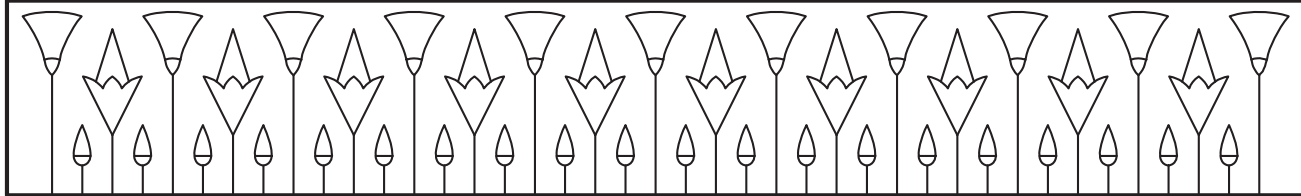
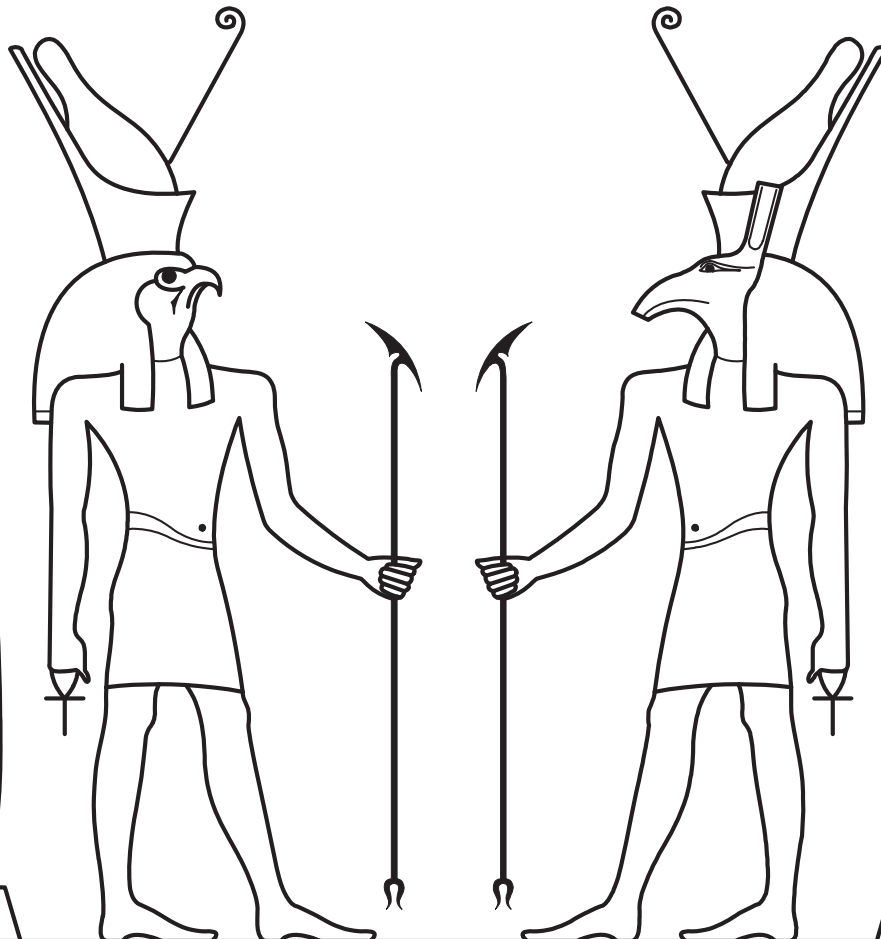


*An Introduction to*  
**Egyptian Hieroglyphs**

CEEG 0909



# A Workbook for An Introduction to Egyptian Hieroglyphs

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## Contents

<b>Syllabus</b>	<b>2</b>
<b>Day 1</b>	<b>11</b>
1-I-1 Rosetta Stone . . . . .	11
1-I-2 Calligraphy Practice 1 – Unilaterals . . . . .	13
1-I-4 Meet Your Classmates . . . . .	16
1-I-5 The Begatitudes . . . . .	17
1-I-6 Vocabulary – Unilaterals & Classifiers . . . . .	19
<b>Day 2</b>	<b>25</b>
2-I-1 Timeline of Egyptian Languages . . . . .	25
2-I-2 Calligraphy Practice 2 – Biliterals . . . . .	27
2-I-3 Biliteral Chart . . . . .	32
2-I-4 Vocabulary – Biliterals & Classifiers . . . . .	33
2-II-3 Vocabulary – Household Objects . . . . .	37
<b>Day 3</b>	<b>39</b>
3-I-1 Calligraphy Practice 3 – Multilaterals & Common Classifiers . . . . .	39
3-I-2 Vocabulary – Multilaterals & Classifiers . . . . .	43
3-I-3 Vocabulary – Suffix Pronouns, Parts of the Body . . . . .	45
3-I-4 Parts of the Body . . . . .	47
3-II-3 Homework – Suffix Pronouns & Parts of the Body . . . . .	48
<b>Day 4</b>	<b>49</b>
4-I-1 Vocabulary – Articles, Independent Pronouns, Family, Deities . . . . .	49
4-I-4 Gods and Goddesses . . . . .	54
4-II-2 Homework – Nominal Sentences . . . . .	57
<b>Day 5</b>	<b>59</b>
5-I-1 Vocabulary – Geography . . . . .	59
5-I-4 The Book of the Dead . . . . .	62
5-II-2 Homework – Adverbial Sentences . . . . .	63
<b>Day 6</b>	<b>65</b>
6-I-2 Vocabulary – Dependent Pronouns, Prepositions, Adverbs . . . . .	65
6-II-2 Homework – Adjectives, Statives, Pseudoverbals . . . . .	70

<b>Day 7</b>	<b>73</b>
7-I-1 Vocabulary – Geography . . . . .	73
7-I-2 Map . . . . .	76
7-I-3 Vocabulary – Particles & Conjunctions, Special Imperatives . . . . .	77
7-II-2 Homework – Imperatives, <i>sdm.fs</i> , Temporal Clauses . . . . .	78
<b>Day 8</b>	<b>82</b>
8-I-1 Vocabulary – Relative Verbs & Second Tenses . . . . .	82
8-I-4 The Stela of Heni . . . . .	84
8-II-2 Homework – Relatives & Second Tenses . . . . .	85
<b>Day 9</b>	<b>87</b>
9-I-1 Vocabulary – Group Writing . . . . .	87
9-I-4-1 Wenamun Egyptian . . . . .	89
9-I-4-2 Wenamun Transliteration . . . . .	97
9-I-4-3 Wenamun Translation . . . . .	105
9-I-4-4 Wenamun Glossary . . . . .	113

# 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%
Quizzes	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 – Unilaterals
  - 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 – Unilaterals & 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 – Multilaterals & Common Classifiers
  - Learn to write the multilateral hieroglyphs as an Egyptian scribe would have.
- Vocabulary – Multilaterals & 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...




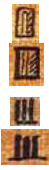



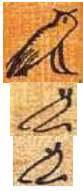













... using the names of these famous kings who once ruled Egypt:

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


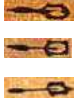











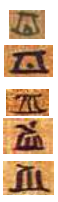









## Calligraphy Practice 1 – Unilaterals

Write the phonetic values of the unilateral 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.

<b>Name</b>	<b>Home</b>	<b>Fun Fact</b>

## 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 = f).
- Do not hunt for letters from this list individually. Read the text and figure out the true relationships between sound and symbol.

Ⲫ	Ϣ	ⲗ	Ⲏ	Ⲁ	Ⲃ	Ⲑ	ⲭ	Ⲭ	Ⲱ	Ⲉ	Ⲛ	Ⲙ	ⲙ	ⲛ	Ⲕ	ⲕ	ⲛ	ⲱ	ⲁ	ⲗ	Ⲅ	Ϥ	Ⲑ	ⲟ	ϥ	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.	ⲡⲭⲱⲙⲉ ⲙⲡⲉⲭⲡⲟ ⲛⲏⲬⲐⲟϥ ⲡⲉⲭⲣⲓⲦⲟⲥ ⲡⲱⲎⲣⲉ ⲛⲁⲗⲱⲉⲓⲁ ⲡⲱⲎⲣⲉ ⲛⲁⲃⲣⲁⲗⲁⲙ.	ⲡⲭⲱⲙ ⲙⲙⲓⲥⲓ ⲛⲉⲧⲏⲎⲐⲟϥ ⲡⲭⲣⲓⲦⲟⲥ ⲡⲱⲎⲣⲓ ⲛⲁⲗⲱⲓⲁ ⲡⲱⲎⲣⲓ ⲛⲁⲃⲣⲁⲗⲁⲙ.
Abraham begat Isaac; and Isaac begat Jacob; and Jacob begat Judas and his brethren;	ⲁⲃⲣⲁⲗⲁⲙ ⲁⲥⲭⲡⲟ ⲛⲓⲈⲁⲁⲕ ⲓⲈⲁⲁⲕ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲓⲁⲕⲱⲃ ⲓⲁⲕⲱⲃ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲓⲐⲰⲁⲗⲁⲥ ⲙⲛ ⲛⲉⲢⲘⲛⲏⲎⲏⲩⲩⲩ.	ⲁⲃⲣⲁⲗⲁⲙ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲓⲈⲁⲁⲕ ⲓⲈⲁⲁⲕ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲓⲁⲕⲱⲃ ⲓⲁⲕⲱⲃ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲓⲐⲰⲁⲗⲁⲥ ⲛⲉⲙ ⲛⲉⲢⲘⲛⲏⲎⲐⲟϥ.
And Judas begat Phares and Zara of Thamar; and Phares begat Esrom; and Esrom begat Aram;	ⲓⲐⲰⲁⲗⲁⲥ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲙⲑⲁⲣⲉⲥ ⲙⲛ ⲗⲁⲣⲁ ⲉⲃⲟⲗ ⲗⲛⲉ ⲑⲁⲙⲁⲣ ⲑⲁⲣⲉⲥ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲉⲥⲣⲱⲙ. ⲉⲥⲣⲱⲙ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲁⲣⲁⲙ.	ⲓⲐⲰⲁⲗⲁⲥ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲑⲁⲣⲉⲥ ⲛⲉⲙ ⲗⲁⲣⲁ ⲉⲃⲟⲗ ⲑⲉⲛⲑⲁⲙⲁⲣ ⲑⲁⲣⲉⲥ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲉⲥⲣⲱⲙ. ⲉⲥⲣⲱⲙ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲁⲣⲁⲙ.
And Salmon begat Booz of Rachab; and Booz begat Obed of Ruth; and Obed begat Jesse;	ⲥⲁⲗⲙⲱⲛ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲃⲟⲉⲥ ⲉⲃⲟⲗ ⲗⲛⲉ ⲗⲣⲁⲭⲁⲃ. ⲃⲟⲉⲥ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲓⲱⲃⲏⲁ ⲉⲃⲟⲗ ⲗⲛ ⲗⲣⲟⲩⲑⲉ. ⲓⲱⲃⲏⲁ ⲁⲎⲉ ⲁⲥⲭⲡⲟ ⲛⲓⲈⲥⲥⲁⲓ.	ⲥⲁⲗⲙⲱⲛ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲃⲟⲉⲥ ⲉⲃⲟⲗ ⲑⲉⲛⲣⲏⲭⲁⲃ ⲃⲟⲉⲥ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲓⲐⲩⲃⲏⲁ ⲓⲐⲩⲃⲏⲁ ⲁⲎⲉ ⲁⲥⲭⲭⲉ ⲓⲈⲥⲥⲉ.



















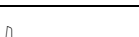
<p>And Jesse begat David the king; and David the king begat Solomon of her that had been the wife of Urias;</p>	<p>ΙΕΣΣΑΙ ΔΕ ΑΥΧΠΟ ΝΔΑΥΕΙΑ ΠΡΡΟ. ΔΑΥΕΙΑ ΔΕ ΑΥΧΠΟ ΝΣΟΛΟΜΩΝ ΕΒΟΛ ΖΝ ΘΙΜΕ ΝΟΥΡΙΑΣ.</p>	<p>ΙΕΣΣΕ ΔΕ ΑΥΧΦΕ ΔΑΥΙΑ ΔΑΥΙΑ ΔΕ ΑΥΧΦΕ ΣΟΛΟΜΩΝ ΕΒΟΛ ΞΕΝΘΑ ΟΥΡΙΑΣ.</p>
<p>And Solomon begat Roboam; and Roboam begat Abia; and Abia begat Asa;</p>	<p>ΣΟΛΟΜΩΝ ΔΕ ΑΥΧΠΟ ΝΖΡΟΒΟΑΜ ΖΡΟΒΟΑΜ ΔΕ ΑΥΧΠΟ ΝΑΒΙΑ ΔΒΙΑΣ ΔΕ ΑΥΧΠΟ ΝΑΣΑΦ.</p>	<p>ΣΟΛΟΜΩΝ ΔΕ ΑΥΧΦΕ ΡΟΒΟΑΜ ΡΟΒΟΑΜ ΔΕ ΑΥΧΦΕ ΑΒΙΑ ΔΒΙΑ ΔΕ ΑΥΧΦΕ ΑΣΑΦ.</p>
<p>And Ozias begat Joatham; and Joatham begat Achaz; and Achaz begat Ezekias;</p>	<p>ΟΖΕΙΑΣ ΔΕ ΑΥΧΠΟ ΝΙΩΑΘΑΜ. ΙΩΝΑΘΑΜ ΔΕ ΑΥΧΠΟ ΝΑΧΑΖ ΑΧΑΖ ΔΕ ΑΥΧΠΟ ΝΕΖΕΚΕΙΑΣ.</p>	<p>ΟΖΙΑΣ ΔΕ ΑΥΧΦΕ ΙΩΑΘΑΜ ΙΩΑΘΑΜ ΔΕ ΑΥΧΦΕ ΑΧΑΖ ΑΧΑΖ ΔΕ ΑΥΧΦΕ ΕΖΕΚΙΑΣ.</p>
<p>And Ezekias begat Manasses; and Manasses begat Amon; and Amon begat Josias;</p>	<p>ΕΖΕΚΕΙΑΣ ΔΕ ΑΥΧΠΟ ΜΜΑΝΑΣΣΗ ΜΑΝΑΣΣΗ ΔΕ ΑΥΧΠΟ ΝΖΑΜΩΣ. ΖΑΜΩΣ ΔΕ ΑΥΧΠΟ ΝΙΩΣΙΑΣ.</p>	<p>ΕΖΕΚΙΑΣ ΔΕ ΑΥΧΦΕ ΜΑΝΑΣΣΗ ΜΑΝΑΣΣΗ ΔΕ ΑΥΧΦΕ ΑΜΩΣ ΑΜΩΣ ΔΕ ΑΥΧΦΕ ΙΩΣΙΑΣ.</p>
<p>And Josias begat Jechonias and his brethren, about the time they were carried away to Babylon:</p>	<p>ΙΩΣΙΑΣ ΔΕ ΑΥΧΠΟ ΝΙΕΧΟΝΙΑΣ ΜΝ ΝΕΦΩΝΗΥ ΖΙ ΠΠΩΩΝΕ ΕΒΟΛ ΝΤΒΑΒΥΛΩΝ.</p>	<p>ΙΩΣΙΑΣ ΔΕ ΑΥΧΦΕ ΙΕΧΟΝΙΑΣ ΝΕΜ ΝΕΦΩΝΗΟΥ ΖΙ ΠΠΙΟΥΩΤΕΒ ΕΒΟΛ ΝΤΕΒΑΒΥΛΩΝ.</p>
<p>And after they were brought to Babylon, Jechonias begat Salathiel; and Salathiel begat Zorobabel;</p>	<p>ΜΝΝΣΑ ΠΠΩΩΝΕ ΔΕ ΕΒΟΛ ΝΤΒΑΒΥΛΩΝ ΙΕΧΟΝΙΑΣ ΑΥΧΠΟ ΝΣΑΛΑΘΕΙΗΛ ΣΑΛΑΘΕΙΗΛ ΔΕ ΑΥΧΠΟ ΝΖΟΡΟΒΑΒΕΛ.</p>	<p>ΜΕΝΕΝΣΑ ΠΠΙΟΥΩΤΕΒ ΕΒΟΛ ΝΤΕΒΑΒΥΛΩΝ ΙΕΧΟΝΙΑΣ ΑΥΧΦΕ ΣΑΛΑΘΕΙΗΛ ΣΑΛΑΘΕΙΗΛ ΔΕ ΑΥΧΦΕ ΖΟΡΟΒΑΒΕΛ.</p>
<p>And Jacob begat Joseph the husband of Mary, of whom was born Jesus, who is called Christ.</p>	<p>ΙΑΚΩΒ ΔΕ ΑΥΧΠΟ ΝΙΩΣΗΦ ΠΖΑΙ ΜΜΑΡΙΑ. ΤΑΙ ΝΤΑΥΧΠΕ ΙΗΣΟΥΣ ΕΒΟΛ ΝΖΗΤΣ. ΠΑΙ ΝΨΑΥΜΟΥΤΕ ΕΡΟΥ ΧΕ ΠΕΧΡΙΣΤΟΣ.</p>	<p>ΙΑΚΩΒ ΔΕ ΑΥΧΦΕ ΙΩΣΗΦ ΠΖΑΙ ΜΜΑΡΙΑ ΘΗ ΕΤΑΣΜΕΣ ΙΗΣΟΥΣ ΦΗ ΕΤΟΥΜΟΥΤ ΕΡΟΥ ΧΕ ΠΧΡΙΣΤΟΣ.</p>



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



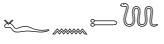









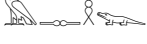








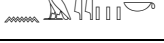


## Vocabulary – Unilaterals & Classifiers









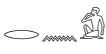
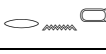










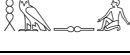


Transcribe the following words.

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








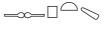








Egyptian	Coptic	Transcription	English
			translator
	Ⲡⲃⲧ		duck, bird
			thing
	Ⲡⲧ		back
	Ⲡⲧⲡ		to load
	ⲠⲠⲢ		moon
	ⲠⲠⲢ		moon
	ⲉ=		(circumstantial converter)
	ⲙⲙⲁⲮ		there
	ⲙⲁ-		give, cause (imp.)
	ⲙⲙⲠⲚ		in it (3fs)
	ⲉⲛⲉ		(focalizer)
	Ⲡⲛⲉ		stone
			as for (particle)
	ⲙⲡⲧ		wine
			bull
	ⲉⲢⲉ		cow
			stable
	ⲁⲮ		what?








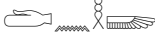

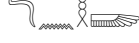



		excellent
	ΕΙΩΤ	barley
	ΕΙΩΤ	father
	ΕΙΟΤΕ	fathers
	ΕΙΟΟΡ	river
	ΕΙΕ	indeed
	ΕΙΟΜ	sea
	ΟΝ	again
	ΕΙΝΕ	finger nail
	ΕΙΝΕ	finger nail
	ΛΟΟΛΕ	to manage
	ΑΡΩΟΥΙ	scroll
	ΩΨ	to read, call
	ΟΕΙΚ	bread
		sacred barque
		to flee
	ΟΥΑΖΕ	oasis
		catfish
	ΟΥΩΖΕ	fishermen
	ΟΥΩΨΒ	to answer
	ΒΩΩΝ	evil
	ΒΗΘ	falcon
	Ν	not (neg. particle)

	ΠΕ	sky, heaven
	ϥΔΙ	raise, lift up, carry
	ϥNT	worm
	ϥNT	worm
	Μ	in, with, from
	λΕ-	overseer
		also, likewise
	ΜΜΟΝ	there is not
	ΝΤΟΟΥ	they (3cp ind. pron.)
	ΝΤΟϥ	he (3ms ind. pron.)
	ΝΤΟΚ	you (2ms ind. pron.)
		behold
	ΜϥΔϥ	crocodile
	ΜϥΔϥ	crocodile
	ΜϥΔϥ	crocodile
	ΜΟΥ	to die
	ΜΟΥ	to die
	Νϥ-	and he (3ms conj.)
	ΝΤΕΤΝ-	and y'all (2cp conj.)
	Ν	of
	ΝΔΙ	these
	ΝΕΚ-	your (2ms p. def. art.)
	ΜΕΝ/ΝΜΜΔ=	with

	NΔΥ	for them (3cp)
	NΔϘ	for him
	ϘΟΕΙΝΕ/ϘΕΝ=	some (p. indef. art.)
	NT	who, which
	Ε/ΕΡΟ-	toward
	PH	sun
	ΛΟ	to get out
	PIME	to cry
	PΔN	name
	PΔN	name
	-Ϙ-	to know
	PΔϘΕ	to rejoice
	POME	man
	ϘΔI	to go down
	ϘOOΥ	day
	ϘΩB	to send
	ΔϘΡΕΥ	days
	ϘIBΩI	ibis
	ϘΩω=	body, -self
	ϘOϘ	snake
	ϘMOOC	to occupy (a place)
	ϘNKE	beer
	ϘKO	to be hungry



	ḪKO	to be hungry
	ḪWPE	to occur, to happen
	ḪA-	(particle)
	ḪWTB	to kill
	CA-	man
		to be merciful
	COΠ	occasion
		investigator
	CAWPE	lip
	CAWPE	shore
	CTIP	rib
	CNOḪ	blood
	ḪOḪEN	lily
		letter
	ḪWT	to cut
	KAḪ	bone
	ḪHḪE	migratory bird
	T=	the (f.)
	TAI	this (f.)
	TEḪ-	his (3ms) (f.)
	TEK-	your (2ms) (f.)
	TOOYT	statue
	TOOYE	shoes

	ΤΔΙ	here
	ΧΟΜΠΕ2	apples
		boat
	ΤΔΖΤ	lead (metal)
	ΕΤΗΨΙ	flamingo
	ΤΩΡΨ	red
		the Red Land, desert
	ΤΩΩΒΕ	brick
	ΤΝ2	wing
	ΧΔΔΝΕ	Tanis
	ΤΝ2	wing
	ΤΔΖΤ	lead (metal)
	ΧΩ	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
			
			
			
			
			
			
			
			
			
			
			
			
			
			


			
			
			
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	-3	-i	-r	-w	-b	-p	-m	-n	-r	-h	-z	-s	-q	-k	-t	-d	-d	
3-																		
i-				 														
r																		
w-									 									
b-																		
p-	 																	
m-		 		 					 									
n-				 														
r-				 														
h-																		
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h-																		
z-																		
s-																		
š-																		
q-																		
k-																		
g-																		
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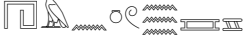













## Vocabulary – Biliterals & Classifiers

Transcribe the following words.

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

Egyptian	Coptic	Transcription	English
	ΕΙ		to come
	-HY		to come
	ΑΠΟΥΤΕ		messenger
	ΟΥΤΕ		between
	ΑΜΟΥΝ		Amun
	ΑΜΟΥΝ-ΡΗ		Amun-Re
	ΕΙΝΕ		to bring
	ΑΝΟΚ		I (1cs ind. pron.)
	ΕΙΡΕ		to do
			crew
	ΕΧΩ		thief
	-Ο/-Ω/-ΟΙ		great
	ΕΙΜΕ		to understand
			to push
	ΟΥΑΙ/ΟΥ-		one
	ΟΥΕΙ/ΟΥ-		one
	ΟΥΝ-		to be
	ΟΥΝΑΜΟΥΝ		Wenamun
	ΝΕ-		(particle)

		chief
	ΟΥΗΡ	how many?
	ΟΥΩΨ	commission
	ΟΥΩΨΤ	to worship
	ΟΥΩΨΤΕ	to send
	ΟΥΧΑΙ	to be safe
	ΒΩΚ	servant
	Π=	the (m.)
	ΠΑΙ	this (m.)
	ΠΩΡ/ΠΕ	house
	ΠΕΙΡΕ	to go out
	ΠΡΡΟ	Pharaoh
	ΠΩΩΡΕ	to look at
	ΜΠΡ-	do not (neg. imp.)
	ΜΜΗΝΕ	daily
	ΝCΑ	behind
	ΝΤΕ	with
	ΝΤΕΡΕ=	since
	ΜΡΩ	harbor
	ΔΜΔΞΕ	to seize
	ΜΑΚ2	back of head
	ΜΟΥΤΕ/ΜΝΤ-	to speak
η	ΜΗΤ	ten

	NΔΥ	time
	NΔΥ	to see
	NIM	all, every, any
	NHB	lord
	C	belonging to
		Smendes
	-NC	king
		kings
	Ε2Ρ2Ι	upward
	2ΟΕΙΜ	wave
	2ΙΟΥΕ	to strike
	2ΟΠ	to celebrate
	2ΜΟΟC	to sit, dwell
		lady
	2Ι	upon
	2ΙΧΩΩ=	on top of
	2ΕΛΙ	terror
		singer (f.)
	2ΔΤ	money
		to get angry
	ΚΩ	to throw, abandon
	ΥΕ	wood, tree
	CE	him (3ms d.o. pron.)

	CW	to drink
	CMINE	to establish
	CΔ2NE	business
	ψωψT	window
		place
	ψΔEIPε	to lie down, sleep, die
	ψλ-	until
	ψε	to go
	ψε	hundred
	KHME	Egypt
	βINE	to find
	TO	land
	χι	to take
	†	to give
	†	to give (inf.)
	TOOYN	to stretch out
	†ME	town
	THP=	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.*

	ΔNCHBE	ʕt-(n)-sb3	classroom
	BOΔ	bnrw	outside
	ΕCHT	s3tw	floor
	HI	ʕwt	rooms = house
	KOO2	qʕh	corner
	ΠΩΡ, ΠΕΡ-	pr	house
	PI	riit	room
	PO	r	entrance
	CBE	sb3	door, gate
	COBT	sbt	wall
	ΤΩΩBE	dbt	brick
	ΩNE	inr	stone
	ϣΕ	ht	wood
	ϣΟΥϣΤ	sšd	window
	ΖΔΕΙΤ	hit (h3-ii-ti)	porch
	ΖΟΥΝ	hnw	inside
	ΔΠΟΤ	ipt	cup
	ΔΡΩΟΥΙ	ʕrw	pen
	NHCE	nst	chair
	ΟΥΟΕΙΝ	wnii	light
	ΤΟΥΕ	tiwt	shoe

	ΨΗΥΕ	<i>ḥ3wt</i>	table
	ΨΟΤ	<i>šd</i>	pillow
	ΖΑΤ	<i>ḥd</i>	silver, money
	ΖΒΟC	<i>ḥbs</i>	clothing
	ϷΗΒC	<i>ḥbš (ḥ3-bw-š3)</i>	lamp
	ΧΩΩΜΕ	<i>dm<sup>c</sup> (d3-m3<sup>c</sup>)</i>	book
	ΕΒΙΩ	<i>bit</i>	honey
	ΕΛΟΟΛΕ	<i>ibrrt</i>	grape
	ΕΡΩΤΕ	<i>irtt</i>	milk
	ΚΟΜΜΕ	<i>kmiit</i>	gum
	ΜΟΟΥ	<i>mw</i>	water
	ΟΕΙΚ	<i>ḥqw</i>	bread
	ΟΟΥΖΕ	<i>swḥt</i>	egg
	ΖΜΟΥ	<i>ḥm3t</i>	salt
	ΖΡΕ	<i>hrt</i>	food
	ΧΕΜΠΕΖ	<i>dphw</i>	apple
	ΚΑΜΕ	<i>km</i>	black
	ΟΥΩΒΩ	<i>wbh</i>	white
	ΟΥΩΤ	<i>w3d</i>	blue/green
	ΤΩΡΩ	<i>dšr</i>	red
	ΧΟΟΥΥ	<i>twfy</i>	papyrus





































Day 3

## Calligraphy Practice 3 – Multilaterals & Common Classifiers































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

### Multilaterals

Translit.	Typed	Cursive	Practice
			
			
			
			
			
			
			
			
			
			
			
			
			

	f		
			
			
			
			
			
			
			
			
			
			
			
			


**Some Common Classifiers**







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

## Vocabulary – Multilaterals & 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
	ⲁⲃⲐⲧ		month
			life, prosperity, health!
	ⲠⲚⲔ		life
	ⲁⲒⲈ		position
	ⲐⲮⲱⲔ		to remain
	ⲐⲮⲱⲙ		to eat
			butler
	ⲙⲙⲁⲒ-		in the presence of
	ⲙⲈ		truth
	ⲚⲘ		city, Thebes
	ⲚⲐⲒⲔⲈ		good
	ⲚⲐⲮⲧⲈ		god
	ⲈⲚⲐⲘⲔ		gods
	ⲔⲐⲙⲧⲈ		year
	ⲔⲐⲮⲈⲐⲧ		first, previous
			Khamwas
	ⲮⲮⲱⲧⲈ		to come about
	ⲔⲧⲐⲔ		shore
	ⲔⲱⲧⲈ		lip, edge











	C221	scribe
	COTM	to hear
		falsehood
		Tantne
	THY	wind
	TOOYE	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

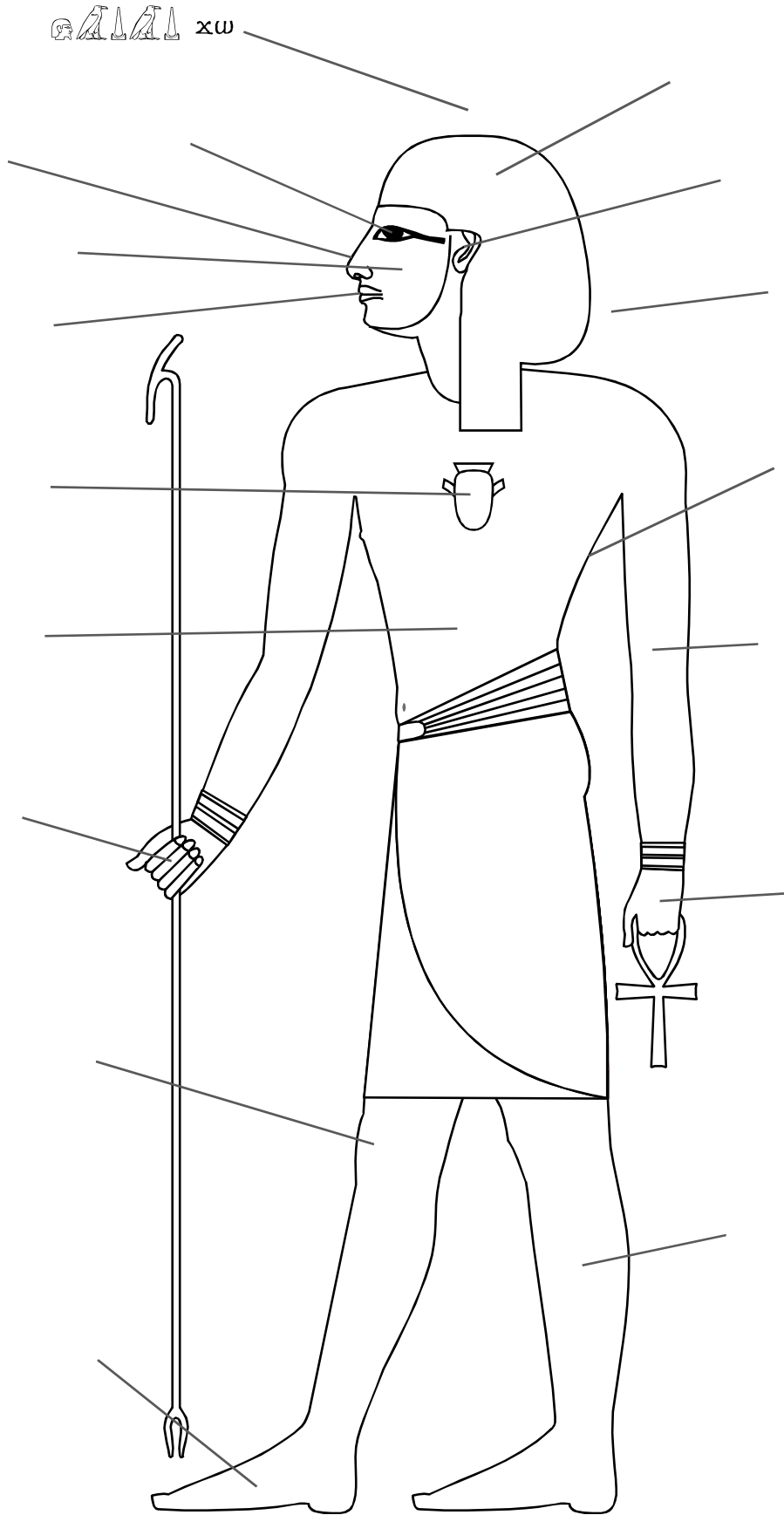
Egyptian	Coptic	Transcription	English
	-i/-a		my (1cs)
	-k		your (2ms)
	-oγ/-ε		your (2fs)
	-q		his (3ms)
	-c		her (3fs)
	-N		our (1cp)
	-TEN		your (2cp)
			their (3cp)
	-γ		their (3cp)
			one's (impersonal)

**Make a table:**

**Parts of the Body**

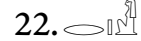
Egyptian	Coptic	Transcription	English
	ϥω		hair
	ειλ, ειλτ=		eye
	χω, χω=		head
	μακζ		back of head
	ζο, ζρα=		face
	μαλκε		ear
	ψα, ψαντ=		nose
	ρο, ρω=		mouth
	ψωπψ		arm
	τωρε, τoot=		hand
	τηηβε		finger
	ζητ, ζητ=		heart
	ζη, ζητ=		belly
	πατ		leg
	ρατ, ρατ=		foot
	ωτ, ωτ=		back
	αλοβ		knee





# Homework – Suffix Pronouns & Parts of the Body

Transcribe and translate the following made-up phrases.












Day 4

## Vocabulary – Articles, Independent Pronouns, Family, Deities

Transcribe the following words.






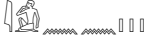


*N.B. The Coptic can help you figure things out, but it doesn't match perfectly.*

### Articles

Egyptian	Coptic	Transcription	English
	ΟΥΑΙ		one (m)
	ΟΥΕΙ		one (f)
	ΖΟΕΙΝΕ/ΖΕΝ-		some (p)
	ΠΗΙ		this (m)
	ΤΗΙ		this (f)
	ΝΗΙ		this (p)
	ΠΕ=		the (m) of ...
	ΤΕ=		the (f) of ...
	ΝΕ=		the (p) of ...













**Make a table:**

**Independent Pronouns**

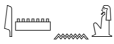



















Egyptian	Coptic	Transcription	English
	ⲁⲚⲐⲚ		I (1cs)
	ⲚⲐⲐⲚ		you (2ms)
	ⲚⲐⲐⲟ		you (2fs)
	ⲚⲐⲐⲟⲤ		he (3ms)
	ⲚⲐⲐⲟⲘ		she (3fs)
	ⲁⲚⲐⲚ		we (1cp)
	ⲚⲐⲱⲐⲚ		you (2cp)
	ⲚⲐⲐⲟⲱ		they (3cp)

**Make a table:**

**Family Members**

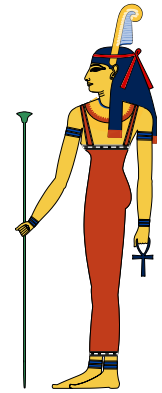
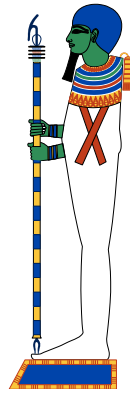
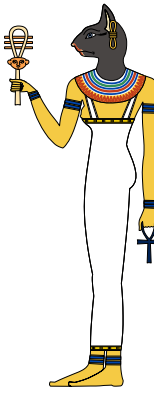
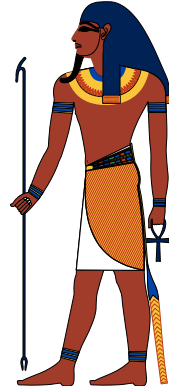
Egyptian	Coptic	Transcription	English
	Ⲉⲓⲱⲧ		father
	ⲙⲁⲁⲩ		mother
	Ⲓⲁⲓ		husband
	ⲒⲓⲙⲈ		wife
	ⲪⲎⲢⲈ/ⲪⲎⲎⲢⲈ		boy/girl
	ⲪⲎⲢⲎ		children
	ⲒⲐⲎ		brother
	ⲒⲱⲎⲈ		sister
	ⲒⲎⲎ		siblings
	ⲎⲐⲩⲧⲈ		god
	ⲎⲧⲱⲢⲈ		goddess
	ⲈⲙⲐ		cat

**Gods & Goddesses**

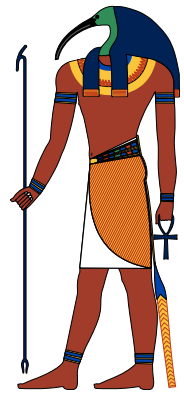
Egyptian	Coptic	Transcription	English
	ΑΜΟΥΝ		Amun
	ΑΝΟΥΠ		Anubis
	ΗΙΣΕ		Isis
	ΑΤΟΥΜ		Atum
	ΟΥΣΙΡΕ		Osiris
	ΒΑΣΤ		Bastet
	ΠΤΑΖ		Ptah
	ΜΕ		Maat
			Nut
	ΝΕΒΘΩ		Nephthys
	ΡΗ		Re
	ΖΩΡ		Horus
	ΖΑΘΩΡ		Hathor
			Sobek
	ΣΑΧΜΙ		Sekhmet
	ΣΗΘ		Seth
			Shu
			Geb
			Tefnut
	ΘΟΥΤ		Thoth

## Gods and Goddesses

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





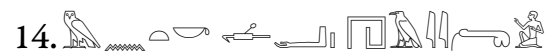


# The Ennead



# Homework – Nominal Sentences

Transcribe and translate the following made-up phrases.



Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*








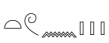



Day 5

## 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
	ⲧ		I (1cs)
			you (2ms)
	ⲧⲎ		you (2fs)
			he (3ms)
	Ⲙ		she (3fs)
	ⲧⲚ		we (1cp)
	ⲧⲎⲧⲚ		you (2cp)
	ⲘⲎ		they (3cp)
			one (impersonal)

**Make a table:**

**Prepositions**

Egyptian	Coptic	Transcription	English
	N/M		in, with, from
	MMO=		in, with, from
	NCA, NCW=		after
	NTE, NTΛ=		with
	NTEPE, NTEPE=		when
	NTN, NTOOT=		in hand of
	N, NΛ=		of, for
	Ε, ΕΡΟ=		toward
	ΖΙ, ΖΙΩΩ=		upon
	ΖΙΧΝ, ΖΙΧΩ=		on top of
	δΟΕΙΛΕ		as a visitor of

**Adverbs**

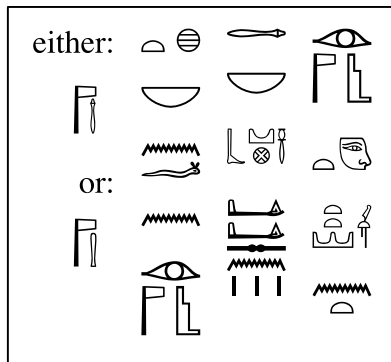
Egyptian	Coptic	Transcription	English
	MMAY		therein
	ON		again
			also
	ΕΖΡΑΙ		upward
	ΤΩΝ		where?
	ΤΑΙ		here

## 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 ḥnt imntt ntr*
2. *ꜥ3 nb 3b-dw dd.sn*
3. *ḥt nb nfr n ws-ir*
4. either: *ntr-ꜥ3* or: *ḥm-ntr*

### 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. ΟΥΡΙΠΕ, ΨΑΝΤ ΔΜΕΝΤΕ, ΝΟΥΤΕ
2. Ο, ΝΗΒ ΕΒΩΤ, †-CEN
3. ΔΨΕ ΝΙΜ ΝΟΥΨΙ Ν ΟΥΡΙΠΕ
4. *either:* ΝΕΤΟ *or:* ΖΟΝΤ



## Homework – Adverbial Sentences

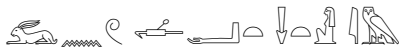
Transcribe and translate the following made-up phrases.

1. 

2. 

3. 

4. 

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7. 

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9. 











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
			me (1cs)
			you (2ms)
			you (2fs)
			him (3ms)
			her (3fs)
			us (1cp)
			you (2cp)
			them (3cp)

**Make a table:**

**Adjectives**

Egyptian	Coptic	Transcription	English
			excellent
	-O/-W/-OI		great
			big
			theirs
	NTOC		his
	NTOK		your
	NIM		all, every, any
	NOYPE		good
	C		belonging to
	ZOYEIT		first, previous

**Verbs**

Egyptian	Coptic	Transcription	English
	OTPI		to load
	EI		to come
	-HY		to come
	EINE		to bring
	EIPE		to do
	EIME		to understand
	LOOLE		to manage
	WY		to read, call
	OYWZ		to remain

		to push
		to flee
	ΟΥΩΜ	to eat
	ΟΥΩΨΒ	to answer
	ΟΥΩΨΤ	to worship
	ΟΥΧΑΙ	to be safe
	ΟΥΩΩΤΕ	to send
	ΠΕΙΡΕ	to go out
	ΠΩΩΡΕ	to look at
	ΑΜΑΖΕ	to seize
	ΜΟΥ	to die
	ΜΟΥΤΕ/ΜΝΤ-	to speak
	ΝΔΥ	to see
	ΛΟ	to get out
	ΡΙΜΕ	to cry
	-Ψ-	to know
	ΡΑΨΕ	to rejoice
	ΖΑΙ	to go down
	ΖΩΒ	to send
	ΖΙΟΥΕ	to strike
	ΖΟΠ	to celebrate
	ΖΜΟΟC	to sit, dwell
		to get angry

	κω	to throw, abandon
	ψωπε	to come about
	ζωτβ	to kill
	σω	to drink
		to be merciful
	σμινε	to establish
	ψαειρε	to lie down, sleep, die
	σωτμ	to hear
	ψε	to go
	ψωτ	to cut
	βινε	to find
	χι	to take
	†	to give (inf.)
	τοοϋν	to stretch out
	χω	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.*







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
	ΕΒΩΤ		Abydos
	ΨΜΙΝ		Akhmim
	ΡΑΚΟΤΕ		Alexandria
	COΥΑΔΑΝ		Aswan
	CIΟΟΥΤ		Asyut
	ΠΟΥΒΑΣΤ		Bubastis
	ΠΟΥΤΟ		Buto
	ΒΙΝΟΥΗΛ		Byblos
	ΚΕΒΤΩ		Coptos
			Cyprus (Alashiya)
	ΝΙΤΕΝΤΩΡΕ		Dendera
			Dor
	ΚΗΜΕ		Egypt
	ΨΜΟΥΝ		El-Ashmunein
	ΙΗΒ		Elephantine
	ΠΙΟΜ		Fayoum
	ΩΝ		Heliopolis
	ΛΙΒΑΝΟC		Lebanon

	ΜΕΝΨΕ	Memphis
	ΡΑΜΕΨΧ	Piramesse
	ΣΕΜΝΟΥΤ	Sebennytos
	ΣΥΡΙΑ	Syria
	ΤΑΝΙΣ	Tanis
	ΤΕΛΛΕΡΑΤΑΒΑ	Tell er-Rataba
	ΘΕΒΕ	Thebes
	ΤΥΡΟΣ	Tyre












## 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
	ENE		(focalizer)
			as for (particle)
	MPTE=		(neg. of sdm.f.)
	N		not (neg. particle)
	N		not (neg. particle)
	N-		(base of Conj.)
	NTEPE=		(base of Temp.)
	ya=		(conjunction)
	ya-		(base of Term.)

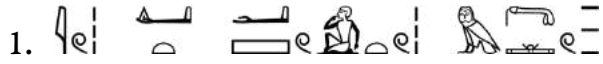
### Imperatives

Egyptian	Coptic	Transcription	English
	ma-		give, cause (imp.)
	εαα=		do (imp.)
	λo		get out (imp.)
	MPp-		do not (neg. imp.)

### Homework – Imperatives, *sdm.fs*, Temporal Clauses

Transcribe and translate these phrases from Wenamun.

*Use the glossary in your workbook to look up unknown words.*





9. *sdm.fs*

10. *sdm.fs*

11. *sdm.fs*

12. *sdm.fs*

13. *sdm.fs*

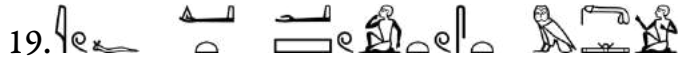
14. *sdm.fs*

15. *sdm.fs*

16. *sdm.fs*

17. *sdm.fs*

18. *sdm.fs*



29. 

30. 

31. 

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.*

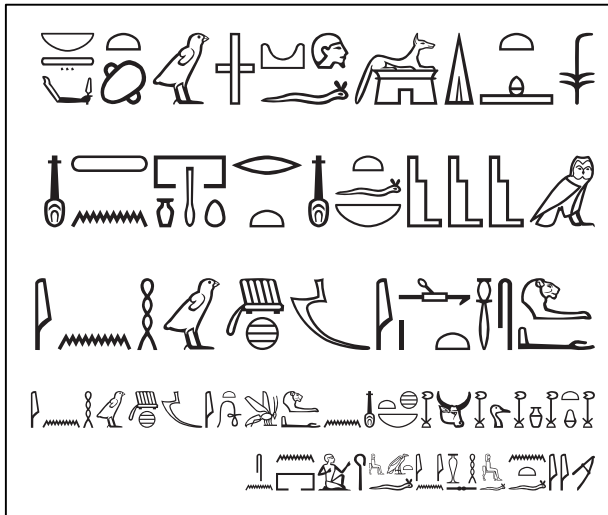
### Special Nominal Verb Forms

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. *hṭp-di-nsw inpw dp dw.f imiw wt nb t3 dsr*
2. *m swt.f nb nfrt prt-hrw n nfr*
3. *ḥ3ti-<sup>c</sup> smr w<sup>c</sup>t im3ḥw ḥni*
4. *ḥ3 t ḥ3 ḥnqt ḥ3 3pd ḥ3 k3 ḥ3 ḥt nb nfr n ḥ3ti-<sup>c</sup> bw3 biti im3ḥw ḥni*
5. *mry n it.f šps.f ḥzii n mwt šps.f ḥq3 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 &amp; Second Tenses

Transcribe and translate these phrases from Wenamun.

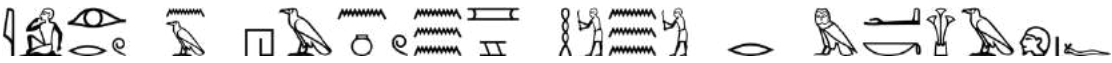
*Use the glossary in your workbook to look up unknown words.*

1. 

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17. 

18. 












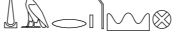
Day 9

## 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
	ΒΑΙΡΕ		freighter
			Bader
			Hatiba
	ϣΑΙΡΙ		Syria
	ΒΙΝΟΥΧΑ		Byblos
			Tjeker
			Dor
	ΤΥΡΟΣ		Tyre





29<sup>(1,35)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

30<sup>(1,37)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

31<sup>(1,37)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

32<sup>(1,38)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

33<sup>(1,39)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

34<sup>(1,42)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

35<sup>(1,47)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

36<sup>(1,48)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

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37<sup>(1,50)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

38<sup>(1,50)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

39<sup>(1,51)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

40<sup>(1,52)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

41<sup>(1,52)</sup> | 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏 𓆏

42<sup>(1,53)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘

43<sup>(1,53)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

44<sup>(2,3)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

45<sup>(2,3)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟  
𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳

46<sup>(2,4)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟 𐎠 𐎡 𐎢 𐎣  
𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳

47<sup>(2,5)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

48<sup>(2,6)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

49<sup>(2,6)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟 𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩  
𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳 𐎴 𐎵 𐎶 𐎷 𐎸 𐎹 𐎺 𐎻 𐎼 𐎽

50<sup>(2,8)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

51<sup>(2,8)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

52<sup>(2,9)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟

53<sup>(2,12)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟  
𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳

54<sup>(2,22)</sup> | 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟 𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳







81<sup>(2,64)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓

82<sup>(2,65)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐

83<sup>(2,65)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘  
𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘

84<sup>(2,66)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕

85<sup>(2,66)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘

86<sup>(2,67)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐

87<sup>(2,67)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐

88<sup>(2,67)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚 𓇛

89<sup>(2,68)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚

90<sup>(2,68)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕

91<sup>(2,68)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚

92<sup>(2,69)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙

93<sup>(2,70)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚 𓇛

94<sup>(2,70)</sup> | 𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚  
𓄊 𓅀 𓅆 𓇃 𓇇 𓇈 𓇉 𓇊 𓇋 𓇌 𓇍 𓇎 𓇏 𓇐 𓇑 𓇒 𓇓 𓇔 𓇕 𓇖 𓇗 𓇘 𓇙 𓇚



## The Misadventures of Wenamun – Transliteration

1. *h3w n wdy i-irw wn-imn r in t3 ht*  
*n p3 wi3 ʕ3 n imn-rʕ nsw ntrw nty hr-d3 irtw.*
2. *h3w n spr i-irw.f r dʕnt r p3 nty nsy-sw-b3-nb-dd im.*
3. *iw.i dit n.w n3 wh3w n imn-rʕ nsw ntrw.*
4. *iw.w dit ʕšw.tw.w m-b3h.w*
5. *iw.i h3ii r p3 iiwm ʕ3 n h3rw.*
6. *iw.i sprw r dyr, wʕ dmiit n t3-k3-r.*
7. *iw b3-dy-r, p3ii.f wr, dit in.tw n.i ʕqw irp.*
8. *iw wʕ rmt n t3ii.i b-p3y-r wʕrw iw t3ii.f hd.*
9. *iw.i dwnw m t3y d3wt.*
10. *iw.i ši r p3 nty p3 wr im.*
11. *iw.i dd n.f: "tw.i t3ii.tw n t3ii.k mr.*
12. *"hr mntk p3 wr n p3y t3? hr mntk p3ii.f smty?*
13. *"wh3 p3ii.i hd."*
14. *iw.f dd n.i: "bw irw.i ʕm3 t3y wšbt i-dd.k n.i.*
15. *"ii3 ir p3 it3ii, mntk sw. ns-sw t3ii.k b-p3y-r.*

16. *"i-irw n-h3ii-n h3rw d q3iwn.i wh3.i sw."*
17. *iw.i iry h3ww 9 m t3ii.f mr.*
18. *iw.i ši q3iwn.f.*
19. *iw.i dd n.f: "mky bwpw.k gmy p3ii.i ḥd."*
20. *iw.i pr m d3-r.*
21. *iw.i pti w<sup>c</sup>t b-p3y-r.*
22. *iw.i gmy ḥd im.st.*
23. *iw.i mḥ im.w.*
24. *iw.i dd n.w: "p3ii.tn ḥd, iw.fr w3ḥy m-di.i,  
"š3<sup>c</sup> i-irw.tn gmy p3ii.i ḥd.*
25. *"bwpw.i it3ii.tn, iw.i r it3ii-tw.f."*
26. *iw.w ši n.w.*
27. *iw.i ḥbt n.i m w<sup>c</sup> imw ḥr spt p3 iiwm m t3 mr n kp-w-n3.*
28. *iw p3 wr n kp-w-n3 h3bw n.i, r-dd: "i-rwi3-tw.k t3ii mr."*

29. *iw.i h3bw n.f, r-dd: "i-irw.i ši r tn?"*
30. *iw.i iry h3rw 29 m t3ii.f mr.*
31. *iw i-irw.f nw h3bw n.i m-mnt, r-dd: "i-rwi3-tw.k t3ii mr."*
32. *iw p3 ntr t3ii p3 wr.*
33. *iw.f dd n.f: "iny p3 iwpty r-ḥr"*
34. *iw p3 mr mr ii n.i, r-dd: "smn.tw š3<sup>c</sup> d3wt."*
35. *iw d3wt ḥprw, iw.f it3ii.i r-ḥr.*
36. *iw.i gmy-tw.f m t3ii.f<sup>c</sup>3y-r-tit,*  
*iw ḥ3<sup>c</sup> 3ty-tw.f r w<sup>c</sup> sšdt*  
*iw i-irw n3 h3nw n p3 iiwm<sup>c</sup>3 n ḥ3rw*  
*ḥw r mkh3.f*
37. *iw.i dd n.f: "sftii imn."*
38. *iw.f dd n.i: "wr r p3 h3w m-dr iw.k m p3 nty imn im?"*
39. *iw.i dd n.f: "5 ibd n h3w r p3y."*
40. *iw.f dd n.i: "sw tn, p3 wh3 n imn nty m-drt-tw.k?"*
41. *iw.i dd n.f: "diw.i st n nsy-sw-b3-nb-dd."*

42. *iw.f hdnw r iqr.*
43. *iw.f dd n.i: "hr mky wh3 mn m-drt-tw.k?"*
44. *iw.f dd n.i: "i-irw.k ii hr ih n shnw?"*
45. *iw.i dd n.f: "i-irw.i ii m-s3 t3 ht  
n p3 wi3 ʕ3 n imn-rʕ, nsw ntrw.*
46. *"i-irw p3ii.k it, i-irw p3 it n p3ii.k it,  
"iw.k r irw.f m-r-ʕ."*
47. *iw.f dd n.i: "mntw i-irw sw m m3ʕt.*
48. *"iw.k r dit n.i n iry sw, mtw.i iry sw.*
49. *"ii3 i-irw n3ii.i iry p3y shnw  
"iw diw pr-ʕ3 ʕ.w.s. in.tw 9 b-p3-r-ii, iw.w 3tp.w n 3htw n kmt.*
50. *"mntk, ih p3 i-in.k n.i?"*
51. *iw.f dit in.tw ʕrw h3w n3ii.f itii.*
52. *iw.f dit ʕsw.tw.st m-b3h.i.*
53. *iw.f dd n.i: "in ink p3ii.k b3ki?  
"in ink b3ki n p3 i-irw wdy.k m-r-ʕ?"*
54. *iw.i dd n.f: "mn dpt nb hr-d3 irtw, iw bn nsy-st imn.*

55. *"mntf p3 iwm.*
56. *"ir p3ii.k dd: 'wnw n3 nswii h3ty dit in.tw hḏ.'*
57. *"h3n3 wnw di.w ḥnhy wḏ3y snby,*  
*"wnw bn iw.w r dit iny.tw n3 3ḥtw.*
58. *"ḥr ir imn-rḥ, nsw ntrw,*  
*"mntf p3 nb n p3 ḥnhy wḏ3y snby.*
59. *"ḥr mntf p3 nb n n3ii.k itii.*
60. *"mntk m-r-ḥ mntk b3ki n imn.*
61. *"ir iw.k r ḥrḥr p3ii.f shnw,*  
*"iw.k r ḥnhy, mtw.k wḏ3y, mtw.k snby,*  
*"mtw.k nfry n p3ii.k t3 drw.f.*
62. *"imm in.tw n.i p3ii.k sh3, h3b.i sw n nsy-sw-b3-nb-dd,*  
*"mtw.f dit in.tw p3 hḏ."*
63. *iw.f dit t3ii.i šḥt m-drt p3ii.f iwpty.*
64. *iw.f dit in.tw.w r kmt.*
65. *iw p3ii.f iwpty ši r kmt, ii n.i r h3-rw.*
66. *iw diw nsy-sw-b3-nb-dd in.tw p3 hḏ.*
67. *iw p3 wr ršwti.*

68. *iw.f<sup>c</sup>r<sup>c</sup>r z 300 ih 300 r dit s<sup>c</sup>d.w n3 htw.*
69. *iw.w s<sup>c</sup>d.w.*
70. *iw.f dd n.i: "pti p3 shnw i-irw n3ii.i itii, iw irii.i sw.*
71. *"m-ir pti t3 hrüi n p3 iüwm.*
72. *"wnny iw.k r pti t3 hrüi n p3 iüwm,*  
*"iw.k r pti t3ii.i h<sup>c</sup>t.i.*
73. *"ii3 bwpwy.i iry n.k p3 irw.w n n3 iwpty n h<sup>c</sup>-m-w3s.*
74. *"m-dr irii.w 19 rnpt m p3y t3 i-irw.w mt m st-tw.w."*
75. *iw.f dd n p3iiw.f wdpwy:*  
*"t3ii sw, imm pti.f t3ii.w h<sup>c</sup> nty st sdiw n-im.st*
76. *iw.i dd n.f: "m-ir dit pti.i sw."*
77. *iw.i ši n.i r spt p3 iüwm r p3 nty n3 htw im.*
78. *iw.i pti r 11 n b-p3y-r,*  
*iw.w n-iw m p3 iüwm, iw ns-st n3 t3-k3-r.*
79. *r-dd: "ddh sw."*
80. *iw.i hprw r rmw.*



81. *iw p3 zh3w n p3 wr ii n.i.*
82. *iw.f dd n.i: "ih r.k?"*
83. *iw.i dd n.f: "in bw irw.k pti n3 g3šw*  
*"i-irw iry zp 2 n h3ii r kmt?"*
84. *"š3<sup>c</sup>.tw ih ii iw.i d h3<sup>c</sup>.tw?"*
85. *"hr in bw irw.k pti n3 iw r ddh.i <sup>c</sup>n?"*
86. *iw.f ši n.f.*
87. *iw.f dd-tw.f n p3 wr.*
88. *iw p3 wr hprw r rmw m-dr n3 mdt i-dd.w n.f.*
89. *iw.f dit iw n.i p3ii.f zh3w.*
90. *iw in.f n.i irp.*
91. *iw.f dit in.tw n.i ti-nt-niwt, w<sup>c</sup>t hz n kmt.*
92. *iw.f h3bw n.i, r-dd: "wnm. swi"*
93. *iw.k r sdmy p3 nb nty iw.i r dd-tw.f m d3wt.*
94. *iw d3wt hpr, iw.f dd n n3 t3-k3-r:*  
*"bn iw.i rhy ddh p3 iwpty n imn m p3ii.i t3.*

95. *"imm-tw.i wdy.i sw, mtw.tn ši m-s3.fr ddh.f."*
96. *iw p3 t3w hw3-tw.i r p3 t3 n i-r-s3.*
97. *iw n3y n p3 dmiit pr r.i r hdbw.i*
98. *iw.i w3š3-tw.i iwd.w r p3 nty h3-ti-b3,*  
*t3 wr n p3 dmiit im.*
99. *iw.i gmy-tw.st m-dr pr.st m p3ii.st pr.*
100. *iw.i wšdy.st.*
101. *iw.i dd n n3 rmt nty q3iwn.st:*  
*"in mn w<sup>c</sup> n-im.tn iw.f sdmy mdt kmt?"*
102. *iw w<sup>c</sup> n-im.w dd: "tw.i sdmy."*
103. *iw.i dd n.f: "i-dd n t3ii.i hnwt:*  
*"wnw.i sdmy š3<sup>c</sup> niwt, r p3 nty imn im,*
104. *"r-dd: "i-irw.tw grg m dmiit nb, i-ir.tw m3<sup>c</sup>t m p3 t3 n i-r-s3."*
105. *"ink iwpty n imn.*
106. *"ir t3y izt n p3 wr n kp-w-n3 nty st wh3 hdbw sw,*
107. *"in bn iw p3ii.st nb r gmy 10 n izt m-di.t, mtw.f hdbw.w?"*
108. *iw.st dd n.i: "sdiw 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 to 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
		<i>ʒht</i>	thing
	ⲱⲧ	<i>ʒty</i>	back
	ⲱⲧⲡ	<i>ʒtp</i>	to load
	Ⲉⲓ	<i>ii</i>	to come
	ⲈⲓⲈ	<i>iiʒ</i>	indeed
	ⲈⲓⲐⲠ	<i>iiwm</i>	sea
	Ⲉ-	<i>iw</i>	(circumstantial converter)
	-ⲏⲱ	<i>iw</i>	to come
	ⲁⲡⲐⲐⲐⲧⲈ	<i>iwpty</i>	messenger
	ⲐⲧⲈ	<i>iwd</i>	between
	ⲁⲐⲐⲐ	<i>ibd</i>	month
	ⲠⲠⲁⲱ	<i>im</i>	there
	ⲠⲠⲐⲐ	<i>im.s</i>	in it (3fs)
	Ⲡⲁ-	<i>imm</i>	give, cause (imp.)
	ⲁⲠⲐⲐⲏ	<i>imn</i>	Amun
	ⲁⲠⲐⲐⲏ-ⲡⲏ	<i>imn-r<sup>c</sup></i>	Amun-Re
	ⲈⲏⲈ	<i>in</i>	(focalizer)
	ⲈⲓⲏⲈ	<i>iny</i>	to bring
	ⲁⲏⲐⲐ	<i>ink</i>	I (1cs ind. pron.)
		<i>ir</i>	as for (particle)
	ⲈⲓⲡⲈ	<i>iry</i>	to do

	ΕΙΡΕ	<i>irw</i>	to do
	ΗΡΠ	<i>irp</i>	wine
		<i>irs (i-r-s3)</i>	Alashiya
		<i>ih</i>	bull
	αψ	<i>ih</i>	what?
		<i>izwt</i>	crew
		<i>iqr</i>	excellent
	ΕΙΩΤ	<i>it</i>	father
	ΕΙΟΤΕ	<i>itii</i>	fathers
	ΕΙΟΡ	<i>itrw</i>	river
	ΕΧΩ	<i>it3ii</i>	thief
	-o/-w/-oi	ʕ	great
	ΕΙΜΕ	ʕm3	to understand
	ΟΝ	ʕn	again
		ʕnh-(w)d3-s(nb)	life, prosperity, health!
	ΩΝ2	ʕnhy	life
	ΛΟΟΛΕ	ʕrʕr	to manage
	ΑΡΩΟΥΙ	ʕrw	scroll
		ʕrt (ʕ3y-r-tit)	loft, upper room
	Α2Ε	ʕhʕ	position
	ΩΨ	ʕšw	to read, call
	ΟΕΙΚ	ʕqw	bread
	ΟΥΩ2	w3hy	to remain




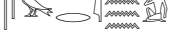

		wšš3	to push
		wi3	sacred barque
	ΟΥΑΙ/ΟΥ-	w <sup>r</sup>	one
	ΟΥΕΙ/ΟΥ-	w <sup>r</sup> t	one
		w <sup>r</sup> rw	to flee
	ΟΥΝ-	wnw	to be
	ΟΥΝΑΜΟΥΝ	wnw-imm	Wenamun
	ΟΥΩΜ	wnm	to eat
	ΝΕ-	w <sup>nny</sup>	(particle)
		w <sup>r</sup>	chief
	ΟΥΗΡ	w <sup>r</sup>	how many?
	ΟΥΩϣ	wḥ3	commission
	ΟΥΩϣΒ	wšb	to answer
	ΟΥΩϣΤ	wšdy	to worship
		w <sup>d</sup> pwy	butler
	ΟΥΧΑΙ	w <sup>d</sup> 3y	to be safe
	ΟΥΩΩΤΕ	w <sup>d</sup> wy	to send
	ΒΩΚ	b3ki	servant
	ΜΠΕ=	bwpw	(neg. of sdmf.)
	Ν	bn	not (neg. particle)
	ΒΑΙΡΕ	br (b-p3y-r)	freighter
		bdr (b3-dy-r)	Bader
	Π-	p3	the (m.)


















	ΠΑΙ	<i>pʒy</i>	this (m.)
	ΠΩΡ/ΠΕ	<i>pr</i>	house
	ΠΡΡΟ	<i>pr-ʕ3</i>	Pharaoh
	ΠΕΙΡΕ	<i>pri</i>	to go out
	ΠΩΩΡΕ	<i>pti</i>	to look at
	Μ	<i>m</i>	in, with, from
	ΜΠΡ-	<i>m-ir</i>	do not (neg. imp.)
	ΜΜΔ2-	<i>m-bʒh</i>	in the presence of
	ΜΜΗΝΕ	<i>m-mnt</i>	daily
	ΛΕ-	<i>m-r</i>	overseer
		<i>m-r-ʕ</i>	also, likewise
	ΝΑ	<i>m-sʒ</i>	behind
	ΝΤΕ	<i>m-diw</i>	with
	ΝΤΕΡΕ=	<i>m-dr</i>	since
	ΜΕ	<i>mʒʕt</i>	truth
	ΜΜΟΝ	<i>mn</i>	there is not
		<i>mntw</i>	they (3cp ind. pron.)
	ΝΤΟΥ	<i>mntf</i>	he (3ms ind. pron.)
	ΝΤΟΚ	<i>mntk</i>	you (2ms ind. pron.)
	ΜΡΩ	<i>mr</i>	harbor
	ΔΜΔ2Ε	<i>mḥ</i>	to seize
		<i>mky</i>	behold
	ΜΔΚ2	<i>mkḥʒ</i>	back of head






	MOY	<i>mt</i>	to die
	N4-	<i>mtwf</i>	and he (3ms conj.)
	NTETN-	<i>mtwt</i>	and y'all (2cp conj.)
	MOYTE/MNT-	<i>mdt</i>	to speak
n	MHT	<i>md</i>	ten
	N	<i>n</i>	of
	MEN/NMMΔ=	<i>n-im</i>	with
	2OEINE/2EN-	<i>n-h3ii</i>	some (p. indef. art.)
	NΔY	<i>n.w</i>	for them (3cp)
	NΔ4	<i>n.f</i>	for him
	NEK-	<i>n3ii.k</i>	your (2ms p. def. art.)
	NΔI	<i>n3y</i>	these
	NH	<i>niwt</i>	city, Thebes
	NΔY	<i>nw</i>	time
	NΔY	<i>nw</i>	to see
	NIM	<i>nb</i>	all, every, any
	NHB	<i>nb</i>	lord
	NO4PE	<i>nfry</i>	good
	C	<i>ns</i>	belonging to
		<i>nsy-sw-b3-nb-dd</i>	Smendes
	-NC	<i>nsw</i>	king
		<i>nswii</i>	kings
	NT	<i>nty</i>	who, which

	NOYTE	<i>ntr</i>	god
	ENTHP	<i>ntrw</i>	gods
	ε/εPO=	<i>r</i>	toward
	εZPAI	<i>r-hr</i>	upward
	PH	<i>r<sup>c</sup></i>	sun
	λO	<i>rwiβ</i>	to get out
	PIME	<i>rmw</i>	to cry
	POME	<i>rmt</i>	man
	POMTE	<i>rnpt</i>	year
	-y-	<i>rhy</i>	to know
	PAYE	<i>ršwti</i>	to rejoice
	ZAI	<i>h3ii</i>	to go down
	ZOY	<i>h3w</i>	day
	ZWB	<i>h3bw</i>	to send
	ZOEIM	<i>h3nw</i>	wave
	ZZPEY	<i>h3rw</i>	days
	ZW-	<i>h<sup>c</sup>t</i>	body, -self
	ZOYEIT	<i>h3ty</i>	first, previous
	ZIOYE	<i>hw3</i>	to strike
	ZOT	<i>hbt</i>	to celebrate
	ZOY	<i>h3w</i>	snake
	ZMOOC	<i>hmsi</i>	to sit, dwell
		<i>hnwt</i>	lady



	𐀀	<i>hr</i>	upon
	𐀀𐀁𐀂𐀃	<i>hr-d3</i>	on top of
	𐀀𐀁𐀂	<i>hrii</i>	terror
		<i>hsi</i>	singer (f.)
		<i>htb (h3-ti-b3)</i>	Hatiba
	𐀀𐀁𐀂	<i>hd</i>	silver, "money"
		<i>hdnw</i>	to get angry
	𐀀𐀁	<i>h3c</i>	to throw, abandon
	𐀀𐀁𐀂𐀃	<i>h3rw</i>	Syria
		<i>h3c-m-w3s</i>	Khamwas
	𐀀𐀁𐀂𐀃	<i>hprw</i>	to come about
	𐀀𐀁-	<i>hr</i>	(conjunction)
	𐀀𐀁	<i>ht</i>	wood, tree
	𐀀𐀁𐀂𐀃𐀄	<i>hdb</i>	to kill
	𐀀𐀁-	<i>z</i>	man
	𐀀𐀁	<i>sw</i>	he, him (3ms pron.)
	𐀀𐀁	<i>swi</i>	to drink
	𐀀𐀁𐀂	<i>zp</i>	occasion
	𐀀𐀁𐀂𐀃	<i>sprw</i>	shore
	𐀀𐀁𐀂𐀃	<i>spt</i>	lip, edge
		<i>sftii</i>	to be merciful
	𐀀𐀁𐀂𐀃𐀄	<i>smn</i>	to establish
	𐀀𐀁𐀂𐀃𐀄	<i>shnw</i>	business

	С2А1	<i>zh3w</i>	scribe
	ψωψΤ	<i>sšdt</i>	window
		<i>st</i>	place
	ψΑΕΙΡΕ	<i>sdiw</i>	to lie down, sleep, die
	СОТМ	<i>sđmy</i>	to hear
	ψΟψΕΝ	<i>zšn</i>	lily
	ψλ-	<i>š3<sup>c</sup></i>	until
	ψε	<i>ši</i>	to go
		<i>š<sup>c</sup>t</i>	letter
	ψωΤ	<i>š<sup>c</sup>d</i>	to cut
ρ	ψε	<i>št</i>	hundred
	ΒΟΕΙΛΕ	<i>q3iwn</i>	as a visitor of
	ΚΑС	<i>qs</i>	bone
	ΒΙΝΟΥΗΛ	<i>kpwn</i>	Byblos
	ΚΗΜΕ	<i>kmt</i>	Egypt
	ΒΗΨΕ	<i>g3šw</i>	migratory bird
	ΒΙΝΕ	<i>gmy</i>	to find
		<i>grg</i>	falsehood
	Τ=	<i>t3</i>	the (f.)
	ΤΟ	<i>t3</i>	land
	ΤΕϞ-	<i>t3ii.f</i>	his (3ms) (f.)
	ΤΕΚ-	<i>t3ii.k</i>	your (2ms) (f.)
	ΤΑ1	<i>t3y</i>	this (f.)

		<i>ti-nt-niwt</i>	Tantne
	TOOYT	<i>twt</i>	statue
	XI	<i>βii</i>	to take
	THY	<i>tʿw</i>	wind
	TOOYE	<i>tbwty</i>	shoes
		<i>tkr (t3-k3-r)</i>	Tjeker
	TAI	<i>d</i>	here
	TOOYE	<i>d3wt</i>	morning
	†	<i>diw</i>	to give
	†	<i>dit</i>	to give (inf.)
		<i>dyr</i>	Dor
	TOOYN	<i>dwn</i>	to stretch out
		<i>dpt</i>	boat
	†ME	<i>dmii</i>	town
	TYPOC	<i>d3r</i>	Tyre
	XAANE	<i>dʿnt</i>	Tanis
	THP=	<i>drw</i>	entirety
	TWPE, TOOT-	<i>drt</i>	hand
	XW	<i>dd</i>	to say
		<i>ddh</i>	to arrest