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**ܡܬܝܒ ܕܡܝܬܝܒܝܢ ܘܚܘܚܘܩܝܢ**

**ܟܩܝܚܐ**

**ܫܡܫܐܫܐ ܫܡܝ ܗܘܪܡܝܫ ܘܪܒܝ ܢܡܪܘܕ ܫܠܘܐ**

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**ܡܝܬܝܒܝܢ: ܡܝܬܝܒܝܢ ܘܚܘܚܘܩܝܢ**

**Written and organised by the Assyrian Diqlat School Teachers  
First published in Sydney, Australia 2015**

**Edited Edition 2018**

**By: Shamasha Sami Hormis  
Rabi Namroud Slewa**



Assyrian Diqlat School



مەتەن، ھەرف و ھەڵە

## Preface

The Assyrian Diqlat School, Since its establishment in Sydney, Australia in 1974 by the Assyrian Australian Association has used many resources throughout its time, mainly the set of books written by the late Assyrian Language teacher Koorish Benyamin in the early 1970s in Tehran, Iran and during the period of time the teachers have been supplying students with suitable worksheets and activities to accompany those recourses.

The Assyrian Diqlat School found it essential to organise and publish work and set questions and small activities for each level or grade of students.

The teachers who taught and practiced in 2014, worked together collectively and effectively in assigning particular tasks and giving ideas for what each grade/level should be taught.

The concept of the book allows the students to learn the language, reading, writing, speaking, grammar and also gaining the fundamental knowledge and education of Assyrian heritage, culture, traditions, history and religion. It is important to gain these attributes in learning this ancient language and passing on to the next generation.

Each series in the books for class levels goes through lessons, topics and exercises which the teacher can guide the students with and provide new exercises, worksheets, lesson plans and projects to develop a better learning outcome for the students.

The levels of books are not based on the student's age; they are based on the student's personal understanding of the language and whether they are competent in working on the exercises.

The foundation of the Assyrian language is more than just letters of alaph beth and vowels.

It includes listening, speaking, reading, writing, grammar, literature and culture.

Assyrian Diqlat School



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## Acknowledgements

This project was brought forward by the attention of the Principal of Assyrian Diqlat School, Mrs Carmen Lazar, with the co-operation and efforts of the fellow teachers who dedicated personal and collective efforts in completing these exercises. The school strives on ascertaining the importance of teaching this language and educating students, as it has since its establishment in 1974, with the aim of providing language classes to Assyrian in Sydney.

## Teachers-Authors and Editors of the 2015 series of books

Carmen Lazar  
Alice George  
Carmen Wilson  
Dn;George Rasho  
George I Abraham  
Dn;Issa Patros

Jacob Miraziz  
Ninorta Yalda  
Dn;Sami Hormis  
Vivian Narso  
Yousipos Sargis  
Atra Mirza

Assyrian Diqlat School is proud to provide this valuable learning tool it has developed throughout the series of books published in Sydney, Australia. It is the first time a group of teachers in Sydney have compiled a set of innovative working sheets and exercise tasks which assess the suitable area of the Assyrian language for the developing young Assyrian student.

We thank these teachers for their excellent and devoted efforts in completing this major project and understanding a task to which a great deal of attention and commitment was needed.

## Edited Edition 2018

By: Shamasha Sami Hormis  
Rabi Namroud Slewa

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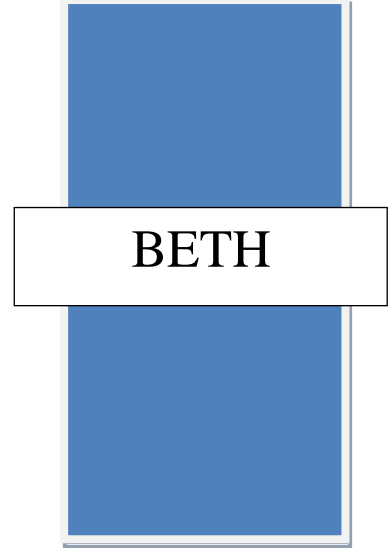
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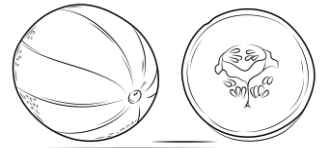
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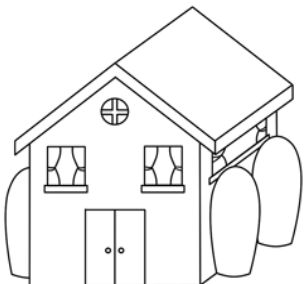
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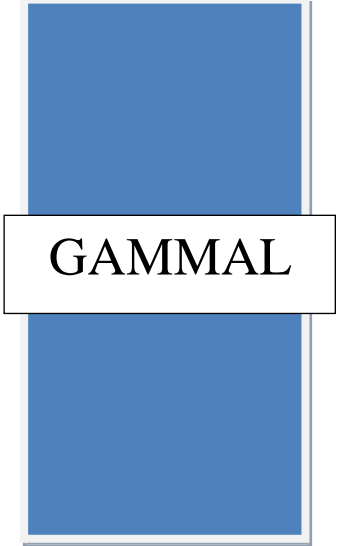


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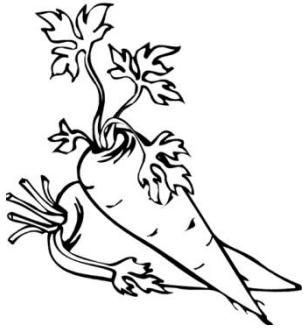
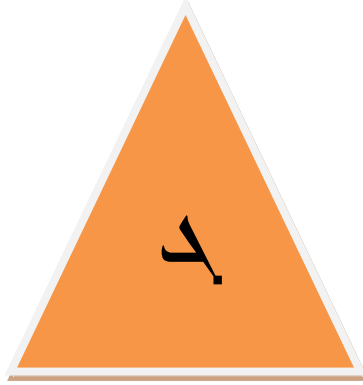
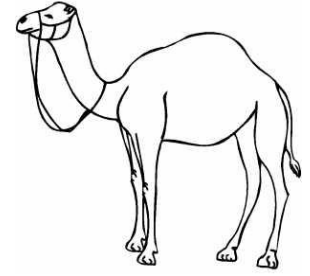
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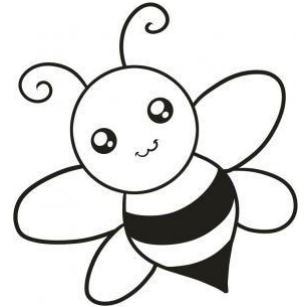
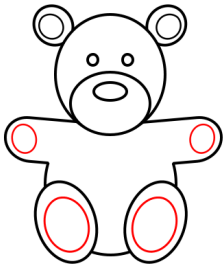
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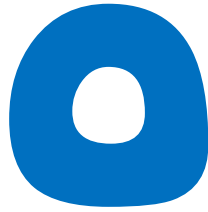




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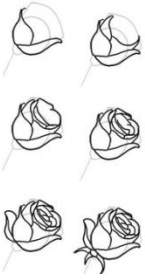
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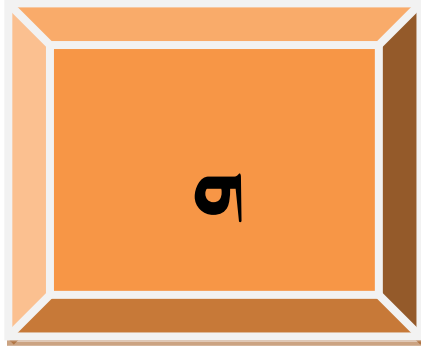


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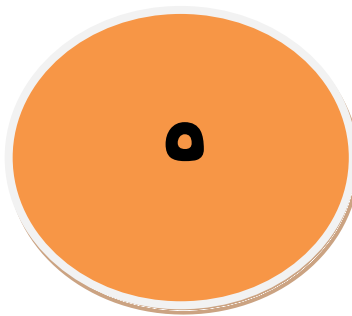
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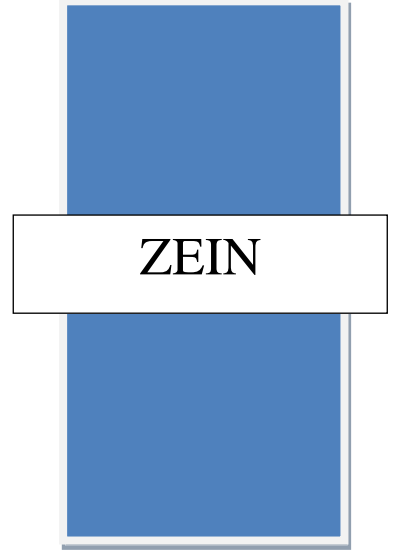


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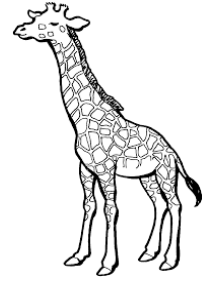


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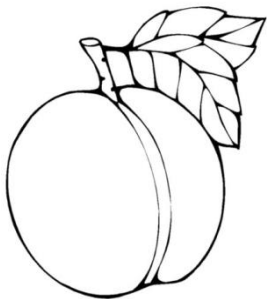
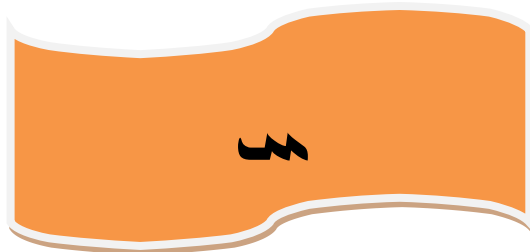
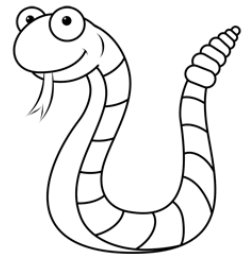
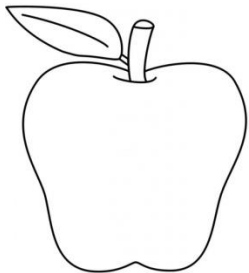
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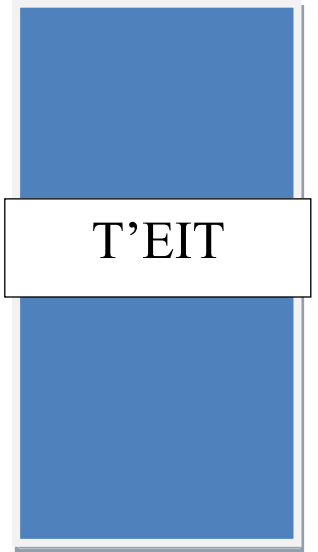


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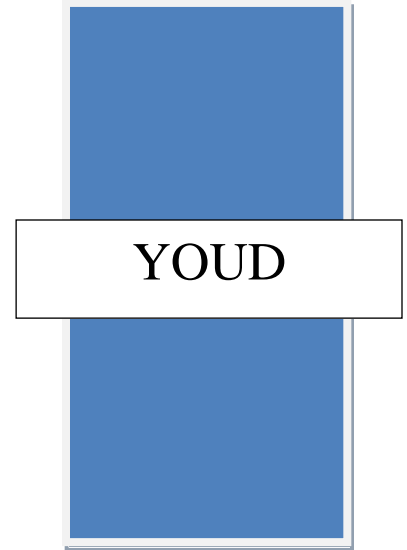
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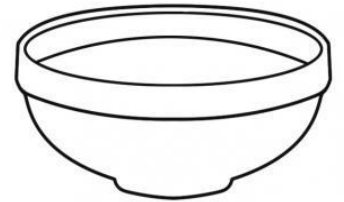


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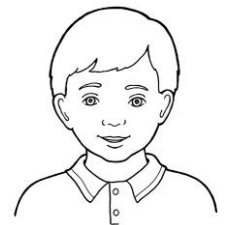
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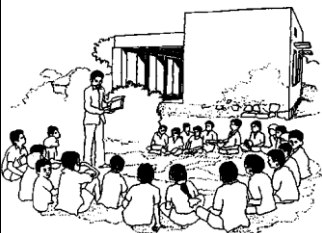


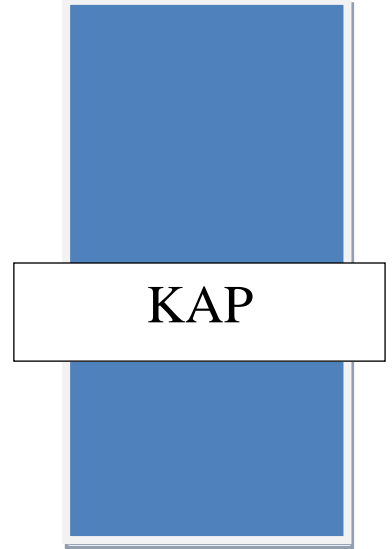
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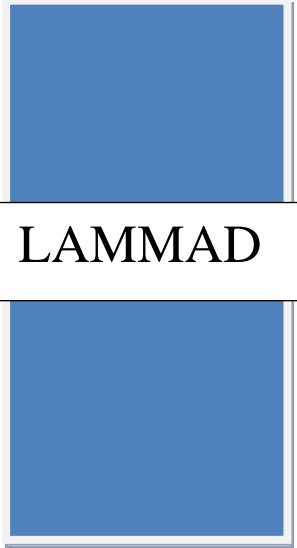


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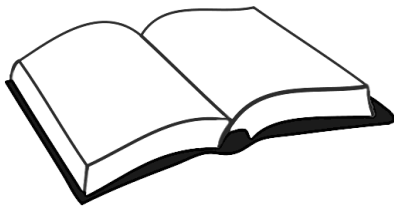
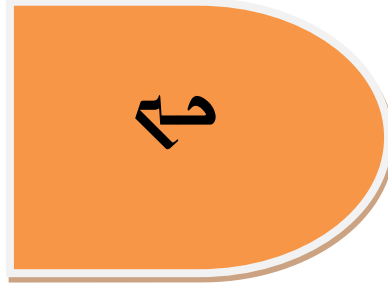
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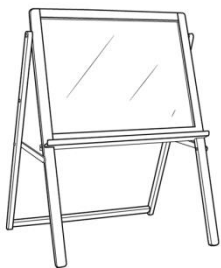
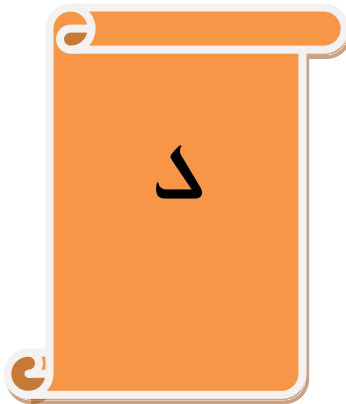
Assyrian Star



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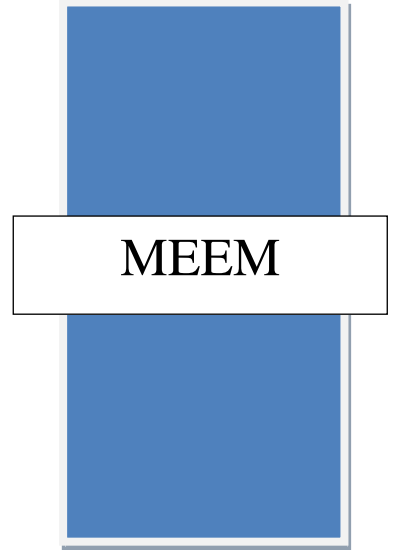


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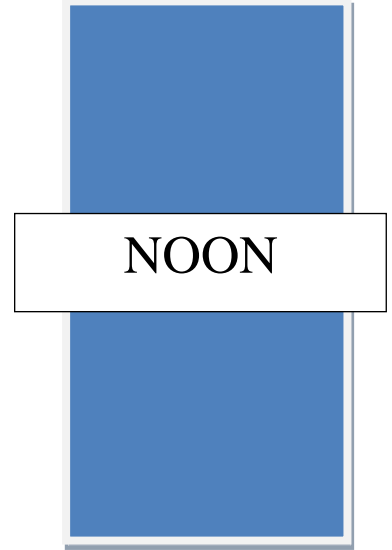
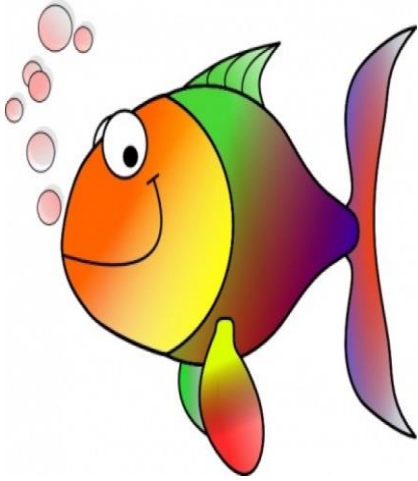


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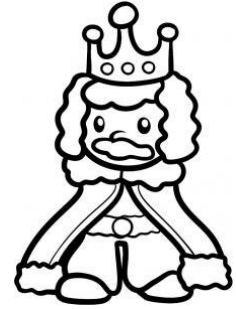
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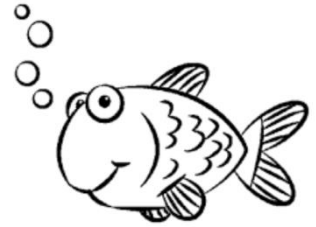
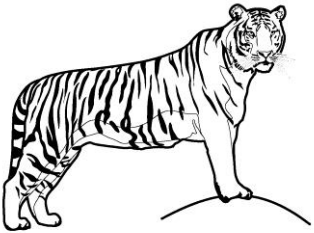
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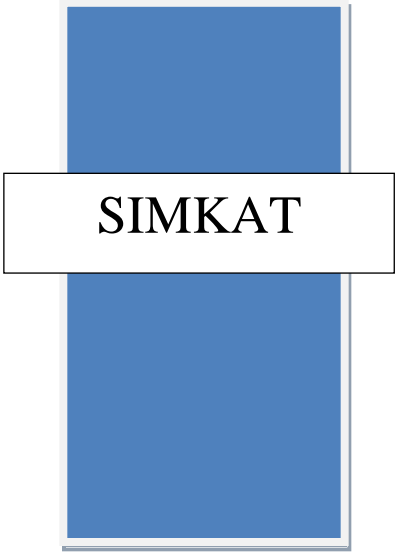
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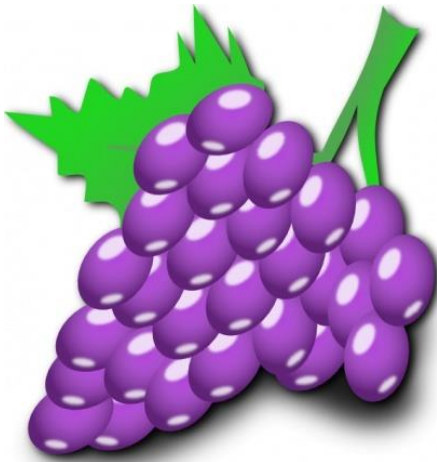
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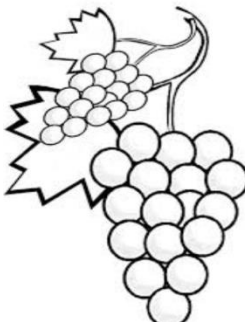


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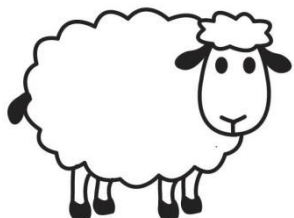
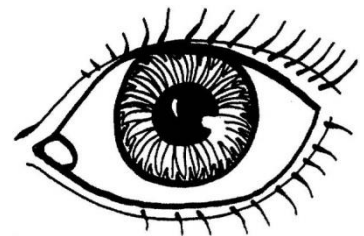


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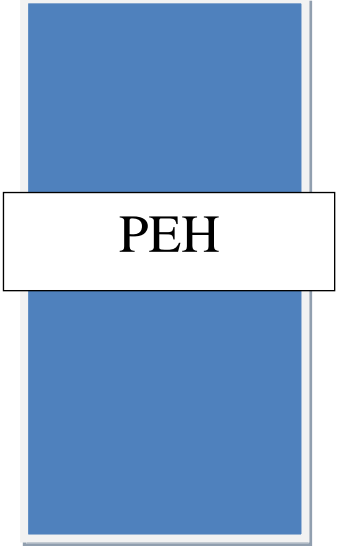


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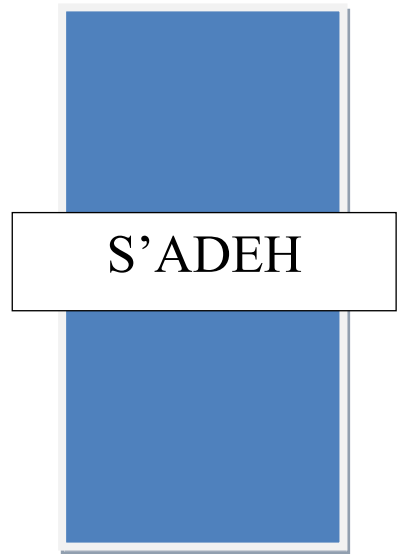




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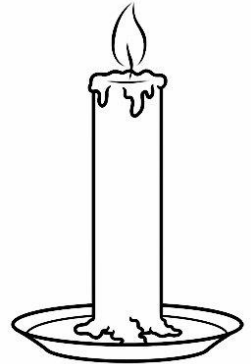
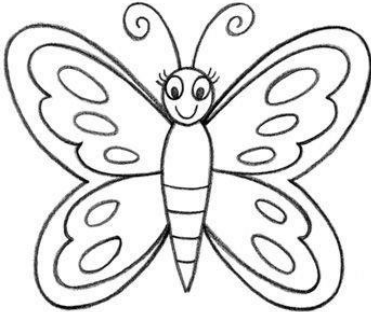
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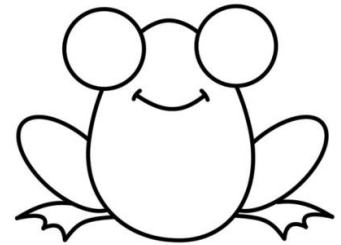
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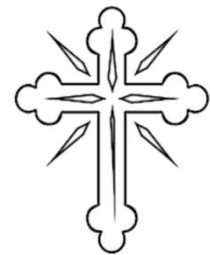
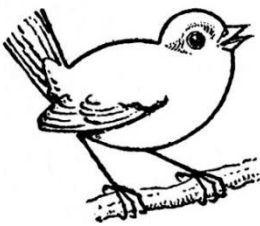


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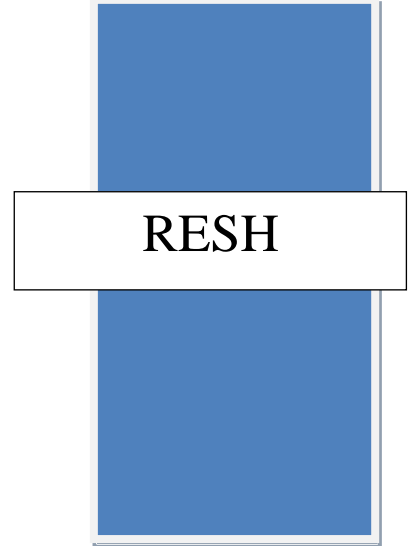


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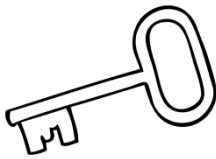
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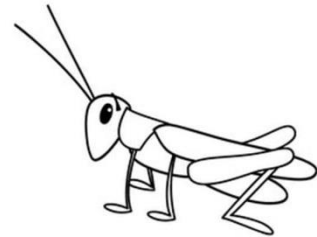
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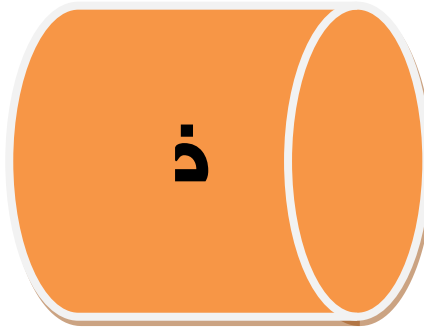
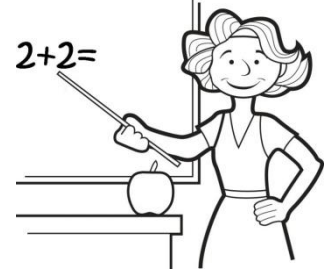


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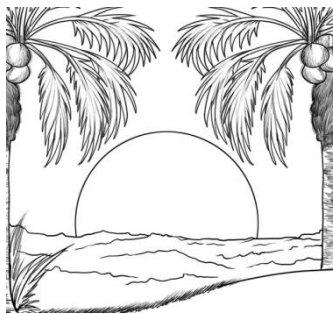
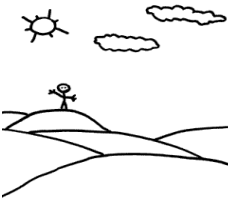


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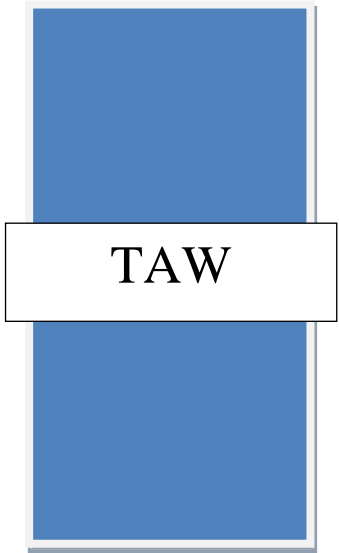
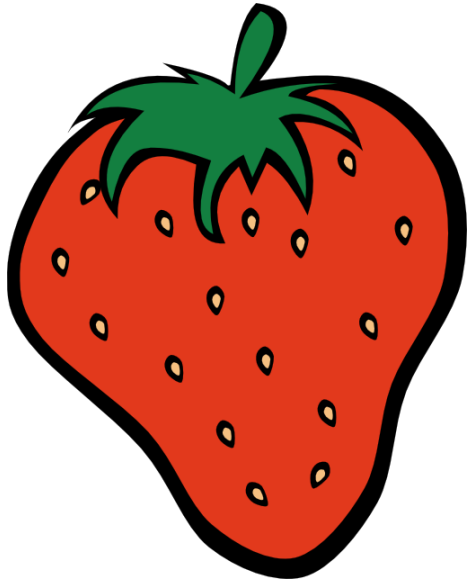
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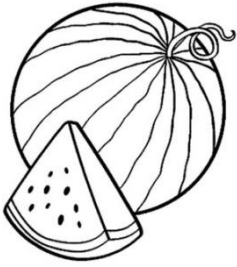
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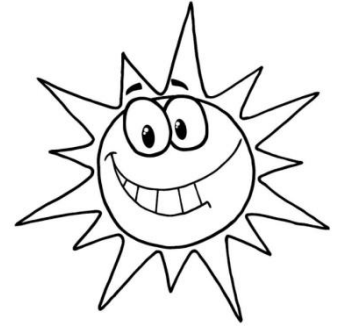


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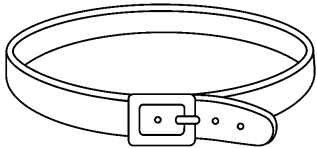
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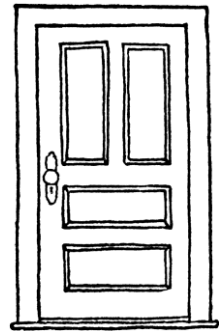
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