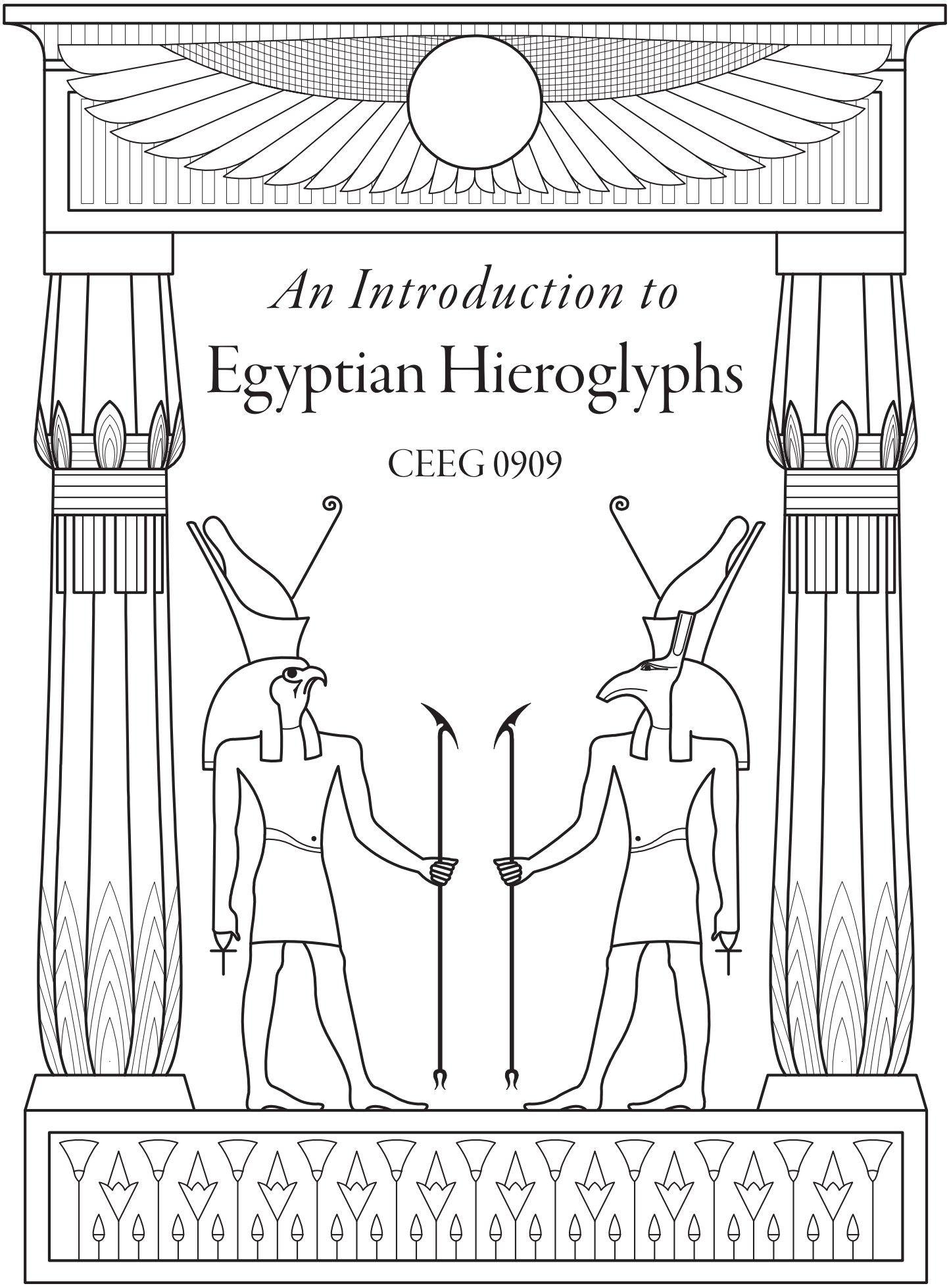

An Introduction to
Egyptian Hieroglyphs

CEEG 0909

A Workbook for
An Introduction to Egyptian Hieroglyphs

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April 9, 2018

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Syllabus

Class Meeting Time/Place

Date: July 9–13, July 16–20, 2018
Time: 8:30 – 11:20
Place: Wilbour Hall 301

Office Hours

Date: July 9–13, July 16–20, 2018
Time: 12:00 – 14:00
Place: Wilbour Hall 304

Course Description

Egyptian has the longest written history of any language, with surviving texts spanning four millennia, from approximately 3200 BC to at least 1100 AD. However, knowledge of this ancient language was lost until the discovery of the Rosetta Stone in 1799 AD. There are no longer any native speakers of Egyptian, and the language can only be studied through an imperfectly-understood script. Despite these shortcomings, Egyptologists have made great headway in understanding this once incomprehensible script and the language it ultimately represents.

One of the greatest barriers to learning the hieroglyphs is their lack of connection to a spoken language. Egyptologists generally work with an artificial reconstruction of the language which bears little similarity to actual spoken Egyptian. This scholarly form of Egyptian is difficult to understand for new students, especially those who lack experience with advanced studies of philology, phonetics, and syntax. However, thanks to new information about pronunciation and grammar preserved in later Coptic texts, which is still being developed through ongoing research, it is possible to teach Egyptian with a deliberate focus on what we do know about the spoken language.

In keeping with this aim, this course will teach the most recent stage of Egyptian that was written using the hieroglyphic script: Late Egyptian. This method will enable students to learn the hieroglyphic script through the medium of a language that they can practice by speaking aloud. The goal behind this approach, which is supported by extensive scientific research in the field of second-language acquisition, is to create an introduction to Egyptian which provides the best foundation for long-term study, and which communicates the crucial message that Hieroglyphic script represents a real language, which was once spoken by real people who lived lives that were not entirely different from ours.

Course Objectives

By the end of the course, students will be able to read Late Egyptian stories similar to those studied in class. They will also be able to read some inscriptions, such as those found in many art museums across the United States. They will have a broad understanding of the history of the Egyptian language, and they will be well prepared to begin a serious study of Egyptian at the undergraduate level. Students will also develop a familiarity with the resources available to them so that they can continue their studies on their own if they wish.

Course Requirements

Prerequisites

This course requires some knowledge of English grammar so that parallel concepts in Egyptian can be introduced quickly. For those students who do not have a thorough grasp of English grammar, supplementary readings will be provided from the book *English Grammar Guide for Language Students*. This book, which is required for the course, is designed to fill gaps in grammatical knowledge for new students of ancient languages.

Assignments and Readings

Most assignments and readings will be handed out in hard copy in class. All will also be posted on the Canvas website so that they can be accessed electronically at any time. Quizzes and exams will not be on Canvas, but they will be made available online after the end of the course.

Materials

In addition to the usual basic school supplies (notebook and pencils), students will also be required to bring index cards ($\approx$ 200). These will be used to make flashcards for studying signs and vocabulary outside of class. However, students may also download the Anki app (https://apps.ankiweb.net), which will enable them to download shared decks to study on laptops and phones. (N.B. The browser and desktop versions are free. The mobile version is not, but it is well worth the price. There are shared decks for a huge variety of subjects, and you can use this app for the rest of the time you're in school.) The shared deck for this course is available online at: https://ankiweb.net/shared/info/129788792.

Coursework

Attendance & Participation

Attending class and participating in group activities are mandatory and represent a significant portion of your total evaluation for this course. Some of the in-class activities are designed to encourage collaboration with other students, and students will be expected to work together. Students who have difficulty with class participation should discuss this with the instructor so that special accommodations can be made. Any discussions will be kept confidential.

Homework

Each day, beginning with the first class, students will be asked to complete a homework assignment to practice a crucial skill learned that day. This is necessary because subsequent classes assume a thorough knowledge of the previous day's most important topics.

Quizzes

Beginning with the second day of class, there will be daily quizzes on vocabulary and grammar. The quizzes will be largely diagnostic. Their primary purpose is to allow me to update the lessons to reflect the specific needs of this class, but they will still be graded. All together they only make up 10% of the final score for the course.

Final Exam

On Friday, July 20, students will take a final exam covering the material from the literature reading.

Final Project

For their final project, students will compose an original text in Ancient Egyptian and write it on papyrus like a real Egyptian scribe. Students will be allowed to take the second project home as a souvenir.

Grading

Attendance & Participation	20%
Homework	20%
Quizes	10%
Final Exam	25%
Final Project	25%

Course Calendar

Each day is divided into three parts:

I. In-Class Activities

II. Homework

III. Reading

Week 1

Monday, July 9

Class 1 – I. In-Class Activities

- Rosetta Stone
  - Using royal names from the Rosetta Stone (and elsewhere), decipher some basic Egyptian phonograms, just as Thomas Young did in the early 1800s.
- Calligraphy Practice 1 – Uniliterals
  - Learn to write the uniliteral hieroglyphs as an Egyptian scribe would have.
- Your Name in Hieroglyphs
  - Make a nametag
    - Using the uniliteral signs learned in the previous activity, make a nametag for yourself in the hieroglyphic script.
  - Meet your Classmates
    - Use these nametags to learn your classmates' names and introduce yourself.
- The Begatitudes
  - Using the names found in the Genealogy of Jesus from Matthew, decipher the Coptic script. We will use Coptic throughout the course to reconstruct the pronunciations of Egyptian words.
- Vocabulary – Uniliterals & Classifiers

Class 1 – II. Homework

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.

Class 1 – III. Reading

- Allen, 2014, pp. 1-12 – The History of the Egyptian Language.
- Burton, pp. 23-47, 97-100 (Parts of Speech)

Tuesday, July 10

Class 2 – I. In-Class Activities

- Quiz – Uniliteral Vocabulary
- Quiz – Coptic Orthography
- Quiz – Parts of Speech
- Timeline
  - Design a timeline that shows the development of Egyptian over its long history based on what you learned in last night's reading.
  - In groups, combine your individual ideas to make a large timeline to hang on the wall.
- Calligraphy Practice 2 – Biliterals
  - Learn to write the biliteral hieroglyphs as an Egyptian scribe would have.
- Vocabulary – Biliterals & Classifiers

Class 2 – II. Homework

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.
- Label household objects.

Class 2 – III. Reading

- Depuydt, 1993, pp. 1-5
- Burton, pp. 111-132 (Person, Number, Gender, Agreement, Pronouns)

Wednesday, July 11

Class 3 – I. In-Class Activities

- Quiz – Biliteral Vocabulary
- Quiz – Person, Number, & Gender
- Calligraphy Practice 3 – Multiliterals & Common Classifiers
  - Learn to write the multiliteral hieroglyphs as an Egyptian scribe would have.
- Vocabulary – Multiliterals & Classifiers
- Vocabulary – Suffix Pronouns & Parts of the Body
- Parts of the Body
  - Label the figure in your workbook in both hieroglyphs and Coptic.
  - In groups, label the poster-sized figure to hang on the wall.
- Grammar – Suffix Pronouns
  - Practice creating possessive noun phrases using the printed cards.
  - Test your partner by inventing new combinations.

Class 3 – II. Homework

- Practice sign calligraphy.
- Make flashcards for the words we learned in class and study them.
- Complete the Suffix Pronoun activity in your workbook.

Class 3 – III. Reading

- Pinch, 2004, figs. 2a-b, pp. 30-53
- Burton, pp. 5-22 (Subject and Predicate)

Thursday, July 12

Class 4 – I. In-Class Activities

- Quiz – Multiliteral Vocabulary
- Quiz – Suffix Pronouns
- Quiz – Subject and Predicate
- Vocabulary – Articles, Independent Pronouns, Family, Gods & Goddesses
- Grammar – Possessive Articles
  - Practice creating noun phrases using the printed cards.
  - Test your partner by inventing new combinations.
- Grammar – Nominal Sentences
  - Practice creating nominal sentences using the printed cards.
  - Test your partner by inventing new combinations.
- Gods & Goddesses
  - Label the figures in your workbook in both hieroglyphs and Coptic.
- Divine Family Tree
  - Label the Ennead in your workbook in both hieroglyphs and Coptic.
  - In groups, label the Ennead poster to hang on the wall.
  - Use nominal sentences to describe the relationships between deities.

Class 4 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Nominal Sentences activity in your workbook.

Class 4 – III. Reading

- Watch "The Egyptian Book of the Dead" documentary (in Canvas)
- Burton, pp. 49-64 (Copular Sentences)

Friday, July 13

Class 5 – I. In-Class Activities

- Quiz – Gods and Nouns
- Quiz – Articles and Nominal Sentences
- Quiz – Objects, Stative, Copula
- Vocabulary – Prepositions, Adverbs
- Grammar – Prepositional Phrases
  - Practice creating prepositional phrases using the printed cards (both from today and yesterday).
  - Test your partner by inventing new combinations.
- Grammar – Adverbial Sentences
  - Practice creating adverbial sentences using the printed cards.

  - Test your partner by inventing new combinations.
- The Book of the Dead
  - Read the text in the workbook on your own.
  - Discuss the text with the class.
- Hay Library
  - We will take a short field trip to the Hay library, where we will view the mysterious and esoteric ancient papyri in Brown's collection.

Class 5 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Adverbial Sentences activity in your workbook.

Class 5 – III. Reading

- *The Misadventures of Wenamun* (comic book).
- Burton, pp. 133-153 (Non-finite Verbs), 163-169 (Adj. Phrases)

Week 2

Monday, July 16

Class 6 – I. In-Class Activities

- Quiz – All vocabulary
- Quiz – Verbs and Adjectives
- Discuss *The Misadventures of Wenamun* together as a class.
- Vocabulary – Dependent Pronouns, Adjectives, Verbs
- Grammar – Adjectives
- Grammar – Statives
- Grammar – Pseudoverbal Sentences
  - Practice creating pseudoverbal sentences using the printed cards.
  - Test your partner by inventing new combinations.
- Writing Materials and Technology
  - Make your own Egyptian papyrus and ink from raw materials

Class 6 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Adjectives, Statives, Pseudoverbals activity in your workbook.

Class 6 – III. Reading

- Manley, 1996, pp. 70-73, 94-95, 98-99 (Egyptian geography during the Third Intermediate Period)
- Gilboa, 2015
- Burton, pp. 67-96 (Verbs)

Tuesday, July 17

Class 7 – I. In-Class Activities

- Quiz – Adjectives, Verbs
- Quiz – Verbs
- Vocabulary – Geography
- Create a map of Ancient Egypt and the Eastern Mediterranean
  - Using the *Atlas of Ancient Egypt* (part of which you read yesterday) locate places from the list of geographical nouns on your own map.
  - In groups, use your individual maps to label a large map to hang on the wall.
- Vocabulary – Particles, Imperatives
- Grammar – Imperatives
- Grammar – *sdm.f*'s
- Grammar – Conjunctives, Temporals, Terminatives

Class 7 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Imperative, *sdm.f*'s, Temporal Clauses activity in your workbook.

Class 7 – III. Reading

- Simpson, 2003
  - Allen, The Stela of Heni
    - Burton, pp. 171-188 (Clauses)

Wednesday, July 18

Class 8 – I. In-Class Activities

- Quiz – Geography
- Quiz – Clauses
- Vocabulary – Relative Verbs
- Grammar – Relative Verbs
- Grammar – Second Tenses
- The Steal of Heni
  - Read the text in the workbook on your own.
  - Discuss the text with the class.
- Gods & Tombs
  - We will take a short field trip to the RISD Museum, where we will read inscriptions and see an Egyptian god incarnate.

Class 8 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Complete the Relatives & Second Tenses activity in your workbook.

Class 8 – III. Reading

- Junge, 2001, pp. 41-45 – Group Writing

Thursday, July 19

Class 9 – I. In-Class Activities

- Quiz – Relative Verbs
- Vocabulary – Group Writing
- Grammar – Group Writing
- Grammar – Converters
- Wenamun
  - Together as a class we will read the entire story, which is included in your workbook.
- Speech Bubbles
  - Select lines from the hieroglyphic story to write into large frames from the comic book to decorate the room.

Class 9 – II. Homework

- Make flashcards for the words we learned in class and study them.
- Reread and study the Wenamun story in Egyptian.

Class 9 – III. Reading

- Sass, 2002

Friday, July 20

Class 10 – I. In-Class Activities

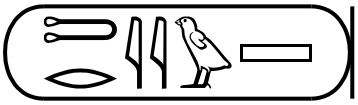
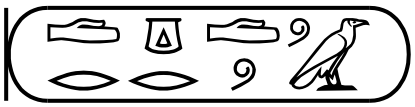
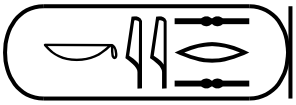
- Exam – Literature
- Wenamun
  - Discuss the entire story and any grammatical difficulties that you discovered during your studying.
- Final Project – Create your own Egyptian text
  - Prepare composition in English and discuss with teacher.
  - Learn vocabulary needed to produce Egyptian text.
  - Identify any new hieroglyphs in the vocabulary and learn to draw them.
  - Work out grammar of text and implement Egyptian version.
  - Draw text with cursive hieroglyphs on papyrus in the style of an Egyptian funerary text.
  - Read your text aloud to your classmates (optional).

Day 1

Rosetta Stone

Determine the sounds of these hieroglyphs...

... using the names of these famous kings who once ruled Egypt:

	Psamtek
	Darius (Duriush)
	Alexander (Aleksandros)
	Autocrator
	Caesar (Kaisaros)
	Cleopatra
	Ptolemy (Ptolemaios)

Calligraphy Practice 1 – Uniliterals

Write the phonetic values of the uniliteral hieroglyphs and practice drawing/writing them in the space provided:

Translit.	Typed	Cursive	Practice

Meet Your Classmates

Go around the room and learn everyone's name using only their nametag (and maybe the occasional hint). Find out where they are from and at least one interesting fact about them.

Name	**Home**	**Fun Fact**

Selections from Matthew 1:1-16 – The "Begatitudes"

Part 1: Determine the sounds of the Coptic alphabet using the text below.

Tips:

- *Do not assume that the letters have the values of the letters they resemble in the Latin alphabet (some do, many don't).*
- *Note that some letters represent multiple sounds (e.g. x = ks), and some sounds are represented by a combination of two letters (e.g. sh = ʃ).*
- *Do not hunt for letters from this list individually. Read the text and figure out the true relationships between sound and symbol.*

ⲍ	ⲥ	ⲁ	ⲉ	ⲧ	ⲃ	ⲣ	ⲭ	ⲏ	ⲯ	ⲉⲓ	ⲑ	ⲍ	ⲩ	ⲟⲩ	ⲝ	ⲓ	ⲯ	ⲋ	ⲙ	ⲡ	ⲅ	ⲕ	ⲛ	ⲱ	ⲁ	ⲗ	ⲋ	ⲫ	ⲧ	ⲟ	ⲫ	ⲅ
ks									sh						dy		ps				ky											f	

Evidence:

English	**Saidic Coptic**	**Bohairic Coptic**
The book of the generation of Jesus Christ, the son of David, the son of Abraham.	ⲡⲝⲱⲱⲙⲉ ⲙⲡⲉⲝⲡⲟ ⲛⲓϩⲥⲟⲩⲥ ⲡⲉⲭⲣⲓⲥⲧⲟⲥ ⲡⲯⲏⲣⲉ ⲛⲁⲁⲩⲉⲓⲁ ⲡⲯⲏⲣⲉ ⲛⲁⲃⲣⲁϩⲁⲙ.	ⲡⲝⲱⲙ ⲙⲙⲓⲥⲓ ⲛⲧⲉⲓϩⲥⲟⲩⲥ ⲡⲭⲣⲓⲥⲧⲟⲥ ⲡⲯⲏⲣⲓ ⲛⲁⲁⲩⲓⲁ ⲡⲯⲏⲣⲓ ⲛⲁⲃⲣⲁⲁⲙ.
Abraham begat Isaac; and Isaac begat Jacob; and Jacob begat Judas and his brethren;	ⲁⲃⲣⲁϩⲁⲙ ⲁϥⲝⲡⲟ ⲛⲓⲥⲁⲁⲕ ⲓⲥⲁⲁⲕ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲓⲁⲕⲱⲃ ⲓⲁⲕⲱⲃ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲓⲟⲩⲇⲁⲥ ⲙⲛ ⲛⲉϥⲥⲛⲏⲩ.	ⲁⲃⲣⲁⲁⲙ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲥⲁⲁⲕ ⲓⲥⲁⲁⲕ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲁⲕⲱⲃ ⲓⲁⲕⲱⲃ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲟⲩⲇⲁⲥ ⲛⲉⲙ ⲛⲉϥⲥⲛⲏⲟⲩ.
And Judas begat Phares and Zara of Thamar; and Phares begat Esrom; and Esrom begat Aram;	ⲓⲟⲩⲇⲁⲥ ⲇⲉ ⲁϥⲝⲡⲟ ⲙⲫⲁⲣⲉⲥ ⲙⲛ ϩⲁⲣⲁ ⲉⲃⲟⲗ ϩⲛ ⲑⲁⲙⲁⲣ ⲫⲁⲣⲉⲥ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲉⲥⲣⲱⲙ. ⲉⲥⲣⲱⲙ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲁⲣⲁⲙ.	ⲓⲟⲩⲇⲁⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲫⲁⲣⲉⲥ ⲛⲉⲙ ϩⲁⲣⲁ ⲉⲃⲟⲗ ϧⲉⲛⲑⲁⲙⲁⲣ ⲫⲁⲣⲉⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲉⲥⲣⲱⲙ. ⲉⲥⲣⲱⲙ ⲇⲉ ⲁϥⲭⲫⲉ ⲁⲣⲁⲙ.
And Salmon begat Booz of Rachab; and Booz begat Obed of Ruth; and Obed begat Jesse;	ⲥⲁⲗⲙⲱⲛ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲃⲟⲉⲥ ⲉⲃⲟⲗ ϩⲛ ϩⲣⲁⲭⲁⲃ. ⲃⲟⲉⲥ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲓⲱⲃϩⲁ ⲉⲃⲟⲗ ϩⲛ ϩⲣⲟⲩⲑ. ⲓⲱⲃϩⲁ ⲇⲉ ⲁϥⲝⲡⲟ ⲛⲓⲉⲥⲥⲁⲓ.	ⲥⲁⲗⲙⲱⲛ ⲇⲉ ⲁϥⲭⲫⲉ ⲃⲟⲉⲥ ⲉⲃⲟⲗ ϧⲉⲛⲣϩⲭⲁⲃ ⲃⲟⲉⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲟⲩⲃϩⲁ ⲓⲟⲩⲃϩⲁ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲉⲥⲥⲉ.

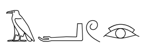
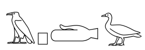
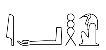
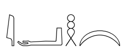
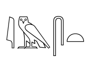
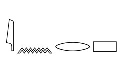
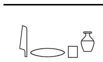
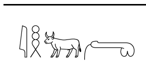
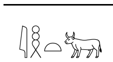
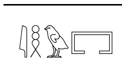
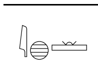
And Jesse begat David the king; and David the king begat Solomon of her that had been the wife of Urias;	ⲓⲉⲥⲥⲁⲓ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲇⲁⲩⲉⲓⲇ ⲡⲣⲣⲟ. ⲇⲁⲩⲉⲓⲇ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲥⲟⲗⲟⲙⲱⲛ ⲉⲃⲟⲗ ϩⲛ ⲑⲓⲙⲉ ⲛⲟⲩⲣⲓⲁⲥ.	ⲓⲉⲥⲥⲉ ⲇⲉ ⲁϥⲭⲫⲉ ⲇⲁⲩⲓⲇ ⲇⲁⲩⲓⲇ ⲇⲉ ⲁϥⲭⲫⲉ ⲥⲟⲗⲟⲙⲱⲛ ⲉⲃⲟⲗ ϧⲉⲛⲑⲁ ⲟⲩⲣⲓⲁⲥ.
And Solomon begat Roboam; and Roboam begat Abia; and Abia begat Asa;	ⲥⲟⲗⲟⲙⲱⲛ ⲇⲉ ⲁϥⲭⲡⲟ ⲛϩⲣⲟⲃⲟⲁⲙ ϩⲣⲟⲃⲟⲁⲙ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲁⲃⲓⲁ ⲁⲃⲓⲁⲥ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲁⲥⲁⲫ.	ⲥⲟⲗⲟⲙⲱⲛ ⲇⲉ ⲁϥⲭⲫⲉ ⲣⲟⲃⲟⲁⲙ ⲣⲟⲃⲟⲁⲙ ⲇⲉ ⲁϥⲭⲫⲉ ⲁⲃⲓⲁ ⲁⲃⲓⲁ ⲇⲉ ⲁϥⲭⲫⲉ ⲁⲥⲁⲫ.
And Ozias begat Joatham; and Joatham begat Achaz; and Achaz begat Ezekias;	ⲟⲍⲉⲓⲁⲥ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲓⲱⲁⲑⲁⲙ. ⲓⲱⲛⲁⲑⲁⲙ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲁⲭⲁⲍ ⲁⲭⲁⲍ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲉⲍⲉⲕⲉⲓⲁⲥ.	ⲟⲍⲓⲁⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲱⲁⲑⲁⲙ ⲓⲱⲁⲑⲁⲙ ⲇⲉ ⲁϥⲭⲫⲉ ⲁⲭⲁⲍ ⲁⲭⲁⲍ ⲇⲉ ⲁϥⲭⲫⲉ ⲉⲍⲉⲕⲓⲁⲥ.
And Ezekias begat Manasses; and Manasses begat Amon; and Amon begat Josias;	ⲉⲍⲉⲕⲉⲓⲁⲥ ⲇⲉ ⲁϥⲭⲡⲟ ⲙⲙⲁⲛⲁⲥⲥⲏ ⲙⲁⲛⲁⲥⲥⲏ ⲇⲉ ⲁϥⲭⲡⲟ ⲛϩⲁⲙⲱⲥ. ϩⲁⲙⲱⲥ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲓⲱⲥⲓⲁⲥ.	ⲉⲍⲉⲕⲓⲁⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲙⲁⲛⲁⲥⲥⲏ ⲙⲁⲛⲁⲥⲥⲏ ⲇⲉ ⲁϥⲭⲫⲉ ⲁⲙⲱⲥ ⲁⲙⲱⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲱⲥⲓⲁⲥ.
And Josias begat Jechonias and his brethren, about the time they were carried away to Babylon:	ⲓⲱⲥⲓⲁⲥ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲓⲉⲭⲟⲛⲓⲁⲥ ⲙⲛ ⲛⲉϥⲥⲛⲏⲩ ϩⲓ ⲡⲡⲱⲱⲛⲉ ⲉⲃⲟⲗ ⲛⲧⲃⲁⲃⲩⲗⲱⲛ.	ⲓⲱⲥⲓⲁⲥ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲉⲭⲟⲛⲓⲁⲥ ⲛⲉⲙ ⲛⲉϥⲥⲛⲏⲟⲩ ϩⲓ ⲡⲓⲟⲩⲱⲧⲉⲃ ⲉⲃⲟⲗ ⲛⲧⲉⲃⲁⲃⲩⲗⲱⲛ.
And after they were brought to Babylon, Jechonias begat Salathiel; and Salathiel begat Zorobabel;	ⲙⲛⲛⲥⲁ ⲡⲡⲱⲱⲛⲉ ⲇⲉ ⲉⲃⲟⲗ ⲛⲧⲃⲁⲃⲩⲗⲱⲛ ⲓⲉⲭⲟⲛⲓⲁⲥ ⲁϥⲭⲡⲟ ⲛⲥⲁⲗⲁⲑⲓⲏⲗ ⲥⲁⲗⲁⲑⲓⲏⲗ ⲇⲉ ⲁϥⲭⲡⲟ ⲛϩⲟⲣⲟⲃⲁⲃⲉⲗ.	ⲙⲉⲛⲉⲛⲥⲁ ⲡⲓⲟⲩⲱⲧⲉⲃ ⲉⲃⲟⲗ ⲛⲧⲉⲃⲁⲃⲩⲗⲱⲛ ⲓⲉⲭⲟⲛⲓⲁⲥ ⲁϥⲭⲫⲉ ⲥⲁⲗⲁⲑⲓⲏⲗ ⲥⲁⲗⲁⲑⲓⲏⲗ ⲇⲉ ⲁϥⲭⲫⲉ ϩⲟⲣⲟⲃⲁⲃⲉⲗ.
And Jacob begat Joseph the husband of Mary, of whom was born Jesus, who is called Christ.	ⲓⲁⲕⲱⲃ ⲇⲉ ⲁϥⲭⲡⲟ ⲛⲓⲱⲥⲏⲫ ⲡϩⲁⲓ ⲙⲙⲁⲣⲓⲁ. ⲧⲁⲓ ⲛⲧⲁⲩⲭⲡⲉ ⲓⲏⲥⲟⲩⲥ ⲉⲃⲟⲗ ϩⲛ ⲟⲩⲏⲧⲥ. ⲡⲁⲓ ⲛⲉⲩⲁⲩⲙⲟⲩⲧⲉ ⲉⲣⲟϥ ϫⲉ ⲡⲉⲭⲣⲓⲥⲧⲟⲥ.	ⲓⲁⲕⲱⲃ ⲇⲉ ⲁϥⲭⲫⲉ ⲓⲱⲥⲏⲫ ⲡϩⲁⲓ ⲙⲙⲁⲣⲓⲁ ⲑⲏ ⲉⲧⲁⲥⲙⲉⲥ ⲓⲏⲥⲟⲩⲥ ⲫⲏ ⲉⲧⲟⲩⲙⲟⲩⲧ ⲉⲣⲟϥ ϫⲉ ⲡⲭⲣⲓⲥⲧⲟⲥ.

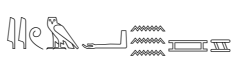
Part 2: Write the complete Coptic alphabet together as a class:

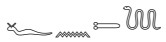
Vocabulary – Uniliterals & Classifiers

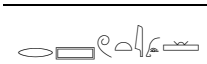
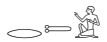
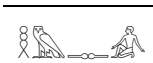
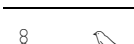
Transcribe the following words.

N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Egyptian	Coptic	Transcription	English
			translator
	ⲱⲃⲧ		duck, bird
			thing
	ⲱⲧ		back
	ⲱⲧⲡ		to load
	ⲟⲟϩ		moon
	ⲟⲟϩ		moon
	ⲉ=		(circumstantial converter)
	ⲙⲙⲁⲩ		there
	ⲙⲁ-		give, cause (imp.)
	ⲙⲙⲟⲥ		in it (3fs)
	ⲉⲛⲉ		(focalizer)
	ⲱⲛⲉ		stone
			as for (particle)
	ⲏⲣⲡ		wine
			bull
	ⲉϩⲉ		cow
			stable
	ⲁϣ		what?

		excellent
	ϵιωτ	barley
	ϵιωτ	father
	ϵιοτϵ	fathers
	ϵιοορ	river
	ϵιϵ	indeed
	ϵιομ	sea
	ον	again
	ϵινϵ	fingernail
	ϵινϵ	fingernail
	λοολϵ	to manage
	ϫρωογι	scroll
	ωϣ	to read, call
	οϵικ	bread
		sacred barque
		to flee
	οϒϫϩϵ	oasis
		catfish
	οϒωϩϵ	fishermen
	οϒωϣϐ	to answer
	ϐωωn	evil
	ϐηϭ	falcon
	n	not (neg. particle)

	ⲡⲉ	sky, heaven
	ϥⲁⲓ	raise, lift up, carry
	ϥⲛⲧ	worm
	ϥⲛⲧ	worm
	ⲙ	in, with, from
	ⲁⲉ-	overseer
		also, likewise
	ⲙⲙⲟⲛ	there is not
	ⲛⲧⲟⲟⲩ	they (3cp ind. pron.)
	ⲛⲧⲟϥ	he (3ms ind. pron.)
	ⲛⲧⲟⲕ	you (2ms ind. pron.)
		behold
	ⲙⲥⲁϩ	crocodile
	ⲙⲥⲁϩ	crocodile
	ⲙⲥⲁϩ	crocodile
	ⲙⲟⲩ	to die
	ⲙⲟⲩ	to die
	ⲛϥ-	and he (3ms conj.)
	ⲛⲧⲉⲧⲛ-	and y'all (2cp conj.)
	ⲛ	of
	ⲛⲁⲓ	these
	ⲛⲉⲕ-	your (2ms p. def. art.)
	ⲙⲉⲛ/ⲛⲙⲙⲁ=	with

	ⲛⲁⲩ	for them (3cp)
	ⲛⲁϥ	for him
	ϩⲟⲉⲓⲛⲉ/ϩⲉⲛ=	some (p. indef. art.)
	ⲛⲧ	who, which
	ⲉ/ⲉⲣⲟ-	toward
	ⲣⲏ	sun
	ⲁⲟ	to get out
	ⲣⲓⲙⲉ	to cry
	ⲣⲁⲛ	name
	ⲣⲁⲛ	name
	-ϣ-	to know
	ⲣⲁϣⲉ	to rejoice
	ⲣⲟⲙⲉ	man
	ϩⲁⲓ	to go down
	ϩⲟⲟⲩ	day
	ϩⲱⲃ	to send
	ⲁϩⲣⲉⲩ	days
	ϩⲓⲃⲱⲓ	ibis
	ϩⲱⲱ=	body, -self
	ϩⲟϥ	snake
	ϩⲙⲟⲟⲥ	to occupy (a place)
	ϩⲛⲕⲉ	beer
	ϩⲕⲟ	to be hungry

	ϩKO	to be hungry
	ϣωΠЄ	to occur, to happen
	ϣⲁ-	(particle)
	ϩωTB	to kill
	cⲁ-	man
		to be merciful
	coΠ	occasion
		investigator
	cωΠЄ	lip
	cωΠЄ	shore
	cΠIP	rib
	cNOϥ	blood
	ϣOϣЄN	lily
		letter
	ϣωT	to cut
	KⲁC	bone
	бHϣЄ	migratory bird
	T=	the (f.)
	TⲁI	this (f.)
	TЄϥ-	his (3ms) (f.)
	TЄK-	your (2ms) (f.)
	TOOYT	statue
	TOOYЄ	shoes

	ⲧⲁⲓ	here
	ϫⲟⲙⲡⲉϩ	apples
		boat
	ⲧⲁϩⲧ	lead (metal)
	ⲉⲑⲏⲱⲓ	flamingo
	ⲧⲱⲣⲱ	red
		the Red Land, desert
	ⲧⲱⲃⲉ	brick
	ⲧⲛϩ	wing
	ϫⲁⲁⲛⲉ	Tanis
	ⲧⲛϩ	wing
	ⲧⲁϩⲧ	lead (metal)
	ϫⲱ	to say
		to arrest

Day 2

Timeline of Egyptian Languages

Part 1: Create your own timeline below based on the information in the reading.

- *You may use whatever scale you think best captures the information.*
- *Try to include as much information as you can.*

Calligraphy Practice 2 – Biliterals

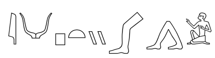
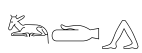
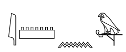
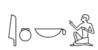
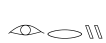
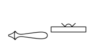
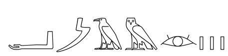
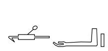
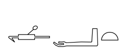
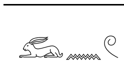
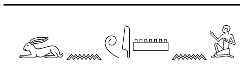
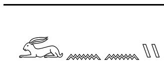
Together in class, write the phonetic values of the hieroglyphs. Then practice writing them in the space provided.

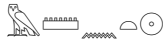
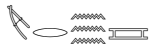
Translit.	Typed	Cursive	Practice

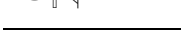
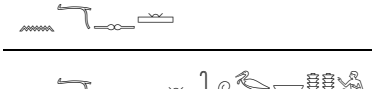
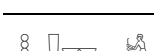
	-ꜣ	-i	-ꜥ	-w	-b	-p	-m	-n	-r	-ḥ	-z	-s	-q	-k	-t	-d	-ḏ
ꜣ-																	
i-																	
ꜥ-																	
w-																	
b-																	
p-																	
m-																	
n-																	
r-																	
ḥ-																	
ḫ-																	
ḫ-																	
z-																	
s-																	
š-																	
q-																	
k-																	
g-																	
t-																	
ṯ-																	
d-																	
ḏ-																	

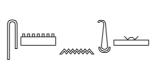
Vocabulary – Biliterals & Classifiers

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Egyptian	Coptic	Transcription	English
	ⲉⲓ		to come
	-ⲏⲩ		to come
	ⲁⲡⲟⲟⲩⲧⲉ		messenger
	ⲟⲩⲧⲉ		between
	ⲁⲙⲟⲩⲛ		Amun
	ⲁⲙⲟⲩⲛ-ⲣⲏ		Amun-Re
	ⲉⲓⲛⲉ		to bring
	ⲁⲛⲟⲕ		I (1cs ind. pron.)
	ⲉⲓⲣⲉ		to do
			crew
	ⲉϫⲱ		thief
	-ⲟ/-ⲱ/-ⲟⲓ		great
	ⲉⲓⲙⲉ		to understand
			to push
	ⲟⲩⲁⲓ/ⲟⲩ-		one
	ⲟⲩⲉⲓ/ⲟⲩ-		one
	ⲟⲩⲛ-		to be
	ⲟⲩⲛⲁⲙⲟⲩⲛ		Wenamun
	ⲛⲉ-		(particle)

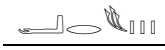
		chief
	ⲟⲩⲏⲣ	how many?
	ⲟⲩⲱϣ	commission
	ⲟⲩⲱϣⲧ	to worship
	ⲟⲩⲱⲱⲧⲉ	to send
	ⲟⲩϫⲁⲓ	to be safe
	ⲃⲱⲕ	servant
	ⲡ=	the (m.)
	ⲡⲁⲓ	this (m.)
	ⲡⲱⲣ/ⲡⲉ	house
	ⲡⲉⲓⲣⲉ	to go out
	ⲡⲣⲣⲟ	Pharaoh
	ⲡⲱⲱⲣⲉ	to look at
	ⲙⲡⲣ-	do not (neg. imp.)
	ⲙⲙⲏⲛⲉ	daily
	ⲛⲥⲁ	behind
	ⲛⲧⲉ	with
	ⲛⲧⲉⲣⲉ=	since
	ⲙⲣⲱ	harbor
	ⲁⲙⲁϩⲉ	to seize
	ⲙⲁⲕϩ	back of head
	ⲙⲟⲩⲧⲉ/ⲙⲛⲧ-	to speak
	ⲙⲏⲧ	ten

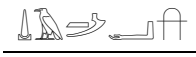
	ⲛⲁⲩ	time
	ⲛⲁⲩ	to see
	ⲛⲓⲙ	all, every, any
	ⲛⲏⲃ	lord
	ⲥ	belonging to
		Smendes
	-ⲛⲥ	king
		kings
	ⲉϩⲣⲁⲓ	upward
	ϩⲟⲉⲓⲙ	wave
	ϩⲓⲟⲩⲉ	to strike
	ϩⲟⲡ	to celebrate
	ϩⲙⲟⲟⲥ	to sit, dwell
		lady
	ϩⲓ	upon
	ϩⲓϫⲱⲱ=	on top of
	ϩⲉⲗⲓ	terror
		singer (f.)
	ϩⲁⲧ	money
		to get angry
	ⲕⲱ	to throw, abandon
	ⲱⲉ	wood, tree
	ⲥⲉ	him (3ms d.o. pron.)

	ⲥⲱ	to drink
	ⲥⲙⲓⲛⲉ	to establish
	ⲥⲁϩⲛⲉ	business
	ϣⲱϣⲧ	window
		place
	ϣⲁⲉⲓⲣⲉ	to lie down, sleep, die
	ϣⲁ-	until
	ϣⲉ	to go
	ϣⲉ	hundred
	ⲕⲏⲙⲉ	Egypt
	ϭⲓⲛⲉ	to find
	ⲧⲟ	land
	ⲝⲓ	to take
	ⲧ	to give
	ⲧ	to give (inf.)
	ⲧⲟⲟⲩⲛ	to stretch out
	ⲧⲙⲉ	town
	ⲧⲏⲣ=	entirety

Vocabulary – Household Objects

Label the objects around your dorm/house.
N.B. Use common sense. Don't put labels on anything they will damage.

	ⲁⲛⲥⲏⲃⲉ	*ꜥt-(n)-sbꜣ*	classroom
	ⲃⲟⲗ	*bnrw*	outside
	ⲉⲥⲏⲧ	*sꜣtw*	floor
	ⲏⲓ	*ꜥwt*	rooms = house
	ⲕⲟⲟⲩ	*qꜥḥ*	corner
	ⲡⲱⲣ, ⲡⲉⲣ-	*pr*	house
	ⲣⲓ	*riit*	room
	ⲣⲟ	*r*	entrance
	ⲥⲃⲉ	*sbꜣ*	door, gate
	ⲥⲟⲃⲧ	*sbt*	wall
	ⲧⲱⲃⲉ	*ḏbt*	brick
	ⲱⲛⲉ	*inr*	stone
	ⲱⲉ	*ḫt*	wood
	ⲱⲟⲩⲱⲧ	*sšd*	window
	ⲍⲁⲉⲓⲧ	*ḫit* (*ḫꜣ-ii-tỉ*)	porch
	ⲍⲟⲩⲛ	*ḫnw*	inside
	ⲁⲡⲟⲧ	*ipt*	cup
	ⲁⲣⲱⲟⲩⲓ	*ꜥrw*	pen
	ⲛⲏⲥⲉ	*nst*	chair
	ⲟⲩⲟⲉⲓⲛ	*wnii*	light
	ⲧⲟⲟⲩⲉ	*tiwt*	shoe

	ϣнує	*ḫ3wt*	table
	ϣоτ	*šd*	pillow
	ϩаτ	*ḥḏ*	silver, money
	ϩвос	*ḥbs*	clothing
	ϫнвс	*ḫbš* (*ḫ3-bw-š3*)	lamp
	хωωме	*ḏmꜥ* (*ḏ3-m3ꜥ*)	book
	ебіш	*bit*	honey
	ελοολε	*i3rrt*	grape
	ерωτе	*irtt*	milk
	коммє	*ḳmiit*	gum
	мооу	*mw*	water
	оеік	*ꜥqw*	bread
	сооуϩе	*swḥt*	egg
	ϩмоу	*ḥm3t*	salt
	ϩре	*ḫrt*	food
	хємпеϩ	*ḏpḥw*	apple
	каме	*km*	black
	оуωвϣ	*wbḫ*	white
	оуωт	*w3ḏ*	blue/green
	тωрϣ	*dšr*	red
	хооуч	*ṯwfy*	papyrus

Day 3

Calligraphy Practice 3 – Multiliterals & Common Classifiers

Together in class, write the phonetic values of the hieroglyphs. Then practice writing them in the space provided.

Multiliterals

Translit.	Typed	Cursive	Practice

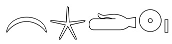
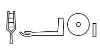
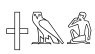
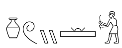
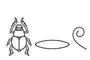
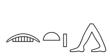
Some Common Classifiers

Sign Code	Typed	Cursive	Practice
A1			
A2			
A24			
B1			
D40			
D54			
D41			
G37			
N36			
N1			
N31			
N8			
P1			
V12			
Y1			

Vocabulary – Multiliterals & Classifiers

Transcribe the following words.

N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Egyptian	Coptic	Transcription	English
	ⲁⲃⲟⲧ		month
			life, prosperity, health!
	ⲱⲛϩ		life
	ⲁϩⲉ		position
	ⲟⲩⲱϩ		to remain
	ⲟⲩⲱⲙ		to eat
			butler
	ⲙⲙⲁϩ-		in the presence of
	ⲙⲉ		truth
	ⲛⲏ		city, Thebes
	ⲛⲟϥⲣⲉ		good
	ⲛⲟⲩⲧⲉ		god
	ⲉⲛⲧⲏⲣ		gods
	ⲣⲟⲙⲡⲉ		year
	ϩⲟⲩⲉⲓⲧ		first, previous
			Khamwas
	ϣⲱⲡⲉ		to come about
	ⲥⲡⲓⲣ		shore
	ⲥⲱⲡⲉ		lip, edge

	ϲϩⲁⲓ	scribe
	ϲⲟⲧⲙ	to hear
		falsehood
		Tantne
	ⲧⲏⲩ	wind
	ⲧⲟⲟⲩⲉ	morning

Vocabulary – Suffix Pronouns, Parts of the Body

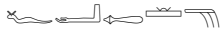
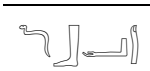
Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

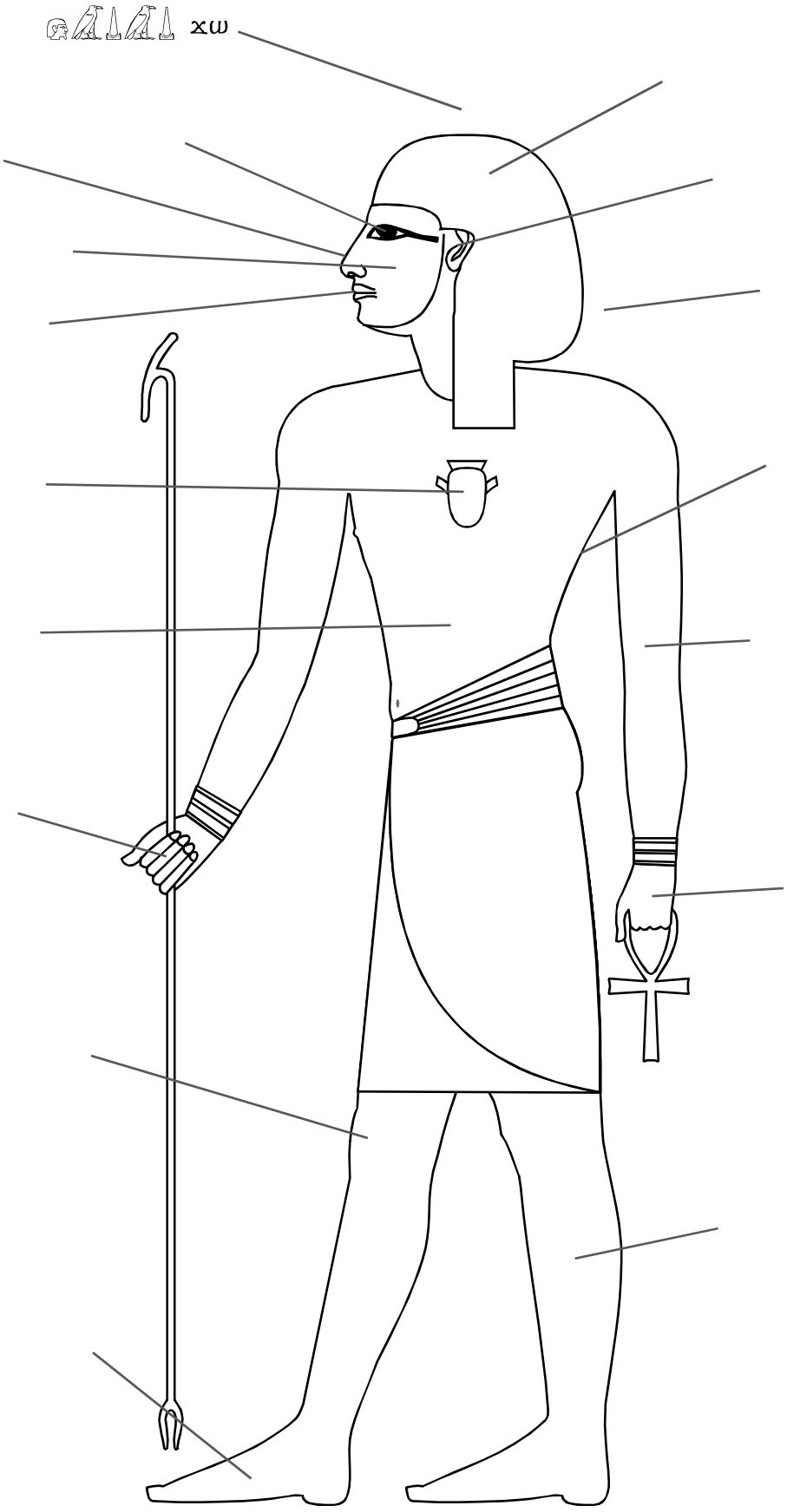
Suffix Pronouns

Egyptian	Coptic	Transcription	English
𓀀	-ⲓ/-ⲁ		my (1cs)
𓎡	-ⲕ		your (2ms)
𓁐	-ⲟⲩ/-ⲉ		your (2fs)
𓆑	-ϥ		his (3ms)
𓊃/𓋴	-ⲥ		her (3fs)
𓈖𓏪	-ⲛ		our (1cp)
𓏏𓈖𓏪	-ⲧⲉⲛ		your (2cp)
𓋴𓈖𓏪			their (3cp)
𓏲𓏪	-ⲩ		their (3cp)
𓏏𓏲			one's (impersonal)

Make a table:

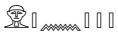
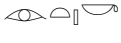
Parts of the Body

Egyptian	Coptic	Transcription	English
	ϥⲱ		hair
	ⲉⲓⲁ, ⲉⲓⲁⲧ=		eye
	ϫⲱ, ϫⲱ=		head
	ⲙⲁϧϩ		back of head
	ϩⲟ, ϩⲣⲁ=		face
	ⲙⲁⲁϫⲉ		ear
	ⲯⲁ, ⲯⲁⲛⲧ=		nose
	ⲣⲟ, ⲣⲱ=		mouth
	ⲯⲱⲡⲯ		arm
	ⲧⲱⲣⲉ, ⲧⲟⲟⲧ=		hand
	ⲧϩϩⲃⲉ		finger
	ϩⲏⲧ, ϩⲧⲏ=		heart
	ϩⲏ, ϩⲏⲧ=		belly
	ⲡⲁⲧ		leg
	ⲣⲁⲧ, ⲣⲁⲧ=		foot
	ⲱⲧ, ⲱⲧ=		back
	ⲁⲗⲟϭ		knee


xw

Homework – Suffix Pronouns & Parts of the Body

Transcribe and translate the following made-up phrases.

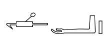
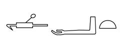
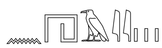
1.
2.
3.
4.
5.
6. 
7.
8. 
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.

Day 4

Vocabulary – Articles, Independent Pronouns, Family, Deities

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Articles

Egyptian	Coptic	Transcription	English
	ⲟⲩⲁⲓ		one (m)
	ⲟⲩⲉⲓ		one (f)
	ϩⲟⲉⲓⲛⲉ/ϩⲉⲛ-		some (p)
	ⲡⲏⲓ		this (m)
	ⲧⲏⲓ		this (f)
	ⲛⲏⲓ		this (p)
	ⲡⲉ=		the (m) of ...
	ⲧⲉ=		the (f) of ...
	ⲛⲉ=		the (p) of ...

Make a table:

Independent Pronouns

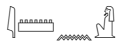
Egyptian	Coptic	Transcription	English
	ⲁⲛⲟⲕ		I (1cs)
	ⲛⲧⲟⲕ		you (2ms)
	ⲛⲧⲟ		you (2fs)
	ⲛⲧⲟϥ		he (3ms)
	ⲛⲧⲟⲥ		she (3fs)
	ⲁⲛⲟⲛ		we (1cp)
	ⲛⲧⲱⲧⲛ		you (2cp)
	ⲛⲧⲟⲟⲩ		they (3cp)

Make a table:

Family Members

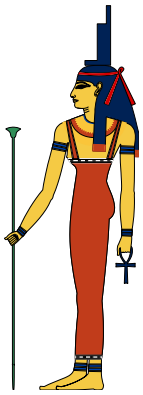
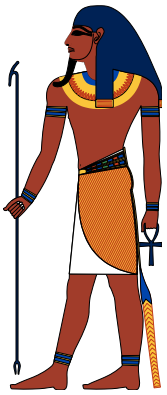
Egyptian	Coptic	Transcription	English
	ⲉⲓⲱⲧ		father
	ⲙⲁⲁⲩ		mother
	ϩⲁⲓ		husband
	ϩⲓⲙⲉ		wife
	ϣⲏⲣⲉ/ϣⲉⲉⲣⲉ		boy/girl
	ϣⲣⲏⲩ		children
	ⲥⲟⲛ		brother
	ⲥⲱⲛⲉ		sister
	ⲥⲛⲏⲩ		siblings
	ⲛⲟⲩⲧⲉ		god
	ⲛⲧⲱⲣⲉ		goddess
	ⲉⲙⲟⲩ		cat

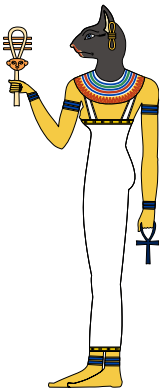
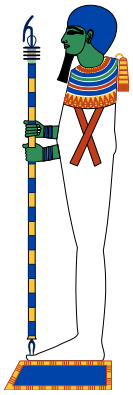
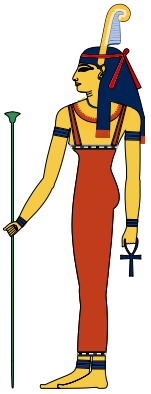
Gods & Goddesses

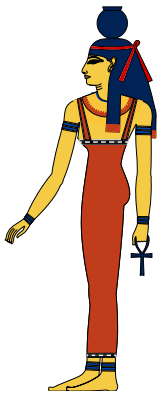
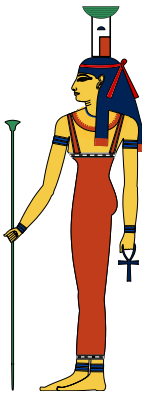
Egyptian	Coptic	Transcription	English
	ⲁⲙⲟⲩⲛ		Amun
	ⲁⲛⲟⲩⲡ		Anubis
	ⲏⲥⲉ		Isis
	ⲁⲧⲟⲩⲙ		Atum
	ⲟⲩⲥⲓⲣⲉ		Osiris
	ⲃⲁⲥⲧ		Bastet
	ⲡⲧⲁϩ		Ptah
	ⲙⲉ		Maat
			Nut
	ⲛⲉⲃⲑⲱ		Nephthys
	ⲣⲏ		Re
	ϩⲱⲣ		Horus
	ϩⲁⲑⲱⲣ		Hathor
			Sobek
	ⲥⲁⲭⲙⲓ		Sekhmet
	ⲥⲏⲑ		Seth
			Shu
			Geb
			Tefnut
	ⲑⲟⲟⲩⲧ		Thoth

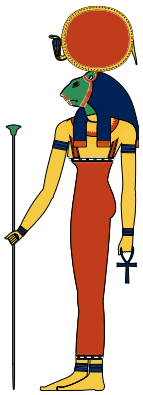
Gods and Goddesses

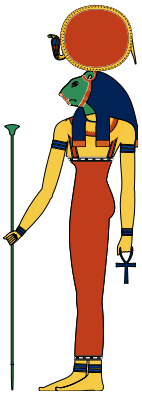
Label each deity with both its hieroglyphic and its Coptic name.

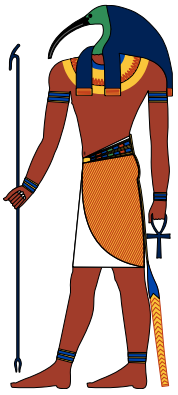









The Ennead

Homework – Nominal Sentences

Transcribe and translate the following made-up phrases.

1.

2.

3.

4.

5.

6.

7.

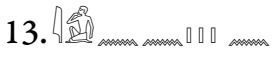
8.

9.

10.

11.

12.

13. 

14.

15.

16.

Transcribe and translate these phrases from Wenamun.
Use the glossary in your workbook to look up unknown words.

1.

2.

3.

4.

5.

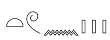
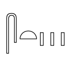
6.

Day 5

Vocabulary – Subject Pronouns, Prepositions, Adverbs

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Subject Pronouns

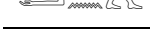
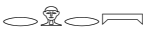
Egyptian	Coptic	Transcription	English
	ϯ		I (1cs)
			you (2ms)
	ⲦⲈ		you (2fs)
			he (3ms)
	Ⲥ		she (3fs)
	ⲦⲚ		we (1cp)
	ⲦⲈⲦⲚ		you (2cp)
	ⲤⲈ		they (3cp)
			one (impersonal)

Make a table:

Prepositions

Egyptian	Coptic	Transcription	English
	ⲛ/ⲙ		in, with, from
	ⲙⲙⲟ=		in, with, from
	ⲛⲥⲁ, ⲛⲥⲱ=		after
	ⲛⲧⲉ, ⲛⲧⲁ=		with
	ⲛⲧⲉⲣⲉ, ⲛⲧⲉⲣⲉ=		when
	ⲛⲧⲛ, ⲛⲧⲟⲟⲧ=		in hand of
	ⲛ, ⲛⲁ=		of, for
	ⲉ, ⲉⲣⲟ=		toward
	ϩⲓ, ϩⲓⲱⲱ=		upon
	ϩⲓϫⲛ, ϩⲓϫⲱ=		on top of
	ϭⲟⲉⲓⲗⲉ		as a visitor of

Adverbs

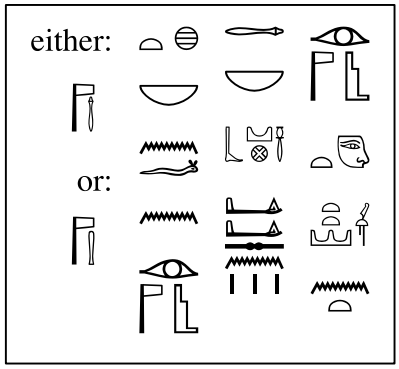
Egyptian	Coptic	Transcription	English
	ⲙⲙⲁⲩ		therein
	ⲟⲛ		again
			also
	ⲉϩⲣⲁⲓ		upward
	ⲧⲱⲛ		where?
	ⲧⲁⲓ		here

The Book of the Dead

Today we will visit the John Hay Library to look at some real Egyptian papyri, which contain writing in both the hieroglyphic and hieratic scripts. One of the papyri includes a text in cursive hieroglyphs, which are so cursive that they fall into the grey area between hieroglyphic and hieratic. Try to find it, and use the information in this handout to read the original.

There is some doubt about the reading of one of the signs. After looking at the original text yourself, decide which you think is correct.

Text:



Transliteration:

1. *ws-ir ḫnt imntt nṯr*
2. *ꜥ3 nb 3b-ḏw dd.sn*
3. *ḫt nb nfr n ws-ir*
4. either: *nṯr-ꜥ3* or: *ḥm-nṯr*

Translation:

1. Osiris, foremost of the West, god ...
2. ... great, lord of Abydos. They give
3. every good thing to Osiris.
4. *either:* great-god *or:* priest

Vocalization:

1. ⲟⲩⲥⲓⲣⲉ, ϣⲁⲛⲧ ⲁⲙⲉⲛⲧⲉ, ⲛⲟⲩⲧⲉ
2. ⲟ, ⲛⲏⲃ ⲉⲃⲱⲧ, ϯ-ⲥⲉⲛ
3. ⲁϣⲉ ⲛⲓⲙ ⲛⲟⲩϥⲓ ⲛ ⲟⲩⲥⲓⲣⲉ
4. *either:* ⲛⲉⲧⲟ *or:* ϩⲟⲛⲧ

Homework – Adverbial Sentences

Transcribe and translate the following made-up phrases.

1.

2.

3.

4.

5.

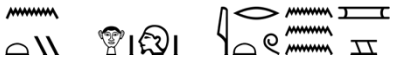
6.

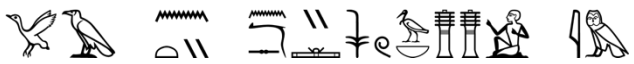
7.

8.

9.

Transcribe and translate these phrases from Wenamun.
Use the glossary in your workbook to look up unknown words.

1. 

2. 

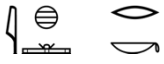
3.

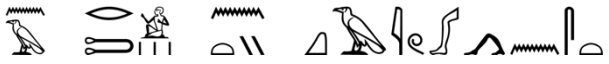
4.

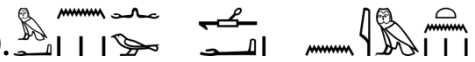
5.

6.

7.

8. 

9. 

10. 

Day 6

Vocabulary – Dependent Pronouns, Prepositions, Adverbs

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Dependent Pronouns

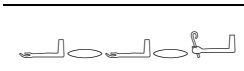
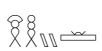
Egyptian	Coptic	Transcription	English
𓏲𓀀			me (1cs)
𓏏𓏲			you (2ms)
𓏏𓏲𓁐			you (2fs)
𓇓𓏲			him (3ms)
𓋴𓏏			her (3fs)
𓈖𓏥			us (1cp)
𓏏𓏲𓏏𓈖𓏥			you (2cp)
𓋴𓈖𓏥			them (3cp)

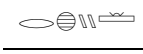
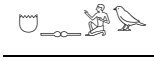
Make a table:

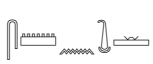
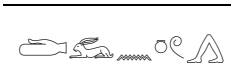
Adjectives

Egyptian	Coptic	Transcription	English
			excellent
	-ⲟ/-ⲱ/-ⲟⲓ		great
			big
			theirs
	ⲛⲧⲟϥ		his
	ⲛⲧⲟⲕ		your
	ⲛⲓⲙ		all, every, any
	ⲛⲟϥⲣⲉ		good
	ⲥ		belonging to
	ϩⲟⲩⲉⲓⲧ		first, previous

Verbs

Egyptian	Coptic	Transcription	English
	ⲱⲧⲡ		to load
	ⲉⲓ		to come
	-ⲏⲩ		to come
	ⲉⲓⲛⲉ		to bring
	ⲉⲓⲣⲉ		to do
	ⲉⲓⲙⲉ		to understand
	ⲁⲟⲟⲁⲉ		to manage
	ⲱϣ		to read, call
	ⲟⲩⲱϩ		to remain

		to push
		to flee
	ⲟⲩⲱⲙ	to eat
	ⲟⲩⲱϣϐ	to answer
	ⲟⲩⲱϣⲧ	to worship
	ⲟⲩϫⲁⲓ	to be safe
	ⲟⲩⲱⲱⲧⲉ	to send
	ⲡⲉⲓⲣⲉ	to go out
	ⲡⲱⲱⲣⲉ	to look at
	ϫⲙϫⲍⲉ	to seize
	ⲙⲟⲩ	to die
	ⲙⲟⲩⲧⲉ/ⲙⲛⲧ-	to speak
	ⲛⲁⲩ	to see
	ϫⲟ	to get out
	ⲣⲓⲙⲉ	to cry
	-ϣ-	to know
	ⲣϫⲱⲉ	to rejoice
	ⲍⲁⲓ	to go down
	ⲍⲱϐ	to send
	ⲍⲓⲟⲩⲉ	to strike
	ⲍⲟⲡ	to celebrate
	ⲍⲙⲟⲟⲥ	to sit, dwell
		to get angry

	ⲕⲱ	to throw, abandon
	ϣⲱⲡⲉ	to come about
	ϩⲱⲧⲃ	to kill
	ⲥⲱ	to drink
		to be merciful
	ⲥⲙⲓⲛⲉ	to establish
	ϣⲁⲉⲓⲣⲉ	to lie down, sleep, die
	ⲥⲱⲧⲙ	to hear
	ϣⲉ	to go
	ϣⲱⲧ	to cut
	ϭⲓⲛⲉ	to find
	ϫⲓ	to take
	ϯ	to give (inf.)
	ⲧⲟⲟⲩⲛ	to stretch out
	ϫⲱ	to say
		to arrest

Homework – Adjectives, Statives, Pseudoverbals

Transcribe and translate these phrases from Wenamun.
Use the glossary in your workbook to look up unknown words.

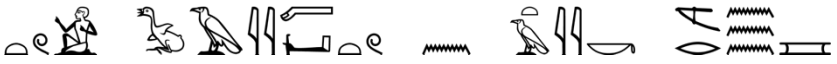
1.

2.

3.

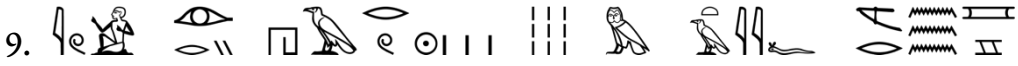
4.

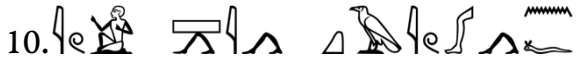
5.

6. 

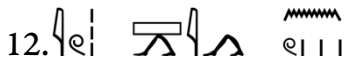
7.

8.

9. 

10. 

11.

12. 

13.

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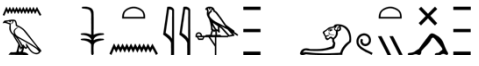
18.

19. 

20.

21.

22.

23.

24.

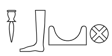
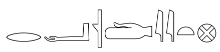
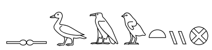
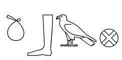
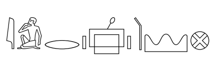
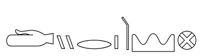
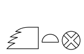
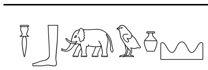
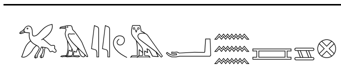
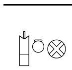
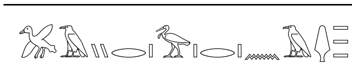
Day 7

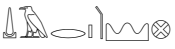
Vocabulary – Geography

Transcribe the following words.

N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Geographic Locations

Egyptian	Coptic	Transcription	English
	ⲉⲃⲱⲧ		Abydos
	ϣⲙⲓⲛ		Akhmim
	ⲣⲁⲕⲟⲧⲉ		Alexandria
	ⲥⲟⲩⲁⲁⲛ		Aswan
	ⲥⲓⲟⲟⲩⲧ		Asyut
	ⲡⲟⲩⲃⲁⲥϯ		Bubastis
	ⲡⲟⲩⲧⲟ		Buto
	ϭⲓⲛⲟⲩⲏⲗ		Byblos
	ⲕⲉⲃⲧⲱ		Coptos
			Cyprus (Alashiya)
	ⲛⲓⲧⲉⲛⲧⲱⲣⲉ		Dendera
			Dor
	ⲕⲏⲙⲉ		Egypt
	ϣⲙⲟⲩⲛ		El-Ashmunein
	ⲓⲏⲃ		Elephantine
	ⲡⲓⲟⲙ		Fayoum
	ⲱⲛ		Heliopolis
	ⲗⲓⲃⲁⲛⲟⲥ		Lebanon

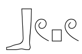
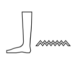
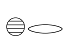
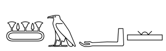
	ⲙⲉⲛⲫⲉ	Memphis
	ⲣⲁⲙⲉⲥⲥⲏ	Piramesse
	ϫⲉⲙⲛⲟⲩⲧ	Sebennytos
	ⳉⲁⲓⲣⲓ	Syria
	ϫⲁⲁⲛⲉ	Tanis
	ⲡⲓⲑⲱⲙ	Tell er-Rataba
	ⲛⲉ	Thebes
	ⲧⲩⲣⲟⲥ	Tyre

Mediterranean Sea
ⲡⲓⲑⲱⲙ
ⲣⲁⲙⲉⲥⲥⲏ
Wadi Natrun
Nile Delta
Great Bitter Lake
Sinai
Faiyum
Lake Moeris
Lower Egypt
Nile river
Gulf of Suez
Gulf of Aqaba
Red Sea
Eastern Desert
Western Desert
Kharga Oasis
Wadi Hammamat
Dakhla Oasis
Upper Egypt
ⲥⲟⲩⲁⲁⲛ

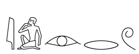
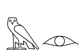
Vocabulary – Particles & Conjunctions, Special Imperatives

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Particles & Conjunctions

Egyptian	Coptic	Transcription	English
	ⲉⲛⲉ		(focalizer)
			as for (particle)
	ⲙⲡⲉ=		(neg. of sdm.f.)
	ⲛ		not (neg. particle)
	ⲛ		not (neg. particle)
	ⲛ-		(base of Conj.)
	ⲛⲧⲉⲣⲉ=		(base of Temp.)
	ϣⲁ=		(conjunction)
	ϣⲁ-		(base of Term.)

Imperatives

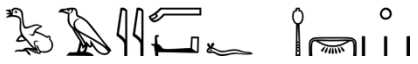
Egyptian	Coptic	Transcription	English
	ⲙⲁ-		give, cause (imp.)
	ⲉⲁⲁ=		do (imp.)
	ⲁⲟ		get out (imp.)
	ⲙⲡⲣ-		do not (neg. imp.)

Homework – Imperatives, *sdm.f*'s, Temporal Clauses

Transcribe and translate these phrases from Wenamun.
Use the glossary in your workbook to look up unknown words.

1.

2.

3. 

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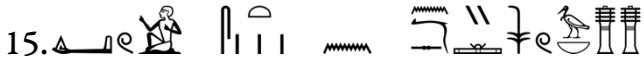
15. 

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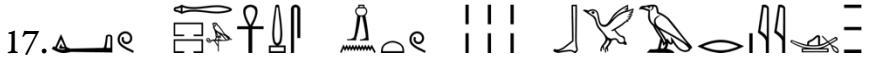
17. 

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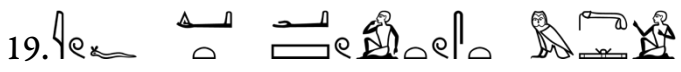
19. 

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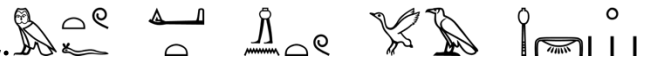
22. 

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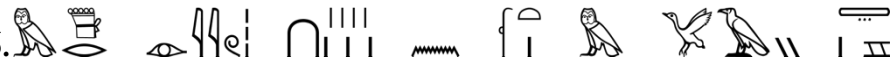
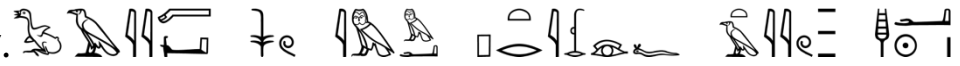
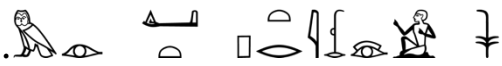
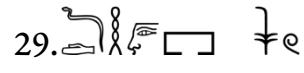
25.

26. 

27. 

28. 

29. 

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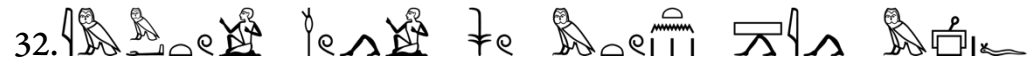
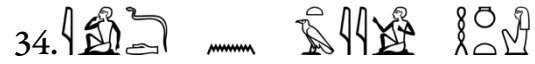
32. 

33.

34. 

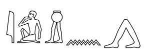
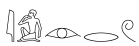
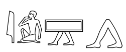
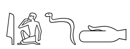
35.

Day 8

Vocabulary – Relative Verbs & Second Tenses

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Special Nominal Verb Forms

Egyptian	Coptic	Transcription	English
			who come
			which ... bring
			which ... do
			who go
			which ... say

The Stela of Heni

Today we will visit the RISD Museum to look at some Egyptian artifacts, including the Stela of Heni which you read about for homework. Study the text of the stela so that you can read it yourself when you see it in person. Note that this text is much older than the other things we have read in class, and the grammar has some obvious differences.

Text:

Transliteration:

1. *ḥtp-di-nsw inpw dp ḏw.f imiw wt nb tȝ ḏsr*
2. *m swt.f nb nfrt prt-ḫrw n nfr*
3. *ḥȝti-ʿ smr wʿt imȝḫw ḥni*
4. *ḫȝ t ḫȝ ḥnqt ḫȝ ȝpd ḫȝ kȝ ḫȝ ḫt nb nfr n ḥȝti-ʿ bwȝ biti imȝḫw ḥni*
5. *mry n it.f šps.f ḥzii n mwt šps.f ḥqȝ n pr.sn*

Translation:

1. A royal offering of Anubis atop his mountain and in wrappings, lord of the sacred land,
2. in all his good places: a good invocation offering for
3. the high official, sole courtier, worthy Heni.
4. 1000 bread, 1000 beer, 1000 fowl, 1000 bulls, 1000 every good thing for the high official, king's notable, worthy Heni,
5. beloved of his noble father, praised of his noble mother, leader of their household.

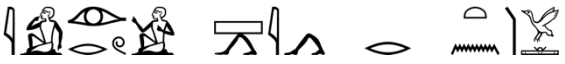
Homework – Relatives & Second Tenses

Transcribe and translate these phrases from Wenamun.
Use the glossary in your workbook to look up unknown words.

1.

2.

3.

4. 

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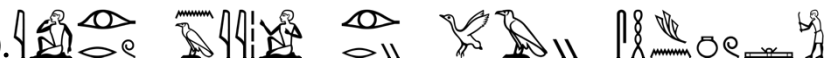
10. 

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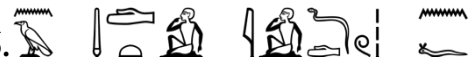
16. 

17.

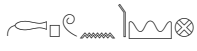
18.

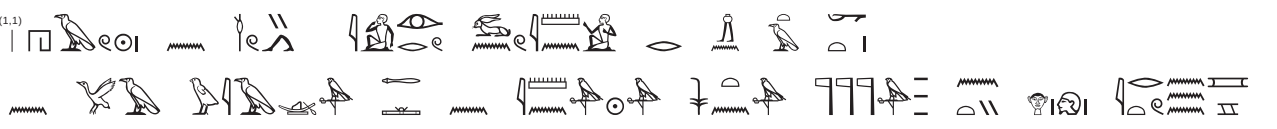
Day 9

Vocabulary – Group Writing

Transcribe the following words.
N.B. The Coptic can help you figure things out, but it doesn't match perfectly.

Foreign Words in Group Writing

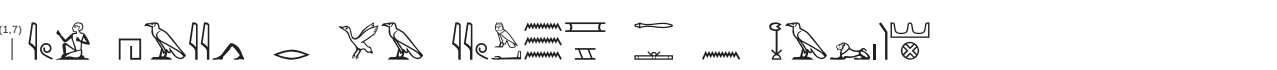
Egyptian	Coptic	Transcription	English
			Alashiya
			loft, upper room
	ⲃⲁⲓⲣⲉ		freighter
			Bader
			Hatiba
	ⲥⲩⲓⲣⲓ		Syria
	ⲃⲓⲛⲟⲩϩⲗ		Byblos
			Tjeker
			Dor
	ⲧⲩⲣⲟⲥ		Tyre

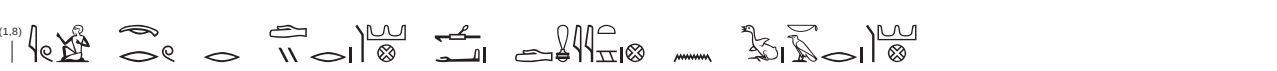
1(1,1) 

2(1,3)

3(1,4)

4(1,5)

5(1,7) 

6(1,8) 

7(1,9)

8(1,10)

9(1,12)

10(1,12)

11(1,13)

12(1,14)

13(1,14)

14(1,17)

15(1,20)

16(1,21)

17(1,21)

18(1,22)

19(1,22)

Wenamun leaves Dor and stops at Tyre briefly. (This part of the text is fragmentary.)

20(1,27)

21(1,29)

22(1,30)

23(1,30)

24(1,31)

25(1,32)

26(1,33)

27(1,33)

28(1,34)

29(1,35)

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31(1,37)

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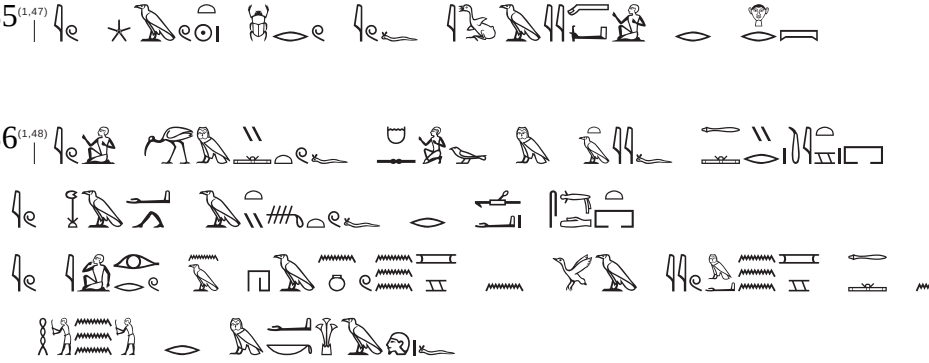
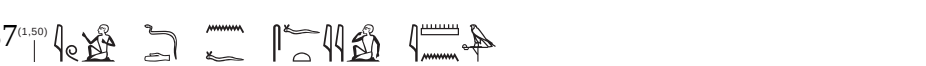
34(1,42)

35(1,47)

36(1,48) 

37(1,50) 

38(1,50)

39(1,51)

40(1,52)

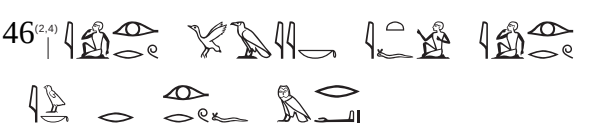
41(1,52)

42(1,53)

43(1,53)

44(2,3)

45(2,3)

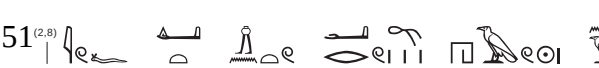
46(2,4) 

47(2,5)

48(2,6)

49(2,6)

50(2,8)

51(2,8) 

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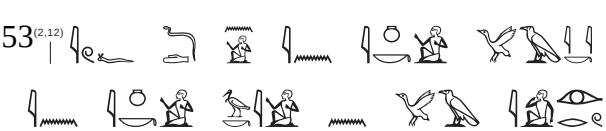
53(2,12) 

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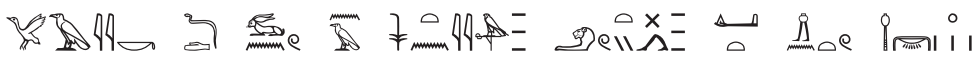
55(2,24)

56(2,28) 

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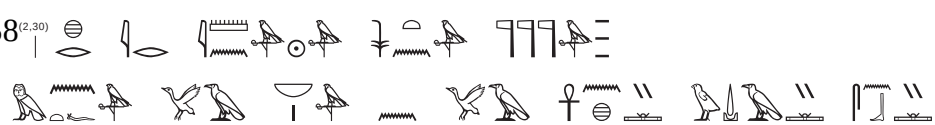
58(2,30) 

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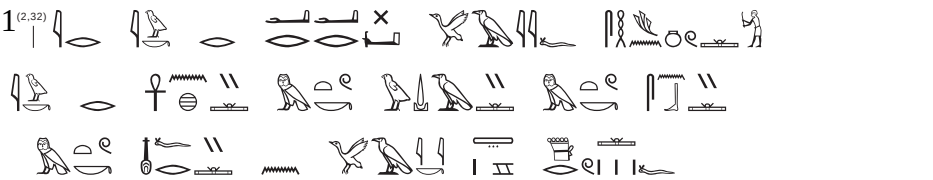
61(2,32) 

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63(2,37)

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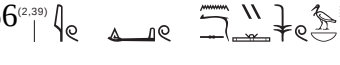
66(2,39) 

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68(2,42)

69(2,43)

70(2,47)

71(2,50)

72(2,50)

73(2,51)

74(2,51)

75(2,52)

76(2,53)

77(2,62)

78(2,62)

79(2,63)

80(2,64)

81(2,64)

82(2,65)

83(2,65)

84(2,66)

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89(2,68)

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104(2,78)

105(2,81)

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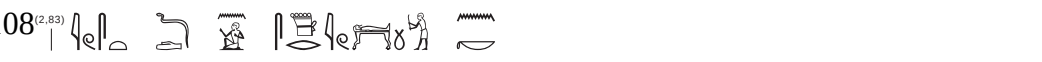
108(2,83) 

The Misadventures of Wenamun – Transliteration

1. *ḥ3w n wḏy i-irw wn-imn r in t3 ḫt*

   n p3 wi3 ʿ3 n imn-rʿ nsw nṯrw nty ḥr-ḏ3 irtw.

2. *ḥ3w n spr i-irw.f r ḏʿnt r p3 nty nsy-sw-b3-nb-ḏd im.*

3. *iw.i dit n.w n3 wḫ3w n imn-rʿ nsw nṯrw.*

4. *iw.w dit ʿšw.tw.w m-b3ḥ.w*

5. *iw.i ḥ3ii r p3 iiwm ʿ3 n ḫ3rw.*

6. *iw.i sprw r dyr, wʿ dmiit n ṯ3-k3-r.*

7. *iw b3-dy-r, p3ii.f wr, dit in.tw n.i ʿqw irp.*

8. *iw wʿ rmṯ n t3ii.i b-p3y-r wʿrw iw ṯ3ii.f ḥḏ.*

9. *iw.i dwnw m t3y d3wt.*

10. *iw.i ši r p3 nty p3 wr im.*

11. *iw.i ḏd n.f: "tw.i ṯ3ii.tw n t3ii.k mr.*

12. *"ḫr mntk p3 wr n p3y t3? ḫr mntk p3ii.f smty?*

13. *"wḫ3 p3ii.i ḥḏ."*

14. *iw.f ḏd n.i: "bw irw.i ʿm3 t3y wšbt i-ḏd.k n.i.*

15. *"ii3 ir p3 iṯ3ii, mntk sw. ns-sw t3ii.k b-p3y-r.*

16. *"i-irw n-h3ii-n h3rw d q3iwn.i wḫ3.i sw."*

17. *iw.i iry h3ww 9 m t3ii.f mr.*

18. *iw.i ši q3iwn.f.*

19. *iw.i ḏd n.f: "mky bwpw.k gmy p3ii.i ḥḏ."*

20. *iw.i pr m ḏ3-r.*

21. *iw.i pti wʿt b-p3y-r.*

22. *iw.i gmy ḥḏ im.st.*

23. *iw.i mḥ im.w.*

24. *iw.i ḏd n.w: "p3ii.tn ḥḏ, iw.f r w3ḥy m-di.i,*

    "š3ʿ i-irw.tn gmy p3ii.i ḥḏ.

25. *"bwpw.i iṯ3ii.tn, iw.i r iṯ3ii-tw.f."*

26. *iw.w ši n.w.*

27. *iw.i ḥbt n.i m wʿ imw ḥr spt p3 iiwm m t3 mr n kp-w-n3.*

28. *iw p3 wr n kp-w-n3 h3bw n.i, r-ḏd: "i-rwi3-tw.k t3ii mr."*

29. *iw.i hꜣbw n.f, r-ḏd: "i-irw.i ši r tn?"*

30. *iw.i iry hꜣrw 29 m tꜣii.f mr.*

31. *iw i-irw.f nw hꜣbw n.i m-mnt, r-ḏd: "i-rwiꜣ-tw.k tꜣii mr."*

32. *iw pꜣ nṯr ṯꜣii pꜣ wr.*

33. *iw.f ḏd n.f: "iny pꜣ iwpty r-ḥr*

34. *iw pꜣ mr mr ii n.i, r-ḏd: "smn.tw šꜣʿ dꜣwt."*

35. *iw dꜣwt ḫprw, iw.f iṯꜣii.i r-ḥr.*

36. *iw.i gmy-tw.f m tꜣii.f ʿꜣy-r-tit,*

    iw ḫꜣʿ ꜣty-tw.f r wʿ sšdt

    iw i-irw nꜣ hꜣnw n pꜣ iiwm ʿꜣ n ḫꜣrw

    ḥw r mkḥꜣ.f

37. *iw.i ḏd n.f: "sftii imn."*

38. *iw.f ḏd n.i: "wr r pꜣ hꜣw m-ḏr iw.k m pꜣ nty imn im?"*

39. *iw.i ḏd n.f: "5 ibd n hꜣw r pꜣy."*

40. *iw.f ḏd n.i: "sw tn, pꜣ wḫꜣ n imn nty m-ḏrt-tw.k?"*

41. *iw.i ḏd n.f: "diw.i st n nsy-sw-bꜣ-nb-ḏd."*

42. *iw.f ḥḏnw r iqr.*

43. *iw.f ḏd n.i: "ḫr mky wḫ3 mn m-ḏrt-tw.k?"*

44. *iw.f ḏd n.i: "i-irw.k ii ḥr iḫ n sḥnw?"*

45. *iw.i ḏd n.f: "i-irw.i ii m-s3 t3 ḫt*

n p3 wi3 ʿ3 n imn-rʿ, nsw nṯrw.

46. *"i-irw p3ii.k it, i-irw p3 it n p3ii.k it,*

“iw.k r irw.f m-r-ʿ."

47. *iw.f ḏd n.i: "mntw i-irw sw m m3ʿt.*

48. *"iw.k r dit n.i n iry sw, mtw.i iry sw.*

49. *"ii3 i-irw n3ii.i iry p3y sḥnw*

"iw diw pr-ʿ3 ʿ.w.s. in.tw 9 b-p3-r-ii, iw.w 3tp.w n 3ḫtw n kmt.

50. *"mntk, iḫ p3 i-in.k n.i?"*

51. *iw.f dit in.tw ʿrw h3w n3ii.f itii.*

52. *iw.f dit ʿšw.tw.st m-b3ḥ.i.*

53. *iw.f ḏd n.i: "in ink p3ii.k b3ki?*

"in ink b3ki n p3 i-irw wḏy.k m-r-ʿ?"

54. *iw.i ḏd n.f: "mn dpt nb ḥr-ḏ3 irtw, iw bn nsy-st imn.*

55. *"mntf pꜣ ỉiwm.*

56. *"ir pꜣii.k ḏd: 'wnw nꜣ nswỉi ḥꜣty dit ỉn.tw ḥḏ.'*

57. *"hꜣnꜣ wnw dỉ.w ꜥnḫy wḏꜣy snby,*

"wnw bn ỉw.w r dit ỉny.tw nꜣ ꜣḫtw.

58. *"ḫr ỉr imn-rꜥ, nsw nṯrw,*

"mntf pꜣ nb n pꜣ ꜥnḫy wḏꜣy snby.

59. *"ḫr mntf pꜣ nb n nꜣii.k ỉtỉi.*

60. *"mntk m-r-ꜥ mntk bꜣkỉ n imn.*

61. *"ir ỉw.k r ꜥrꜥr pꜣii.f sḥnw,*

"ỉw.k r ꜥnḫy, mtw.k wḏꜣy, mtw.k snby,

"mtw.k nfry n pꜣii.k tꜣ ḏrw.f.

62. *"imm ỉn.tw n.ỉ pꜣii.k sḫꜣ, hꜣb.ỉ sw n nsy-sw-bꜣ-nb-ḏd,*

"mtw.f dit ỉn.tw pꜣ ḥḏ."

63. *ỉw.f dit tꜣii.ỉ šꜥt m-ḏrt pꜣii.f ỉwpty.*

64. *ỉw.f dit ỉn.tw.w r kmt.*

65. *ỉw pꜣii.f ỉwpty šỉ r kmt, ỉi n.ỉ r ḫꜣ-rw.*

66. *ỉw dỉw nsy-sw-bꜣ-nb-ḏd ỉn.tw pꜣ ḥḏ.*

67. *ỉw pꜣ wr ršwtỉ.*

68. *iw.f ꜥrꜥr z 300 iḥ 300 r dit šꜥd.w nꜣ ḫtw.*

69. *iw.w šꜥd.w.*

70. *iw.f ḏd n.i: "ptỉ pꜣ sḫnw i-irw nꜣii.i itii, iw irii.i sw.*

71. *"m-ir ptỉ tꜣ ḥrii n pꜣ iiwm.*

72. *"wnny iw.k r ptỉ tꜣ ḥrii n pꜣ iiwm,*

"iw.k r ptỉ tꜣii.i ḥꜥt.i.

73. *"iiꜣ bwpwy.i iry n.k pꜣ irw.w n nꜣ iwpty n ḫꜥ-m-wꜣs.*

74. *"m-ḏr irii.w 19 rnpt m pꜣy tꜣ i-irw.w mt m st-tw.w."*

75. *iw.f ḏd n pꜣiiw.f wdpwy:*

"tꜣii sw, imm pti.f tꜣii.w ꜥḥꜥ nty st sḏiw n-im.st

76. *iw.i ḏd n.f: "m-ir dit pti.i sw."*

77. *iw.i ši n.i r spt pꜣ iiwm r pꜣ nty nꜣ ḫtw im.*

78. *iw.i ptỉ r 11 n b-pꜣy-r,*

iw.w n-iw m pꜣ iiwm, iw ns-st nꜣ tꜣ-kꜣ-r.

79. *r-ḏd: "ḏdḥ sw."*

80. *iw.i ḫprw r rmw.*

81. *iw pꜣ zḫꜣw n pꜣ wr ii n.i.*

82. *iw.f ḏd n.i: "iḫ r.k?"*

83. *iw.i ḏd n.f: "in bw irw.k pti nꜣ gꜣšw*

"i-irw iry zp 2 n hꜣii r kmt?

84. *"šꜣʿ.tw iḫ ii iw.i d ḫꜣʿ.tw?*

85. *"ḫr in bw irw.k pti nꜣ iw r ḏḏḥ.i ʿn?"*

86. *iw.f ši n.f.*

87. *iw.f ḏd-tw.f n pꜣ wr.*

88. *iw pꜣ wr ḫprw r rmw m-ḏr nꜣ mdt i-ḏd.w n.f.*

89. *iw.f dit iw n.i pꜣii.f zḫꜣw.*

90. *iw in.f n.i irp.*

91. *iw.f dit in.tw n.i ti-nt-niwt, wʿt ḥz n kmt.*

92. *iw.f hꜣbw n.i, r-ḏd: "wnm. swi"*

93. *iw.k r sḏmy pꜣ nb nty iw.i r ḏd-tw.f m dꜣwt.*

94. *iw dꜣwt ḫpr, iw.f ḏd n nꜣ tꜣ-kꜣ-r:*

"bn iw.i rḫy ḏḏḥ pꜣ iwpty n imn m pꜣii.i tꜣ.

95. *"imm-tw.i wḏy.i sw, mtw.tn ši m-sꜣ.f r ḏḏḥ.f."*

96. *iw pꜣ tꜣw ḥwꜣ-tw.i r pꜣ tꜣ n i-r-sꜣ.*

97. *iw nꜣy n pꜣ dmiit pr r.i r ḥdbw.i*

98. *iw.i wꜣšꜣ-tw.i iwd.w r pꜣ nty ḥꜣ-ti-bꜣ,*

tꜣ wr n pꜣ dmiit im.

99. *iw.i gmy-tw.st m-ḏr pr.st m pꜣii.st pr.*

100. *iw.i wšdy.st.*

101. *iw.i ḏd n nꜣ rmṯ nty qꜣiwn.st:*

"in mn wꜥ n-im.tn iw.f sḏmy mdt kmt?"

102. *iw wꜥ n-im.w ḏd: "tw.i sḏmy."*

103. *iw.i ḏd n.f: "i-ḏd n tꜣii.i ḥnwt:*

"'wnw.i sḏmy šꜣꜥ niwt, r pꜣ nty imn im,

104. *"'r-ḏd: "i-irw.tw grg m dmiit nb, i-ir.tw mꜣꜥt m pꜣ tꜣ n i-r-sꜣ."*

105. *"'ink iwpty n imn.*

106. *"'ir tꜣy izt n pꜣ wr n kp-w-nꜣ nty st wḫꜣ ḥdbw sw,*

107. *"'in bn iw pꜣii.st nb r gmy 10 n izt m-di.ṯ, mtw.f ḥdbw.w?'"*

108. *iw.st ḏd n.i: "sḏiw n.k."*

The Misadventures of Wenamun – Translation

1. The day of the dispatch which Wenamun made to bring the wood

   for the great boat of Amun-Re, king of gods, who is upon [the] river.

2. The day of arriving which he did to Tanis, to the [place] which Smendes is therein.

3. And I gave to them the commissions of Amun-Re, king of gods.

4. And they caused that they be read in their presence.

5. And I went down to the great sea of Syria.

6. And I arrived to Dor a town of the Tjeker.

7. And Bader, its ruler, caused that bread and wine be brought to me.

8. And a man of my freighter fled, having stolen money.

9. And I got up in the morning.

10. And I went to the [place] which the ruler was in.

11. And I said to him: “I was robbed in your harbor.

12. “Are you the ruler of this land? Are you its leader?

13. “Seek my money.”

14. And he said to me: “I don't understand this answer which you have said to me.

15. “Indeed, as for the thief, he is yours. He belongs to your freighter.

16. “Spend some days here as a visitor of me that I may seek him.”

17. And I spent 9 days in his harbor.

18. And I went as a visitor of him.

19. And I said to him: “Look, you have not found my money.”

20. And I went out from Dor.

21. And I saw a freighter.

22. And I found money in it.

23. And I seized from it.

24. And I said to them: “Your money, it will remain with me,

    “until you have found my money.

25. “I have not robbed you, but I will take it.”

26. And they went away.

27. And I celebrated in a tent on the seashore in the harbor of Byblos.

28. And the ruler of Byblos sent to me, saying: “Get yourself out of my harbor!”

29. And I sent to him, saying: “Where should I go?”

30. And I spent 29 days in his harbor.

31. While he spent time sending to me daily, saying: “Get yourself out of my harbor!”

32. And the god took the ruler.

33. And he said to him: “Bring the messenger up.”

34. And the harbormaster came to me, saying: “Keep yourself until morning.”

35. And morning came about, and he took me up.

36. And I found him in his loft,

    having his back cast toward a window,

    while did the waves of the great sea of Syria

    strike toward the back of his head.

37. And I said to him: “Amun be merciful!”

38. And he said to me: “How long to the day since you came from the [place] which Amun is in?”

39. And I said to him: “5 months of days to this.”

40. And he said to me: “Where is it, the commission of Amun which [was] in your hand?”

41. And I said to him: “I gave it to Smendes.”

42. And he got angry to excellence.

43. And he said to me: “But look, a commission, there is none in your hand?”

44. And he said to me: “You did come upon what business?”

45. And I said to him: “I did come after the wood

“for the great boat of Amun-Re, king of gods.

46. “What your father did, what the father of your father did,

“you will do it also.”

47. And he said to me: “They did it in truth.

48. “You will give to me for doing it, and I do it.

49. “Indeed, mine did do this business,

“and Pharaoh (l.p.h.) caused that 9 freighters be brought, loaded of things of Egypt.”

50. “You, what is it that you have brought for me?”

51. And he caused that the scrolls of the day of his fathers be brought.

52. And he caused that they be read in my presence.

53. And he said to me: “Am I your servant?

“Am I [a] servant of the one who dispatched you also?”

54. And I said to him: “There is not any boat upon a river, which does not belong to Amun.

55. “His is the sea.

56. “As for your saying: ‘The previous kings were causing that money be brought.’

57. “If they had given life, prosperity, and health,

“they would not have caused that the things be brought.

58. “But as for Amun-Re, king of gods,

“*He* is the lord of life, prosperity, and health.

59. “*He* the lord of your fathers.

60. “You, also you, are a servant of Amun.

61. “If you will arrange his business,

“you will live and prosper and be healthy

“and be good for your land in its entirety.

62. “Cause that your scribe be brought to me that I may send him to Smendes,

“and he will cause that the money be brought.”

63. And he placed my letter in the hand of the messenger.

64. And he caused that they be brought to Egypt.

65. And his messenger went to Egypt, and came to me to Syria.

66. When Smendes caused that money be brought.

67. And the ruler rejoiced.

68. And he arranged men: 300 and bulls: 300 to cause that they cut the wood.

69. And they cut them.

70. And he said to me: “See, the commission, which my fathers did, I have done it.

71. “Do not see the terror of the sea.

72. “If you will see the terror of the sea,

    “you will see mine myself.

73. “Indeed, I did not do to you that which they did to the messenger of Khamwas.

74. “When they spent 19 years in this land, they died in their places.”

75. And he said to his butler:

    “Take him, cause that he see their position which they slept in it.”

76. And I said to him: “Do not cause that I see it.”

77. And I went away to the seashore, to the [place] where the wood was there.

78. And I saw 11 freighters,

    which were coming from the sea, which belonged to the Tjeker.

79. [Who were] saying: “Arrest him!”

80. And I began to cry.

81. And the scribe of the ruler came to me.

82. And he said to me: “What is toward you?”

83. And I said to him: “Do you not see the migratory birds

“who did do two occasions of going down to Egypt?

84. “Until what comes am I abandoned here?

85. “Do you not see the ones who come to arrest me again?”

86. And he went away.

87. And he said it to the ruler.

88. And the ruler began to cry because of the matter which they said to him.

89. And he caused that his scribe come to me,

90. he having brought wine to me.

91. And he caused that Tantne be brought to me, a singer of Egypt.

92. And he sent to me, saying: “Eat! Drink!

93. “And you will hear everything which I will say in the morning.”

94. When morning came about, he said to the Tjeker:

“I cannot arrest the messenger of Amun in my land.

95. “Allow me that I dispatch him, and you go after him to arrest him.”

96. And the wind drove me to the land of Alashiya.

97. And those of the town came out toward me to kill me.

98. And I pushed myself between them to the [place] which Hatiba,

the ruler of the town, was in.

99. And I found her when she went out from her house.

100. And I worshipped her.

101. And I said the the people who were around her:

“Is there not one among you who he understands speech of Egypt?”

102. And one of them said: “I understand.”

103. And I said to him: “Say to my lady:

“‘I have been hearing until Thebes, to the [place] which Amun is in,

104. “‘that: “Falsehood is done in every town, truth is done in Alashiya.”

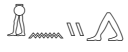
105. “‘I am a messenger of Amun.

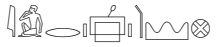
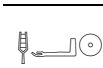
106. “‘As for this crew of the ruler of Byblos that it seeks to kill him,

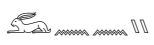
107. “‘Will its lord not find 10 crews with you, and he kill them?’”

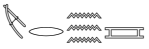
108. And she said to me: “Rest yourself.”

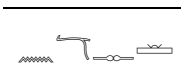
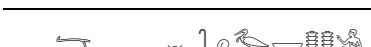
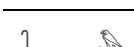
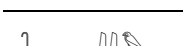
The Misadventures of Wenamun – Glossary

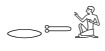
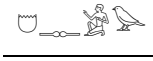
Egyptian	Coptic	Transcription	English
		3ḫt	thing
	ⲱⲧ	*3ty*	back
	ⲱⲧⲡ	*3tp*	to load
	ⲉⲓ	*ii*	to come
	ⲉⲓⲉ	*ii3*	indeed
	ⲉⲓⲟⲙ	*iiwm*	sea
	ⲉ-	*iw*	(circumstantial converter)
	-ⲏⲩ	*iw*	to come
	ⲁⲡⲟⲟⲩⲧⲉ	*iwpty*	messenger
	ⲟⲩⲧⲉ	*iwd*	between
	ⲁⲃⲟⲧ	*ibd*	month
	ⲙⲙⲁⲩ	*im*	there
	ⲙⲙⲟⲥ	*im.s*	in it (3fs)
	ⲙⲁ-	*imm*	give, cause (imp.)
	ⲁⲙⲟⲩⲛ	*imn*	Amun
	ⲁⲙⲟⲩⲛ-ⲣⲏ	*imn-rˁ*	Amun-Re
	ⲉⲛⲉ	*in*	(focalizer)
	ⲉⲓⲛⲉ	*iny*	to bring
	ⲁⲛⲟⲕ	*ink*	I (1cs ind. pron.)
		ir	as for (particle)
	ⲉⲓⲣⲉ	*iry*	to do

	ⲉⲓⲣⲉ	*irw*	to do
	ϩⲣⲡ	*irp*	wine
		*irs* (*i-r-s3*)	Alashiya
		iḥ	bull
	ⲁϣ	*iḫ*	what?
		izwt	crew
		iqr	excellent
	ⲉⲓⲱⲧ	*it*	father
	ⲉⲓⲟⲧⲉ	*itii*	fathers
	ⲉⲓⲟⲟⲣ	*itrw*	river
	ⲉⲭⲱ	*iṯ3ii*	thief
	-ⲟ/-ⲱ/-ⲟⲓ	*ʿ3*	great
	ⲉⲓⲙⲉ	*ʿm3*	to understand
	ⲟⲛ	*ʿn*	again
		ʿnḫ-(w)ḏ3-s(nb)	life, prosperity, health!
	ⲱⲛⲍ	*ʿnḫy*	life
	ⲗⲟⲟⲗⲉ	*ʿrʿr*	to manage
	ⲁⲣⲱⲟⲩⲓ	*ʿrw*	scroll
		ʿrt (*ʿ3y-r-tit*)	loft, upper room
	ⲁⲍⲉ	*ʿḥʿ*	position
	ⲱϣ	*ʿšw*	to read, call
	ⲟⲉⲓⲕ	*ʿqw*	bread
	ⲟⲩⲱⲍ	*w3ḥy*	to remain

		wꜣšꜣ	to push
		wiꜣ	sacred barque
	ⲟⲩⲁⲓ/ⲟⲩ-	*wʿ*	one
	ⲟⲩⲉⲓ/ⲟⲩ-	*wʿt*	one
		wʿrw	to flee
	ⲟⲩⲛ-	*wnw*	to be
	ⲟⲩⲛⲁⲙⲟⲩⲛ	*wnw-imn*	Wenamun
	ⲟⲩⲱⲙ	*wnm*	to eat
	ⲛⲉ-	*wnny*	(particle)
		wr	chief
	ⲟⲩⲏⲣ	*wr*	how many?
	ⲟⲩⲱϣ	*wḫꜣ*	commission
	ⲟⲩⲱϣⲃ	*wšb*	to answer
	ⲟⲩⲱϣⲧ	*wšdy*	to worship
		wdpwy	butler
	ⲟⲩϫⲁⲓ	*wḏꜣy*	to be safe
	ⲟⲩⲱⲱⲧⲉ	*wḏwy*	to send
	ⲃⲱⲕ	*bꜣki*	servant
	ⲙⲡⲉ=	*bwpw*	(neg. of sdmf.)
	ⲛ	*bn*	not (neg. particle)
	ⲃⲁⲓⲣⲉ	*br* (*b-pꜣy-r*)	freighter
		bdr (*bꜣ-dy-r*)	Bader
	ⲡ-	*pꜣ*	the (m.)

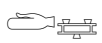
	ⲡⲁⲓ	*pȝy*	this (m.)
	ⲡⲱⲣ/ⲡⲉ	*pr*	house
	ⲡⲣⲣⲟ	*pr-ꜥȝ*	Pharaoh
	ⲡⲉⲓⲣⲉ	*pri*	to go out
	ⲡⲱⲱⲣⲉ	*pti*	to look at
	ⲙ	*m*	in, with, from
	ⲙⲡⲣ-	*m-ir*	do not (neg. imp.)
	ⲙⲙⲁϩ-	*m-bȝḥ*	in the presence of
	ⲙⲙⲏⲛⲉ	*m-mnt*	daily
	ⲗⲉ-	*m-r*	overseer
		m-r-ꜥ	also, likewise
	ⲛⲥⲁ	*m-sȝ*	behind
	ⲛⲧⲉ	*m-diw*	with
	ⲛⲧⲉⲣⲉ=	*m-ḏr*	since
	ⲙⲉ	*mȝꜥt*	truth
	ⲙⲙⲟⲛ	*mn*	there is not
		mntw	they (3cp ind. pron.)
	ⲛⲧⲟϥ	*mntf*	he (3ms ind. pron.)
	ⲛⲧⲟⲕ	*mntk*	you (2ms ind. pron.)
	ⲙⲣⲱ	*mr*	harbor
	ⲁⲙⲁϩⲉ	*mḥ*	to seize
		mky	behold
	ⲙⲁⲕϩ	*mkḥȝ*	back of head

	ⲙⲟⲩ	*mt*	to die
	ⲛⲩ-	*mtwf*	and he (3ms conj.)
	ⲛⲧⲉⲧⲛ-	*mtwtn*	and y'all (2cp conj.)
	ⲙⲟⲩⲧⲉ/ⲙⲛⲧ-	*mdt*	to speak
	ⲙⲏⲧ	*md̲*	ten
	ⲛ	*n*	of
	ⲙⲉⲛ/ⲛⲙⲙⲁ=	*n-im*	with
	ϩⲟⲉⲓⲛⲉ/ϩⲉⲛ-	*n-h3ii*	some (p. indef. art.)
	ⲛⲁⲩ	*n.w*	for them (3cp)
	ⲛⲁⲩ	*n.f*	for him
	ⲛⲉⲕ-	*n3ii.k*	your (2ms p. def. art.)
	ⲛⲁⲓ	*n3y*	these
	ⲛϩ	*niwt*	city, Thebes
	ⲛⲁⲩ	*nw*	time
	ⲛⲁⲩ	*nw*	to see
	ⲛⲓⲙ	*nb*	all, every, any
	ⲛϩⲃ	*nb*	lord
	ⲛⲟⲩⲣⲉ	*nfry*	good
	ⲥ	*ns*	belonging to
		*nsy-sw-b3-nb-d̲d*	Smendes
	-ⲛⲥ	*nsw*	king
		*nswii*	kings
	ⲛⲧ	*nty*	who, which

	ⲛⲟⲩⲧⲉ	*nṯr*	god
	ⲉⲛⲧⲏⲣ	*nṯrw*	gods
	ⲉ/ⲉⲣⲟ=	*r*	toward
	ⲉϩⲣⲁⲓ	*r-ḥr*	upward
	ⲣⲏ	*rˁ*	sun
	ⲗⲟ	*rwiꜣ	to get out
	ⲣⲓⲙⲉ	*rmw*	to cry
	ⲣⲟⲙⲉ	*rmṯ*	man
	ⲣⲟⲙⲡⲉ	*rnpt*	year
	-ⳡ-	*rḫy*	to know
	ⲣⲁⳡⲉ	*ršwti*	to rejoice
	ϩⲁⲓ	*ḥꜣii*	to go down
	ϩⲟⲟⲩ	*ḥꜣw*	day
	ϩⲱⲃ	*ḥꜣbw*	to send
	ϩⲟⲉⲓⲙ	*ḥꜣnw*	wave
	ⲁϩⲣⲉⲩ	*ḥꜣrw*	days
	ϩⲱⲱ-	*ḥˁt*	body, -self
	ϩⲟⲩⲉⲓⲧ	*ḥꜣty*	first, previous
	ϩⲓⲟⲩⲉ	*ḥwꜣ*	to strike
	ϩⲟⲡ	*ḥbt*	to celebrate
	ϩⲟϥ	*ḥfꜣw*	snake
	ϩⲙⲟⲟⲥ	*ḥmsi*	to sit, dwell
		ḥnwt	lady

	ϩⲓ	*ḥr*	upon
	ϩⲓϫⲱⲱ=	*ḥr-ḏ3*	on top of
	ϩⲉⲗⲓ	*ḥrii*	terror
		ḥsi	singer (f.)
		ḥtb (*ḥ3-ti-b3*)	Hatiba
	ϩⲁⲧ	*ḥḏ*	silver, "money"
		ḥḏnw	to get angry
	ϰⲱ	*ḫ3ʿ*	to throw, abandon
	ⳉⲁⲓⲣⲓ	*ḫ3rw*	Syria
		ḫʿ-m-w3s	Khamwas
	ⳉⲱⲡⲉ	*ḫprw*	to come about
	ⳉⲁ-	*ḫr*	(conjunction)
	ⳉⲉ	*ḫt*	wood, tree
	ϩⲱⲧⲃ	*ḫḏb*	to kill
	ⲥⲁ-	*z*	man
	ⲥⲉ	*sw*	he, him (3ms pron.)
	ⲥⲱ	*swi*	to drink
	ⲥⲟⲡ	*zp*	occasion
	ⲥⲡⲓⲣ	*sprw*	shore
	ⲥⲱⲡⲉ	*spt*	lip, edge
		sftii	to be merciful
	ⲥⲙⲓⲛⲉ	*smn*	to establish
	ⲥⲁϩⲛⲉ	*sḥnw*	business

	ⲥϩⲁⲓ	*zḫ3w*	scribe
	ϣⲱϣⲧ	*sšdt*	window
		st	place
	ϣⲁⲉⲓⲣⲉ	*sḏiw*	to lie down, sleep, die
	ⲥⲟⲧⲙ	*sḏmy*	to hear
	ϣⲟϣⲉⲛ	*zšn*	lily
	ϣⲁ-	*š3ʿ*	until
	ϣⲉ	*ši*	to go
		šʿt	letter
	ϣⲱⲧ	*šʿd*	to cut
	ϣⲉ	*št*	hundred
	ⲃⲟⲉⲓⲗⲉ	*q3iwn*	as a visitor of
	ⲕⲁⲥ	*qs*	bone
	ⲃⲓⲛⲟⲩⲏⲗ	*kpwn*	Byblos
	ⲕⲏⲙⲉ	*kmt*	Egypt
	ⲃⲏϣⲉ	*g3šw*	migratory bird
	ⲃⲓⲛⲉ	*gmy*	to find
		grg	falsehood
	ⲧ=	*t3*	the (f.)
	ⲧⲟ	*t3*	land
	ⲧⲉϥ-	*t3ii.f*	his (3ms) (f.)
	ⲧⲉⲕ-	*t3ii.k*	your (2ms) (f.)
	ⲧⲁⲓ	*t3y*	this (f.)

		ti-nt-niwt	Tantne
	ⲧⲟⲟⲩⲧ	*twt*	statue
	ϫⲓ	*ṯ3ii*	to take
	ⲑⲏⲩ	*ṯʿw*	wind
	ⲧⲟⲟⲩⲉ	*ṯbwty*	shoes
		ṯkr (*ṯ3-k3-r*)	Tjeker
	ⲧⲁⲓ	*d*	here
	ⲧⲟⲟⲩⲉ	*d3wt*	morning
	ⲧ	*diw*	to give
	ⲧ	*dit*	to give (inf.)
		dyr	Dor
	ⲧⲟⲟⲩⲛ	*dwn*	to stretch out
		dpt	boat
	ⲧⲙⲉ	*dmii*	town
	ⲧⲩⲣⲟⲥ	*d3r*	Tyre
	ϫⲁⲁⲛⲉ	*dʿnt*	Tanis
	ⲧⲏⲣ=	*drw*	entirety
	ⲧⲱⲣⲉ, ⲧⲟⲟⲧ-	*drt*	hand
	ϫⲱ	*dd*	to say
		ddḥ	to arrest