

# *Peace Corps*

*Spoken Tunisian  
Arabic*



DOCUMENT RESUME

ED 294 424

FL 017 155

**AUTHOR** Scholes, Robert J.; Abida, Toufik  
**TITLE** Spoken Tunisian Arabic. First Draft.  
**INSTITUTION** Indiana Univ., Bloomington. Intensive Language Training Center.  
**SPONS AGENCY** Peace Corps, Washington, D.C.  
**PUB DATE** May 66  
**CONTRACT** PC-82-1917  
**NOTE** 60p.  
**PUB TYPE** Guides - Classroom Use - Guides (For Teachers) (052)

**EDRS PRICE** MF01/PC03 Plus Postage.  
**DESCRIPTORS** \*Arabic; Classroom Techniques; Developmental Stages; Foreign Countries; \*Grammar; Intensive Language Courses; Introductory Courses; \*Morphology (Languages); \*Phonology; Regional Dialects; Second Language Instruction; Second Language Learning; Voluntary Agencies  
**IDENTIFIERS** \*Arabic (Tunisian); Peace Corps

**ABSTRACT**

A set of instructional materials for introductory Tunisian Arabic is designed for a 12-week Peace Corps volunteer language course. It provides instructional notes for the teacher and a series of lessons on aspects of grammar, phonology, and morphology. Much of the text is descriptive. Lessons include grammar and phonology notes, exercises, and vocabulary. The materials are organized for two phases of language learning: a pre-speech or comprehension phase occupying one-fourth of the total class time, during which the student acquires a passive knowledge of Tunisian Arabic structure and phonology, and an active phase during which the student covers the same material and is drilled in language production. The vocabulary and exercise types differ for the two phases. (MSE)

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Spoken Tunisian Arabic

by

Robert J. Scholes and Toufik Abida

The Intensive Language Training Center

Indiana University

May, 1966

First Draft

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## General Introduction

This course is designed for a 12-week summer course in Tunisian Arabic for Peace Corps personnel. It is supplemented by an Intermediate Course which is not covered during the regular program but which the individual student should pursue on his own after completion of the Basic Course.

The Basic Course is intended to be covered in approximately 360 hours-- that is six hours per day, five days a week for 12-weeks. This course has two basic phases: a pre-speech or comprehension phase, and an active phase.

The Pre-speech Phase should occupy about one-fourth of the total classtime; i.e., the first three weeks or 90 hours of classtime. During the Pre-speech Phase, the student should acquire a passive (but not active) knowledge of the structure of Tunisian Arabic. He is exposed to, and drilled on essentially all of the points of Tunisian phonology (speech sounds), morphology (word building) and syntax (sentence building) which he is expected to be able to handle at the end of the entire course.

The Active Phase occupies the remaining three-fourths of the allotted classtime. During this phase, the student is presented with the same points of structure in a similar order and is drilled on the production of the language. The vocabulary and type of exercises for this phase will differ from the first phase.

Although Tunisian does use the Arabic alphabet for writing, this script is difficult to learn and of no use when the purpose is to learn to produce and understand the language in its spoken form. Consequently, a modified phonetic transcription is used throughout this course.

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### Phase I. Pre-speech

This phase is divided into 60 sections. Each section should be covered completely (that is, so that every student knows 100 percent of the material in that section) in one hour. Review sections and daily quiz suggestions are provided. The instructor should also provide for weekly tests, but these are not included in these materials.

It is assumed that the 60 hours of class work will be supplemented by 30 or so hours of tape lab, in which the student is exposed to various tasks of comprehension based on the lesson material.

In this phase, the student should learn to understand the language-- this is generally demonstrated by giving the correct English translation for a given Tunisian word, phrase, or sentence. Although students are not asked to produce any Tunisian forms during the course of this phase, it is left to the instructor's discretion to counsel students on the advisability of attempting to speak the language outside of class.

The homework each day is essentially vocabulary learning. In the pre-speech phase, vocabulary learning means being able to give the correct English translation for a heard Tunisian word; it also means being able to give the proper grammatical description of the word - e.g. a masculine singular noun.

Vocabulary, with a few exceptions, is limited to 10 new items per section. This gives approximately 40 items to be learned per day and will result in a passive vocabulary of around 600 words at the end of the pre-speech phase. Many of these words will be encountered again during the active phase of the course, and the student should not be disturbed by the fast rate of vocabulary building during the initial phase.

### Pre-speech Phase Testing

The form of quizzes and tests.

I. Quizzes: Daily quizzes should be given at the start of each day, based on the previous day's material. These quizzes should consist of two parts: vocabulary and grammar.

A. Vocabulary. Vocabulary items should be presented orally in Tunisian. Students should respond by giving the correct English translation.

B. Grammar. Sentences containing the grammatical points illustrated in the previous day's material are read orally in Tunisian. These sentences should contain familiar and unfamiliar material. The student should be able to pick out the familiar item and give the correct translation of this item or give the correct grammatical classification. This section can be conveniently done by using multiple-choice answer format.

For example; suppose the materials being tested are the direct object verb suffixes. The test sentence might be:

1. hāji ṭṭufla elli kallamtik 'alīha

Even if none of these words is known to the student, he should be able to 1) pick out the verb, 2) isolate the direct object suffix, 3) give the correct translation of this suffix. Thus the multiple choice answer sheet format might appear as:

1. The direct object is:
  - a. me
  - b. them
  - c. you
  - d. us

Alternatively the whole verb form might be tested by:

1. The whole verb form means

- a. I told him
- b. he told me
- c. they told her
- d. I told you

## II. Tests.

Tests should be given at least once a week and preferably at each significant point in the exposition of the structure of the language. Since vocabulary and partial grammar translation are covered in the quizzes, it is felt that larger tests should involve selecting the proper translation of complete sentences.

Thus, all vocabulary items in the test sentences should be known; a multiple-choice format should be used where the choices are complete translations.

For example, using our previously given example sentences:

1. hāfi t̄tufla elli kallamtik 'əliha
- a. here is the girl I told you about.
  - b. here is the girl who told you about me
  - c. here is the girl who told me about you
  - d. none of the above.

Notice that these choices test comprehension of grammar - not vocabulary.

A note about exercises.

Each section in this Pre-speech Phase contains a paragraph giving instructions for exercises. No specific sentences are provided, however, and the classroom teacher is expected to be able to construct his own.

In these sentences it is not often important that all of the words be familiar to the student. If, for example, noun plurals are the topic for the hour, the sentence need contain only one familiar item - a plural of one of the nouns known to the student. The students' task in such an exercise is to pick out the familiar word in the sentence and either translate it or provide the correct grammatical classification of it.

Phase I: Pre-speech  
Outline of Lessons

1. Basic Vowels and Consonants
2. Non-English Consonants
3. Emphatics
4. Grammatical function of selected consonants
5. Minimal Pairs
6. Sun and moon consonants
7. The definite article
8. Noun plus adjective: The article
9. Noun gender: adjective agreement
10. Noun number
11. Noun-adjective number agreement
12. Possessive suffixes.
13. Adjectives with possessed nouns.
14. The genitive construction
15. Present tense "to be" sentences
16. Personal Pronouns
17. Negation of present-tense "to be" sentences
18. Interrogation of present-tense "to be" sentences.
19. Interrogative forms of personal pronouns.
20. Possessive suffixes with prepositions.
21. "To be" sentences: accomplished tense.
22. Demonstrative pronouns.
23. Demonstrative adjectives.
24. Prepositions with nouns.
25. Wh-interrogatives
26. Relative pronouns.

27. The dual number.
28. Accomplished tense of C-C-C verb roots.
29. Pattern of vowel insertion: accomplished tense.
30. Accomplished tense subject suffixes.
31. Accomplished tense a and u tense markers.
32. Inaccomplished of C-C-C roots.
33. Inaccomplished tense subject affixes.
34. Imperatives of C-C-C verbs.
35. Negation of verbs.
36. Negative commands of C-C-C verbs.
37. Other types of roots: weak and doubled radicals.
38. Accomplished tense: W-C-C roots.
39. Inaccomplished and imperatives: W-C-C roots.
40. Accomplished tense: C-W-C roots.
41. Inaccomplished and imperatives: C-W-C roots.
42. Accomplished tense: C-C-W roots.
43. Inaccomplished and imperatives: C-C-W roots.
44. Accomplished tense: C1-C2-C2 roots.
45. Inaccomplished and imperatives: C1-C2-C2 roots.
46. 'ayin root verbs.
47. Expressing future tense.
48. The present progressive.
49. The past progressive.
50. The active participle.
51. The passive participle.
52. The verb "to have".
53. Direct object suffixes.
54. Indirect object suffixes.

55. Verbs in series: 1st person plural imperative.
56. Counting I.
57. Counting II.
58. Telling Time
59. Weights and measures.
60. Directions.

Pre-speech 1. Basic vowels and consonants.

10

A. Grammar. Many of the vowels and consonant sounds of Tunisian Arabic are similar to sounds in English and should not cause any difficulties.

The principal vowels are i, a, and u which may be either short (i, a, u) or long (ī, ā, ū). They are similar to the English vowel sounds illustrated below:

|   |            |
|---|------------|
| i | pit , lid  |
| a | pat , lad  |
| u | put , look |
| ī | seed, weed |
| ā | dock, pot  |
| ū | duke, cool |

In addition, one may encounter the vowel sounds e as in led and o as in road. They are not very common and occur only in one length (there is no ē or ō).

The Tunisian consonants having similarity to English sounds are:

|   |                    |
|---|--------------------|
| b | as in <u>bad</u>   |
| d | as in <u>dad</u>   |
| θ | as in <u>that</u>  |
| f | as in <u>fat</u>   |
| g | as in <u>gate</u>  |
| h | as in <u>hat</u>   |
| z | as in <u>azure</u> |
| k | as in <u>cat</u>   |
| l | as in <u>lad</u>   |
| m | as in <u>mat</u>   |
| n | as in <u>nack</u>  |
| s | as in <u>sat</u>   |
| ʃ | as in <u>ship</u>  |
| t | as in <u>tack</u>  |
| θ | as in <u>thin</u>  |
| z | as in <u>zoo</u>   |
| w | as in <u>win</u>   |
| y | as in <u>you</u>   |

B. Exercises. Listen to the following word list. 1) Respond by pointing to the correct transcription of the word heard, 2) Respond by transcribing the word heard.

|      |       |        |
|------|-------|--------|
| min  | blād  | itkūn  |
| inti | šwaya | kān    |
| zīt  | zonz  | šimt   |
|      | fī    | šokran |
| ama  | tūnis | ses    |
| huwa | ūtīl  | haḍi   |
| sī   | hūma  | gaz    |

Pre-speech 2. Non-English consonants.

A. Grammar. A number of Tunisian consonants do not have English counterparts.

We will put off any attempt to explain their articulation until the Second Phase. For now, your job is to learn to associate these sounds as made by the instructor with the symbol by which it is denoted in transcription.

The symbols and example Tunisian words are:

|   |          |        |        |
|---|----------|--------|--------|
| ġ | ġir      | luġa   | bālaġ  |
| x | xīr      | tixdim | baxx   |
| h | ħabb     | akħal  | mliħ   |
| q | qaddas   | taqra  | suq    |
| r | rakib    | bark   | msūgir |
| ʔ | ʔamirlka | yisʔal | ʔaqra  |
| ʕ | ʕarbi    | saʕid  | ʕismaʕ |

Pre-speech 3. "Emphatic" consonants.

A. Grammar. Tunisian has a set of consonants called "emphatics".

They are of two types.

1. The velar or pharyngeal consonants x, ġ, q, and ʕ.

2. Velarized variants of standard consonants.

These are always denoted in the transcription by subscript dot. They include: ṭ, ṣ, ḥ, ḍ, and perhaps ʔ̣ and ʕ̣.

The number of velarized consonants in a person's speech varies considerably as a function of how "classical" he wishes to be. The velarized variants appear to have disappeared altogether in some dialects.

One cannot generally hear a difference in velarized and non-velarized pairs--what is heard is a change in vowel quality.

Compare vowel quality in the following pairs:

|         |       |                     |       |              |
|---------|-------|---------------------|-------|--------------|
| h vs x  | har   | wonder              | xar   | knocked out  |
| r vs ġ  | rab   | a boiled egg        | ġab   | missed       |
| k vs q  | ʕakil | father lost his son | ʕaqil | heavy        |
| ʔ vs ʕ  | smaʔ  | the sky             | smaʕ  | he heard     |
| t vs ṭ | tāb   | he repented         | ṭāb  | it is cooked |
| s vs ṣ | sīb   | sword               | ṣif  | summer       |
| h vs ḥ | habb  | it blew             | ḥabb | he liked     |
| d vs ḍ | dar   | he turned           | ḍar  | the house    |
| ṭ vs ṭ̣ | ṭab   | it melted           | ṭ̣abb | morning fog  |
| ʕ vs ʕ̣ | ʕar   | he stood up         | ʕ̣ar  | he revolted  |

Pre-speech 4. Grammatical significance of selected consonants and vowels.

A. Grammar. Three consonants in our system of transcription have special grammatical features.

1) 'hamza'ʔ. This symbol represents what might be called a "phantom consonant" in that it is often not pronounced at all. When it is pronounced, it is articulated as a "glottal stop" --like the dialect pronunciation of bottle. It is necessary to write the symbol, however, whether it is pronounced or not, since it is part of the root of many words. This consonantal root is the basis for many grammatical features. This will be made clear in the sections on verb conjugation.

2) w and y. The symbols w and u, y and i actually represent the same element of the language. In pronunciation, the consonantal and vocalic forms are governed by a set of distributional rules as follows;

- a. w,y occur before vowels and between vowels and silence.
- b. u,i occur before consonants and between consonants and silence.
- c. u & w becomes ū.
- d. i & y becomes ī.

Since w and y are important for giving the root structure of Tunisian words, these forms are always used in discussing grammatical points; they may, however, be pronounced u and i, respectively, on the basis of distribution.

For example, a certain verb suffix is given as -u, but after verbs ending in vowels, it is pronounced -w: compare qālu 'they say' and šraw 'they bought'.

3) The three consonants ʔ, w, and y are "weak" consonants and are treated under special headings in the sections on conjugation.

Pre-speech 5. Minimal pairs.

A. The easiest way to display and deal with contrastive sounds is in terms of "minimal pairs". Minimal pairs are pairs of words of different meanings which differ by one and only one speech sound.

B. Exercises. You will hear the list of minimal pairs below presented in random order. At first respond by pointing to the correct member of the pair when only one of the pair is given. When this can be done easily respond by giving the correct transcription of the word.

|       |      |      |
|-------|------|------|
| ā : a | ġām  | é am |
| ū : u | kūl  | kul  |
| ī : i | đif  | đif  |
| e : i | ber  | bir  |
| o : a | folk | falk |
| x : ġ | xīr  | ġīr  |
| r : ġ | rāb  | ġāb  |
| x : h | xāf  | hāf  |
| ε : ʔ | ε am | ʔ am |
| t : t | tāb  | tāb  |
| h : ħ | na l | ħal  |



|        |       |       |
|--------|-------|-------|
| s : s  | sār   | sār   |
| d : d  | darr  | darr  |
| d : ḍ | ḍall | ḍall |
| d : ḍ | ḍall | ḍall |
| ḍ : θ | ḍam  | θam   |
| t : θ  | tam   | θam   |
| n : m  | nāl   | māl   |
| z : ž  | zār   | žār   |
| s : š  | sar   | šar   |
| š : ž  | šarr  | žarr  |

Pre-speech 6. Grammar "Sun" and "Moon" consonants.

A. Grammar

Tunisian consonants are also classified as "sun" or "moon" consonants. The sun consonants are those produced with the tongue approximating the upper teeth, alveolar ridge, or front of the hard palate. The sun consonants are t , ṭ, d, s, ṣ, š, ž, z, ḍ, ḍ, θ, r, l, and n. Notice the place of articulation of these initial consonants in the following words:

|       |           |
|-------|-----------|
| trab  | sand      |
| ṭir  | bird      |
| dar   | house     |
| sir   | band      |
| sabah | morning   |
| šams  | sun       |
| žar   | neighbor  |
| zīn   | beauty    |
| ḍil  | tail      |
| ḍil  | shadow    |
| θar   | vengeance |
| ražil | man       |
| lūz   | almonds   |
| nar   | fire      |

The moon consonants are all the rest of the consonants. They are illustrated in the following words:

|        |                    |
|--------|--------------------|
| ʔum    | mother             |
| bab    | dear               |
| matar. | airport            |
| far    | rat                |
| kef    | palm (of the hand) |
| gʔūd   | baby camel         |
| xarita | map                |
| ḡaba   | forest             |
| hārab  | fugitive           |
| hadd   | limit              |
| warqa  | paper              |
| yūm    | day                |
| ʔām    | year               |
| qlam   | pencil             |

### B. Exercises

Listen to the nouns of the above lists presented in random order (teacher's dictation or tape). If the word begins with a "sun" consonant, respond with the word sun; if the word begins with a "moon" consonant, respond with the word moon. Continue this exercise until all students understand and recognize the distinction.

### Pre-speech 6. Vocabulary

|          |         |
|----------|---------|
| 1. dar   | house   |
| 2. sabah | morning |
| 3. zīn   | beauty  |
| 4. raʔil | man     |
| 5. yūm   | day     |
| 6. ʔām   | year    |
| 7. qlam  | pencil  |
| 8. matar | airport |
| 9. bab   | door    |
| 10. ʔams | sun     |

## A. Grammar

All of the words in Section 6 are nouns and the forms given are indefinite, that is the English translation would be a or an something. The definite article, the, has two forms in Tunisian: if the first consonant of the noun is a moon consonant, al is prefixed to the noun; if the first consonant of the noun is a sun consonant, this first consonant is doubled.

## B. Exercises.

Listen to the noun list for moon consonants with and without the definite article.

|       |            |            |
|-------|------------|------------|
| bab   | door       | lbab       |
| matar | airport    | lmatar     |
| far   | rat        | lfar       |
| kef   | palm       | lkef       |
| gʕud  | baby camel | lgʕud      |
| xobz  | bread      | lxobz      |
| gaba  | forest     | lgaba      |
| harab | fugitive   | lharab     |
| hadd  | limit      | lhadd      |
| wahid | one        | lwahid     |
| yum   | one day    | lyum today |
| ʕayin | eye        | lʕayin     |
| qdem  | foot       | lqdem      |

When the noun begins with a sun consonant, the definite article is added by doubling the first consonant of the noun.

Listen to the list of nouns below with and without the definite article.

|       |         |        |
|-------|---------|--------|
| trab  | sand    | ttrab  |
| tir   | bird    | ttir   |
| dar   | house   | ddar   |
| sir   | band    | ssir   |
| ṣabah | morning | ṣṣabah |

|       |           |        |
|-------|-----------|--------|
| šams  | sun       | ššams  |
| žar   | neighbor  | žžar   |
| zin   | beauty    | zzin   |
| đil   | tail      | đđil   |
| đil   | shadow    | đđil   |
| θar   | vengeance | θθar   |
| ražil | man       | rražil |
| luz   | almonds   | lluz   |
| nar   | fire      | nnar   |

Listen to this list presented in random order. Tell whether the definite article is present or not.

The teacher will present Tunisian nouns in the definite or indefinite form. Drill on these until all students can easily identify the two forms.

C. Vocabulary

- |          |        |
|----------|--------|
| 1. ?utīl | hotel  |
| 2. taksi | taxi   |
| 3. suq   | market |
| 4. lā    | no     |
| 5. inčam | yes    |
| 6. ĩayin | eye    |
| 7. qdem  | foot   |
| 8. xobz  | bread  |

Pre-speech 8. Noun plus adjective.

A. Grammar.

Adjectives generally follow the nouns they modify. Thus an English phrase like a good man would, in Tunisian, be ordered a man good. For example:

|       |       |                     |
|-------|-------|---------------------|
| ?utīl | mlīh  | a good hotel        |
| taksi | bahi  | a good taxi         |
| xobz  | arbi  | an arabic bread     |
| hanut | ndīf  | a clean shop        |
| matar | zīn   | a beautiful airport |
| yūm   | barid | a cold day          |

If the noun has a definite article, the adjective must also have it. The rules for forming the definite article on adjectives are identical to those for nouns. Thus:

lutīl lmlīh  
 ttaksi lbahi  
 lxobz lʕarbi  
 lhanut nndīf  
 lmatar zzīn  
 √√ssams sssun  
 lyūm lbarid

### B. Exercises

Listen to noun phrases presented by teacher or tape. Respond by saying whether the forms are definite or not.

### C. Vocabulary

|           |                 |
|-----------|-----------------|
| 1. žumta  | week            |
| 2. suʕal  | question        |
| 3. žwab   | answer          |
| 4. luğa   | language        |
| 5. bint   | girl, daughter  |
| 6. mlīh   | good, fine      |
| 7. barid  | cold            |
| 8. sxun   | hot             |
| 9. bahi   | good            |
| 10. ʕarbi | Arabic, Arabian |

## Pre-speech 9. Gender.

### A. Grammar

Singular nouns are either masculine or feminine. Masculine nouns take the masculine form of modifying adjectives; feminine nouns take the feminine form of modifying adjectives.

The masculine:feminine distinction (called gender) is a purely grammatical feature which has nothing to do with sexual gender.

The masculine form of adjectives was seen in Section 8. The feminine is formed by adding an -a to the masculine.

Some masculine nouns are:

|        |         |
|--------|---------|
| ʾūtīl  | hotel   |
| serbis | service |
| taksi  | taxi    |
| matar  | airport |
| suq    | market  |

Some feminine nouns are:

|       |                |
|-------|----------------|
| ʾum̄a | week           |
| suʿāl | question       |
| ʾwāb  | answer         |
| luḡa  | language       |
| bint  | girl, daughter |

The masculine and feminine forms of some adjectives are:

| <u>Masculine</u> | <u>Feminine</u> |            |
|------------------|-----------------|------------|
| mliḥ             | mliḥa           | fine, okay |
| barid            | barida          | cold       |
| sxun             | sxuna           | hot        |
| zīn              | zīna            | beautiful  |
| bahi             | bahiya          | good       |
| ʿarbi            | ʿarbiya         | Arab       |

#### B. Exercises

Listen to noun plus adjective phrases formed from the word lists above. Respond by indicating the gender of the noun (listen to the adjective ending) and tell whether the phrase is definite or not.

#### C. Vocabulary

Learn the gender of all nouns in the vocabularies up to this point.

## A. Grammar

Nouns in Tunisian have three forms depending on the number of things denoted. The forms are the singular, dual, and plural. The dual will be presented in a later section. Unlike English, the plural form of a Tunisian noun cannot be given by rule, one must learn the plural form in just the same way that the singular form is learned.

| <u>Singular</u> | <u>Plural</u>  |                  |
|-----------------|----------------|------------------|
| utīl            | witla          | hotel            |
| serbis          | srabis         | service          |
| taksi           | taksiyet       | taxi             |
| matar           | matarat        | airport          |
| suq             | swaq           | market           |
| zumʕa           | zumʕat         | week             |
| suʔal           | ʔasʔla         | question         |
| ʒwab            | ʒawabat, aʒwba | letter, answer   |
| luḡa            | luḡat          | language         |
| bint            | bnat           | girl             |
| xobz            | —              | bread            |
| dar             | dyar           | house            |
| šams            | šmus           | sun              |
| yum             | ayām           | day              |
| bab             | bibān          | door             |
| far             | firēn          | rat              |
| keff            | kfuf           | palm of the hand |
| gʕud            | geʕdan         | baby camel       |
| ḡaba            | ḡabāt          | forest           |
| wahid           | whud           | one              |
| ʕayin           | ʕyun           | eye              |
| qdem            | ʕaqdem         | heel             |
| trab            | ʕatrba         | sand             |
| tir             | tyur           | bird             |
| sir             | syur           | strip            |
| sabah           | —              | morning          |
| žar             | žirēn          | neighbor         |
| zin             | zyūn           | beauty           |

dil            dyul  
 dil            'adlél  
 qar  
 luz  
 nar            niran

**B. Exercises**

1. Listen to the forms above presented in random order: respond with the correct number of the noun--ie. plural or singular.

2. Given the nouns in random order on paper, match the singular and plural forms of each noun.

**C. Vocabulary**

Learn the plural forms of all nouns given in previous vocabularies.

**Pre-speech 11. Adjective-Noun Number Agreement.**

**A. Grammar**

An adjective modifying a noun must agree with that noun in number. The plural form of an adjective is generally identical to the feminine singular form; ie., with the a ending.

**B. Exercises**

Listen to noun phrases composed of singular or plural nouns from the memorized vocabulary plus adjectives from previous vocabularies or the vocabulary of this lesson; respond by giving the correct number and, if singular, gender of the noun phrase.

**C. Vocabulary**

|              |          |                         |
|--------------|----------|-------------------------|
| 1. blad (m)  | country  | <u>Plural</u><br>buldan |
| 2. blad (f)  | town     | buldan                  |
| 3. kbir adj. | large    |                         |
| 4. bit (f)   | room     | byut                    |
| 5. x̄ir adj. | good     |                         |
| 6. amirika   | America  | Amerikiyīn              |
| 7. amiriki   | American |                         |

- 8. u (w)\* and
- 9. tunis Tunis or Tunisia (f. blad)
- 10. mdrsa (?) school mdaris

\* U if the following word begins with a consonant,  
w if the following word begins with a vowel; e.g.  
 lbit innḥīfa u lkbira  
 lbit lkbira winnḥīfa

Pre-speech 12. Possessive suffixes.

A. Grammar

The possession of nouns--eg. my hat, his house, etc.-- is done by possessive suffixes attached to the noun possessed. The possessive suffixes and their meanings are:

|      |            |
|------|------------|
| -i   | my         |
| -ik  | your (sg.) |
| -u   | his (its)  |
| -ha  | her (its)  |
| -na  | our        |
| -kum | your (pl)  |
| -hum | their      |

B. Exercises

Listen to nouns of previous vocabularies presented with possessive suffixes: respond by indicating the proper Tunisian suffix.

Repeat the exercise, this time responding with the correct translation of the suffix.

C. Vocabulary

- 1-7. Learn the possessive suffixes.
- 8. makla (f.) food pl. maklāt
- 9. qdīm old F.&pl. qdīma
- 10. esm (m.) name pl. esami

Pre-speech 13. Adjectives with Possessed Nouns.

A. Grammar

If a noun has a possessive suffix, it can not also take the definite article. However, adjectives modifying possessed nouns must have the definite article.

## B. Exercises

Listen to noun phrases constructed from nouns and adjectives in previous vocabularies--with or without the definite article or possessive suffix. Respond by giving the correct translation of the entire noun phrase.

## C. Vocabulary

|    |               |    |           |
|----|---------------|----|-----------|
| 1. | haža, hažet   | f. | something |
| 2. | hanut, hwanet | m. | shop      |
| 3. | duni, duniya  |    | bad       |
| 4. | qrib, qriba   |    | near      |
| 5. | šarač, šwarač | f. | boulevard |
| 6. | nahž, nhuž    | m. | street    |
| 7. | žama, žowama  | m. | mosque    |

## Pre-speech 14. The genitive construction

### A. Grammar

Tunisian noun phrases corresponding to English "of" constructions--eg. "the market of the Arabs" are of the form noun & article & noun.

|                  |                        |
|------------------|------------------------|
| suq lčarbi       | the market of the arab |
| maktab ittayarān | the office of flying   |

### B. Exercises

Listen to genitive constructions formed from previous vocabulary.

Listen to genitive constructions contrasted with noun plus adjective constructions; respond by giving the correct translations.

### C. Vocabulary

|     |                   |                 |
|-----|-------------------|-----------------|
| 1.  | kuliyit           | college         |
| 2.  | fransa            | France          |
| 3.  | wlid, awlad       | boy, son, child |
| 4.  | sum, swam         | price           |
| 5.  | numru, nwamir     | number          |
| 6.  | mučalam, mučalmin | teacher         |
| 7.  | nahz, nhuz        | street          |
| 8.  | suq, swaq         | markets         |
| 9.  | ras, rus          | head            |
| 10. | karhba, kriāhib   | cars            |

## Pre-speech 15. "To be"

## A. Grammar

1. Tunisian does not normally express forms of the verb "to be" in the present tense.

|                        |                                      |
|------------------------|--------------------------------------|
| ilblad žmīla           | the country <u>is</u> fine           |
| ašniya hwalik          | how <u>are</u> you                   |
| wīn issfara lamirikiya | where <u>is</u> the American Embassy |
| hahuwa (m) maṭam       | here <u>is</u> a restaurant          |
| hahiya (f) ihayyara    | here <u>is</u> the plane             |
| esmi....               | my name <u>is</u> ...                |

2. Thus, a construction of noun with definite article or possessive suffix plus an adjective without the definite article can only mean "a something is something". Compare:

|             |                   |
|-------------|-------------------|
| lutīl lmlīh | the good hotel    |
| luīl mliḥ   | the hotel is good |

## B. Exercises

Listen to noun plus adjective constructions with previous vocabulary contrasted on the format:

1. a something something.
2. the something something.
3. a something is something.
4. the something is something.

Respond by giving the correct translations. In some cases constructions of types 1 and 3 may be ambiguous.

## C. Vocabulary

|           |              |
|-----------|--------------|
| 1. wīn    | where (is)   |
| 2. kif    | how (is)     |
| 3. eš     | what (is)    |
| 4. hahuwa | here (is) m. |
| 5. hahiya | here (is) f. |

Pre-speech 16. Personal Pronouns

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A. Grammar

The subject personal pronouns of Tunisian are:

|      |     |        |      |
|------|-----|--------|------|
| ama  | I   | ahna   | we   |
| inti | you | intuma | you  |
| huwa | he  | huma   | they |
| hiya | she |        |      |

B. Exercises

Listen to "to be" sentences formed with personal pronouns. Respond by giving the correct pronoun. Use sentences from 15 as models, respond by giving translation of the sentence.

C. Vocabulary

Learn the personal pronouns.

Pre-speech 17. Negation of present-tense "to be" sentences.

A. Grammar

"To be" sentences in the present tense are negated in two ways. Both ways must be learned.

1. Select the personal pronoun which agrees with the subject in gender and number: huwa is used for masculine singular subjects; hiya for feminine singular and plural subjects.

Affix the negative marker ma...š to the pronoun.

E.g.'s     lutīl mliḥ  
              lutīl mahuwaš mliḥ  
  
              lbīt ndīfa  
              lbīt mahiyeš ndīfa  
  
              lbyūt ndīfa  
              lbyūt mahiyeš ndīfa

2. The form mūš may be used in place of either mahuwaš or mahiyeš.

## B. Exercises

Listen to positive and negative forms of "to be" sentences. Respond by giving the correct category positive or negative and by the correct gender and number of the subject.

## C. Vocabulary

Plural

|                   |                   |        |
|-------------------|-------------------|--------|
| 1. ma...š         | is not            |        |
| 2. mūš            | is not            |        |
| 3. maktab (m)     | office            |        |
| 4. nhār (m)       | day               |        |
| 5. xbar (m)       | news              | xbār   |
| 6. ?amma          | but               |        |
| 7. lāhi (m)(adj.) | busy              | lahīn  |
| 8. yum (m)        | day               | ayēm   |
| 9. rbo? (m)       | one quart         |        |
| 10. xobza (f.)    | one loaf of bread | xobzet |

Pre-speech 18. Interrogation of "to be" sentences.

## A. Grammar

Sentences of the form "something is something" are made interrogative--"is something something" by putting the thing questioned in the first position and suffixing a -šī to it.

lutīl mlīh  
mlīhšī lutīl

lbīt ndīfa  
ndīfašī lbīt

lbyūt ndīfa  
ndīfašī lbyūt

B. Listen to declarative and interrogative forms of "to be" sentences. Respond by giving the correct translation of the sentence.

C. Vocabulary

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|          |                      |
|----------|----------------------|
| 1. -šī̄  | interrogative suffix |
| 2. kbīr  | big                  |
| 3. sgīr  | small                |
| 4. nṭīf  | dean                 |
| 5. wāsāʔ | large                |
| 6. yesēr | much                 |
| 7. baršq | much                 |
| 8. šwaya | little               |

Pre-speech 19. Interrogative forms of personal pronouns.

A. Grammar

There are special forms of the personal pronouns to which the interrogative particle -sī is suffixed. It is well to learn the whole interrogative as a single word. These special interrogatives are:

|         |          |
|---------|----------|
| anišī̄  | am I     |
| ākšī̄   | are you  |
| ahušī̄  | is he    |
| ahišī̄  | is she   |
| anašī̄  | are we   |
| akumšī̄ | are you  |
| ahumšī̄ | are they |

B. Exercises.

Listen to positive and interrogative forms of sentences of the type: "I (he, she, you, we, they) am (is, are) here (there, American, Tunisian, etc.). Give the correct translation of these sentences--at least the pronominal part.

C. Vocabulary

Learn the interrogative personal pronoun forms.

Pre-speech 20. Pronominal suffixes with prepositions.

A. Grammar

The possessive suffixes learned earlier may be used with certain prepositions to express notions like "to him", "by her", "past it", etc.

Some such prepositions are:

|            |          |
|------------|----------|
| li         | with, in |
| fī         | at, in   |
| min        | from     |
| imta       | of       |
| māa        | with     |
| li (il(a)) | to       |

B. Exercises.

Listen to the teacher combine these prepositions with the possessive suffixes. Respond by giving the correct translation of the resulting word.

C. Vocabulary

Learn the prepositions above.

Pre-speech 21. The Accomplished tense of "to be"

A. Grammar

Although in the present tense Tunisian does not use a word corresponding to English am, is, or are, the past tense of this verb is directly expressed. The forms must agree with the subject in number and gender. They are:

|          | <u>Singular</u> | <u>Plural</u> |
|----------|-----------------|---------------|
| First    | kunt            | kuna          |
| Second   | kunt            | kuntu         |
| Third M. | kān             | kānu          |
| Third F. | kānit           |               |

B. Exercises

Listen to "to be" sentences in the present and past tense forms. Respond by giving the correct translation.

C. Vocabulary.

Learn past tense forms of "to be".

Pre-speech 22. The demonstrative pronouns.

A. Grammar

The demonstrative pronouns (English--this one, that one, these, those) in Tunisian are distinguished according to number and gender (unlike English, where only number is considered). The usage is parallel to that in English where this denotes something here and that denotes something there.

The forms are:

|             |           | <u>Singular</u> | <u>Plural</u> |
|-------------|-----------|-----------------|---------------|
| <u>this</u> | masculine | haḍa(ya)        | haḍuma        |
|             | feminine  | haḍi(ya)        | haḍiya        |
| <u>that</u> | masculine | haḍaka          | haḍuka        |
|             | feminine  | haḍika          | haḍika        |

B. Exercises

Listen to sentences of the form "this is large, that is clean, these are hot, those are cold, etc.", give the proper translation.

C. Vocabulary

Learn the demonstrative pronouns.

Pre-speech 23. The demonstrative adjective

A. Grammar

The demonstrative adjectives in Tunisian are--unlike English--not the same forms as the demonstrative pronouns. Whereas in English this can be used for either; e.g., this is the one, this man is mad, Tunisian distinguishes these usages. The modified noun must take the definite article, e.g. haḍiya lbyūt--these rooms.

The forms for the demonstrative adjective are:

|             |           | <u>Singular</u> | <u>Plural</u> |
|-------------|-----------|-----------------|---------------|
| <u>this</u> | masculine | haḍa            | haḍi          |
|             | feminine  | haḍi            | haḍiya        |
| <u>that</u> | masculine | haka            | hakuma        |
|             | feminine  | haki            | hakiya        |

B. Exercises

Listen to sentences of the form "this room is large, that man is an arab, those taxis are clean, those hotels are cold, etc.", give the correct translation.

C. Vocabulary

Learn the demonstrative adjectives.

Pre-speech 24. Prepositions with nouns.

A. Grammar

The prepositions may be used as prefixes on nouns (definite or indefinite) to express locative or directional notions.

B. Exercises

Listen to sentences using prepositions of section 20 with nouns of previous vocabularies. Give the correct translation of the prepositional phrase.

C. Vocabulary

| <u>Nouns</u>    |               |         | <u>Adjectives</u> |               |          |
|-----------------|---------------|---------|-------------------|---------------|----------|
| <u>Singular</u> | <u>Plural</u> |         | <u>Singular</u>   | <u>Plural</u> |          |
| rāzil           | ržāl          | man     | mliḥ              | mlāḥ          | good     |
| hānut           | hwānit        | shop    | siniḥ             | smāḥ          | handsome |
| xīr             | xīrāt         | welfare | kbīr              | kbār          | big      |
| žmal            | žmāl          | camel   | bāhi              | bāhīn         | nice     |
|                 |               |         | sgīr              | sgār          | small    |

Pre-speech 25. Wh-interrogatives.

A. The Wh-interrogatives are those corresponding to English who, what, which, where, when, as in:

- who is here?
- what is ther?
- Which is correct?
- Where is he?
- When is a rose not a rose?

The Tunisian forms are:

|        |       |
|--------|-------|
| eškun  | who   |
| eš     | what  |
| eš     | which |
| wīn    | where |
| waqtēs | when  |

B. Exercises

Listen to sentences with the Wh-interrogatives.  
Pick out and translate the interrogative.

C. Vocabulary

|        |             |
|--------|-------------|
| eš     | what, which |
| eškun  | who         |
| wīn    | where       |
| waqtēs | when        |

Pre-speech 26. Wh-relative pronouns

A. Grammar

Wh-relative pronouns are the English forms who, which, and that as in:

- the man who is tall is here
- the rock that fell has fallen
- the thing which has meaning مَعْنَى

The Tunisian form for these relative pronouns is:

elli.

B. Exercises.

Listen to sentences containing relative clauses.  
Pick out and translate these clauses.

C. Vocabulary

|              |                  |
|--------------|------------------|
| elli         | who, that, which |
| <u>Nouns</u> |                  |

| <u>Singular</u> | <u>Plural</u> | <u>Meaning</u> |
|-----------------|---------------|----------------|
| mra             | msä ?         | woman          |
| bint            | bnät          | girl           |
| wlid            | wläd          | boy            |

|       |         |                  |
|-------|---------|------------------|
| wālid | wāldīn  | parent           |
| bu    | ʔebeʔ   | father           |
| ʔumm  | ʔummet  | mother           |
| ʔadd  | ʔdud    | god-father       |
| ʔamm  | ʔmuma   | uncle (father's) |
| xāl   | xwel    | uncle (mother's) |
| ʔamma | ʔ ammet | aunt(father's)   |
| xāla  | xālet   | aunt(mother's)   |

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Pre-speech 27. The Dual

A. Grammar

In addition to the normal plural, Tunisian has a special form to denote two things. This form, called the dual, is generally found only in fairly common lexical items. It is used extensively for the parts of the body which come in pairs.

The dual is formed by adding the suffix -īn to the normal singular. The word for two also shows this dual form.

B. Exercises

Listen to sentences using dual forms. Contrast dual with singular and plural forms. Give proper category of number.

C. Vocabulary. Common duals.

|       |        |       |
|-------|--------|-------|
|       | ʔaīn   | two   |
|       | mitīn  | 200   |
|       | alfīn  | 2,000 |
| ʔayīn | ʔinīn  | eyes  |
| sāq   | sāqīn  | feet  |
| widn  | widnīn | ears  |

Pre-speech 28. Verbs. Accomplished; C-C-C.

35

A. Grammar

Tunisian has two verb tenses--a past or accomplished tense and a non-past or inaccomplished tense. There is no special future tense. The terms accomplished and inaccomplished are used here due to their commonality in French grammars of Tunisian.

It is usual to begin the study of verbs with the accomplished form since one can derive the inaccomplished form from the accomplished (but not vice versa).

Tunisian verbs--as well as all Tunisian words--are formed from a root consisting of one or more consonants, e.g., k..t...b "writing", which convey a basic meaning, plus one or more inserted vowels which modify or delimit this general meaning--eg. -i- in ktib "wrote", plus one or more affixes--prefixes or suffixes--which further specify the meaning of the word.

The most common type of verbal root is the tri-consonantal one of C-C-C. The accomplished tense of these verbs has the vowels i, a, or o inserted in these roots.

B. Exercises

Listen to the accomplished tense verb forms below.

Write the consonantal roots of these verbs.

C. Vocabulary

|      |               |
|------|---------------|
| ktib | he wrote      |
| qrib | he approached |
| hlim | he dreamt     |
| fhim | he understood |
| hsib | he counted    |
| srib | he drank      |

Pre-speech 29. Pattern of vowel insertion in the accomplished tense of C-C-C roots.

A. Grammar

The i tense marker is inserted after the second consonant of the tri-consonantal roots for all forms except the third person singular feminine (she) and the third person plural (they).

For example:

|          | <u>Singular</u> | <u>Plural</u> |
|----------|-----------------|---------------|
| First    | ktib-           | ktib-         |
| Second   | ktib-           | ktib-         |
| Third m. | ktib-           | -             |
| Third f. | kitb-           | kitb-         |

**B. Exercises**

Observe accomplished tense patterns for all verbs given in 28.

**C. Vocabulary**

None.

Pre-speech 30. Accomplished tense subject suffixes.

**A. Grammar**

In the accomplished tense, the verbs indicate the person and number of the subject by means of a set of suffixes. Since the subject is indicated by these suffixes, it is possible to have sentences with no pronominal subject expressed.

The suffixes are:

|      |     |
|------|-----|
| I    | -t  |
| you  | -t  |
| he   | -   |
| she  | -it |
| we   | -na |
| you  | -tu |
| they | -u  |

For example:

|        |           |        |            |
|--------|-----------|--------|------------|
| ktibt  | I wrote   | ktibna | we wrote   |
| ktibt. | you wrote | ktibtu | you wrote  |
| ktib   | he wrote  | kitbu  | they wrote |
| kitbit | she wrote |        |            |

B. Exercises

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Listen to the full accomplished tense forms in sentences. Pick out the verb, give the proper translation of the suffix. Give the proper translation of the whole verb.

C. Vocabulary

Learn the accomplish tense subject suffixes.

Pre-speech 31. a and o tense marker

A. Grammar

The accomplished tense marker for tri-consonantal roots is not always i; but may also be a or o. The pattern of vowel insertion, however, remains the same no matter what vowel appears.

|               |        |
|---------------|--------|
| eg. ana tlabt | frott  |
| inti tlabt    | frott  |
| huwa tlab     | frot   |
| hiya talb it. | fortit |
| ahna tlabnu   | frotnu |
| intuma tlattu | frottu |
| huma talbu    | fortu  |

B. Exercises.

Listen to accomplished tense forms of the verbs below. Give the correct translation of the verb.

C. Vocabulary

|      |                   |
|------|-------------------|
| ġraf | he knew           |
| hbat | he came down      |
| rzaċ | he returned       |
| xsar | he lost           |
| rqađ | he slept          |
| dhor | it appeared       |
| xtob | he made a speech  |
| frot | he became overdue |
| zloq | he slipped        |
| fton | he noticed        |

Pre-speech 32. Inaccomplished tense of c-c-c roots. 36

A. Grammar

The inaccomplished (present or future) tense of c-c-c roots follow the pattern (where V=a, i, or u).

|        |        |
|--------|--------|
| ana    | -CCVC- |
| inti   | -CCVC- |
| huwa   | -CCVC- |
| hiya   | -CCVC- |
| ahna   | -CCC-  |
| intuma | -CCC-  |
| huma   | -CCC-  |

Verbally, we may say that the tense marker (the vowel a, i, or u) is absent in all plural forms and follows the second radical in all singular forms.

There is no way to predict which of the vowels will be used in the inaccomplished tense forms.

e.g.s.

|        |       |       |       |
|--------|-------|-------|-------|
| ana    | -tlib | -sxun | - raf |
| inti   | -tlib | -sxun | - raf |
| huwa   | -tlib | -sxun | - raf |
| hiya   | -tlib | -sxun | - raf |
| ahna   | -tlb: | -sxn- | - rf- |
| intuma | -tlb- | -sxn- | - rf  |
| huma   | -tlb- | -sxn- | - rf  |

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below and in previous sections. Give the correct translation of the verb.

C. Vocabulary.

Learn inaccomplished tense forms of:

|      |      |      |
|------|------|------|
| ktib | Éraf | frot |
| qrib | hbat | zloq |
| hlim | rzaE | fton |
| fhim | xsar |      |
|      | rqad |      |
| hsib | dhor |      |
| srib | xtob |      |

New Verbs:

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|      |                |
|------|----------------|
| sxon | it became hot  |
| sloh | it became good |
| Elim | he knew        |
| qdom | it became old  |

Pre-speech 33. Inaccomplished tense subject affixes.

A. Grammar.

In the inaccomplished tense, the number and person of the subject is indicated by a set of affixes. There is a suffix -u which indicates plurality and prefixes which indicate the person.

The affixes are:

|          | <u>Singular</u> | <u>Plural</u> |
|----------|-----------------|---------------|
| First    | nV              | nV...u        |
| Second   | tV              | tV...u        |
| Third m. | yV              | yV...u        |
| Third f. | tV              |               |

The vowel of these subject prefixes is identical to the vowel of the stem: if i appears in the stem, i appears in the prefix; likewise for o and a.

e.g.s

|         |        |        |
|---------|--------|--------|
| nitlib  | nosxon | na'raf |
| titlib  | tosxon | ta'raf |
| yitlib  | yosxon | ya'raf |
| titlib  | tosxon | ta'raf |
| yitlibu | yosxnu | ya'rfu |
| yitlibu | yosxnu | ya'rfu |

B. Exercises.

Listen to sentences containing conjugated C-C-C verbs in accomplished and inaccomplished tense. Give the correct translations of the verbs.

C. Vocabulary.

Learn the inaccomplished tense subject affixes.

Pre-speech 34 Imperatives of C-C-C verbs.

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A. Grammar

The imperative of a C-C-C verb is identical to the stem of the inaccomplished tense, ie. the second person minus the affixes. An obligatory hamza is prefixed to this stem.

The imperative may be either singular or plural.

e.g. ʔktib (you(sing)) write!

ʔktbu (you(plur.)) write!

B. Exercises

Listen to sentences containing imperative forms of c-c-c verbs. Give the proper translation of the verbs.

C. Vocabulary

|      |                   |
|------|-------------------|
| xdim | he worked         |
| xtim | he finished       |
| zhid | he forgot         |
| hbat | he came down      |
| tlaʕ | he went up        |
| ktib | he lied           |
| sdaq | he told the truth |
| ntaq | he spoke          |
| hfad | he learned        |
| bkim | he became mute    |

Pre-speech 35. Negation of verbs.

A. Grammar

The negative particle ma...sī is used to negate verbs.

eg. ana niktib I write  
ana maniktib<sup>sī</sup> I don't write

B. Exercises.

Listen to sentences containing negative and positive forms of verbs learned so far. Give the correct translation of the verb.

C. Vocabulary

|                          |                   |
|--------------------------|-------------------|
| 1. mā...š <sup>ˇ</sup> i | not               |
| 2. ltaθ                  | sent              |
| 3. qbil                  | accept            |
| 4. ʒmil                  | do                |
| 5. trik                  | leave             |
| 6. skem                  | inhabit           |
| 7. hzar                  | quit (some place) |
| 8. šri <sup>ˇ</sup> b    | drink             |
| 9. škir                  | thank             |
| 10. sfar                 | travel            |
| 11. zbar                 | oblige            |

Pre-speech 36. Negative commands of C-C-C verbs.

A. Grammar.

The negative command--eg., don't go! is formed by affixing the negative particle ma...š<sup>ˇ</sup>i to the second person of the inaccomplished tense. A singular or plural form of you may be denoted.

e.g. matiktbuš<sup>ˇ</sup>i            (you(pl.) don't write!  
        matiktibš<sup>ˇ</sup>i            (you(sing.) don't write!

B. Exercises.

Listen to sentences containing negative command forms of verbs learned so far. Give the correct translation.

C. Vocabulary

|                       |                       |
|-----------------------|-----------------------|
| 1. žbar               | he obliged            |
| 2. žbir               | he collected-gathered |
| 3. kbir               | he grew up            |
| 4. sgi <sup>ˇ</sup> r | he became smaller     |
| 5. sla <sup>h</sup>   | he became good        |
| 6. fsid               | he became bad         |
| 7. žh <sup>ˇ</sup> d  | he forced himself     |
| 8. t ib               | he got tired          |
| 9. mri <sup>h</sup> d | he got sick           |
| 10. nhad              | he got well           |

Pre-speech 37. Other types of roots.

A. Grammar.

In addition to the usual tri-consonantal roots, symbolized C-C-C, there are roots in which one of the three consonants is a so-called weak consonant (y, z, or w) which may or may not appear in certain forms, di-consonantal roots, roots in which one of the consonants is ayin ( )--a special class--and even roots in which two of the consonants are weak or missing.

Root consonants are called radicals, and roots in which one of the radicals is z, y, or w are called weak roots. These three types of radicals will be denoted by the symbol W in the following sections. Thus C-W-C denotes a root in which the middle radical is weak.

B. Exercises.

Review verb conjugations of C-C-C roots.

C. Vocabulary.

Review verb roots.

Pre-speech 38. Accomplished tense of W-C-C roots.

A. Grammar.

The accomplished tense of W-C-C--that is, roots with a defective radical in initial position--is like that of the "strong verbs" (i.e., C-C-C) with the pattern:

WCVC-

WCVC-

WCVC-

WVCC-

WCVC-

WCVC-

WVCC-

| E.g.   | <u>wsul</u>     | <u>"to arrive"</u> | <u>ʔamar</u> | <u>"to order"</u> |
|--------|-----------------|--------------------|--------------|-------------------|
| ana    | wsu <u>i</u> t  | ʔam <u>a</u> rt    |              |                   |
| inta   | wsu <u>t</u>    | ʔam <u>a</u> rt    |              |                   |
| huwa   | wsu <u>l</u>    | ʔam <u>a</u> r     |              |                   |
| hiya   | wu <u>s</u> lit | ʔam <u>r</u> it    |              |                   |
| ahna   | wsu <u>l</u> na | ʔam <u>a</u> rna   |              |                   |
| intuma | wsu <u>t</u> tu | ʔam <u>a</u> rtu   |              |                   |
| huma   | wu <u>s</u> lu  | ʔam <u>r</u> u     |              |                   |

B. Exercises.

Listen to sentences containing accomplished tense forms of the verbs below. Give the correct translation and pattern.

C. Vocabulary

- 1. wgid                    he lighted
- 2. wzid                    he found
- 3. w ad                    he pronounced
- 4. ?did                    he authorized
- 5. wrid                    he brought water
- 6. wzib                    it became compulsory
- 7. wkil                    he defended
- 8. wtir                    he struggled

Pre-speech 39. Inaccomplished and imperatives of W-C-C roots.

A. Grammar.

The inaccomplished tense of W-C-C roots follows the normal pattern (CVC in the singular, CC in the plural) and has ū or ā as the prefix vowel.

E.g. wṣul "to arrive"                    amar "to order"

|        |        |       |
|--------|--------|-------|
| ana    | nuwṣul | nāmar |
| inti   | tuwṣul | tāmar |
| huwa   | yuwṣul | yāmar |
| hiya   | tuwṣul | tāmar |
| ahna   | nuwṣlu | nāmru |
| intuma | tuwṣlu | tāmru |
| huma   | yuwṣlu | yāmru |

The imperatives are

- ?usul                    (you(sing.)) arrive!
- ?uslu                    (you(plur.)) arrive!

B. Exercises.

Listen to sentences containing accomplished, inaccomplished and imperatives of W-C-C verbs. Give the correct translation of the verbs.

C. Vocabulary

|       |            |
|-------|------------|
| wdah  | he put     |
| wsul  | he arrived |
| ?amar | he ordered |

Pre-speech 40. Accomplished tense of C-W-C roots.

A. Grammar

The symbolization C-W-C denotes a root whose second radical (root consonant) is 'defective'--i.e., it is not articulated. The defective second radical shows up in the verb infinitive as an elogation of the vowel following the first radical, e.g., qaal (or, alternatively, qāl).

The aa (ā) of the infinitive becomes either u or i in the accomplished tense conjugation.

| e.g.s | Infinitive | <u>qāl</u> "to say" | <u>nāl</u> "to get" |
|-------|------------|---------------------|---------------------|
|       | ana        | qult                | nilt                |
|       | inti       | qult                | nilt                |
|       | huwa       | qāl                 | nāl                 |
|       | hiya       | qālit               | nālit               |
|       | ahna       | qulna               | nilna               |
|       | intuma     | qultu               | niltu               |
|       | huma       | qālu                | nālu                |

The pattern thus displayed may be expressed as follows:

- Inf. CāC
- Cu/iC-t
- Cu/iC-t
- CāC-Ø (i.e., nothing)
- CāC-it
- Cu/iC-na
- Cu/iC-tu
- CāC-u

Verbally, we can state the pattern thus: the long a of the infinitive is retained in all third person forms; in other forms ā is replaced by u or i.

B. Exercises.

Listen to accomplished tense forms of the verbs below

Give the proper translation.



C. Vocabulary

|   |     |                   |
|---|-----|-------------------|
|   | qāl | to say            |
|   | sār | to become         |
|   | sār | to walk fast      |
|   | tār | to fly            |
|   | sāf | to see            |
|   | xāf | to be afraid      |
| 9 | bāt | to stay overnight |
|   | tāb | to repent         |
|   | fāt | to pass away      |
|   | māt | to die            |

Pre-speech 41. Inaccomplished and imperative of C-W-C.

A. The inaccomplished tense forms of C-W-C roots (medially defective roots) have long i, a, or u (i.e., ī, ā, or ū) inserted between the consonants.

No vowel appears in the subject prefixes; u remains as the plural marker.

E.g. daar "to turn". "zaald." "to bring". "xaaf" "to be glad"

|             |       |       |       |
|-------------|-------|-------|-------|
| ana         | ndūr  | nžīb  | nxāf  |
| inti        | tdūr  | tžīb  | txāf  |
| huwa        | ydūr  | yžīb  | yxāf  |
| hiya        | tdūr  | tžīb  | txāf  |
| ahna        | ndūru | nžību | nxāfu |
| intuma      | tdūru | tžību | txāfu |
| huma        | ydūru | yžību | yxāfu |
| Imperatives | dūr   | žīb   | xāf   |
|             | dūru  | žību  | xāfu  |

B. Exercises

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

C. Vocabulary

|     |                |
|-----|----------------|
| šār | to pinpoint    |
| šār | to revolt      |
| hār | to wonder      |
| dār | to turn around |
| nāl | to get         |
| tāl | to reach       |
| bāʕ | to tell        |
| dāʕ | to loose       |
| tāh | to fall down   |
| qās | to measure     |

Pre-speech 42. Accomplished of C-C-W roots.

A. Grammar.

By the symbolization C-C-W, we mean a root whose final radical is defective (not articulated).

Infinitives of C-C-W roots are always of the form CCā.

To conjugate such verbs in the accomplished tense, the following rules are applied:

1. retain the long a in all third person forms,
2. change ā to i in all other forms.

E.g.s

|            |            |             |
|------------|------------|-------------|
| Infinitive | mšā--to go | šrā--to buy |
| ana        | mši-t      | šri-t       |
| inti       | mši-t      | šri-t       |
| huwa       | mšā-       | šrā-        |
| hiya       | mšā-t      | šrā-t       |
| ahna       | mši-na     | šri-na      |
| intuma     | mši-tu     | šri-tu      |
| huma       | mšā-u*     | šrā-u       |

\*u after a vowel is pronounced w

B. Exercises.

Listen to accomplished tense forms of C-C-W verbs.  
Pick out and translate these verbs.

C. Vocabulary

|     |          |
|-----|----------|
| lqā | to find  |
| bdā | to begin |
| krā | to rent  |
| šrā | to buy   |
| rmā | to throw |
| ksā | to dress |
| qrā | to read  |
| hnā | to bend  |
| rqā | to raise |

Pre-speech 43. Inaccomplished and imperatives of C-C-W roots.

A. Grammar.

The inaccomplished tense forms of G-C-W (final defective) roots are all of the form CCV where V may be ī, ā, or ū, and C does not change throughout the conjugation.

The plural marker u, since it necessarily follows a vowel, becomes consonantal--i.e., w.

E.g.            šrā--to buy    lqā--to find    hbā

|        |        |        |        |
|--------|--------|--------|--------|
| ana    | nišrī  | nilqā  | nahbū  |
| inti   | tišrī  | tilqā  | tahbū  |
| huwa   | yišrī  | yilqā  | yahbū  |
| hiya   | tišrī  | tilqā  | tahbū  |
| ahna   | nišrīw | nilqāw | nahbūw |
| intuma | tišrīw | tilqāw | tahbūw |
| huma   | yišrīw | yilqāw | yahbūw |

|             |        |        |      |
|-------------|--------|--------|------|
| Imperatives | nišrī  | tilqā  | hbū  |
|             | nišrīw | tilqāw | hbūw |

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-C-W roots. Pick out and translate these verbs.

C. Vocabulary

|     |                   |
|-----|-------------------|
| Onā | to thank          |
| kfā | to suffice        |
| qlā | to broil          |
| šwā | to barbeque       |
| sqā | to water          |
| rxā | to tear down      |
| hmā | to heat           |
| ftā | to find an excuse |
| brā | to recover        |
| mšā | to go             |

Pre-speech 44. Accomplished tense of doubled consonant roots: C<sub>1</sub>C<sub>2</sub>C<sub>2</sub>

A. Grammar.

By the symbolization C<sub>1</sub>C<sub>2</sub>C<sub>2</sub>, we denote roots whose final and medial radicals are identical.

These roots have a after the first radical in their infinitives, C<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>.

The infinitive form is retained intact throughout the accomplished tense conjugation. Where the subjective suffix begins with a consonant, an i is inserted before the suffix.

E.g.s

| Infinitive | sadd-to plug something | xaff-to become light weight |
|------------|------------------------|-----------------------------|
| ana        | saddit                 | xaffit                      |
| inti       | saddit                 | xaffit                      |
| huwa       | sadd                   | xaff                        |
| hiya       | saddit                 | xaffit                      |
| ahna       | saddina                | xaffina                     |
| intuma     | sadditu                | xaffitu                     |
| huma       | saddu                  | xaffu                       |

B. Exercises.

Listen to sentences containing accomplished tense forms of doubled-radical verbs. Pick out and translate the verbs.



C. Vocabulary

|      |                     |
|------|---------------------|
| radd | to return something |
| sadd | to close            |
| sadd | to insist           |
| kaff | to stop             |
| xaff | to lighten          |
| sahh | to become right     |
| lahh | to resist           |
| ball | to dampen           |
| dall | to lead             |

Pre-speech 45. Inaccomplished tense of doubled-consonant roots.

A. Grammar.

The inaccomplished tense forms of doubled-consonant roots are all of the form CVCC where V may be either i or u.

No vowel appears in the prefix.

|             |        |        |
|-------------|--------|--------|
| E.g.s       | sadd   | radd   |
| ana         | nsidd  | nrudd  |
| inti        | tsidd  | trudd  |
| huwa        | ysidd  | yrudd  |
| hiya        | tsidd  | trudd  |
| ahna        | nsiddu | nruddu |
| intuma      | tsiddu | truddu |
| huma        | ysiddu | yruddu |
| Imperatives | sidd   | rudd   |
|             | siddu  | ruddu  |

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below. Pick out and translate the verbs.

C. Vocabulary

|      |                            |
|------|----------------------------|
| hall | to open up                 |
| zarr | to pull                    |
| fakk | to separate something      |
| sadd | to tighten up              |
| hadd | to draw a line, a frontier |

|      |                         |
|------|-------------------------|
| hažž | to go on the pilgrimage |
| ražž | to shake                |
| dažž | to revolt               |
| εass | to watch, guard         |

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Pre-speech 46. Verbs with ayin roots.

A. Grammar.

Verbs with ayin "ع" as a radical are conjugated like stong verbs:

E.g. sεam "to get fed up"

|        |        |         |
|--------|--------|---------|
| ana    | sεamt  | nisεam  |
| inti   | sεamt  | tisεam  |
| huwa   | sεam   | yisεam  |
| hiya   | sεamit | tisεam  |
| ahna   | sεamma | nisεamu |
| intuma | sεamtu | tisεamu |
| huma   | sεamu  | yisεamu |

B. Exercises.

Listen to sentences containing conjugated forms of the verbs below. Pick out and translate these verbs.

C. Vocabulary.

|            |                         |
|------------|-------------------------|
| εakal--kla | to eat                  |
| εamin      | to secure               |
| εamal      | to hope                 |
| žāε        | to come                 |
| braε       | to recover              |
| btaε       | to miss for a long time |
| qraε       | to read                 |
| sεam       | to get fed up           |
| εaxad--xda | to take                 |

Pre-speech 47. Expressing future tense.

A. Grammar.

Futurity can be expressed specifically by means of temporal adverbs like ğudwa "tomorrow", or can be expressed as a general notion by placing the word māsi (literally "going") before the inaccomplished form of the verb.

For example:

ana nimši lissfāra I go to the embassy

ana māši nimši lissfāra I will go to the embassy

E. Exercises.

Listen to sentences expressing futurity. Pick out and translate the relevant expressions.

C. Vocabulary

|      |               |
|------|---------------|
| sken | to inhabit    |
| fhem | to understand |
| zā   | to come       |
| tlā  | to show up    |
| dhor | to appear     |
| srab | to drink      |
| sxun | to heat up    |
| brid | to cool off   |
| hmā  | to warm up    |

Pre-speech 48. The present progressive.

A. Grammar

To indicate progression in the present tense (e.g., he is going) use a form of qāʿid. This form must agree with the subject of the verb in gender and number.

The forms are:

- qāʿid masculine singular
- qāʿida feminine singular
- qāʿidin plural

E.g.

|        |                   |        |
|--------|-------------------|--------|
| ana    | qāʿid (or qāʿida) | niktib |
| inti   | qāʿid (or qāʿida) | tiktib |
| huwa   | qāʿid             | yiktib |
| hiya   | qāʿida            | tiktib |
| ahna   | qāʿidīn           | niktbu |
| intuma | qāʿidīn           | tiktbu |
| huma   | qāʿidīn           | yiktbu |

B. Exercises.

Listen to sentences containing present progressive forms. Pick out and translate these verbs.

C. Vocabulary

|      |               |
|------|---------------|
| qal  | to say        |
| ntaq | to speak up   |
| smaʕ | to hear       |
| ʕraf | to know       |
| ṭāq  | to last       |
| šamm | to smell      |
| ʕtas | to sneeze     |
| kahh | to caught     |
| saḥḥ | to strengthen |
| rham | to bless      |

Pre-speech 49. The past progressive

A. Grammar.

To form the past progressive (e.g. I was going) Tunisian uses the accomplished form of kān "to be" with the proper form of qaʕid.

E.g.

|        |       |         |        |
|--------|-------|---------|--------|
| ana    | kunt  | qaʕid   | niktib |
| inti   | kunt  | qaʕid   | tiktib |
| huwa   | kān   | qaʕid   | yiktib |
| hiya   | kānit | qaʕida  | tiktib |
| ahna   | kunna | qaʕidīn | niktbu |
| intuma | kuntu | qaʕidīn | tiktbu |
| huma   | kānu  | qaʕidīn | yiktbu |

B. Exercises.

Listen to sentences containing past progressives.  
Pick out and translate these verbs.

C. Vocabulary

|      |            |
|------|------------|
| šra  | to buy     |
| bāʕ  | to sell    |
| bʕaʕ | to send    |
| wʕid | to find    |
| lqa  | to find    |
| kra  | to rent    |
| qbil | to receive |
| wsul | to arrive  |

## Pre-speech 50. The active participle.

## A. Grammar

The active participle has the meaning "one who is doing".

It is formed by inserting  $\bar{a}$  after the first radical and  $\bar{i}$  after the second radical.

E.g.

kātib "a writer"

## B. Exercises.

Listen to active participles. Translate the participles and give the normal verb form.

## C. Vocabulary

| <u>Verb</u> | <u>Active Participle</u> |
|-------------|--------------------------|
| šra         | šāri                     |
| bāʿ         | bāyiʿ                    |
| bʿaθ        | baʿiθ                    |
| wʿid        | waʿid                    |
| lqa         | lāqi                     |
| kra         | kāri                     |
| qbil        | qābil                    |
| wsul        | wāsil                    |
| qdaḥ        | qādiḥ                    |
| qal         | qāyil                    |
| nṭaq        | nātiq                    |
| smaʿ        | sāmiʿ                    |
| ʿraf        | ʿārif                    |
| ḥaq         | ḥāyiq                    |
| rḥam        | rāhim                    |

## Pre-speech 51. The passive participle.

## A. Grammar.

The passive participle has the meaning "that which is done" in which case it functions as a noun; or it can be used as an adjective with the meaning "done".

It is formed by prefixing ma- and inserting  $\bar{u}$  after the second radical.

E.g.s

|        |         |
|--------|---------|
| makūb  | written |
| maḥmūl | done    |
| maftuh | open    |
| maḡluq | closed  |

B. Exercises.

Listen to sentences containing passive participles.  
Pick out and translate the participles.

C. Vocabulary

| <u>Verb</u> | <u>Passive Participle</u> |
|-------------|---------------------------|
| šra         | mašru                     |
| bāṣ         | maḡbyu                    |
| bāaθ        | maḡbuθ                    |
| wzid        | mawzud                    |
| lqa         | malqu                     |
| kra         | makru                     |
| qbil        | maqbul                    |
| wsul        | mawsul                    |
| qdaḡ        | maqdaḡ                    |
| qal         | maqyul                    |
| ntaq        | mantuq                    |
| sma         | masmu                     |
| ḡraf        | maḡraf                    |
| ḡaq         | maḡyuq                    |
| rham        | marhum                    |

Pre-speech 52. The verb "to have"

A. Grammar.

The verb "to have" ḡand takes the possessive pronoun suffixes (rather than the regular subject prefixes) in its conjugation.

|         |           |
|---------|-----------|
| ḡandi   | I have    |
| ḡandik  | you have  |
| ḡandu   | he has    |
| ḡandha  | she has   |
| ḡandna  | we have   |
| ḡandkum | you have  |
| ḡandhum | they have |

B. Exercises.

Listen to sentences containing conjugated forms of "to have". Pick out and translate the verbs.

C. Vocabulary

None. Review verbs.

Pre-speech 53. Direct object suffixes.

A. Grammar.

Tunisian expresses direct object pronouns (me, you, him, her, us, you, them) by means of a set of suffixes which follow the verb stem and subject affixes (if present).

These suffixes are nearly identical to the possessive suffixes seen earlier. They are:

|      |         |               |
|------|---------|---------------|
| -ni  | me      | as in zūrni   |
| -ik  | you     | as in nzūrik  |
| -u*  | him, it | as in nzūru   |
| -ha  | her, it | as in nzūrha  |
| -na  | us      | as in nzūrna  |
| -kum | you     | as in nzūrkum |
| -hum | them    | as in nzūrhum |

\* -u has three different forms depending on phonetic context: after a word final vowel, it is -h; after a word final consonant, it is -u; elsewhere it is -hu. For example:

nzūru I visit him  
 nibdah I begin it  
 nbiḥhulūk I sell it to you

B. Exercises.

Listen to sentences containing verbs with direct object suffixes. Pick out the verb and translate the direct object suffix.

C. Vocabulary

ziḥa ḡudwa šufni  
 come tomorrow to see me

filaman, nqabilkum filḥsiya  
 goodbye, I'll meet you in the afternoon

rīthum ʕames filblad

I saw them yesterday in the town

nšufik ġudwa

I'll see you tomorrow

barra šuf ma yusluh bīk

go see what for you is good

rabbi yahdik

god directs you

elli tehsbu musa yiṭlaʕlik farʕum

the one you think him Moses turns out to you Faraoh

Pre-speech 54. Indirect object suffixes.

#### A. Grammar

Indirect object pronouns (to & me, you, him, her, us, you, them) can also be attached directly to the verb by a set of suffixes which follow the direct object suffixes (if there is one).

The suffixes consist of the preposition l(i) "to" plus the possessive or objective pronoun suffixes.

|             |                   |
|-------------|-------------------|
| E.g. nbiʕhu | I sell it         |
| nbiʕhuli    | I sell it to me   |
| nbiʕhulik   | I sell it to you  |
| nbiʕhulu    | I sell it to him  |
| nbiʕhulha   | I sell it to her  |
| nbiʕhulna   | I sell it to us   |
| nbiʕhulkum  | I sell it to you  |
| nbiʕhulhum  | I sell it to them |

#### B. Exercises

Listen to verbs containing indirect object suffixes, give the correct translation of the suffix.

#### C. Vocabulary

škāl̄kum bhalu

he complained to you of his affairs

beni ubenik

between me and you

minni lik  
 from me to you  
 žabli ma qultlu ʔlīh  
 he brought me what I told him to  
 hkālik belli fibalu  
 he told you what was on his mind  
 bʔaʔtlu ma žabithulu ʔummu  
 I sent him what his mother brought him.  
 hsibtilha flusha  
 I counted for her her money  
 qralha ižžwab  
 he read her the letter  
 ktiblha lʔaqd  
 he wrote her the contract  
 rmalu lħbal  
 he threw him the rope.

Pre-speech 55. Verbs in series. The first person plural imperative.

A. Grammar.

In English if two verbs are strung together, the second one is given the infinitive form, e.g., he wants to go. In Tunisian, however, both verbs are conjugated such that the literal form would be "he wants he goes".

To express the first person plural imperative-- e.g., let's go, the particle haya is placed before the verb.

E.g.s

huwa yhibb yuqʔud  
 he he wants he stays  
 he wants to stay  
 haya nimšī      let's go  
 haya nuqʔdu      let's stay

B. Exercises

Listen to sentences containing verbs in series. Pick out and translate the verbs.

C. Vocabulary

None.. Review previous vocabulary.

Pre-speech 56. Counting I.

A. For some common nouns the notion "two of something" may be expressed by the dual form of the noun; otherwise the form zuz plus the regular plural of the noun is used.

B. Exercises.

Listen to sentences containing numbers below with nouns of previous vocabularies. Give correct translation.

C. Vocabulary

|       |            |       |        |
|-------|------------|-------|--------|
| one   | wāhid      | six   | sitta  |
| two   | Ḡnīn (zūz) | seven | sabʕa  |
| three | ḠlaḠu      | eight | Ḡmānya |
| four  | arbʕa      | nine  | tisʕa  |
| five  | xamsa      | ten   | ʕašra  |

Pre-speech 57 Counting II

A. The numerals eleven through nineteen require a prefixed n- on the noun; e.g., hḡas nmaktab.

From eleven on, nouns following these numerals are in the singular form, e.g. Ḡmuntāš namirīki.

Compound numbers (22, 31, 45, etc.) are formed on the pattern "one and thirty"--wahid u ḠlāḠnīn.

B. Exercises.

Listen to expressions using numbers below with nouns of previous lessons. Give correct translation.

C. Vocabulary

|                  |           |           |         |
|------------------|-----------|-----------|---------|
| eleven           | hḡāš      | sixteen   | suḡāš   |
| twelve           | aḡnāš     | seventeen | šaḡtāš  |
| thirteen         | Ḡlutāš    | eighteen  | Ḡmuntāš |
| fourteen         | 'arbaḡtāš | nineteen  | tsuḡtāš |
| fifteen          | xmuḡtāš   | twenty    | ʕiḡrīn  |
| one hundred miyā |           |           |         |

Number 30, 40, 50, ....90 are formed by adding -in to the base 3, 4, 5, ....9.

Pre-speech 58. Telling time.

... Time expressions are given by using the proper number for the hour followed by w plus the number of "steps" (i.e. five minute units) or plus gīr "lacking" plus the number of "steps" to the hour. Special words for "quarter" and "half" are used where appropriate.

For example:

|      |                      |
|------|----------------------|
| 4:00 | larbēa               |
| 4:05 | larbēa udraž         |
| 4:10 | larbēa udaržin*      |
| 4:15 | larbēa wurbu         |
| 4:20 | larbēa warba adraž   |
| 4:25 | larbēa uxamsa adraž  |
| 4:30 | larbēa unusf         |
| 4:35 | larbēa usəbēa adraž  |
| 4:40 | larbēa uθmānya adraž |
| 4:45 | lxamsa gīr urbu      |
| 4:50 | lxamsa gīr daržin    |
| 4:55 | lxamsa gīr draž      |
| 5:00 | lxamsa biṭabt        |

\* dual form of draž

B. Exercises

Listen to time expressions given on tape or by the teacher. Draw a large clock on the board and respond to sentences by pointing out the time given in Tunisian.

C. Vocabulary

1. sāʕa, p. sāʕāt hour
2. dqīqa, p. dqāyaq minute
3. waqt, p. awqāt time
4. mungāla, p. mnāgil clock, watch
5. mādi past
6. lūwil noon
7. tawwa now
8. gīr or illa except, lacking
9. draž, p. adraž step, five minutes
10. šnuwwa lwaqt what time is it?

## Pre-speech 59. Weights and measures.

A. From the vocabulary below, the teacher will construct sentences dealing with prices and shopping.

Students should respond by translating the sentence.

## B. Vocabulary

|   |              |            |
|---|--------------|------------|
|   | kilū         | kilo       |
|   | grām         | gra,       |
|   | mitrū        | meter      |
|   | sint'mitrū   | centimeter |
|   | kilumitrū    | kilometer  |
| 9 | sūm          | price      |
|   | wzin         | weith      |
|   | qaddaš       | how many   |
|   | bqaddaš      | how much   |
|   | xudra(xudar) | vegetable  |
|   | ž arbya      | carpet     |

## Pre-speech 60. Directions.

A. From the vocabulary below, the teacher will give instructions as to what to do. Students should respond by following the instructions.

## B. Vocabulary

|              |                   |
|--------------|-------------------|
| čala yimīnik | on your right     |
| čala yisārik | on your left      |
| quddāmik     | in front of you   |
| wurāk        | behind you        |
| ilquddām     | straight ahead    |
| wīn žā...    | where is found... |
| bčid         | far               |
| muš bčid     | not far           |
| buqča        | place             |
| trīq         | way, road         |
| dūra         | corner            |
| qrība        | near              |