

# TEACHER'S MANUAL

## ABRID 2

### LESSONS FOR INTERMEDIATE 1 TAMAZIGHT

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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 2

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## Introductory Note

This book is the Teacher's Manual for the Intermediate 1 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.

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

### I. Any new information?

The students learned in the very beginning the phrase "I don't know" ورِسْ . Now that we've learned the negative, explain where this comes from: a shortened form of ور سَنَخ .

### II. Vocabulary: some religious and political words

It is very useful every so often to work on expanding the students' vocabulary. Although certain vocabulary is built into the course, much vocabulary expansion is left to your initiative and the initiative of the students. Much vocabulary depends on what the students ask, what situations come up in conversations, and the context in which the course is taught. Thus, although after *Abrid 1* there aren't many specific lessons focused on vocabulary, you must be sure that you spend time on vocabulary in class.

One technique to do that is "vocabulary domains." Choose a domain or area around which you want to introduce many related words: foods, religious words, political words, nature, places, adjective verbs (like: it's heavy—it's light, it's short—it's tall, it's sharp—it's dull, etc.), animals, time words, counting, linking or transition words, body parts, quantities, directions, geography, weather, holidays, family relationships, verbs of movement, clothes, jewelry, traditions, rites of passage (birth, circumcision, marriage, death), building, car repairs, agriculture, expressing emotions, household items, the kitchen, the market, Berber history, tribal relationships, famous and well-known Berbers, shapes, riddles and puzzles, humor, hobbies and leisure, math, sports, sicknesses, going to the doctor, traveling, etc. Then come up with a number of useful nouns, verbs, and expressions that relate to this topic. Be sure to have sample sentences and situations in mind. Get the students to use the words in their own sentences. Also prepare a written handout that can be given to the students with the vocabulary on it. Most students need both an oral and written presentation of vocabulary.

For this lesson, the vocabulary domain is some religious and political words. You can't give all the vocabulary that relates to these topics, since that would be overwhelming, but these words are very common and useful ones. Use the vocabulary list on pages 9 and 10 of the Student Book, although don't have the students turn there until you've gone over the words orally. (Many students stop paying attention orally once a written list is put before them.) Writing the words individually on the board as you go over each one is fine. Come up with some sample sentences using these words, although be careful to use only the grammar that you've done so far. For example, don't introduce at this point the present continuous tense or two verbs used together, etc. Ask the students questions using these words, and then have the students ask each other these same questions.

Some suggested questions to ask in Tamazight:

Did you pray today? (Don't ask: Do you pray?, since that requires the present continuous tense. Thus, the questions will be limited.)

Are you fasting? (That uses only the "past tense" form.)

Did you fast last week?

Where did you worship last week?

Do you believe in God? in the prophets? in heaven and hell?

Have you ever met a religious teacher?

Have you ever visited a marabout?

Is there a marabout near here?

Do you know the names of the five prayers of Islam?

Where did you go on the big/small holiday?

What did you do on the big/small holiday?

What is the official name of Morocco?

What countries have a king? a queen?

Who is the King of Morocco?

Who is the prime minister of Morocco? of Great Britain? etc.

Are you a resident of Morocco?

When you've gone over all the vocabulary, refer the students to pages 9 and 10 of the Student Book. Give them some time to look over the words there and ask any questions.

### **III. Review the negation of the past tense form**

Use the material and drills of *Abrid 1*, lesson 25.

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

The Workbook contains supplementary material that is suitable for use at any time during lesson 1. This material consists of a dialogue emphasizing the negation of the past tense form and some exercises reviewing the negative.

The Workbook also contains a crossword puzzle, which reviews various items from *Abrid 1*, and a vocabulary building exercise. Both of these exercises could be used now or in any future lesson. The vocabulary building exercise is a technique that you can use in other lessons with your own phrase, resulting in a whole new group of vocabulary words.

## ⊙ Lesson #2 †

### I. Any new information?

### II. Continue or review anything needed from past lessons

### III. The moveable aspect of direct object pronouns

Here we deal with how the direct object pronouns move from after the verb to in front of the verb in certain grammatical contexts. Follow the presentation step by step to bring the students along in their understanding of this part of Tamazight grammar.

A. Explain the general phenomenon: In Tamazight direct object pronouns are moveable, that is, they change their position in certain grammatical contexts. In a simple affirmative sentence, the direct object pronouns come directly after the verb. However, question words, negatives, and verb tense indicators (for the future, the subjunctive, the present continuous, etc.) cause the direct object pronoun to take a position in front of the verb.

The students will not know what verb tense indicators are. These are the particles put in front of the future ( أَآ ), the subjunctive ( حَمَا أَآ ), among others), the present continuous ( آ ), etc. The students don't need to know these now. Say that we'll cover them later. Focus on the questions and negatives.

B. Help the students discover the moveable aspect of direct object pronouns in the following way:

(When you write these down, do it in such a way that at the end all the sentences are in the correct conjugation order.)

Ask the students how to say "They (m.) want a mule." Write that down.

Then ask them how to say "They (m.) want it." Write that down.

Show them how to say "They (m.) don't want it." Write that down. Note the change in the vowel of the verb!

Join the pronoun to the negative word, not to the beginning of the verb: ورْت رين.

Then do these same steps with a female mule. Then with plural male mules. Then with plural female mules.

At this point, continue with the rest of the pronouns, even though the meanings of the sentences aren't always natural. Ask the students how to say "They (m.) want you (m.s.)." Write that down.

Then ask the students to guess how to say "They (m.) don't want you (m.s.)." Write that down. Do this with masculine, feminine, singular, and plural.

Ask the students how to say "They (m.) want me." Write that down. Then have them guess how to say "They (m.) don't want me." Write that down.

Ask the students how to say "They (m.) want us." Write that down. Then have them guess how to say "They (m.) don't want us." Write that down.

The board should look like this:

ورِي رِين.	رَانِي.	
وَرُش رِين.	رَانِش.	
وَرُشَم رِين.	رَانِشَم.	
وَرْت رِين.	رَانْت.	رَان أَسَرْدُون.
وَرْت رِين.	رَانْت.	رَان تَسَرْدُونْت.
وَرَاخ رِين.	رَانَاخ.	
وَرَكُن رِين.	رَانَكُن.	
وَرَكُنْت رِين.	رَانَكُنْت.	
وَرْتَن رِين.	رَانْتَن.	رَان إِسَرْدَان.
وَرْتَنْت رِين.	رَانْتَنْت.	رَان تِسَرْدَان.

C. Now show the moveable aspect of direct object pronouns with the question word **إِس**.

Ask the students how to say "He is sick." For variety use the verb **أَغ**. Write that down.

Then ask them to guess how to ask "Is he sick?" Write that down.

Ask them to guess how to ask "Am I sick, are you sick, etc." Write down the full chart of the possibilities. The board should look like this:

إِسِي يَاغ شَا؟	يَاغِي شَا.
إِسْكَ يَاغ شَا؟	يَاغْش شَا.
إِسْكَم يَاغ شَا؟	يَاغْشَم شَا.
إِسْت يَاغ شَا؟	يَاغْت شَا.
إِسْت يَاغ شَا؟	يَاغْت شَا.

ياغاخ شا.	إساخ ياغ شا؟
ياغكن شا.	إسكن ياغ شا؟
ياغكننت شا.	إسكننت ياغ شا؟
ياغتَن شا.	إستَن ياغ شا؟
ياغتَننت شا.	إستَننت ياغ شا؟

Point out that for the pronouns شَم and ش, they change to كَم and ك because the إس sound is too close to the س sound in the question word إس.

D. Do some drills with the question word إس and with the negative and direct object pronouns.

Have the students ask each other "Are you sick/cold/hot/tired/etc.?" The student should answer "No, I'm not sick/cold/etc." Referring to either other students or to pictures of people, do this in all the other persons: "they, you, etc." (For "you" make a statement: "You aren't sick/cold/etc.")

E. Now show the moveable aspect of direct object pronouns with the question word ما .

Write the question "What's the matter with you (m.s.)?" on the board: ماش ياغن؟ .

Explain that this form of the verb is a participle (having an ن at the end), which occurs after certain question words. This will be covered later in lessons 20-22. For now just memorize this form.

Ask the students what they guess would be "What's the matter with you (f.s.)?" Write this down. Do this for the plural forms of "you." Write them down.

Continue with "What's the matter with him/her/them (m.)/them (f.)?" Write these down.

Continue with "What's the matter with me/us?" Write these down.

The board should look like this:

ماي ياغن؟	ماياخ ياغن؟
ماش ياغن؟	ماكن ياغن؟
ماشَم ياغن؟	ماكننت ياغن؟
مات ياغن؟	ماتَن ياغن؟
ماتَ ياغن؟	ماتَننت ياغن؟

Have the students practice saying the various phrases.

F. More drills

Have the students ask each other "What's the matter with you? Are you sick?" The student answers "No, I'm not sick. I'm hungry." Do this mixing up masculine, feminine, singular, plural, and the various persons, as in part D.

Refer the students to pages 11 and 12 of the Student Book, the pages entitled "The Moveable Aspect of Direct Object Pronouns."

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

The Workbook contains four review exercises covering the moveable aspect of direct object pronouns in the context of negative sentences and questions.



## : Lesson #3 V

### I. Any new information?

### II. Continue or review the moveable aspect of direct object pronouns

Use the material and drills of lesson 2.

### III. Kinship terms

You won't be able to cover all this material in one lesson, but it is grouped here to keep it together.

#### A. Explain this to the students:

This is a special lesson in Tamazight because there is a limited number of kinship or family terms which do not take the normal possessive pronoun endings *ينو, نَّش, نَّم*, etc. Thus, words like "my, your, his, etc., sister" are not the same as "my, your, his, etc., house." The differences are not enormous but do merit special attention. This lesson, then, concerns both vocabulary and grammar at the same time.

#### B. List the special kinship terms

The following words take the special possessive pronoun endings, which will be spelled out below:

(my mother)	إِمْما	(my father)	إِبَّا
(my daughter)	إِلِّي	(my son)	مَمِّي
(my daughters)	إِسْتِي		
(my sister)	أَلْتَمَّا	(my brother)	إِكُّمَّا
(my sisters)	إِسْتَمَّا	(my brothers)	أَيْتَمَّا
(my paternal aunt)	عَتِّي	(my paternal uncle)	عَمِّي
(my maternal aunt)	خَالْتِي	(my maternal uncle)	خَالِي

C. Note that by themselves, without any endings, these words mean "my" such and such. The "my" is included in the word. (There is no word that fits this pattern for the plural "my sons.") "This means that one cannot talk about fathers or mothers, or sisters or brothers, in the abstract, but only about somebody's father, mother, and so on" (The *University of Wisconsin* course, p. 64).

D. Suffixes are added to make the other possessive forms: (Write this full chart on the board.)

my son	مَمِّي	none	my
your son	مَمِّيش	ش ...	your (m.)
your son	مَمِّيم	م ...	your (f.)
his son	مَمِّيس	س ...	his
her son	مَمِّيس	س ...	her
our son	مَمِّيتْنَح	تْنَح ...	our
your son	مَمِّيتْن	تْن ...	your (m.)
your son	مَمِّيتْنَت	تْنَت ...	your (f.)
their son	مَمِّيتْسَن	تْسَن ...	their (m.)
their son	مَمِّيتْسَنَت	تْسَنَت ...	their (f.)

Notice that the possessive endings are basically the نَش , ... نَم , ... نَس , etc. endings minus the ن . This is true for all the persons except "my" and "our." Notice also that in the plural column a ت is inserted.

Refer the students to page 13 of the Student Book, the page entitled "Kinship Terms." Give them a chance to look over the page.

E. Work on the other words besides "my son."

Ask the students how they would say "my daughter." Continue with "your daughter, etc." Then do "father," "brother," "sisters," and "paternal uncle." (Skip "mother," since it contains a variation.)

Have the students look at pages 15 and 16 of the Student Book, the pages entitled "All the Kinship Terms With Their Endings."

Go over the variation with the word "mother."

F. Some drills

Using cards with people on them, have the students ask each other "Who is this?" "Who are these?" Have the students make up answers using the kinship terms. The student who answers then asks another student the question.

G. The use of the kinship terms plus a noun (instead of a pronoun)

When one of the above words is used in a possessive phrase without a pronoun, like "the son of Muhand" or "the son of his daughter," the third masculine singular form is used to indicate the phrase "the son," even though the form literally means "his/her son." For example:

the son of Muhand or Muhand's son	مَمَّيسَ نَ مُحَمَّدَ
the son of his daughter or his daughter's son	مَمَّيسَ نَ إِلَّيسَ
the son of our daughter or our daughter's son	مَمَّيسَ نَ إِلَّيْتَنَخَ
the brothers of my father or my father's brothers	أَيْتَمَاسَ نَ إِبَّا
the sister of Ali or Ali's sister	أَلْتَمَاسَ نَ عَلِي
the sisters of Ali or Ali's sisters	إِسْتَمَاسَ نَ عَلِي

Practice this with the various people cards and questions "Who is this?" and "Who are these?"

Then have the students turn to page 14 of the Student Book, the page entitled "Kinship Terms Plus Nouns." Continue with them going through this sheet, noting the forms for a masculine plural and feminine plural possessor. The explanation is as follows:

When the possessor is masculine plural, the third masculine plural form is used to indicate the phrase "the son," even though the form literally means "their (m.) son." For example:

the son of our neighbors (m.) or our neighbors' son	مَمَّيْتَسَنَ نَ وَاذْجَارُنَنَخَ
the father of my friends (m.) or my friends' father	إِبَّاتَسَنَ نَ إِمْدَوَكَّالِينَو

When the possessor is feminine plural, the third feminine plural form is used to indicate the phrase "the son," even though the form literally means "their (f.) son." For example:

the father of my friends (f.) or my friends' father	إِبَّاتَسَنَتَ نَ تِمْدَوَكَّالِينَو
the sisters of my wives or my wives' sisters	إِسْتَمَاتَسَنَتَ نَ تَوْتَمِينِينَو

Thus, it is the possessor (m/f singular, masculine plural, or feminine plural) which determines whether the **س** or the **تَسَنَ** or the **تَسَنَتَ** is added to the kinship term in question.

#### **IV. Homework**

Have the students bring in a photo album for the next class.

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

The Workbook contains three review exercises covering the new kinship terms, their meanings and their special possessive endings.

## I. Any new information?

## II. Continue kinship terms

A. Review some kinship words and their forms.

B. Using a photo album, have students ask "Who is this?" "Who are these?" etc. The student should then explain the people in the picture using the kinship terms and forms that he/she has learned. The other students should also ask questions like "Where does he live? How old is he? Is he good or bad?" and any other questions they can think of. "Is he married? Does he have children? Does he have brothers and sisters?" You will have to supply certain new vocabulary words like "Is he married?"

You will need to explain that you can mix the special kinship terms with the regular family terms that take the normal possessive pronoun endings:

the husband of our daughter	–	أَرْيَازْ نِ إِلَيْتِنَخْ
the son of the husband of my mother (stepbrother)	–	مَمَّيسْ نِ أَرْيَازْ نِ إِمَّا

C. Go over all the various family terms that we've learned so far, the regular family terms along with the special kinship terms. Use pages 17 to 19 of the Student Book, the pages entitled "A Listing of Family Relationship Terms," although don't have the students open their books to these pages until you've gone over the terms. Ask the students "How do you say 'husband'? 'husbands'? etc." Cover all the different ways to say "boy, boys, children, etc." Do some (but not all) of the various ways to say "cousins."

Then have the students look at pages 17 to 19. Also have them look at pages 21 to 24 of the Student Book, pages adapted from the *Peace Corps* course. Go over briefly the phrases on page 23. Don't go into great detail with the grammar of these. There will be a more in-depth lesson on compound nouns in *Abrid 3*.

D. Finally, mention that there are quite a few regional variations with these terms. Refer the students to page 20 of the Student Book, the page entitled "Some Variations in Family Terms," and go over these variations briefly. Encourage the students to find out what people around them say and to use that form. The other forms are there for reference but not to be learned at first.

Students will frequently encounter people who will tell them "No, you are saying it incorrectly. We say such and such." Or they will hear "That's Tashelhayt. You're learning Soussi." This can be very frustrating to students. The fact is that within Middle

Atlas Tamazight there are many variations for words, and many Berbers themselves don't know that there are other, equally valid, ways of saying things. Encourage the students to persevere and that there are many correct ways of saying things.

### **III. Workbook (optional)**

The Workbook contains supplementary material that can be used any time during lesson 4. This material consists of a listen and repeat drill of family vocabulary terms and then a dialogue of someone answering questions about his family. A tape accompanies each of these items.

There are also three review exercises covering family terms, their meanings, and their possessive pronoun endings.

## ⵍ Lesson #5 ⵎ

### I. Any new information?

### II. Continue kinship terms

Write a paragraph together in class about an imaginary family.

"My name is Bill. My father's name is Jim. My mother's name is Betty. They live in Chicago. I have three brothers and two sisters. My wife's name is Ellen. We have two sons and one daughter. Our oldest son is eight years old. His name is Mike. Our other son is six years old. His name is Joe. Our daughter is still small. She's only four months old. Her name is Sarah. One of my brothers lives in New York. He's a teacher. His wife is a lawyer. My two other brothers live in Miami. One of them has a lot of problems. He left his wife and kids. We don't know where he went. But the other one is nice. He's not yet married. He visited us last summer. My two sisters live in Chicago. They are very nice. We saw them in January."

Have the students turn to the English paragraph in the Student Book on page 25, and give them 15 to 20 minutes to try to write what they are able. They will know many things, but a few other words or expressions will be new. Then, working together, write the Tamazight paragraph on the board. Help with new vocabulary and certain new phrases (like "one of them," for example). One way of writing the paragraph in Tamazight is given in the answer key of the Student Book on page 107.

### III. Other colors

A. For a change of pace, you can go over other colors. We learned only four at the beginning of the course. It would be good to complete that lesson with other colors.

First, give the word for "color" and the plural "colors." ( – إد تون and تون )

Explain that there are some plurals made by just adding إد to the singular.) Using pictures of other colors, give the students the masculine singular of the colors. Start with the colors that are uniquely Tamazight. (We'll do the colors derived from Arabic later in the lesson.) Be sure to include "multicolored." Mix up the color cards, and have the students say the colors, including the ones they learned a long time ago. Also ask the question "What color is this?"

#### B. Drills

Use the noun cards with colors. Put a color card next to a noun card, and ask "What is this?" You give the first answer "This is a white house." Thus, the color is used to describe the object and must agree in gender and number. Put another color card next to a noun card, and ask "What is this?" The students should answer. Then they put the

cards down and ask each other. Use this way to review the various colors and their forms. Have the students look at page 26 of the Student Book, the page entitled "Colors (uniquely Berber words)."

#### C. Colors derived from Arabic

Next, using the color "pink" as an example, give the Tamazight word for "pink." Ask the students where this word comes from. (It is the Moroccan Arabic color with an *aliph* added.) Ask the students to predict its feminine and plural forms. Ask the students if they know the names of other colors: gray, sky-blue, purple, etc. If they don't, you give them. Then have the students look at page 28 of the Student Book, the page entitled "Colors (derived from Arabic colors)."

#### D. Light and dark

Explain how to say "light green" and "dark green," and these terms light/dark with other colors. Refer the students to page 27 of the Student Book.

#### E. Variations

There are many variations in color names. Have the students look at pages 29 and 30 of the Student Book, the page entitled "Colors (regional variations)." These pages contain some of these variations. Again, this is for the students to be aware of but not necessarily learn.

### IV. Homework

Write a paragraph like we did in class about your family.

### V. Workbook (optional)

The Workbook contains supplementary material that can be used any time during lesson 5. This material consists of three listening exercises of short paragraphs using the kinship-term vocabulary. A tape accompanies each of these paragraphs.

There are also three review exercises covering colors. One of the exercises is a word search puzzle.



## E Lesson #6 Z

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

### **II. Go over the family paragraph that students have written**

You can do this in class as a class project together, or you can correct it at home and just hand it back in class. It depends on how much time you think needs to be spent on the topic.

### **III. Two verbs together**

This lesson deals with sentences in which two verbs occur together. In English this would correspond to certain occasions where the infinitive is used and sometimes the subjunctive. These occur in sentences such as:

I want to drink.  
I need to go.  
I am going to do that.

In any case, it isn't too helpful to use the terms infinitive and subjunctive. The infinitive as defined in English doesn't exist in Tamazight. The subjunctive is rare in English, and many English speakers wouldn't recognize it as such. Thus, it is better to talk about two verbs occurring together. That is the structure.

Follow pages 31 and 32 of the Student Book, the material entitled "Two Verbs Together," to build a systematic presentation of this material. This will take more time than just this one lesson to do. Don't have the students turn to those pages yet.

A. Tell the students that this structure occurs in sentences such as:

I want to drink.  
I need to go.  
I am going to do that.

B. There is no parallel in Tamazight to the English or French use of a non-conjugated "infinitive" as the second verb. The second verb is conjugated, as is the first verb. This is the same as in Moroccan Arabic. Give the following examples.

بَغِيْت نَمَشِي.  
بَغِيْتِي تَمَشِي.  
etc.

C. The "particle" or tense indicator **أَ** is added after the first verb.

D. The second verb is conjugated NOT in its past tense form but rather based on its simple imperative form. Thus, the **regular conjugation** prefixes and suffixes are put directly on the **simple imperative form**.

..... ذ	..... خ		
..... م	..... د		simple
..... مت	..... د	plus	imperative
..... ن	..... إ		form
..... نت	..... ت		

It is at this step that you must take time to give a thorough presentation. This should be done by presenting contrasting conjugation frameworks. On one side of the board, write down the normal "past" conjugation of **سو**. Ask the students to give the conjugation, and you write it as they give it. Then on the other side of the board get ready to write the parallel conjugation using the above rule: regular conjugation prefixes and suffixes plus the simple imperative form. Remind the students of the rule (or if there is space on the board, write the phrase "regular conjugation prefixes and suffixes plus the simple imperative form"). Then ask them to come up with the conjugation. Ask them first, what is the simple imperative of "drink"? Write it down. Now, ask them to give each person in the conjugation. You show how it is the simple imperative that is the basis of each conjugated element. Once the whole pattern is written, have the students compare the two conjugations to see the differences. [In this case, it is the *ya's* and the *aliphs* which disappear. Circle them on the first pattern.] On the second conjugation pattern circle the letters **سو** so that the students can visually see how the simple imperative is the main "root" of this conjugation. The board will look like this:

regular conjugation  
prefixes and suffixes    plus    simple  
imperative  
form

simple impt: سو

second verb with two verbs

normal past

نَسُو	سُوخ	نَسُوا	سُوِيخ
تَسُوم	تَسُود	تَسُوَام	تَسُويِد
تَسُومَت	تَسُود	تَسُوَامَت	تَسُويِد
سُون	إِسُو	سُون	إِسُوا
سُونَت	تَسُو	سُونَت	تَسُوا

Now do the same with the verb "go."

regular conjugation  
prefixes and suffixes    plus    simple  
imperative  
form

simple impt: دَو

second verb with two verbs

normal past

نَدَو	دَوخ	نَدَا	دَيِخ
تَدَّوم	تَدَّود	تَدَّام	تَدَّيِد
تَدَّوْمَت	تَدَّود	تَدَّامَت	تَدَّيِد
دَوْن	إِدَّو	دَان	إِدَّا
دَوْنَت	تَدَّو	دَانَت	تَدَّا

Do the same with the verbs عَاوَن , أَسِي , إِلِي , مَّت . It is very important for the students to practice this type of conjugation. Then have the students look at page 31 of the Student Book, the page entitled "Two Verbs Together." Give them some time to look at it and ask any questions.

E. Then we add the particle or tense indicator أَد to the conjugations. However, when the أَد combines with the conjugation prefixes, there are slight modifications when the د encounters a ت or an ن .

$$\begin{array}{lcl} (\text{ad} + \text{t} = \text{att}) & \text{... أَذَّ} & = \text{... ذ} + \text{أد} \\ {}^1(\text{ad} + \text{n} = \text{ann}) & \text{... أَذَّ} & = \text{... ذ} + \text{أد} \end{array}$$

With a full conjugation pattern already on the board of سو , show how the أَد is added to the conjugations and show the slight modifications that occur when the د encounters a ت or an ن . Do the same with the verbs إِلِي , أَسِي , and دَو . (Remember not to just give the answer to the students, but let them guess based on the rules you've given them.) Note that for the verb إِلِي , when the إ no longer occurs at the beginning of the word, we will write it with a ya' . For example,

etc. أَدِيلِيخ أَتِيلِيد

Students will find the third masculine singular a bit bizarre, since two ya' s are together. Help them with the pronunciation: "adyili ." With the verb دَو , there are two variations for the first person singular and the third person plurals. Since the د comes together with a د , some people say the two د's separately, and some people combine them:

(or also: أَدَدَوخ) أَدَدَوخ  
(or also: أَدَدَوْن) أَدَدَوْن  
(or also: أَدَدَوْنْت) أَدَدَوْنْت

F. Then do examples showing the complete short sentences with two verbs. Use page 32 of the Student Book as your guide.

I, you, he, she, etc. wants to drink.

نَرَا أَتَّسَو.	رِيخ أَتَّسَوخ.
تَرَام أَتَّسوم.	تَرِيد أَتَّسود.
تَرَامْت أَتَّسومت.	تَرِيد أَتَّسود.
رَان أَتَّسون.	إِرَا أَتَّيسو.
رَانْت أَتَّسونت.	تَرَا أَتَّسو.

<sup>1</sup> Some dialects don't double the "n" sound. Thus, they have "ad + n = an." We, however, will double the "n" sound and say it with a *shedda*.

I, you, he, she, etc. is going to be there.

نَدَا أَتَيْلِي دِين.	دَيَخْ أَدِيلِيخ دِين.
تَدَام أَتَيْلِيم دِين.	تَدِيد أَتَيْلِيد دِين.
تَدَامْت أَتَيْلِيمْت دِين.	تَدِيد أَتَيْلِيد دِين.
دَانْ أَدِيلِين دِين.	إِذَا أَدِيلِي دِين.
دَانْتْ أَدِيلِينْت دِين.	تَدَا أَتَيْلِي دِين.

I, you, he, she, etc. needs to go.

إِخْصَا أَتْدَو.	(or also: أَدَدَوخ)	إِخْصَا أَتْدَوخ.
إِخْصَا أَتْدَوْم.		إِخْصَا أَتْدَوْد.
إِخْصَا أَتْدَوْمْت.		إِخْصَا أَتْدَوْد.
(or also: أَدَدَوْن)		إِخْصَا أَدِيدَو.
(or also: أَدَدَوْنْت)		إِخْصَا أَتْدَو.

Remember, don't just write these, but ask the students how to form them. Write out the full phrases in all their conjugations so that the students can get the full picture. Then have the students turn to page 32 of the Student Book. [Note that for the phrases "I need to," "you need to," etc., we aren't going to use here yet the indirect object pronouns that are often used. That will come in lesson 1 of *Abrid 3*. To introduce them here would be too confusing.]

#### G. Drills

In Tamazight ask the students, and then have them ask each other, questions like:

What do you want to drink?  
Do you want to drink coffee?  
Do you want to drink coffee with milk? with sugar?  
What do you want to eat?  
Where do you want to go?  
Do you want to go to \_\_\_\_\_ ?  
What do you want to buy? [You can put the noun cards on the table and use them.]  
What do you want to do tomorrow?  
Do you want to \_\_\_\_\_ ?

Are you going to be here tomorrow?  
What are you going to do tomorrow? I'm going to \_\_\_\_\_ .  
What are you going to buy tomorrow at the market?

What are you going to drink?  
What are you going to eat?

I need to go to the market.      Why do you need to go to the market? I need to buy \_\_\_\_\_.  
I need to go to \_\_\_\_\_.      Why do you need to go to \_\_\_\_\_? I need to \_\_\_\_\_.

Try also to vary these sentences using "he, she, and they" as well.

#### **IV. Sentence pattern drill using the two-verbs-together structure**

Use the supplementary material for lesson 6 in the Workbook (pages 33-36). This is important and not optional. These are good drills to use to help the students learn the two-verbs-together structure. There are two listen-and-repeat drills with a tape that accompanies them.

There is one item to note. Number 2 on page 34 of the Workbook uses an indirect object pronoun. Don't explain the grammar of this. Tell the students that we will cover that in lesson 10.

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

The Workbook contains a review exercise drilling the two-verbs-together structure.

## Lesson #7

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

### **II. Continue and review two verbs together**

Use the material and drills of lesson 6.

### **III. A time for conversation, vocabulary review, or a short topic that isn't too heavy**

Since the two verbs together is a major grammatical lesson, it's good not to start a new grammar lesson right away. Include here some conversation or a dialogue that you've come up with (taped if possible—do this like the model of the *University of Wisconsin* dialogues. Don't introduce too many new words. Work with the vocabulary the students already know. This is a listening comprehension exercise.) or a vocabulary review. You could also introduce new vocabulary around a certain domain of words.

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

The Workbook contains supplementary material that can be used any time during lesson 7. This material consists first of two Berber proverbs which use the two-verbs-together structure. Then there are two dialogues with some accompanying exercises. Each dialogue uses the two-verbs-together structure.

There are also two review exercises covering this same grammar.





### I. Any new information?

### II. Review some sentences with two verbs together

### III. The future tense

Tell the students that when we studied two verbs together, we covered one type of future: "I'm going to do something." But there is also another way to do the future, which is what we'll cover in this lesson.

The future has quite a number of regional variations to it. This can make it very difficult. The idea is actually easy, but deciding which tense indicator to put in front of the verb can be difficult. Variations of this prefix that I know of include: **أَد**, **قَاد**, **قَنَاد**, **دَاد**, **مَاد**, **أَرَا**, **أَغَا**, **أَغَرَا**, **رَا**, **غَا**, **غَرَا**. Also, some dialects use one tense indicator when the verb begins the sentence and another one if the verb occurs in the middle of the sentence (that is, it is not the first word in the sentence). For the purposes of this course, we are going to use the tense indicator **أَد**. It is the simplest and is the basis of many of the other possibilities. However, the students must learn for themselves what the people around them are saying.

Again, it is important to build a systematic and clear presentation of the future. The foundation that was laid in lessons 6 and 7 will be a big help. The future is very similar to the second verb in the two-verbs-together structure.

A. Because of the similarity with the two-verb structure, you don't need to go in a step-by-step detailed fashion as you did in lessons 6 and 7. Just refer the students right away to page 33 of the Student Book, the page entitled "The Future Tense." Then go over with them steps 1, 2, and 3. Point out that this is the same as the second verb in the two-verbs-together structure. Again, the main rule for the conjugation is: **the regular conjugation prefixes and suffixes are put directly onto the simple imperative form.**

B. Then ask the students how to say "I will drink," "you will drink," etc. Write these on the board. This should go fairly quickly, since they just did this a while ago. Choose two more verbs (ones the students haven't done very much, like **أَمَنَ** and **إَرَى**), and do the same thing. You can do some other verbs as well, although maybe just orally, unless the students are having trouble.

C. You need to spend extra time on how to say "have" in the future. Ask someone how to say "I have a boy," using the second way to say "to have," that is, with the verb

إِلِي . Write this down. Do the same for "I have an egg," "I have water," and "I have eggs." Then ask the students how they think the future of these sentences are formed. The verb is simply made into the future according to the rules we previously learned. Remind the students, however, that the subject of the sentence—and what determines the conjugation of the verb—is the object possessed, not the person. The board should look like this:

أَذِيلِي غوري أُرْبَا.	إِلَا غوري أُرْبَا.
أَتِيلِي غوري تَنُغْلَايْت.	تَلَا غوري تَنُغْلَايْت.
أَدِيلِين غوري وَاْمَان.	لَان غوري وَاْمَان.
أَدِيلِينْت غوري تَنُغْلَاي.	لَانْت غوري تَنُغْلَاي.

Then ask how to change this to "He will have...." Simply erase the غوري and replace it with غورَس . Do the same (just by erasing) for "you, they, she, etc."

Then have the students look at page 34 of the Student Book and then at page 35.

#### D. Drills

1. Ask the students, and then have them ask each other, questions like:

"Where will you be tomorrow? I'll be in \_\_\_\_\_ .  
 Where will you go tomorrow? I'll go to \_\_\_\_\_ .  
 Will you be here tomorrow? No, I'll be in \_\_\_\_\_ .  
 Will you buy a \_\_\_\_\_ at the market tomorrow? No, I'll buy a \_\_\_\_\_ .  
 Will you see so and so at work? Yes, I'll see so and so at work.  
 Will you help my son? Yes, I'll help your son. [Don't do direct object pronouns here.  
 Only use nouns.]  
 What will you do tomorrow? I'll ...."

Make sure that you vary the persons used as well, using "he, she, they, and you plural."

2. Using certain (appropriate) noun cards, mix up the cards and turn them face down in a pile in the middle of the table. One student says "I will go to the market tomorrow." He then draws a card and, using that word, says "I will buy a \_\_\_\_\_." He then draws another card and says, "I will sell a \_\_\_\_\_." Then the next student repeats the drill, drawing different cards.

3. You can do a similar drill in a memory game fashion. The first student says "I will go to the market tomorrow." He then draws a card and, using that word, says "I will buy a \_\_\_\_\_." He then puts the card face-down on the table. The next student must say "I will go to the market tomorrow. I will buy a ...." The student must say the previous student's word and then draw a card and say that word, connecting them with

"and." Thus, the second student says "I will go to the market tomorrow. I will buy a \_\_\_\_\_ and a \_\_\_\_\_." The third student must say the first two students' words and add his own new one. This game can be played with two students or even between the teacher and one student (going back and forth between them).

#### 4. Drills with "Will you have a \_\_\_\_\_?"

This is similar to a drill used in lesson 15 of *Abrid 1* for the present tense "to have." Using the noun cards again, give each student a number of cards. Each student then asks another "Will you have a \_\_\_\_\_?" (Although the question is artificial, it gives good practice for the future tense.) The student, based on the cards he has, responds either "Yes, I will have a \_\_\_\_\_." or just "No." Don't make a full future negative sentence, since that is a special construction and we won't be covering that grammar until lesson 23. 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, using the future tense this time, "Will you have a \_\_\_\_\_?" They use the various fruits they know. The student with the card answers just "no" until finally someone says the correct fruit and the student responds "Yes, I will have a \_\_\_\_\_." Repeat this with a number of students having the secret card. Also, you can use cards of vegetables and animals.

### IV. Pronunciation drills with the future tense

Use the supplementary material for lesson 8 in the Workbook (pages 44-48). This is important and not optional. These are good drills to use to help the students learn the future structure. There are two listen-and-repeat drills with a tape that accompanies them.

A. The first part of the first drill (page 44 to the middle of page 45 of the Workbook) actually goes over the two-verbs-together structure and shows how the  $\text{ا}$  in  $\text{اَ}$  changes when it encounters the  $\text{و}$  of the "we" form.

B. For the second part of the first drill (the bottom of page 45 to page 46 of the Workbook) you need to show the students what happens when direct object pronouns are used with the future tense. Do this before doing the pronunciation drill. Previously in lesson 2 we saw that question words and negatives cause the direct object pronouns to move to in front of the verb. We also learned that tense indicators cause the same movement. We now have an example of a tense indicator:  $\text{اَ}$  is the future tense indicator. Thus, it causes the direct object pronouns to move to in front of the verb. Give this example:

He will ask me.      اَدِيْ اِسْقَسَا.      He asked me.      اِسْقَسَايِي.

He will ask us.      اَدَاخْ اِسْقَسَا.      He asked us.      اِسْقَسَايَاخْ.

These are easy examples to see, with "me" and "us." However, with the other pronouns, the **اَد** in **اَد** drops out. Write the following chart on the board showing how the **اَد** behaves in contact with direct object pronouns.

اَدَاخْ	=	اَد + اَخْ	اَدِيْ	=	اَد + يِ
اَكُنْ	=	اَد + كُنْ	اَشْ	=	اَد + شْ
اَكُنْتُ	=	اَد + كُنْتُ	اَشَمْ	=	اَد + شَمْ
اَتَنْ	=	اَد + تَنْ	اَتْ	=	اَد + تْ
اَتَنْتْ	=	اَد + تَنْتْ	اَتَتْ	=	اَد + تَتْ

Then give the following complete example using the phrase "he asked ..." and "he will ask ...". Based on the above chart, have the students give you the answers. First, ask them how to write "he asked me," "he asked you," etc. Put the complete chart on the board so that the students can see it. Then next to it, ask the students to turn each phrase into the future. Write that complete chart. Thus, the board will look like this:

اَدَاخْ اِسْقَسَا.	اَدِيْ اِسْقَسَا.	اِسْقَسَايَاخْ.	اِسْقَسَايِي.
اَكُنْ اِسْقَسَا.	اَشْ اِسْقَسَا.	اِسْقَسَاكُنْ.	اِسْقَسَاشْ.
اَكُنْتُ اِسْقَسَا.	اَشَمْ اِسْقَسَا.	اِسْقَسَاكُنْتُ.	اِسْقَسَاشَمْ.
اَتَنْ اِسْقَسَا.	اَتْ اِسْقَسَا.	اِسْقَسَاَتَنْ.	اِسْقَسَاَتْ.
اَتَنْتْ اِسْقَسَا.	اَتَتْ اِسْقَسَا.	اِسْقَسَاَتَنْتْ.	اِسْقَسَاَتَتْ.

Have the students turn to page 56 of the Student Book and look at the chart under point 6. Even though this is a different lesson, the chart explains how the **اَد** behaves in contact with direct object pronouns.

Now that this lesson is finished, do the pronunciation drill on the bottom of page 45 and on page 46 of the Workbook. Note on page 46 the slight regional variation that is given and that is used in this drill: instead of the **اَد** disappearing, it is assimilated into the consonant of the pronoun making the consonant be said with a *shedda*.

C. Do the second pronunciation drill on pages 47 and 48 of the Workbook.

## **V.     Workbook (optional)**

The Workbook contains two review exercises, the first covering moveable direct object pronouns in the two-verbs-together structure and the second covering different tenses with the phrase "to have."

## 9 Lesson #9 X

### I. Any new information?

### II. Review the future

Review the future using the drills in lesson 8.

### III. How to use the *Dictionnaire Tamazight—Français* by Miloud Taifi

Up till now this dictionary wouldn't have been very useful to the students. They would have found it too confusing. However, about this point in their learning the dictionary starts to become useful. In fact, this dictionary is tremendous, and you should recommend that every student obtain this dictionary. (It is from Tamazight to French, so it is only helpful to a person who has some knowledge of French.)

Tell the students that this dictionary is excellent and that there is nothing else currently like it. It does take some effort, however, to learn how to use it and to practice using it. But it is worth it. Take the effort to learn how to use it. The following are items you need to know to use the dictionary.

A. First, the dictionary, like an Arabic Fusha dictionary, is listed by roots. Thus, all the nouns, verbs, adjectives, and derived words are listed under the same heading, no matter what letter each individual word may begin with. The roots of Tamazight words are usually consonants, although occasionally some vowels are used. Knowing the roots of some words can be tricky at first, but it will come with practice.

Try looking up the following words:

1.      تَش                      What's the root? tš                      Where is it in the dictionary? p.729

Note that the symbol "š" is used for the تَش. Later you'll refer the students to the transcription key for using the dictionary. For the moment, don't have the students look too closely at the entries in the dictionary. Step by step we'll learn how to read the entries. For now, we are just trying to learn how to look up words.

2.      فْهَم                      What's the root? fhm                      Where is it in the dictionary? p. 107

Note that in the upper right corner of many entries are the letters "ar" or "kb." The dictionary says that these are **not** the *origins* of the words but the languages which share this root together. We know in the case of "fhm" that the origin is Arabic. However, with certain words the relationship to dialectical Moroccan Arabic is not clear: did the

word come from Tamazight into Moroccan Arabic or vice versa? So the letters "ar" or "kb" indicate only that this root is also found in these languages.

3. إلی      What's the root? l      Where is it in the dictionary? p. 362  
(second column at the bottom)

Most of the vowels in a word are not considered part of the root. Thus, for the word "ili" the root is simply "l." There are, however, many words that have the root "l." Thus, when you look through the dictionary you must look at all the entries under "l" until you find the word corresponding to "ili" meaning "to be." The key is to look at all the entries under a certain root. Note also that with the conjugated form إلتا , even if you don't know that it comes from "ili," you would guess that the root is "l," and you would look for the entry under where the conjugation information is given. See, for example, p. 362. (We'll look at that information more closely later.)

4. بی      What's the root? by      Where is it in the dictionary? p. 39

As we said previously, most of the vowels are not considered part of the root, but this is not always the case. There are times when the "y" and the "u" are part of the consonantal root. This is because in certain words the "y" and the "u" are consonants and not vowels. This is hard to hear in the case of "bbi," but the dictionary lists the simple imperative rather as "bbey." Our ears tend to hear this word just as "bbi," but in reality it is ending with a consonantal "y" sound in some of its forms. The pronunciation point isn't that important here. You just need to know that sometimes looking up just the root "b" doesn't work. So, after you've tried "b," then try "by."

5. سو      What's the root? sw      Where is it in the dictionary? p. 661

Like "bbey," your first guess at the root here would probably be "s." When you don't find it there, try "sw." In this case, the dictionary lists the word as "sew." The pronunciation difference between "su" and "sew" is very subtle to our ears and not that important at this point in your learning. However, when the word is conjugated we easily hear the "w": "iswa," "swan," etc. Again, the best rule is to try the root without the vowels, and if you can't find it, try adding the vowels. But most of the time, the consonants suffice.

6. زال      What's the root? zl      Where is it in the dictionary? p. 824

With this word, just say the word to the students, and have the students try to guess the root. Most will guess just "zl" (the regular "z" sound). Let them look up "zl" until they realize that they can't find it. Then write the word, and add the little sign showing that the ز is really a ز . Make the point that there are, to an English speaker, "two z's." Often an English speaker's ears will not always hear the difference between a

ز and a ژ , a د and a ض , a س and a ص , and a ت and a ط . Thus, when you think you hear an "s," "d," "t," or "z" but can't find the word in the dictionary, make sure you also try the "š," "ḍ," "ṭ," and "ẓ."

B. Second, the initial listings under each entry give all the information you need to know to properly conjugate the verb (assuming you've learned the conjugation patterns, as you are currently doing). Turn to تنش as an example.

1. The first entry gives the simple imperative, which, as we have said previously, is the main base for much of the verb's conjugation. We have also said that you must learn the simple imperative for every verb. One thing needs to be said about the first entry here. The dictionary lists it as "etš." Although some dialects do say "etš," we have learned and will use, as many dialects do, just "tš." The conjugated prefixes are added just to "tš" and not to "etš." This same thing happens for the verb كى . The dictionary lists the simple imperative as "eg" instead of just "g." Both are valid regional variations. We have chosen to use "g," which is simpler and grammatically more consistent.

2. The beginning of the next line (in this case: tši - tša) gives how the verb is conjugated in its past form. In this case, the "i" and the "a" show the irregular conjugation pattern: the "i" being used for the "I" and "you" singular forms and the "a" being used for all the others:

netša	tšiخ
tetšam	tetšid
tetšamt	tetšid
tšan	itša
tšant	tetša

We've learned this same information just by learning the third masculine singular of the verb. When you compare that with the simple imperative, you can tell what conjugation pattern the verb follows in its past form. In the dictionary, if there is an "xxi – xxa" combination, the conjugation is irregular. If the "i – a" combination isn't there, the pattern is regular. Look up, for example, the verb سَقَسَا . (What's the root? sqs Where's it found? p. 652) There is no "i" in the listing; thus, the verb is regular:

seqsaخ  
tseqsad  
tseqsad  
iseqsa  
tseqsa etc.



Look up بَي . There is no "a" listed; thus, the conjugation is regular:

bbiخ (Since the "y" is between two consonants, it has a purely vowel sound and is listed as "i.")

tebbid

tebbid

ibbey

(We've already seen that this verb ends with a consonantal "y" and not a vowel "y." Thus, the third masculine singular is listed as "ibbey," although English speakers hear it as "ibbi." Again, the pronunciation isn't important here. You just need to understand why the dictionary is using the "i" and the "y." For our purposes, the imperative is "bbi" and the conjugations are "ibbi," "tebbi," etc. The student who wants to get very precise in pronunciation should start to listen for the difference between the "i" sound and the "ey" sound and is certainly welcome to say the words that way.)

tebbey

3. The next part listed is the continuous imperative, something we haven't done yet but will do in lesson 24. The listing is "tetta/tett." This is needed as the base to conjugate the present continuous tense and some other continuous tenses. In the order that we've been learning the verb, this is the fourth and final necessary item in order to know all that you need to in order to conjugate the verb in all its tenses. Note here only that two different listings are given here, separated by a slash, because these are two possible regional variations. The dictionary lists regional variations but doesn't always cover every one of them. Don't be surprised if you come across a regional variation that isn't in the dictionary.

4. The last item listed is the negative in the past form. This tells you whether there is a vowel change or not in the negative. We learned the third masculine singular for this, for example, "ur itši." The dictionary just doesn't put the third masculine singular prefix "i" on the beginning of the word. It's giving the base that is used for all the persons in the conjugation. But we've chosen to learn the third masculine singular negative form, since that is sufficient to tell us what we need to know about the negative.

Thus, we've said that there are four things you need to know to conjugate the verb:

the simple imperative,  
the continuous imperative (which we haven't covered yet),  
the third masculine singular past conjugated form, and  
the third masculine singular negative past conjugated form.

The dictionary gives all of these items. We can call these the four pillars of the Tamazight verb.

C. The dictionary then goes on to give the different meanings of the words. One word may have many different meanings. Look at تنش , for example. The word has the

same wide range of meanings as in Moroccan Arabic: "to eat, to corrode or erode, and to steal." What's great about the dictionary is the sample sentences. The dictionary isn't designed just for academic use but for practical use by a language learner.

D. The dictionary also gives various derived forms of the verb. Look again at *تَش*, for example. The passive form is given, if it exists: "is eaten." There are rules to form this, but we haven't covered that yet. (We'll cover that in *Abrid 3*.) The causative form is then given, if it exists. This means the form "to cause someone to eat" or "to feed someone." This is formed by adding an "s" on the front of the verb, although sometimes there are some internal changes in the word. (We'll cover that in *Abrid 3*.) The reciprocal form is also given, if it exists. This means the form "to do something to each other." In the case of "to eat," it means "to devour each other, to ruin each other." This is formed by adding an "m" to the front of the verb, although, again, there are certain internal changes in the word that we haven't covered yet. (We'll cover that in *Abrid 3*.)

E. Then various nouns and adjectives related to the verb are given. The common word for food is "utši." The dictionary lists what you need to know for the dependent form also: "wu" in the case of "utši." The dictionary also gives the plural. The dictionary only gives the gender when it is not clear from the form of the noun. (Ask the students "How can you tell if a noun is masculine? How can you tell if it's feminine?") Note that under the word "metš" (still in the listing of "to eat"), the masculine and feminine (in this case it can be either) is given, since the word starts with an "m."

Be careful here with the nouns. Not every noun that is listed is known or used by people, and there are regional variations. Before you start to use a word, check it out with someone to be sure it is a word that is used and known by people.

F. Have the students turn to page 36 of the Student Book, the page entitled "Transcription Key for *Dictionnaire Tamazight-Français*." Have the students look over the sheet for a few minutes and see if they have any questions. We've already talked about the *ɖ*, *ʂ*, *t*, and *z*. We've also already mentioned the *š*. The *h* represents the *ح*. The only tricky ones left to learn are the *ġ* (ġ), the *h* (ح), and the *ž* (ج). These first two we have used in the Student Book for the class, whereas for the last one we've used the letter "j." For the pairs *l/l̥* and *r/r̥*, these both represent only one Arabic letter, the *ل* and the *ر* respectively. You don't really need to pay much attention to these. They only show that sometimes an "l" is said in a pharyngealized way [like the *ɖ*, *ʂ*, *t*, and *z*]: note the difference between the "l" in "bismileh" and "allah." In the same way sometimes an "r" is said in a pharyngealized way: note the difference between "dar" ("he did" in Moroccan Arabic) and "dar" ("house" in Moroccan Arabic). Both are spelled *دار*. To the English speaker, the difference comes in how one says the vowel. However, to an Arabic speaker the difference is in the way one pronounces the *ر*: either "r" or "r̥."

G. Refer the students to pages 37 and 38 of the Student Book. Go over each of the symbols on page 37, numbered 1 through 7, using the examples given on the sheet. Page 38 is just for the students to read on their own.

#### IV. Homework

Look up the following words, and write down what page number they are on:

ياق ياق دَو وا نَعِيل (to be) كَ (to pass by)

أَلَذْجِي مَّا لَفِشْطَا تَفَوْشْت

If the students don't have the dictionary, then these words can be looked up in class. This doesn't necessarily have to be done this lesson. In fact, it would be good practice for the students every once in a while in future lessons to have them look up a word or two.

#### V. Workbook (optional)

The Workbook contains supplementary material that can be used any time during lesson 9. The material consists of three dialogues with some exercises that go with them. The dialogues emphasize the two-verbs-together structure and the future tense.

The Workbook also has two review exercises covering the future tense.

## • Lesson #10 ⑩

### I. Any new information?

### II. Continue the dictionary lesson

Continue the information from the last lesson, if you haven't finished it. Also, go over the homework. Were the students able to find all the words? Are there any comments the students want to make? The word **دَو** is tricky because its main listing is under the root "wd." This is unusual and doesn't happen often. In this case, according to the dictionary's preface, the real root of the word is found in its noun "tawada." However, the dictionary does give a listing under the root "d" and refers the reader to the root "wd."

The answers to the homework are:

كَي (to be) :	p. 443	كَي (to pass by):	p. 322
لَعِيل :	p. 843 (also p. 867)	وَا :	p. 749
دَو :	p. 750	يَاق يَاق :	p. 519
تَفَوَّشْت :	p. 137 (also p. 111)	لَفِيشْطَا :	p. 137 (also p. 109)
مَّا :	p. 400	أَلْذَجِي :	p. 308

### III. Indirect object pronouns

We've already done the direct object pronouns. Now we will do the indirect object pronouns. In English this is shown by the words: "to me, to you, to him, etc." and "for me, for you, for him, etc."

A. Write on the board the list of the indirect object pronouns:

اَخ	ي   يِي
اَوَن	اَش
اَوْنَت	اَم
اَسَن	اَس
اَسْنَت	اَس

Have the students say the list in order. It may be helpful at this point to write next to each one the list of the direct object pronouns so that the students can compare. Ask the

students to give you the list of direct object pronouns. Have the students look at the list and notice any similarities and differences. Then, erase the direct object pronouns.

B. Show how the indirect object pronouns are used with certain verbs. Start with verb forms that end in a consonant, since that is the easiest form to begin with. Nothing needs to be added or changed with the pronouns. Keep the list of pronouns on the board, and ask the students how to say "They (m.) said to me." Write that on the board. Then ask how to say "They (m.) said to you (m.s.)." Write that. Finish the whole list so that you have a list like this:

نَّانَاخ	نَّانِيي
نَّانَاوَن	نَّانَاش
نَّانَاوَنَّت	نَّانَام
نَّانَاسَن	نَّانَاس
نَّانَاسَنَّت	نَّانَاس

Explain that with the first person singular it can be either نَّانِيي or نَّانِي. Now do the same thing with the verb "to speak." Give the students the simple imperative and the third masculine singular form. Then using "he spoke," ask the students how to say "to me, to you, etc." Write out the whole list:

إِسْوَلَاخ	إِسْوَلِي
إِسْوَلَاوَن	إِسْوَلَاش
إِسْوَلَاوَنَّت	إِسْوَلَام
إِسْوَلَاسَن	إِسْوَلَاس
إِسْوَلَاسَنَّت	إِسْوَلَاس

Do the same for the verb "to buy." Ask the students what the simple imperative and third masculine singular are. Then ask them how to say "They (m.) bought." Then ask them how to say "They bought (m.) for me." Then do the same for the verb أَف (to be better, in the comparative sense). The students may not know or remember this word. You may have to give them the simple imperative and third masculine singular. Then ask them how to say "It is better for me, for you, etc." Your two lists will look like this:

يُوفَاخ	يُوفِي	سُغَانَاخ	سُغَانِيي
يُوفَاوَن	يُوفَاش	سُغَانَاوَن	سُغَانَاش
يُوفَاوَنَّت	يُوفَام	سُغَانَاوَنَّت	سُغَانَام
يُوفَاسَن	يُوفَاس	سُغَانَاسَن	سُغَانَاس
يُوفَاسَنَّت	يُوفَاس	سُغَانَاسَنَّت	سُغَانَاس

C. Since most of the indirect object pronouns start with an *aliph* and the first person singular starts with a vowel, whenever the verb before them ends with an *aliph* (as is often the case for irregular verbs), a *ya'* is inserted between the two *aliph*s. Tamazight does not like two vowel sounds meeting together.

Start with the phrase "he said to him." "He said to him" is *إِنِّيَايَاس*. Write this on the board. Now ask the students how to say "He said to her." Write that. "He said to you (m.s.)." Write that. "He said to you (f.s.)." Write that. "He said to me." Write that. Do the same until you build the whole list. Do the same for "he bought for me, for you, etc." Thus, your lists will look like this:

إِنِّيَايَاس	إِنِّيَايَاس	إِنِّيَايَاس	إِنِّيَايَاس
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ

D. However, it is also true that in fast speech the *ya'* gets left out, and so it isn't absolutely necessary (except in the first person singular). It's like the consonants of the pronouns get added directly onto the final *aliph* of the verb. So there are still not two vowels coming together. Thus, you will also hear:

he bought for me, you, etc.

he said to me, you, etc.

إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ
إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ	إِنِّيَايَاسْ

Write the above lists; although, after you write one or two words, have the students guess what comes next. Point out that for the words *إِنِّيَايَاسْ*, *إِنِّيَايَاسْ*, and *إِنِّيَايَاسْ*, the words by themselves are ambiguous. They can mean either "he bought me, he bought you, he bought us," or they can mean "he bought for me, he bought for you, he bought for us." This is true because the direct object pronouns and indirect object pronouns would look alike in this case. However, in a context, the meaning would be clear. Rarely would you talk about someone buying a person. Also, with the indirect object pronouns with the verb "to buy" there will always be an object bought. "He bought for me a doll."

E. Also introduce the words for "Isn't it so?" and "Please."

ياوَن؟	ياش؟	عافاون	عافاش
ياوَننت؟	يام؟	عافاوننت	عافام

Refer the students to pages 39 and 40 of the Student Book, the pages entitled "Indirect Object Pronouns."

F. Here you want to present nouns as indirect objects. Thus far we've done pronouns as indirect objects, but sometimes a normal noun, either an object or a person, is in the position of an indirect object.

1. Tell the students that the preposition that is used to indicate an indirect object ("to" or "for" someone or something) is **إِ** "i." (The noun that follows the preposition is in its dependent form.) Then give the following examples:

to/for Haddou	<b>إِ</b> حَدَّو
to/for the man	<b>إِ</b> أَرْيَاز

2. Tell the students that in most cases, when the noun is mentioned as the indirect object, the pronoun is STILL used in the sentence. (This is different from English. In English the sentence is either "He bought the book for Tom." or "He bought the book for him." but not "He bought the book for him for Tom.") In Tamazight, however, this redundancy is the normal way of using indirect objects. Give the following examples. Start with what is expected from an English point of view. Before you write the sentence, ask the students to try to guess how to say the sentence. Ask: How do you say "He said to the man, 'Be quiet.'"? Then write the sentence. Then show how the indirect pronoun is also used in the sentence by inserting it where it would be. Do this for each of the examples below.

What is actually said	What is expected (from an English point of view)
إِنِّيَاسِ إِي أَرْيَاز "فَسْت."	إِنَّا إِي أَرْيَاز "فَسْت."
أَوِيَّاسِ لَكِيْسِ إِي مَيش.	أَوِي لَكِيْسِ إِي مَيش.
سَغَانَسَن لَكْوَكْوُ إِي لَوَاشُون.	سَغَان لَكْوَكْوُ إِي لَوَاشُون.
نَشَا شَان وَامَان إِي تَمَغَارِين.	نَشَا شَان وَامَان إِي تَمَغَارِين.

Have the students look at page 41 of the Student Book, the page entitled "Nouns as Indirect Objects."

#### **IV. Homework**

A. Each student is to write out the full pronoun patterns of:

"They (m.) gave to me, to you, to you, to him, to her, etc."

"It (m.) is pleasing to me, to you, to you, to him, to her, etc."

For this latter phrase, use the verb **أَعْجَبَ** + indirect object pronouns. This is a way of saying "I like something," that is, "it pleases me." Give one example to the students.

B. This next homework is to prepare for a conversation class. The students should each prepare five sentences or so on something they did in the past: "Where I went, what I did, who I saw, what I ate, what I drank, what I bought, etc.," or anything about their family. They will then read this to the class, and the class will ask questions.

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

The Workbook contains supplementary material that can be used at the end of lesson 10. The material consists of two dialogues having in them indirect object pronouns. Each dialogue is on tape.

The Workbook also has three review exercises, two covering indirect object pronouns and one giving practice in looking up words in the dictionary.



## Lesson #11

### I. Any new information?

### II. Go over the homework

Go over the full pronoun patterns the students had for homework.

إِعْجَبَاخ	إِعْجَبِيي	شَانَاخ	شَانِي
إِعْجَبَاوَن	إِعْجَبَاش	شَانَاوَن	شَانَاش
إِعْجَبَاوَنْت	إِعْجَبَام	شَانَاوَنْت	شَانَام
إِعْجَبَاسَن	إِعْجَبَاس	شَانَاسَن	شَانَاس
إِعْجَبَاسَنْت	إِعْجَبَاس	شَانَاسَنْت	شَانَاس

### III. Continue or review indirect object pronouns

Do various drills to practice indirect object pronouns. In these drills be sure not to use questions or negatives. Since these cause the pronouns to move in the sentence, we'll save that for lesson 15.

A. Say to a student in Tamazight "Say to so and so 'Drink water.' " The student then says to another student in Tamazight "Drink water." The student that is spoken to acts out the phrase and says "He said to me 'Drink water.' " Then you say to another student in Tamazight "Say to so and so 'Eat meat.' " The student then says to another student "Eat meat." The student that is spoken to acts out the phrase and says "She said to me 'Eat meat.' " You can do this with different verbal commands that the students can act out. Or you can do this by using the noun cards: "He told me to pick up \_\_\_\_\_. " If there are a number of students, after the first few drills, a student is the one who says "Say to so and so to do such and such." Make sure that you vary the person and gender so that you cover "we, you, they, etc."

B. Put down two groups of cards on the table: one group of noun cards and one group of person cards (either pictures of different people to get singular, plural, masculine, and feminine, or cards representing "I, you (m.s.), you (f.s.), he, she, we, etc."). Put a person card together with a noun card, and the student must respond by saying "He bought for me a \_\_\_\_\_. " Using a different person and noun card, another student must respond by saying "They bought for me a \_\_\_\_\_. " Then the students can put together the two cards for the other students to make sentences. This can be expanded to "for us, for them, for you, for him, etc."

C. Using person cards and cards listing various languages (written in Tamazight), match two cards together. The student needs to then say "He spoke to me in \_\_\_\_\_." With another combination of cards the sentence might be "They (f.) spoke to me in \_\_\_\_\_." Once this is done with the "to me," it can be expanded to "to us, to them, to you (f.pl.), etc."

D. Explain the phrase "He is happy": **إِعْجَبَاسْ لِّحَالْ**. Then tell a student, in Tamazight, "Say to so and so 'he is happy.'" Point to the various person cards to make phrases like "She is happy," "They are happy," etc. In each case, use the command "Say to so and so '\_\_\_\_\_ is happy.'" Have the students give the command to each other. Have the students add the appropriate form of "please" at the end as well. Then they can use the exact same phrases but in a question tone of voice, adding the appropriate form of **يَاشْ**, **يَامْ**, etc. For example, **إِعْجَبَاسْ لِّحَالْ، يَاشْ؟**. The student then responds with the positive "Yes, he is happy." (Don't use negatives yet.)

#### IV. Conversation time

You can do this for part of a class, the whole class, or interspaced throughout a number of classes in the future. Thus, you won't be able to do the ideas in this lesson all at once, but you can use them for future times of conversation as well.

A. Have the students read their five sentences that they wrote about something they did, saw, ate, bought, etc. in the past. After each person reads his/her sentences, have the students think of different questions to ask the person. If no one can think of anything, you may need to prompt them with some of the types of questions they know how to ask. But don't do all the asking. Have the students think of similar questions. You may need to help supply a vocabulary word or a question word here and there, but remember to let the students talk as much as possible. (If the students stray off into areas you haven't covered yet, bring them back by saying we don't know how to say that yet. Don't let conversation pull you off into a new grammar lesson.)

B. Give various situations, and ask the students what they would say in these situations. Be sure to explain these situations in Tamazight.

1. Going to the hanut. One person is the shop owner, and the other is the customer. If the students are hesitant or seem lost, guide them by giving them various topics like:

Start with greetings.

Ask some personal questions: What's your name? Where are you from? etc.

Ask some shop questions: What do you want? Do you want this? We have this. etc.

2. Someone comes over to visit. One person is the host, and the other is the guest. If the students are hesitant or seem lost, guide them by giving them various topics like:

Start with greetings.

Ask about the family: names, ages, how they are, where they are, etc.

Show an imaginary photo album. Ask questions and give answers.  
Ask what the person would like to drink or to eat.  
End with ways to say good-bye.

3. Two people meet on the street. If the students are hesitant or seem lost, guide them by giving them various topics like:

Start with greetings.  
Ask about the family.  
Make comments about the weather.  
Ask: Where are you going? Where are you coming from?  
Who did you see? What did you say?

4. A husband comes back from the market and talks to his wife. If the students are hesitant or seem lost, guide them by giving them various topics like:

Where did you go? How was it?  
Who did you see? What did they say?  
What did you see?  
What did you buy? What did you sell?  
Did you eat something? What?  
Did you drink something? What?

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

The Workbook contains material that can be used at any time during lesson 11. The material consists of an extended listening drill. Information is presented in three different ways: first as separate sentences, then as a text, and then as a dialogue. A tape accompanies each of the three parts.

### I. Any new information?

### II. Continue or review indirect object pronouns

Use the drills given in lesson 11.

### III. Look up a word in the dictionary

Have the students look up the word **يُوف**. Ask them "What's the simple imperative? [ **أَف** ] What's the third masculine singular? [ **يُوف** ] What does it mean? [to be better, in the comparative sense] What page is the word listed on in the dictionary? [p. 99, bottom of the second column] Are there any useful sample sentences? [Yes—have the students give some examples.] Are any other listings under this heading useful? [Point out the other listings that are useful.]"

### IV. Ordinal numbers

This lesson introduces the ordinal numbers: "first, second, third, etc." and the related word "last." At this stage in the course, the students will be able to learn how to give directions, and ordinal numbers are quite helpful in this ability.

You should do all the basics of the following drills to introduce the words. However, many drills are given below, and you won't have time to do them all. These suggestions are given to allow you variety and choice.

A. You can start by asking in Tamazight "What's the name of the first month of the year?" If no one can answer the question, write the question on the board.

ميسم ن وايور اَمَزْوارو كْ اُسْكَاسْ؟

Lead the students in discovering the meaning of the sentence by leading the students through the words they know. They should know the phrases "What's the name of," "the month," the preposition **كْ** and probably the word for "year." Before saying that **اَمَزْوارو** means "first," you should answer the question in Tamazight "The name of the first month of the year is **نَاير** or **يَنَّاير**." Then ask the students what the word **اَمَزْوارو** means. Even if the students get the word before you write the sentence, it would still be helpful to write the sentence and see if the students have any questions.

Once the word "first" is grasped [Remember to do only the masculine in the beginning. We'll do all the masculine words and then do the feminine and the plurals afterwards.], ask the students a number of questions in Tamazight using the word **أَمَزْوَارُو** :  
 "What's the name of your first son?" "What's the name of the first day of the week?" etc.

B. Then ask the question "What's the name of the second month of the year?" The students should be able to guess this when they hear the word **سِين** . If no one gets it, write down the sentence. Otherwise, just add the word **ويسين** on the board, under the word **أَمَزْوَارُو** in the sentence under part A. Have the students say both words **أَمَزْوَارُو** and **ويسين** . Then, ask some questions: "What's the name of your second son?" "What's the name of the second day of the week?" Have the students answer in complete sentences. Have the students ask each other these questions and answer them.

C. Do the same for "third," "fourth," and "fifth." Make sure that you write down in an orderly list each of the words. Explain that after three, the pattern is **ويس** + the Arabic number. Have the students count in ordinal numbers up to 25.

D. Then ask the question "What's the name of the last month of the year?" Use the same procedure as part A to get the students to understand. Then ask the students "What's the name of your last son?" "What's the name of the last day of the week?" etc. Write the word for last under the list. Have the students repeat the whole list.

The words can be practiced with many sorts of lists. You can use a list of six or seven words in Tamazight and ask the students "What is the second word?" Have the students ask each other. You can use any list of masculine items. You can ask questions about the names of various Moroccan kings: Hassan II, Mohammed VI, etc.

E. Have the students turn to page 44 of the Student Book, the page entitled "Diagram 1 for Lesson 12." Introduce the phrases "on the right" and "on the left." Since there are variations in these words, use the following: **أَفَاسِي** <sup>(u)</sup> (for "right") and **أَزْ لِمَاض** <sup>(u)</sup> (for "left"). Say in Tamazight "These are the streets on the right.," and point to the streets in the diagram. Then say "These are the streets on the left.," and point to the diagram. Write down the words "on the right" and "on the left." Then write down just the words for "right" and "left," and give their dependent forms. Have the students practice by asking each other "Where are the streets on the right? Where are the streets on the left?" Then ask the students "Where is the first street on the left?" "Where is the third street on the right?" "Where is the last street on the left?" Have the students point to the diagram. Then have the students ask each other these questions. Since the streets have names, ask questions like "What is the name of the second street on the left?" The students respond with full sentences. Then they ask each other the questions.

F. Introduce the feminine now. Say in Tamazight "The name of my first son is \_\_\_\_\_. The name of my first daughter is \_\_\_\_\_." Ask the students "What's the name

of your first daughter?" Have them answer with a full sentence. Since cards are feminine, place down five playing cards or Uno cards on the table. Ask the students "What is the number on the first card?" Mix up the cards, and have the students ask each other and answer. Write down the word **تَمَزْوَاروت**. Then with the cards, point to the second card, and ask "What is the number on the second card?" Have the students give a complete answer. Write the word on the board under **تَمَزْوَاروت**. Have the students guess how to say the feminine "third," "fourth," and "fifth." Write these down. Ask the students to explain the rule for all the feminine ordinal numbers after this (تيس + the Arabic number). Then ask them to tell you the feminine word for "last." Once all these words are on the board, put down a row of six or seven cards and have the students ask each other about the number (or color) of the first, second, etc. card.

You can also practice these feminine ordinal numbers using any sort of list of feminine items and asking about them. A crucial word to use at this point is the word **تَكْنَت** (time), in order to say "the first time," "the second time," etc. Write these on the board. Draw a few diagrams of a couple of people (stick figures will suffice) together saying the word "yes" in Tamazight. Have another group of stick figures saying the word "no." Have another group of stick figures saying the word "It's good." Have another group saying the word "It's bad." Number the groups from 1 to 4. Then ask the students in Tamazight "What did they say the first time?," "... the last time?," "...the second time?," etc. Have students answer with complete sentences.

G. Use again page 44 of the Student Book. The diagram has on it houses, as well as two apartment buildings, a pharmacy, and a factory. Ask the students questions like "Where is the first house on such and such a street?" Have the students ask each other these kinds of questions. Then say "Show me [You will have to introduce the word "show" here.] the second house on the left on the third street on the right." Have the students point. Do a number of these types of statements so that the students get used to hearing these phrases. After a while, have the students ask each other. You can use the diagram in any way that would be useful to drill the ordinal numbers.

H. Introduce the plurals, masculine and feminine, for "first" and "last." Write **أَمَزْوَارو** and **تَمَزْوَاروت** on the board. Then across from each one write the plurals. Use them in some sample sentences like "The first days of January are very cold." "The first days of June are very hot." "In the first months of the year there's a lot of rain." "The first days in Morocco are difficult." "The last days of August there are many people on the roads." "The last minutes of class students are sleepy." "The first houses on the right are pretty." "The last houses on the left are big." (You'll need to introduce a few new words here, but don't introduce too many. Use words the students have already seen.)

I. Have the students turn to pages 42 and 43 of the Student Book, entitled "Ordinal Numbers" and "Numerals." Give the students some time to look over the pages and see if they have any questions.

J. Using various words written on flash cards, show the word to the students, and have them say the word with the appropriate form of "first" and "last." Use words like: "roads, wives, men, houses, road, wife, man, house, my son, my sons, my daughter, my daughters, my uncle, my uncles, my aunt, my aunts, etc." Especially use family terms, since that is a good review of the kinship terms.

K. Another drill is to show a flash card with a word on it and have the students use the noun plus an ordinal number in a sentence.

L. Another drill is to use page 45 of the Student Book, the page entitled "Diagram 2 for Lesson 12," which is a family tree. Ask questions about the people depicted on the tree. For example, "What are the names of the first, second, etc. daughter (or son) (or child) of Bassou and Itto? Of their children?"

## **V. Listen-and-repeat drill**

Use the supplementary material in the Workbook on pages 73 to 76. This is important and not optional. This is a listen-and-repeat drill, with a tape that accompanies the words. This deals with ordinal numbers, fractions, and telling time. Although telling time is just like Moroccan Arabic, if the students have trouble or if they've forgotten the rules and various phrases or if they've never really learned them, take the time to drill the students in how to tell time properly. Bring in a paper clock with moveable hands so that you can ask the students what time it is. Then have them set the time and ask each other what time it is.

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

The Workbook contains three review exercises covering ordinal numbers. The exercises also cover the days of the week and the months of the year. There are a number of regional variations for these words, especially the months of the year. Use the words as given in the exercises, but tell the students that they need to find out what people around them are saying.

## X    Lesson #13    Ø

### I.    Any new information?

### II.    Review ordinal numbers by being able to give directions

Use page 46 of the Student Book, the page entitled "Diagram 1 for Lesson 13" to teach how to give directions to get from one place to another. This will involve using the terms right and left, on the right and on the left, and ordinal numbers. Also, you must teach the students a few useful verbs and nouns like "Take the first street, follow the street until..., at the first light turn left, at the corner turn right, at the end of the street turn left, etc."

Using the diagram, show where you are going to start and where you are going to go to. Then give the students an example of how you explain how to go from start to finish. Use imperative singular verbs. Also, and this is very important, use the series of imperative verbs in just the simple imperative, even though this isn't the way the imperatives would be strung together. We haven't done the lesson yet on connecting a series of imperatives together. (We'll cover that in lesson 19.) Normally, one conjugates the imperatives following the first one. Here we aren't going to do that. This is to avoid confusion for the moment.

After you give an example, have the students try the exercise. You tell them where to begin and where to end.

### III.    Review indirect object pronouns

A.    Say in Tamazight to a student "Say to so and so 'I told you 'No.' " The student says to the other person "I told you 'No.' " Do this again with another student. Then vary the "I" to "we, they, he, and she." Also add "You told me/us 'No.' " Add "He told you 'No.' "

B.    Use page 47 of the Student Book, the page entitled "Examples of Sentences with Indirect Object Pronouns." Ask students to say the various sentences. Give them in English, and the students need to say the Tamazight. When you've done the whole sheet, then have the students look at the page.

#### C.    Words of politeness

1.    Use page 48 of the Student Book, the page entitled "Words of Politeness." (Don't have the students look yet at the page.) The first few on the sheet use indirect object pronouns. We've already done "Please." Ask the students to remember how to say the various forms. Then introduce the word **حاشاش** and its various forms. Use the words in a sentence. Then have the students use the words in a sentence. Have them address various groups of people in order to use the various forms.



2. Then introduce the word for "Excuse me." Tell the students that in English the construction is "excuse" plus direct object pronouns. In Moroccan Arabic the construction is "excuse" plus the preposition **ل** plus various object pronouns of the preposition. In Tamazight the construction is "excuse" plus indirect object pronouns. For example, "Excuse me" is **سَمَحِي**. Ask the students to guess what "Excuse us" is. Do the same for "Excuse him/her/they (m.)/them (f.)." Write these down in a systematic way. Have the students practice by saying to one individual (man or woman) "Excuse me. Tell me where the bank is, please." These sentences use indirect object pronouns three times. The "me" can be varied with "us/him/her/they." After this, do the masculine plural of the "Excuse me." Write all the possibilities down as the students give them. Do the same for "Excuse me" to a group of women. Then repeat the above drill, but this time have the students address various individuals or groups of people with the appropriate imperative endings and indirect object pronouns.

Have the students turn to pages 48 and 49 of the Student Book. Give them some time to look over the words.

3. Also mention the various ways to use **صَحَا** and **مَرَحَبَا**. Give some examples of their use and different contexts in which to use them, and have the students practice with a few sentences. Note here, of course, that these two words don't use indirect object pronouns but rather the normal possessive pronoun endings. The words are included here because they fit the topic of politeness.

4. The word list on page 49 is a variation used in the southern dialects of Middle Atlas Tamazight. The students don't need to learn the list on page 49 unless they are planning to be around people from the South, although these phrases can be heard on Tamazight radio. However, the list on page 49 is useful to practice the various forms of the preposition **إِسْ**. The preposition in Tamazight that is the equivalent of the preposition **ب** in Moroccan Arabic (the instrumental "with") is **س**. We've already seen this in the phrase "He spoke to me in Tamazight" (**س تَمَازِيغْت**). When the preposition **س** combines with pronouns ("with me, you, him, her, it, etc.") it takes a "long form" **إِسْ**. Thus, the same endings that are used with the preposition **غور** are added to the form **إِسْ**. Ask the students to give all the various forms of **غور**. Write them on the board, and circle their endings. Then write a new column with the word **إِسْ**. Then ask the students what we add to **إِسْ** for each person. Make a chart like this:

<b>إِسْ + نَخ</b>	<b>إِسْ + ي</b>
<b>إِسْ + نْ</b>	<b>إِسْ + ش</b>
<b>إِسْ + نْت</b>	<b>إِسْ + م</b>

$$\begin{array}{ll} \text{إِسْ} + \text{سَن} & \text{إِسْ} + \text{س} \\ \text{إِسْ} + \text{سَنْت} & \text{إِسْ} + \text{س} \end{array}$$

Because of the sound similarity between the  $\text{س}$  in  $\text{إِسْ}$  and the suffixes that start with  $\text{ش}$  and  $\text{س}$ , the following list is how the words finally come out:

$$\begin{array}{ll} \text{إِسْنَخ} & = \text{إِسْ} + \text{نَخ} \\ \text{إِسْن} & = \text{إِسْ} + \text{ن} \\ \text{إِسْنْت} & = \text{إِسْ} + \text{نْت} \\ \text{إِسْن} & = \text{إِسْ} + \text{سَن} \\ \text{إِسْنْت} & = \text{إِسْ} + \text{سَنْت} \end{array} \quad \begin{array}{ll} \text{إِسِّي} & = \text{إِسْ} + \text{ي} \\ \text{إِشْ} & = \text{إِسْ} + \text{ش} \\ \text{إِسْم} & = \text{إِسْ} + \text{م} \\ \text{إِسْ} & = \text{إِسْ} + \text{س} \\ \text{إِسْ} & = \text{إِسْ} + \text{س} \end{array}$$

Even though the phrases on page 49 of the handout aren't used as much in the northern dialects of Middle Atlas Tamazight, have the students practice them so that they can practice the combination of the preposition plus the pronoun endings.

#### IV. Workbook (optional)

The Workbook contains supplementary material to be used after part II of lesson 13. The material consists of a dialogue about asking for directions. A tape accompanies the dialogue.

ⵍ Lesson #14 ⵉ
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**I. Any new information?**

**II. Review or continue ordinal numbers by being able to give directions**

Use the drills of lessons 12 and 13.

**III. Review indirect object pronouns**

Use the drills given in lesson 11.

**IV. Continue or review words of politeness**

Use the material and drills of lesson 13.

**V. Workbook (optional)**

The Workbook contains supplementary material that can be used any time during lesson 14. The material consists of three Tamazight proverbs.

There are also four review exercises. The first and third cover indirect object pronouns.

The second deals with the preposition ⵙ when combined with pronoun endings, and the fourth gives some words to look up in the dictionary.

## I. Any new information?

## II. The moveable aspect of indirect object pronouns

Here we deal with how the indirect object pronouns move from after the verb to in front of the verb in certain grammatical contexts. Follow the presentation step by step to bring the students along in their understanding of this part of Tamazight grammar. They've already seen this phenomenon with the direct object pronouns, so it shouldn't be too difficult.

A. Explain the general phenomenon. Like direct object pronouns, indirect object pronouns are also moveable, that is, they change their position in certain grammatical contexts. In a simple affirmative sentence, the indirect object pronouns come directly after the verb. However, just like with the direct object pronouns, question words, negatives, and verb tense indicators (for the future, the subjunctive, the present continuous, etc.) cause the indirect object pronoun to take a position in front of the verb.

B. Start with the sentence *إِسْإِ عَجَبَاسْ لِحَالْ*. Don't give the sentence to the students, but ask them if they remember how to say it. "Do you remember how to say 'You are happy.' or 'You are pleased.'?" Write the sentence on the board. Now ask the students how to ask "Are you happy?" Write that on the board in such a way as to leave room for all the other pronouns. Then ask how to ask "Am I happy?" Do this with all the pronouns, and write them in order on the board so that the list looks like this:

إِسَاخْ إِعْجَبَ لِحَالْ؟	إِسِي إِعْجَبَ لِحَالْ؟
إِسَاوْنْ إِعْجَبَ لِحَالْ؟	إِسَاشْ إِعْجَبَ لِحَالْ؟
إِسَاوْنْتْ إِعْجَبَ لِحَالْ؟	إِسَامْ إِعْجَبَ لِحَالْ؟
إِسَاسْنْ إِعْجَبَ لِحَالْ؟	إِسَاسْ إِعْجَبَ لِحَالْ؟
إِسَاسْنْتْ إِعْجَبَ لِحَالْ؟	إِسَاسْ إِعْجَبَ لِحَالْ؟

Have the students repeat each of the phrases after you.

Now ask the students how to say "I'm not happy." Write this on the board just by erasing the *إِسْ* and putting in the *وَر*. Make sure you change the *fetha* to a *kisra* in the verb in each sentence. Ask the students for the rest of the phrases using all the pronouns.

When that is done, do the following drill. A student asks another student "Are you happy?" The other student responds with a complete sentence, either yes or no. Have the students ask each other these questions, but be sure to include plurals and asking about people, so that the third person is also used. "Are they happy?," "Are you (f.pl.) happy?," etc.

C. Next, ask the students if they remember how to ask "How are you?" Be sure to prod their memories a bit. Once they say it, write the question **ماش إگّا لِحال؟**. Then ask how to say all the other persons. Write them on the board in order like this:

مايَاخ إگّا لِحال؟	مايِي إگّا لِحال؟
ماوَن إگّا لِحال؟	ماش إگّا لِحال؟
ماوَنَت إگّا لِحال؟	مام إگّا لِحال؟
ماسَن إگّا لِحال؟	ماس إگّا لِحال؟
ماسَنَت إگّا لِحال؟	ماس إگّا لِحال؟

Drill these phrases by having the students ask each other "How are you doing?" "How is Tom doing?" "Moha and Fatima, how are they doing?" etc. The responses should be phrases that the students have already learned, such as "I'm sick," "She's better now," "They are fine," etc.

D. Now introduce the particle "if" **مَشْ**. This also affects the position of pronouns. Ask the students if they remember how to say "It is better" (the comparative meaning). Do they remember how to say "It is better for you." Write these on the board. Now ask if the students know how to say "If it's better for you, do such and such." Write on the board **مَشَّاش يوف**. Now ask how to say "If it's better for me, ...." Write this, and continue with all the different pronouns. Your list should look like this:

مَشَّاش يوف، ...	مَشِّي يوف، ...
مَشَّاوَن يوف، ...	مَشَّاش يوف، ...
مَشَّاوَنَت يوف، ...	مَشَّام يوف، ...
مَشَّاسَن يوف، ...	مَشَّاس يوف، ...
مَشَّاسَنَت يوف، ...	مَشَّاس يوف، ...

Drill these phrases by having the students say to each other "If it's better for you, drink \_\_\_\_\_," "If it's better for you, eat \_\_\_\_\_," "If it's better for you, go to the market.," etc. Have the students use singular, masculine plural, and feminine plural commands.

E. Have the students say a number of different sentences now. Ask them how to say the following sentences:

1. "What did they (m.pl.) say to you?" (Have a student then ask this question to someone. The other student should then give a made-up answer.) Continue with this type of sentence for a while: "What did he say to you?," "What did I say to you?," "What did you say to them (f.pl.)?," etc.

2. "Did he give you money?" (Have a student then ask this question to someone. The other student should then give a made-up answer.) Continue with this type of question for a while. "Did they (m.pl.) give you money?," "Did we give you money?," "Did he give her money?," etc. Be sure the answers are in complete sentences and sometimes positive, sometimes negative.

3. "Is the tea hot to you?" (Have a student then ask this question to someone. The other student should then give a made-up answer.) Continue with this type of question for a while. "Is the tea/coffee/water hot/cold to you/him/her/them/etc.?" Be sure the answers are in complete sentences and sometimes positive, sometimes negative.

F. Next, say to the students that verb tense indicators also cause the pronouns to move. We've seen the indicator **أَدَّ** used for the future and for sentences that have two verbs together. This tense indicator also applies to the subjunctive. The subjunctive doesn't exist too much in English, but it does in certain situations, like a benediction: "May God give you peace." Normally the sentence is "God gives peace.," but with the "may" the subjunctive is used and the verb becomes just "give" without the "s."

Teach the students the verb **عَفَوَ** ("to heal"—done only by God, not by a doctor). (The verb has some other meanings as well, such as "to forgive," but when it said to a sick person it means "to heal." See page 837 of Taifi's dictionary.) Besides the simple imperative, give also the third masculine singular **يُعَفِّوْهُ** and the third masculine singular negative **لَا يُعَفِّوْهُ**. Tell the students that this verb takes indirect object pronouns. Ask the students how to say "God healed you." Write that down. Now explain that with the phrase "May..." the sentence starts with **أَدَّ**. Write **أَدَّ** on the board. Then ask the students how to say "May God heal you." Write this on the board. Do all the forms for the second person: masculine and feminine, singular and plural. (In the next lesson we will do more drilling on this particular benediction; thus, it isn't necessary to do all the pronouns and a lot of drilling.)

G. Refer the students to pages 50 and 51 of the Student Book, the pages entitled "The Moveable Aspect of Indirect Object Pronouns." Have the students look at it, and see if they have any questions.

### **III. Sentence pattern drill with indirect object pronouns**

Do the sentence pattern drill on pages 85 to 87 of the Workbook. This is an important and helpful drill and is not optional. A tape accompanies the drill.

### **IV. Dialogue**

Go over the dialogue on page 52 of the Student Book. There are many different ways to use dialogues. Below are a number of different techniques for getting the most out of dialogues and making them fun and interesting. Choose one of these ways to use with this dialogue.

Then have the students ask each other and answer the questions on pages 53 and 54 of the Student Book. Possible answers are given in the answer key of the Student Book on pages 107 to 108.

#### **Various Pedagogical Techniques for Covering Dialogues**

A. If a cassette tape of the dialogue doesn't exist, make a tape of the dialogue to work on students' listening skills. You could make one recording at normal speaking speed and another at slow speaking speed with careful and deliberate pronunciation.

B. Don't give the students the words to the dialogue at first. Let them know, though, what the general idea is about. Then play the tape one time through and see what the students heard or understood. It may not have been much, maybe just a few words. (If there is a slow-speaking version of the dialogue, play that version all the way through.) Then play the dialogue again (at normal speaking speed), line by line. Keep going back and forth until the students grasp the sentence. Write the words they do get on the board, and write blanks where the missing words are. Keep going until you fill in the blanks. If the students are really having trouble, you fill in a blank or two with the correct word.

When the students get the whole sentence, have them say the sentence together as a group and then individually, as many times as is necessary for them to get it right. Then listen to the sentence again.

When that is done, go on to the next sentence.

C. At the end of the dialogue, listen to the whole thing again. Then give the students the words so that they can follow along as they listen yet another time.

D. Have the students (in pairs, or with you if there is only one student) do the dialogue among themselves. Then have them reverse roles and say it again.

E. You can also have the students do the dialogue as best they can without looking at the text. It doesn't need to be memorized but can be just the same idea, even if the students use their own words or additional words.

- F. Another idea is to have the students memorize the dialogue for the next class. The students can then either recite the whole dialogue for the class or do it with another student, each with his/her own role. Then they would reverse roles.
- G. Another idea is to give the students the text of the dialogue with a number of words blanked out. They are to listen to the tape and to fill in the blanks.
- H. Another idea is to give the students the text of the dialogue cut up into strips. Each sentence is on a separate strip of paper. The students should then, before listening to the tape, try to put the dialogue into order. Once they think they've done that, play the tape and see if they are correct. Then do any of the above activities you want.
- I. Another idea is to modify the dialogue according to certain grammatical features. If the dialogue is between men, have the students change it to women. That will usually involve certain grammatical changes. If the dialogue is in the singular, have the students change certain appropriate features to the plural. If the dialogue is in the first person, have the students change it to the third person. You can do this orally and also assign it as a written project for homework.
- J. Another idea is that after the students have gone over the dialogue, they should put away the text and try to write what they remember of the dialogue. They can work individually or in pairs. If there are enough students you can make a contest out of this and give a small prize to the winning group.
- K. Before you go over the dialogue you could start with two or three of the sentences written on the board. Each sentence would be, however, written in mixed up order. The students should put each sentence into proper order. After this exercise, you can start listening to the whole dialogue. This is a way to introduce the topic and give the students an idea of what the dialogue is about.
- L. Before you go over the dialogue you could put five to six key vocabulary words on the board (especially if the words are new) and discuss the meaning with the students first. Then proceed to listening to the dialogue in any of the above methods.
- M. Make up five to ten questions about the dialogue that the students have to answer afterwards. Sometimes the questions can be done in a written fashion, sometimes in an oral fashion first and written later. Sometimes the students must answer the questions without looking at the text. Other times they can look at the text, especially if the dialogue is long or detailed.
- N. Students can be assigned to write a dialogue of their own dealing with the same ideas as in the dialogue done in class.
- O. Even if there is no tape of the dialogue, you can do most of the above items by reading the dialogue to the students.



P. Only at the very end give the students a paper with the translation on it (if there is one).

Q. For any lesson in the course, you can create your own dialogue. Always, however, have a purpose for the dialogue: either to reinforce the grammar of the lesson or the vocabulary content of the lesson. You can also use a dialogue to introduce a whole area of new vocabulary. That usually takes a lot of time, but it can be very useful and interesting. Always be sure not to include grammar that the students haven't yet done, or if a few items must be included, explain to the students that they should learn the words just as expressions.

## **V. Homework**

Assign as homework the review exercises for lesson 15 in the Workbook, pages 90 to 92. These will help the students get used to how the indirect object pronouns move.

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

In addition to the items mentioned above, the Workbook contains other supplementary material that can be used at the end of lesson 15. There are six Tamazight proverbs which use moveable indirect object pronouns.



## Lesson #16

### I. Any new information?

### II. Go over the homework

Go over the homework that was assigned, the review exercises for lesson 15 in the Workbook, pages 90 to 92.

### III. Continue or review the moveable aspect of indirect object pronouns

### IV. Benedictions and maledictions

It's important to present these in a systematic way. Although there are many types of benedictions and maledictions, this lesson focuses on benedictions and maledictions which start with **أَدَّ** (May God ...). Other types can be done in future lessons.

Present the lesson in the following manner:

A. Most benedictions and maledictions in Tamazight start with **أَدَّ** (May God ...).

B. The conjugation of the verb (properly called the subjunctive) that follows the **أَدَّ** is just like the future conjugation: the **simple imperative form plus the regular conjugation prefixes and suffixes**. It's the context that tells you whether the tense is future or subjunctive. The basic form of the sentence is as follows:

أَدَّ + verb + رَبِّي.

The subject of the sentence is usually **رَبِّي**, although sometimes the subject is **لْخَيْر** (goodness). Thus, the verb is always in the third masculine singular.

C. Give some examples of benedictions without the use of pronouns:

May God help.	أَدَّ إِعَاوَن رَبِّي.
May God heal.	أَدَّ إِعْنَفُو رَبِّي.
May God help Lhou.	أَدَّ إِعَاوَن رَبِّي لْحو.

D. When pronouns are used, benedictions and maledictions have two categories:

1. those verbs which take **direct object pronouns** and
2. those verbs which take **indirect object pronouns**.

E. In both cases, the pronouns (because of the tense indicator **أَد**) move to a position in front of the verb.

F. For those verbs which take **direct object pronouns**, the structure is as follows: (Write what follows on the board.) Ask the students to give you the answers.

أَدَاخ	=	أَد + اخ	أَدِي	=	أَد + ي
أَكُنْ	=	أَد + كُنْ	أَشْ	=	أَد + شْ
أَكُنْتُ	=	أَد + كُنْتُ	أَشَمْ	=	أَد + شَمْ
أَتَنْ	=	أَد + تَنْ	أَتْ	=	أَد + تْ
أَتَنْتْ	=	أَد + تَنْتْ	أَتَتْ	=	أَد + تَتْ

Note that when the **د** encounters a consonant, the **د** disappears.

Ask the students how to say "May God help me." Write this on the board. Then have the students say how to form each sentence with all the other pronouns. Write these on the board in order. Your list will look like what follows:

أَدَاخ إِعْلَوْنَ رَبِّي.	أَدِي إِعْلَوْنَ رَبِّي.
أَكُنْ إِعْلَوْنَ رَبِّي.	أَشْ إِعْلَوْنَ رَبِّي.
أَكُنْتُ إِعْلَوْنَ رَبِّي.	أَشَمْ إِعْلَوْنَ رَبِّي.
أَتَنْ إِعْلَوْنَ رَبِّي.	أَتْ إِعْلَوْنَ رَبِّي.
أَتَنْتْ إِعْلَوْنَ رَبِّي.	أَتَتْ إِعْلَوْنَ رَبِّي.

1. Drill these sentences by having the students say them to and about each other. You should direct the students in Tamazight: "Bob, say to John 'May God help you.' Sarah, say to Bob about John and Sally 'May God help them.' etc." Vary all the possibilities of masculine and feminine, singular and plural, and the various persons. Tell the students that this phrase is also a way to say "good-bye."

2. Think of some other blessings or maledictions that use **أَد** plus direct object pronouns. Teach these, and then practice them. Some possible examples are:

(May God protect you...from....) **أَشْ إِسْتَرْ رَبِّي....**  
 (May God seat you on the ground!) **أَشْ إِسْغِيمَ رَبِّي لَكَ** واشال.

G. For those verbs which take **indirect object pronouns**, the structure is as follows:  
 (Write what follows on the board. Start with **أَد**, and have the students tell you what the indirect object pronouns are.)

<b>أَد</b> + <b>ي</b> = <b>أَدِي</b>	<b>أَد</b> + <b>أَخ</b> = <b>أَدَاخ</b>
<b>أَد</b> + <b>أَشْ</b> = <b>أَدَاشْ</b>	<b>أَد</b> + <b>أَوْن</b> = <b>أَدَاوْن</b>
<b>أَد</b> + <b>أَم</b> = <b>أَدَام</b>	<b>أَد</b> + <b>أَوْنْت</b> = <b>أَدَاوْنْت</b>
<b>أَد</b> + <b>أَسْ</b> = <b>أَدَاسْ</b>	<b>أَد</b> + <b>أَسْن</b> = <b>أَدَاسْن</b>
<b>أَد</b> + <b>أَسْ</b> = <b>أَدَاسْ</b>	<b>أَد</b> + <b>أَسْنْت</b> = <b>أَدَاسْنْت</b>

Ask the students if they remember the verb "to heal" (done only by God, not by a doctor). Have the students give the simple imperative, third masculine singular, and the third masculine singular negative. Ask the students how to say "May God heal me." Write this on the board. Then have the students say how to form each sentence with all the other pronouns. Write these on the board in order. Your list will look like what follows:

<b>أَدِي إِعْفُو رَبِّي.</b>	<b>أَدَاخ إِعْفُو رَبِّي.</b>
<b>أَدَاشْ إِعْفُو رَبِّي.</b>	<b>أَدَاوْن إِعْفُو رَبِّي.</b>
<b>أَدَام إِعْفُو رَبِّي.</b>	<b>أَدَاوْنْت إِعْفُو رَبِّي.</b>
<b>أَدَاسْ إِعْفُو رَبِّي.</b>	<b>أَدَاسْن إِعْفُو رَبِّي.</b>
<b>أَدَاسْ إِعْفُو رَبِّي.</b>	<b>أَدَاسْنْت إِعْفُو رَبِّي.</b>

H. Then show how the same sentences are said with nouns instead of pronouns. Note that when nouns are used, the indirect object pronoun is **still** used. Ask the students to guess how to say the following sentences. Then write them on the board.

May God heal Muhand. **أَدَاسْ إِعْفُو رَبِّي إِ مُحَنْد.**  
 May God heal Fadma and Mina. **أَدَاسْنْت إِعْفُو رَبِّي إِ فَاضْمَة د مِينَة.**

1. Drill these sentences by having the students say them to and about each other. You should direct the students "Bob, say to John 'May God heal you.' Sarah, say to Bob about John and Sally 'May God heal them.' etc." Vary all the possibilities of masculine and feminine, singular and plural, and the various persons. Use nouns also (like "your children," "your uncle," etc.) as well as names ("May God heal Moha.," etc.).

Another drill is to have the students ask each other (and about each other) "How are you doing?," "How are they doing?," etc. with **مَا شَإِئْكَ لِحَال؟**. A student responds with "I'm sick.," "He's sick.," "They're sick.," etc. The first student then says the appropriate benediction. Do this a number of times, with many variations.

2. Think of some other benedictions or maledictions that use **أَد** plus indirect object pronouns. Teach these, and then practice them. Some possible examples are:

(May God give you (m.s.) patience.) **أَدَاشَ إِرْزَقَ رَبِّي صَبْرَ.**

(May God erase our sins.) **أَدَاخَ إِمْحُو رَبِّي دَنُوبَ.**

(May God make your (m.s.) children successful.) **أَدَاشَ إِسْخَرِ رَبِّي إِشْرَانِ.**

(May God keep [them—children] to you (m.s.)) **أَدَاشَ إِطْفِ رَبِّي.**

After this, refer the students to pages 56 and 57 of the Student Book, the pages entitled "Benedictions and Maledictions."

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

The Workbook contains supplementary material that can be used at the end of lesson 16. This material consists of a dialogue emphasizing benedictions. There are then exercises to transform the dialogue from feminine to masculine and also to plurals. This can be quite useful to go over benedictions.

The Workbook also has two review exercises, one covering benedictions and the other involving looking up words in the dictionary.

## X Lesson #17 X

### I. Any new information?

### II. Continue or review benedictions

### III. Time for conversation

Ask the students various questions, or have them ask each other various questions to stimulate conversation.

### IV. Review indirect object pronouns using the phrases

ك تَلِفُونِ إ and بَلِّغْ سَلَامَ إ

A. Teach the students how to say "Give greetings to so and so." This uses the verb بَلِّغْ "to transmit." Ask the students to guess the third masculine singular (إِبْلَغْ) and the negative of the third masculine singular (وَرِ إِبْلَغْ). This verb takes indirect object pronouns. Ask the students to guess how to say "Give greetings to Moha." Write this on the board: بَلِّغْ مَحَا سَلَامَ إ مَحَا. Note that even though the noun is used, the pronoun is also used.

Practice this structure at first using names: just one name, masculine and feminine, and then a number of names, masculine and feminine. Then expand to phrases like "Give greetings to: the children, your sister, your brother, your sisters, your uncle, your father, variations of the special kinship terms, أَهْلُ تَدَاوَلَتْ , those in Fes, those in the *bled*, etc."

Then make the imperative plural, both masculine and feminine.

Change the verb from a command to a statement. "He/she/they sent greetings to you." Drill this with different variations.

Recommend these drills to the students to do at home, with a language helper, or by themselves. Have the students look at pages 58 to 60 of the Student Book, pages entitled "Useful Sentences with Indirect Object Pronouns." These sheets are to help the students at home with various drills.

B. Teach the students one way to say "Call him" (that is, on the telephone). The phrase is كُفِّ تَلِفُونِ إ (literally: "Do/make telephone to so and so."). This construction takes indirect object pronouns. Ask the students to guess how to say "Call

Moha." Write this on the board. **كَّاس تَلْفُون إ موحى.** Note that even though the noun is used, the pronoun is also used.

Practice this structure at first using names: just one name, masculine and feminine, and then a number of names, masculine and feminine. Then use the structure with just pronouns: "Call him/her/them (m)/them (f.)/me/us."

With the last two, it is necessary to add something to the sentence. Don't go into lots of detail, but explain that since the action happens towards the speaker in the case of "Call me" and "Call us," the **د** of direction must be added. This applies to an action happening in the direction of the speaker. Thus, the phrase is **كَّيد تَلْفُون** ("Call me.") instead of **كَّي تَلْفُون**, and **كَّخْد تَلْفُون** ("Call us.") instead of **كَّخ تَلْفُون**. In all the other forms of the phrase, however, there is no **د**.

Expand the drill to phrases like "Call: the children, your sister, your brother, your sisters, your uncle, your father, variations of the special kinship terms, **أَيْت تَدَّارْت**, those in Fes, those in the *bled*, etc."

Then make the imperative plural, both masculine and feminine.

Change the verb from a command to a statement. "He/she/they called you." Drill this with different variations.

Refer the students to pages 61 to 64 of the Student Book, which are the part of the section entitled "Useful Sentences with Indirect Object Pronouns" that deals with the phrase "Call so and so." These pages are to help the students at home with various drills.

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

The Workbook contains supplementary material that can be used at any time during lesson 17. This material consists first of an exercise to write the meaning of various benedictions and maledictions. There is also space for the students to record any other benedictions and maledictions that you or others may give them. (Come up with further examples of maledictions, since these are lacking in the course.) There is then a dialogue with an accompanying tape that contains some benedictions.

The Workbook also has two review exercises, one covering the useful phrases using indirect object pronouns and the other involving looking up words in the dictionary.



## Z Lesson #18 O

### I. Any new information?

### II. Sentence connections

This is a very difficult lesson for English speakers. It is important to explain the grammar in a clear and step-by-step fashion, leading the students carefully through an understanding of this aspect of Tamazight.

Begin by telling the students the following:

This topic concerns how to put a series of sentences together. From an English perspective one of the peculiarities of Tamazight is that there is no word for "and" to connect two sentences. This type of "coordinating conjunction" is done not by a special word but rather by changing the verb forms in the sentences that follow the initial verb in a series. Admittedly, this is one of the most difficult parts of Tamazight for the English speaker to grasp. With time you will understand the idea. With more time you will begin to hear native speakers use this. And with more time you'll be able to use it as well. But it does take time.

Use the following steps in your presentation of the grammar. It's important to finish this whole lesson (at least up through part F) in one class period.

A. Begin by covering certain verb forms. Write the following verbs on the board, and have the students write them down.

Ask the students what the simple imperative of "to spend the night" is. If someone knows it, write it down. If no one knows or remembers it, you write it down. Ask the students what the third masculine singular past form is. Write it down. Ask the students what type of verb it is, regular or irregular. Ask the students what the negative is. This way, through student interaction, write down the verbs: "to spend the night, to see, to go up (*monter*), to go down (*descendre*), and to hit." Your list should look like this:

to spend the night	ور إْنْسِي	إْنْسَا	نَسْ
to see	ور يَانَّايْ	يَانَّايْ	أَنْتَّايْ
to go up ( <i>monter</i> )	ور يُولِي	يُولِي	أَلِي
to go down ( <i>descendre</i> )	ور إْكْزِزْ	إْكْزِزْ	كْزِزْ
to hit	ور يُوْتْ	يُوْتْ	وْتْ

B. Now have the students help you write a short paragraph on the board. If the board is big enough, it would be helpful to leave the above verbs on the board. However, if there isn't room, erase the words. The students can refer to the notes they've taken. Make sure the paragraph is clearly written on the board.

You are going to start by writing an *incorrect* paragraph on the board. This first paragraph is how an English speaker would put the Tamazight sentences together without knowing the special grammar for connecting sentences. It is important to write the paragraph in this incorrect way so that later the students can see what changes are necessary.

Ask the students how to say "We went to Erfoud." Write this on the board. Then ask them how to say "We spent the night in a hotel there." (You may need to briefly explain the word for "there." Don't get sidetracked into a long explanation. There may be regional variations for this word.) Write this on the board. Then ask them how to say "The next day, we went to Merzouga." (You will probably have to tell the students how to say "the next day.") Write this on the board. Then ask the students how to say "We saw the sand." (The word for "sand" here is not used in all regions. You may want to substitute another word.) Write this on the board. Then ask the students how to say "We climbed it." Write this on the board. Then ask how to say "We came back down." Write this. Then ask how to say "We drank tea." Write this. Ask how to say "We ate some meat." Write this. Ask how to say "We went on our way." (The students may not know this expression.) Write this.

Thus, the paragraph on the board will look like this. (I've put the first verb in italics and the following verbs in bold print. Many of the verbs in bold print will need to be changed.):

نَدَّا / غَرَّ اَرْفُود. نَنَسَا كْ يُون لوتال ديس. اَسْكَاَس نَدَّا غَر  
مَرْزُوْغَا. نَاتَايْ اِكْيدو. نوليت. نَغَز. نَسُوا اَتَايْ. نَتَشَا شَا ن  
اُكْسُوم. نَدَّا اِبْرَدَانْنَح.

Have each student read the paragraph out loud. You also should read it out loud afterwards so that the students can hear and imitate your pronunciation.

C. Explain to the students that this is how, based on their knowledge to this point, they would put together a paragraph. However, this is not how Tamazight constructs paragraphs. The paragraph is intended to say:

*We went to Erfoud, and we spent the night in a hotel there. The next day, we went to Merzouga and saw the sand. We climbed it and came back down. We drank tea, ate some meat, and went on our way.*

In order to connect the sentences properly in English, the coordinating conjunction "and" is used. Sometimes the word "and" isn't used, but it is clear that a series of actions is taking place.

In Tamazight there is no word for "and" like this. (This needs to be qualified somewhat. In a story often the word **دَائِي** is used to mean "and." Taifi lists this word on page 81 of his dictionary as "*et, puis, alors*." But the word isn't used all the time. Furthermore, even when the word is used, the verb form must still be changed.) When there are a series of sentences with the verbs in the "past" form, the first verb is in the conjugated past form, but the rest of the verbs take the form of **the simple imperative plus the regular conjugation prefixes and suffixes**.

D. So now, using the paragraph that is on the board, go through verb by verb and have the students change each verb to its appropriate conjugation. Lead them through the process verb by verb.

1. The first verb ( **نَدَّا** ) in the series stays in its normal past conjugated form. It is the verbs following the initial one that change.

2. Ask the students what the next verb is. ( **نَنَسَا** ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in **نَسْ**. (Explain that the **ن** of the "we" form assimilates into the **ن** of the verb and results in a *shedda*.)

3. Ask the students what the next verb is. ( **نَدَّا** ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in **نَدَّو**.

4. Ask the students what the next verb is. ( **نَانَّايْ** ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" In this case, since the verb is a regular verb and has no stem change when it is conjugated, the simple imperative plus the regular conjugation prefixes and suffixes is the same as its past conjugation. Thus, there is no real change. (In other words, the "change" happens to be the same as the original form here. Some verbs are like this. But be careful of the verbs that aren't.) Don't erase anything here. Just keep the verb in its place.

5. Ask the students what the next verb is. ( **نُولَيْتْ** ) This is "we climbed it." Point out the direct object pronoun "it" (the sand) so that the students understand why there is a **ت** there. "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in **نَالَيْتْ**.

6. Ask the students what the next verb is. ( نَكْز ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Like the above verb نَانَيْ , there is no real change because the verb is a regular verb that undergoes no stem change in its conjugation. Thus, the "change" is the same as the original. Don't erase anything. Just leave the verb there.

7. Ask the students what the next verb is. ( نَسُوا ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in نَسُو .

8. Ask the students what the next verb is. ( نَتَشَا ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in نَتَش .

9. Ask the students what the next verb is. ( نَدَا ) "Should that verb change? How so? What is the simple imperative plus the regular conjugation prefixes and suffixes?" Erase the verb, and write in نَدَّو .

Read the paragraph out loud for the students. Have each student read the paragraph out loud.

E. Have the students turn to page 65 and the top of page 66 of the Student Book, pages entitled "Sentence Connections." Give them a few minutes to read the pages. See if there are any questions.

F. Do another example.

Write on the board in English the following sentence:

*Every village, there is in it a Koranic teacher, and there is in it a mosque.*

Ask the students how they would write this sentence, for the moment forgetting the grammar they just learned. You may have to help them with certain phrases (like "in it") and vocabulary ("Koranic teacher" and "mosque").

With the help of the students, write the following (which is incorrect):

كو إغرم إلتا ديكنس يون طائب. تلتا ديكنس يوت ن تمزييدا.

Now ask the students what changes, if any, should be made to the sentence and why. After the students answer correctly and explain their answer, erase تلتا , and write in تيلي .

Have the students look at this example at the bottom of page 66 of the Student Book.

#### G. Drills with this concept

These drills will be fairly simple. Although they don't involve complicated paragraphs, the drills can still give the students a feel for the type of grammar here. In future classes, when the opportunity comes up, point out, either in your speech or the students' speech, where this grammar point would be used. You, the teacher, apply this grammar automatically, but the students will easily miss this when you use it. That's why it's important to call their attention to it in the future.

1. Using the noun cards and a plastic bag, put a number of the noun cards in the plastic bag. Make sure the nouns are varied between masculine and feminine and singular and plural. Then give the bag to a student, and ask the student "What's in your bag?" The student should respond by pulling out one card and saying "There is in it a \_\_\_\_." He/she should pull out another card and continue, with a full sentence, "And there is in it a \_\_\_\_." This should continue until all the cards are taken out. The forms of the verbs will vary according to whether the noun is masculine, feminine, singular, or plural. Thus, the sentences will be something like:

إِلا دِيْغْس \_\_\_\_ . يِلي دِيْغْس \_\_\_\_ . تِلي دِيْغْس \_\_\_\_ .  
يِلين دِيْغْس \_\_\_\_ . يِلينْت دِيْغْس \_\_\_\_ . etc.

Then give the bag to another student. Put in either the same noun cards or different ones or even objects in the room. Have a student now ask the question "What's in your bag?" The other student responds. Do this for each student. Repeat the drill if necessary or if the students want more practice.

2. Bring in a map of Morocco. Put it on the table or hang it on the board, whichever is appropriate. Ask a student "Where did you go on vacation?" Explain that the student should make up an answer (not answer truthfully) using five or six Moroccan cities. The student should answer in complete sentences (even though this is artificial) in order to practice the grammar: "I went to \_\_\_\_, and I went to \_\_\_\_, and I went to \_\_\_\_, and I went to \_\_\_\_, etc." Thus, the sentences will be like the following:

دِيْخ غَر \_\_\_\_ . دَوخ غَر \_\_\_\_ . دَوخ غَر \_\_\_\_ . etc.

Have another student ask a student "Where did you go on vacation?" That student should answer. Then, vary the person. Tell one student to ask another "Where did he [third person] go on his vacation?" Response. Tell one student to ask another "Where did Moha and Fatima go on vacation?" Response. Do this to cover all the different persons, including a person saying "You went \_\_\_\_."

3. Put out on the table three sets of noun cards: one group of things to eat (three or four cards), one group of things to drink (three or four cards), and one group of people

(three or four cards of individuals or groups of people). Ask a student "What did you do last night?" Explain that the student is to answer: "I went to a restaurant, I ate \_\_\_\_\_, I drank \_\_\_\_\_, I saw \_\_\_\_\_, and I went on my way." The student should use the cards to give ideas in order to fill in the blanks. Then have a student ask another student the same question. Response. After each student has a chance, vary the persons: "What did he/she/you plural/they/etc. do last night?" Have the students ask the questions to each other.

4. Any other drills of this type are useful. Make sure that the situation is structured enough so that the students know the types of responses they should give.

### **III. Sentence pattern drills using sentence connection**

Do the sentence pattern drill in the supplementary material for lesson 18 on pages 110 to 112 of the Workbook. This is an important drill to do and is not optional. This grammar is extremely difficult for foreigners and so must be worked on a lot. The drill has a tape that goes with the sentences. Stop, however, at page 112. Don't do page 113 until the next lesson.

### **IV. Homework**

Have the students write a short paragraph about what they did yesterday. The paragraph doesn't need to be true but should include a series of actions applying the grammar lesson of today.

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

The Workbook contains supplementary material in addition to what was mentioned above. This material can be used at the end of lesson 18. It consists of two Tamazight proverbs which show the grammar of sentence connection.

The Workbook also contains a review exercise involving putting independent sentences into a paragraph and using sentence connection grammar.

## ⊙ Lesson #19 ⊕

### I. Any new information?

### II. Continue or review sentence connections

Continue or review some of the drills from lesson 18. Go over the homework that the students have done.

### III. Sentence connections with imperatives

A. Tell the students that just as there is special grammar to be used with sentence connections in the past form, there is also special grammar to be used with a series of imperatives together. The rules are the same as with the past forms.

B. However, we are going to start with the incorrect way of putting imperatives together, so that we can see the change more clearly.

Write on the board the following sentence:

*Stamp your feet.*      وتات س أضرار.

Before you write "Stamp your feet.," ask the students what they think the sentence means. "What's the verb? Why is it in this form?" [Explain that often where the English speaker says "your" for body parts, Tamazight (or Arabic or French for that matter) doesn't always include the pronoun. Usage and listening to people will give the students a feel for how these things are said.]

Then ask the students to guess how to say "Clap [masculine plural] your hands." Write it on the board right under the above sentence, like this:

*Clap your hands.*      وتات س أفوس.

Then ask the students to guess how to say "Say [masculine plural] with your mouth." Write it on the board right under the above sentence, like this:

*Say with your mouth:*      إنيات س إمي:

Right under this sentence, write the following phrase:

*"Long live the King!"*      "إحيا لملك!"

Thus, the whole set of sentences on the board at the end should look like this:

<i>Stamp your feet.</i>	وتات س أضرار.
<i>Clap your hands.</i>	وتات س أفوس.
<i>Say with your mouth:</i>	إنيات س إمي:
<i>"Long live the King!"</i>	"إحيا لملك!"

It's important to keep these sentences exactly the way they are, without changing the vocabulary, since this is a real Berber poem. Explain to the students that this is a poem. [I don't know the origin of this poem, but some people from Tineghir told this to me. Maybe it is something that was taught to children. Don't be concerned that the Arabic word for "king" is used. Different regions and people use Arabic words mixed in with Tamazight. This is the reality in Tamazight.]

C. The poem, however, as it is written is incorrect in its verb conjugations. The correct rule is the following: When there are a series of imperatives together, the first verb is in its normal imperative form. The succeeding verbs are the simple imperative form plus the second person (singular or plural depending on who's being addressed) regular conjugation prefixes and suffixes.

So lead the students step by step through the changes that need to be made.

1. Ask the students where the first imperative is. ( وتات ) "Does this need to be changed? Why or why not?" No, because it is the first in the series. Its form is like a normal imperative.
2. Ask the students where the next imperative is. ( وتات ) Does this need to be changed? Why or why not? How? Following the rules (You may need to re-say the rule to the students.), have the students come up with the correct form. Normally, that would be توتّم. [Explain, however, that in the original poem the form توتيم is used. This is not what we would expect, although some regions have this ت in the conjugation here. We will write توتيم here, just because it is in the original and goes with the rhyme and rhythm of the poem.] Erase وتات and write in توتيم.
3. Ask the students where the next imperative is. ( إنيات ) Does this need to be changed? Why or why not? How? Have the students come up with the correct form. Erase إنيات and write in تينيم.
4. Ask the students if the next verb ( إحيا ) should change. Why or why not? No, because it is not part of the series of imperatives. It's what the people say. If they were to



say a series of phrases (using this type of third-person imperative: "may he ...."), then the phrases after this first one would take the simple imperative plus the third person regular conjugation prefix. But that is not the case here.

Say the poem, then have all the students say it together, with rhythm, a number of times.

Have the students turn to page 67 of the Student Book, the page entitled "With imperatives." Give the students a few minutes to read over the material and ask any questions.

#### D. Another example

Ask the students how to say "Be quiet!" (singular). Write this on the board. Then, ask them how to say "Eat!" (singular). Write this. Ask them how to say "Drink!" (singular). Write this. Ask them how to say "Listen!" (singular). Write this. Thus, the phrase should look like this:

*Be quiet, eat, drink, and listen.*      فَسِّتْ ، تَشْ ، سَو ، سَفَلْدْ.

Ask the students how to correct the grammar, applying the rules they've learned. The correct sentence should look like this:

فَسِّتْ ، تَتَشَدْ ، تَسُودْ ، تَسَفَلْدْ.

Have the students look at this example on page 68 of the Student Book. [Remember that sentence connections with the present continuous tense is not covered here, since we haven't done that tense yet. That will be for a future lesson. Also, do not do negative imperatives. That takes a special, separate lesson.]

#### E. Drills

1. Put out on the table a number of noun cards, one group of things one could buy at a store or a market and one group of things to drink. Then tell a student that he must say to another student "Go to the hanut, say 'hi' to the shop owner, buy a \_\_\_\_\_, buy a \_\_\_\_\_, drink some \_\_\_\_\_, and go to your friend's house." [Don't use the verb "come back," since that takes the ذ of direction and will be very confusing to the students at this point.] Have the students practice this construction a number of times. (If the students can't remember the order of the sentence, write some reminders on the board.) After that, have them say the same sentence, but to a group of men and then to a group of women.

2. Put out on the table a number of noun cards, one group of things one could buy at a store or market, one group of things to drink, one group of things to eat, and one group of people. Tell a student to say to another student "Go to the market, buy a \_\_\_\_\_, sell a \_\_\_\_\_, eat \_\_\_\_\_, drink \_\_\_\_\_, greet \_\_\_\_\_, and be at the bus stop at 5:00." (Write the steps on the board, if necessary, so that the students can remember them.)

Have the students practice this construction a number of times. After that, have them say the same sentence, but to a group of men and then to a group of women.

3. You can use any other drills with a combination of commands.

#### **IV. Sentence pattern drills using sentence connection with imperatives**

Do the sentence pattern drill in the supplementary material for lesson 18 on page 113 of the Workbook. This is an important drill to do and is not optional. The drill has a tape that goes with the sentences.

#### **V. Dialogue using sentence connection with imperatives**

Go back to Supplementary Material lesson 13 (pages 79 and 80 of the Workbook) and review the dialogue between Ali and the Policeman. The two times the policeman talks a lot contain a number of examples of sentence connection using a series of imperatives. Use the tape for that lesson.

#### **VI. Homework**

Have the students write three lists of things to do:

- A. Tell your husband/wife (or a friend for an unmarried person) what you want him/her to do.
- B. Tell your child (or any child) what you want him/her to do that day.
- C. Tell your household help what you want her to do.

Be sure to use the grammar of the lesson we've just done.

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

In addition to the supplementary material mentioned above, the Workbook contains a number of Tamazight proverbs which use sentence connection grammar with imperatives.

<b>• Lessons #20 and #21 and #22 V</b>
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**I. Any new information?**

**II. Go over the homework from last lesson**

**III. Question words**

There is a lot in these lessons. It is estimated that this material will take three lessons. However, you must be the judge of how quickly or slowly to cover the material.

For an English speaker this area of Tamazight can be somewhat confusing. Certain question words like "when," "where," and "why" are easy; however, words for "what," "who," and "how" are not very clear. It seems that the same Tamazight word can mean many different English words. A quick look at pages 31 and 32 of the *Peace Corps* course illustrates this problem. Any English speaker looking at those pages would be thoroughly confused. Thus, you must be very careful to present question words in a simple and systematic way. You must be able to give the students words they can use with confidence, even if the students may not understand the full range of meaning and usage.

This lesson will deal with certain basic question words, including a review of words already learned and an introduction of some new ones. Complicated question words (like "with what," "in what," "by what means," etc.) will be covered in a future lesson.

The basic format here will be to present each question word and have the students drill it by asking each other questions. The question words that you will address are:

- A. Question words for yes/no questions
- B. When?
- C. Why?
- D. Where?
- E. What?
- F. Who?
- G. How?
- H. Which?
- I. How much?
- J. How many?
- K. Question words used affirmatively

**A.** Write on the board in English: 1. "Do you ...?" and "Is/are ...?" Write under it in French "*Est-ce que vous ...?*" The board will look like this:

1. Do you ...? Is/are ...?  
*Est-ce que vous ...?*

These are ways to ask a question which has a yes or no answer. Ask the students "What is the question word in Tamazight which introduces a question with a yes or no answer?"

The students have been using this word and should be able to say it: **إِس**. Write the word across from what is written above. Remind the students that **إِس** is used with a verb in a question that has a yes or no answer. Ask the students what word is used with a non-verb in a question that has a yes or no answer. They may remember that the word is **إِد**. Write this word as well. Your chart should now look like this:

- |    |                             |                 |   |                        |
|----|-----------------------------|-----------------|---|------------------------|
| 1. | Do you ...? Is/are ...?     | <b>إِس ...?</b> | — | in front of a verb     |
|    | <i>Est-ce que vous ...?</i> | <b>إِد ...?</b> | — | in front of a non-verb |

Now ask the students for examples of these types of questions. They should be able to give you some. Write down, below what you've already written, one example of **إِس** and a couple examples of **إِد**. Especially do a couple examples of **إِد**, since the students haven't had much chance in the past to practice this.

- |    |                             |                 |   |                        |
|----|-----------------------------|-----------------|---|------------------------|
| 1. | Do you ...? Is/are ...?     | <b>إِس ...?</b> | — | in front of a verb     |
|    | <i>Est-ce que vous ...?</i> | <b>إِد ...?</b> | — | in front of a non-verb |

**إِس تَسْنَد تَمَازِيغْت؟**  
**إِد لَابَاس؟ إِد وَيْنَش أَكْغَا؟ إِد نْتَا مَاد إِبَّاس؟**

There's no need to drill **إِس**, since the students have been using this regularly.

However, you should do some drills with **إِد**.

- a. Put some noun cards on the table. Tell a student to ask another student "Is this yours?" In addition to the question word, the students need to pay attention to whether the object is masculine or feminine and singular or plural and to what possessive pronoun to use:

**إِد وَيْنَش أَكْغَا؟ إِد وَيْنَش آيْ كَان (or آيَان)؟**  
**إِد تَيْنَش آيْ تَكْغَا؟ إِد تَيْنَش آيْ كَانْت (or آيَانْت)؟**  
**إِد تَيْنَم ، إِد تَيْنَس ، etc.**

The other student should answer with either a "yes" or a "no" followed by a sentence. For example:

إِه، وينو أَكَّا. or إِه، تينش آيْ كَانَتْ (or آيَانَتْ) etc..  
 وهو، وين حَسَن أَكَّا. or وهو، تين أَرِيَاينو آيْ تَكَّا etc..

b. Put down some cards with different people pictured on them or some photographs. Have the students ask each other questions about the people like: "Is this you or someone else?," "Is this your mother or someone else?," "Is this Moha or someone else?," etc. "Is she your sister?," "Are they your neighbors?," "Is he your son?," etc. The other students give various answers with "yes" or "no" followed by a sentence.

**B.** Write on the board in English: 2. When?

Explain that this is the question word "When?" and not the word "When I went to the school..." or "When I watch TV I'm happy." (Don't explain what those other words are at this point. That takes a different lesson with a specific grammatical structure.)

You want to distinguish when the word is used by itself (ex: "I went to school yesterday." Someone didn't hear the time you said, so he asks "When?") and when the word is used with a verb (ex: "When did you go to school?").

Write the words "by itself" and "with a verb." Then start with the "by itself" column. Ask the students if anyone knows the word. Someone may know it. If not, write: **مِلْمِي؟**. Thus, the board will look like this:

	by itself	with a verb
2. When?	<b>مِلْمِي؟<sup>1</sup></b>	

Then do some drills with this word. Tell a student to say sentences like:

"I went to school on Saturday."  
 "Be here at five o'clock."  
 "I saw Fatima yesterday."  
 "I will eat at my neighbor's tomorrow."  
 etc.

One student says this type of sentence, and another asks "When?" The first student gives the answer.

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<sup>1</sup> Some people use **مَنْتور؟**.

After this, write on the board under "with a verb": **مِلْمِي أَيَّ...؟** . Explain that whenever the question word **مِلْمِي** is used with a verb in the past form, the word **أَيَّ** must be used after it. Give an example, and write it below the chart:

**مِلْمِي أَيَّ تَأْتَيْد مَوْحِي؟**

Ask this question to a student, and have the student give a response with a complete sentence. Then have the student ask the same question to another student. Do this so that all the students have a chance to ask and answer this question.

Write down another question, but in the future tense.

**مِلْمِي أَتَدُود غَر سُبَانِيَا؟**

Explain that with the future tense, the word **أَيَّ** isn't used. Ask the question to a student, and have the student give a response. Then have the student ask the same question to another student. Do this so that all the students have a chance to ask and answer this question.

The board should look like this:

	by itself	with a verb
2. When?	<b>مِلْمِي؟</b>	<b>مِلْمِي أَيَّ...؟</b>
	<b>مِلْمِي أَيَّ تَأْتَيْد مَوْحِي؟</b>	
	<b>مِلْمِي أَتَدُود غَر سُبَانِيَا؟</b>	

Do some drills with "When?" plus a verb.

Ask the students questions like the following:

"When did you see Fatima?"  
 "When did you go to the restaurant?"  
 "When did you eat cous-cous?"  
 "When did you drink coffee with milk?"  
 etc.

After you ask a student each question and the student responds, have that student ask the same question to another student. Then have another student ask the question but vary

the person: "When did you (pl.), he, she, etc. see Fatima?," for example. You can also lengthen the drill by using the following dialogue pattern:

Student A: "When did you eat cous-cous?"  
 Student B: "I ate it yesterday."  
 Student A: "When?"  
 Student B: "Yesterday."

Then do the same with some future questions:

"When will you see Fatima?"  
 "When will you go to America?"  
 "When will you buy a jellaba?"  
 "When will you sell your car?"  
 etc.

### C. Write on the board in English: 3. Why?

As in part B, you want to distinguish when the word is used by itself (ex: "I called you yesterday." Someone asks "Why?") and when the word is used with a verb (ex: "Why did you call me yesterday?").

Write the words "by itself" and "with a verb." Then start with the "by itself" column. Ask the students if anyone knows the word. Someone may know it. If not, write **ماخ؟**. Thus, the board will look like this:

	by itself	with a verb
3. Why?	<b>ماخ؟</b>	

Before you do drills with the word, you must teach the students two possible responses to the question "Why?" Tell the students that the first is the Tamazight equivalent to the Moroccan Arabic **باش**. It is the phrase **حما آد**. The structure is: verb + **آد**.

The verb that comes after the phrase follows the same rules we learned for two verbs together: the simple imperative with regular conjugation affixes + **آد**. Give an example:

إدّا موحى غر سّوق إضلي.  
 ماخ؟  
 حما آديسغ تَغصَيِت.

The second way to respond is with "because...": **عَلَى حَقَّاش** . This is the same as Moroccan Arabic. (Some other words are used in different regions.) Give the following example:

إِذَا مَوْحَى غَر سَوَّوْكَ إِيضَلِي.  
 مَاخ؟  
 عَلَى حَقَّاش إِرَا أَدِيْسَغ تَغْصَيْت.

Now do some drills with the word "Why?" Tell a student to say sentences like:

"I went to the market on Saturday."  
 "Be here at five o'clock."  
 "I called Fatima yesterday."  
 "I will write a letter to my friend."  
 etc.

One student says this type of sentence, and another asks "Why?" The first student gives an answer with either "in order to..." or "because...."

After this, write on the board under "with a verb" **مَاخَ أَلَيْكَ ...؟** . Explain that whenever the question word **مَاخَ** is used with a verb, the word **أَلَيْكَ** must be used after it. Give an example, and write it below the chart:

**مَاخَ أَلَيْكَ تَذِيدَ غَر سَوَّوْكَ؟**

Ask this question to a student, and have the student give a response with a complete sentence. Then have the student ask the same question to another student. Do this so that all the students have a chance to ask and answer this question.

The board should look like this:

	by itself	with a verb
3. Why?	مَاخ؟	مَاخَ أَلَيْكَ ...؟
		مَاخَ أَلَيْكَ تَذِيدَ غَر سَوَّوْكَ؟

Explain that there is no difference in structure with the past form or the future.

Now do some drills with "Why?" plus a verb. Ask the students questions like:



"Why did you take the train to Fes?" (A possible answer is "Because my car was broken." Or the student can use a full sentence "I took the train to Fes because my car was broken.")

"Why did you go to France?" [Don't use the word "come." Because it contains a moveable ة of direction, this will be too confusing when asking a question. We won't do the ة of direction until *Abrid 3*.]

"Why did you learn Tamazight?" (A possible answer is "In order to speak with people.")

"Why did you buy a mule?"

etc.

After you ask a student each question and the student responds, have that student ask the same question to another student. Then have another student ask the question but vary the person: "Why did you (pl.), he, she, etc. go to France?," for example.

#### D. Write on the board in English: 4. Where?

As in previous parts, you want to distinguish when the word is used by itself (ex: "It happened in Azrou." Someone asks "Where?") or with a noun or pronoun (ex: "Where is Moha's house?" ماني تدارت ن موحى؟ ex: Moha and Hassan are in the center of town. Someone asks "Where are they?" مانيتن؟), and when it is used with a verb (ex: "Where did you see the man?" آرياز؟ مانيك تانيك).

Write the words "by itself" and "with a verb." Then under "by itself" write "with a noun or pronoun." Then start with the "by itself/with a noun or pronoun" column. Ask the students if anyone knows the word. Students should know this, since we did it early on in the lessons. Write: ماني؟. Thus, the board will look like this:

	by itself	with a verb
	with a noun or pronoun	
4.	Where?	ماني؟

Ask the students for an example of "Where?" by itself. Use their suggestions, or if no one can give one, you can give the example:

"It happened in Azrou."	إجرا لك أزرو.
Someone else says "Where?"	ماني؟
Azrou.	أزرو.

Then ask the students for an example of "Where?" plus a noun. We did this in lesson 1, so the students should have no problem here.

ماني تَكُورْت؟ ماني وَلِي. (mani + noun in its normal, non-dependent form)

Then ask the students for examples of "Where?" plus pronouns: "Where is it (m. and f.)?", "Where are they (m. and f.)?", "Where are you?", etc.

ماني + direct object pronouns

مانيي؟	مانيياخ؟
مانيش؟	مانيكُن؟
مانيشَم؟	مانيكُنْت؟
مانيت؟	مانيتَن؟
مانيتْ؟	مانيتَنْت؟

It's probably not necessary to drill "mani" + a noun, since this has been done since lesson 1. However, take a short amount of time to drill "mani" + pronouns.

Using the names of people in the class, call out أَ دَاوُد ، مانيش؟ ("Hey, David, where are you?") David answers, using the proper "to be" verb, with something like "I'm in school, the house, etc." Then David calls out another person's name and asks "Where are you?" That student answers. Do this for the plural "you" forms as well.

To practice the third person, have a short dialogue that follows this form:

Where's Hassan?	ماني حَسَن؟	:A student
He's not here.	وَر إِلِي.	:B student
Where is he?	مانيت؟	:A student
He's at the market.	إِلَا كْ سَوَق.	:B student

Repeat this type of dialogue between students, and vary masculine and feminine, singular and plural.

Then ask the students for an example of "Where?" plus a verb. They should be able to give this kind of example. Write it down. Also write the word مانيكْ under the column "with a verb."

مانيكْ تَانَايْدَ آرِيَا؟ (أَنَّاخْت كْ رِيَسْتُورَا.)  
مانيكْ إِلَا إِبَّاس ن حَسَن؟ (إِلَا كْ إِكْتَر.)

Write these examples down. The board should now look like this:

	by itself with a noun or pronoun	with a verb
4. Where?	ماني...؟	مانيك...؟

مانيك تاتايڭ آر ياز؟  
مانيك إلتا إلباس ن حسن؟

Before doing drills you should say something about the verb "to go." In English the question word "Where" often accompanies the verb "to go." In Tamazight, since the verb "to go" takes a preposition *غَر*, we don't use the word *مانيك* with the verb but rather *ماغَر تَدِيد؟*. Thus, "Where are you going?" is *ماغَر تَدِيد؟*.

Do some drills with *مانيك*.

Put down on the table a number of cards indicating places: things like "market, house, restaurant, post office, hanut, stadium, mosque, etc." Ask a student, using the "to be" verb, *مانيك إلتا لحو؟*. The student responds using a full sentence with one of the places. The student then asks another student. Vary the names, masculine and feminine, singular and plural. Do the same with the question "Where did you see Moha?" or "Where did Moha see you?" Students probably don't need drilled on the questions "Where are you going?," "Where are they going?," etc. However, if they want this or if you perceive a need, do a number of those drills as well, using the place cards.

Have the students turn to page 69 of the Student Book, the page entitled "Question Words."

**E.** Write on the board in English: 5. What?

For this word, the category of "What?" by itself has a different meaning from the English word "What...?" with a verb. If someone says something that I didn't hear, I will ask "What?," which is short for "What did you say?" The polite French word to use in this context is "*Comment?*" The Arabic word is *نَعَمْ؟*. This is also the Tamazight word to use in this context. So write on the board, as in previous examples, "by itself" and "with a verb." Under "by itself," write *نَعَمْ؟*.

The real question word "What?" comes when used with a verb. Under "with a verb" write the word *ماي...؟*. Ask the students to give an example. They have used this construction a lot and so should be able to give a number of examples. Write the

following example on the board: مَآيْ تَنْتَيْتْ<sup>2</sup> ؟ . Other examples that can be done orally are "What do you want?," "What did you drink?," "What did they eat?," "What did they do?," "What did you buy?," "What did you sell?," etc. Giving a number of examples here will suffice for drilling this construction.

It's important here to point out to the students this next area of grammar. When the question word (technically the interrogative pronoun) is the subject of the verb, the verb appears in its participle form. This participle form is simply the third masculine singular conjugation plus a ن "n" at the end.

To teach this, write on the board in English "What did you say?" Ask the students what the subject of the sentence is? It is "you." Write the sentence now in Tamazight. What is the subject? It is still "you." Where is the "you" mentioned? It is included in the verb conjugation.

Now write in English on the board "What happened?" Ask the students what the subject of the sentence is. It is "what." Do the same with the sentence "What fell?" Again, the subject is "what."

In Tamazight the question "What happened?" would appear as follows. (Don't write the question directly, but write it in the following steps so that the students see how the final form comes from its parts.) Write first the necessary parts of the verb:

جَرَوْ      إِجْرَا      وَرْ إِجْرِي

Then write the following:

مَآيْ + إِجْرَا ؟

Since in this case the subject of the sentence is the interrogative pronoun مَآيْ, the verb that follows is in its participle form. This form is simply the third masculine singular (as you see it here) plus a ن "n." (When the verb ends with a consonant, sometimes the ending sounds like "en.") Thus, the next step is:

مَآيْ + إِجْرَانْ ؟

Whenever the interrogative pronoun is the subject of the sentence, the verb is always in its third masculine singular form. The word مَآيْ takes the third masculine singular. (Remember that the word مَآيْ also appears in sentences when the subject is

<sup>2</sup> According to the conjugation pattern we've been using, the phrase here should be مَآيْ تَعْنِيدْ ؟, with a د. This is a valid way to say this word. However, so many people pronounce it with a ت, even if they use the د in other verbs, that I've chosen to keep writing this common phrase with a ت.

"he/she/you/they/I/we" or a noun. In these cases, although **ماي** appears, it is not the subject of the sentence, and the verb is conjugated according to what the subject is.)

There is still one other change to make. As we saw in earlier lessons, whenever **ماي** is followed by the third masculine singular form (regardless of whether **ماي** is the subject or some other noun or pronoun is the subject), the two "i" sounds can't occur together. They combine and form a hard "g" sound with a *shedda*. Thus, the following change occurs:

ماي + إجران؟ = ماڭجران؟

Now write this below the chart on the board, so that the chart looks like this:

	by itself	with a verb
5. What?	نعم؟	ماي ...؟
	ماي سوان؟	ماي تنيت؟ ماڭجران؟

Point out on the chart that the **ن** in the question "What did they drink?" is part of the third masculine plural conjugation but that the **ن** in the question "What happened?" is there because this is the participle form.

**F.** Write on the board in English: 6. Who?

For this word, the category of "Who?" by itself can occur in a number of different contexts. First, there is the context when someone knocks on the door. In Moroccan Arabic, a person calls out **شكون؟**. In Tamazight you can say **ماڭمس؟**. This comes from the words **ماي + إمس**, which we did in lesson 10 of *Abrid 1*.

Second, there is the context when a person is mentioned as the subject of a sentence, but another person didn't hear properly and asks "Who?" For example:

Moha went.	إدا موحى.
Who?	ماڭمس؟
Moha.	موحى.

Do some brief drills. Have six slips of paper. On each should be written one short sentence like the above one. A student must draw one of the slips of paper (not knowing

what is written on it). He then reads the sentence. Another student must respond with "Who?" The first student answers. Do this with all six sentences.

Third, there is the context when a person is mentioned as the object of a sentence, but another person didn't hear properly and asks "Who?" (Technically, in more formal English, the question would be "Whom?") For example:

I saw Moha.	أَنَّا يَنْخِ مَوْحَى.
Who?	مَا كَمَسْ؟
Moha.	مَوْحَى.

Do some brief drills. You can use the same idea as the six slips of paper.

Fourth, there is the context when a person is mentioned in a sentence as an object of a preposition, and another person didn't hear properly and asks things like "To who?," "About who?," "With who?," etc. (Technically, in more formal English, the questions would be "To whom?," "About whom?," "With whom?," etc.) In these contexts, the structure is the following:

مي؟ + the preposition

Some concrete examples:

He gave money to Moha. To who?	إِشَايَاسَ إ مَوْحَى إِذْرِيْمَنَ. إ مِي؟
He went with Moha. With who?	إِمُون د مَوْحَى. د مِي؟
He went to Moha's. Whose place?	إِذَا غَر مَوْحَى. غَر مِي؟
I saw the house of Moha. Of who?	أَنَّا يَنْخِ تَدَارُتَ ن مَوْحَى. ن مِي؟
or: I saw Moha's house. Whose?	
This is of Moha. Of who?	وِين مَوْحَى أَيْآ. وِين مِي؟
or: This is Moha's. Whose?	
He spoke about Moha. About who?	إِسْوَل خَف مَوْحَى. خَف مِي؟

Using the above sentences, do some drills with these constructions. Say one of these sentences to a student, and have the student respond with the appropriate preposition plus مي. Then give the answer. After that, the student says the same sentence to another student. That student responds with the appropriate preposition plus مي, and the first one answers. Vary the names used or the nouns. For example, instead of "Moha" use "that woman" or "this boy" etc. Do similar things with each sentence.

Thus we can see that the word **مي** here means "Who?" However, the word **مي** also means "What?" in the context of the same prepositions. It's the sentence context that determines whether the meaning is "Who?" or "What?" Some more examples:

Moha went to the market. To what? **إِذَا مَوْحَى غَر سَوَق. غَر مِي؟**  
 Put this in the plastic bag. In what? **كُ وَ كُ لَمِيكَ. كُ مِي؟**  
 He spoke in Tamazight. In what? **إِسْوَل س تَمَزِيغْت. س مِي؟**  
 I saw a house of wood. Of what? **أَتَايَخ تَدَارْت ن وَاكْشَوُض. ن مِي؟**  
 Put this on the table. On what? **سِرْس وَ خَف طَبْلَا. خَف مِي؟**

With these sentences do drills similar to the previous sentences with "Who?"

Now we will consider the question word "Who?" when it is used with a verb. Under "with a verb" write the word **ماي...؟**. As you can see, just as **مي** means "Who?" or "What?" with prepositions, so **ماي...؟** means "Who?" or "What?" when used with verbs. The sentence context determines the meaning.

Write this example on the board: **ماي تَانَايْد؟**. This can mean "Who did you see?" (In formal English "Whom did you see?"), although it can also mean "What did you see?" Another example is **ماي تَسْنَد كُ فَاَس؟** "Who (or whom) do you know in Fes?"

Just as with the "What?" meaning of **ماي...؟**, when the word "Who?" is the subject of the sentence, the verb occurs in the third masculine singular and takes its participle form, that is, a **ن** "n" is added to the end. Take the example "Who bought the book?"

The basic sentence elements:	<b>ماي + إِسْغَا لَشْتَاب؟</b>
The participle form:	<b>ماي + إِسْغَان لَشْتَاب؟</b>
The combining of the two "i" sounds into "gg":	<b>مَاكْسُغَان لَشْتَاب؟</b>

Write this example on the board in the chart. The chart should look like this:

	by itself	with a verb
6. Who?	<b>مَاكْس؟</b> <b>مي + prep.</b>	<b>ماي...؟</b>
		<b>ماي تَانَايْد؟</b> <b>مَاكْسُغَان لَشْتَاب؟</b>

**G.** Write on the board in English: 7. How?

For this word, the word for "How?" by itself is **مِمَشْ؟**. Write this on the board under "by itself." Someone says "I went to Fes." Someone else then asks "How?" (that is, "by train, grand taxi, bus, etc.?" )

Other contexts in which to use this expression would correspond to when **كيفاش؟** would be used in Moroccan Arabic. In many cases, **كيفاش؟** asks for an explanation. "I have money problems." **كيفاش؟** "Well, first I lost my job. Then, someone stole my wallet. Then, ...." In this case the Tamazight word is **مِمَشَّاس؟**. Write this word on the chart under "by itself."

When the word "How?" is used with a verb, the structure is simply **مِمَشْ + verb**. Give the following examples. Write the first and fourth one on the chart. Some verbs, like **كَي**, take an indirect object pronoun when used with the question "How?" The sentence is literally "How did you do to the cake?" Since the **إِ** is used, redundancy is needed in the sentence, and so the indirect object pronoun **أَسْ** is then added.

How did you go to Fes?	<b>مِمَشْ تَدِيد غَر فاس؟</b>
How did you speak with the people there?	<b>مِمَشْ تَسْوَل د مَدْن دِين؟</b>
How did you break the door?	<b>مِمَشْ تَرْزِيد تِفْلوت؟</b>
How did you make the cake?	<b>مِمَشَّاس تَغِيد إ لَكَّاطو؟</b>
How will you go?	<b>مِمَشْ أَتَدود؟</b>
How did you say it to him?	<b>مِمَشَّاسْت تَنِيد؟</b>

The chart should look like this:

	by itself	with a verb
7. How?	<b>مِمَشْ؟</b> <b>مِمَشَّاس؟</b>	<b>مِمَشْ ...؟</b>
	<b>مِمَشْ تَدِيد غَر فاس؟</b> <b>مِمَشَّاس تَغِيد إ لَكَّاطو؟</b>	

Do some drills with the word "how." Use the six sentences listed on the top of this page. Tell a student to ask one of the questions to someone else. Have the other student give various answers. (You may need to help the student with different types of answers.)



Then that student should ask the same question to another student. After that question has been asked a number of times, do another of the six above questions in the same way.

Another drill is to have written on slips of paper different situations. One paper says (in Tamazight) "I have problems with money." Another says "I have problems with work." Another says "I have problems in my family." Another says "I have problems at school." A student draws one of the slips of paper and reads it to another student. That student responds with **مِيمْشَاسْ؟**. The first student gives an explanation of how he has problems.

**H.** Write in English on the board: 8. Which?

For this word, the question always occurs with a noun. (We won't consider here the question "Which one?") The phrase can be, for example, "Which house?" Or the question can contain a verb "Which house do you want?" Write on the chart "with a noun by itself" and "with a noun followed by a verb."

Ask the students how to say "Which house?" They should know this, since they've done it in early lessons. Now ask them to say "Which day?" **مَتَّا وَّاسْ؟** Ask the students why the word is **وَّاسْ** and not **اَسْ**. Remind the students that the structure is:

noun in its dependent form + **مَتَّا**

Write that on the chart.

When a verb is used in the sentence, such as "Which house do you want?," the structure is:

verb + **أَيْ** + noun in its dependent form + **مَتَّا**

Write that on the chart as well. Then ask the students how to say "Which house do you want?" Since the word for house is an "a-constant" noun, that doesn't always show the dependent form very clearly. Thus, also ask the students how to say "Which well do you want?" The word for **أَنُو** will clearly show the dependent form. Write that sentence below the chart. The chart should look like this:

	with a noun by itself	with a noun followed by a verb
8. Which?	<b>مَتَّا</b> + noun in dep. form ؟	<b>مَتَّا</b> + noun in dep. form + <b>أَيْ...؟</b>
	<b>مَتَّا وَّانُو أَيْ تَرْيِدْ؟</b>	

There's no need to do drills here, since these were done in earlier lessons.

Have the students look at page 70 of the Student Book.

**I. Write in English on the board: 9. How much?**

For these words also you want to distinguish between the words used by themselves (or with a noun) and the words used with a verb. The former would be when someone says a price and you didn't hear. You ask "How much?" Also, you may want to ask someone like "How much are the bananas?" With a verb a sentence might be "How much did you pay?" or "How much do the bananas cost?"

Write the words "by itself or with a noun" and "with a verb." Then start with the "by itself" column. Ask the students if anyone knows a word. Someone may know one. If not, write شُحَال؟. Tell the students that there are two others that are used as well.

Write them: مَشْتَا؟ and مَشْنَحَال؟. Thus, the board will look like this:

	by itself or with a noun	with a verb
9. How much?	شُحَال؟ مَشْتَا؟ مَشْنَحَال؟	

Do some brief drills with these words. Put some fruit and vegetable cards on the table. Have the students do a small dialogue like the following:

شُحَال لِنَبَان؟	:A student
400 ن أُرِيَال.	:B student
شُحَال؟	:A student
400 ن أُرِيَال.	:B student

The students should think of different prices and different ways that prices are said. You can help them with this. The students should use all three words for "How much?"

After this, write on the board under the "with a verb" heading:

شُحَال آي...؟  
مَشْتَا آي...؟  
مَشْنَحَال آي...؟

Explain that whenever these questions words are used with a verb, the word **أَيِّ** must be used after them. Give an example, and write it below the chart:

مَشْتَا أَيِّ تَخْلَصْد؟

Ask a student in Tamazight "Did you buy bananas?" The student should respond "Yes." Then ask the student "How much did you pay?" The student should give an answer in a complete sentence. Using some picture cards (any sort of object that can be bought), have the students repeat this sort of dialogue among themselves for three or four objects. The verb "sell" can also be used. The students should use the three words for "How much?" as well.

The final chart should look like this:

	by itself or with a noun	with a verb
9. How much?	شَحَال؟	شَحَال أَيِّ...؟
	مَشْتَا؟	مَشْتَا أَيِّ...؟
	مَشْحَال؟	مَشْحَال أَيِّ...؟

مَشْتَا أَيِّ تَخْلَصْد؟

**J.** Write in English on the board: 10. How many?

For these words you want to distinguish between the words used by themselves, the words used with a noun, and the words used with a verb. The first use would be when someone says a quantity of something and you didn't hear. You ask "How many?" The second use is when you want to ask something like "How many bananas?" This can also be used with a verb: "How many bananas do you want?" The third use would be in a sentence like "How many do you want?"

Write the words "by itself." Tell the students that the words are the same for "How much?" Write down all three words. Thus, the board will look like this:

## 10. How many?

by itself

شُحَال؟

مَشْتَا؟

مَشْحَال؟

Then write "with a noun." Ask the students if they remember how to make this construction. This was already covered in lesson 15 of *Abrid 1*. (See part K of page 68 of the *Abrid 1* Teacher's Manual and page 74 of the *Abrid 1* Student Book.). The first thing to write is just "؟ plural noun + ن + شُحَال" as in "How many houses?" (With words for fruits and vegetables, often the plural is a collective noun that looks like it's singular.) This kind of phrase is also used with a verb, so also write "with a noun and then a verb." Underneath that write the two different ways this can appear with a verb:

شُحَال + أَآِي ... ؟ plural noun + ن + شُحَال and شُحَال + أَآِي ... ؟

Ask the students if they can remember how to ask the question "How many houses do you have?" (You can use any plural noun here.) Ask them if they can guess how to ask "How many houses do you want?" All three words for "how many?" can be used. The board should look like this:

## 10. How many?

by itself

with a noun

with a noun and then a verb

شُحَال؟

شُحَال + ن + ؟ plural noun

شُحَال + ن + أَآِي ... ؟

شُحَال + أَآِي ... + ن + ؟ plural noun

مَشْتَا؟

You can substitute مَشْتَا for شُحَال .

مَشْحَال؟

You can substitute مَشْحَال for شُحَال .

Then write on the board "with a verb." Underneath write شُحَال أَآِي ... ؟ and

مَشْحَال أَآِي ... ؟ and مَشْتَا أَآِي ... ؟ . These phrases would be used in a

sentence like "How many do you want?" where the idea of quantity is understood. The same sentence in a different context would be understood as "How much do you want?"

It's the context that distinguishes the English "How much?" from "How many?" The board should look like this:

by itself	with a noun with a noun and then a verb	with a verb
شُحَال؟	شُحَال + ن + ؟ plural noun شُحَال + ن + ؟ plural noun + أَيْ... ؟ شُحَال + ن + ... أَيْ... ؟ plural noun	شُحَال أَيْ... ؟
مَشْتَا؟	You can substitute مَشْتَا for شُحَال .	مَشْتَا أَيْ... ؟
مَشْحَال؟	You can substitute مَشْحَال for شُحَال .	مَشْحَال أَيْ... ؟

It's probably not necessary to do many drills with this construction, since it has already been drilled in lesson 15 of *Abrid 1*. However, if drilling is needed, use the drills from that lesson. That lesson included just the phrase "to have." You can add different verbs: "How many \_\_\_\_\_ do you want?" "How many \_\_\_\_\_ did you buy?" "How many \_\_\_\_\_ did you sell?"

Have the students look at page 71 of the Student Book.

**K.** Each of the question words can also be used in affirmative statements. Tell the students this, and then give an example:

I know when you did that. سَنَخ مِلْمِي أَيْ تَكِيد أَيْنَا.

Write this example on the board. Then, using page 72 of the Student Book, ask the students to say the various sentences listed there. You (or another student, in which case you must give the students the list of questions. If you do this, tell them to cover the Tamazight side.) say the sentence in English, and a student should give the sentence in Tamazight. Have the students look at page 72 after you've gone over all the sentences.

**L.** You don't need to go over the information on page 73 of the Student Book. It is there for those who are interested in knowing more about how question words are formed. Tell the students that they can read it and look up the reference in the dictionary if they want to know more about question words.

#### **IV. Sentence pattern drill**

After you have finished all the question words, do the sentence pattern drill found in the Supplementary Material for lessons 20-22 on pages 118 and 119 of the Workbook. This is very helpful to do and not optional. There is a tape that goes with the sentences.

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

In addition to the supplementary material mentioned above, there is a dialogue that can be used at the end of covering all the question words. The dialogue emphasizes questions and has some exercises concerning questions that go with the dialogue.

The Workbook also has a review exercise covering questions.



the future + the past, negative, conjugated + **ور**  
 form of **إني**

نَنِي	نَيِّخ
تَنِيْم	تَنَيِّد
تَنِيْمَت	تَنَيِّد
نَيْن	إِنِّي
نَيِّنَت	تَنِي

Have the students read through the conjugation, including with each word the **ور**.

D. Ask the students now, based on what they know, to give the negative of the original four sentences on the board. Write these out so that the students can see them.

E. Drills using these sentences

Ask a student "Will you leave tomorrow?" He must respond in the negative "I won't leave tomorrow." Then that student asks the same question to another student, with the same response. Do this pattern with all four sentences. The students can mix them up. Then, have the students ask these same questions but vary the subject: "he, she, they, we, you (pl.), etc."

Then ask a student "What will you do tomorrow?" The student should respond "I don't know, but I won't ...." The student should say three or four sentences of things he won't do tomorrow. Then that student asks another student "What will you do tomorrow?" The response should again be three or four sentences of things he won't do tomorrow. Do this until everyone has had a turn.

F. Tell the students that there is another negative word used for the future tense (and only in the future tense). It is the word **وسار**. It replaces the word **ور** and means "never." If the four original negative sentences are still on the board, simply erase the word **ور** and write in **وسار**. Also erase the word "tomorrow." Have a student read each sentence. Ask "What does it mean?"

I will never leave.  
 I will never drink tea.  
 I will never go to school.  
 I will never say yes or no.



Mention that the negative in Tamazight always includes the word **ور** . In this case the original word is **ورسار** (which is used in some regions), but the first **ر** has dropped out to make **وسار**. This word is used for "never" in the future, but not in the past.

The word for "never" used with the past form is **ورنجين** . (Remember that there is no auxiliary verb in the past form. Remember also the vowel change to "i" where appropriate. The word **ورنجين** simply replaces the word **ور** in the past.) Write four sentences in Tamazight:

I never left.  
I never drank tea.  
I never went to school.  
I never said yes or no.

After writing the first sentence, ask the students how they think the next sentences will be formed, based on your example.

#### G. Drills with "never" in the future and the past

Ask a student to list four things he will never eat. The student should say four complete sentences with these words. The sentences don't need to be truthful, if that keeps the student from being able to say four things. Then ask another student (referring to the first one) "What will he never eat?" The student should respond in four complete sentences (in the third person). "He will never eat ...." Vary the persons, referring to plurals as well.

Do the same with four things she will never drink, four places she will never go to, four words she will never say.

To drill the past, ask a student in Tamazight "Did you ever go to Australia?" (You should write this question on the board, since it uses the word **ورنجين** in a "positive" way from an English perspective: as the word "ever" instead of just "never.") The student should respond in a complete sentence "I have never gone to Australia." That student should then ask another student "Did you ever go to ...?" using any place he'd like. Have students ask this question about different people, singular and plural, masculine and feminine, and third person as well.

Do the same for questions like "Did you ever eat ...(goat, for example)?" "Did you ever drink ... (Sidi Harazem water, for example)?" "Did you ever see ... (the King of Morocco, for example)?" All the answers should be in the negative, even if they aren't true.

H. Have the students look at the following pages in the Student Book:

1. Page 74, entitled "Negation of Future Tense." Give the students a few minutes to look over this. Answer any questions they may have.

2. Page 75, with "never, usar" at the top. Call the students' attention to the box where the verb **إني** is conjugated in its past, negative form. Then have the students cover this page so that they can't see it. Ask the students to write the following sentences in Tamazight:

I will never smoke.  
She will never go to the café at night.  
He will never leave jail.

You will need to give them the simple imperative and third masculine singular of "to smoke." They may also not know the word for "at night" or maybe "jail." Before giving the word, ask if anyone knows it. Maybe someone does. After the students have written the sentences, correct them together on the board. Then have the students look at page 75 again at the sentences there.

Also point out that the bottom of the page is not the future tense but the construction with two verbs together. The *Peace Corps* course calls this the infinitive; we called it two verbs together. The reason it is listed on this page is that the form " 'ad' + verb" is common to the formation of the future and the formation of using two verbs together.

### III. Workbook (optional)

The Workbook contains supplementary material that can be used at the end of lesson 23. This material consists of a dialogue with an accompanying tape with questions on the dialogue.

The Workbook also has two review exercises. The first reviews the future negative, and the second is a Tamazight proverb using the future negative.

## ▮ Lesson #24 ▮

### I. Any new information?

### II. Review the negation of the future tense

Use similar drills to those in lesson 23.

### III. The continuous imperative and the present continuous tense

Tell the students that with this lesson we are beginning the last major item needed, the final pillar, in the structure of the Tamazight verb: the continuous imperative.

#### A. Introduction of the continuous imperative: its meaning

In Tamazight there are two types of imperatives: the simple imperative and the continuous imperative. Up to this point we've learned the simple imperative and how this is the basis of most of the verb forms in Tamazight. The simple imperative denotes something that is done once or done in a single action. The continuous imperative denotes something that is done repeatedly or continually or regularly or habitually.

Write the following examples on the board:

Go to school.	—	دَوْ غَر لِيكول.
Go to school every day.	—	تَدَوْ غَر لِيكول كو ياس.

The word دَوْ is the simple imperative. The word تَدَوْ is the continuous imperative. It is a command that means "go continually" or "go regularly" or "go repeatedly" or "go habitually." English does not distinguish between "go one time" and "go repeatedly" in the verb itself. English makes this distinction by adding the phrase "one time" or "repeatedly" to the command "go." However, Tamazight makes this distinction in the verbal command itself. Write the next example on the board:

Drink the water.	—	سو اَمَان.
Drink water every day.	—	سَا اَمَان كو ياس.

The word سو is the simple imperative. The word سَا is the continuous imperative. It is a command that means "drink continually" or "drink regularly" or "drink repeatedly" or "drink habitually."

It can probably be said that the continuous imperative form by itself isn't used as much as the simple imperative form. That's because everyday usage of commands tends to be one-time actions. However, the continuous imperative is very important because it forms the basis of the present continuous tense and conjugated forms of things done regularly or repeatedly.

We'll get back to that tense in lesson 25. For now, we will look just at the continuous imperative by itself.

## B. The form of the continuous imperative

The continuous imperative form itself cannot (usually) be predicted from the simple imperative form. There are a number of patterns, but you cannot easily predict which pattern will apply in most cases. Thus, **the continuous imperative form must be memorized for each verb.**

This brings to completion the four pillars that must be learned for every verb in order to have all the information needed to correctly conjugate the verb in every tense. These are (in this order):

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

(Remember that the word "past" is in quotes, because this is a past *form* even though some verbs in this form also have a present meaning. This is like the Moroccan Arabic word **بَغَا**. It is a past form but with a present meaning "he wants.")

Thus, the following list shows how verbs should be learned. Write each verb on the board in this order. Ask the students for the simple imperative. Then write it. Then you tell the students what the continuous imperative is and write it. Then ask the students for the third masculine singular (past form). Write it. Then ask the students for the third masculine singular negative (past form). Write it. Follow this pattern for each verb.

Point out that the verb **فَعَلَ** also means "do."

وَرِ إِيَّيْ	\	إِيَّيْ	تَخَّ	إِيَّ	to be (desc.)
وَرِ إِيَّيْ	\	إِيَّيْ	تِيْلِي	إِيَّ	to be (loc.)
وَرِ إِيَّيْ	\	إِيَّيْ	تَدَو	دَو	to go
وَرِ إِيَّيْ	\	إِيَّيْ	تَتَو	تَو	to forget
وَرِ إِيَّيْ	\	إِيَّيْ	تَغُودَا	غُودَا	to be good

Ask the students what they notice about the continuous imperative. Is there anything in common among them? They should see that these all start with either a ت or a ت. Not all the continuous imperatives are like this, but most are. This is, then, generally true of continuous imperatives, but you cannot predict the exceptions and you cannot predict whether there will be a ت or a ت. There can also be some vowel (and at times consonant) changes in the verb as well.

Since the above four items are what are grammatically necessary to conjugate the Tamazight verb in all of its tenses, this is also the way the dictionary *Tamazight~Français* by Miloud Taifi presents the verbs. Have one of the students look up the verb "to drink" in the dictionary. (If the students forget how to do this, walk them through it step by step. "What is the root? What letters will you try to look under first?") Once the student finds the word, have him/her read the entries out loud from the beginning. Write them on the board. The board should look like this:

SW  
 \_\_\_\_\_sew  
 swi-a, ssa, ur-swi = boire

Ask the students what the *SW* is. (The root letters of the word) Ask the students what the \_\_\_\_\_sew is. (The simple imperative. Note that the "w" does act like a consonant when the verb is conjugated, but that English speakers usually hear the simple imperative as "su.") Ask what the *swi-a* is. (The past conjugated form stem. The "i" and the "a" indicate that the form is an irregular verb, the "i" being used in the "I, you (m.s.), and you (f.s.)" forms and the "a" being the *aliph* in the other forms. We've simply learned the third masculine singular إِسْوَا to tell us this information.) Tell the students that the next entry, the *ssa*, is the continuous imperative. Then ask what the final *ur-swi* means. (The negative past form. This shows there is a vowel change in this case.) Then comes the meaning.

### C. Drills with the continuous imperative

Based on the five verbs that you put on the board (and the verb "drink"), ask a student how to say "Go to Fes every week." (You may have to tell the students how to say "every week.") Have each student say a similar type of sentence using different destinations.

Then ask a student how to say "Call me every morning." (They need to remember how to use "g" + indirect object pronouns + "ttilifon." This was covered in lesson 17.) Have each student say a number of these types of sentences, varying the indirect object pronoun: "Call him, them, us, her, etc."

Then ask a student how to say "Drink tea every night." (You may have to tell them how to say "every night.") Have each student say a similar type of sentence using different drinks.

Then ask a student how to say "Be here at 7:00 every morning." (You may have to tell them how to say "every morning.") Have each student say a similar type of sentence using different times and places.

Ask a student how to say "Always be good." (You may have to tell them how to say "always": أَلْبَدَا .)

#### D. Masculine plural and feminine plural of the continuous imperative

The good news about the masculine plural and the feminine plural of the continuous imperative is that they follow the same rules as the simple imperative. Thus, the singular imperative is the same for the masculine and feminine. Ask the students what we have to add to the singular imperative to make it masculine plural. (Add ات .) Give an example, but remember at first to use a verb that has a singular imperative that ends in a consonant. This allows the "at" to be added without adding any vowels for pronunciation purposes.

Use the verb عَلَوْنَ تَعَاوَن . Write these two forms on the board. Ask the students how to say "Help me now." (Use the simple imperative.) Now have them say that in the masculine plural. Then ask them what needs to be added for the feminine plural. (Add يَمْت .) Have them say the command in the feminine plural. Write the masculine and feminine plurals on the board. Now ask the students how to say "Help me every day" (singular). Write this down. Then ask them how to say this in the masculine plural and the feminine plural. Write these down.

Then ask the students if they remember what happens when the imperative ends with a vowel. (Often a ـِ is added in between the imperative and the ات , although sometimes if the imperative ends in an *aliph* what's added is just a ت . For the يَمْت often the ـِ is dropped. Refer the students to lesson 18 of *Abrid 1* (pages 78 and 79 of the *Abrid 1* Student Book). It would be useful for you to have these pages with you. Give some examples from those pages.) Now using the continuous imperative of "do," "be," "go," "be good," and "drink," ask the students how to say these in the masculine and feminine plurals.

Repeat the drills of part C mixing up the singular and plural forms. Tell the student "Say to so and so...."

#### E. Pages in the Student Book

Have the students turn to pages 76 and 77 of the Student Book, the page entitled "Imperative." Also have the students look at page 78 of the Student Book, the page entitled "The Continuous Imperative and the Present Continuous Tense."

### IV. Homework

Assign as homework the review exercises on pages 134 to 136 of the Workbook.

## E Lesson #25 ⵓ

### I. Any new information?

### II. Review the continuous imperative of a few verbs

Ask the students the continuous imperative of "to do," "to be" (location), "to be" (description), "to forget," "to drink," "to go," and "to be good."

Also go over the assigned homework, pages 134 to 136 of the Workbook.

### III. Continue with the continuous imperative and the present continuous tense

#### A. The meaning of the present continuous tense

So far we've learned the continuous imperative. Now we are going to learn the present continuous tense which is based on the continuous imperative. It is important first to understand the meaning of this tense and when it would be used. This is confusing at first for English speakers and takes a while for them to grasp. (The reason for this is that the "past" form in Tamazight of some, but not all, verbs has not only a past meaning but also a present continuous meaning. This is what causes confusion. For example,

إِذَا can mean "he went," but it can also mean "he is going," as in مَاغَرِ إِذَا؟  
"Where is he going?")

1. The first meaning is something that is done regularly, repeatedly, continually, or habitually. Examples are:

He drinks coffee every morning.  
He goes to school (every day) at 5:00.  
They speak Tamazight. (Not just a one-time sentence but this  
talks about their on-going ability.)  
We go to France twice a year.  
I always forget that word.  
He rarely buys turkey.

Note that in English this corresponds to what is called the simple present tense.

2. The second meaning is something that a person is in the process of doing right now. Examples are:

What language is he speaking? He is speaking Tamazight.

He is drinking tea.  
 What are you eating? I'm eating meat.  
 What are you doing? I'm working.  
 What is he saying?

Note that in English this corresponds to what is called the present continuous tense. Not all verbs, however, have this meaning in the present continuous form. Some verbs have a present continuous meaning in the "past" form. For example:

Where are you going? I'm going to Midelt. ماغَر تَدِيد؟ دِيخ غَر مِيدَلْت.  
 What are they wearing? They are wearing jellabas. ماي لُسان؟ لُسان تِجَلَابِيين.

These verbs must be learned individually, and it is by usage that the student will be able to know which form to use to convey the present continuous meaning.

This does have a parallel in Moroccan Arabic. For many verbs in Moroccan Arabic you must use the present continuous form to say things like "He is eating now." "What are you doing? I'm drinking tea."

He is eating now. كَيَاكُل دابا.  
 What are you doing now? I'm drinking tea. أَش كَتْدِير دابا؟ كَنَشْرَب أَتَاي.

However, certain verbs must use the participle form to convey the present continuous tense, that is, "what someone is doing now." For example:

Where are you going? I'm going to Midelt. فِين غادي؟ أَنَا غادي ل مِيدَلْت.  
 What is he doing? He is sitting. أَش كَيْدِير دابا؟ هُو كَالَس.  
 He is standing. هُو واقِف.  
 He is sleeping. هُو ناعَس.

To use the present continuous form with these verbs would mean things like the following:

He sits in this café every morning. كَيَنُكَلَس ف هاد القَهْوَة كُل صَباح.  
 He stands here every day. كَيَنُوقَف هُنَا كُل نَهَار.  
 He sleeps in the class. كَيَنُعَس ف القِسْم.

Only some verbs function this way in Moroccan Arabic. These verbs have to be learned individually and by usage. For most verbs, however, the present continuous form means both something that is done regularly and something that is happening now, that is in progress. Tamazight is like this as well. We'll see this best through actually using the verbs in sentences.



B. How to form the present continuous tense

To conjugate a verb in the present continuous form, you use **the continuous imperative form** [There is never any stem change.] **plus the regular conjugation prefixes and suffixes**. The tense indicator دَ "da" is then added in front. (There are regional variations for this tense indicator. We are choosing in this course to use دَ "da." Other variations include اَر "ar" and لَ "la.")

Note the following example, "to drink repeatedly," with the continuous imperative form سَا . Write the conjugation of the verb on the board, although leave off the tense indicator دَ "da" at first. Ask the students to give you the conjugation, following the rule that you gave them. The board should then look like this:

The conjugation (without the tense indicator):

نَسَا	سَاخ
تَسَام	تَسَاد
تَسَامَت	تَسَاد
سَان	إِسَا
سَانَت	تَسَا

The present continuous tense always has the tense indicator added to it, so we must add دَ "da" in front of each word. Write these on the board. The board should look like this:

The complete form:

دَنَسَا	دَسَاخ
دَتَسَام	دَتَسَاد
دَتَسَامَت	دَتَسَاد
دَسَان	دَيَسَا
دَسَانَت	دَتَسَا

Have the students practice saying these forms. Then have the students come up with the following sentences. Ask them in English how to say each sentence. Work with them until they get them right. Write them on the board. Show the students that this present continuous form means here both something done regularly and something that is happening now.

إِس دَتَسَاد لَقَهْوَا كُو صَبَاح؟  
Do you (s.) drink coffee every morning?

Drink (repeatedly) Sidi Harazem water.. أَتَجِيد. سَا أَمَان ن سِيدِي حَرَاذَم.

You'll get better.

They (m.) drink tea in this café. دَسَّان أَتَايْ كْ لَقَهَوَايَا.

What are you (m.pl.) drinking? مَاي دَتْسَام؟

Next, ask the students what the continuous imperative of "to go" is. Have them give you the full conjugation of the present continuous form. Write it on the board. The board will look like this:

دَنْتَدُو	دَتَدُوخ
دَتَدُوْم	دَتَدُوْد
دَتَدُوْمَت	دَتَدُوْد
دَتَدُوْن	دَيْتَدُو
دَتَدُوْنَت	دَتَدُو

Then ask the students how to say the following sentences in Tamazight. Work with them until they get them right. Write them on the board.

إِس دَتَدُو تَرْبَاتْنِم غَر لِيكُول مَاد تَسُول؟

Does your (f.s.) daughter go to school or not yet?

دَتَدُوْن غَر لَخْدْمَت كُو يَاسْ كْ لَخْمْسَة ن صَبَّاح.

They (m.) go to work every day at five in the morning.

يُوت ن تِكَلَّت كْ سَيْمَانَا دَيْتَدُو غَر سَوَق.

Once a week he goes to the market.

Note that the meanings here are all continual, habitual actions. But *for this verb* the idea of what is happening now is done by the "past" form. Give the following example:

مَاغَر تَدَيِد؟ دَيخ غَر أَزْرُو. Where are you going? I'm going to Azrou.

### C. Some patterns for the continuous imperative

We'll continue later working on different verbs in the present continuous tense so that the students can start getting used to using this tense. But now we want to note that although you can't usually predict from the simple imperative what the continuous imperative will be, there are certain patterns that help you remember the continuous imperative once you've learned it, and it is possible to predict *some* continuous imperatives. The following three patterns are helpful. Go over each pattern with the students, explaining the pattern and writing the words on the board. You may want to give one example sentence with each word.

1. Often, but not always, a ت or a ت is part of the continuous imperative. There may or may not also be vowel (or sometimes consonant) changes from the simple imperative. Sometimes the ت is just added directly to the simple imperative without any other changes. Some examples follow:

other changes occur		"t" or "tt" + simple imperative—no other changes	
تَمَّتَات	مَّت	تَغُودَا	غُودَا
تَتَشَا	تَش	تَتَو	تَو
تَفْهَام	فْهَم	تَبِّي	بِّي
تَكَّا	كْ	تِيلِي	إِلِي
تَغِيْمَا	قِيْم	تَامَن	أَمَن

2. For verbs that have their simple imperative in the form of سَلِّم (that is, three consonants with the middle consonant being doubled by a *shedda*), the continuous imperative takes the following form: تَسَلِّم (that is, a "t" is added on the front, and the second vowel becomes an *aliph* or a long "a" sound). The verbs that fit in this category are usually ones that come from Arabic. Some more examples are:

تَبَلِّغْ	بَلِّغْ
تُخَلِّصْ	خَلِّصْ
تُخَمِّمْ	خَمِّمْ

3. For verbs that have their simple imperative in the form of عَاوَن (that is, consonant, *aliph*, consonant, *fetha* or *sukun*, consonant), the continuous imperative takes the following form: تَعَاوَن (that is, a "t" is added on the front, and the second vowel becomes an *aliph* or a long "a" sound). The verbs that fit in this category are usually ones that come from Arabic. Some more examples are:

تُزَايِدْ	زَايِدْ
تُبَايِنْ	بَايِنْ
تُعَاوِدْ	عَاوِدْ

Have the students turn to pages 79 to 81 of the Student Book, part of the group of pages entitled "The Continuous Imperative and the Present Continuous Tense." Also have the students look at pages 82 and 83 of the Student Book. See if they have any questions.

#### **IV. Texts using the present continuous tense**

It is important at this point to hear the present continuous tense being used. Thus, be sure to do the two texts (numbered 1 and 2) in the supplementary material for lesson 25, pages 137 to 142 and pages 142 and 143 of the Workbook. These are not optional. There is a tape for each text. Note that in these texts the speaker often uses the tense indicator *Ů*.

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

In addition to the above mentioned supplementary material, there is a third drill and a tape that goes with it. This drill uses the present continuous tense and then lists a wide variety of jobs. This drill can be used to learn the present continuous tense and vocabulary for jobs.

The Workbook also contains a review exercise covering the conjugations of certain verbs in the present continuous tense.

## Lesson #26

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

### **II. Review the continuous imperative of a few verbs**

A. Continue practicing various verbs in the present continuous tense, using the verbs from page 83 of the Student Book. These were referred to in lesson 25.

Ask the students in Tamazight "What do you do every day?" Have them answer with one of the verbs on page 83 of the Student Book. After one student answers, that student asks another student the question "What do you do every day?"

Then vary the question to "What do Moha and Hassan do every day?" (Or use the names of students in the class.) A student answers and then asks another student the same question. Continue to use the verbs on page 83 of the Student Book.

Vary the question to include all the different possible persons: "I, you, he, she, etc."

Still using the verbs on page 83 of the Student Book, have the students make up their own questions to ask each other. If the students run out of ideas, you can ask them some questions, but it is important for them to practice forming their own questions. Some possible example questions are:

"Do you (he/she/they/you (pl.)/etc.) stay in Morocco in the summer?"

"Do you stay in Fes in the summer?"

"Do you always stay in the house?"

"Do you go out of Morocco once a year?"

"Do you go out of Fes a lot?"

"Do people laugh when you speak Tamazight?"

"Why do people laugh at me when I speak Tamazight?"

"Do you cook couscous once a week?"

"Do you talk with your parents once a month?"

"Do you speak (some language)?"

"Do you speak with your children about Moroccan culture?"

"Do you wear a jellaba?"

"Do you wear (any type of traditional clothing)?"

"Do Americans wear sandals?"

"Do Americans wear jeans a lot?"

"What are they building next to the Post Office?"

"Are they building a MacDonalds now?"

"Why are they building new hanuts?"

"When do you wake up every day?"

You can vary the above questions with different question words: "who, what, why, when, where, how, etc." You can also use these questions as a springboard for conversation, although try to emphasize the present continuous tense in the conversation.

B. Using the following verbs, have the students come up with more questions and answers. For each verb, you give the simple imperative and see if the students can remember the continuous imperative. For each verb, write the two imperatives then ask the students for questions and answers. Then go on to the next verb.

تَشْ	تَتَشَا	1.
فَهَمْ	تَفْهَم	2.
سَوَل	سَوَال	3.
إِنِي	تَيْنِي	4.
إِلِي	تِيلِي	5.
سَلِّم	تَسَلِّم	6.
خَمِّم	تَخَمِّم	7.

Some possible questions are:

1. "What do you eat every breakfast?" You may need to teach the students the words for the meals.  
 "What do you eat every lunch?"  
 "What do you eat every dinner?"  
 "Do you eat couscous every week?"  
 "Do you eat chicken livers?"  
 "What do you eat for Thanksgiving?"  
 "What do you eat for Christmas?"  
 "What do you eat during Ramadan?"  
 "What are you eating now?"  
 "When do you eat during Ramadan?"
2. "Do you understand Tamazight?"  
 "Do you understand Chinese?"  
 "Do you understand Turkish?"

**Use these questions as an opportunity to teach the negative of the present continuous tense.**

The lesson is easy. Just add **وَر** in front of the verb. There are no vowel changes or auxiliary verbs. Note the following sentences:

إِس دَتَفْهَامْد تَشِينُوَيْت؟  
وهو، ور دَتَفْهَامَخ تَشِينُوَيْت.

Refer the students to page 84 of the Student Book. Go over the sentences there quickly.

3. "Do you speak Tamazight?"

"Do you speak Tarifit?"

"Do you speak Tashelhayt?"

"Do you speak Arabic?"

"Do you speak Japanese?"

"What do you speak?"

Say the sentences: "They speak quickly."

"They speak slowly."

"They speak slowly. I always understand them."

4. "How do I say \_\_\_\_\_ in Tamazight?"

"How do you (pl.) say \_\_\_\_\_ in Tamazight?"

"Do you say \_\_\_\_\_ in Tamazight?"

"Do you say \_\_\_\_\_ or \_\_\_\_\_ in Tamazight?"

"How do Rifis say the word \_\_\_\_\_?"

"Why do you always say 'No'?"

Say the sentences: "We say \_\_\_\_\_, but they say \_\_\_\_\_."

"Rifis say \_\_\_\_\_, but Soussis say \_\_\_\_\_."

"Americans say \_\_\_\_\_, but the British say \_\_\_\_\_."

"Moroccans say \_\_\_\_\_, but Egyptians say \_\_\_\_\_."

5. "Where are you every morning?"

"Where are you every day at 11:00 in the morning?"

"Are you always at home on Saturdays?"

Say the sentences: "Every morning they're at work, but every afternoon they're at home."

"Every day at 3:00 he's at the café."

6. "Why doesn't she greet men?"

"Why doesn't he greet women?"

"Do the Muslims of that mosque greet women?"

"Do you greet everyone?"

7. "What are you thinking about?"

"Why are you thinking about your problems?"

Say the sentences: "I'm thinking about work/my children/vacation/my family/my country."

"He thinks only about himself."

### III. Dialogue using the present continuous tense

Use the dialogue in the supplementary material for lesson 26 on pages 148 to 150 in the Workbook. It is important for the students to hear the present continuous tense; thus, this is not optional. A tape accompanies the dialogue.

### IV. Nominal sentences with د

The dialogue contains a grammatical feature that we haven't yet covered in the course. This is how to make a nominal sentence (that is, a sentence without a verb and having only nouns) with the word د.

A. Tell the students that this د is different from the preposition د meaning "and" or "with" (accompaniment) and different from the د of direction used to show nearness to or movement in the direction of the speaker. Give the following example:

نْتَا د اَمَغْرَابِي.  
a Moroccan he's him

Thus, the د effectively means "he/she/it is" or "they are." In French, this would be "c'est" or "ce sont." *Lui, c'est un marocain.* (See Taifi's dictionary, page 48, for an explanation of this construction.) Note that the word following this type of د does *not* take the dependent form.

B. Now have the students give you the Tamazight for the following phrases. Write the Tamazight on the board:

Them, they're Moroccans.	نِئْنِي د اِمَغْرَابِين.
Him, he's a butcher.	نْتَا د اَكْزَار.
Haddou, he's a bus driver.	حَدَّو د شَيْفُور لَنَكَار.
Ali and Bassou, they're livestock sellers.	عَلِي د بَسَّو د اِكْسَابَن.

C. As for the feminine, it is slightly more complicated because the د assimilates into the following ت of the feminine word causing that ت to be said with a *shedda*: ت. Give the following example:

نِئَات تَمَغْرَابِيْت. [ د + تَمَغْرَابِيْت = تَم ... ]  
Her, she's a Moroccan.



D. Next, do the pronunciation drill on pages 150 to 152 of the Workbook, part of the supplementary material for lesson 26. A tape accompanies the drill. The drill attempts to show the difference in sound between masculine and feminine words that follow the *ـا*. The drill also gives sentences where there is no *ـا* so that the student can hear the difference between the presence and absence of the *ـا*.

## **V. Taifi's grammar appendix**

This is not something to spend time on in class, but something just to bring to the students' attention. In the back of Taifi's dictionary he gives a grammar appendix. This is a compact presentation of basic Tamazight grammar, especially verb conjugation tables and pronoun tables. All these tables have already been presented at various places in the *Abrid* course, but Taifi puts everything together and also mentions different variations that exist. Pages 85 to 92 of the Student Book give Taifi's grammar appendix in Arabic script. This list won't be of interest to everyone, but some students may want to see the different variations that exist.

## **VI. Tamazight first names**

Taifi also includes in the back of his dictionary an appendix giving a list of about 150 masculine Tamazight first names and about 150 feminine Tamazight first names. This is quite a valuable list for foreigners who are often baffled by the new and different sounding names. Many more names exist than the ones Taifi has listed, yet the list is an excellent one. Pages 93 to 103 of the Student Book give Taifi's list in Arabic script. The students can use these pages as a reference. Pages 93 and 94 explain some of the difficulties involved in writing these names in Arabic script. For many names there is no standard. I explain the various rules I've chosen to transcribe the names, although I'm aware that others may choose to write the names differently. I'm also conscious that there could be a number of mistakes in how I've written the names (because some standards do exist), and I welcome any corrections or suggestions.

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

The Workbook contains a review exercise covering questions using the present continuous tense.

