



ܝܬܝܢ ܐܘܪܝܢܝܢ

ܡܬܝܒ ܐܘܪܝܢܝܢ

ܚܒܝܢ

ܡܫܝܚܝܢ ܐܘܪܝܢܝܢ ܐܘܪܝܢܝܢ

ܚܝܠܝܢ ܕܡܫܝܚܝܢ ܐܘܪܝܢܝܢ

ܡܫܝܚܝܢ ܐܘܪܝܢܝܢ

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ܚܝܠܝܢ: ܡܫܝܚܝܢ ܐܘܪܝܢܝܢ

Written and organised by the Assyrian Diqlat School Teachers
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Edited Edition 2018

By: Shamasha Sami Hormis
Rabi Namroud Slewa

הקדמה

המחקר המוצג כאן נעשה במסגרת תוכנית מחקר המיומנת, המיושמת על ידי משרד החינוך, במסגרת תוכנית מחקר המיומנת (תוכנית מחקר המיומנת). מטרת המחקר היא להבין את ההשפעה של תוכנית מחקר המיומנת על התנהגות הילדים, במיוחד בתחום של התנהגות חברתית. המחקר נעשה באמצעות שיטות מחקר מדעיות, וכלל תצפיות ותראיונות עם הילדים. המחקר נעשה במסגרת תוכנית מחקר המיומנת, המיושמת על ידי משרד החינוך, במסגרת תוכנית מחקר המיומנת (תוכנית מחקר המיומנת). מטרת המחקר היא להבין את ההשפעה של תוכנית מחקר המיומנת על התנהגות הילדים, במיוחד בתחום של התנהגות חברתית. המחקר נעשה באמצעות שיטות מחקר מדעיות, וכלל תצפיות ותראיונות עם הילדים.

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Assyrian Diqlat School



ܡܕܢܬܐ ܕܩܝܠܬܐ ܕܩܝܠܬܐ

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



ܡܘܨܪܐ ܕܡܘܨܪܐ ܕܡܘܨܪܐ

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

مەتبۇ دېھدۇ ۋە ۋەتەن

ܦܕܝܬܐ ܕܩܘܪܝܢܐ

Assyrian Reader

ܦܕܝܬܐ	ܦܕܝܬܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܦܕܝܬܐ
3	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
4	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
5	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
10	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
18	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
21	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
24	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
25	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ
28	ܡܢ ܕܩܘܪܝܢܐ ܕܡܢ ܕܩܘܪܝܢܐ	ܐ



Assyrian Diqlat School

ASHURBANIPAL

بەش ئىشەنچ

۱. يېمەك دېگەن:

.....

۲. يېمەك دېگەن:

.....

۳. يېمەك دېگەن:

.....

۴. يېمەك دېگەن:

.....

۵. يېمەك دېگەن:

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۶. يېمەك دېگەن:

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۷. يېمەك دېگەن:

.....



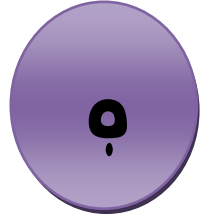
ئۇسۇلچى ھۆججەت



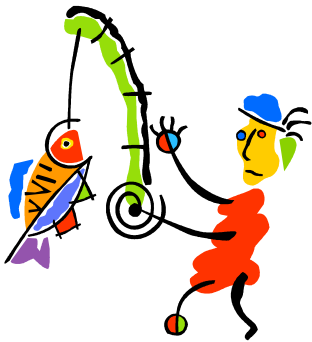
پەقەت	ئەنچە
ئۇ	ئۇ
ھەقىقەت	ھەقىقەت
يەنە	يەنە
دەپ	دەپ
ئەھمەت	ئەھمەت
ھەقىقەت	ھەقىقەت
دەپ	دەپ

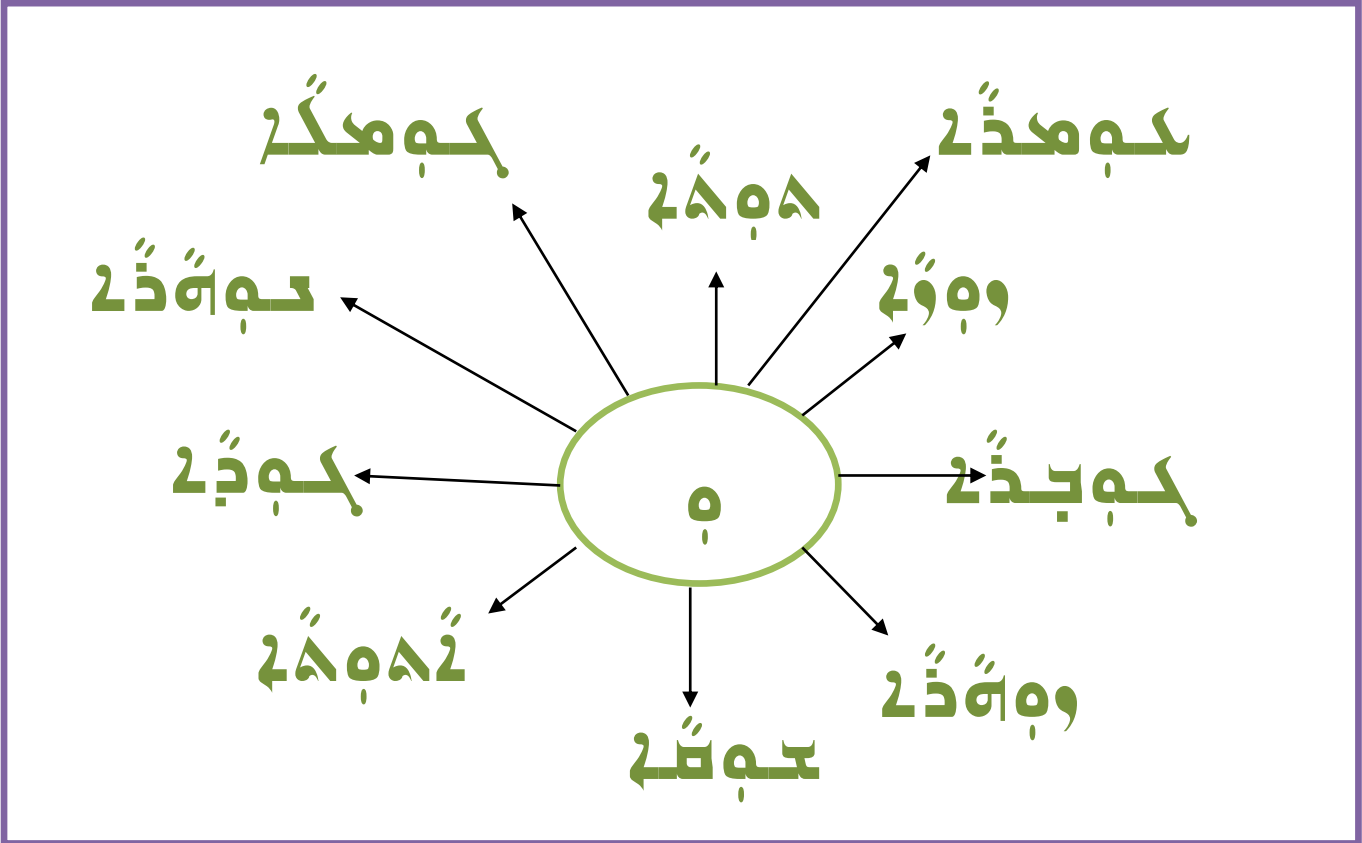
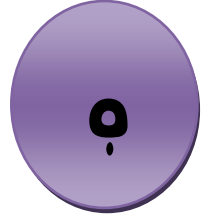


هَدِيَّةٌ

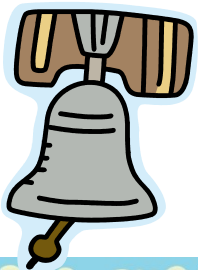
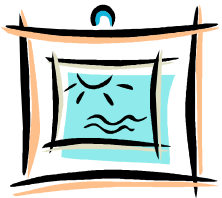
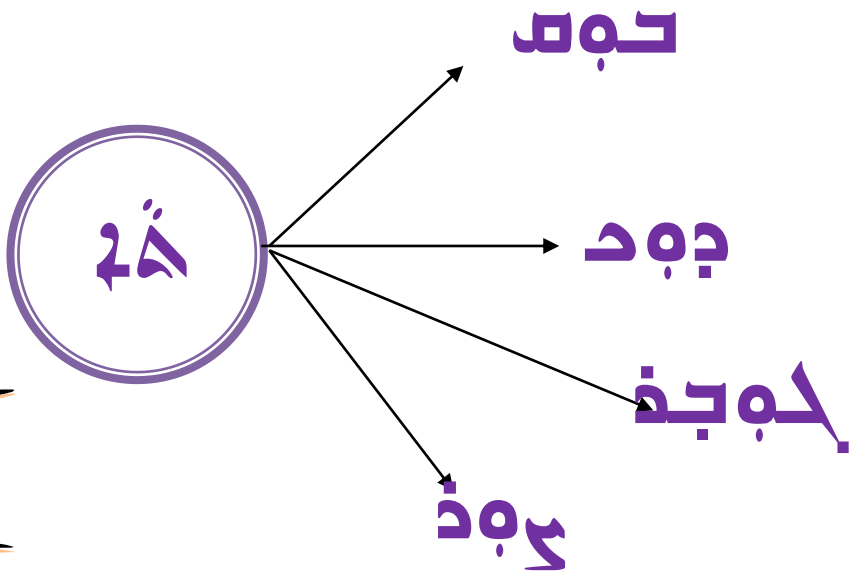
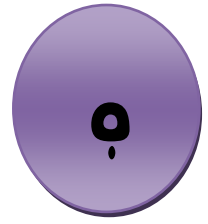


هه	هه	ده	هه	هه	هه
هه	هه	هه	هه	هه	هه
هه	هه	هه	هه	هه	هه
هه	هه			هه	هه



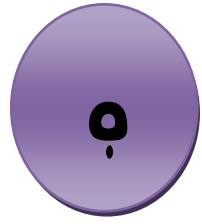


دەنەن



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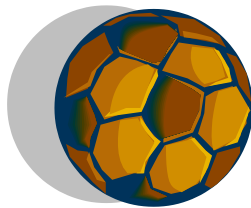
ذَبَابٌ



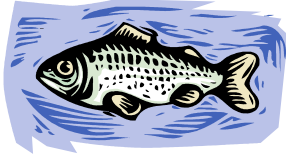
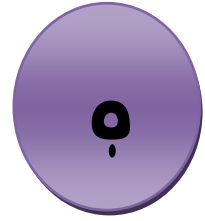
ذَهَابٌ	ذَبَابٌ	ذَهَابٌ	ذَهَابٌ	ذَهَابٌ
ذَهَابٌ	ذَهَابٌ	ذَهَابٌ	ذَهَابٌ	ذَهَابٌ
ذَهَابٌ			ذَهَابٌ	

ذَهَابٌ ذَهَابٌ ذَهَابٌ
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ذَهَابٌ ذَهَابٌ ذَهَابٌ
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 ذَهَابٌ ذَهَابٌ ذَهَابٌ



ذَبَابٌ



هَهْهْهْهْ



هَهْهْهْهْ



هَهْهْهْهْ



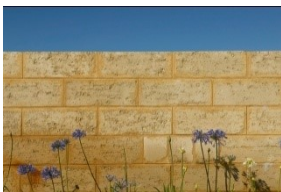
هَهْهْهْهْ



هَهْهْهْهْ



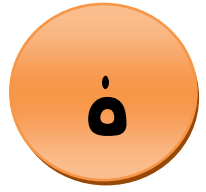
هَهْهْهْهْ



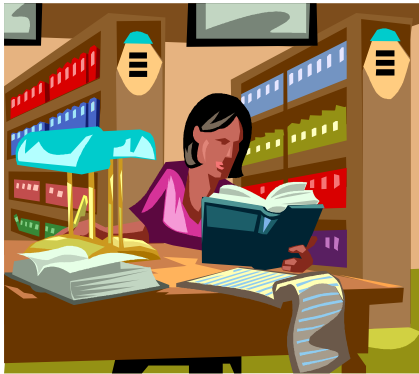
هَهْهْهْهْ



ذَظَنَتْ

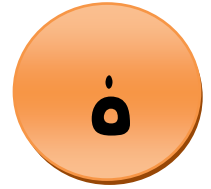


ذَظَنَتْ كَظَنَتْ دَظَنَتْ هَظَنَتْ وَظَنَتْ
 مَظَنَتْ حَظَنَتْ كَظَنَتْ مَظَنَتْ هَظَنَتْ
 وَظَنَتْ مَظَنَتْ دَظَنَتْ هَظَنَتْ





دەتە



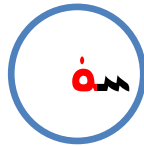
The Difference between the sounds that **دەتە** Rwakha and **دەتە** Rwsa make in Assyrian.

کە

سە

دە

کە



= تە + سە + ئە



= ئە + کە + ئە

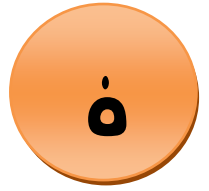
Practice reading the following sentences... **دەتە** **دەتە**

دەتە **دەتە** **دەتە** **دەتە** **دەتە** **دەتە**



Fill in the Blanks.

ذَهَابٌ



وَلِهَذَا

وَلِهَذَا

لَهُ



شَاةٌ _____
شَاةٌ _____
جَمَلَةٌ _____
جَمَلَةٌ _____



Practice reading...

ذَهَبٌ

ه



هَدِيَّةٌ هَدِيَّةٌ.

هَدِيَّةٌ هَدِيَّةٌ.

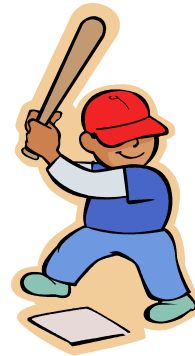
هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ.

هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ.

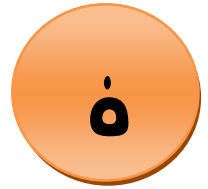


هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ.

هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ هَدِيَّةٌ.



ذَوْ حَتَّى

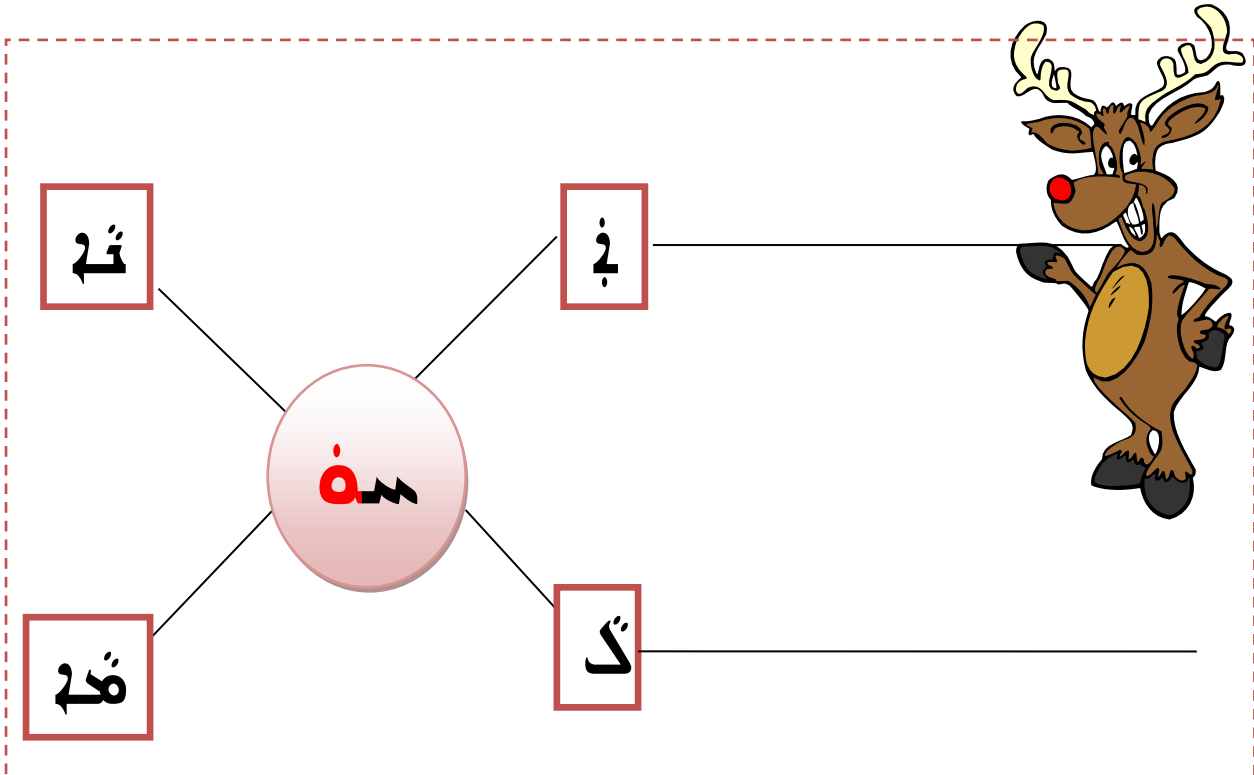
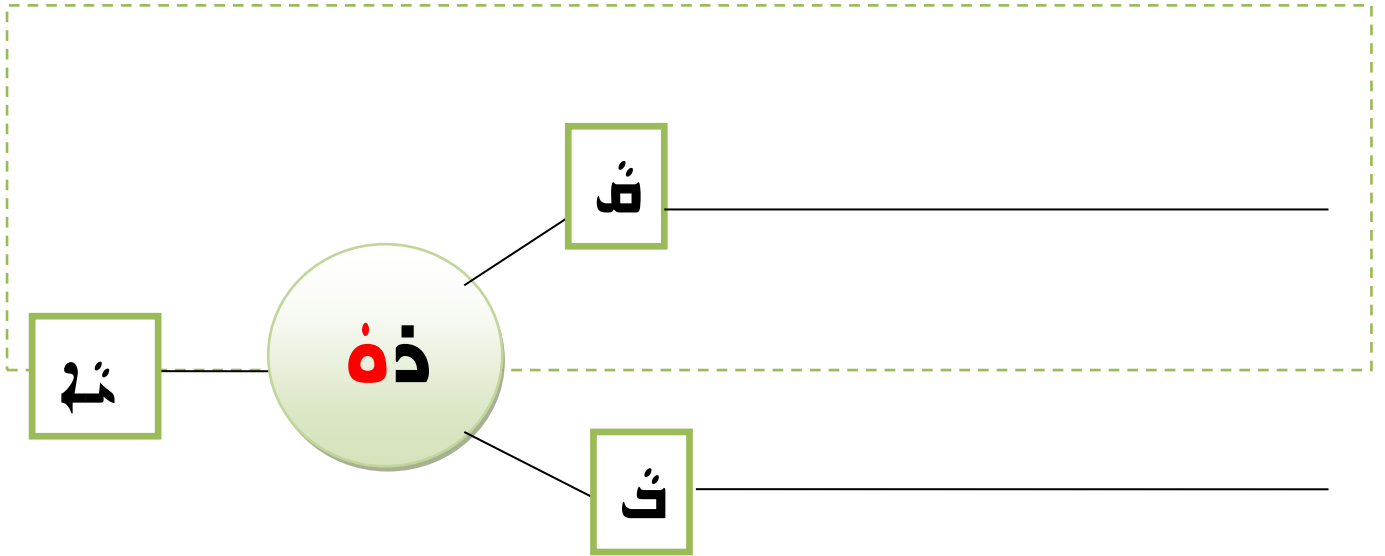
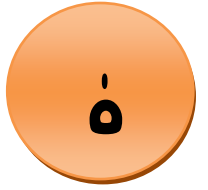


More words with the **ه** ذَوْ حَتَّى (Rwakha) with 2 or more syllables.

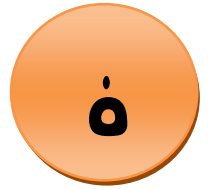
A diagram within a dashed blue border. In the center is a light blue circle containing the letter 'ه' (Ha) with a red dot above it. To its left is a square box containing the letter 'ك' (Ka). To its right are two square boxes: the top one contains the letter 'ل' (Lam) and the bottom one contains the letter 'م' (Meem). Lines connect the central circle to each of these three boxes. To the right of each of these boxes is a horizontal line extending to the right edge of the dashed border.

A diagram within a dashed green border. It features two rows of letter combinations. The top row consists of a square box with 'ذ' (Dhal) on the left, a central circle with 'ه' (Ha) in the middle, and a square box with 'ح' (Ha) on the right. The bottom row consists of a square box with 'ذ' (Dhal) on the left, a central circle with 'ه' (Ha) in the middle, and a square box with a comma (,) on the right. Lines connect the central circles to their respective left and right boxes. To the right of each of these boxes is a horizontal line extending to the right edge of the dashed border.

ذَهَابٌ



ذَوْئِي



Write what the picture on the left illustrates and match to its meaning.

Student



Son



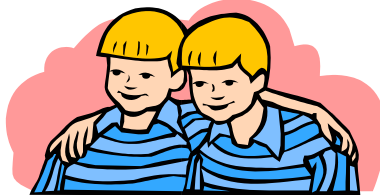
Rooster



Brother



Prayer



Guard

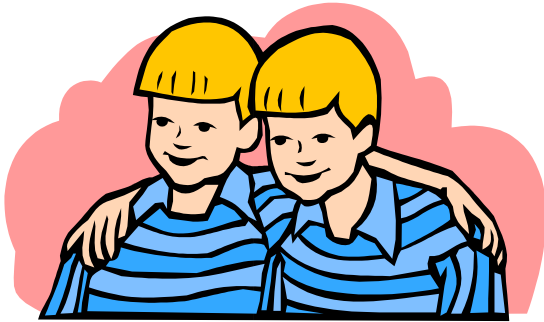


ذَوْ حُرُوفِ

ه

Put the following (= , ≠) where appropriate.

مَوْجِدَاتُ حُرُوفِ فِي كَلِمَاتٍ



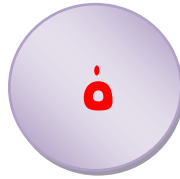
لِصَبِّحِ لِي سَهَبِ

لِي سَهَبِ وَكَلِمَاتٍ فِي كَلِمَاتٍ

كَلِمَاتٍ وَكَلِمَاتٍ فِي كَلِمَاتٍ

كَلِمَاتٍ وَكَلِمَاتٍ فِي كَلِمَاتٍ

سَهَبِ وَكَلِمَاتٍ فِي كَلِمَاتٍ



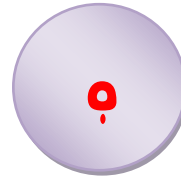
وَكَلِمَاتٍ

وَكَلِمَاتٍ

كَلِمَاتٍ

كَلِمَاتٍ

فِي كَلِمَاتٍ



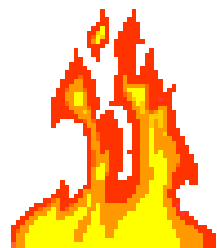
لِي سَهَبِ

لِي سَهَبِ

لِي سَهَبِ

لِي سَهَبِ

لِي سَهَبِ





مَجْتَرِي



ب

مب

اب

تب

بِسْفَب

يَمَب

شَاب

تَب

كَب = ك + ب

كَب = ك + ب

بَجْت

بَج

مَدْفَب

مَب

سَب

تَبْتَب كَبْتَب بَجْتَب كَبْتَب شَبْتَب.

بَجَبْتَب بَجْتَب بَجَبْتَب.

بَجَبْتَب

بَجَبْتَب

بَجَبْتَب

بَجَبْتَب

بَجَبْتَب

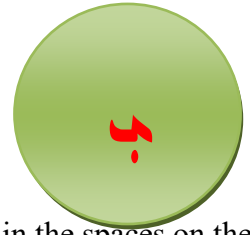
بَجَبْتَب

بَجَبْتَب







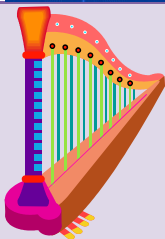
بَجَبْتَب

بَجَبْتَب

ܫܒܝܘܢܐ



Look at the pictures in the middle (below), write down the words in Assyrian in the spaces on the right, and write down their meaning on the left in English.

ܦܠܝܩܝܢܐ	ܝܚܝܠܐ	ܫܒܝܘܢܐ
		
		
		
		
		
		
		

Practice reading the following; put a tick where you see
zqapa ز underline Ptakha پ and circle khwasa خ.

سەبزەت

خ

خەتەر سەبزەت. ئەتە زەھەر سەبزەت سەبزەت.

خەتەر خەبەر. ئەتە خەتەر خەبەر.

خەتەر خەتەر ئەتە خەتەر خەتەر خەتەر خەتەر.

خەتەر خەتەر ئەتە خەتەر.

خەتەر خەتەر : خەتەر خەتەر.

خەتەر خەتەر خەتەر : خەتەر خەتەر.

خەتەر خەتەر خەتەر خەتەر خەتەر خەتەر خەتەر خەتەر.



يەتتە ئىككى

ھۆججەت

يەتتە ئىككى	چىقىرىش	يەتتە ئىككى
Girls	Boys	Numbers
بىر	بىر	1
ئىككى	ئىككى	2
ئۈچ	ئۈچ	3
تۆت	تۆت	4
بىر مىڭ	بىر مىڭ	5
ئىككى	ئىككى	6
ئۈچ	ئۈچ	7
تۆت	تۆت	8
بىر مىڭ	بىر مىڭ	9
ئىككى	ئىككى	10



يَمَّزُ فَيَبْتِنُ	يَمَّزُ سَدَاتِنَا
تَكْدُ	تَكْدُ
لَتِي	لَتِي
مَجِي	مَجِي
بَكِي	بَكِي
أَهْدِي	أَهْدِي
بَسْدِي	بَسْدِي



10 9 8 7 6 5 4 3 2 1

۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰



مەنەن كىيىمىن دۇنۇنەن قىن تۇنۇن:

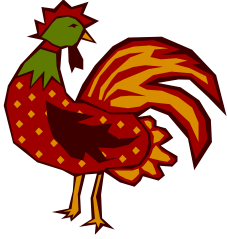




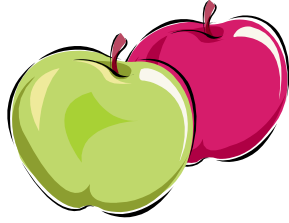




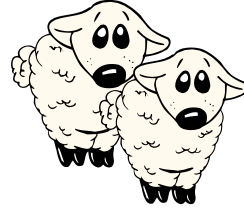
كۆزىڭىزگە سۆيۈنۈش ۋە مەنە ئىشەنچ
دېگەن



تۆمۈك



ئىشەنچ



ئىشەنچ



ئىشەنچ



ئىشەنچ



ئىشەنچ



ئىشەنچ



ئىشەنچ



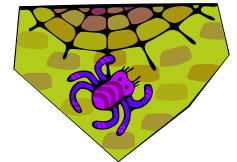
ئىشەنچ



ئىشەنچ



ئىشەنچ



ئىشەنچ - ئىشەنچ



ئىشەنچ



ئىشەنچ - ئىشەنچ



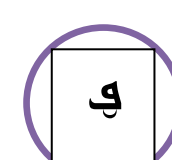
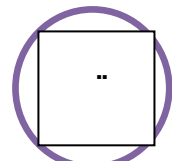
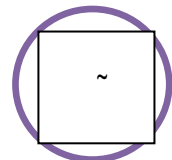
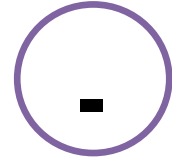
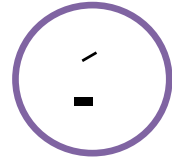
ئىشەنچ



ئىشەنچ - ئىشەنچ

بِجَبِّتْ

بِهَوِّتْ	يَمَّتْ
لَتَّتْ	مَجَلَّتْ
قَذَّتْ - بَهَّتْ	يَذَّتْ دَسَهَّتْ
لِهَذَّتْ	فَجَلَّتْ
بَجَبَّتْ	مَتَّقَتْ
وَذَّهَّتْ	يَتَّهَّتْ



Punctuation

بِهَوِيَّةِ دِكِهْ مَنجَلِ

period full stop	T'ip-pa	.	يَقْتِ
Comma	Zaena	,	وَمَنْجَلِ
Colons	Tre t'ippe	:	هَذِي بِيَقْتِ
question mark	Yadaa dshoala	?	بَجَلِ دَهْمَانِ
exclamation mark	Yadaa d- domara	!	بَجَلِ دَهْمَانِ
hyphen	Sirt'a dkhoyada	-	هَذِي دَسْمَانِ
Quotation	neshanqe d'tnaita	" "	بَجَلِ دَهْمَانِ
Brackets	qishta	()	يَقْتِ
a	Kaokhwa	*	هَمْجَلِ
Equal	Shaoye	=	بَجَلِ دَهْمَانِ
Percentage	Aata d a'mma	%	بَجَلِ دَهْمَانِ مَنْجَلِ

ئۆگەتكۈچى ئۆزىنىڭ ھۆججەتلىرىنى كۆرسىتىدۇ

يولۇتقۇن



sun

يولۇتقۇن



rain

قەشقۇر



wind

قەشقۇر



snow

ئىنگلىز تىلىدىكى ئىشەنچلىك سۆزلەرنىڭ تەرجىمىسى

دەرىخ



tree

نەرسە



river

كۆپەت



bridge

تەنە



mountain

ئىجىب

ئىجىب ئىجىب ئىجىب
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ئىجىب ئىجىب ئىجىب



جِجَا

ذَهَبَ (أَهْدَى) يَجِبُ لَهُ مَعْرُوفَاتُ

جِجَا مَجِيئِهِ لِقَائِهِ

يَتَعَدَّدُ مَعَ تَعَدُّ لُجَا

سَبْعِينَ يَهْدِيهِ هِجَا



جِجَا يَلْتَمِسُ جِدَّ هِجَا

أَنْ يَجْتَمِعَ هِجَا لِيَتَمَّ

أَنْ يَجِبَ جِجَا فَيَجْتَمِعَ

جِدَّ لِيَجِبَ لِيُجِبَ لِيَتَمَّ



فِيهِ يَلْتَمِسُ نَيْبَ جِدَّ

تَلْتَمِسُ فَيَقْبَلُ هِجَا

مَعْرُوفَاتُ هِجَا لَهُ مَعْرُوفَاتُ

جِجَا هِجَا دَقَائِقُ



جِجَا يَجِدُ هِجَا مَجِيئِهِ

تَلْتَمِسُ فَيَقْبَلُ هِجَا

لَهُ مَعْرُوفَاتُ هِجَا مَجِيئِهِ

دِيَارِهِ جِجَا هِجَا



دُتَّتْ

وَلَحْدَةٌ هَدَّتْ خَبَدٌ

بِحَبِّ خَبَدٌ كَلْبَةٌ سَدَّتْ

بِحَبِّ فُؤَدٌ كَفَدَتْ عَدَدٌ

مَخَفَتٌ دَمَجَتٌ دَبَّتْ

❖❖❖

بِحَبِّ شَجَرٌ حَبَّتْ بَهْتٌ

بِحَبِّ حَبَّتْ حَبَّتْ هَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

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كَلْبَةٌ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

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بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

بِحَبِّ حَبَّتْ حَبَّتْ حَبَّتْ

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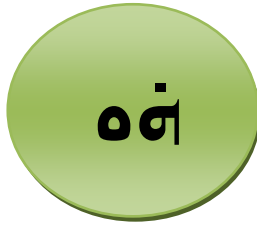
فَدِيحَةٌ لَهَا كَفٌّ دَهْبِيَّةٌ دِيْلِيَّةٌ

1. سَهْدَةٌ يَلْتَنُ
2. مَعْتَدِيَّةٌ حَفْمَةٌ
3. كَبْرٌ كَذْمَةٌ
4. فُحْدَبَةٌ قَدَمَةٌ
5. لَمْعَةٌ حَبْرٌ

فَلْيَسِّرْ لِنَهْدَةٍ دَسْتَبْتٌ لِيَسَّ لَهْ حَلٌ فَيَجْزِقُ

بَسَلَةٌ	لَهْ جَدٌّ	جَبْرٌ	دُجْبَةٌ	بَسَلَةٌ
----------	------------	--------	----------	----------

1. سَدٌّ مَعْدَمَةٌ تَجْبَدَةٌ حَلْبَةٌ سَهْدَةٌ قَدَمٌ جَدْمٌ دَجْبَةٌ
2. لَمْعٌ هَلْ سَهْبٌ كَهْمَلٌ مَسٌ لَهْ
3. لَهْ سَهْدَةٌ دَتٌّ سَهْدَةٌ لَهْ
4. لَسْبٌ لَهْ كَبْرٌ بَدْرٌ جَبْرٌ
5. حَبْرٌ دَتٌّ لِيَسَّ



مَهِيئَةً فِي قَلْبِكَ بِهِنَّ خَيْرًا تَقْبَلْنَ مِنْهُنَّ فِي يَوْمِ الْفُرْقَانِ.

هِنَّ فِي ذُنُوبِكُمْ لِحَدِّ مَن دَسَّوْا صَدْرَهُنَّ.

شَرًّا دَمِيئَةً فِي صُدُورِهِنَّ يَتَّبِعْنَ أَسْمَانَهُنَّ.

أَسْمَانَهُنَّ فِي قَلْبِكُمْ تَقْبَلْنَ مِنْهُنَّ فِي يَوْمِ الْفُرْقَانِ.

نُتِنَ نَتَانًا نَتَانًا نَتَانًا نَتَانًا

نَتَانًا تَكْتُمُونَ : نُتِنَ صَدْرًا مَفْرُوجًا .
 نُتِنَ تَكْتُمُونَ : نُتِنَ صَدْرًا مَفْرُوجًا .
 هُنَّ تَكْتُمْنَ مَكْرَهُنَّ : هُنَّ صَدْرًا مَكْرَهُنَّ .



نُسِبَ نُسِبًا نُسِبًا نُسِبًا نُسِبًا



نُسِبَ تَلْفِيقًا مَفْسُورًا .

نُسِبًا ، تَلْفِيقًا مَفْسُورًا .

تُعَبُّ تَكْهَيْقِي مَتَّجِي.

سَتَكُ عَمْدِيَّةً فَجَدِيَّةً هَفِيَّةً

First, Second and Third Person (Feminine & Masculine)

Masculine	Feminine
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ
أَنْتَ	أَنْتِ



ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ

ئۆزۈڭلەرگە ئىشەنچ (ئۆزۈڭلەرگە ئىشەنچ).
ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ: ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ.
ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ: ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ.
ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ: ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ.
ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ: ئۆزۈڭلەرگە ئىشەنچ ۋە ئىشەنچ.

