا بعضهم البعض؟



Aḥmad - Maybe they are eating each other?



رُبَّمَا يَا أَحْمَدُ - فِكْرَةٌ وَاللَّهِ

Mother - Maybe Ahmed, it's an idea really.

أَلَيْسَ كَذَلِكَ؟ ... إِذَا هَلْ يُمَكِّنُنِي أَنْ أَكُلَ كَعَكَةً الْآنَ؟



Ahmad - Right?... then can I eat a cookie now?



! لا لا يُمَكِّنُ

Mother - No you can not.

لَكِنْ يَا أُمِّي إِذَا كُنْتُ لَمْ أَكُلِ الْكَعْكَ هُمْ سَوْفَ يَأْكُلُونَ بَعْضُهُمْ



الْبَعْضَ

Ahmad - But mom if I don't eat from the cookies they will eat one another.



لا، لَنْ يَأْكُلُونَ بَعْضُهُمُ الْبَعْضَ ، أَتَعْرِفُ لِمَاذَا؟

Mother - No they won't eat one another. You know why?



لماذا؟

Aḥmad - Why?



! لِإِنِّي أَنَا سَوْفَ أَكَلُكَ

Mother - Because I am going to eat you!



Questions with answers



هَلْ أَكَلَ أَحْمَدُ الْكُعْكَةَ؟

Q: Did Ahmed eat the cookie?



A: نَعَمْ أَكَلَ الْكُعْكَةَ

Yes, he ate the cookie.

هَلْ اعْتَرَفَ أَنَّهُ أَكَلَ الْكَعْكَعَةَ؟



Q: Does he admit to eating the cookie?

A: لا



No

هَلْ صَدَّقَتْ أُمُّهُ قِصَّتَهُ عَنِ الْكَعْكَةِ الْمُخْتَفِيَةِ؟



Q: Did his mother believe his story of the missing cookie?

A: لا



No

كَمْ كَعَكَّةٌ بَقِيَتْ؟



Q: How many cookies are left over?

A: خَمْسٌ



Five

ما الذي طلبه أحمد من أمه؟



Q: What does Ahmed ask his mother for?

هل يمكنني أن أكل كعكة الآن؟



Can I eat a cookie now?



Mabrook =



Congratulations!

[Week 4, day 4] **Egyptian Colloquial Version:**
Trouble in the kitchen



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: *negation*



Read story highlighting the reoccurring grammar theme (if any):

إنتَ فين يا أحمد؟



Inta feen ya Ahmad?

Mother - Where are you Ahmad?



إيه يا ماما؟

Eh ya maama?

Aḥmad - What is it mom?



مَشْ قُلْتِ لَكَ مَا تَاكُلُشْ مِنْ الْكَحْكُ؟

Mish ultilak mitakulsh min il kaḥk?

Mother - Didn't I tell you not to eat from the cookies?



... أَيَوَّهْ يَا مَامَا

Aywa ya maama...

Aḥmad - Yes, mom.

طَبَّ لِيَهْ أَكَلْتِ مِنْ الْكَحْكُ؟ كَانُوا سِتَّةَ... دَلُوقْتِ بَقُوا خَمْسَةَ



ṭab lih akalt min il kaḥk? Kaanu sitta... dilwa'ti

ba'u khaMSA.

Mother - So why did you eat from the cookies?
They were six... now they are five.

أَيُّوَه يَا مَامَا هُمَّ دَلُوَقْت خَمْسَةَ، غَرِيْبَةَ



Aywa ya maama humma dilwa'ti khaMSA!

ghariiba...

Aḥmad - Yes mom they are now five. Strange...

مِشْ غَرِيْبَةَ عَشَانِ إِنَّتِ أَكَلْتِ كَحْكَايَةَ، صَحْ؟



Mish ghariiba iḥashaan inta akalt kaḥkaaya,

sah?

Mother - It's not strange because you ate a
cookie, correct?

لَاءَ يَا مَامَا، إِنَّتِ قُلْتِ مَا تَاكُلْشْ مِنْ الْكَحْكَ وَأَنَا مَا أَكَلْتِشْ



La'a ya maama, inti ulti makulsh min il kaḥk wi
ana makatish...

Aḥmad - No mom you said not to eat from the cookies and I didn't eat...



طَبُّ هُمَّ خَمْسَةَ لِيهِ؟

ṭab humma khaMSA lih?

Mother - Then why are they five?



يُمْكِنُ هُمْ بِيَاكُلُوا بَعْضُ؟

Yimkin humma biyaklu baiçd.

Aḥmad - Maybe they are eating each other?



يُمْكِنُ يَا أَحْمَدُ، فِكْرَةَ وَاللَّهِ

Yimkin ya Aḥmad - fikra wallaahi.

Mother - Maybe Ahmed, it's an idea really.



مِشْ كِدَا؟ ... طَبُّ مُمَكِنُ أَكُلُ كَحَاكَايَةَ دِلْوَقْتِ؟

Mish kidda?... ṭab mumkin akul kaḥkaaya dilwa'ti?

Aḥmad - Right?... then can I eat a cookie now?



! لاءَ مش مُمكن

La'a mish mumkin!

Mother - No you can not.

بَس يا ماما لَو انا ما اكلتَش من الكَوكِ هَمَّ حَيَاكَلُوا بَعْض



Bas ya maama law ana makaltish min il kaḥk humma hayaklu baiçḍ.

Aḥmad - But mom if I don't eat from the cookies they will eat one another.



لاءَ، مش حَيَاكَلُوا بَعْض. عارف ليه؟

La'a mish hayaklu baiçḍ. içaarif lih?

Mother - No they wont' eat one another. You know why?



ليه؟

Lih?

Aḥmad - Why?

عَشَانْ أَنَا حَاكَلَاكْ



içashaan ana ḥaklak!

Mother - Because I am going to eat you!



Questions with answers

هُوَ أَحْمَدُ أَكَلَ الْكَحَاكْ؟



Q: Did Ahmed eat the cookie?

A: أَيُوهُ أَكَلَ كَحَايَاةَ



'aywa akal il kaḥkaaya

Yes, he ate the cookie.

هُوَ اعْتَرَفَ إِنَّهُ أَكَلَ الْكَحَاكْ؟



Q: Does he admit to eating the cookie?

A: εʌ

La'a



No

هِيَ أُمُّهُ صَدَّقَتْ حِكَايَتَهُ عَنِ الْكُحْكَةِ النَّاقِصَةِ؟



Q: Did his mother believe his story of the missing cookie?

A: لا

La'a



No

ڪاٺ ڪڪڙ ڦڙا؟



Q: How many cookies are left over?

A: ڇهه



khamasa

Five

هُوَ أَحْمَدُ طَلَبَ مِنْ أُمِّهِ؟



Q: What does Ahmed ask his mother for?

ممكن أكل كحكاية دلوقت؟



Mumkin aakul kaḥkaaya dilwa'ti?

Can I eat a cookie now?



Mabrook =



Congratulations!

[Week 4, day 5] **Modern Standard Arabic**

Version: Trouble in the restaurant



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



0:00 / 1:24



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: negation, past tense verbs



Read story highlighting the reoccurring grammar theme (if any):

أَفِّ ... أَكْرَهُ الْإِفْطَارَ هُنَا ... وَالْجَوْ سَيِّءٌ بِالْخَارِجِ



Walid -(Walid enters the restaurant and sits next to Hossam).

Ah... hate breakfast here... and the weather is awful outside.

* صَبَاحُ الْخَيْرِ ... لا، الْجَوُّ لَا بَأْسَ



Hossam - Good morning... no, the weather is not bad.

مُتْعَبٌ ، مُتْعَبٌ جِدًّا ... لَا وَقْتٌ * لِلنَّوْمِ



Walid - Tired, so tired... No time to sleep.

أَنَا نَمْتُ جَيِّدًا وَجَائِعٌ جِدًّا



Hossam - I slept well... and so hungry.

أَنَا لَسْتُ جَائِعًا. الطَّعَامُ هُنَا سَيِّئٌ ... وَيَتَأَخَّرُ ... دَائِمًا يَتَأَخَّرُ



Walid - I am not hungry. The food here is

awful... and late. Always late.

لَكُنْ * الْقَهْوَةُ لَا بَأْسَ *، أَلَيْسَ كَذَلِكَ؟



Hossam - But the coffee is not bad, don't you think?

الْقَهْوَةُ بَارِدَةٌ. هَلْ الْخُبْزُ جَاهِزٌ؟



Walid - The coffee is cold. Is the bread ready?

حُسَامٌ: نَعَمْ، جَاهِزٌ



Hossam - Yes, it is ready.

اسْمَحْ لِيَا أَنْ آخِذَهُ لَقَدْ وَصَلْتَ بَعْدِي، أَلَيْسَ كَذَلِكَ؟



Walid - Let me take it. You arrived after me, no?



* حَقِيقَةً ... لا

Hossam - Really... no.
(Walid takes out a water pistol...)



نَعَمْ... أَنْتَ وَصَلْتَ بَعْدِي، أَلَيْسَ كَذَلِكَ؟

Walid - Yes... you arrived after me, no?



... نَعَمْ، نَعَمْ، أَنْتَ حَضَرْتَ قَبْلِي

Hossam - Yes, yes... you did come before me...



نَعَمْ... وَالْقَهْوَةُ بَارِدَةٌ، أَلَيْسَ كَذَلِكَ؟

Walid - Yes... the coffee is cold, right?

(Hossam is now trying to placate Walid by being grumpy as well...)



وَالْجَوْسِيُّ... لَا تَوْجَدُ * شَمْسٌ

Hossam - And the weather is bad... there is no sun.



لا، لا توجدُ * شمسٌ

Walid - No, there is no sun.



لا أحبُّ * هذا المكانَ... الطَّعام سيِّء

Hossam - Don't like this place... the food is awful.

أَتَعْرِفُ... أَنْتَ لا بأسَ بِكَ بِحُذِّهِ. أَلَسْتَ جَائِعاً؟ الْقَهْوَةُ البَارِدَةُ هَذِهِ



* تَكْفِي

Walid - You know what... you're not bad. Here take it. Aren't you hungry? This cold coffee is enough.



Questions with answers

هَلْ تَظُنُّ أَنَّ الجَوَّ لَطِيفٌ أَمْ لَيْسَ لَطِيفاً فِي الحَاكِيَةِ؟



Q: Do you think the weather is nice or not nice in the story?



A: الْجَوُّ لَا بِأَسَّ بِهِ

The weather is not bad



مَنْ الَّذِي لَمْ يَكْتَفِ * بِنَوْمِهِ؟

Q: Who did not sleep enough?



A: وَلَيْدٌ لَمْ يَكْتَفِ * بِنَوْمِهِ

Walid did not sleep well.



مَنْ هُوَ الْجَائِعُ؟

Q: Who is hungry?



A: حُسَامٌ جَائِعٌ

Hossam is hungry.



مَا الَّذِي تَأَخَّرَ طَبَقًا لَوْلَيْدٍ؟

Q: What is late according to Walid?

A: الطُّعَامُ تَأَخَّرَ



The food is late.

عندما يقول وليد " خذْه " ، في نهاية الحكاية ، ما الذي يقصده؟



Q: When Walid says "take it" to Hossam, at the end of the story, what is he referring to?

A: هُوَ يُشِيرُ إِلَى الخُبْزِ



He points to the bread.



Mabrook =



Congratulations!

[Week 4, day 5] **Egyptian Colloquial Version:**
Trouble in the restaurant



Select 5-8 new words from this story:

1.	5.
2.	6.
3.	7.
4.	8.

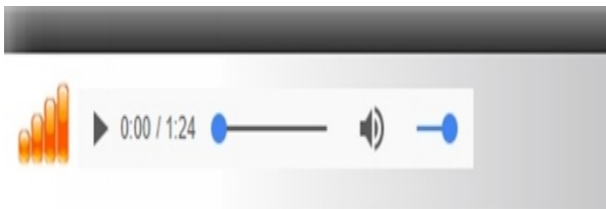
Memorize only words relevant to you. Be selective.

If you have an e-tutor with Falooka.com email the e-tutor with:

1— The above selected words

2— Story level/title and covered grammar construction.

The e-tutor will apply the vocabulary set to the week's story and grammar construction.



For line-by-line listening go to

<https://falooka.com/members/ebook-stories1/index-stories1.htm>

Grammar theme used in story: negation, past tense verbs



Read story highlighting the reoccurring grammar theme (if any):



وَلَيْدٌ: آه... بِأَكْرَهَ الْفُطَارِ هُنَا... وَالْجَوُّ وَحَشٌ بَرَّهْ

Ah, bakrah il fitaar hina... wig gaw weḥish bara.

(Walid enters the restaurant and sits next to Hossam).

Walid - Ah... hate breakfast here... and the weather is awful outside.



حُسَامٌ: صَبَاحُ الْخَيْرِ... لَاءِ، الْجَوُّ مَشٌ بَطَّالٌ

sabaah il khiir... La'a ig gaw mishbaṭṭaal.

Hossam - Good morning... no, the weather is not bad.



وَلَيْدٌ: تَعْبَانُ، تَعْبَانُ قَوِي مَفِيشْ وَقْتٌ أَنَامُ

taïçbaan, taïçbaan'awi. Mafiish wa't anaam

Walid - Tired, so tired... No time to sleep.



حُسام: أنا نَمْتُ كَوَيِّسٍ... وَجَعَانٌ قَوِي

Ana nimt kwayyis. Wi gaiḥaan 'awi.

Hossam - I slept well... and so hungry.



وَلَيْدٌ: أَنَا مَشٌ جَعَانٌ. الْاَكْلُ هِنَا وَحْشٌ

Ana mish gaiḥaan. Il 'akl hina weḥish. Wi mitakhar... dayman mitakhaar.

Walid - I am not hungry. The food here is awful... and late. Always late.



حُسام: بَسَّ الْقَهْوَةَ مَشٌ بَطَّالَةً مَشٌ كَدَا؟

Bas il 'ahwa mish baṭṭaala mishkidida?

Hossam - But the coffee is not bad, don't you think?



وَلَيْدٌ: الْقَهْوَةُ بَارِدَةٌ. هُوَّ الْعَيْشُ جَاهِزٌ؟

Il 'ahwa barda. Huwwa iliḥiishgaahiz?

Walid - The coffee is cold. Is the bread ready?



حُسام: أَيَوَّهْ خَلَاصْ

'aywa khalaas.

Hossam - Yes, it is ready.



وَلَيْدُ: خَلِينِي أَخْذُهُ. إِنَّتْ وَصَلْتْ بَعْدِي مَشْ كِدا؟

KHalliini 'akhdu. Inta wasaltbaicdi mish kidda?

Walid - Let me take it. You arrived after me,

no?



حُسام: حَقِيقِي؟ لَاءْ

ha'ii'i? La'a .

Hossam - Really... no.

(Walid takes out a water pistol...)



وَلَيْدُ: أَيَوَّهْ... إِنَّتْ وَصَلْتْ بَعْدِي، مَشْ كِدا؟

'aywa... inta wasalt baicdii, mish kidda?

Walid - Yes... you arrived after me, no?



... حُسام: أَيوَه، أَيوَه، إِنَّتَ جِيتَ قَبْلِي

'aywa, 'aywa, inta giht 'abli...

Hossam - Yes, yes... you did come before me...



وَلَيْذ: أَيوَه... وَالْقَهْوَةُ بَارِدَةٌ مَشْ كِدا؟

'aywa... wil'ahwa barda mish kidda?

Walid - Yes... the coffee is cold, right?

(Hossam is now trying to placate Walid by being grumpy as well...)



حُسام: وَالْجَوُّ وَحْشٌ... مَفِيشْ شَمْسْ

Wig gaw wehish... mafiish shams.

Hossam - And the weather is bad... there is no sun.



وَلَيْدٌ: لَاءٌ، مَفِيشُ شَمْسُ

La'a mafiish shams.

Walid - No, there is no sun.



حُسَامٌ: مِشْ بِاحِبُّ الْمَكَانِ دَا الْكَاكُلْ وَحِشْ

Mish baḥib il makaan da. Il 'akl weḥish.

Hossam - Don't like this place... the food is awful.

وَلَيْدٌ: إِنَّتَ عَارِفٌ... إِنَّتَ مِشْ بَطَّالٌ أَهْوَكُدُهُ مِشْ إِنَّتَ



جَعَانُ؟ الْقَهْوَةُ الْبَارِدَةُ دِي كِفَايَةَ

Inta iḥaarif... inta mish baṭṭaal. ahokhudoh. mish intagaïḥaan? il'ahwa il barda di kifaaya.

Walid - You know what... you're not bad. Here take it. Aren't you hungry? This cold coffee is enough.



Questions with answers



تفَنكِرُ الْجَوُّ كَوَيْسٌ وَلَا مَشُّ كَوَيْسٌ فِي الْحَاكِيَةِ؟

Q: Do you think the weather is nice or not nice in the story?



A: الْجَوُّ مَشٌّ بَطَّالٌ

Ig gaw mish batṭaal.

The weather is not bad



مَيْنَ مَا نَامَشْ كَفَايَةَ؟

Q: Who did not sleep enough?



A: وَلَيْدُ مَا نَامَشْ كَفَايَةَ

Waliid manamsh kawyis.

Walid did not sleep well.



مَيْنَ جَعَانْ؟

Q: Who is hungry?



A: حُسَامُ جَعَانْ

Hossam gaiçaan.

Hossam is hungry.



إِيهَ إِلِّي إِتَأَخَّرْ حَسَبْ وَلَيْدْ؟

Q: What is late according to Walid?



A: الأكلُ إْتَأَخَّرَ

Il akl mitakhar.

The food is late.

لَمَّا وَوَالِدٌ يَقُولُ "خُدْهُ" لِحُسَامٍ، فِي نِهَائِيَةِ الْحِكَايَةِ، إِيَّهِ إِلِّي هُوَّ



بِيُقْصِدُهُ؟

Q: When Walid says "take it" to Hossam, at the end of the story, what is he referring to?



A: بِيُقْصِدُ الْعِيْشَ

biyshaawir içala il içiish.

He points to the bread.



Mabrook =



Congratulations!