

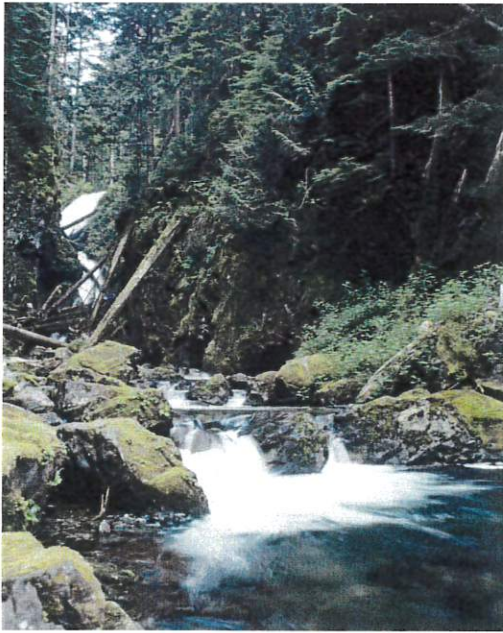
# TEACHER'S MANUAL

## ABRID 1

LESSONS FOR BEGINNING  
TAMAZIGHT

تَمَازِیْغَت

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# TEACHER'S MANUAL

## ABRID 1

### LESSONS FOR BEGINNING TAMAZIGHT

تَمَازِیْغَت

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Proverb on title page:

Drop by drop is how the river overflows.

This is the same way that the student will learn Tamazight.

Step-by-step, patient perseverance and steady work will produce results.



# Abrid 1

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## Note to the Teacher

### *Course Materials, Class Set-up, and Course Rhythm*

This book is the Teacher's Manual for the beginning level of the Tamazight (Middle Atlas or Central Moroccan Berber) course called *Abrid*. The course has four levels: *Abrid 1* (Beginning Tamazight), *Abrid 2* (Intermediate 1 Tamazight), *Abrid 3* (Intermediate 2 Tamazight), and *Abrid 4* (Advanced Tamazight). Each level has a Teacher's Manual, a Student Book, and a Workbook. Each level consists of about 25 lessons, which are timed (when using supplementary material from the Workbook mentioned below) to comprise about 40 one-and-a-half-hour sessions with a teacher.

The Teacher's Manual for each level is designed to give you pedagogical instruction on how to teach the course. The Teacher's Manual is also designed to give grammatical explanations to the native Tamazight speaker who may not have had instruction in the grammatical structure of his/her language. The manual is important because it helps you, the teacher, teach your language in a way that foreigners can understand. It is designed knowing how many foreigners (from an English-speaking and at times a French-speaking background) think about language learning.

The contents of the Student Book consist of various grammar explanations, basic vocabulary for the lessons, and some dialogues. These are all items that are covered in the course. All the material you cover is available in written form to the students. You will be constantly referring the students to the Student Book as you cover the course material.

There is also a Workbook that accompanies each level. The Workbook is not an obligatory part of the course, but I believe that the students will find it useful and that most of them will be motivated to use much of it. It is my hope that you, also, will find the material a useful addition to course.

The contents consist of two main items: supplementary material and review exercises. **The supplementary material is meant to be used at your discretion in class.** There may not be time to do everything in class; hence, the reason the material isn't obligatory. However, in order to make the 25 lessons into 40 one-and-a-half-hour sessions, you do need to use a good bit of the supplementary material. Also, the lessons without the supplementary material can become dry, since there's a lot of grammar. The supplementary materials include dialogues, texts, proverbs, and some pronunciation drills.

Secondly, the review exercises in the Workbook are designed to give the students more opportunities to go over the items they've learned in class. You can also use some of these exercises in class or assign them as homework. Some people can't handle a lot of homework (and some homework is already built into the course apart from the Workbook), so, again, these items aren't obligatory. Not every lesson has supplementary material or review exercises. Much depends on the amount of content the lesson already contains and the purpose of the lesson. The answer key is included in the back of the Workbook for the review exercises.

Each of the *Abrid* lessons was originally done in a class of five students. The class lasted a full hour and a half and occurred two times a week. The next time the

course was done, there were two students who studied for an hour and a half in the morning and an hour and a half in the afternoon, four days a week. The morning session was used specifically for the lesson material, and the afternoon session was more free, focusing on review of the lesson and using the lesson in conversation. As the students progressed, more and more time was spent in the afternoon session on conversation.

Thus, the course can be used at many different rhythms, and you are free to use the material in the way that you want. There is plenty of room for creativity; your own drills; additional dialogues, exercises, and homework; and other songs, poems, and texts.

### *Grammatical Order of the Lessons: Structured Around the Verb*

The order of the material, though, has a grammatical logic to it. Although there are some exceptions, the material must be covered in the order given in the course. The course builds on the previous material. Without that material the next lesson doesn't make sense. Covering the material out of order leads only to frustration and confusion among the students, which, in turn, will frustrate you, the teacher.

The course starts out with a simple introductory question and answer: "What's your name? My name is \_\_\_\_\_." No verb is necessary here. The first grammatical point that appears is the possessive pronoun suffixes. To proceed with any language, a certain base of nouns and verbs are needed. Thus, the course introduces a variety of singular nouns (both masculine and feminine) that will serve as a base on which to add various grammatical points. The pronoun suffixes are quickly added on to the various nouns. The teaching of the noun proceeds from the concept and structure of masculine and feminine to plurals to the dependent form. This last item is of great importance and at the same time is difficult for foreigners. A lot of time and effort must be spent on the dependent form of nouns. Later, various pronouns are introduced. Then, adjectives are dealt with. Since adjectives in Tamazight are mainly verbal forms, the introduction of adjectives is governed by the verb.

And that is what the main structure of the course is built around: the verb. This is by far the most difficult aspect of Tamazight. The difficulty does not concern the conjugation. In that sense, Tamazight is simple compared to French. The difficulty comes with "moveable" parts of the sentence associated with the verb as well as various particles of direction. Verb-tense indicators, as well as question words and negative words, cause the particles of direction as well as the direct and indirect object pronouns (and certain prepositions) to change position in the sentence. All this movement and changing is what is difficult for the foreigner. Sentence connection (that is, the fact that two sentences cannot be connected by the word "and" but are connected by changes in the verb's conjugation) adds even more difficulty.

At the same time, Tamazight follows its grammatical rules quite well. There are always exceptions, but not nearly as many as in English. Thus, the course builds slowly and surely, in a logical fashion, on the verb.

### *Simple Imperative Form: the Foundation of the Tamazight Verb*

As far as the verb is concerned, the course begins with ten or so imperative forms. This is so because ten action verbs are easily acted out and learned by the students in a

fun way. These ten imperatives give a foundation which goes quite well with the initial nouns. At the same time, the simple imperative is the main building block for the verb. Thus, beginning with the imperative (as opposed to the third person, for example) is grammatically how Tamazight is structured.

### *Regular and Irregular Verbs: Essential Concepts to Teaching the Verb*

Yet, the first verb to be conjugated is one of the "to be" verbs, the verb **شئ**. This also makes sense, since it is used in very simple sentences. At the same time, this verb is the perfect example of an "irregular" Tamazight verb that has no stem change when it is conjugated in its "past" form. The next verb covered is the other "to be" verb **إلي**.

Again, this verb is basic and very useful. It is also the perfect example of an "irregular" Tamazight verb that undergoes a stem change when it is conjugated in its "past" form. Thus, these two first verbs provide the foundation for a major conjugation pattern: the irregular verb.

We should not be bothered by the fact of starting with the irregular verb as opposed to the regular verb. It's true that from an English or French background it would make no sense to start with what is irregular and then proceed to the regular. The regular is always first, and only in light of the regular does the irregular become defined. However, it is not that way in Tamazight. The words "regular" and "irregular" don't have the same meanings as in English or French. These words will be specifically defined later on, but grammatically it is not important whether one starts with one or the other. Since, conversationally, starting with the verbs "to be" make sense and is very useful, this means that the course begins with the irregular verb.

Thus, after the two "to be" verbs are covered and their conjugation patterns learned (in the "past" form), the foundation is there to learn every other verb that follows the irregular pattern. [Irregular, then, does not mean no pattern or no regularity. The irregular verb follows a very precise and defined pattern. In that English and French sense, there is no irregularity about it.] Some of those verbs were already learned in the initial ten verbs that students learned.

Based, then, on this irregular pattern, the course proceeds to the regular verb. This type of verb also has a very precise and defined conjugation pattern, which can be easily understood in comparison with the irregular verb pattern. Just like the irregular verb, the verbs following the regular pattern fall into two types: those that undergo a stem change from the simple imperative to the "past" conjugated form and those that don't.

Some other previous Tamazight courses have made the major divide in Tamazight verbs between those that undergo a stem change when conjugated and those that don't. For example, the *Peace Corps* course follows this way of thinking. In fact, they label as "regular" all verbs that don't undergo a stem change, and they label as "irregular" all verbs that undergo the stem change. However, grammatically, this way of dividing up Tamazight verbs is not useful to the language learner and provides no essential and helpful pattern for the student to learn. The stem changes are so varied that only a highly advanced level lesson can group the types of changes into ten to fifteen patterns. Since

none of these are predictable anyway, the beginning and intermediate student is not helped but rather overwhelmed.

This is why I have adopted the label "irregular" to apply to all verbs following the pattern of the verb *إلي* and *شي*. Both of these verbs, even though the first doesn't undergo a stem change and the second does, follow the exact same conjugation pattern. Thus, the word "irregular" stands now for a specific pattern that can be learned by the student. Equally, the word "regular" stands for a specific pattern that can be learned by the student, even though some of the verbs undergo a stem change and some don't. In any case, the stem changes are not predictable and must be learned by rote, so they serve no purpose in defining anything for the student.

The teacher needs to understand extremely well these definitions of irregular and regular. These definitions have been tried out with students and have been quite successful. Their usefulness is fundamental to learning Tamazight successfully. For this reason, the teacher must also not confuse them with the *Peace Corps* course's definitions. Those definitions lead only to confusion and frustration for the language learner.<sup>1</sup>

I need to add that the words "regular" and "irregular" are very appropriate for another main reason. The "regular" conjugation pattern is the pattern that serves not only for many verbs in the "past" form but also **for every other verb tense in Tamazight**. Once the student learns the regular conjugation pattern, there is no other pattern to learn. That's the simple part about the Tamazight verb. The future, infinitive, subjunctive, and present continuous/habitual tenses (along with the concept of sentence connection) all use the regular conjugation pattern. It is this general and widespread, foundational use of the conjugation pattern that gives it its name: regular. The other "past" form conjugation pattern is called "irregular" simply because it is not used in any context outside the "past" form. It is not "regularly" used elsewhere, as is the other pattern. We can now see that we must not read an English or French meaning into the words "regular" and "irregular" but let the Tamazight grammar itself give these words meaning.

Once these two patterns are learned, the students have learned all they need to know to conjugate a verb in the "past," affirmative form. The word "past" is put in quotation marks because, like certain verbs in Moroccan Arabic, notably the verb "to want" *بنا*, many verbs in the "past" form have a present meaning. Many can be past or present, depending on the context. Admittedly, this is quite confusing for the foreigner learning this language. But with usage and practice the students will sort this out and be able to use the verbs properly.

At this point in the course, the student is able to say quite a bit, since many of the "past" tense verb forms also have a present meaning. The student isn't limited to just speaking in the past. That is encouraging as regards conversation.

The plurals of the simple imperative are covered in lesson 18. This lesson is not logically tied to this spot. The plurals of the imperative could be covered before the irregular verb or before the regular verb or after them as well. The plurals of the simple imperative are where they are simply out of convenience.

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<sup>1</sup> One shouldn't think that I don't think highly of the *Peace Corps* course. Although it has certain transcription problems, it is a wonderful course and is the most practical of all previous Tamazight courses. This current course uses much of the *Peace Corps* material in an adapted way.

The next logical step is the negation of the "past" form. This is slightly tricky and is one of the main pillars in learning the Tamazight verb.

### *The Four Pillars of the Tamazight Verb*

There are four of these pillars: for every verb the student must learn

**the simple imperative,**  
**the third masculine singular past form,**  
**the third masculine singular past negative form, and**  
**the continuous imperative.**

When these are learned, the student has all the information he/she needs to conjugate the Tamazight verb in whatever tense and form is needed.

It is this basic information that also drives the logical presentation of the grammar in this course. Thus far, we have gone from the simple imperative to the past form to the negative past form: three of the four pillars. This is where *Abrid 1* ends.

Before we go to the fourth pillar, the course, now *Abrid 2*, covers the structures needed for two verbs together, as in "I want to do something." This structure is built around the simple imperative and the regular conjugation endings. Since the future also follows this pattern, it is covered soon after the two-verb structure.

While these various verb forms are being covered, the students' sentences are getting more and more complex. They need more than just nouns. They need direct and indirect object pronouns. Thus, these topics are covered at this point. (Coverage of direct object pronouns begins in *Abrid 1*.) The pronouns, because they move in the sentence in certain grammatical situations, take a lot of time to cover. The time is worth it, however, for the student to be able to use these well.

As regards the verb, benedictions and maledictions also have a form similar to that of the future tense and the two verbs together, so they are covered at this point (*Abrid 2*, lesson 16). It then makes sense to do the negation of the future. The negation of the future uses an auxiliary verb that follows the pattern of the negation of a past form. Although the course puts the negation of the future tense at *Abrid 2*, lesson 23, it could be covered any time after *Abrid 2*, lesson 9.

At this point an extremely difficult aspect of Tamazight must be dealt with: sentence connection. It seems strange to foreigners, but there is no word "and" that connects two sentences together. That kind of connection is not done by a word but rather by a grammatical feature of changing the verb conjugation. This is enormously difficult to master for foreigners. But like so many of the previous points of the verb, the structure of sentence connection in the "past" tense is built around **the simple imperative** and **the regular conjugation pattern**. Sentence connections for a series of imperatives is also covered.

Having dealt with all the main features that concern the simple imperative and the regular conjugation pattern, we then move on to the fourth and final pillar of the Tamazight verb: the continuous or habitual imperative. It takes a lot of time for a foreigner to grasp this idea of a second type of imperative. This imperative generally

cannot be predicted but must be learned by rote. It is the last unpredictable item needed to properly conjugate every Tamazight tense.

Once the continuous imperative is learned, the same rules as were used with the simple imperative apply to form the plurals (masculine and feminine) of the continuous imperative. The tense that logically follows the continuous imperative is the present continuous or habitual tense. This tense is based directly on the continuous imperative and the regular conjugation pattern. It is here that *Abrid 2* ends and *Abrid 3* begins.

The negative imperative could not be done until this point, since the simple imperative is never negated. Only the continuous imperative is negated. Thus, to say something as simple as "Don't do something" had to wait until the continuous imperative was covered. To do this any earlier, apart from a few words learned by rote memorization, would be extremely confusing and out of place.

The verbs "to have to do something" or "to need to do something" or "to need something" are covered in *Abrid 3*, lessons 1 to 3. Their forms require only that they be covered after the two verb structure and the use of indirect object pronouns. Thus, they could be covered any time after *Abrid 2*, lesson 17.

Lessons 5-8 of *Abrid 3* deal with an extremely difficult aspect of the Tamazight verb: the "d" and "n" of direction. The very concepts are difficult for foreigners to grasp, and the fact that these particles move in the sentence in various grammatical situations make this a tough topic. It is mainly for this reason that the lesson has been left until *Abrid 3*. Parts of the lesson could be covered earlier: the "d" and "n" of direction used with the past form (with question words and negatives as well), and the "d" and "n" of direction used with the future tense or two-verb structure. The "d" and "n" of direction used with the present continuous tense obviously needs to wait until after that tense is covered. Thus, although some of these elements can be introduced earlier, *Abrid 3*, lessons 5-8, gives an in-depth look at these particles. Given the other difficulties of the Tamazight verb, it might be merciful to and less confusing for the students to wait until this point to tackle this structure.

*Abrid 3*, lesson 9, contains a systematic look at six structurally similar prepositions. This lesson could be done earlier. In fact, the course introduces the prepositions little by little. This comes almost naturally, as students ask questions and as certain sentences require prepositions. In no sense should you avoid doing the prepositions earlier. However, this lesson is well placed here because by this time the students are ready for a systematic coverage of these prepositions. They've been using many or all them by now, and *Abrid 3*, lesson 9, puts it all together for them.

It may seem strange to wait until *Abrid 3* to deal with adjectives. It would be strange if no adjectives were covered previously. However, adjectives have already been dealt with to some degree, even though the students haven't noticed. "Regular" adjectives were covered very early when the masculine and feminine and the plurals of nationalities and ethnicities were covered. Since most adjectives are verbs, certain adjectives have already crept in naturally when new verbs were learned. Thus, lessons 11-13 of *Abrid 3* serve only to reinforce and to systematize what has gone before. At the same time, a new element is introduced: the past participle. Given all the other complexities of the Tamazight verb, waiting until this point for the past participle is appropriate, even if the structure demands only that the past form has been covered.

Lesson 15 on adverbs, lesson 16 on additional family terms, lesson 17 on compound nouns, and lesson 18 on prepositions of spatial and direction relationships could be covered earlier. Nothing necessitates their waiting until this point. Lesson 17 of *Abrid 3* does depend on indirect object pronouns for part of the lesson, so it would need to wait until after *Abrid 2*, lesson 16. But the part of the lesson that doesn't need pronouns could be very useful if done earlier. The only thing needed is to have covered the verb *إلي*.

*Abrid 3* ends with a consideration of derived verb forms: causative, reciprocal, and passive verbs. *Abrid 4* continues with a look at more detailed (although important) aspects of grammar. The detailed look concerns some new items and some greater depth in items already touched upon previously. Of course, although grammar gives the structure to this course, the emphasis is on speaking and using the language. Thus, by *Abrid 4* sustained conversation and vocabulary expansion are the main goals.

As far as the verb is concerned, once the four pillars of Tamazight are covered, then the way is open to cover tenses like the past continuous, the past perfect, the construction "used to do something," the construction "I almost did something," the construction "I was going to do something but didn't," the construction "I didn't end up doing something," and sentence connection in the present continuous tense. All these are built on some combination of auxiliary verbs and previously learned tenses. In that sense, there is nothing new to these constructions, just new ways of combining things students have already learned.

The latter lessons of the course, then, do not necessitate as much a specific order. In fact, many of the lessons circle around and cover items already dealt with in the course but in a more systematic, comprehensive, and in-depth way. The order depends simply on the teacher's pleasure and the students' curiosity.

### *Helping the Student in Conversation and Comprehension*

What is most important as the course progresses is that students have opportunity to speak and that they advance in their ability to converse and to use what they've learned. You, the teacher, need to bring them along in this. What is equally important is the students' ability to understand. This comes from you, the teacher, since you are a native speaker, speaking Tamazight in class to the students. As the course progresses, you need to speak more and more Tamazight and less and less English, French, or Arabic.

### *Teaching Foreigners*

One other important item is for you to become very familiar with the structure of your own language. A native speaker knows what to say but not always the structure behind what he/she says. The goal of this teacher's manual is to help you learn that structure for those items you may not already know.

At the same time, teaching foreigners has its own special challenges. Sometimes only a foreigner knows what is especially difficult for a foreigner and what are the special "traps" and "tricks" that await the foreigner learning Tamazight. It is my hope that this teacher's manual will help you with these issues as well, giving you ways to present

Tamazight grammar in a way that people from an English background (and at times French) can easily understand. Admittedly, this course teaches Tamazight from an English point of view. English grammar concepts are used, and at times Tamazight is made to fit into those concepts. That doesn't always work so well. However, the benefits for the foreigner from this approach are so great that in spite of its drawbacks, this approach leads to a successful language-learning experience.

Tamazight has been very difficult to learn in the past. The difficulty has not been so much in the language itself but in how to teach it. What is needed is a systematic, logical, and practical way for a native speaker to teach a foreigner. I hope that this course provides that.

### *Regional Variation: a Major Obstacle to Learning and Teaching Tamazight*

In addition, a major obstacle to learning Tamazight is the regional variation in the language. This variation concerns not just vocabulary, but pronunciation, grammar, and expressions. A person wants to learn "Tamazight" but is told so many different ways to say the same word, to say the same structure, to pronounce the same word, etc. that the student gives up and thinks it is impossible. We can't get away from this difficulty, but we must find ways to minimize it.

The major way to do that is to have a course that teaches "one way" for things that have many options. At least in the course students have consistent teaching. As they learn more and advance, the variations they encounter in the street will become less and less of a burden. But to get the solid foundation they need in order to confront this variation, they must have a course that teaches consistently. This means that choices have to be made. We will teach one way and not another, even though both ways are used in various parts of the Middle Atlas. I've made a lot of those choices in this course based on my own language-learning experience and based on consultations with Imazighen from a number of different regions of the Middle Atlas. These choices are not infallible and could be changed if there are good reasons.

The main implication of all this for you, the teacher, is the need to be flexible. Few native speakers are qualified and trained to teach a course like this. Those who are come from various regions all over the Middle Atlas. Thus, inevitably you will speak differently than another teacher, differently than an area where your students may be living and working, and differently than some of the ways you will need to teach in this course. You will need to broaden as much as possible your experience with Tamazight so that you know, over time, not only how you say things but how people from many different parts of the Middle Atlas say things. That kind of knowledge will be invaluable in teaching this language.

The main rule of the course for the students concerning these regional variations is: say what the people around you are saying. If the course teaches a Meknes way of saying things, but the students are from Khenifra, then the students should learn how things are said in Khenifra. This means that you, the teacher, may need to adapt your speech and teaching to certain words and grammar of Khenifra. Of course, this will only happen in as much as the students themselves discover what is being said around them. Sometimes it may be impossible for you to really learn what is said in Khenifra. In that case, you teach the course as it is but make the students aware that they may encounter



variation in their region and that they need to discover for themselves what is being said. Learning Tamazight requires flexibility both on the part of the teacher and the student. As long as you don't overwhelm the students, especially beginners, with many ways to say the same things, I think we can overcome the obstacle of regional variation and give the students a successful Tamazight-learning experience.

### *Other Tamazight Courses*

This course has made use of other courses designed in the past to teach Tamazight. The one that I have used the most is the *Peace Corps* course. What is tremendous about this course is its practical nature. It is designed to teach people to speak and use the language. It is not a technical grammar, nor is it written in an academic style that only linguists and university specialists can understand. So much of the existing material is only for those types of people. Another advantage of the *Peace Corps* course is that it is the only one that is in Arabic script. (Phonetic transcriptions are also included, but everything is in Arabic script.)

It is my enthusiasm for the *Peace Corps* course that has led me to use it a lot in the class materials for students but also to adapt and change it. Unfortunately, the *Peace Corps* course has some drawbacks that are major obstacles to the beginning language learner. Many times the Arabic and phonetic transcriptions don't match, and there are spelling mistakes here and there. This is frequent enough that the student can never really be sure that what the book says is right. (I know this because it is mainly via the *Peace Corps* course that I learned Tamazight.) Furthermore, the Arabic script doesn't use vowels or *sheddas*. Without the use especially of the *shedda*, correct pronunciation becomes almost impossible.

It is for this reason that I have spent a lot of time updating and adapting the *Peace Corps* course: correcting the spelling mistakes and lack of matching between the Arabic script and phonetic transcriptions, adding vowels and *sheddas*, and where possible adding clarifying grammar remarks. Since the current course was designed around a general Meknes dialect, I've also made an attempt to adapt the vocabulary to the Meknes region. Since the *Peace Corps* course was written mainly in a southern Middle Atlas Tamazight dialect, my adaptations have included significant vocabulary and at times grammatical changes.

The *Peace Corps* course is also incomplete and not detailed enough in its grammatical explanations. It is for this very reason that the current course was designed. Students commented that the *Peace Corps* course explanations alone were too confusing and not always clear. Thus, my own materials are designed to present the grammar in a systematic, complete, and yet still practical way—using Arabic script.

I also use some materials from a book called *Teach Yourself Tashelhayt*. This book was written in French in 1953 and translated in 1997 into English. It teaches Soussi Berber. Given the structural similarities of the various Berber languages, it seemed useful to make a Tamazight adaptation of this book, since so many parts of the book were so useful. Thus, I began adapting the book to the Ayt 'Atta dialect of Middle Atlas or Central Moroccan Tamazight. For the *Abrid* course, I made the adaptations for more of a northern Middle Atlas dialect.

I also use some material from the *University of Wisconsin* and the *University of Michigan* courses. In addition, I've referred to other courses as well. Not all are of equal value for someone who wants to learn to speak and use Tamazight in an every-day, practical way. The following is a list of various courses, grammars, and dictionaries that I am aware of:

*A Computerized Lexicon of Tamazight (Middle Atlas Berber)* by Ernest T. Abdel-Massih, 398 pp., 1971. Published by the Center for Near Eastern and North African Studies, the University of Michigan, Ann Arbor.

*Cours de Berbère Marocain: Dialecte du Maroc Central* (Zemmour, Beni Mtir, Beni Mguild, Zayan, Ait Sgougou, Ichqern) by E. Laoust, 323 pp., 1939. Bibliothèque de L'Institut des Hautes-Etudes Marocaines.

*A Course in Spoken Tamazight* by Ernest T. Abdel-Massih, 456 pp., 1971. Published by the Center for Near Eastern and North African Studies, the University of Michigan, Ann Arbor. A set of 7 audio tapes (entitled *Audio Material for Spoken Tamazight*) goes with the course. A companion volume is *A Reference Grammar of Tamazight (Middle Atlas Berber)* by Ernest T. Abdel-Massih, 322 pp., 1971. Published by the Center for Near Eastern and North African Studies, the University of Michigan, Ann Arbor.

*Dictionnaire Tamazight-Français (Parlers du Maroc Central)* by Miloud Taifi, 880 pp., 1991. Published by L'Harmattan-Awal, 5-7 rue de l'Ecole-Polytechnique, 75005 Paris.

*Peace Corps/Morocco: Tamazight, a Competency Based Curriculum for Beginning and Intermediate Students* by Lahcen Azaguagh, 158 pp., 1994.

*Tamazight Basic Course* by Jeanette Harries, 256 pp., 1974. Published by The University of Wisconsin, African Studies Program. A set of 16 audio tapes goes with this course. There is another, different, set of 16 audio tapes (of a far better quality), but they unfortunately do not match anything written down in the course. I have transcribed the contents of these tapes (using Arabic script) so that students can follow along with a written copy of what is being said orally.

*Tamazight of the Ayt Ndhir* by Thomas G. Penchoen, 124 pp., 1973. Published by Undena Publications, P.O. Box 97, Malibu, California, 90265, in the Afroasiatic dialects series, edited by Wolf Leslau and Thomas G. Penchoen.

*Teach Yourself Tashelhayt* by Robert Aspinion, 330 pp., written in French in 1953 and translated into English in 1997. Some chapters have been adapted into Tamazight.

### *Phonetic Symbols Used*

A word should be said about the phonetic symbols used in this course. The major emphasis in this course is on Arabic script. Thus, many items in the student materials are simply in Arabic script without phonetic transcription. However, at the same time,

phonetic transcription can be helpful in certain cases and so is used at times. The *Peace Corps* course, which makes up a sizeable portion of the student materials, uses both. The teacher's manual also uses a mixture. The *Teach Yourself Tashelhayt* course is done in phonetics, but much of that material that has been included here has been changed to Arabic script for the *Abrid* course. Taifi's dictionary is also in phonetic transcription. Each of these books has its own system of transcription, although there is overlap. For the most part, the transcription system is easy to figure out, but some items need to be pointed out. It is also true that some software limitations (like problems of reversing script directions two times in one line) require the use of two different symbols for the same sound in some contexts. The following are the symbols that could cause confusion:

ا or آ or ʾ	a
إ or ʾ	can also be an "e"
ج	j or ž
ح	ħ or ɧ
خ	ħ or ɧ
ز	z
ڙ	ɟ (a pharyngelized z)
س	š
ص	ʃ
ض	ɖ
ط	t
ع	ʕ
غ	ɣ or ġ
ق	q
ك	g
أ or و (as a vowel)	u
و	w
إ or ي (as a vowel)	i
ي	y
shedda	shown by writing the consonant two times: bb

the superscript <sup>w</sup> This is used when the preceding consonant is pronounced with rounded lips. The effect on the English speaker is that he often hears a "w" sound. Example: *asgg<sup>w</sup>as* 'year.' This applies to the following sounds: g<sup>w</sup>, k<sup>w</sup>, and more rarely ġ<sup>w</sup>, q<sup>w</sup>, and ħ<sup>w</sup>.

the schwa "The neutral vowel 'ə', written 'e' in this dictionary [Taifi's dictionary], does not seem to have a phonological status in Tamazight. It appears, however, very frequently in order to avoid unpronounceable groups of consonants. We have therefore maintained this vocalic support in our transcription to facilitate the deciphering and reading of the examples. We do want to note, however, that it is never easy to determine the position of the schwa in the consonant chain" (page XIX in the dictionary). The schwa also appears in the *Teach Yourself Tashelhayt* material as an "e." When I've written words in Arabic script, I've represented the schwa as a *fatha*. At times in rapid speech the schwa appears to be simply a *sukun*, that is, no vowel at all. This means that some words may be correctly written either with a *fatha* or with a *sukun*.

the sign *â* This sign, used only in *Teach Yourself Tashelhayt*, is used to indicate the difference between the "a" vowel sound in, for example, the following two words in Moroccan Arabic: دار (house, transcribed "dar") and دَار (the verb "to do," transcribed "dâr"). This is like the difference in English between the words "are" and "air." The present course does not make this distinction in writing; however, the students need to observe it in their pronunciation. Students also need to pay attention to the difference in sound between the long vowel و and the short vowel ا (the *ḍamma*), both of which are transcribed by "u."

ث A word about the English "th" or ث sound (as in "thing") is necessary. Some Tamazight dialects use this a lot, others not at all or hardly at all. Although the sound exists in English, and in that sense is easy, the way it is used in Tamazight is extremely difficult for English speakers. For this reason, and since some dialects don't use the ث sound, **this course has chosen not to use the sound**. This is a deliberate choice to help the language learner (and is linguistically valid for certain dialects). Students have universally expressed their frustration with that sound. It is a major obstacle for foreigners. For this reason, you, the teacher, need to make a major change in this area if your dialect uses the ث sound. If the students want later to adapt to a dialect which uses the ث sound, they are certainly free to do that and to try to do that even in the course. But you should not use this sound unless all the students in the class ask for it. Later on, once a student has a certain foundation in Tamazight, adaptation to the ث sound isn't nearly as difficult as it is in the beginning stages of learning Tamazight. None of the class materials uses the ث sound.

ك This sound is between a ش and a ك. Some regions use it instead of these latter two sounds (in certain words). However, other regions don't use this sound at all. For this course, we have chosen not to use this sound, although students may choose to adapt their speech to those around them using the sound. The sound can be written as shown above.

### *Audio Material*

Audio material is available for each level in the *Abrid* course. For *Abrid 1*, the entire Student Book and Workbook (every Tamazight word) is on CD in MP3 format.

### *Conclusion*

I hope that this course will serve the purpose of being a practical and useable course that students find to be systematic and understandable. I hope also that you, the teacher, will find this a useful and practical course that gives you a framework from which to teach your language to foreigners.

No doubt in a work of this magnitude there will be mistakes found in various places throughout the course. Certainly enormous effort has been made to minimize these, but mistakes are nonetheless unavoidable. Any corrections and suggestions are welcome.

The preparation of this course has taken about two years, and many thanks go to all those along the way who helped in numerous ways, especially the initial student guinea pigs, the teachers willing to be trained to use the course, and numerous language consultants (that is, everyday Imazighen willing to answer questions and talk about their language).

Bruce Rathbun  
February, 2004



## • Lesson #1 ①

### I. The phrases: "My name is \_\_\_\_." and "What's your name?"

The purpose is to give the students a few useful beginning phrases and questions and to introduce the singular possessive pronouns "my, your, your, his, her."

You say the two phrases, and the students listen first.

Then they listen and repeat.

Then the students say "My name is \_\_\_\_." Then they ask other students "What's your name?" Do this drill a number of times.

Then introduce the question "What's his/her name?" Also model the answer "His/her name is \_\_\_\_." Use the same procedure: listen; listen and repeat; each student asks someone.

Then model the affirmative statements: "Your (m), your (f), his/her name is \_\_\_\_." Listen; listen and repeat; each student uses these phrases referring to the other students.

After this, refer the students to page 9 of the *Student Book* entitled "What's your name?"

(You can also do these drills with a photograph in order to add extra imaginary people to the class, especially if there are only one or two students or not a mix of male and female students.)

### II. Instruction words

The purpose is to introduce instruction words that you will thereafter consistently use during the lessons. By hearing these, the students will get used to a number of verbs and phrases. The ultimate goal of this segment of the lesson and of future lessons is that, although the lessons starts out in English (or French or Arabic), more and more Tamazight is used by the teacher, so that eventually you do all the instruction in Tamazight, and English disappears from the course. That may take a while, but it is the goal.

Model the words "repeat, say, ask, listen, ask him, ask her, again": listen; listen and repeat.

Then use these in relation to the phrases in part I, instructing a student to repeat, to ask someone "What's your name?," to listen, to say, etc. (It's best not to do all the instruction words at once, but one at a time, using each one with phrases before going to the next one. Also, you should use just the singular of these commands at first, even though you

are addressing a plural number of students. The plural command will be introduced later in the course.)

The instruction words are on page 9 of the *Student Book*.

### III. Some nouns

The purpose is to learn ten to fifteen nouns, which will later be used in various grammatical contexts.

The words are the following: "man, woman, boy, girl, meat, bread, water, dog, cat, house, door, rain, teapot, ball, and village." These are useful, common words with a mixture of masculine and feminine. Visual aids are very important and useful at this stage. Thus, you should put pictures of these words on cards so that the cards can be spread out, mixed up, and various drills and games can be done with them. **This will be an important technique used throughout this course.**

With small groups of these cards (two to four at a time), show the card, then: listen; listen and repeat; say; repeat; again; etc. (using the instruction words from part II). The fifteen words can be broken down into groups like: man, woman, boy, and girl; meat, bread, and water; dog, cat, house, and door; rain, teapot, ball, and village. A lot of quick repetition is what is important here.

You should do various drills:

- A. You say the word, and a student or all the students point to the card and say the word.
- B. You point to the word, and a student or all the students say the word.
- C. A student says the word, and the others point and say.
- D. A student points, and the others say.

After this refer the students to page 10 of the *Student Book* entitled "Some Nouns" with the vocabulary words on it. Give the students some time to look over the sheet and ask any questions. Ask the students what they notice about the words. (Many words start with an ا "a." Others start and end with a ت "t." Point out that in general this is the difference between masculine and feminine.)

### IV. Questions: What's this (m)? What's this (f)? Where's the \_\_\_\_\_?

The purpose is to give the students some simple, but useful, questions to use with nouns. (Since useful, communicative language always involves questions, it is important with virtually every grammatical point to include useful, typical questions that go with that point.) The first two of these above questions will also serve as a language tool the students can use to acquire new vocabulary on their own.



Using the noun cards that are spread out on the table (or up on a board), start with the question "Where's the \_\_\_\_\_?" The teacher asks, and the students point. Then, the students ask, and other students point.

Then go on to the questions "What's this?" First, point out the nouns that are masculine and feminine. You then model the question appropriate for the masculine. Students listen and repeat. You ask the question a few times for the masculine. Then do the same for the feminine. After this, do drills: the teacher asks, and the students point. Then, the students ask, and other students point. (During these drills the teacher, using the Tamazight instruction words, says to a student in Tamazight: "Ask so and so 'What's this?' ")

## **V. Counting from 1 to 3 (masculine only)**

The purpose is to learn especially the numbers 1, 2, and 3, since the rest of the numbers are in Moroccan Arabic.

Using cards with the numbers written on them, follow the listen, listen and say technique. (You can also use your fingers.) Only the masculine is used at first to avoid confusing the students. The feminine will be introduced later on. You need at first to use just one pronunciation of the number 1. After the students drill this for a while, you need to tell them that there are some other words used as well, depending on the geographic origin of the speaker and sometimes on the individual speaker. These variations are written in the *Student Book*.

After this, you can briefly review the numbers 4 through 10 in Moroccan Arabic. These lessons assume that the students already know basic Moroccan Darija. Thus, you should not spend much time on the numbers above 3. However, the number 9 should be pointed out, since most Imazighen say "tesɣa" and not "tseɣud."

Then refer the students to page 11 of the *Student Book* entitled "Numbers."

The variation in vocabulary and pronunciation from one geographic location to another is the most difficult aspect of learning Tamazight for a foreigner. This can be very confusing and difficult to beginning students. It can be frustrating to students and teachers alike. Thus, from the outset this phenomenon must be talked about and addressed. The lessons must be done in great flexibility, with an emphasis being on the students learning especially what those around them are saying. The teacher needs to be aware that the way he/she says something may be only one of many different correct ways. Thus, you need to constantly encourage the students to find out what their Amazigh friends around them are saying and to adapt to the people of their geographic location. Depending on your exposure to the wide variations in Tamazight, you may need to become aware progressively of the different ways of saying things in various areas. Taza, Meknes, Al Hajeb, Boulmane, Errachidia, Tineghir, Midelt, Beni Mellal, Khenifra, etc. can have a lot of variation. The teacher must have an open spirit to this variation. The variations are in pronunciation, vocabulary, expressions, and grammar—every aspect

of the language. Often a choice needs to be made as to what will be used in class at first, but the teacher and students need to be open to making adjustments and changes along the way.

## **VI. Pronunciation point: ش and ك and ك**

The purpose of this is to make the students aware of the variation that this sound can have among various Tamazight speakers. The students need to be aware of this range of pronunciation, since they will encounter it. Even though they should pick out just one pronunciation to use themselves (preferably the pronunciation used by people around them), they must be aware of other ways. Since this course was designed around Meknes, the ش sound has been chosen for this course.

You should cite as examples of this variation the word شَرَض (which can also be pronounced كَرَض or كَرَض) and the possessive pronoun suffix نَّش "your (m.)" (which can also be pronounced نَّك or نَّك). However, not all occurrences of the letters ش and ك will give this variation, as can be seen in the words for لَكِيس, أَكْسوم, and مَشْن.

## **VII. Transcription key for phonetics used in class materials**

The *Student Book* contains a lot of different materials. Some of these have been prepared for this course, others come from adapted versions of either the *Peace Corps* course or a course called *Teach Yourself Tashelhayt* (a version adapted to Tamazight). The main part of the course is in Arabic script, but at times phonetics are helpful and are used. The *Peace Corps* course uses both, and the *Teach Yourself Tashelhayt* course uses only phonetics, although much of their material has been put into Arabic script for *Abrid.*

Sometimes the phonetic systems used in the various materials can seem confusing. Thus, refer the students to pages 12-14 of the *Student Book* entitled "Transcription Key for Class Materials." Page 12 is simply a reference for those students who want to use it. Some students aren't troubled by the phonetic systems; others are. All the students, however, should read pages 13 and 14, since they contain some important pronunciation information.

## **VIII. Workbook (optional)**

The *Workbook* contains review exercises for the vocabulary and short dialogues to be filled in based on the phrases "What's my/your/his/her name?"

## Lesson #2

### **I. Opportunity for students to briefly share what they've been able to use or learn**

The purpose of this is to allow the students to share with others experiences they've had using what they've learned in class. This can be encouraging for the student who had the experience as well as for the others. This also provides the opportunity to see the variations in various words, vocabulary, pronunciation, grammar, etc. As an example, our first class ended up finding five to six different words for the color "blue." This sharing time is also important for the teacher to be able to point out brief details of various sorts, depending on what the students bring up.

The only caution here is to not let this go on too long and take away from the main lesson.

### **II. Review: What's your name?**

The purpose is to review the new material introduced in the previous lesson. Without this type of review, the students will easily forget what they've learned, especially at first. The review takes some time but is well worth it.

Use the various drills in lesson 1, part I. Use also the instruction words of lesson 1, part II.

### **III. Learning 4 colors: red, yellow, green, and blue (masculine only)**

The purpose is to learn 4 basic colors. Later on these will be used as adjectives.

With four color cards, use the listen, listen and say technique. Then point to a card and ask in Tamazight "What's this?" The students respond. Then they ask each other.

You can do a simple activity: put the four color cards at different corners of the table or room. The students stand up, and when you call out a color, the students must line up behind or near the color. If the area is round (a round table, for example), the students can be walking around until you call out a color. After, a student can be the one who calls out the color.

The colors are written on page 11 of the *Student Book*, the page entitled "Numbers."

#### IV. Pronunciation point

You can use the color "red" to point out the pronunciation of the "rounded 'g' sound." This phenomenon of rounding certain sounds is important. This applies to the ك , ش , غ , ق , and خ .

#### V. Verb drills

The purpose of this is for the students to learn the simple imperative of about ten useful verbs. These verbs will serve as a base to combine with various nouns and expand the students' ability to use various grammatical features of the language.

These first verbs ("stand up, sit down, stay, go, come, pick up, put down, drink, and eat") are action verbs that can be demonstrated and acted out.

You say a command and then demonstrate it.

Then you say the command, and the students do it.

Then individual students take turns saying the command, and the others do it.

For the moment, use only the singular form, even though you and students are addressing a plural number. You should explain this. The plural will come later.

You should start out the various verb drills with two of the verbs, then add another, then mix the three, then add another, then mix them, etc., until all nine or ten verbs are used and mixed up. It is best to do them in natural groupings: stand up and sit down together; pick up and put down; come, go, and stay; and eat and drink.

You should explain that in the singular, there is no distinction between addressing a command to a man or a woman. Also, you should explain that the simple imperative is the grammatical base of conjugating verbs. Thus, one item that must be learned for every verb is its simple imperative form. (There is another imperative form, but we will learn that later.)

After the drills, refer the students to page 15 of the *Student Book*, the page entitled "Some Verbs (Simple Imperative Form)."

#### VI. Review nouns already learned

The purpose is to review the nouns learned in lesson 1 and to add possessive pronoun suffixes to them.

Review the nouns using the questions "Where's the \_\_\_\_\_?" and "What's this?" Have the students ask each other.

The new item introduced at this point, after the above quick review, is to add possessive pronoun suffixes. Use the same questions, but the answers are now: "my ball, your ball,

your ball, his/her ball." You need to explain that the first person singular ending **ينو** occurs after a noun ending with a consonant but that after a noun ending with a vowel, the form is just **نو**. You can indicate the "my, your, your, his, her" simply by pointing or by having specific hand motions for each person or by using cards that specify which person (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) is being talked about.

After a while, introduce the possessive suffixes for the plurals as well.

Another drill to use is to introduce the question **ن مي ؟** "n mi?" ("Whose?"). Thus, a student asks, "What's this?" Another student gives an answer like "My house." The teacher then asks, "Whose?" The same student responds "My house."

Refer the students to page 16 of the *Student Book* (entitled "Possessive Pronouns") and pages 17-19 of the *Student Book* (which comes from the *Teach Yourself Tashelhayt* course that has been adapted from the original Tashelhayt into Middle Atlas Tamazight.). Go over the differences between nouns that end with a consonant and with a vowel. The class together should use a few nouns and go through all the various possessive pronoun suffixes.

The differences between nouns that end with a consonant and those that end with a vowel are as follows: For a noun that ends with a vowel, the possessive suffixes added begin with an **ن**. For a noun that ends with a consonant, there is a vowel inserted for pronunciation between the consonant and the **ن** of the possessive suffix. Thus, the possessive suffixes are like this:

nouns that end with consonants

inu	ينو
enneš	نَّش
ennem	نَّم
ennes	نَّس
ennes	نَّس
enneh	نَّخ
ennun	نَّن
ennunt	نَّنت
ennesen	نَّسَن
ennesent	نَّسَنَت

nouns that end with vowels

nu	نو
nneš	نَّش
nnem	نَّم
nnes	نَّس
nnes	نَّس
nneh	نَّخ
nnun	نَّن
nnunt	نَّنت
nnesen	نَّسَن
nnesent	نَّسَنَت

Although there is normally a *shedda* on the **ن** (except for the first person singular), at times people say certain of these possessive pronouns without a *shedda* and without a

vowel after the ن : especially نَس "ns," نَش "nš," نَسَن "nsen," and نَسَنَت "nsent." An example is صَحَانْش "ṣaḥanš," a way to say "thank-you" (to a man).

## VII. The expression "in Tamazight"

The purpose is to give the students a language-learning tool, so that they can ask people "What's this is Tamazight?"

Introduce the expression "in Tamazight," so that now students can ask "What's this in Tamazight?" and "What's its name in Tamazight?" Use these phrases with the same drills and noun cards as in lesson 1.

Be sure to explain that "s + tamazight" becomes "s-tmazight" in pronunciation. In other words, the first "a" vowel disappears. Don't explain why this is the case. Tell the students that we will learn why later in the course. For now, the students should just memorize it like this.

## VIII. Some advice

You should let the students know that the drills used in class are the very same ones they can use with a language helper or with each other or even alone to practice the language. **They need to spend time doing these drills outside of class.**

## IX. Homework

The students should go over pages 17-19 of the *Student Book*.

## X. Recommend the dictionary *Dictionnaire Tamazight—Français* by Miloud Taifi

You should recommend to every student to obtain this dictionary. You should bring the dictionary to class to show the students and ideally should be able to tell the students where they can order the dictionary. This is a great dictionary—complete, practical, and designed for someone who is learning to use the language. It gives all the information needed in order to conjugate the verbs as well as sample sentences.

In the beginning, however, most students won't be able to use the dictionary, since a certain base of Tamazight needs to be learned before the dictionary becomes useful. But in *Abrid 2*, lesson 9, the class will learn how to use the dictionary and start practicing looking up things.

Since the dictionary may take a while to obtain, recommend that the students start to order it now, so that by *Abrid 2* they'll have their own copy. The dictionary goes from Tamazight to French, so it is only helpful to a person who has some knowledge of French. If a student doesn't know French, he shouldn't get the dictionary.

## **XI. Workbook (optional)**

The *Workbook* contains review exercises for vocabulary and the grammar of possessive pronouns.

÷    **Lesson #3**    ∥

**I.      Opportunity to share**

**II.     New vocabulary**

The purpose is to expand the students' vocabulary and give new words to use in class with various drills.

Using various noun cards, have the students ask you "What's this?" or "What's this in Tamazight?" You answer and get the students to repeat. Then they ask each other.

The words are: "light, word, heart, world, sun, moon, cow, chicken, work, road, country, God, land or earth, field, and money." After the drills, refer the students to page 20 of the *Student Book*, where the vocabulary is listed, and see if there are any questions.

(Certain other words may be introduced as the class progresses and students have different questions. Certain words should be introduced by you, even in informal contexts. The words "yes, no, I don't know, good!, excellent!, thank-you" can easily be introduced in various situations in class. Each class will have its own new vocabulary in addition to what is planned in the lesson. You can prepare additional handouts with this vocabulary. The handouts can be given out in future lessons if they need to be prepared.)

**III.    Playing the game Uno**

The purpose of this is to review the numbers and colors in a fun way.

The game is played normally, except that when a player plays a card, he must say to the next person the number or the color the person must play. Thus, if someone puts down a yellow two, he says to the next player "two" or "yellow." Start out very basic. Everything is in English (or French or Arabic) except the word for the number and the color. Then add the word for "or" in affirmative statements. (Just say it is the word for "or." Later, after the game, explain that it is only used in affirmative contexts and not question contexts. We'll learn the word for "or" in question phrases later.) Thus, the students can say "three or green" in Tamazight now. They can also say "Pick up two" in Tamazight and "Play" or "Put down" "one" in Tamazight. You can introduce the word for "your turn" also, since the possessive pronouns have been learned. (One item: even though the word for "card" is feminine, we are using only masculine forms for now. Later, when the feminine forms are used, the game can be replayed in the feminine.) Fifteen to twenty minutes spent on this activity is probably sufficient.



## **IV. Greetings**

The purpose is to learn certain basic greetings, leavings, and responses.

These will be learned as expressions and not with an understanding of the various grammar points contained in each phrase. That will come with time later on.

Introduce this by a dialogue. (The dialogue is a modified and simplified version of a *Peace Corps* course dialogue.) Refer the students to the dialogue on page 21 of the *Student Book*, and have them follow along as you read it. Tell them to cover up the English translation at the bottom. The students should repeat the various new phrases (greetings and leavings). Then the students practice the dialogue among themselves, in pairs if possible, and then together as a class, two at a time. Then, the students practice the dialogue but use their own names and appropriately change masculine and feminine according to who is speaking. As optional homework you could assign the students to memorize the dialogue.

Introduce other greetings (those listed on pages 22 and 23 of the *Student Book*). Use the listen, listen and say technique. Then have the students use these greetings with each other. After practice, refer the students to pages 22 and 23 of the *Student Book*. In the future, you should always greet and leave the students with various greetings (varying them to give practice) and encourage the students to do likewise.

## **V. Workbook (optional)**

The *Workbook* contains review exercises for vocabulary and greetings. There is a dialogue in which students should fill in the blanks with appropriate phrases. There is also a crossword puzzle based on vocabulary.

Remember that you can use some of these exercises in class if you want. Some of them provided interesting in-class activities. Also, you can go over orally in class what the students have done in a written fashion at home.

X    Lesson #4    Ø
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## **I.      Opportunity to share. Anything new?**

## **II.     New Vocabulary**

Introduce the words for a number of different animals: "donkey, mule, horse, sheep, goat, chicken, cow, camel, wolf, and fish (singular and plural)." Also present the imperative "cut" and the words "piece of paper, place, something, someone, something else, someone else, it's bad." A number of these latter phrases have come naturally from the previous lessons, such as when you used the instruction words "Ask" and "Ask someone else."

Introduce the vocabulary by noun cards and students asking questions. Listen; listen and repeat; students ask each other. Afterwards, refer the students to the vocabulary listed on page 24 of the *Student Book*.

## **III.    Review numbers and colors (masculine)**

You can do this quickly.

## **IV.    Feminine numbers and colors**

The purpose is to learn the feminine but also to notice the ت "t" as the feminine marker and to see the formation of the "regular" feminine form using the colors. The regular feminine form is made by adding a ت "t" to the beginning and the end of the masculine word.

Use the same drills as with the masculine numbers and colors. You can also play Uno again, now or sometime in a future lesson, with feminine colors and numbers. Explain the word for "card" and that it is feminine. Thus, it is more appropriate to play Uno with the feminine words.

Refer the students to page 25 of the *Student Book*, the page entitled "Numbers."

## **V.      The preposition "of " and the possessive pronouns "mine, yours, his, hers, etc."**

The purpose is to learn this grammatical form and to be able to use it in questions and answers.

Go over the ن "n" used in the phrase "Moha's house," etc. The structure is simply:

name + ن + noun

Do some drills with noun cards and people's names. Put out on the table a number of cards with different male and female Berber names on the cards. Have the students ask each other مَتَّا وَا؟ or مَتَّا تَا؟. This time the answer should be like "the house of Moha," "the field of Hassan," "the ball of Itto," etc.

Then, go over the forms, starting just with the masculine, "mine, yours, yours, his, hers." Begin just with the singular. Drill the forms by repetition. Use pointing hand motions to convey to the students the idea of "me, you (m.), you (f.), him, and her." After they understand what you are referring to, you point and the students give the correct form of "mine, yours (m.), yours (f.), his, and hers." Do the words in order first, then mix them up. After a while, start to go faster. Do these drills with the class as a whole and with individuals one at a time. Then refer the students to page 26 of the *Student Book*, the page entitled "Possessive Pronouns."

Then, teach the question (still using only the masculine) وَا مِي وَا؟ "Whose is this?" Answer: وَا مِي, وَا مِي, etc. Use this drill with various masculine noun cards. Have the students ask each other وَا مِي وَا؟. The other students answer.

Then add the masculine plurals. Drill them first by repetition and then with noun cards using the question "Whose is this?"

After these drills, add the feminine forms and drill them in the same ways.

Introduce an additional drill phrase: اِنَّا وَا مِي "This is mine." This uses the verb "to be" in the third masculine singular. Then introduce the feminine. This allows a sentence to be used and will prepare the way for the verb "to be" in some later lessons. Students can use this phrase with various noun cards.

Then introduce the question اِنَّا وَا مِي؟ "Is this mine?" Students can ask and give answers, both yes and no.

## VI. Verb review

The purpose is to review the verbs previously learned. This part also gives a refreshing break to the above part number V, which can be a bit heavy. Even if there isn't time to finish part V, skip to part VI in order to add some variety.

You can review the verbs with the drills used with them in past lessons. When the noun cards are used, students can say: "Pick up my house." "Put down his ball." etc., using pronoun suffixes with the nouns.

## **VII. Workbook (optional)**

The *Workbook* contains review exercises for vocabulary, numbers and colors, and possessive pronouns. There is also a word-search puzzle based on the vocabulary of this lesson.

**I.      Opportunity to share. Anything new?**

**II.     New vocabulary**

These are words for various fruits and vegetables. You should especially emphasize the Tamazight words that aren't the same as the Arabic words. For the fruits and vegetables that have the same name as in Arabic, you can do most of these more quickly, although some students may need a review. Be sure to mention that many fruits and vegetables are the same in Arabic as in Tamazight. This is an encouragement and help to the students.

Use picture cards of the fruits and vegetables spread out on a table. Have the students, in Tamazight, ask you "What is this?" Then, use the listen, listen and say technique. After all the names have been learned, have the students ask each other in Tamazight "What is this?" They can then make sentences using some imperatives they have learned: "Give me \_\_\_\_\_, bring me \_\_\_\_\_, eat \_\_\_\_\_," etc. After this, refer the students to pages 27 and 28 of the *Student Book*, where the vegetables and fruits are listed. Briefly mention any necessary items, and ask if there are questions.

**III.    Review old vocabulary from lessons 3 and 4**

Use the picture cards to do this. Have the students ask each other "What is this?" (If this takes too much time at this point, you can simply ask the question and do a rapid review. The point is to reinforce the vocabulary without taking a lot of time.)

**IV.    Review feminine numbers and colors**

You can do this fairly quickly.

**V.      Review what the students can say with the words ⵓ and ⵎ**

Refer the students to pages 29 and 30 of the *Student Book*, the pages giving the various phrases students have learned with ⵓ and ⵎ. This is important because, although the words are simple, students can be quite confused. They have actually learned already to say a number of things with these words, but because it all is so new, they don't realize that they can say so many things. This sheet helps bring a number of disparate items together for them. Go over the various sentences here.

## **VI. Independent personal pronouns (This will continue into the next lesson.)**

Using the picture cards designed for this purpose, introduce the independent personal pronouns: "I, you, you, he, she, etc." Put the cards out in order on the table. Point to each one, and say the pronoun. Start just with the singular at first. Use the listen, listen and repeat technique. Point back and forth between the five singular cards having the students (at first together, then individually) say the pronoun. Especially repeat the ones that they may have trouble with or words which sound similar. Lots of repetition is important here. Then, do the plurals. Just stay with the plurals, using the same above-mentioned techniques. After a lot of repetition, go back and forth between the plurals and singulars, mixing things up well.

After this, refer the students to page 31 of the *Student Book*, the page entitled "Independent Personal Pronouns." Give the students some time to look at the material and ask any questions.

If there is time, other drills can include the following:

- A. You mix up all the cards, hold them, and just show them one at a time. The students must say the pronoun of the card you show.
- B. Having the cards all spread out on the table, you say a pronoun, and the students point to the card. Better: a student says a pronoun, and the other students point to a card.

Other drills to use:

C. This uses some short sentences. You model by saying to a student "What's your name?" The student answers. Then you say to someone else: "And you?" [You need to introduce the word for "and" here: *و* "i.") The other student answers. Then you, still speaking to that student, say "And him?" "And her?" "And them?" The student answers, giving the others' names. Then the students follow the same procedure, asking each other these questions.

D. For this drill everyone stands up on one side of the room. You point to a student and say "Come!" The student must respond "Me?" You say either "Yes, you." or "No, him/her." If the answer is yes, the person comes to where you are. If the answer is no, the next person designated says "Me?" You then respond. After you do this a few times, then the students do the pointing and calling. After a while, introduce the plural. You point at two students and use the same procedures. Then, mix up the singular and plural.

E. Another drill has students say "Bring me \_\_\_\_\_" (using one of the vocabulary items they've learned, preferably with the noun cards on the table). Another student responds "Me, too!" [You must introduce the word "too."] Students can also say "Him, too!" "Us, too!" etc.

## **VII. Workbook (optional)**

The *Workbook* contains supplementary material that is suitable for use at the end of this lesson. This material consists of a dialogue about buying fruits and vegetables at the market.

The *Workbook* also contains review exercises using the words for the fruits and vegetables in short, useful phrases. Then there are short dialogues in which the students must fill in the blanks. These use the independent personal pronouns.

<b>Lesson #6</b>
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**I. Opportunity to share. Anything new?**

**II. Review fruits and vegetables**

Have the fruit and vegetable cards spread out on the table. The students should speak to each other, saying sentences like "Give me, bring me, pick up, set down," plus the item specified. Other students should carry out the commands.

**III. Continue independent personal pronouns from lesson 5**

Use the drills in lesson 5.

**IV. Dialogue from *Peace Corps* course**

Refer the students to page 32 of the *Student Book*, which contains the dialogue for this lesson. Have the students cover up the English translation at the bottom. If there are any words the students don't yet know, go over them. Have two students read the dialogue as it is. Then two others, etc., until all have had a chance to read the dialogue. (Encourage the students to correct each other in pronunciation or other types of mistakes. If they don't correct each other, you should call attention to an error but see if the students can come up with the correction. If not, you should correct the mistake.)

Then have the students do the dialogue using their own names and sexes. Thus, they will have to make some slight changes to the dialogue.

If there is enough time, you could see if two students can do the dialogue or its approximate version without looking at the sheet.

Then refer the students to page 33 of the *Student Book*, a page giving the vocabulary for the dialogue. Most of this will already have been covered, but cover whatever is new.

**V. Nationalities and ethnicities**

Begin by going over orally some masculine singular nationalities and ethnicities. For example, start with "Amazigh." "Can you guess the feminine?" Then do "American," "Canadian," or whatever applies to the students. [Be sure that you don't do plurals at this point. That will come later.] After doing a number of words, refer the students to page 34 of the *Student Book*, a page which lists many different nationalities and ethnicities. Go over them. Note any exceptions (like "Jewish"). Give the students time to look over the list. Ask them if they can guess other nationalities: Spanish, Italian, Turkish, Chinese, Japanese, Russian, German, Dutch, Tunisian, etc.



Introduce the phrase: **مَتَا شَمَّ ؟** and **مَتَا شَكُّ ؟**. Have the students ask each other these questions and give answers. If the class is only one nationality, have the students make up answers.

Using the same questions, have slips of paper with nationalities written on them (in English). When the student is asked the question, he draws a slip of paper which will tell him what response he must give.

Also introduce the phrase **مَآيْ تَمَسْد ؟**. Using this question, do similar types of drills.

## **VI. Homework**

Refer the students to pages 35 to 47 of the *Student Book*, a section entitled "Articles and Genders of Nouns." This covers the genders of nouns. Since it is long, the students should read this outside of class. The pages contain a lot of vocabulary. Students can't learn these words all at once, but little by little as they progress through the course they should try to get as much of this vocabulary as they can.

## **VII. Workbook (optional)**

The *Workbook* contains review exercises dealing with greetings and leavings as well as nationalities and ethnicities.

## **General remarks:**

### **I. Be careful not to confuse the students.**

There are plenty of things in Tamazight (as in any new language) which will be confusing anyway. We must be careful not to add unnecessarily to the confusion. This mainly means:

A. Sticking to the lesson. Don't go off on tangents and introduce lots of new things not related to the lesson. What seems simple to a native speaker can be quite confusing to a new student. Even if students ask questions that would lead to other items, don't be afraid to say "That is too complicated for now. We will do that in the future, but not now. It's better to stay with what we are doing." You can always give additional information to a student privately after class.

B. Not adding unnecessary complications. Keep the lesson simple. Many grammar points can be complicated; however, start with the simple items and make sure that these are learned well first. Build the lesson little by little. Even if what the students learn at first is incomplete, that is okay. Better that they learn something well, but incompletely, than that they receive so much information that they don't learn anything well and are confused and discouraged. Consider, for example, the imperative. Not everything about the imperative should be taught all at once. The lessons start out with introducing the term the simple imperative. Certain easy (singular) examples are given and acted out. Even with a group, the lessons use only the masculine singular at first. Even though this is technically incorrect for a group, use this at first. The point is that students begin to recognize some words in their imperative form. A later lesson mentions the masculine plural: adding "at." Even here, the rule is simply stated with no explanations about inserting a "y" before a word that ends with a vowel. Nothing is mentioned about feminine plural. Students practice only certain verbs in the singular and masculine plural. A later lesson introduces a more systematic presentation of the simple imperative: singular, masculine plural, feminine plural, along with what to do when words end with vowels. Still, the first person imperative (let us...) is not yet covered. That is covered afterwards. Even that is given in two steps, since there are two ways to form that. Only even later is the continuous imperative introduced. Step by step the students are brought along and introduced gradually to more and more complicated items.

C. Don't mention exceptions at first (or at least unless absolutely necessary). Work first with the general rules and have the students learn them and get comfortable with them. Then mention the exceptions. The point is to show the students that there is a system to Tamazight (which there is) and that they can learn this language. All languages have exceptions, and these can be learned in the context of knowing the general rules.

D. Make sure what you teach builds on what has gone before. When you introduce a new grammar point, use words and vocabulary that the students already know. Don't confuse things by introducing new grammar and lots of new vocabulary at the same time.

## II. Regional variations

Because there is so much regional variation within Tamazight, this can be a point of great confusion and discouragement. It has the potential of ruining the course or making people think that they can never learn this language. Thus, you must make great effort to not allow this to happen.

That means first of all that certain decisions need to be made as to what way certain items and words are taught. Once these decisions are made, you, the teacher, need to be consistent with them. Thus, students are not constantly having new ways and new pronunciations thrown at them every class.

You especially need to be aware that there are many variations in vocabulary, grammar, pronunciation, and expressions. You need to know that your way isn't the only way and that a different way may be chosen for the needs of the class. Over time one of your goals should be to increase your own personal awareness of certain variations in Tamazight. This will make you more versatile and knowledgeable of the greater breadth of your own language.

Although the variations must not be allowed to become a point of great confusion or discouragement, at the same time the fact of variation cannot be hidden and must be openly addressed. The students as well must grow in their awareness of regional variation as one of the realities of this language. As long as this is done in a controlled and step-by-step method, this shouldn't be a problem. Students should be encouraged to learn things at first "one way" and stick with that way. Later, they can expand their breadth of usage.

What "way" should they learn? My recommendation is that the class adapt what it learns to what the people around them say. The rule should be that despite what the students learn in class, if the people around them say something else, that's what ultimately the students need to learn. If the word for house that is learned is *تَدَّارْت*, but everyone is saying *أَخَام*, then the students need to learn *أَخَام*. You should try to adapt, as best as you can, to the surroundings. If the course is taught in Meknes, then what people say in Meknes should be favored, even if your Tamazight is from Midelt. (This takes a bit of work on the part of the teacher. However, as long as you are aware of the variations and are flexible, there should be no problem.) If most of the students will go and live among people in Khenifra, then the dialect of Khenifra should be favored. As the course gets used over and over and as different students come and as you gain in experience with teaching this language, this aspect of variation will be able to be dealt with in a very professional and flexible way.

In introducing variation to the students, many different ways shouldn't be given to them right away. However, from time to time, with certain words and certain grammatical points, variations should be mentioned. This will get the students used to the idea. Even better is when the students themselves, during the opportunity-to-share time, tell of what they discovered with their language helper or the people around them. There will certainly be variation (for example, at least five ways, if not more, to say the color blue). This opens the door to deal with variation but in a very practical way.

## Lesson #7

### I. Opportunity to share. Anything new?

### II. Review independent personal pronouns quickly with cards

You should note that the second person feminine plural pronoun can vary quite a bit from region to region.

### III. Review nationalities and ethnicities

If you haven't already introduced the phrase **ماي تمسند ؟**, you should do that here. Also, teach the response **آي ثيخ \_\_\_\_\_**, since this is an important formula. Using this question and form of the answer, the students should ask each other and answer.

Mention to the students that the feminine form of the nationalities also refers to the language. Thus, the students now have the ability to refer to a number of languages. Do the following drills with the different language names.

Using the noun cards, the students ask each other "What is (a certain noun) in (a language)?" If the student knows, he responds with the answer. If he doesn't know, he responds with **ورس**. Be careful not to introduce negatives at this point. The simple phrase "urss" suffices for the moment. Negatives will come later.

Introduce the phrase **إس تَسْنَد \_\_\_\_\_ ؟** "Do you know \_\_\_\_\_?" This will be learned here only as an expression, with no attempt to explain the conjugation. You should explain the **إس** briefly as the question marker for yes/no questions. [Don't go into explanations between **إس** and **إد** at this point.] The students can ask each other "Do you know (a language)?", with the answer being simply yes or no. However, this phrase "Do you know.....?" can be expanded using the knowledge base that the students already have. Ask the students "Can you guess how to say 'Do you know what this is in Tamazight?'" They can then practice this sentence among themselves with the noun cards. Then ask "Can you guess how to say 'Do you know where \_\_\_\_\_ is?'" They can then practice this phrase with the cards and with people's names. In the next lesson, lesson 8, you will refer the students to page 49 of the *Student Book*, a page with the various expressions that the students already know how to say with "Do you know....?"

#### **IV. Go over the homework (pages 35-47) that was assigned last class**

Note especially the paragraph about "articles."

Note also the rule on page 36 (with a few exceptions).

Note also the rule on page 38 (with a few exceptions).

Note page 39 at the top, how to form occupation names. (Practice some different ones.)

Note on the bottom of page 39 how nouns of Arabic origin retain the "l" or the doubled sun letter, but that those don't carry the meaning of the article. Note some examples also at the bottom of page 39. This is an encouragement to students, since these words are easy to learn, coming from Arabic.

Be sure to point out the summary on the bottom of page 41 and the top of page 42 as well as the charts on page 47. There is no need to memorize all the various categories mentioned on the pages. The simple rules on pages 41 to 42 are what are important.

Also, the students don't need to learn all the vocabulary either (since it would be overwhelming), but little by little these are good words to know.

On page 42, you should go over the formation of the feminine, using a number of examples from the list. Ask "What is the feminine form used for?"

- A. feminine counterpart of masculine
- B. languages
- C. activities of an occupation
- D. diminutives (but note page 45, section 2.8.2.  
Speak also briefly about augmentatives.)

Finally, note the phonetic rules on page 46.

#### **V. The verb "to be" (descriptive): كَى**

To begin with, it is best to use the pronunciation "g" instead of "y" for the conjugation. This is how virtually all the grammar books present the verb. It's easy for English speakers to learn this way. Later, they can adapt to the "y" sound. So, present the verb as a "g," although later in this same lesson you can mention that it is also pronounced as a "y" in many places.

Give the simple imperative كَى, and go over its meaning. For now just use the meaning "to be," even though it can also mean "to do." Explain that there are two "to be" verbs in Tamazight, and that this is just one of them, used in the sense of description: "he is

Berber, "this is a man." (Not: "he is here," "is there something?" – location and existence.) Explain also that the conjugation form we are going to learn is the "past tense form," even though this particular verb in this conjugation has both a past tense and a present tense meaning. This is somewhat like the verb **بغا** in Moroccan Arabic—a past form with a present meaning. You should also mention that the verb "to be" isn't used with most adjectives in Tamazight: it is good, it is bad, it is nice, etc. In English we use "to be" plus an adjective. In Tamazight most adjectives are verbal in form and have their own verbs.

Go over the conjugation of **ك**. Present the rule here that the conjugation is simply the simple imperative form plus the various prefixes and suffixes you will give. Note for the first person singular ending that we've chosen to use the **خ** ending, although in some places the **غ** is used. This is a fairly consistent pronunciation variation, and the students need to be aware of it. Also, for the second person singular ending (both masculine and feminine), we've chosen to use the **د** ending, although some people use a **ت**.

Refer the students to page 48 of the *Student Book*, the page entitled "The Verb **ك** (to be—descriptive)." Have the students just look at the top half of the page for this class. Save the sentences on the bottom half for next class.

If there is time, go over some other verbs that have a similar conjugation pattern. Using verbs the students have already learned, ask the students to guess at the conjugations: **ك**, **نغ**, **تش**, **سو**, and **ش**. Then introduce a few other verbs with this similar pattern: **نغ**, **ك**, **ش**, **سو**, and **ش**. Although it doesn't fit exactly this category, also do the verb **إري**, since it is a very useful verb and with the "r" uses the same prefixes and suffixes.

## VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time during lesson 7. This material consists of a listen and repeat drill of various vocabulary words, some old and some new. Many fruits and vegetables are mentioned but also some other food words and some words for clothes. A tape accompanies the words.

The *Workbook* also contains review exercises using vocabulary from pages 35-47 of the *Student Book*. The exercises also review **إس تسند** ? \_\_\_\_\_ and the conjugation of the verb **ك**.

The students can also do the review exercises on page 47-A of the *Student Book* if they want. The answers are on page 47-B.

## X Lesson #8 X

### I. Opportunities to share? Anything new? Questions?

### II. Expressions with **إِس تَسْنَد ...؟**

Refer the students to page 49 of the *Student Book*, the page entitled "Expressions with **إِس تَسْنَد ...؟**". Let the students read over it out loud: each student reads a sentence.

### III. Review "to be" (descriptive): **ئى**

Ask the students the following questions:

What verb were we doing?

What does it mean?

Can someone translate it?

What's its simple imperative form?

Conjugate it. (Have each student do this, in order: I, you (m.), you (f.), he, she, we, you (m.), you (f.), they (m.), they (f.).)

What are the two different pronunciations?

Use the verb in drills:

A. **ماش إگّا نَحال؟ مام إگّا نَحال؟** :Everyone asks each other

B. **ماي تَمَسْد؟**

In order not to overwhelm the students, use just the second person singular of this verb for now, even though you will cover the answers (below) in all the persons. Also, the plurals of nationalities will be dealt with next lesson. For now, just use what is necessary to do the plurals, but save the explanation for later. The main point is the verb "to be." Also, the word "Canadian" is used below, but adapt the nationality to someone in the class.

<p>إِکَنْدِين (تِکَنْدِيين) آي نَغّا. إِکَنْدِين آي تَغّم. تِکَنْدِيين آي تَغّمَت. إِکَنْدِين آي گان. ← آيان تِکَنْدِيين آي گانت. ← آيانت</p>	<p>أَكَنْدِي (تَكَنْدِيَت) آي غِيخ. أَكَنْدِي آي تَغْيِد. تَكَنْدِيَت آي تَغْيِد. أَكَنْدِي آي إگّا. ← أَگّا تَكَنْدِيَت آي تَغّا.</p>
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It's important here to show the pronunciation of the third masculine singular. Also point out the third person plurals, which use the "y" pronunciation instead of the hard "g." Be sure that the students aren't looking at the *Student Book* for now. They should be doing these drills orally. They can look at the *Student Book* later.

At this point use the supplementary material in the *Workbook* (pages 44-46) that goes with this section. There are two listening and repeat drills and an accompanying tape.

C. مای تڱید؟

گڱیخ لُسْتاد. لُسْتاد ن می؟ لُسْتاد ن تِنڱلِیزیت.  
بو تَحانوت آي گڱیخ.

D. اِس تڱید اَمازیخ؟ وهو، \_\_\_\_\_ آي گڱیخ.  
اَشَلَحی؟  
اَریفی؟

E. اِس تڱید اَنسَلَم؟ وهو or اِه، \_\_\_\_\_ آي گڱیخ.  
تَنسَلَمَت؟  
وداي؟ etc.

F. مَتَا شَكَّ؟ شَم؟ \_\_\_\_\_ آي گڱیخ.  
مَتَا نَتَا؟ \_\_\_\_\_ اَگَّا.  
etc.

G. مانی زی تڱید؟ گڱیخ زی \_\_\_\_\_  
مانی زی اِکَا؟ اِکَا زی \_\_\_\_\_  
etc.

Make sure that you point out the pronunciation of the third masculine singular and the third person plurals.

zi iya  
zi yan  
zi yant

Have the students look at the bottom half of page 48 of the *Student Book*, the page entitled "The Verb گڱی (to be—descriptive)."



#### IV. Other verbs with the same conjugation pattern

If there is time, go over the conjugation of some other verbs that have the same conjugation pattern. (See the Teacher's Manual, lesson 7, end of part IV.)

"To eat, to drink, to buy, to stand/stop, to pass by": Point out that these have just past meanings and not present meanings.

"To kill": Point out that in the literal meaning "kill," this has a past meaning. But we will use it later to describe how we feel, and then it has a present meaning.

"To want": Point out that this has a present and past meaning. Also, the "past" form conjugation doesn't come directly from the simple imperative. There is a stem change. We are just going to learn the "past" form conjugation for now and ignore the simple imperative.

Refer the students to pages 50 and 51 of the *Student Book*, which is a list of verb conjugations.

#### V. Homework

Write out, in Arabic script, the conjugations of **زَنَزَ**, **بَدَّ**, and **نَعَّ**, and write two sentences using each verb.

#### VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use any time during lesson 8. This material consists of a dialogue about a family visit with an accompanying tape.

The *Workbook* also has review exercises covering **إِسْ تَسْنَدُ** ؟ \_\_\_\_\_ and singular nationalities and ethnicities used with the verb **كُنْ**.

## I. Anything new?

## II. Homework correction

First, go over the conjugations orally. (Then look to see if there are any mistakes in writing. This shouldn't take too long.) Then go over the sentences. This can be done just with each person reading his/her sentence. However, another way to do this is to have each student give his/her sentences to another student and have that student try to read them out loud and correct them. This will take some time, but it's a good exercise. In any case, this correction of sentences will take some time, since the students are likely to make many mistakes at this first attempt to make sentences with various verbs.

## III. New item: plurals of nationalities and ethnicities

Go over first how to form the plurals. Use the following chart (on the next page), starting first with the masculine singular. Then ask the students to say what the feminine singular is. Write these on the board. Write each new step that follows on the board until the whole chart is written.

At this point, give the rule for forming the masculine plural: the initial أ "a" becomes a إ "i" and either a ن "en" or a ن "n" is added to the end of the word. When a masculine singular nationality ends in a consonant, the masculine plural ending is always ن "en". When a masculine singular nationality ends in a ي "i", the ending can be either a ن "n" or a ن "en". These are two possible variations. Thus, the masculine plural "Canadians" can sound either like "ikanadin" or "ikanadien." We will use the simple ن "n" ending for this course, but the students may hear the other pronunciation as well. Give a few examples of masculine plurals.

Then give the rule for forming the feminine plural: the initial أ "a" of the feminine singular becomes a ا "i", and the final ة is replaced by ين "in". This is true whether the masculine singular nationality ends with a consonant or a vowel. However, for masculine singular words ending in "i," as in "akanadi," when the "in" encounters the "i," the two vowels "i" can't go together. Thus, a consonant "y" is inserted between them. This results in an "iyin" ending. For example: "tikanadiyin," "tiromiyin," etc. Give a few other examples of feminine plurals. The following chart should now be on the board.

تَ \_\_\_\_\_ :f.s.      أ \_\_\_\_\_ :m.s.  
 تِ \_\_\_\_\_ :f.pl.      اِ \_\_\_\_\_ :m.pl.  
    or  
    اِ \_\_\_\_\_ :m.pl.

At this point, give a masculine singular example, and let the students come up with the feminine singular, masculine plural, and feminine plural. Do this for a number of examples.

Then refer the students to pages 52 and 53 of the *Student Book*, pages entitled "Regular Plurals." Go over any new words. Note the exception with the word "Arab." Note also that words that start with و (as in وداي) retain the و in all their forms. Cover especially points 1, 4, 5, and 6 on page 53 of the *Student Book*.

These patterns go beyond just nationalities and ethnicities but apply as well to jobs, people, colors, and defects (like blind, deaf, mute, bald, etc.). They also apply to some adjectives: "new" and "old," for example. Note, too, that the word for "Muslim" can vary in its pronunciation according to the region (point 5).

Do drills using these words. At this point you should introduce, if you haven't already done so, all the forms of ماي تَمَسْنَدْ, being sure to point out the third masculine singular pronunciation: مَكْمَسْ.

ماي نَمَسْ؟		ماي مَسَخْ؟
ماي تَمَسَمْ؟		ماي تَمَسْنَدْ؟
ماي تَمَسْمَتْ؟		ماي تَمَسْنَدْ؟
ماي مَسَنْ؟	← مَكْمَسْ؟	ماي اِمَسْ؟
ماي مَسْنَتْ؟		ماي تَمَسْ؟

Using these phrases, drill the plural nationalities. You can use pictures of pluralities of people (two or more men, two or more women, a mixed group) which you put on the table. You can point to these and ask: ماي مَسَنْ etc. Then the students can ask each other the questions.

#### IV. Some additional vocabulary

Give the words for "today, yesterday, and tomorrow," "here and there," and "or" in affirmative statements and "or" in questions. Give examples, especially of the latter.

أَسَا مَا دَ أَسْنَاتْ؟	مَا دَ	:"or" in questions
وَ مَا دَ وَ؟		
أَسَا نَغْدَ أَسْنَاتْ.	نَغْدَ or نَغْدَ	:"or" in affirmative statements
وَ نَغْدَ وَ.		

Then refer the students to page 54 of the *Student Book*, which gives the vocabulary that goes with this lesson. If there is time, cover any words you haven't already covered. If not, go over any new words next time.

## V. Map activity

This activity uses some of the vocabulary words on page 54 of the *Student Book* as well as additional ones that you can add. Refer also to page 55 of the *Student Book* (although don't have the students look at this until later). Use a detailed map of Morocco, and point out to the students various Berber cities, towns, villages, rivers, etc. whose names have a meaning in Tamazight. Start with the cities of Azrou, Ifrane, and Agadir. After this, ask the students if they notice any names that are repeated a lot. They may notice "Ayt" (often written "Aït") and "Tizi." Explain what these mean. See if the students can locate names that begin with "A" (often a masculine word) and with "T" (often a feminine word). Explain also that "Bu" and "M" have a meaning in Tamazight. See page 55 of the *Student Book* for some examples. Answer any other questions the students may have about place names or point out any place names you find interesting. When you've finished the activity, refer the students to page 55 of the *Student Book*.

## VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time during lesson 9. This material consists of a dialogue "What did you do at the market?" and questions on the dialogue.

The *Workbook* also has review exercises covering plural nationalities and ethnicities used with the verb كَى.

⊙ <b>Lesson #10</b> +
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**I. Any new information?**

**II. Review vocabulary from lesson 9**

You can do this with noun cards or questions or other drills.

**III. Pronunciation with "verb + ي "**

Refer the students to page 56 of the *Student Book*, the page entitled "Pronunciation with Verb + ي ." This summarizes items already mentioned in previous lessons. But the summary here is important, since this is a difficult point to remember. Go over each of the three cases on this page. Note that the main pronunciation change occurs with the third masculine singular. Go over the examples at the bottom of the page, with various verbs.

At this point use the supplementary material in the *Workbook* (pages 59-61) that goes with this section. There is a listening and repeat drill and an accompanying tape that covers the verb + ي .

**IV. Verb drills**

Using the various verbs the students have learned, do drills getting the students to use the verbs. If there are a number of students, you can divide them up into two groups in order to give to each student more opportunity to speak. However, for just two or three students, one group will work. Put various noun cards down on the table so that the students will have ideas and a variety of nouns to choose from. The students should ask each other the following questions:

- A. Where are they from? (also: he, she, you plural, etc.)  
("People" cards can be used here as well, so that the student can point and ask about someone in a concrete way.)
- B. What are they? (the different ways to ask this)
- C. What do they want?
- D. What did they eat (yesterday)?
- E. What did they drink (yesterday)?
- F. What did they buy at the market?
- G. Did they sell their \_\_\_\_\_ ?
- H. Did they go by Meknes (or other cities)?
- I. Did they stop here?

The students should answer in full sentences. The questions here are written in the plural, but all the forms should be used and mixed up. However, since the students have not had much practice with the plurals, you should see to it that the plurals and "he" and "she" are emphasized. It is best to do one question at a time. Thus, you should tell the students the first question, and the students should take a number of minutes to ask various forms of that question. Once that has been drilled sufficiently, then you can give them the next question, etc. You should take most of the class time with this activity.

## V. Dependent form of nouns

In the last 15 minutes of class, introduce "the dependent form" of nouns. This needs to be done in a clear, systematic way, following the explanations on pages 57 and 58 of the *Student Book*, pages entitled "Dependent (or Construct) Form of Nouns."

It is not important at first to specify in what grammatical contexts the change takes place. Concentrate just on the change and what that change is. When this occurs will come in the next lesson.

Thus, for **masculine nouns** there are two possibilities:

For a word that starts with an "a," the "a" changes to a "u" or the "a" changes to a "wa."  
For a word that starts with an "i," the "i" changes to a "yi" or the "i" doesn't change at all.  
For a word that starts with a "u," the "u" always changes to a "wu."  
Words that start with consonants usually don't change.

### For feminine nouns:

For the "ta," either the "ta" becomes "ṭ" (that is, the initial "a" is dropped and replaced by a *sukun*), or the "ta" remains the same.

For the "ti," either the "ti" becomes "ṭ," or the "ti" remains the same.

For the "tu," the "tu" always remains "tu."

Words that start with consonants usually don't change.

You should then refer the students to pages 57 and 58 of the *Student Book*.

## VI. Homework

Assign the students pages 59-64 of the *Student Book* to read for homework. This covers the dependent form.

## VII. Workbook (optional)

The *Workbook* contains review exercises covering the conjugation of verbs following the pattern of the verb كُنْ .

## I. Any new information?

## II. New vocabulary—parts of the body

Using listen, listen and repeat, introduce various parts of the body. You can do this by pointing to and showing the body part. Also, say what the plurals are of the body parts. "Its plural is...." can be said in Tamazight. (This is also a good place to speak about plurals of nouns or to remind the students, if you have already spoken about this. Aside from the regular plural forms we've already learned, **for most nouns you cannot predict their plural**. Thus, for every noun you must learn the plural. There are some general patterns, but you can never know which pattern applies until someone tells you the plural.) Do a few body parts at a time, and keep reviewing them and repeating them as you add some new ones.

Review the body parts with various drills:

A. You ask: "mani \_\_\_\_\_ ?," and the students point to or show the body part. Then, the students ask each other "mani \_\_\_\_\_ ?" If someone forgets, you can ask someone else "matta wa?" or "matta wa s tmaziɣt?"

B. Another drill is to say "Lift up your hand, lift up your foot, put down your hand, touch your nose, put your hand on your head, etc." The students must act out what you say. (You may have to introduce a new verb or two as well as a preposition.) Students then can lead the drill.

Refer the students to page 65 of the *Student Book*, which lists the vocabulary.

## III. Dependent form of nouns

Ask if there are any questions on the reading the students did for homework. Use these questions as a base to cover the material. If there are no questions or not very many, then go into the explanation by asking the students questions about what they've read.

What does "a" become? examples?

What does "i" become? examples?

What does "u" become? examples?

What does "ta" become? examples?

What does "ti" become? examples?

What does "tu" become? examples?

What does a consonant become? examples?

Then give a list of occasions when the dependent form of the noun is used:

- A. After most prepositions
- B. After **و** meaning "and"
- C. After numbers
- D. When the noun is the subject of the sentence **and** follows the verb (which is its normal position. Explain this to the students. It's just like Moroccan Arabic.)

Then, give examples of the above cases. (The following will take more time than just this class. There will be time in future lessons to review this material and go through the examples.)

#### A. After most prepositions

Give examples with:

1. **تین** and **وین** and **ن**

a glass of water	a glass of tea
a kilo of grapes	a kilo of meat
the middle of the month	the woman's husband
the husband's wife	the boy's hand
the mouth of the lion	the elder of the village
the dog's foot	azalim n wuššen
the religion of the Jews	idols of the heart
the word of God	etc.

There is an important variation that occurs at this point. However, do NOT mention this until after you've gone over the whole lesson. See the explanation at the end of this lesson. For now, always pronounce the **ن** in the above constructions.

2. **ڳی**

in the cave	in the mouth	in my heart
in the field	in the country	in the house
in the store	at the market	in the street
etc.		

3. **س**

with a mule	with a horse
with my heart	with onions
with a large knife	with bread and meat
by foot (à pied)	He ate with his hand.
with peppers	in Tamazight
I ate meat with salt.	in Tashelhayt
with a pickaxe	in Tarifit
etc.	



The examples should use vocabulary the students have already learned and not introduce new words. (Some words can be used from the reading the students just did, but don't use too many. The point here is not a vocabulary lesson but a grammar lesson.) The students need to be able to apply the grammatical rules to what they already know for the moment. Also, after giving a few examples, ask the students to come up with examples. You may suggest a word or say a phrase in English, and have the students give the correct form or phrase.

#### B. After **و** meaning "and"

Give examples:      the woman and the man  
                              your head and your heart  
                              the man and the boy  
                              watermelon and grapes  
                              Coke and tea and coffee and water  
                              the cat and the dog and the lion  
                              the donkey and the mule and the horse and the wolf  
                              Christians and Jews and Muslims  
                              etc.

#### C. After numbers

Give examples:      one day              one month              one street  
                              etc.

#### D. When the noun is the subject of the sentence and follows the verb

Give examples:      (Again, after a few examples, let the students come up with the correct forms. Tell them in English certain sentences to say with verbs they've already learned.)

نَع

The cow killed the dog.  
 The dog killed the cat.  
 The lion killed the ewe.

بَدَّ

The water stopped.  
 The rain stopped.  
 The donkey stopped in the road.

تَش

The cow ate the grass.  
 The goat ate the paper.

كَي

My husband is a butcher.  
 Our neighbor is new in Meknes.

سوسو

The mule drank the water.  
The cow drank the water.  
The cow drank the water of the river.

مكنا

The man went by Meknes.  
The woman went by Meknes.  
The girl went by Meknes.  
The boy went by \_\_\_\_\_.  
The women went by \_\_\_\_\_.  
etc.

إري

The man wants the ball.  
The girl wants the ball.  
The sheep want the grass of the field.  
The women want the zucchini.

### Important variations with the ن in part A:

1. For the sake of ease and consistency, we will always pronounce the possessive ن (of) before every noun, even if that noun starts with a vowel. Thus, we will say

لُكاس ن وامن

lkas n waman  
a glass of water

أَفوس ن أُرْبَا

afus n urba  
the hand of the boy

أَحْبوب ن يِيرْدَن

ahbub n yirden  
a grain of wheat

These are legitimate pronunciations in certain regions. However, other regions, especially in the northern areas of the Middle Atlas, do NOT pronounce the ن when it occurs before a word that starts with a vowel in its non-dependent form (unless the word is a name or a kinship term). Instead, for these nouns, if the dependent form of the noun starts with a "w" or a "y," these sounds are doubled, that is, said with a *shedda*. It is as if the ن was absorbed or assimilated into the "w" or "y." If the dependent form of the noun starts with a "u," the "n" sound is simply dropped. Thus, many regions say

لُكاس وَّامن

lkas wwaman  
a glass of water

أَفوس أُرْبَا

afus urba  
the hand of the boy

أَحْبوب يَّيرْدَن

ahbub yyirden  
a grain of wheat

The "n" is assimilated  
into the "w."

The "n" is dropped.

The "n" is assimilated  
into the "y."

If the noun is a name or a kinship term or some other proper noun that starts with a vowel, the ن is retained. Thus, we have

أَفُوسُ نِ إِيْطُو

afus n iʔtu  
the hand of Itto

أَخَامُ نِ إِيْبَا

axam n ibba  
the tent of my father

تَمْدِيْنَتُ نِ أَزْرُو

temdint n uzru  
the city of Azrou

2. In addition to this, when the "n" occurs before a noun that starts with the following consonants: "l," "r," "m," and "n," the "n" is assimilated into those consonants and those consonants are said with a *shedda*. Thus, before those consonants you will not hear an "n" sound. So

سَوَّقُ نِ لِحَدَّ is pronounced سَوَّقُ لِّلْحَدَّ .

ssuq n lchedd

the market of Sunday

ssuq llchedd

the market of Sunday

In this course we **will** follow this phenomenon of not pronouncing the "n" before these four consonants.

When you have explained these variations, refer the students to page 66 of the *Student Book*, the page entitled "Important Variations with the Genitive ن (of)."

#### IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of this lesson on the dependent form. This material consists of two listening and repeat exercises with phrases using the word ن . A tape accompanies the exercise.

The *Workbook* also has review exercises covering body part vocabulary and the dependent form of nouns.

□	Lesson #12	✕
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## I. Any new information?

## II. Review body part vocabulary

Review the vocabulary using the same drills from lesson 11.

## III. Continue the dependent form of nouns

Continue the material of lesson 11. Since this material is heavy, don't spend the whole class time on it, but change the topic to number IV below in order to give some variety.

## IV. The second "to be" verb (location, existence): إلي

Give the simple imperative.

Then go over the conjugation in an orderly fashion. Have the students repeat.

Then give examples of how the verb is used. (After a few examples, give the English sentences below, and have the students come up with the Tamazight sentence.)

Be here at 6:30.

Be (plural) here at 5:00.

Be at the market early.

Where is Moha? He's at the market. He's at work. He's in the field. etc.

Lhou is outside.

Is Lhou there? Yes, he is. No, he is at work. [Don't do the negative yet.

It's too confusing to introduce it at this point.]

Is there water? Is there rain? It's raining. It's snowing. It's sunny.

etc.

Refer the students to page 67 of the *Student Book*. Tell the students to ignore the bottom half. Have them look just at the top half. Go over any items in the sentences that may be confusing. Also have the students look at page 68 of the *Student Book*, which is just another way of explaining the verb conjugation.

## V. Extra activity if time is available

Anytime you need an extra activity, you can do a major vocabulary review using the noun cards or any other drills you may want to use. You can also use the *Workbook* material. For this lesson, the *Workbook* contains some short exercises reviewing the conjugation of the verb إلي .

## Π Lesson #13 Ξ

### **I. Any new information?**

### **II. Review body part vocabulary quickly again**

Review the vocabulary using the same drills from lesson 11.

### **III. Continue the dependent form of nouns**

Continue the material of lesson 11, especially the use of the dependent form as the subject of a sentence.

### **IV. Continue drills with the verb إلي**

There is a lot of material that follows. This can be used over a number of future lessons.

There are a number of ways to do these drills. You can also mix up the following methods and use some of each.

A. You can say the English sentence and have the students come up with the Tamazight sentence. Then the students can repeat that sentence and come up with similar types of sentences on their own. This method has the advantage of making the students think and construct Tamazight sentences.

B. Or you can say the sentence in Tamazight and ask what does this mean? This method has the advantage of making the students listen and understand. Ideally, the students should explain the meaning in Tamazight; however, for most students it is still too early in the course for them to be able to do this. Thus, they will probably need to explain what it means in English. After they explain the meaning, have them repeat the sentence in Tamazight and try to come up with their own similar types of sentences.

C. Occasionally you may have a student or students who don't want you to speak much, if at all, in any language other than Tamazight. In that case, you say the sentence in Tamazight and ask what does this mean? The students must try to explain in Tamazight (or with sign language or pictures, etc.) what the sentence means. Then you tell them, in Tamazight, to come up with their own similar types of sentences. If they can't understand a sentence you say, you need to have pictures or a clock or use sign language, etc. This last way is much more difficult and time consuming. However, it can be profitable for certain types of students. Others find it greatly frustrating. You have to be sensitive to your class and know what they want and need. In addition, this latter method may be more appropriate later on in the course when the students have a certain knowledge base already in Tamazight.  
(singular and plural) Be here at 5:00.

(singular and plural) Be at the house tomorrow at 1:00.

It's raining now.	It's raining today.	It rained yesterday.
It's snowing now.	It's snowing today.	It snowed yesterday.
It's sunny now.	It's sunny today.	It was sunny yesterday.
It's windy now.	It's windy today.	It was windy yesterday.
It's cold.		
It's sunny today, but yesterday it rained.		
Is it raining in _____ today?		
Is it snowing in _____ today?		
Is it cold in _____ today?		
Is it raining in the bled?		
It's raining in Meknes, but it's sunny in Rabat.		

Where is John? Where are the children? Where are the girls?

He's (they are) at the market.  
                            in Boulmane.  
                            at the store.  
                            outside.  
                            in the house.  
                            at work.

He's here. He's there.

Where are you (s., m.pl., f.pl.) now?

I'm (We're) at MacDonald's.  
                            at so and so's house.  
                            at the market in Ifrane.  
                            at so and so's store.

Is Moha there?

Yes, he's here. No, he's at the market.  
  at the \_\_\_\_\_.  
  outside.  
  in France.  
  in the bled.  
  etc.

Is there water in the river?

                            in the spring?  
                            in the well?  
                            in your village?

Are there rocks in the field?

                            cows  
                            goats

Are there chickens at the market?  
sheep  
etc.

Are there women at the café?  
Are there women at the mosque?  
Are there Berbers in your country?  
Are there Berbers in Fes?  
Are there Arabs in Boulmane?  
Are there many Arabs in Azrou?  
Are there Christians in Morocco?  
Are there Jews in Morocco?  
Are there Muslims in Morocco?

Does God exist?  
God exists.  
God is here now.

Is there peace in the world?

Is there salt in the meat?  
Is there sugar in the tea?  
Is there money in your pocket?

Are there problems in your life? (of what: **ن مي؟**)  
( **ن** money, health, work, women, my husband, etc.)  
Are there problems in your country?  
Are there problems in your village?

## **V. Workbook (optional)**

The *Workbook* has review exercises covering the verb **إلي** and the dependent form of nouns. There is also an exercise reviewing the difference between the verbs **إلي** and **شي**.

## E Lesson #14 ㄨ

### I. Any new information?

### II. Plurals of various nouns

Give the plurals of the various singular words the students have already learned. Use the opportunity to explain again that **most plurals cannot be predicted but must be learned for every word**. Thus, every time a student memorizes a noun, he should memorize the singular and the plural. He should also learn the dependent form. This must be done with every word.

The following method is how the student should learn words and how you should present nouns:

إِبْرَدَان	أَبْرِيد (u)	—	road
وَنَا (wu)	أَنُو (wa)	—	well
إِغْرَمَان	إِغْرَم (yi)	—	village
إِسَاقْن	أَسِيف (wa)	—	river
تِمَزَار (tm)	تَمَازِيرْت (tm)	—	country
تِيزَا (ti)	تِيزِي (ti)	—	mountain pass
لَسَوَاق	سَوَق	—	market

Refer the students to page 69 of the *Student Book*, which gives the vocabulary for this lesson.

### III. Continue the examples of the verb إِلِي

Use the sentences of lesson 13.

### IV. Dialogues 1 and 2 from the *University of Wisconsin* course

Using the cassette tape *Abrid 1 Student Book*, go over the first 2 dialogues with the students. (This tape contains dialogues from the *University of Wisconsin* cassette # TZ1.001.001, sides A and B.)

Make sure the students don't look at page 70 of the *Student Book* right away. First, play the tape (just the "normal speech" part), and ask what the students heard, if anything.



Then play the tape again (the "normal speech" part), and see what they heard. Continue with the "slow speech" part, and see what they heard.

Then have the students look at page 70 of the *Student Book*. Make sure that they don't yet look at the English translations on page 71. Explain any new words or phrases:

شا تَبَّاس ور إِلَي . Don't go into an explanation of the negative. Just teach this as a memorized expression.

Go over the tape again from the beginning with the students following along. Make sure they repeat during the listen-repeat part. Then have the students do the dialogue among themselves. If some students are willing, have them try the dialogue without the text in front of them. A possible homework assignment would be to memorize the dialogue.

Do the same for dialogue 2. (Make sure the students cover up the text of dialogue 2 at first.) A new word here is: مَانِيَكْ . Explain that the مَانِي they already learned is for "where" plus a noun. This مَانِيَكْ is for "where" plus a verb.

## V. Other verbs conjugated like إِلَي

There may not be enough time for this. If not, do it in a future lesson.

We have already learned verbs conjugated like كُنْ : the stem of the simple imperative stays the same, and the various suffixes and prefixes are added to the stem. In the case of إِلَي , we use the same prefixes and suffixes as we did with كُنْ , but this time there is a stem change, that is, the simple imperative changes in the conjugated form. Again, we'll call this form the "past" form, even though with this verb and many others it has both a past tense and a present tense meaning.

Thus, so far, we've learned two kinds of verbs that use these same prefixes and suffixes: verbs whose simple imperative remains the same and verbs whose simple imperative undergoes a stem change. (Do not yet introduce the terms "regular" and "irregular." Save that for lesson 20.)

Introduce verbs like: إِنِي دَو بَدُو بَنُو بَضُو

An effective and clear way to present these verbs is to have a student write the complete conjugation of "ili" on one side of the board. On the other side will be the conjugation of the new verb. You write just the third masculine singular of the new verb. Based on that, the students should try to guess the other conjugations, comparing this verb to the conjugation of "ili" already written on the board. Once it is correctly done, have the students repeat. Do this for all the verbs.

## **VI. Homework**

Students should write a dialogue: include greetings, asking about names, asking about kids, comments about the weather, where are you from?, leavings, and anything else that the students would like to include.

## Lesson #15

- I. Any new information?
- II. Review the plural nouns from the last lesson
- III. More examples of إِي

If you haven't already, finish the various sentences with إِي. See lesson 13 for the various sentences.

### IV. Go over some of the dialogues the students have written

Depending on the amount of time and the number of students, you may want to do just a dialogue or two each class. The students can read these, and you can use this as a framework to make corrections (or see if the students can detect mistakes and make corrections) and introduce certain phrases or vocabulary which could help.

### V. The construction "to have"

NOTE: All the various steps and drills which follow should be done in the order given. Each step builds upon the other and is a logical progression for learning "to have." Doing things out of order can be very confusing here.

**Also, the various drills which follow take far more than just one 90-minute lesson.** They are all listed here to keep them together in one place, but they may take numerous lessons to do. In fact, by now the lesson numbers may not really have any meaning. Each class will go faster or slower depending on the students, the time spent drilling, how long the students have to study, etc.

A. First, it needs to be explained that, just like in Moroccan Arabic, what is a verb in English ("to have") is NOT a verb in Tamazight. Rather, like Arabic, it is a preposition with various pronoun endings.

B. There are a couple of ways to express "to have":  
غوري سَتِيلُو.  
إِلَّا غوري سَتِيلُو.

We will start out with the simplest one here and only present the first way. Later in the course we'll introduce the second way. For the moment, it's best not to even mention the second way, so that the students can concentrate on and learn well the first way.

C. Present all the pronoun forms for the positive: "I have, you have, etc."

Use the listen, listen and repeat technique. Then mix up the forms. You can do this using cards with the forms written on them or pictures indicating "I, you (f.), you (m.), he, etc." or by pointing to indicate the various persons.

D. Then give some examples in Tamazight.

"I have a pen, you have a glass, etc." Have the students come up with a few examples.

E. Teach the students the question: "What do you have?": مائي غورْش؟

Have them practice this question briefly.

F. Drills with "to have"

Give each student a number of the noun cards. Have a student ask another student "What do you have?" The student should answer using one of the noun cards. Then that student asks another student "What do you have?," etc. Of course, masculine and feminine will be used. As this drill goes on, you should tell a student to ask someone about another person "What does he have?" The student should answer "He has a \_\_\_\_\_. " In this way, expand the drill to include all the various persons: "I, you, he, she, we, you (pl.), they, etc."

G. Then teach the students the negative form

noun + غوري + ور

Continue with all the pronoun forms.

Have the students repeat and practice the forms. Have them make a few sentences based on the noun cards in front of them. "I don't have a \_\_\_\_\_. " Have the students look at the bottom of page 72 of the *Student Book*. Give them a few minutes to look over the bottom part. (Ignore the top part for now.)

H. Teach the students the question: "Do you have a \_\_\_\_\_?"

إِدْ غورْش \_\_\_\_\_ ؟ or some say:  
مادْ غورْش \_\_\_\_\_ ؟

The students should probably learn the first way and only learn the second way if the people around them are speaking that way. They need to practice with people around them to see what they are saying.

Also, it would be appropriate to introduce a brief side note here concerning the question words **إِس** and **إِد**. Both words **إِس** and **إِد** are used as question markers for yes/no questions. However, **إِس** is used when what follows is a verb. **إِد** is used when what follows is a non-verb. So when you greet someone, you might ask "Are you okay?" This would be said NOT "is labas?" but rather "id labas?," since "labas" is not a verb. It's not important to go into a lot of detail here but just to mention this difference. Properly, then, the question "Do you have a \_\_\_\_\_?" should be **إِد غورُش \_\_\_\_\_ ؟**. Again, students should listen to see what the people around them are saying.

#### I. Drills with "Do you have a \_\_\_\_\_?"

Using the noun cards again, each student asks another "Do you have a \_\_\_\_\_?" The student, based on the cards he has, responds either "Yes, I have a \_\_\_\_\_." or "No, I don't have a \_\_\_\_\_." The drill can be expanded to other persons: "he, she, we, they, etc."

Another game can be played. From all the fruit cards, for example, give one fruit card to a student, but the other students don't know what the card is. Nor do they know what cards remain. The other students then ask the student with the card "Do you have a \_\_\_\_\_?" They use the various fruits they know. The student with the card answers **with a full sentence** "No, I don't have a \_\_\_\_\_." until finally someone says the correct fruit and the student responds "Yes, I have a \_\_\_\_\_." Repeat this with a number of students having the secret card. Also, you can use cards of vegetables and animals.

#### J. Teach the students the question and answer "How old are you?" "I'm \_\_\_\_\_ years old."

شَحَالْ أَيْ غورُش كْ لَعَمْرُ؟  
غوري ثلاثين عام.

The ages are usually said in Arabic; thus, this is what the students should learn. Depending on the students' level of Moroccan Arabic, you may need to review the various ages from 1 to 20, being sure to present **عام**, **عامَيْن**, and that the plural word **سَنِين** is used from 3 to 10 and that the singular **عام** is used after that. Also, from 11 to 19, explain that an "l" (and in some dialects an "r") is inserted between the number and the word for year.

Students should then practice asking and answering this question with each other and about others, their children, etc.

Although the ages are usually said by Berbers in Arabic, it is easy to learn them in Tamazight as well and good to learn how to say them. Thus, teach them this as well, and

do drills with these phrases. See page 73 of the *Student Book*, the page entitled "Questions with 'to have':" for a full list. After this lesson, refer the students to this page.

K. Teach the students the question "How many \_\_\_\_\_ do you have?"

شُحَال ن \_\_\_\_\_ أَيْ غورُش؟  
شُحَال أَيْ غورُش ن \_\_\_\_\_؟

The grammatical structure of the answer can vary in its details from region to region; thus, it's important for the students to learn what people around them are saying. The grammar details can be somewhat difficult. Here's what we'll use for this course:

- |                          |                         |                      |
|--------------------------|-------------------------|----------------------|
| 1 + "n" + singular noun  | (in its dependent form) | masc. or fem. number |
| 2 + "n" + plural noun    | (in its dependent form) | masc. or fem. number |
| 3 + "n" + plural noun    | (in its dependent form) | masc. or fem. number |
| 4 + "n" + plural noun    | (in its dependent form) |                      |
| 5 + "n" + plural noun    | (in its dependent form) |                      |
| 6 + "n" + plural noun    | (in its dependent form) |                      |
| 7 + "n" + plural noun    | (in its dependent form) |                      |
| 8 + "n" + plural noun    | (in its dependent form) |                      |
| 9 + "n" + plural noun    | (in its dependent form) |                      |
| 10 + "n" + plural noun   | (in its dependent form) |                      |
| 11 + "n" + singular noun | (in its dependent form) |                      |
| 12 + "n" + singular noun | (in its dependent form) |                      |
- and this pattern continues after this.

What varies is whether the "n" is used with the numbers from 1 to 3 and whether the "n" appears before words starting with a vowel. (For this latter variation, see page 66 of the *Student Book*, the page entitled "Important Variations with the Genitive ن (of) and Nouns in their Dependent Form.") As regards the masculine numbers **يون** and **سين**, since they already end in an "n," we won't add an additional "n" after them.

Refer the students to pages 74 and 75 of the *Student Book*, pages entitled "Number Plus Noun."

Then do drills where the students ask each other "How many \_\_\_\_\_ do you have?" They should practice this sentence with the word "children," since that is a common question. They can follow up with other questions about the children: name, how old, etc.

## VI. Workbook (optional)

The *Workbook* contains many different review exercises covering the expression "to have."

**I. Any new information?**

**II. Some explanation of a few details on the top of page 72 of the Student Book**

Before doing more drills with "to have," take some time to introduce a few other small but useful words that appear on the top of page 72 of the *Student Book*.

noun in its dependent form + مَتَا  
(Which \_\_\_\_\_?)

أَيْتْ      أْ  
إِسْت      أَلْتْ

The latter are basically a form of the word "of." They mean "he of," "those (m.) of," "she of," and "those (f.) of." Give a variety of examples of how these words are used.

: With tribal affiliations

أَيْتْ سَدْن      أْ سَدْن      أَلْتْ سَدْن      إِسْتْ سَدْن  
أَيْتْ حَدِيدُو  
أَيْتْ مَرْغَاد  
أَيْتْ عَطَا  
etc.

: Family use

أَيْتْ تَدَّارْتْ — those of the house  
سَلِّمْ خَفْ أَيْتْ تَدَّارْتْ. — Greet those of the house.  
أَيْتْ مَوْحِي — those belonging to Moha, that is, Moha's family

مَرِيَمَ نَ أَأَيْتَ مَوْحَى. مَرِيَمَ نَ أَأَيْتَ ذَرِيَسَ.

There are two Miriams in the same room. In order to distinguish one from the other, someone refers to Moha's Miriam and Driss' Miriam, that is literally, Miriam of those of Moha and Miriam of those of Driss.

Give any other examples you can think of.

Refer the students to page 76 of the *Student Book*, the page entitled "Which \_\_\_\_\_ ? = noun + مَتَّا."

### III. Continue teaching and drills of "to have"

See lesson 15 for the various steps and drills.

### IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of lesson 16. This material consists of a text about "The Tribes of the Atlas" and an accompanying tape.

The *Workbook* also has review exercises covering the phrase "Which \_\_\_\_\_?" In addition, there is a short dialogue that must be transformed from singular to masculine and feminine plural.



**I. Any new information?**

**II. Review or continue "to have"**

See lesson 15 for the steps and drills.

**III. Demonstrative adjective suffixes—this man, that man**

Teach the students the two different suffixes indicating this (near) **هَـ** or that (far) **هَـ**. These suffixes can be used with singular nouns (meaning "this or that thing") or with plural nouns (meaning "these or those things"). The suffixes are the same in either case. Also, start just with words that end in a consonant, since words that end in a vowel need an extra "y" sound added.

A. Begin with singular words ending in consonants as examples. You can also use the noun cards, placing one picture (of a man, for example) near you and one picture far from you. Demonstrate **هَـ** and **هَـ**. Then, ask some questions using these phrases, like "Is this man good?" "Is this man bad?" The students can answer "Yes, this man is good." or "No, this man is bad." (Don't do negatives of verbs yet. That's for later.) Other phrases can be used with man. Other nouns can be used as well, like house, etc. These other phrases should be phrases the students have already learned. An example is **هَـ** **هَـ** **هَـ** "Whose is this bread?" **هَـ** "This bread is Moha's."

Then have the students look at the bottom of page 67 of the *Student Book*. In the example sentences, explain the word "to be tired." After that, practice these sentences, and substitute different nouns in the sentences.

Another drill is to put two pictures of an object (for example, a ball) on the table, one near and one far. A student says to another student "I want the ball." The other student says "Which ball? This ball or that ball?" The first student says "I want this/that ball." The second student hands the first student the appropriate card.

Another drill is for one student to ask "Where is Triq Fes?" The other responds "I don't know. [using **هَـ**] Ask this/that man." (The question can vary, and the answer can use man, woman, men, women, boy, boys, girl, girls, children, etc.)

B. Next, use plural words ending in consonants, and explain that the endings are the same, but with plural words the meaning in English is "these, those." You can do the same types of drills as in part A.

C. Next, use words that end in a vowel. Explain here that Tamazight does not like to have two vowels together. When that occurs usually a "y" sound is inserted between the two vowels. Thus, we have: arba-y-a (this boy) and arba-y-in (that boy). Do other examples with words ending in vowels. Make sure you use words ending in "a," "i," and "u." For example: *أَرْبَا*, *تِيخْسي*, and *أَنُو*. Refer the students to page 77 of the *Student Book*, the page entitled "Demonstrative Adjectives."

Also, you should introduce here the verbs "to be near" and "to be far."

#### **IV. Workbook (optional)**

The *Workbook* contains supplementary material that is suitable for use at the end of lesson 17. This material consists first of a listen and repeat drill concerning demonstrative adjective suffixes. A tape accompanies this drill. Then, there is a short dialogue with an accompanying tape.

The *Workbook* also has review exercises covering demonstrative adjective suffixes.

## • Lesson #18 ①

- I. Any new information?**
- II. Review or continue "to have"**
- III. Review or continue demonstrative adjectives**
- IV. Commands—the simple imperative form**

In this lesson you will be teaching the simple imperative commands. We won't do the continuous imperative until later. Since the Tamazight verb is built around the simple imperative, the students have already seen the simple imperative (masculine/feminine singular) of a number of verbs.

A. Have the students give the simple imperative form of the verbs they've already learned: "stand up, sit down, stay, go, come, pick up, put down, drink, eat, be quiet, say, etc." (You make a motion or act out the verb, and the students give the Tamazight.)

Then write three column headings on the board:

feminine plural

masculine plural

masculine and feminine singular

Underneath each column write the basic rule:

يمت +

ات +

simple imperative form

Now start to fill in the chart, starting with the simple imperative form. Have the students predict the masculine and feminine plural based on the rule. It is important to start just with verbs that end in consonants, since they follow the rule without any slight changes. Once you've done a number of verbs, have the students use them by giving plural commands: either to other students if there are enough of them, or to people's pictures on cards, or to imaginary people. Then go on to the next category of verb, as described below.

Do the verbs in this order, since each category has its own slight changes. Follow pages 78 and 79 of the *Student Book*, pages entitled "Simple Imperative Forms":

Verbs ending in a consonant

Verbs ending in ي (i or y)

Verbs ending in و

Verbs ending in ا

Do each category separately. Have the students try to predict the forms. Note the slight differences there are because of the vowel endings. Also, there are regional variations for a number of verbs as well as two different pronunciations that may be used in the same region. Note these, and encourage the students to learn just one to begin with. Encourage them also to try to find out what the people around them are saying and to use that form.

Finally, go over the unique verb that doesn't follow the rule very well: **أَوْزَا**.

Refer the students now to pages 78 and 79 of the *Student Book*, and give them time to look over the material.

## B. Drills

Use the same drills as in Lesson 2, part IV; Lesson 5, part VI, number 4 [the drill: Come! Me? Yes, you. The emphasis this time is on the verbs rather than the independent pronouns.]; and Lesson 11, part II, letter B. This time do the drills with the plural forms mixed with the singular forms.

Another drill is to have the students say the following phrases (either to each other or to people's pictures on cards). One way to do this is to write these phrases in English on slips of paper. Each student draws a slip of paper and must say what is on the paper. Be sure that students use the plurals. If you want to avoid using English, pictures or motions can be used to indicate what verbs the students are to use.

Eat the meat, any fruits, any vegetables, etc.	Drink the tea, Coke, coffee, water, etc.
Pass by Meknes, by Fes, etc.	Stay here, there, in peace, etc.
Sell your car, your goat, your mule, etc.	Build the house, the mosque, etc.
Go in peace.	Ask the man, your neighbor, etc
Say the word.	Be here at 6:00. Be there at ....
Stop here.	

**At this point use the supplementary material in the *Workbook* (pages 93-96) that goes with this section. There are four listening and repeat drills and an accompanying tape that cover imperatives.**

## C. The first person plural imperative form "Let's do something"

I'm including the explanation here, but if the previous part of the lesson was too heavy, then you may want to break this up by putting in a variety of material and come back to this lesson later.

There are two ways to make the first person plural imperative. Begin first with just one way (adding **اِنَّ** to the singular simple imperative form). Then later after the students have drilled this way, do the second way.

1. Follow page 80 of the *Student Book*, the page entitled " 'Let's...' Forms"

Follow the page carefully, starting with the rule: add **اِنَّ** to the singular simple imperative form. This is "ad" plus "n," combining to "ann," meaning "that we" do something. (Some dialects don't put a shedda on the **ن** , but we will for this course.) This way uses a first person plural form rather than a strict imperative form. Thus, there is no difference in masculine/feminine or in speaking to one or more people. Once you've explained the rule, have the students try to predict the forms for a number of verbs. Use the examples on page 80. Once you do this, have the students turn to page 80.

This is the most common way to say "Let's do something."

2. Then do drills with these forms. Using the sentences or situations used with the other imperative drills, have the students say to each other (or to pictures if there aren't enough students) "Let's ...."
3. Then do the second way to form "Let's ...." Follow page 81 of the *Student Book*, the page entitled " 'Let's...' Forms (alternative way)." Although this way is not as common as the previous way, it does exist.

Explain the rule: add **اِخ** to the simple imperative forms.

When the speaker says "Let's eat" and he is speaking to just one person, he says **تَشَاخ** .

When the speaker says "Let's eat" and he is speaking to many people (masculine), he says **تَشَاتَاخ** .

When the speaker says "Let's eat" and he is speaking to many people (feminine), he says **تَشِيْمَتَاخ** .

Follow page 81 carefully, writing on the board the various headings and the rules. This explanation is simple and very easy to follow. Have the students then try to predict the forms. Once you do this, have the students turn to page 81 and look over the material.

4. Do drills using these forms. Use the same drills as in part 2.

## V. Workbook (optional)

The *Workbook* contains review exercises covering all the different kinds of imperatives. There is also a short dialogue containing numerous imperatives that must be transformed into masculine and feminine plural forms.

## Lesson #19

### I. Any new information?

### II. Review or continue "to have"

### III. Second way to say "to have"

A. The second way to say "to have" (possession)

As was mentioned in lesson 15, there are two ways to say "to have."

غوري سَتِيلُو.  
إِلَّا غوري سَتِيلُو.

In lesson 15 you taught the first way. This lesson covers the second way.

1. Emphasize that people use this second way a lot. Even though the first way is easier, the students need to know this second way because it is very common. Ask the students how to say "I have a son." Write it on the board. Then you write the second way. The board will look like this:

غوري أَرَبَا.      إلَّا غوري أَرَبَا.

Then ask the students what the differences between the two sentences are. They should notice that the noun possessed is now in its dependent form. They should notice that the conjugated "past" form of the "to be" verb *إِلِي* is used. Ask "Why is the noun in its dependent form?" Because it is the subject of the "to be" verb. The "to be" verb is conjugated according to the object possessed.

Now ask the students to give the two ways to say "I have an egg." Write these on the board. Do the same with "I have water." and "I have eggs." The board will look like this:

غوري أَرَبَا. تَلَّا غوري تَغْلَايْت. لَان غوري وَاْمَان. لَانْت غوري تَغْلَاي.	غوري أَرَبَا. غوري تَغْلَايْت. غوري أَمَان. غوري تَغْلَاي.
--	---

2. Thus, the structure for this second way of saying "to have" is as follows. Write the following chart on the board.

the noun possessed (in its dependent form, since it is the subject)	+	the preposition غور with all the pronoun possibilities	+	the past conjugated form of إِلَي (only four possible forms)
↓		↓		↓
m.s.		نَخ		ي
f.s.		نُ		ش
m.pl.		نُت		م
f.pl.		سَن		س
		سَنْت		س

Have the students look at pages 82 and 83 of the *Student Book*, pages entitled "The Second Way to Say 'To Have.'" Ignore the part about questions for the moment.

3. The negative: Don't do the negative until lesson 25. If the students ask about it, tell them that the grammar of the negative needs to have its own lesson, which we will do later.

4. Questions with "to have"

Teach the students the questions "What do you have?" and "Do you have a \_\_\_\_\_?"

a. Start with "What do you have?" Ask the students to guess how to ask this question based on what they've already learned. Then write the question on the board. This may be difficult, since there are two ways to do it. In either case, the question word مَیْ is the subject of the verb, so the verb is in its participle form (third masculine singular plus "n"). This is new to the students, so just mention this briefly. Don't explain the grammar. For now the students just need to memorize this as an expression.

Because there is a question word, the غورُش (or غورُم , غورُن , or غورُنْت ) can move to in front of the verb. (Don't go into the details of this phenomenon. Just mention that غورُش can appear in two different positions.) However, although this is definitely said by people, not all people do this. Some leave the preposition in its normal position. If the preposition doesn't come in front of the verb, the two "i" sounds from مَیْ and إِلَّا combine to form a hard "g" with a *shedda*. Thus, the following are the two possibilities:

ماگُلان غورُش؟ or مایِ غورُش اِلان؟

b. As for the other question "Do you have \_\_\_\_\_ ?," since the question now has a verb, the question word is اِس instead of اِد , which is the question word used with non-verbs. The subject of the verb is the object possessed (which is in its dependent form), which is either masculine singular, feminine singular, masculine plural, or feminine plural. Thus, the verb is conjugated in four possible ways. Write the following questions on the board:

اِس اِلّا غورُش ؟  
 اِس تَلّا غورُش ؟  
 اِس لّان غورُش ؟  
 اِس لّانّت غورُش ؟

Although it is possible that the preposition moves to in front of the verb (because of the question word), most people don't say it that way. Thus, we won't either.

Now have the students look at page 83 (the bottom) and page 84 of the *Student Book*.

#### 5. Drills with "to have"

These drills are the same as in lesson 15. This time the students are to answer with the way they have just learned to say "to have."

a. Give each student a number of the noun cards. Have a student ask another student "What do you have?" The student should answer using one of the noun cards. Then that student asks another student "What do you have?," etc. As this drill goes on, you should tell a student to ask someone about another person "What does he have?" The student should answer "He has a \_\_\_\_\_ ." In this way, expand the drill to include all the various persons: "I, you, he, she, we, you (pl.), they, etc."

b. Using the noun cards again, each student asks another "Do you have a \_\_\_\_\_ ?" The student, based on the cards he has, responds either "Yes, I have a \_\_\_\_\_ ." or "No, I have a \_\_\_\_\_ (something different)." (Don't do the negative yet. That will be too confusing. We'll cover that in lesson 25.) The drill can be expanded to other persons: "he, she, we, they, etc."

### IV. Review or continue the command forms

Each teacher must adjust the pace of the course according to the students and their goals and needs. If the students will be studying for a significant amount of time, it's good to



increase the amount of drilling and review. If not, sometimes a more concentrated focus on the grammar is needed to get through it all. This latter approach comes, however, at the expense of the student's fluency. Also, if the grammar gets too heavy, supplementing the course with a pure conversation class or a song can add some welcome variety. You should feel free to adapt what you're doing to what you judge the students' needs and desires are.

**I. Any new information?**

**II. Review demonstrative adjectives**

See drills in Lesson 17.

**III. Review commands**

See drills in Lesson 18.

**IV. Conjugation of "regular" verbs**

**Preliminary explanation for the teacher (pages 80-86):**

**This is an extremely important and foundational lesson for the Tamazight verb.** This lesson must be done very carefully and in a way that follows a simple, step-by-step presentation to not confuse the student. When the students understand this, they will have a much easier time doing other verb tense conjugations in the future.

Some explanation is needed to begin with, since there are no "official" divisions of the Tamazight verb into various categories. Different grammars in the past have used different categories. Having studied these other explanations, I believe, however, that **the categories I propose here are the easiest for foreigners to grasp, and these categories logically help the student in learning other tenses of the Tamazight verb.**

What I propose is this: A division of the verb into 2 types: "regular" and "irregular" verbs. I put these words in quotes because most students have already used these terms referring to English or French verbs. However, the meaning is not the same. We are using these terms, but we will define them specifically for Tamazight.

A "regular" verb is a verb that uses the following conjugation pattern:

### Conjugation of "Regular" Verbs

تَو – to forget

تَوخ	نَتَو	خ ....	ن.....
تَتَوَد	تَتَوَم	د.....	م.....
تَتَوُد	تَتَوُمَت	د.....	مَت.....
إِتَو	تَوَن	ن.....	ن.....
تَتَو	تَوُنَت	ن.....	نَت.....

An "irregular" verb is a verb that uses the following conjugation pattern:

### Conjugation of "Irregular" Verbs

كُنْ – to be

كُنْخ	نَكُنَا	خ ....	ن.....
تَكُنْيد	تَكُنَام	د.....	م.....
تَكُنْيد	تَكُنَامَت	د.....	مَت.....
إَكُنَا	كُنَان	ن.....	ن.....
تَكُنَا	كُنَانَت	ن.....	نَت.....

Each of these 2 categories is further divided into 2 types:

"Regular" verbs have 2 types:

- A. The simple imperative stem doesn't change when conjugated.
- B. The simple imperative stem does change when conjugated.

"Irregular" verbs have 2 types:

- A. The simple imperative stem doesn't change when conjugated.
- B. The simple imperative stem does change when conjugated.

Illustrations of these categories occur on the following two pages.

"Regular" verbs have 2 types:

A. The simple imperative stem doesn't change when conjugated.

Examples:

<u>3<sup>rd</sup> Masc. Sing. Form</u>	<u>Simple Impt. Form</u>
إِنِّي	نِي to get in, on
إِبِّي	بِّي to cut
إِتُّو	تُّو to forget
إِفْهَم	فْهَم to understand
إِسْقَسَا	سَقْسَا to ask
إِعَاوَن	عَاوَن to help
إِغُودَا	غُودَا to be good
يَاغ	أَغ to be lit (and many other meanings)
إِرْغِي	غِي to be able
يَاوُ	أَرُو to write
إِثْغَز	ثْغَز to go down
إِرْجِي	جِّي to get better
يَاغُول	أَغُول to become or to go back

B. The simple imperative stem does change when conjugated.

Examples:

<u>3<sup>rd</sup> Masc. Sing. Form</u>	<u>Simple Impt. Form</u>
إِوْسِي (يُوسِي)	أَسِي to pick up
إِوَمَن س (يُومَن س)	أَمَن س to believe
إِوَزَن (يُوزَن)	أَزَن to send
إِمُوت	مُت to die
إِوَلِي (يُولِي)	أَلِي to go up
إِوَف (يُوف)	أَف to be better

"Irregular" verbs have 2 types:

A. The simple imperative stem doesn't change when conjugated.

Examples:

<u>3<sup>rd</sup> Masc. Sing. Form</u>	<u>Simple Impt. Form</u>
إِكَّا	كَّ to be (description)
إِتْشَا	تَش to eat
إِسْوَا	سَو to drink
إِسْغَا	سَغ to buy
إِنْغَا	نَغ to kill
إَزْزَا	زَز to sell
إِشَا	ش to give
إِكَّا	كَّ to pass by

B. The simple imperative stem does change when conjugated.

Examples:

<u>3<sup>rd</sup> Masc. Sing. Form</u>	<u>Simple Impt. Form</u>
إِلَّا	إِلِي to be (location)
إِنَّا	إِنِي to say
إِذَا	دَو to go
إِبْنَا	بَنُو to build
إِبْدَا	بَدُو to begin
إِبْضَا	بَضُو to divide
إِعْنَا	عَنُو <i>aller, se porter</i>
إِخَا	خَو to be bad, mean
إِرَا	إِرِي to want
إِوفا (يؤفا)	أَف to find
إِوْدْجَا (يؤدْجَا)	أَدْج to let, permit

Now, why do I propose these categories? Others have divided them up differently. The *Peace Corps* book calls "regular verbs" those verbs whose stems don't change when they are conjugated. The *Peace Corps* book calls "irregular verbs" those verbs whose stems do change when they are conjugated. Whereas this division (which inverts my proposed categories) follows a certain logic (regular means no change; irregular means a change), the division is not grammatically helpful. What is grammatically helpful and important to the student is not really to know that there are 2 types of verbs, those whose stems change and those whose stems don't change, but rather to know the 2 different conjugation patterns. It's the 2 conjugation patterns which are fundamental to the Tamazight verb and grammatically useful to the language learner. It is foundational to the language learner to know which conjugation pattern to use. Whether the stem changes or not must be known, but that is not primordial.

Furthermore, the conjugation pattern which I call "regular" makes great sense, since it is the conjugation pattern that will be applied to **ALL other tenses of Tamazight**. In this sense it is extremely "regular," that is, used all the time. The "stem-change" category just doesn't carry this grammatical usefulness to the language learner.

Other grammars have broken down the Tamazight verb into many detailed divisions reflecting various stem change patterns. These are useful and interesting to a degree, although not to the beginning or intermediate language learner. Thus, it isn't helpful to go into these detailed divisions.

The categories I propose are the simplest and most useful to a person learning Tamazight in order to speak it in an everyday way.

We started in this course learning the verb **كُنْ** (to be, descriptive). Although the students didn't know this yet, this verb is an "irregular" verb whose stem doesn't change when conjugated in its "past" form. We then learned a number of verbs that followed the same pattern: the same conjugation affixes and no stem change from the simple imperative to the "past" conjugated form.

We then did the verb **إِلِي** (to be, location and existence). This verb is an "irregular" verb whose stem does change when conjugated in its "past" form. We then learned a number of verbs that followed this same pattern: the same conjugation affixes and a stem change from the simple imperative to the "past" conjugated form.

Thus, so far we've learned only "irregular" verbs. The student has had a lot of time to master this conjugation pattern. We will now proceed to the next conjugation pattern, the "regular" verbs.

Why did we start with the "irregular" verbs? In the way we define "regular" and "irregular" verbs in Tamazight, there is no inherent advantage to start with one or the other. Both have set patterns that precisely follow the rules. None are "exceptions" to a more established pattern. We started with the "irregular" verbs because the verbs that happen to be extremely useful in speaking in the very beginning happen to be mostly "irregular." The two "to be" verbs are an illustration of that. They are the perfect starting point that leads logically to beginning with the "irregular" pattern. The student, however, has no need to know this category at first. In fact, to know it at the beginning would only be confusing, not helpful. However, now is the time for the student to learn the categories.

Another essential aspect to teaching the Tamazight verb is to know what must be learned for every verb in order to have all the necessary information needed to conjugate the verb in its entirety. The following are **the essential elements to learning the Tamazight verb**:

the simple imperative form,  
the continuous imperative form,  
the third person masculine singular of the "past" form, and  
the third person masculine singular negative of the "past" form.

These are the four pillars of the Tamazight verb. The students must learn these pillars, and the teacher needs to teach these pillars. In Moroccan Arabic the most basic form of the verb is the third person masculine singular. However, in Tamazight the most basic form of the verb is the simple imperative form. This is what all conjugations will be based on.

Take, for example, the verb **كَي**. The student should learn it as follows:

كَي	تَكَّا	إَكَّا	ور إَكِّي
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Other examples are as follows:

إِلِي	تِيلِي	إِلَّا	ور إِلِّي
دَو	تَدَو	إَدَّا	ور إَدِّي
تَو	تَتَو	إَتَو	ور إَتَو
غودا	تَغودا	إَغودا	ور إَغودا

This is the way the dictionary *Tamazight~Français* by Miloud Taifi presents the verbs as well.

Now, up to this point we haven't done the continuous imperative or the negative. Thus, students don't need to know these things yet. We are building, step by step, to get to the complete information, but that will not happen for a while. Thus, currently, the students should be told that **they need to know for every verb its simple imperative form and its third masculine singular conjugated "past" form**. This is what you must drill into the students constantly. You need to present every verb this way and to constantly ask the students: What is its simple imperative form? What is its third masculine singular?

For example, starting from this lesson, students should learn the following for verbs:

إِلَّا	إِلَيَّ
إِذَا	دَوَّ
إِتَّو	تَوَّ
إِغُودَا	غُودَا

### For this lesson:

A. Review the conjugation of **كُنْ** and **دَوَّ**. Explain that these verbs have one type of conjugation pattern and are called "irregular" verbs. Write the full conjugation of **كُنْ** on the board so that it can be compared to the new pattern.

B. Tell the students that there is another type of conjugation pattern called "regular" verbs. We will learn that conjugation now. Use as a model the verb **بَيَّ** (which is its simple imperative form). Write the full conjugation pattern on the board, and ask the students to compare it with the pattern of **كُنْ**. What are the differences in the prefixes and suffixes? The differences are no **كُنْ** in the first and second person singular and no **ا** in the rest of the persons. Now ask the students to conjugate **تَوَّ**, a "regular" verb. Next, do **عَاوَنَ** and **سَقَسَا**.

C. Then write the full conjugation pattern of the verb **دَوَّ** on the board. Tell the students that this is also an "irregular" verb. Note that the prefixes and suffixes of this verb are exactly the same as with the verb **كُنْ**. The difference, however, is that for **كُنْ** there is no stem change. The prefixes and suffixes are added directly on to the simple imperative form. With **دَوَّ**, however, the stem of the simple imperative changes, and then the prefixes and suffixes are added on to the new stem.

Then write the full conjugation of the verb **أَسَيَّ** on the board. Ask the students to compare the conjugation patterns. What are the differences in the prefixes and suffixes? (The students might not be as quick getting these, since there is a stem change.) The differences are the same as with the verb **بَيَّ**: there is no **كُنْ** in the first and second person singular and no **ا** in the rest of the persons. Like **دَوَّ**, the stem has changed. But after the stem change, the "regular" prefixes and suffixes are added.



Practice now with the verb **مَتَّ**. Explain that this is the simple imperative form, and give the third masculine singular as **إِمَّوَت**. Based on this, ask the students what the conjugation is. Then do this with **أَزَن** (giving **إِرَوَزَن** as the third masculine singular), and **أَفَّ** (to be better (comparative), giving **إِرِفَّ** as the third masculine singular). [You should also explain that when a word starts with a **و** we can also write the third masculine singular prefix as a **ya'**: **يوزَن**, **يوسي**, **يوف**, etc. This will be our standard way of writing these types of verbs.]

D. Have the students turn to page 85 of the *Student Book*, the page entitled "Conjugation of 'Regular' Verbs." Give them some time to look at it. Point out again the only differences, the **ـِ** and the **ـُ**. Then tell them that for every verb you must learn and someone must tell you **both the simple imperative form and the third masculine singular conjugated "past" form**. These two items cannot be predicted ahead of time, since many verbs change their stems. There is no way of knowing which verbs change their stems and which don't.

Tell the students that now, once you know both the simple imperative form and the third masculine singular, you have the information you need in order to know which conjugation pattern is used. If there is no *aliph* at the end of the third masculine singular, then you know it is the "regular" conjugation pattern. If there is an *aliph* at the end AND there is no *aliph* in the simple imperative form, then you know it is the "irregular" conjugation pattern. If there is an *aliph* at the end AND there is also an *aliph* in the simple imperative form, then you know that the *aliph* is part of the stem in the conjugated form and not part of the irregular conjugation. Thus, the pattern is the "regular" conjugation pattern.

By itself this explanation will still be vague; thus, you need to give many examples.

Examples:

If there is no *aliph* at the end of the third masculine singular, then you know it is the "regular" conjugation pattern.

إِنِّي	نِي
إِفْهَمَ	فْهَمَ
إِتَّو	تَّو

If there is an *aliph* at the end AND there is no *aliph* in the simple imperative form, then you know it is the "irregular" conjugation pattern.

إِشَا	ش
إِزْنَا	زَنْز
إِخَا	خَو
إِنَّا	إِنِي

If there is an *aliph* at the end AND there is also an *aliph* in the simple imperative form, then you know that the *aliph* is part of the stem in the conjugated form and not part of the irregular conjugation. Thus, the pattern is the "regular" conjugation pattern.

إِسْقَا	سَقَا
إِغُودَا	غُودَا

E. Now have the students look at page 86 of the *Student Book* and read through the paragraphs with the students. It's the first three paragraphs that are really important. The last two are just for their information but aren't to be learned. Those will be dealt with in future lessons.

F. Next, have the students look at pages 87 and 88 of the *Student Book*. These are examples filling out the categories mentioned on page 86. Have the students look at page 87 and see if there are any questions. Point out the verbs that we've done as examples. Then do the same for page 88.

Things still will be fuzzy for the students. But in all future lessons, whenever you give a verb, give the simple imperative form, the third masculine singular, and ask the students: regular or irregular? Why? Give the conjugation. After doing this for a number of lessons, the rules learned here will start to stick.

## V. Workbook (optional)

The *Workbook* contains review exercises covering the regular and irregular verb conjugations.

X	Lesson #21	Ø
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### **I. Any new information?**

### **II. Review "regular" and "irregular" conjugations**

Use various verbs from pages 87 and 88 of the *Student Book*. Give the simple imperative and the third masculine singular, and then ask "What conjugation?" Have the students explain their answer and go through the conjugation orally. Do this for a number of verbs. In the future you should do a short review like this every so often to give the students practice.

Don't spend the whole class on this, since it is a bit heavy. Leave time for another activity.

### **III. Dialogues**

Go over dialogues 3, 4, and 5 from the *University of Wisconsin* course. These are written on pages 89 and 90 of the *Student Book*.

Using the tape *Abrid 1 Student Book*, go over dialogues 3, 4, and 5 with the students. (These dialogues originally come from the following cassettes: Dialogues 3 and 4 come from cassette tape #TZ1.001.002, sides A and B, from the *University of Wisconsin* course. Dialogue 5 comes from cassette tape #TZ1.001.003, side A, from the *University of Wisconsin* course. Dialogue 5 contains some irritating background noise. It is still useable but not ideal.)

For each dialogue, don't pass out the text right away. First, play the tape (just the "normal speech" part), and ask what the students heard, if anything. Then play the tape again (the "normal speech" part), and see what they heard. Continue with the "slow speech" part, and see what they heard.

Then have the students look at the text. Have them cover up the English translation until you have discussed any new words or phrases, such as the following ones:

A. Dialogue 3 contains the word إِبَّاش "your father." This is new vocabulary. Just teach phrase as a whole. Students will be confused as to what the word for "father" is and why it doesn't take the possessive pronoun ending نَش. Tell them that for certain kinship terms (family relationship terms) there are special possessive endings that we will learn later in a separate lesson. Don't teach them now. It requires a whole lesson by itself.

Also, the word ماني here, which the students will know as "where," also means "how is?" Practice this use with the students.

B. In dialogue 4 the students probably won't know أَزْمُورِي . Also, the phrase تَمَا ن "next to" is new.

C. Dialogue 5 contains the word مائِس "her mother." This is also new vocabulary. For the same reasons as above, just teach this phrase as a whole and wait until the kinship terms lesson to explain the form of this word. Also, the word أَخَام ("house," but literally "tent") may be new to the students or they may have forgotten it.

Go over the tape again from the beginning with the students following along. Make sure they repeat during the listen-repeat part. Then have the students do the dialogue among themselves. If there is time, see if some students want to try one of the dialogues without looking at the text. A possible homework assignment is to memorize one of the dialogues.

#### **IV. Other**

If there is still time left, you can use this for a vocabulary review or some conversation or have students make up their own dialogues among themselves.

#### **V. Homework**

Memorize one of the dialogues.

#### **VI. Workbook (optional)**

The *Workbook* contains review exercises covering verb conjugations.

**I. Any new information?**

**II. Review the memorized dialogues**

Have the students say the dialogues that they memorized for homework.

**III. Review some "regular" and "irregular" verbs**

**IV. Workbook (optional)**

The *Workbook* contains supplementary material that is suitable for use anytime during lesson 22. This material consists of a text "The Market at Midelt" and questions on the text. A tape accompanies the text and questions. Vocabulary is also given on the tape.

**V. Direct object pronouns**

All of this material cannot be covered in one lesson. It is all presented here to keep it together, but you will need to space it out over two or more lessons.

A. Begin by presenting the list of direct object pronouns:

اِخْ	يْ
كُنْ	شْ
كُنْتُ	شَمْ
تَنْ	تْ
تَنْتْ	تَّ

There is some variation in different regions. These are the direct object pronouns we will choose to use. Some communities add an "i" between a word that ends in a consonant and these pronouns. We will not do that in this course.

Also be sure not to confuse these direct object pronouns (me, you, him, her, etc.) with the indirect object pronouns (for/to me, for/to you, for/to him, for/to her, etc.). Leave the indirect object pronouns for *Abrid 2*, lesson 10. These are as follows:

ي   يِي	اخ
اش	اوَن
ام	اوَنَت
اس	اسَن
اس	اسَنَت

After you present the direct object pronouns, have the students repeat them in order. Then refer the students to the top of page 93 of the *Student Book*, the page entitled "Direct Object Pronouns."

B. Using the pronouns with verbs

1. Put a variety of noun cards out on the table. Give a student a command (singular) with the verb **أَسَى**: "Pick up the bread." The student should then do the action. Tell the student "Put down the bread." Now tell the student: "Pick it up." Do this with various nouns, making sure to use masculine and feminine and singular and plural. Then use the pronouns with the verb **سِرْس**. Have the students then give the commands to each other.

2. Now using the verb **عَاوَن** have the students say "Help me." Continue with "us," "him," "her," "them (m.)," and "them (f.)." Then use the form "He helped me." Have the students use all the pronouns with "He helped...." Then refer the students to page 93 of the *Student Book*, where "he helped me, you, etc." is written. The use of the pronouns is simple: add the pronouns directly onto the end of the verb. This is the main pattern for direct object pronoun use.

[Note: do not use questions or negatives at this point. These things cause the pronouns to change position in the sentence. This will only confuse students at this point. We will do the moveable aspect of pronouns later in *Abrid 2*, lesson 2.]

3. Tell the students that, while the verb **عَاوَن** gives the normal pattern for direct object pronoun use, there are some cases where a few changes are made for pronunciation reasons. These are when the verb ends in a vowel, when the verb ends in a **س** or a **ش**, and when the verb ends in a **ت**.

a. Using page 93 of the *Student Book*, refer the students to the verb "he lifted me, you, etc." Ask the students if they notice any slight changes. See if they can discover the

differences. The difference occurs only in the first person. A "y" sound must be added between the final vowel of the verb and the singular *ي* and the plural *اخ*.

b. Using page 93 of the *Student Book*, refer the students to the verb "he set me, you, etc., down." Ask the students if they notice any slight changes. See if they can discover the differences. The difference occurs only in the second person singular. Since the verb ends in a *س* and the second person singular (both masculine and feminine) direct object pronouns start with a sound close to that, the *ش*, the *ش* dominates and is said with a *shedda*.

c. Using page 93 of the *Student Book*, refer the students to the verb "he hit me, you, etc." Ask the students if they notice any slight changes. See if they can discover the differences. The difference occurs only in the third person, both singular and plural. Since the verb ends in a *ت* and the third person direct object pronouns all start with a *ت*, the *ت* is said with a *shedda*. However, in the third person feminine singular, since the pronoun already has a *shedda*, a different change must occur. This change can vary from region to region. The change we are using here is that the final *ت* of the verb becomes an *س* and the feminine direct object pronoun is simply a *ت* without a *shedda*.

[Other ways to deal with this latter situation include the following by the Ayt 'Atta: the feminine direct object pronoun is lengthened to *تيت*. This is then added to the verb. The first *ت* is then said with a *shedda*, but the feminine is clear because of the extra *يت* sound. There may be other regional variations as well.]

C. Practice with some other verbs like: *سَع*, *إني*, and *زَنَز*.

Use the following sentences:

"Say the word. Say it. Say the words. Say them. He said the word. He said it. He said the words. He said them. They said the word. They said it. They said the words. They said them. etc."

"Buy/sell the meat. Buy/sell it. Buy/sell the house or car. Buy/sell it. Buy/sell the fields. Buy/sell them. Buy/sell the balls. Buy/sell them." Then use: "he, she, they, I, you, etc."

D. Using direct object pronouns with certain descriptive sentences

This concerns pages 94 and 95 of the *Student Book*. Don't have the students look there yet.

1. To begin with, present the verb **نَغ**. Give the simple imperative, and see if the students can remember the third masculine singular. What kind of conjugation is it? Have them conjugate it orally. Explain that this verb means literally "to kill," but it is also used in common, everyday speech to say things like "I'm sick. I'm cold. I'm hot. etc." Write the phrase **إِنْغَايِي شَا** on the board. Literally the phrase **إِنْغَايِي شَا** means "Something is killing me." What it really means is "I'm sick." Explain the structure of the sentence. Unlike English, the subject of the sentence is the "something," and the person who is sick is the direct object. Also, the verb in this case, although it has a "past" form, has a present meaning. (Depending on the context, it can also have a past meaning: "I was sick.")

Now have the students guess how to say "you are sick, he is sick, etc.," using all the persons. Do this in order, and write everything out fully on the board. Note that the verb form doesn't change, since the subject is always the same: **شَا**. In this structure only the direct object pronoun changes.

2. Proceed to the phrase "I'm cold." First write the word **أَصَمَّيْض** on the board, telling the students that this is the noun for cold. Mention that the dependent form is **أَصَمَّيْض**. Ask the students how they think they would say "I'm cold." Work with them until they come up with **إِنْغَايِي أَصَمَّيْض**. If the students haven't already noticed this, ask them why the word **أَصَمَّيْض** starts with a **أ** and not an **إ**. Why is it in its dependent form? Because it is the subject of the sentence and comes after the verb. Have the students come up with the rest of the persons: "you are cold, he is cold, etc." [Tell the students that we can't do negatives or questions yet, since these things change the position of the pronouns, but that we will study this in a future lesson. For now, we are just being "positive."] Again, write all the persons fully on the board, in order. This can be done simply by erasing the **شَا** and writing **أَصَمَّيْض** in its place. You don't need to write out **أَصَمَّيْض** every time. Ditto marks will suffice.

3. Have the students practice among themselves and with pictures of various people on the table saying: "I'm cold/sick, you are cold/sick, they are cold/sick, etc." To make the drill a bit more interesting, the student can say **إِنْغَايِي أَصَمَّيْض. إِنْ شَكَّيْن؟** "I'm cold. And you?" That student then responds "I'm cold. And them?" (referring to other students or to a picture of a group of people). Someone then says "They are cold. And her?" etc. This is a way to ask questions, without having to move the direct object pronouns, and this reviews the previously learned independent pronouns as well.

4. Go on to teach the students: "I'm hot. I'm hungry. I'm thirsty. I'm broke. I'm sleepy. I'm poor. I miss you." and anything else that has this structure that you want to teach the students. Stick with the verb **نَغ** for all these phrases. Note that when the



subject is feminine (as with "I miss you"), the verb must change to a feminine conjugation. The possessive pronoun changes also, depending on the "you" who is addressed. Practice this with various options: singular, plural, masculine, and feminine.

5. Then introduce another verb to the students: أَغْ . Give the simple imperative and the third masculine singular. Ask what type of conjugation: "regular" or "irregular"? Why? Have the students conjugate it fully. Explain that this verb has a lot of meanings but that one of them is "to afflict," as in "Sickness is afflicting me" or more smoothly "I'm sick." Thus, this verb, in this context, functions just like نَغْ . Have the students say "I'm sick, you're sick, etc." using this verb. Write it out fully on the board. Then have the students use this verb with other options: "I'm hot. I'm hungry. I'm thirsty. I'm broke. I'm sleepy. I'm poor. I miss you. etc." They can practice this like they did the other verb in part 3.

At this point, have the students look at page 94 of the *Student Book*. Give them time to look at it and see if there are any questions.

6. Finally, show the students how to say the sentences "\_\_\_\_\_ is cold/hot/sick/ etc." without the direct object pronouns, that is, when the direct object is a noun, like the name of someone, or "the man" or "my son," etc. Use page 95 of the *Student Book* for ideas. Have the students practice these phrases. They can use the drills of part 3. Instead of "and you?" they can say "and Moha?" or "and your son?" or "and the children?"

Have the students look at page 95 of the *Student Book*.

7. There is another way to say the above sorts of sentences, and that is with the preposition كِ "in." Thus, "in me is cold," etc. You must explain all the forms of "in" plus the pronoun endings that go with the preposition "in." Give them in order, writing them fully on the board.

كِ

دِيكُنْخ	دِيكُنْجِي
دِيكُنْ	دِيكُنْش
دِيكُنْت	دِيكُنْم
دِيكُنْسَن	دِيكُنْس
دِيكُنْسَنَت	دِيكُنْس

Mention that prepositions have their own sort of endings, similar to ones we've already seen but with slight differences. These endings are the same as:

غورنَخ	غوري
غورُن	غورُش
غورُنْت	غورُم
غورُسَن	غورُس
غورُسَنْت	غورُس

Since the phrase "I'm cold" using the preposition "in" doesn't have a verb in it, the noun "cold, sickness, etc." is not in its dependent form, and there is no change when that noun is feminine, since there is no verb to change.

One other item concerns the pronunciation of the various forms of the preposition **ڌي** plus pronouns. We will choose to write them as they are above, all with a **ڌي**. However, that is not how they all sound. When the **ڌي** encounters a voiced sound (the "i," the "m," the "n," and the "u"), it stays a "g" sound. However, when the **ڌي** encounters an unvoiced sound (the "š" and the "s"), it becomes a "y" sound or in some dialects a "k" sound, which is the voiceless equivalent of the "g" sound. Thus, the following are phonetically how the words sound, even though we will always write the words with a **ڌي**.

no change			dig	ديڱي
	dikš	ديڪش	or	diyš
no change			digm	ديڱم
	diks	ديڪس	or	diys
	diks	ديڪس	or	diys
no change			digneخ	ديڱنَخ
no change			digun	ديڱن
no change			digunt	ديڱنَت
	diksen	ديڪسَن	or	diysen
	diksant	ديڪسَنَت	or	diysent

Note that "diys" is not the same as "dis." The "y" is pronounced.

Refer the students to pages 96 and 97 of the *Student Book*, the pages entitled "The Preposition **ڌي** (in)." Go over the sample sentences on page 97. Numbers 7 and 8 contain some grammar items we haven't covered yet. Just have the students learn the phrases as expressions. Save the grammar for future lessons.

## **VI. Workbook (optional)**

The *Workbook* contains review exercises using direct object pronouns and all the ways to say "I'm cold, hot, etc." There is also a dialogue that has sentences with mixed up word order. The students need to put the words into the correct order.

**I. Any new information?**

**II. Continue direct object pronouns**

**III. Verb review**

To add some variety, you can review some different verbs by using them in various sentences and asking the students if they know how to say a number of different items. You can do this with any verbs and phrases you can come up with. The following are only examples:

(With each verb, ask the students the simple imperative, the third masculine singular, and what type of conjugation it is. For a new verb, you give the simple imperative and the third masculine singular, and you ask the students what type of conjugation.)

دَو

Where are you (he, she, etc.) going?

مَاغَر تَدِيد؟

I'm going to ....

دَيخ غَر ....

Is \_\_\_\_\_ there? No, he left.

إِس إِلَّا \_\_\_\_\_. وهو، إِذَا.

إِذَا لَحَال. It's late.

Go (sing. and pl.) to the market!

Did they go to Boulmane? (Answer: ...)

Where did you go on your vacation?

Did you go somewhere on vacation?

إِنِي

He said the word.

What did you say?

He said, "Go!"

Did they say "Go!" or "Stay!"?

She said, "It's good."

She said, "It's bad."

Did she say it's good or it's bad?

Say! Say (m.pl.)! Say (f.pl.)!

Say it! Say (m.pl.) it! Say (f.pl.) it!

بَنُو

He built the house.

He built the house by hand.

Where did they build the house?

Did you build the house in Boulmane?

They built the mosque next to the bath.

بَدُو

They began the studies.

بَدَان تَغُورِي.

Did she begin work?

حُمُو

(This is a new verb.)

إِحْمًا لِحَالٍ. It's hot.  
تَحْمًا تَفَوْشْتِ. The sun is hot.  
The water is hot.  
حُمَانٍ وَأَمَانٍ.

عَنُو

(This is a new verb apart  
from memorized usage.)

How are you (sing.)?  
How are you (m.pl.) (f.pl.)?  
How are they (m.pl.) (f.pl.)?  
How is your back?  
How is your hand, foot, etc.?  
How are your feet?  
How is your eye?  
How are your toes?

خَو

He's mean.  
It's ugly.  
They are bad.  
Is she mean?

#### IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use anytime during lesson 23. This material consists of three sets of sentence pattern drills on tape designed to work orally on direct object pronouns.

**I. Any new information?**

**II. Continue direct object pronouns**

**III. Demonstrative pronouns**

These are the pronouns: "this," "that," "these," and "those" used as nouns. The basis of this lesson is the *Student Book* pages 98 and 99.

A. Begin with the words that denote closeness: **وا**, **وي**, and **تي**. Among these, begin with **وا** and **تا**, since the students know these already. With different noun cards on the table, say things like **ريخ تا** and **مَتّا تا؟ مَتّا وا؟**. When the students understand, which they will quickly, then add, pointing to plural cards, **وي** and **تي**. Have the students then ask questions (with other students answering) or say "I want this" or "Give me these," etc. (with the students handing the person the card).

B. When this seems learned, then put some pictures close to you and some pictures far from you. Start by having a student ask for a noun (by name) "I want the house," for example. Then you ask "Which house? This one or that one?" Do this with pictures covering all the possibilities: masculine, feminine, singular, and plural. Thus, you will be adding here the demonstrative pronouns denoting farness: **وان**, **وتان**, **وين**, and **تين**. Have the students do this drill among themselves. Point out to the students that in these cases the **ن** is a particle of farness. Tell them to remember this, since we will see this again in the future.

C. After this, write the 8 different forms on the board.

وان	وا
وتان	تا
وين	وي
تين	تي

D. Try some other drills.

"I want 5 of these/those." "I want some of these/those." "I want a lot of these/those." "I want a few of these/those." To do this drill, you'll need to tell the students how to

say these quantity expressions. Have the students ask each other "What do you want?" (Vary the "you" for masculine, feminine, singular, and plural.)

Teach the students the word *أَم*. The drill is "What do you want?" Answer: "I want one like this/that/these/those."

Then use these demonstrative pronouns in sentences with verbs. (Remember: don't do negatives. We haven't learned that yet.)

"Is this one good?"	"Yes, this one is good."	"No, this one is bad."	"Yes, this one is good, but that one is bad."
"Did you sell that one?"	"Yes, I sold that one."	"No, I sold this one."	
"Did you buy those?"	"Yes, I bought those."	"No, I bought these."	etc.

E. Refer the students to page 98 of the *Student Book*. Have them read the first half of the page. Then speak about the words: *أَيِّنَا*, *أَيِّن*, and *أَيِّن*. Explain how these are used and give some examples of their usage. This will be quite confusing to the students. The best explanation seems to be that *وا*, *تي*, *وي*, *تا*, etc. refer to specific objects but that *أَيِّنَا*, *أَيِّن*, and *أَيِّن* refer to situations or affairs, a non-concrete "this or that." This is very similar to the Moroccan Arabic use of *هَـ* and *دَـ*. The words *أَيِّنَا*, *أَيِّن*, and *أَيِّن* also at times to refer to things that are neutral (It's unknown whether the object is masculine or feminine.) or that the person doesn't know what they are. Anyway, practice and hearing others will lead the students to improve their ability to use these phrases correctly. Give some good sample sentences and situations where these words are used.

F. Introduce the words *دا* and *دين* from page 99 of the *Student Book*. (Skip the word *دينَاغ*, since this word appears to be used only in the southern dialects of Middle Atlas Tamazight.) Show their usages with the prepositions *غَر*, *أَل*, and *زي*. Then have the students look at page 99. [Note that since this course concerns mainly the Tamazight of the northern part of the Middle Atlas, we are using *أَل* and not *أَر*; *زي* and not *سَكْ*; *غَر* and not *س*.]

#### IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use anytime during lesson 24. This material consists of some practice phrases with the words *أَيِّنَا* and *أَيِّن*. There are also eight Tamazight proverbs.

The *Workbook* also has review exercises covering the demonstrative pronouns.

## X Lesson #25 X

- I. Any new information?**
- II. Continue and/or review direct object pronouns**
- III. Continue and/or review demonstrative pronouns**
- IV. Negation of past tense form**

For this lesson follow the order of presentation given in the *Student Book* on pages 100 and 101, pages entitled "Negation of the Past Tense Form." This is an easy, step-by-step approach to explaining the negative.

A. Start out with the basic ingredient to the negation of the past form: Add **وَر** in front of the verb.

B. Then give the general rule: In most cases, the negative word "ur" affects the final vowel of the verb stem in the past tense form. It changes the short vowel "e" (a *fatha*) or the long vowel "a" (an *aliph*) into the vowel "i" (either a *kasra* or a *ya'*, respectively). Then give the following examples, writing them fully on the board. Ask the students how to say "He understood." Write that. Then ask the students what they think would be the negative from the rules they just learned. Then write that. Do this for each example.

<p>He didn't understand.    <b>وَرِ إِفْهَمَ.</b></p>	<p>He understood.    <b>إِفْهَمَ.</b></p>
<p>He didn't know.    <b>وَرِ إِسَنَّ.</b></p>	<p>He knew.    <b>إِسَنَّ.</b></p>
<p>He isn't here.    <b>وَرِ إِتَّى.</b></p>	<p>He's here.    <b>إِتَّى.</b></p>
<p>He didn't go.    <b>وَرِ إِدَّى.</b></p>	<p>He went.    <b>إِدَّى.</b></p>

Point out how the final vowel (either the *fatha* or the *aliph*) becomes either a *kasra* or a *ya'*. [At this point don't mention the exceptions. Let the students learn and practice the general rule first. Then we'll do the exceptions later.]

C. Once this is done, ask a student how to conjugate the verb "know." Give the students the simple imperative and the third masculine singular. Ask what kind of verb it is. Then have the student give the whole conjugation. Write the complete conjugation on the board, on the right side of the board. Then, ask the students how to make the negative of each person. Write that on the board as well. By the end, you will have a complete comparison of the positive and negative of all the persons. It will look like this:



ور نَسْن	ور سَنَخ	نَسْن	سَنَخ
ور تَسْنَم	ور تَسْنَد	تَسْنَم	تَسْنَد
ور تَسْنَمْت	ور تَسْنَد	تَسْنَمْت	تَسْنَد
ور سَن	ور إَسْن	سَن	إَسْن
ور سَنْت	ور تَسْن	سَنْت	تَسْن

This is very important to give the students an overall picture of what happens with the vowel change. Point out each change, and have the students say the two forms so that they can work on the pronunciation differences. Note also that when we say "final vowel" of the word, we mean the final vowel of the verb stem (in this case "ssen"), not the schwa vowels that appear in some of the suffix endings of the plural forms: "ur tssinem, ur tssinemt." The above verb was an example of a *fatha* changing to a *kasra*.

The next example is of an *aliph* changing to a *ya'*. It is important for the students to see the comparison in all the persons. Thus, follow the procedure with the above verb. Ask a student how to conjugate the verb "go." Ask what kind of verb it is. Then have the student give the whole conjugation. Write the complete conjugation on the board, on the right side of the board. Then, ask the students how to make the negative of each person. Write that on the board as well. By the end, you will have a complete comparison of the positive and negative of all the persons. It will look like this:

ور نَدِّي	ور دِيخ	نَدَّا	دِيخ
ور تَدِّيم	ور تَدِّيد	تَدَّام	تَدِّيد
ور تَدِّيمْت	ور تَدِّيد	تَدَّامْت	تَدِّيد
ور دَيْن	ور إِدِّي	دَّان	إِدَّا
ور دَيْنْت	ور تَدِّي	دَّانْت	تَدَّا

Point out each change, and have the students say the two forms so that they can work on the pronunciation differences. Note that for the first and second person singular there is no change because the final vowel is already a *ya'*. This is the pattern for all "irregular" verbs.

D. Do some drills using the negative.

Using the noun cards, have a student ask another student:

"Do you want \_\_\_\_\_?" The student answers "No, I don't want \_\_\_\_\_." (Don't use pronouns here, since we haven't learned how pronouns move in negative sentences yet.)

"Did they go to \_\_\_\_\_?" "No, they didn't go to \_\_\_\_\_."

"Did you sell your \_\_\_\_\_?" "No, I didn't sell my \_\_\_\_\_."

"Do you know that man?" "No, I don't know that man."

"Is he a Berber?" "No, he's not a Berber." etc.

Be sure to use only verbs which make the negative vowel change. We'll do the exceptions next. Be sure to vary the persons and singular and plural so that the students get practice with more than just "me" and "you." The third person plurals are the most difficult for the students to remember.

#### E. The exceptions

There are exceptions where the vowel change does not occur. These verbs must be learned individually. Ask the students how to say "He cut. He helped. He asked. He saw. It's good. He forgot. He died." (Most of these the students already know. For a new verb, tell the students the simple imperative and the third masculine singular. Ask them what kind of verb it is.) Write these on the board. Across from them write the negative. The board will look like this:

He didn't die.	وَرِ إِمَّوَت.	He died.	إِمَّوَت.
He didn't forget.	وَرِ إِتَّو.	He forgot.	إِتَّو.
He didn't ask.	وَرِ إِسْقَسَا.	He asked.	إِسْقَسَا.
He didn't see.	وَرِ إِرَاعَا.	He saw.	إِرَاعَا.
It's not good.	وَرِ إِغُودَا.	It's good.	إِغُودَا.
He didn't cut.	وَرِ إِبَّي.	He cut.	إِبَّي.
He didn't help.	وَرِ إِعَاوَن.	He helped.	إِعَاوَن.

Stress that the negative forms must be learned for each verb. However, there are some general rules that help you predict when the vowel change does not occur. These are:

1. If the final vowel in the conjugated form is a **و**, the vowel does not change.
2. If the final vowel in the conjugated form is already a **ي**, there is no change.
3. If the final **ا** of the conjugated form is part of the simple imperative stem (and not from the "irregular" verb conjugation pattern), then there is no change.
4. All "irregular" verbs (those that are conjugated like **كُتِّ** and **إِلِّي**) undergo the vowel change.

Point out how each of the seven examples given above fit these rules, except for the verb **عَاوَن**.

F. The final point is what the students must learn for every verb. Tell them: For every verb you learn, you need to learn its simple imperative form, its third masculine singular past form, and its third masculine singular negative past form. Use some of the following verbs as examples. Using the English, ask the students for the simple imperative, the third masculine singular (ask what type of conjugation it is), and the third

masculine singular negative. Write the examples on the board. This is good practice for the students.

دَو	إِذَا \ وَرِ إِدِّي	كُ	إِثَّا \ وَرِ إِكِّي
خَو	إِخَّا \ وَرِ إِخِّي	نَغ	إِنْغَا \ وَرِ إِنْغِي
فَهَم	إِفْهَم \ وَرِ إِفْهَم	إِسِين	إِسْن \ وَرِ إِسْن
أَمَن	يَوْمَن \ وَرِ يَوْمِن	أَمَر	يَوْمَر \ وَرِ يَوْمِر

مَّت	إِمَّوت \ وَرِ إِمَّوت	تَو	إِتَّو \ وَرِ إِتَّو
أَف	يُوف \ وَرِ يُوف	بِّي	إِبِّي \ وَرِ إِبِّي
سَقْسَا	إِسْقَسَا \ وَرِ إِسْقَسَا	رَاعَا	إِرَاعَا \ وَرِ إِرَاعَا
عَاوَن	إِرْعَاوَن \ وَرِ إِرْعَاوَن	أَغ	يَاغ \ وَرِ يَاغ

Tell the students: This information is essential information in order to know how to conjugate verbs, not just in the past form but in the other tenses as well. If you know this information (We will add one other item to this later.), you know what you need to in order to fully conjugate the Tamazight verb.

Refer the students to pages 100 and 101 of the *Student Book*, pages entitled "Negation of the Past Tense Form," and page 102 of the *Student Book*, entitled "Negation of Past Tense."

## V. Negation of second way to say "to have"

1. Begin by asking the students to give you four different sentences with "I have," using the verb **إِلِي**. The subjects must be the four different possibilities: masculine singular, feminine singular, masculine plural, and feminine plural. Write these on the board.
2. Tell the students that to form the negative, they simply add **وَر** in front of the verb, although they must remember to change the vowel in the verb. On the board add **وَر** in front of the above four verbs and change the *aliphs* to *ya*'s. The change will look like this:

ور إَلِي  
 ور تَلِي  
 ور لَيْن  
 ور لَيْنْت

Although the preposition غوري can move to in front of the verb, most people don't say it that way, so we won't either.

3. Drills: a game can be played. From all the fruit cards, for example, give one fruit card to a student, but the other students don't know what the card is. Nor do they know what cards remain. The other students then ask the student with the card "Do you have a \_\_\_\_\_?" They use the various fruits they know. The student with the card answers **with a full sentence** "No, I don't have a \_\_\_\_\_." until finally someone says the correct fruit and the student responds "Yes, I have a \_\_\_\_\_." Repeat this with a number of students having the secret card. Also, you can use cards of vegetables and animals.

4. Call the students' attention to the explanation on the bottom of page 101 of the *Student Book*.

## VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of this lesson on the negative. This material consists of five Tamazight proverbs that use the negative.

The *Workbook* also has review exercises covering the negative and the three essential parts of the verb.