

TEACHER'S MANUAL

ABRID 3

LESSONS FOR INTERMEDIATE 2

TAMAZIGHT

تَمَازِیْغَت

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Proverb on title page:

Drop by drop is how the river overflows.

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

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

Abrid 3

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Introductory Note

This book is the *Teacher's Manual* for the Intermediate 2 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
October, 2004

Lesson #1

I. Any new information?

II. Go over some useful vocabulary

This is a time to add to the students' vocabulary. Give them words that you find particularly useful and common that they may not have already learned. Give all the different forms (the four pillars) for each verb. Give example sentences. Have the students practice the words in sentences. Use the past tense as well as the present continuous tense when possible.

The following are some useful words. However, you may have already covered them. If so, give your own words or ask the students what words they would like to know.

still	إِسُول \ ور	تَسُول	سُول	A.
to be free, to be available	إِسُولَا \ ور	تَسُولَا	سُولَا	B.
to be married	يِيُول \ ور	تَاُول	أَوُل	C.
to wear	إِلْسَا \ ور	لَسَا	لَس	D.
to pay	إِخْلَص \ ور	تَخْلَص	خَلَص	E.
to finish, to save	إِفُوكَا \ ور	تِفُوكَا	فُوكَا	F.
to finish	إِشْمَل \ ور	تَشْمَال	شْمَل	G.

When you present one of the above verbs, ask the students to come up with some sentences using the verb. "Can you ask a question using the verb?" "Can someone answer the question?" "Can you make a statement using the word?"

Another drill is for you to ask the students questions using the above words. They must answer and ask another student the same or a similar question.

Using the sample sentences on pages 9 and 10 of the *Student Book*, entitled "Vocabulary for Lesson 1," you give the English and see if the students can give the Tamazight. Or you say the Tamazight and ask what the sentence means. The students must explain in Tamazight. Whichever way you choose, in the end be sure that you have covered at least the different sentences on the handout with the students. Then refer the students pages 9 and 10. (If you choose to use other vocabulary, still refer the students to this material. But also come up with

your own handout with sample sentences using the vocabulary you've chosen to use. Make sure you use the words in various common situations that students can then generalize and apply to situations around them.)

III. Start the grammar of the verb "to have to," "to need," "should"

Lead the students through the following explanation step by step.

A. The verb is:

خَصًّا تَخَصًّا إِنْخَصًّا \ وَرَ إِنْخَصًّا

Write the complete verb on the board. The imperatives have a short vowel between the خ and the ص. Technically Taifi's dictionary lists this short vowel in the conjugated forms of the verb as well: "iḥeṣṣa." However, in everyday speech this short vowel is rarely pronounced. For this reason, we will write the verb with a *sukun* except when the word starts with a خ or there seem to be so many consonants together that the vowel is necessary for pronunciation. However, this is all fairly arbitrary.

B. Tell the students that this verb expresses need, mild obligation, and in some contexts the idea of "should do something." When it is used with a noun, it means "to need something," as in "I need water." When it is used with a verb, it means "to have to do something" or "to need to do something" or "should do something," as in "I have to drink water."

C. Begin with the verb when it is used with a noun: to need something.

1. The general structure of the phrase is as follows. Write this on the board.

noun	+	indirect object pronouns	+	إِنْخَصًّا
bread	+	to me	+	إِنْخَصًّا

The literal meaning is then: "Bread is needful to me."
(In English we would say: "I need bread.")

2. Tell the students that the noun (the thing that is needed) is the subject of the sentence. This has two implications:

- The noun is in its dependent form, since it is the subject.
- The noun can be either masculine singular, feminine singular, masculine plural, or feminine plural.
This determines how to conjugate the verb.

3. The verb can have four possible forms, then, depending on whether the subject of the sentence is masculine or feminine and singular or plural. Write these on the board.

(if the subject is masculine singular)	إِخْصَا
(if the subject is feminine singular)	تَخْصَا
(if the subject is masculine plural)	خَصَّان
(if the subject is feminine plural)	خَصَّانْت

4. What in English would be considered the "subject" of the sentence (the "I, you, he, she, etc." needs....) is expressed by indirect object pronouns (... is needful "to me, to you, to him, to her, etc.").

5. Thus, the possible sentence structures are as follows. Write the whole chart on the board.

noun in its dependent form	+	indirect object pronouns	+	إِخْصَا
↓		↓		↓
m.s.		ي or يِي		إِخْصَا
f.s.		أَوْ		تَخْصَا
m.pl.		أَوْنْت		خَصَّان
f.pl.		أَسْن		خَصَّانْت
		أَسْنْت		أَس

6. Give the following examples. However, first ask the students if they can figure out how to say the following sentences before you write them on the board. The words "bread, egg, water, and eggs" are chosen because they clearly show the dependent form of the noun used in all the different types of possible sentences (masculine and feminine, singular and plural).

(m.s. subject)	I need bread.	إِخْصَايِي أَغْرُوم.
(f.s. subject)	I need an egg.	تَخْصَايِي تَكْغَلَايْت.
(m.pl. subject)	I need water.	خَصَّانِي وَأَمَان.
(f.pl. subject)	I need eggs.	خَصَّانْتِي تَكْغَلَاي.

7. Now using the first of the above sentences, make a chart showing the sentence used with all the different possible pronouns: "I, you (m.), you (f.), he, she, etc." Ask the students to tell you how to say the sentences, and you write them down. The chart should look like the following. There are two ways to add the indirect object pronouns: with the intervening "y"

sound or by dropping one of the *aliphs*. This was covered back in *Abrid 2*, lesson 10, on indirect object pronouns. (See page 40 of the *Abrid 2 Student Book*.)

I need bread.	إِخْصَايِي أَغْرُوم.	
You (m.s.) need bread.	إِخْصَايَاش أَغْرُوم.	or
You (f.s.) need bread.	إِخْصَايَام أَغْرُوم.	or
He needs bread.	إِخْصَايَاس أَغْرُوم.	or
She needs bread.	إِخْصَايَاس أَغْرُوم.	or
We need bread.	إِخْصَايَاخ أَغْرُوم.	or
You (m.pl.) need bread.	إِخْصَايَاوَن أَغْرُوم.	or
You (f.pl.) need bread.	إِخْصَايَاوَنَت أَغْرُوم.	or
They (m.) need bread.	إِخْصَايَاسَن أَغْرُوم.	or
They (f.) need bread.	إِخْصَايَاسَنَت أَغْرُوم.	or

8. There is no need to make a chart like the above for the other three sentences in part 6. These charts are listed on page 13 of the *Student Book*. Have the students turn to pages 11 to 13 of the *Student Book*, the pages entitled "خَصَا to have to, to need, should." Give the students time to look at the pages, and see if they have any questions.

9. Do some brief drills with this construction

Put down a number of different noun cards. Ask a student "ماش إِخْصَان ؟" "What do you need?" Write this question on the board in Tamazight, and ask the students why it has this form. Note the question word, the indirect object pronoun (which has moved its place because of the question word), and the participle form of the verb (since the question word is the subject of the verb). Literally the question is "What is needful to you?" Don't spend a lot of time on the form of this question. We will cover this in detail in lesson 2.

The students should answer in a full sentence referring to the noun cards. Have the students then ask each other. You can do a little dialogue like the one on the following page. The students need to remember that the verb and pronouns will vary depending on whether the object needed as well as the person spoken to is masculine or feminine, singular or plural.

What do you need?

ماش إخصان؟

I need a _____ . . _____ إخصائي

Here. (The student gives the other student the card.)

أغاش.

Thank-you.

صحائش.

IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time after the vocabulary has been covered at the beginning of the lesson. This material consists of a text and a dialogue about marriage customs. Both the text and dialogue, along with questions on the text and a vocabulary list, are on tape.

The *Workbook* also has two sets of review exercises covering **خَصًا** plus nouns in affirmative statements.

Y Lesson #2 X

I. Any new information?

II. Continue the verb "to have to," "to need," "should"

Continue the verb "to have to," "to need," "should" by focusing in this lesson on how the verb is used with negatives, question words, and tense indicators.

A. Ask the students what happens when the verb is used with negatives, question words, and tense indicators. Of course, the indirect object pronouns move to a place in front of the verb.

1. Start with the negative. Write on the board in Tamazight "I need bread." Then ask the students how to say "I don't need bread." Write that down. Ask the students how to say "You (m.s.) don't need bread." Write that down. Now using the same persons ("I, you (m.s.)"), substitute "egg," "water," and "eggs" for "bread." Write these down. The list will look like the following:

I don't need bread.	وري إخصّا أغروم.
You (m.s.) don't need bread.	وراش إخصّا أغروم.
I don't need an egg.	وري تخصّا تڭلايت.
You (m.s.) don't need an egg.	وراش تخصّا تڭلايت.
I don't need water.	وري خصّان وامان.
You (m.s.) don't need water.	وراش خصّان وامان.
I don't need eggs.	وري خصّانت تڭلاي.
You (m.s.) don't need eggs.	وراش خصّانت تڭلاي.

2. Continue with question words. Point to the phrase on the board in Tamazight "I need bread." Then ask the students how to say "Do I need bread?" Write that down simply by erasing the **وري** and writing in its place **إسي** and adding a question mark at the end. Ask the students how to say "Do you (m.s.) need bread?" Write that down. Now using the same persons ("I, you (m.s.)"), substitute "egg," "water," and "eggs" for "bread." Write these down. The list will look like the following:

Do I need bread?	إسي إخصّا أغروم؟
Do you (m.s.) need bread?	إساش إخصّا أغروم؟

Do I need an egg?	إِسي تَخْصَا تَغْلَايتْ؟
Do you (m.s.) need an egg?	إِساش تَخْصَا تَغْلَايتْ؟
Do I need water?	إِسي خَصَّان وَاْمَانْ؟
Do you (m.s.) need water?	إِساش خَصَّان وَاْمَانْ؟
Do I need eggs?	إِسي خَصَّانْت تَغْلَايْ؟
Do you (m.s.) need eggs?	إِساش خَصَّانْت تَغْلَايْ؟

3. Continue with verb tense indicators. Point to the phrase on the board in Tamazight "I need bread." Then ask the students how to say "I'm going to need bread." Use the construction **إِذَا أَدَا**. Write that down simply by erasing the **إِسي** and writing in its place **إِذَا أَدَا** and erasing the question mark at the end. Ask the students how to say "You (m.s.) are going to need bread." Write that down. Now using the same persons ("I, you (m.s.)"), substitute "egg," "water," and "eggs" for "bread." Write these down. The students need to remember that the subject of the sentence also affects the verb "is going." Literally the sentence is "Bread is going to be needful to me." The list will look like the following:

I'm going to need bread.	إِذَا أَدَا إِخْصَا أَغْرُوم.
You're (m.s.) going to need bread.	إِذَا أَدَاش إِخْصَا أَغْرُوم.
I'm going to need an egg.	تَدَا أَدَا تَخْصَا تَغْلَايتْ.
You're (m.s.) going to need an egg.	تَدَا أَدَاش تَخْصَا تَغْلَايتْ.
I'm going to need water.	دَّانْ أَدَا خَصَّان وَاْمَانْ.
You're (m.s.) going to need water.	دَّانْ أَدَاش خَصَّان وَاْمَانْ.
I'm going to need eggs.	دَّانْتْ أَدَا خَصَّانْت تَغْلَايْ.
You're (m.s.) going to need eggs.	دَّانْتْ أَدَاش خَصَّانْت تَغْلَايْ.

4. Also show the students how to say

إِس وراش إِخْصَا أَغْرُوم؟ Don't you (m.s.) need bread?

5. Do some drills with these constructions.

Put down on the table a variety of noun cards, including masculine and feminine, singular and plural. Have the students ask and answer questions using the following dialogue pattern:

إِسَاشْ إِيْخْصَا _____ ؟
 وَهُوَ، وَرِي إِيْخْصَا _____ أَسَا، وَلَايْنِي إِذَا أَدِي إِيْخْصَا _____ أَسَكَا.

Then vary the dialogue to include "you (pl.), he, she, and they."

Have the students look at page 14 of the *Student Book*.

B. When a name or a noun is used instead of a pronoun

Tell the students that when the person needing something is specified (that is, it is a noun and not a pronoun), the structure is as follows. Write the Tamazight sentences on the board.

Ali needs bread. إِيْخْصَاسْ أَغْرُومْ إِيْ عَلِي.
 (literally: Bread is needful to Ali.)
 Ali and Fatima need bread. إِيْخْصَاسْنِ أَغْرُومْ إِيْ عَلِي د فَاطِمَة.
 Aisha and Fatima need water. خَصَّانَاسْنِتْ وَامَانْ إِيْ عَيْشَة د فَاطِمَة.

C. When the object needed is a pronoun

Tell the students that when the object needed is a pronoun ("Ali needs it.") or when both the object needed and the person needing the object are pronouns ("He needs it."), the following sentences show the various possibilities. Ask the students how to say "Ali needs bread." Write the Tamazight on the board. Then ask the students how to say "He needs bread." Write the Tamazight. Then ask the students how to say "Ali needs it." Write that. Then ask them how to say "He needs it." The sentences will look like the following, although there is no need to write the English.

Ali needs bread. إِيْخْصَاسْ أَغْرُومْ إِيْ عَلِي.
 He needs bread. إِيْخْصَاسْ أَغْرُومْ.
 Ali needs it. إِيْخْصَاسْ إِيْ عَلِي.
 He needs it (m.). إِيْخْصَاسْ.

Now follow the same procedure for "egg." The Tamazight sentences will look like this:

Ali needs an egg. تَخْصَاسْ تَغْلَايْتْ إِيْ عَلِي.
 He needs an egg. تَخْصَاسْ تَغْلَايْتْ.
 Ali needs it. تَخْصَاسْ إِيْ عَلِي.
 He needs it (f.). تَخْصَاسْ.

Follow the same procedure for "water." The Tamazight sentences will look like this:

Ali needs water.	خَصَّاناس وامن إ علي.
He needs water.	خَصَّاناس وامن.
Ali needs them (m.).	خَصَّاناس إ علي.
He needs them (m.).	خَصَّاناس.

Follow the same procedure for "eggs." The Tamazight sentences will look like this:

Ali needs eggs.	خَصَّانتاس تَغْلَي إ علي.
He needs eggs.	خَصَّانتاس تَغْلَي.
Ali needs them (f.).	خَصَّانتاس إ علي.
He needs them (f.).	خَصَّانتاس.

Tell the students that if we substitute Fatima for Ali, the sentences stay the same, since *أَس* is the same for masculine and feminine singular. If we substitute Ali and Haddou for Ali, the *أَس* becomes *أَسَن* (for the masculine plural "to them"). If we substitute Fatima and Aisha for Ali, the *أَس* becomes *أَسْنَت* (for the feminine plural "to them").

Have the students look at page 15 of the *Student Book*.

D. Some useful questions

Go over the following questions with the students. Begin by asking them if they remember how to say "What do you (m.s.) need?" Write that down. Then ask if they can guess how to ask "What do you (m.pl.) need?" Write that down. Then ask if they can guess how to ask "What does Ali need?" Write that down. Then ask if they can guess how to ask "What does the soup need?" Write that down.

Then show the students how to ask

Who needs bread? مامي إْخَصَّا أَغْروم؟

Write down the Tamazight sentence. Using the word مامي, ask the students to guess how to say "Who needs an egg?," "Who needs water?," and "Who needs eggs?" Write these all down. Your final list of questions should look like this:

What do you (m.s.) need?	ماش إخصان؟
What do you (m.pl.) need?	ماون إخصان؟
What does Ali need?	ماس إخصان إ علي؟
What does the soup need?	ماس إخصان إ تحريرت؟
Who needs bread?	مامي إخصا أغروم؟
Who needs an egg?	مامي إخصا تگلایت؟
Who needs water?	مامي إخصان وامان؟
Who needs eggs?	مامي إخصانت تگلای؟

Explain the word مامي . It consists of the following structure. Write this chart on the board:

		مي	+	إ	+	ما
to who?	=	who		the preposition "to,"		the mark of a
to whom?				which is used with		question
				indirect objects		

This is combined into the following form:

Then this is shortened to this form:

مايمي
مامي

The literal meaning of the fifth sentence above is: "To whom is bread needful?" Bread remains the subject of the sentence, and the person needing the bread, in this case the "who," remains the indirect object.

Have the students look at page 16 of the *Student Book*.

Using the noun cards, a student should pick up an object and ask "Who needs _____?" Another student can answer either "Yes, I need it." or "No, I don't need it." A student can also answer with things like "Tom needs it.," "Jane doesn't need it.," or "Bill and Sue, they need it.," etc.

III. Conversation time

The lesson was full of heavy grammar. If there is time left, have some conversation time. Think of some questions to ask the students to get them talking. You could also present a song or a poem. If you do this, the students will need at some point to be able to see the words.

IV. Workbook (optional)

The *Workbook* has two sets of review exercises covering إخصا plus nouns in questions and negative statements. The emphasis is also on the moveable indirect object pronouns.

• **Lesson #3** ①

I. Any new information?

II. Read a paragraph about a family

Have the students turn to page 20 of the *Student Book*, the page entitled "Taḡamt: Family," a short paragraph about a family followed by some questions. Have the students cover up the translation at the bottom of the page

Have each student read a sentence. Ask if they understand what they've read. Go over the paragraph sentence by sentence, including the questions. Ask the questions, and see if the students can answer. Then have the students ask their own questions about the text. After the students have asked a number of questions, then you can ask some of your own questions about the text. When you've finished, the students can look at the translation at the bottom of the page.

III. Continue the verb "to have to," "to need," "should"

So far you have covered with the students the verb "to need" plus a noun. Now we will go on to the verb "to need" plus a verb, that is, "to need to do something" or "to have to do something" or "should do something." Lead the students through the following explanation step by step.

A. The general structure of the phrase is as follows. Write the following two lines on the board:

verb	+	أَدَّ	+	indirect object pronouns	+	إِخْصَا
drink	+	أَدَّ	+	to me	+	إِخْصَا

Tell the students that the literal meaning is "It is needful to me to drink." or "It is needful to me that I drink." In English we would say "I need to drink." or "I have to drink." or "I should drink."

B. The verb "to need" always appears in the third masculine singular form إِخْصَا (literally: "it is needful").

C. What in English would be considered the "subject" of the sentence (the "I, you, he, she, etc." needs....) is expressed by indirect object pronouns (... is needful "to me, to you, to him, to her, etc.").

D. Thus, the possible sentence structures are as follows. Write this chart on the board. Have the students give you the list of indirect object pronouns.

verb	+	أَد	+	indirect object pronouns	+	إِخْصَا
↓				↓		
conjugated according to what the indirect object pronoun is				ي or يِي		أخ
				أش		أَوْن
				أَم		أَوْنَت
				أَس		أَسَن
				أَس		أَسَنَت

E. Go through a complete conjugation pattern with the students. Use the following example with the verb "to drink." Ask the students how to say, based on the above rules, "I have to drink water." Write that down. Have each student repeat the phrase. Then ask the students how to say "You (m.s.) have to drink water." Write that down, and have each student repeat. Do the whole pattern so that the board looks like this:

I have to drink water.	إِخْصَايِي أَذْ سُوخَ أَمَان.
You (m.s.) have to drink water.	إِخْصَاشَ أَتَّسُودَ أَمَان.
You (f.s.) have to drink water.	إِخْصَامَ أَتَّسُودَ أَمَان.
He has to drink water.	إِخْصَاسَ أَذْيسُو أَمَان.
She has to drink water.	إِخْصَاسَ أَتَّسُو أَمَان.
We have to drink water.	إِخْصَاخَ أَتَّسُو أَمَان.
You (m.pl.) have to drink water.	إِخْصَاوَنَ أَتَّسُومَ أَمَان.
You (f.pl.) have to drink water.	إِخْصَاوَنَتَ أَتَّسُومَتَ أَمَان.
They (m.) have to drink water.	إِخْصَاسَنَ أَذْسونَ أَمَان.
They (f.) have to drink water.	إِخْصَاسَنَتَ أَذْسونَتَ أَمَان.

F. With negatives, question words, and tense indicators, the indirect object pronouns move to a place in front of the verb. Write the following example on the board:

I don't have to go. وري إخصّا أدّوخ.

Based on that example, ask the students how to say the following sentences. You can use a number of techniques:

1. You say the English, and a student says the Tamazight, or
2. You say the Tamazight, and a student says the English, or
3. You say the Tamazight, and a student must explain the meaning in Tamazight.

If the class is at a level to be able to do the third option, that is preferable.

You (m.pl.) don't have to be here at 5 o'clock. وراون إخصّا آتيليم دا ك لخمسة.

Do they (m.) have to say "yes"? إساسن إخصّا آدينين "إه"؟

We are going to need to see our son. إدا آداخ إخصّا آتائي آرْبائخ.
literally: It is going to be needful to us to see our son.

Doesn't he need to eat bread? إس وراس إخصّا آديتش أغروم؟

G. When the person needing to do something is specified (that is, it is a noun and not a pronoun), the structure is as follows. Write each of the Tamazight sentences on the board. Before you write them, see if the students can guess how they are said.

Ali needs to go. إخصّاس إ علي آديّو.

(Literally: It is needful to Ali that he go.)

Ali and Fatima have to drink tea. إخصّاسن إ علي د فاطمة آذسون آتاي.

Aisha and Fatima have to leave. إخصّاسنت إ عيشة د فاطمة آذفغنت.

H. Have the students turn to pages 17 and 18 of the *Student Book*. Give them a few minutes to look at the pages, and see if they have any questions.

Also have the students look at page 19, the page entitled "Subjunctive." The top part of the page is simply the two-verbs-together format we've seen earlier. In certain contexts this can be called the subjunctive, although that is not very well-known in English. Technically we could say in English "It is needful for him that he eat." This last phrase "that he eat" is an English subjunctive. Normally, as a non-subjunctive, it would be "he eats," with an "s." In any case, the top of page 19 is not new. The bottom gives a few more examples of the verb "to have to."

I. Do some drills with the verb "to need to," "to have to," "should."

1. Ask the students the question in Tamazight "If you want to go to Azrou, what do you have to do?" Have the students answer in complete sentences. Have them answer with a number of things that they have to do to take this trip. Once a student answers, have him/her ask another student the same question.

2. Based on the above drill, have eight or so slips of paper each with a situation written on it in Tamazight: "If you want to ...". A student must draw a slip of paper from the pile without looking at what's written. Once the student has chosen, he/she reads the sentence and asks another student the question "If you want to ..., what do you need to do?" Don't write the "What do you need to do?" on the paper. The students must come up with that phrase themselves. The other student must answer in a complete sentence, preferably with a number of items. You can use the following situations or any others you would like to come up with. Be sure to vary the person referred to.

"If you want to make a cake..."

"If Aisha and Sarah want to visit their friend..."

"If you want to mail a package..."

"If you (pl.) want to write a letter..."

"If Moha wants to buy fish..."

"If you (pl.) want to make bread..."

"If Itto wants to go to the beach..."

"If you want to learn Tamazight..."

"If Iǝǝu and Hassan want to talk to their mother..."

3. Ask the students in Tamazight questions like:

"What do you need to do today?"

"What do your children need to do today?"

"What do you need to do to stay healthy?"

"What do you need to do to learn Tamazight?"

"What do you need to do to live in Morocco?"

IV. Homework

The students should write five sentences about what their son/daughter/friend or an imaginary person needs to do today.

V. Workbook

The *Workbook* contains supplementary material to be used at the end of lesson 3. This material consists of two dialogues, one not on tape and the second one, along with questions on the dialogue, on tape. The first dialogue has a grammar transformation exercise. Both use **خَصَا** plus verbs.

The *Workbook* also has three sets of review exercises covering **خَصَا** plus verbs.

I. Any new information?

II. Prepositions of spatial or direction relationships

This lesson mainly concerns various prepositions of spatial or direction relationships, although some other types of prepositions will also be covered. Although there is some overlap, these are different than the six structurally similar prepositions that we will cover in lessons 11 and 12. The lesson is simple, fun, and easy to drill.

There are numerous regional variations for a number of these prepositions and the types of pronouns used with them. Keep to what the course has chosen to use so as to avoid causing the students confusion.

Note to the teacher:

The following material is not meant to be explained to the students.

Since there are a number of regional variations for these prepositions, we need to agree on what we will use for the course. There are two areas of variation.

A. First, the prepositions themselves. Although the regional variations are often similar to each other, there are slight pronunciation variations. The words we will use are as follows:

on	خَف
on, on top of	أَفْلَا ن
under	دَاوُ
next to	تَمَا ن
above	نَيَّائِي
beside, at the side of	تَسْنَا ن
in front of	دَات
behind	فَيْر or تَفَيْر
between	إِنْكَر
in	حِي
inside	أَكْنَسُو ن or جَا ج ن
outside	بَرَّا ن
without	بَلَا

This means we won't use the variations such as:

above	نَّي or نَّاكْ
in front of	تَات or زِدَات
behind	ضَارَتْ or دَقِير
between	إِنْيِير or كَر or جَار

B. The second area of variation concerns whether or not a ن is used after the preposition. Some regions use a ن after almost every preposition above (but never with خَف or كَى). Others have two categories: those prepositions that use a ن and those that don't. Obviously, all ways are valid; they reflect what people say. However, for this course we will choose to always say the ن after every preposition (when followed by a noun), since that is the easiest to remember for the students. But you must still understand the two-category style, because it affects how the preposition is said when followed by a pronoun. Here is the explanation:

There are those who always use the ن when a noun follows the preposition. (This is what we will do in *Abrid*.) Thus, these people say:

<u>category 2</u>	<u>category 1</u>
نَيِّكْ ن طَبْلَا	تَمَا ن طَبْلَا
دَاوْ ن طَبْلَا	أَقْلَا ن طَبْلَا
فَيْر ن طَبْلَا	
دَات ن طَبْلَا	

Or if the noun starts with a vowel, they follow the rules outlined on page 66 of the *Abrid 1 Student Book*. Either they always pronounce the ن and say:

<u>category 2</u>	<u>category 1</u>
نَيِّكْ ن أُسَكْلُو واسيف ييْغَر	تَمَا ن أُسَكْلُو
دَاوْ ن أُسَكْلُو واسيف ييْغَر	أَقْلَا ن أُسَكْلُو
فَيْر ن أُسَكْلُو واسيف ييْغَر	
دَات ن أُسَكْلُو واسيف ييْغَر	

or they drop the ن before a "u" and assimilate the ن into a "w" or a "y." Thus, they would say:

<u>category 2</u>	<u>category 1</u>
نَيَّكْ أُسَكَلُو \ وَاسِيف \ يِّيْغُر	تَمَا ن أُسَكَلُو
دَاوْ أُسَكَلُو \ وَاسِيف \ يِّيْغُر	أَفَلَّا ن أُسَكَلُو
فَيْرْ أُسَكَلُو \ وَاسِيف \ يِّيْغُر	
دَاتْ أُسَكَلُو \ وَاسِيف \ يِّيْغُر	

However, when the preposition is combined with a pronoun, the same people that always use the ن with a noun fall back to a two-category system. There is a division between the prepositions that combine with possessive pronoun endings (the presence of the ن) and the prepositions that combine with indirect object pronoun endings (the ن is not used).

<u>category 2</u> <u>the absence of "n"</u>	<u>category 1</u> <u>the use of "n" with pronouns</u>
دَاوَنَس : not under it دَاوَس	next to it تَمَانَس
فَيْرَنَس : not behind it فَيْرَس	on top of it أَفَلَانَس
نَيَّكَنَس : not above it نَيَّكَاس	beside it تَسْكَانَس
إِنْكَرَنَسَن : not between them إِنْكَرَاسَن	inside it جَاغَنَس
دَاتَنَس : not in front of it دَاتَس	inside it أَكْغَنَسُونَس
	outside it بَرَّانَس
	in the middle of it أَمَّاسَنَس
	at the bottom of it أَبَوْضَنَس

Thus, the two-category system **must** be learned and used when a pronoun follows the preposition. Although we won't use the following in *Abrid*, some regions observe these two categories even when a noun follows the preposition. Thus, they would say:

<u>category 2</u> the absence of "n"	<u>category 1</u> the presence of "n"
under the table دَاوْ طَبْلَا	next to the table تَمَا ن طَبْلَا
behind the table فَيْر طَبْلَا	on top of the table أَفْلَا ن طَبْلَا
above the table نَيْكْ طَبْلَا	beside the table تَسْنَا ن طَبْلَا
between the table and ... إِنْكُر طَبْلَا	inside the house جَا ن تَدَارْتْ
in front of the table دَات طَبْلَا	inside the house أَكْنَسُو ن تَدَارْتْ
	outside the house بَرَا ن تَدَارْتْ
	in the middle of the table لْكَ وَامَّاس ن طَبْلَا
	at the bottom of the glass لْكَ وَابُوض ن لْكَاس

In any case, whether or not the ن is used before a noun, **the noun following the preposition is in its dependent form.**

Lesson for the students:

A. Begin by holding a pen, and ask the students in Tamazight "What is this?" Then place the pen down on the table, and ask the students in Tamazight "Where is the pen?" Use the two different ways to ask the question:

ماني سَتِيلُو؟ and مانيكْ إِلَّا سَتِيلُو؟

A student may have the answer. If so, have him/her say it. If not, you say it:

إِلَّا سَتِيلُو خَفْ طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer.

B. Now put the pen under the table. Have a student ask the question "Where is the pen?" A student may have the answer. If not, you say the answer:

إِلَّا سَتِيلُو دَاوْ ن طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer. (You can mention that some regions don't use the "n" after this preposition.)

Put the pen on the table and ask "Where is the pen?" The students answer. Then put the pen under the table and ask "Where is the pen?" The students answer.

C. Now put the pen next to the table. Have a student ask the question "Where is the pen?" A student may have the answer. If not, you say the answer:

إِلَّا سَتِيلُو تَمَا ن طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer. Then mix up the three direction words you've just done, putting the pen either on, under, or next to the table and asking the students "Where is the pen?"

Put some noun cards out on the table. Be sure to have some masculine and feminine and singular and plural nouns. Have the students choose a card and ask the other students "Where is the _____?" The student can put the card on, under, or next to the table, but also on, under, or next to another noun card or something else in the room, including himself. If the students don't catch on right away, you may need to do some examples for them. In this way have the students drill the three direction words you've done.

D. With the pen again, hold it above the table and have a student ask the question "Where is the pen?" A student may have the answer. If not, you say the answer:

إِلَّا سَتِيلُو نَيَاڤْ ن طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer. (You can mention that some regions don't use the "n" after this preposition.)

E. Then put the pen on the table again and have a student ask the question "Where is the pen?" The students will answer with the preposition they already know. Tell them: Yes, but we also say

إِلَّا سَتِيلُو أَفْلَا ن طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer.

F. Now put the pen right next to or beside the table and have a student ask the question "Where is the pen?" Give the answer:

إِلَّا سَتِيلُو تَسْنَا ن طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer.

Then, placing the pen in different positions, mix up the previous three words: "above," "beside" or "at the side of," and "on top of." Have the students, using the noun cards, ask and answer the questions using these three words. Then mix in the previous three direction words.

G. Now use a glass (or another object on the table). Put the pen in front of the glass. Have a student ask the question "Where is the pen?" If the students say "next to the glass," say "No. Here is 'next to the glass.'" Show the difference between "in front of the glass" and "next to the glass." Put the pen back in front of the glass and say:

إِلَّا سَتِيلُو دَات ن لَكَاس.

Have the students say the answer. Then have a student ask the question and another student give the answer. (You can mention that some regions don't use the "n" after this preposition. For the regions that do use the "n," when the "n" sound occurs before an "l" sound, the "n" usually assimilates into the "l" sound to form "ll," with a shedda. Thus, no separate "n" sound is heard. This will apply to all the examples below where the "n" comes before an "l" sound.)

H. Now put the pen behind the glass. Have a student ask the question "Where is the pen?" Give the answer: (You can mention that some regions don't use the "n" after this preposition.)

إِلَّا سَتِيلُو قَيْر ن لَكَاس.

Have the students say the answer. Then have a student ask the question and another student give the answer. Mention also that people say:

إِلَّا سَتِيلُو تَفَيْر ن لَكَاس.

Have the students say this. Then have a student ask the question and another student give the answer. Mix up "in front of" and "behind" to give the students some practice.

I. Now take two glasses (or other objects) and put the pen between them. Have a student ask the question "Where is the pen?" Give the answer:

إِلَّا سَتِيلُو إِنْغَر ن لَكِيسَان.

Also use two different objects so that you can say the construction "between the glass and the book."

إِلَّا سَتِيلُو إِنْكَر ن لَكَاس د لَشْتَاب.

Have the students say the answer. Then have a student ask the question and another student give the answer. (You can mention that some regions don't use the "n" after this preposition.)

Now mix up the last three words: "in front of," "behind," and "between." Then have the students use the noun cards and ask each other using these three positions. Then mix in all the previous direction relationships.

J. Now put the pen in a plastic bag. Have a student ask the question "Where is the pen?" The students should be able to give this answer (Use whatever word is appropriate for "plastic bag."):

إِلَّا سَتِيلُو كْ لَمِيكَ.

Have the students say the answer. Then have a student ask the question and another student give the answer.

K. Now you want to teach the word "inside." You may want to refer to the house or building in which the class is taking place or any other suitable object to convey "inside." Have a student ask the question "Where is the pen?" Give the answer:

إِلَّا سَتِيلُو أَكْنَسُو ن تَدَارْت.

Have the students say the answer. Then have a student ask the question and another student give the answer. Mention that we can also say:

إِلَّا سَتِيلُو جَاغ ن تَدَارْت.

Have the students say this. Then have a student ask the question and another student give the answer.

L. Now do the opposite, the word for outside. (You may just want to say that this is the opposite or show the pen "outside" a picture of a house.) Have a student ask the question "Where is the pen?" Give the answer:

إِلَّا سَتِيلُو بَرَّا ن تَدَارْت.

Have the students say the answer. Then have a student ask the question and another student give the answer.

M. Now indicate the middle of the table. Have a student ask the question "Where is the pen?" Give the answer:

إِلَّا سَتَيْلُو لَكْ وَأَمَّاسْ نْ طَبْلَا.

Have the students say the answer. Then have a student ask the question and another student give the answer.

Drill the last four words: "in," "inside," "outside," and "in the middle of." Have the students use the noun cards to drill these words. Have them then mix in all the direction relationships.

N. This could take the whole class to do. If the students seem interested, do that the whole class. If the lesson gets heavy, break it up by shifting to some conversation time. In any case, at the end of this lesson refer the students to pages 21 to 25 of the *Student Book*, the pages entitled "Directions." Have them read it for homework.

III. Homework

Read pages 21 to 25 of the *Student Book*, the pages entitled "Directions."

IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time during the lesson. This material consists of a text about the harvest. The material doesn't relate specifically to prepositions. The text, along with questions on the text and a vocabulary list, is on tape.

I. Any new information?

II. Continue direction relationships

A. Review the previous lesson with noun cards and the students asking and answering the question "Where is _____?" using all the different positions. Mention to the students that they can do this very same drill among themselves or with a language helper or even by themselves.

B. Using the direction prepositions with pronouns

1. Until now we've used the direction prepositions with nouns. "The pen is next to the table." "The pen is on the book." Some of the nouns we've used started with a consonant, so it wasn't clear whether or not the dependent form of the noun was used. **Tell the students that after the prepositions that we've done, the dependent form of the noun is used.** This is true whether or not a ن follows the preposition.

2. The prepositions are also used with pronouns. If the noun has already been mentioned, we might say "The pen is next to it.," "The pen is on it.," "The pen is between them.," or "The pen is in front of it."

3. There are two categories of prepositions here. (This does not concern the six prepositions that are structurally similar and that will be covered in lessons 11 and 12.) The first follows the pattern of تَمَان , and the second follows the pattern of دَاوْ .

4. Begin by writing تَمَان on the board. Ask how to say "next to it." The students might be able to guess, given the presence of the ن . But if not, show them: تَمَانْس . Tell the students that what is added are the possessive pronoun endings, just like those we learned back at the beginning of the course. This is because of the presence of the ن , which is technically separate from the تَمَا .

Have the students give you the rest of the different forms. (The complete list is on page 25 of the *Student Book* that the students should have read for homework.) Write them on the board in order. Have the students practice saying the whole list.

5. The second category of direction prepositions follows the pattern of the word دَاوْ . Write دَاوْ on the board, and show the students how to say "under it": دَاوَس . The pattern here is the preposition plus indirect object pronouns. Based on this pattern, have the students give the rest of the pattern. (The complete list is on page 25 of the *Student Book* that

the students should have read for homework.) Write the full pattern on the board in order. Have the students practice saying the whole list.

6. Now make a list on the board of the words that follow the دَاوُ pattern and the words that follow the تَمَ ن pattern. The list should look like this:

Words that follow the ddaw pattern
(word + indirect object pronouns)

نَيَاثُ
إِنْخَر
دَات
فَيْر \ تَفَيْر

Words that follow the tama n pattern
(word + possessive pronoun endings)

جَا ن
أَكْنَسُو ن
بَرَا ن
أَقْلَا ن
تَسْنَا ن
أَمَّاس ن
أَبُوض ن

When you write the last word, أَبُوض ن , explain its meaning and give an example of its use in a sentence. Have the students practice it.

7. Next, practice the various words in the above list with pronouns. This can be with noun cards in different direction relationships relative to the students. ("The pen is above me." "The pen is between me and you." "The book is in front of them." etc.)

8. One word needs to be done separately. That is the word بَلَا . When this word is used with a noun, the noun is NOT in its dependent form. However, when the noun starts with a vowel, a "y" sound must be added to avoid the *aliph* of بَلَا coming in contact with the vowel of the beginning noun. Some examples follow:

بَلَا يَامَان without water
بَلَا يُول without a heart
بَلَا يَاوَال without a word
بَلَا يَافُوس without a hand

When **بِلا** is used with pronouns, there are many regional variations. We will use the following:

independent personal pronouns		+ بِلا	
without us	بِلا نُكْنِي	without me	بِلا نَكَّين
without you (m.pl.)	بِلا كُنِّي	without you (m.s.)	بِلا شَكَّين
without you (f.pl.)	بِلا كُنْمَتِي	without you (f.s.)	بِلا شَمَّين
without them (m.)	بِلا نِتْنِي	without him (or it)	بِلا نَتَّا
without them (f.)	بِلا نِتْنَتِي	without her (or it)	بِلا نَتَات

Other regional variations include:

(without him/it)	بِلَانْس	possessive pronoun endings	+ بِلا
(without him/it)	بِلَايَاس	indirect object pronouns	+ بِلا

9. If there is time, go over any details of pages 21 to 25 of the *Student Book* that you've not already covered. Students may also have questions from their reading. Some of the material has been covered in previous lessons.

Some details to cover:

- Give some sentences with **خَفَ أَزْلَمَاض** and **خَفَ أَفَاسِي**.
- Note that the word **أَمَّاس** means the noun "middle." It is "a-constant," so the dependent form is **وَأَمَّاس**, used in the phrase **أَكْ وَأَمَّاس ن**, "in the middle of."
- Note that the word **أَبُوض** means the noun "bottom" or "back" (as in "the bottom of the glass" or "the back of the room"). The French would be "*le fond*." It is "a-constant," so the dependent form is **وَأَبُوض**, used in the phrase **أَكْ وَأَبُوض ن**, "at the bottom of" or "at the back/rear of."
- Go over the word for "corner."
- Use the words **إِقْرَب** and **إِبْعَد** in sentences. Have the students practice them.

f. Go over "Continue forward." In this case the word دات is used as a noun. Say sentences like "Go to the front" and "Go to the back" (of the bus, for example).

g. Read out loud each sentence on pages 21 to 25. Either ask the students how to say the sentences, that is, you say the English and they give the Tamazight; or you say the Tamazight, and they say what it means, and then they practice it in Tamazight.

III. Text, proverb, poem, or song

Come up with a short text, proverb, poem, or song to do in class with the students. Make sure that you've prepared a handout with the words on it so that the students will have something to look at afterwards.

IV. Workbook

The *Workbook* contains supplementary material that is suitable for use at the end of lesson 5. This material consists of vocabulary words and various sentences using those words with prepositions of spatial and direction relationships.

The *Workbook* also has three sets of review exercises covering prepositions of spatial and direction relationships.

÷ Lesson #6 ‖

I. Any new information?

II. Direct and indirect object pronouns together

A. Explain to the students that up till now we've done direct object pronouns and indirect object pronouns separately. However, there are times when they occur together. In English that would be in sentences like "Give it to him.," "I sold it to him.," "He told it to me.," or "He told me it."

B. Start by having the students list in order on the board all the direct object pronouns and then all the indirect object pronouns.

C. Explain to the students that when the direct and indirect object pronouns are used together, the indirect object pronoun comes first, followed by the direct object pronoun. (This is in the same order as in French: "*Il me l'a donné.*") The two pronouns are pronounced as if they formed one word.

Give the following sentence as an example:

Give it (m.) to him/her. شاست.

Based on that example, ask the students how to form the following sentences. You give the English, and the students give the Tamazight. Write down the Tamazight on the board. Have the students practice saying the sentences.

I told it (m.) to you (m.pl.).	نَيَاوَنَّتْ.
Take it (f.) from him/her.	كَّساستْ.
Take them (m.) to Mommy.	أَوِياسْتَن إِمَامَا.
He showed them (f.) to you (f.pl.).	إِنْعَتَاوَنَّتْنَّتْ.
Give me to him/her.	شاسي.
He gave us to them (f.).	إِشاسَنَّتَاخ.

D. Now ask the students how to say the sentence "He took it (m.) from me." Write this on the board. Then do "He took it (m.) from you (m.s.)." Write that. Continue with "He took it (m.) from you (f.s.), from him, from her, etc." The board will look like this:

إِكْسَاخْتُ.	إِكْسَيْتُ.
إِكْسَاوَنْتُ.	إِكْسَاشْتُ.
إِكْسَاوَنْتُ.	إِكْسَامْتُ.
إِكْسَاوَنْتُ.	إِكْسَاوَنْتُ.
إِكْسَاوَنْتُ.	إِكْسَاوَنْتُ.

Have the students practice saying each of these sentences.

E. Do the same as part D with the sentence "He gave me to them (m.)." Then do "He gave you (m.s.)/you (f.s.)/him/her/us/etc. to them (m.)." The board should look like this:

إِشَايَاوَنْتُ.	إِشَايَاوَنْتُ.
إِشَايَاوَنْتُ.	إِشَايَاوَنْتُ.
إِشَايَاوَنْتُ.	إِشَايَاوَنْتُ.
إِشَايَاوَنْتُ.	إِشَايَاوَنْتُ.
إِشَايَاوَنْتُ.	إِشَايَاوَنْتُ.

Have the students practice saying each of these sentences.

Have the students turn to page 26 of the *Student Book*, the page entitled "Direct and Indirect Object Pronouns Together." Give them some time to look over the lists.

F. The moveable aspect of direct and indirect object pronouns together

1. Tell the students that when the direct and indirect object pronouns are together, they still move according to certain grammatical contexts. The rules are exactly the same as we learned in the past for when the pronouns move: when there are negatives, question words, and tense indicators.

2. Do the following example. Follow the same procedure as you did in part D. Ask the students how to say "Did they (m.) say it (m.) to me?" Write that on the board. Help the students step by step if they have trouble with this. Then ask them how to say "Did they (m.) say it (m.) to you (m.s.), to you (f.s.), to him, to her, etc.?" The board should look like this:

إِسَاخْت نَّان؟	إِسَيْت نَّان؟
إِسَاوْنْت نَّان؟	إِسَاشْت نَّان؟
إِسَاوْنْت نَّان؟	إِسَامْت نَّان؟
إِسَاسْنْت نَّان؟	إِسَاسْت نَّان؟
إِسَاسْنْت نَّان؟	إِسَاسْت نَّان؟

Have the students practice saying each of these sentences.

3. Follow the same procedure for the sentence "They (m.) didn't give me/you (m.s.)/you (f.s.)/him/her/us/etc. to her." The board should look like this:

وراساخ شين.	وراسي شين.
وراسكُن شين.	وراسك شين.
وراسكُنْت شين.	وراسكَم شين.
وراستَن شين.	وراست شين.
وراستْنْت شين.	وراست شين.

Have the students practice saying each of these sentences.

4. Follow the same procedure for the sentence "He will do them (m.) for me/for you (m.s.)/for you (f.s.)/for him/for her/etc." The board should look like this:

أَدَاخْتَن إِكْ.	أَدَيْتَن إِكْ.
أَدَاوْنْتَن إِكْ.	أَدَاشْتَن إِكْ.
أَدَاوْنْتَن إِكْ.	أَدَامْتَن إِكْ.
أَدَاسْنْتَن إِكْ.	أَدَاسْتَن إِكْ.
أَدَاسْنْتَن إِكْ.	أَدَاسْتَن إِكْ.

Have the students practice saying each of these sentences.

Refer the students to page 27 of the Student Book.

G. Do some drills with both types of pronouns together

Put down on the table three piles of cards with the writing on them face down. In the first pile are a number of cards, each with a different verb on it. The verbs should be written in Tamazight and in their simple imperative form. You can use the following verbs or others you have thought of:

إني (to find) أوي (to do) كس (to wash) ش (to fix) عَدَل (to prepare)
 أَف (to find) أَف (to do) أَف (to wash) أَف (to fix) أَف (to prepare)

The second pile is a set of ten cards, each with a different indirect object pronoun written on it in Tamazight. The third pile is a set of ten cards, each with a different direct object pronoun written on it in Tamazight. Students should draw one card from each pile and turn them over so that they can read them. The students then need to make a sentence using the verb, the indirect object pronoun, and the direct object pronoun they have chosen. The verb can be in any form: imperative, past, future, two verbs together, present continuous, etc. and with any person: "I/you/he/she/etc." The sentences will be short, since not too many nouns will be used.

Once the students have done this a number of times to get used to the drill, have one student draw the cards and make a sentence. Then another student asks a question either to that student or to another student if there are enough students. The student asked should give a response, either positive or negative, in a full sentence. The purpose is to practice the different constructions here. For example, the dialogue might look like one of the following:

"He gave it to her."	or	"I took them from them."
"Did he really give it to her?"		"Did you take them from them?"
"No, he didn't give it to her."		"Yes, I took them from them."
"Take it to them."	or	"Moha gave us to them."
"Do you want me to take it to them?"		"Why did Moha give you to them?"
"Yes, I want you to take it to them."		"He gave us to them because...."

III. Additional conversation or activity time

If there is time left, use it for conversation or for a short poem, saying, or proverb.

IV. Listen-and-repeat sentence pattern drills

Use the supplementary material in the *Workbook* on pages 44 to 47. This is important and not optional. There are two listen-and-repeat drills, with a tape that accompanies the words. The sentence patterns deal with direct and indirect object pronouns, their order and position in sentences.

V. Homework

Have the students do the homework sheets entitled "Homework Lesson 6" on pages 28 and 29 of the *Student Book*. In part A the students should rewrite the sentences substituting pronouns for the nouns. In part B the students should rewrite the sentences putting in nouns for the pronouns. If you have time, you can do the sample sentences with the class.

X Lesson #7 Ø

I. Any new information?

II. Go over the homework

Go over the homework that the students have done. Have them read the original sentence and then the sentence they have written. Ask the other students if the sentence is correct or not. Let the students correct each other.

III. The ⵏ and ⵙ of direction

This is one of the most difficult lessons in the Tamazight curriculum. It will be difficult for the students to grasp, and the verb conjugations are extremely detailed. Be careful to be systematic and clear. This concept will take a number of lessons to cover. If at any time the students become too bored, switch to a conversation or some other activity, like a dialogue, text, or poem for some variety. However, the students will need to learn this grammar even if it is painful. Tamazight cannot be really used without these grammar lessons.

A word about the material in the *Student Book*. The material is long and detailed. However, not all of the pages are meant to be covered in class or even learned. Some of them will serve only as reference guides for the future, when the students want to look up how to conjugate a certain verb. So we will begin with the basics of this grammar.

A. Have the students turn to page 30 in the *Student Book*, to the quote from the *University of Wisconsin* course and the diagrams. Introduce the topic with this quote, and then give the following explanation to the students:

"In a number of areas Tamazight is concerned with where an action takes place in relation to the speaker. Is the action near the speaker or far from the speaker? Is the action occurring toward the speaker or away from the speaker? These concepts are indicated by the ⵏ and ⵙ of direction. The ⵏ indicates nearness to or movement towards the speaker, and the ⵙ indicates farness from or movement away from the speaker."

B. Begin with the ⵏ.

Tell the students that the ⵏ is used more frequently and systematically than the ⵙ, so we will start with the ⵏ. The ⵏ is most clearly seen in the following pairs of verbs. Write each pair

of verbs on the board, including their English meaning. Tell the students (but don't write) whether the movement is away from or toward the speaker.

(movement away from the speaker)	go	دَو
(movement toward the speaker)	come	أَدَّود
(movement away from the speaker)	to return, to go back	أَغُول
(movement toward the speaker)	to return, to come back	أَغُولد
(movement away from the speaker)	to return, to go back	عايند
(movement toward the speaker)	to return, to come back	عايند
(when the relation to the speaker isn't relevant)	to arrive	أَوْض
(movement away from the speaker)	to arrive (there)	أَوْضَن
(movement toward the speaker)	to arrive (here)	أَوْضْ
(when the relation to the speaker isn't relevant)	to arrive	كُولو
(movement away from the speaker)	to arrive (there)	كُولون
(movement toward the speaker)	to arrive (here)	كُولود
(the speaker returns something to someone else)	to give back something	رار
(someone returns something to the speaker)	to bring back something	رارد
(movement away from the speaker)	to take something to someone	أَوِي
(movement toward the speaker)	to bring something	أَوِيد

Mention to the students that even though كُولو "to arrive" isn't used much in the northern dialects of Middle Atlas Tamazight, we will use it in this presentation, since it is an easy word to pronounce and therefore can illustrate many grammar points. The common word used in the northern dialects of Middle Atlas Tamazight for "to arrive" is أَوْض.

Have the students look at page 31 of the *Student Book*, the page entitled "The د and ن of Direction."

C. Some drills with the above imperatives

1. Put a number of the noun cards on the table. Use the verbs **أَوِيْدَ** and **أَوِي**. One student refers to a card and says to another student either "Take _____ to so and so." or "Bring _____." The student responds by picking up the appropriate card and giving it to the appropriate person. (Although the word "give" is more appropriate here, the students must pretend that they are far from each other so that "take" and "bring" make sense.)
2. Do the same thing, but this time use the verbs **رَارِدَ** and **رَارِ**. One student refers to a card and says to another student either "Give back _____ to so and so." or "Bring back _____." The student responds by picking up the appropriate card and giving it to the appropriate person.
3. In the room put up three signs in different places. Each sign represents a city or village. One sign says on it **أَغَادِيرَ**, one sign says **أَزْرُو**, and one sign says **تِيزِي نِ إِسْلِي**. This activity is best done with three students, but can still even be done with just the teacher and one student. Each student (and the teacher, if there are not enough students) stands at one of the "cities" in the room. You, the teacher, can start out by using the verbs **أَغُولُ** and **أَغُولِدَ** and say to various students things like "Go to Agadir," "Come to Tizi n Isli," "Go back to Azrou," "Come back to Agadir," etc. The students then must act out the commands. Then the students say the commands to other students and to you. Although it doesn't make as much sense in a command form, you can also use the verbs "to arrive there" and "to arrive here."

D. Conjugations in the past form with the **د** of direction

1. With the help of the students write the full past form conjugation of **أَغُولُ** on the board. Label it in English "to return, to go back."

Then tell the students that in past form conjugations, the **د** is simply added onto the end of the word **after it is conjugated**. There are, however, two phonetic changes to pay attention to. When the **د** is added onto a word that ends in a **ت**, the **ت** sound disappears and the result is a **دّ**. When the **د** is added onto a word that ends in a **د**, the **د** sound doubles and the result is a **دّ**. Write these phonetic changes on the board:

$$\begin{array}{ll} t + d = dd & ت + د = دّ \\ d + d = dd & د + د = دّ \end{array}$$

Now right across from the conjugation on the board, write out the conjugation of the verb **أَغُولِدَ**. Label it in English "to return, to come back." Ask the students, based on what

you've told them, how to conjugate the verb. Write down the full conjugation. The board should look like this:

to return, to come back	أَغُولِدْ	to return, to go back	أَغُولْ
أَغُولِخْ	أَغُولِخْ	أَغُولِخْ	أَغُولِخْ
أَغُولِمْ	أَغُولِمْ	أَغُولِمْ	أَغُولِمْ
أَغُولِمْتْ	أَغُولِمْتْ	أَغُولِمْتْ	أَغُولِمْتْ
أَغُولِنْ	أَغُولِنْ	أَغُولِنْ	أَغُولِنْ
أَغُولِنْتْ	أَغُولِنْتْ	أَغُولِنْتْ	أَغُولِنْتْ

Give some sample sentences using these words to show the difference in meaning between them. Explain in Tamazight situations like "I'm in Fes. My friend Hassan is with me in Fes. Then he went to Meknes. After a week he came back to Fes, so I told my father 'Hassan came back to Fes.' " Another possibility is something like "I'm in Fes. My friend Hassan came to Fes from Meknes. After a week he returned to Meknes, so I said to my father 'Hassan went back to Meknes.' " These will be good listening exercises for the students. Once they seem to understand, see if some of the students want to try to explain a situation like you did.

2. Follow the same procedure as above in part D, number 1, but this time use the verbs أَوِي and أَوِيْدْ. In the end the board should look like this:

to bring something	أَوِيْدْ	to take something to someone	أَوِي
أَوِيْدْ	أَوِيْدْ	أَوِي	أَوِي
أَوِيْمْ	أَوِيْمْ	أَوِيْمْ	أَوِيْمْ
أَوِيْمْتْ	أَوِيْمْتْ	أَوِيْمْتْ	أَوِيْمْتْ
أَوِيْنْ	أَوِيْنْ	أَوِيْنْ	أَوِيْنْ
أَوِيْنْتْ	أَوِيْنْتْ	أَوِيْنْتْ	أَوِيْنْتْ

Using the noun cards, have the students make simple affirmative statements like "He took the _____ to Agadir." and "He brought the _____ from Agadir." Vary the person referred to: "I, you, he, she, etc."

E. Have the students look at page 32 of the *Student Book*. Give them a few minutes to look it over.

F. Have a student read out loud number 4 on page 32. Next lesson we will begin the moveable aspect of the د of direction.

IV. Homework

Have the students do the review exercises for lesson 7 on pages 55 and 56 of the *Workbook*. This is not optional. They need to review these conjugation patterns a lot.

V. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of lesson 7. This material consists of a dialogue at a market in which the \rightarrow of direction is used a lot. The dialogue is on tape, but the people speak very fast. If the tape is too frustrating for the students, then read the dialogue out loud yourself. Have the students practice the dialogue and do it among themselves. Be sure to point out the difference between the \rightarrow of direction and the \rightarrow meaning "and" or "with."

Lesson #8

I. Any new information?

II. Continue the د and ن of direction

A. Review briefly items from lesson 7.

First, go over the homework that the students had, the review exercises for lesson 7 in the *Workbook*.

Then you can do another drill with the verbs **أَوْدَى** and **أَوْدَى**. This drill takes three people, so the teacher must take part if there are only two students. One person (person A) goes to the other side of the room. Person A says to person B "Bring me the _____." (Use the noun cards for this.) Person C then says to person B: "Take the _____ to (the name of Person A)." Person B goes to person A and gives him the noun card. Person B says "I brought the _____." Person A says "You brought the _____." (If there is only one student, the teacher or student can play the two roles of person B and C.)

The drill takes a bit of practice at first, but once the students see how it works, it will help to drill the concepts into their minds. Use the same A, B, C configuration for a number of noun cards so that each student gets used to using the words properly. Then, switch the roles.

B. The moveable aspect of the د of direction

Once you do the above drills, start with the moveable aspect of the د. At first, ignore the phonetic details on pages 33 and 34 of the *Student Book*. These are important, but only later once examples are being given. Go to page 35 of the *Student Book*. Here is the major illustration of how the د of direction moves with negatives, question words, and tense indicators (like the future **أَوْدَى** and the present continuous **أَوْدَى**).

Go over this page systematically, pattern by pattern, with the students. Start by putting the pattern without the د on the board (the pattern on the right hand side of the page). Remember to have the students tell you the conjugation. Then next to it, so that the contrast can be seen, write the pattern of the word with the د, (the pattern on the left hand side of the page). After the first couple words, the students may be able to guess at the conjugation pattern.

As you are doing these charts, the phonetic changes become important. You will need to refer to pages 33 and 34 of the *Student Book*. Have the students look at these pages when you point out a phonetic change. However, the details can be overwhelming. Tell them that the details

are there for those who want them. On the bottom of page 34 is the "short" explanation. Refer mainly to this during the class.

1. Start with the negative. The board should look like this:

I, you, he, etc. didn't come back.

I, you, he, etc. didn't go back.

ور دُناغول	ور داغولخ	ور ناغول	ور آغولخ
ور تّاغولم	ور تّاغولد	ور تاغولم	ور تاغولد
ور تّاغولمت	ور تّاغولد	ور تاغولمت	ور تاغولد
ور داغولن	ور دُياغول	ور آغولن	ور ياغول
ور داغولنت	ور تّاغول	ور آغولنت	ور تاغول

2. Then do the question words. The board should like this:

Did I, you, he, etc. come back?

Did I, you, he, etc. go back?

إِس دُناغول؟	إِس داغولخ؟	إِس ناغول؟	إِس آغولخ؟
إِس تّاغولم؟	إِس تّاغولد؟	إِس تاغولم؟	إِس تاغولد؟
إِس تّاغولمت؟	إِس تّاغولد؟	إِس تاغولمت؟	إِس تاغولد؟
إِس داغولن؟	إِس دُياغول؟	إِس آغولن؟	إِس ياغول؟
إِس داغولنت؟	إِس تّاغول؟	إِس آغولنت؟	إِس تاغول؟

Give some sample sentences using these words to show the difference in meaning between them. Explain in Tamazight situations like "I'm in Fes. My friend Hassan is with me in Fes. Then he went to Meknes. I don't know if he came back to Meknes or not, so I ask someone 'Did Hassan come back to Meknes?' The person answers 'No, he didn't come back to Meknes.'" Another possibility is something like "I'm in Fes. My friend Hassan came to Fes from Meknes. I don't know if he returned to Meknes or not, so I ask someone 'Did Hassan go back to Meknes?' The person answers 'No, he didn't go back to Meknes.'" These will be good listening exercises for the students. Once they seem to understand, see if some of the students want to try to explain a situation like you did.

3. Then do the future. The board should look like this:

I, you, he, etc. will come back.

I, you, he, etc. will go back.

أَدَّ نَاغُول	أَدَّ اِغُولَخ	أَنَّاغُول	أَدَّاغُولَخ
أَتَّاغُولَم	أَتَّاغُولَد	أَتَّاغُولَم	أَتَّاغُولَد
أَتَّاغُولَمَت	أَتَّاغُولَد	أَتَّاغُولَمَت	أَتَّاغُولَد
أَدَّ اِغُولَن	أَدَّ يَاغُول	أَدَّاغُولَن	أَدَّ يَاغُول
أَدَّ اِغُولَنَت	أَتَّاغُول	أَدَّاغُولَنَت	أَتَّاغُول

The future for "to come back" is somewhat complicated. As is given above, there is no difference in the "you" forms and the "she" form for "to come back" and "to go back." Some regions make a change in order to make the "to come back" different from "to go back."

These regions change the ت in the conjugation patterns of all the "you" forms and the "she" form to a س. There is also no *shedda* on the د. This is also true for the "we" form. Thus, the future for "I, you, he, etc. will come back." looks like this:

أَدَّ نَاغُول	أَدَّ اِغُولَخ
أَدَّ سَاغُولَم	أَدَّ سَاغُولَد
أَدَّ سَاغُولَمَت	أَدَّ سَاغُولَد
أَدَّ اِغُولَن	أَدَّ يَاغُول
أَدَّ اِغُولَنَت	أَدَّ سَاغُول

Tell the students that they should listen to the people around them to see how they form the future with verbs having the د of direction.

Give some sample sentences using these words showing the difference in meaning between them. Ask questions like "When will you/they/he/she go back to America/Canada/Europe/etc.?" Explain that someone went to another country. Ask questions like "When will you/they/he/she come back from _____?" Then have the students try to make these types of sentences on their own.

4. Then do the present continuous. The board should look like this:

to come back repeatedly	تَاغُولْد	to go back repeatedly	تَاغُول
دَدَنْتَاغُول	دَدْتَاغُولْخ	دَنْتَاغُول	دَتَاغُولْخ
دَدْتَاغُولْم	دَدْتَاغُولْد	دَتَاغُولْم	دَتَاغُولْد
دَدْتَاغُولْمْت	دَدْتَاغُولْد	دَتَاغُولْمْت	دَتَاغُولْد
دَدْتَاغُولْن	دَدِيْتَاغُول	دَتَاغُولْن	دِيْتَاغُول
دَدْتَاغُولْنْت	دَدْتَاغُول	دَتَاغُولْنْت	دَتَاغُول

Give some sample sentences using these words showing the difference in meaning between them. Make statements like "Every summer Moroccans in France come back to Morocco." and "At the end of every summer the immigrants go back to Europe." Ask questions like "Do you/they/he/she go back to _____ every year?" and "When do Moroccans in Europe come back to Morocco?" Then have the students try to make these types of sentences on their own.

Have the students look at page 35 of the *Student Book*.

III. Additional conversation time

Since the grammar of the lesson is pretty heavy, be sure not to spend the whole time on grammar. Add some time for conversation as well.

IV. Homework

Have the students do the review exercises for lesson 8 on pages 57 to 59 of the *Workbook*. This is not optional. They need to review these conjugation patterns a lot.

ⵓ Lesson #9 ⵓ

I. Any new information?

II. Continue the ⵓ and ⵓ of direction

A. First, go over the homework that the students had, the review exercises for lesson 8 in the *Workbook*.

B. Do another drill with the ⵓ of direction.

Give two students a piece of paper with the following short dialogue written on it in English. The students (or you and the student, if there is only one student) should say the dialogue in Tamazight. Then reverse roles. Have other students do the same dialogue but vary the place and the days, and instead of "you" use "he, she, Lhou, they, etc."

1. Where are you going?
 I'm going to Agadir.
 Come back on Saturday.
 I'll come back on Thursday.

When you have finished with the above dialogue, use the same procedures for the following dialogues:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 2. He went to Agadir.
 When will he come back?
 He'll come back on Saturday. | <ol style="list-style-type: none"> 3. He went to Agadir.
 When did he come back?
 He came back on Friday. |
| <ol style="list-style-type: none"> 4. He came from Agadir.
 When will he go back?
 He'll go back on Saturday. | <ol style="list-style-type: none"> 5. He came from Agadir.
 When did he go back?
 He went back on Friday. |
| <ol style="list-style-type: none"> 6. He went to Agadir.
 Did he come back?
 No, he didn't come back. | <ol style="list-style-type: none"> 7. He went to Agadir.
 Will he come back?
 No, he won't come back. |
| <ol style="list-style-type: none"> 8. He went to Agadir.
 When will he come back?
 He'll come back _____. | <ol style="list-style-type: none"> 9. He came from Agadir.
 Did he go back?
 No, he didn't go back. |
| <ol style="list-style-type: none"> 10. He came from Agadir.
 Will he go back?
 No, he won't go back. | <ol style="list-style-type: none"> 11. He came from Agadir.
 When will he go back?
 He'll go back _____. |

12. He goes to Agadir every Friday.
When does he come back?
He comes back every Monday.
13. He comes from Agadir every Monday.
When does he go back?
He goes back every Friday.

C. Do another drill.

This time write out all the above dialogues in Tamazight, each on a separate card. You can vary the subjects so that they aren't just "he." Have the students draw a card and do the dialogue with a partner (or with you, if there's only one student). Then you ask the student various questions about the dialogue.

D. Certain specific verbs that take the د of direction

Refer to page 36 of the *Student Book* concerning the د and ن of direction. Section 5 concerns certain verbs that have specific meanings that always take the د of direction. Tell the students that in addition to words that have obvious directions in them ("go—come," "take—bring," etc.), some words take the د of direction when they have certain specific meanings. (These verbs can vary by region, and some regions include the د and some don't.) Give the students the following examples (or other examples that apply to their region):

to be big	خاتَر	to grow up	خاتَرْد
		to be born	لاند
to give back	رار	to throw up, to vomit	رارْد
to fall	ضَر	to fall down	ضَرْد
		to wake up	نكْرْد

Use some of the words in sentences, and have the students use some of them in sentences as well. Tell the students that they must listen to the people around them to discover what verbs take the د in certain specific meanings.

E. The د of direction used when referring to "to me" and "to us"

Refer to page 36 of the *Student Book* concerning the د and ن of direction. Section 6 concerns the use of the د of direction when the pronouns "to me" and "to us" are used. Tell the students that some verbs only take the د of direction when the action is directed toward the speaker ("to me" or "to us"). Write the following sentence (just the Tamazight) on the board:

He gave the ball to Moha. إِشَايَس تَكُورْت إِ موحى.

There is no د of direction used here. Then write the following two sentences on the board:

He gave me the ball. إِشَايِد تَكُورْت.

He gave us the ball. إِشَايَاخْد تَكُورْت.

Note that the د of direction appears when the action happens toward the speaker. Do the same with the following examples:

Give him/her the money. شَاس إِذْرِيْمَن.

Give me the money. شِيْد إِذْرِيْمَن.

Give us the money. شَاخْد إِذْرِيْمَن.

Call them (m.). كَّاسَن تَلِّيْفُون.

Call me. كَّيْد تَلِّيْفُون.

Call us. كَّاخْد تَلِّيْفُون.

When you've finished with this, have the students look at page 36 of the *Student Book*.

F. The ن of farness

Have the students also read part 7 on page 36. Give the example of the verb أَوَضَّن ("to arrive there") from page 41 of the *Student Book*. (Don't yet have the students look at pages 37 to 50 of the *Student Book*. Wait until next lesson to point out all these pages.) Write out the whole conjugation of just the past form. Begin with the third masculine singular. Show how the ن is added at the end, after the verb is conjugated. Have the students guess the rest of the conjugation. Write down the conjugation in order so that the board looks like this:

نِيَوْضَن	إِوَضَخْن
تِيَوْضَمْن	تِيَوْضُنْ
تِيَوْضَمْتَن	تِيَوْضُنْ
إِوَضَنْ	يِيَوْضَن
إِوَضَنْتَن	تِيَوْضَن

Use these words in some sample sentences. Don't go into great detail here, since the ² of direction is quite a heavy grammar lesson and usage is what will really help the students understand this.

III. Additional conversation time

Since the grammar of the lesson is pretty heavy, be sure not to spend the whole time on grammar. Add some time for conversation as well.

IV. Listening exercises

The direction particles are so important that you must take the time in class to do the supplementary material for lesson 9 in the *Workbook*. This is not optional, although you may want to space it out over this lesson and the next lesson. However long it takes, these exercises are important.

There are 5 separate listening exercises, although exercises 1 to 3 go together. A tape goes with the material.

V. Homework

Have the students do the review exercises for lesson 9 on pages 73 to 74 of the *Workbook*. This is not optional. They need to review these conjugation patterns a lot.

Lesson #10

I. Any new information?

II. Continue the د and ن of direction

A. First, go over the homework that the students had, the review exercises for lesson 9 in the *Workbook*.

B. The grammar of the د and ن of direction is quite difficult and tedious. Not everything can be covered, and the students will quickly tire of it. However, since the verbs "to go" and "to come" are so common, go over in detail the conjugations on pages 37 and 38 of the *Student Book*. Refer to the pages (although don't yet have the students turn there), and go through each conjugation comparing دُ with اَدُ. Remember to ask the students to give you the conjugations based on their knowledge of the grammar.

1. After you go over the "past" form, the board should look like this:

come	اَدُ وُد	go	دُ وُو
نَدَّ اَد	دَيخُد	نَدَّ ا	دَيخ
تَدَّ اَمُد	تَدَّ يَد	تَدَّ اَم	تَدَّ يَد
تَدَّ اَمُد	تَدَّ يَد	تَدَّ اَمَت	تَدَّ يَد
دَّ اَنُد	اَدَّ اَد	دَّ اَن	اَدَّ ا
دَّ اَنُد	تَدَّ اَد	دَّ اَنَت	تَدَّ ا

2. Then go over the negative "past" form. The board at the end should look like this:

ور دَنَدِّي	ور دَدَيخ	ور نَدِّي	ور دَيخ
ور تَدَّ يَم	ور تَدَّ يَد	ور تَدَّ يَم	ور تَدَّ يَد
ور تَدَّ يَمَت	ور تَدَّ يَد	ور تَدَّ يَمَت	ور تَدَّ يَد
ور دَدَيْن	ور دَيدي	ور دَيْن	ور اَدِّي
ور دَدَيْنَت	ور تَدَّ ي	ور دَيْنَت	ور تَدَّ ي

3. Then go over the verb used with the question word *إِس*. The board should look like this:

إِس دَنِّدَا؟	إِس دَدِيخ	إِس نَدَا؟	إِس دِيخ؟
إِس تَدَّام؟	إِس تَدَّيد؟	إِس تَدَّام؟	إِس تَدَّيد؟
إِس تَدَّامْت؟	إِس تَدَّيد؟	إِس تَدَّامْت؟	إِس تَدَّيد؟
إِس دَدَان؟	إِس دِيدَا؟	إِس دَدَان؟	إِس دِيدَا؟
إِس دَدَانْت؟	إِس تَدَّا؟	إِس دَدَانْت؟	إِس تَدَّا؟

4. Then do the future. This is more difficult with the verb "to come." The problem is in all the "you" forms and the "she" form. These all begin with a *ت*. Thus, there is a string of consonants together:

the "t" from the conjugation	+	the "d" of direction	+	the future tense indicator
ت	+	د	+	أَد
t	+	d	+	ad

If you combine these you could end up with something like *أَتَدَّوَد* ("you will come") which is indistinguishable from "you will go." Thus, some regions make the *ت* into a *س*. In these cases they also don't put a *shedda* on the first *د*. Thus, the patterns are as follows. When you've finished, the board should look like this:

أَدَنِّدَو	أَدَدِيخ	أَنَدَّو (or also: أَدَدَوخ)
أَدَسَدَّوم	أَدَسَدَّود	أَتَدَّوم
أَدَسَدَّومْت	أَدَسَدَّود	أَتَدَّومْت
أَدَدَّون	أَدِيدَو (or also: أَدَدَّون)	أَدِيدَو
أَدَدَّونْت	أَدَسَدَّو (or also: أَدَدَّونْت)	أَدَدَّونْت

The differences here can seem subtle at first. Have the students especially practice the difference between "He will go." and "He will come." The *shedda* is extremely important.

5. Then go on to cover the habitual tense. The board should look like this:

دَنْتَدَّو	دَدْتَدَّوْخ	دَنْتَدَّو	دَتَدَّوْخ
دَدْتَدَّوْم	دَدْتَدَّوْد	دَتَدَّوْم	دَتَدَّوْد
دَدْتَدَّوْمَنْت	دَدْتَدَّوْد	دَتَدَّوْمَنْت	دَتَدَّوْد
دَدْتَدَّوْن	دَدِيْتَدَّو	دَتَدَّوْن	دِيْتَدَّو
دَدْتَدَّوْنَنْت	دَدْتَدَّو	دَتَدَّوْنَنْت	دَتَدَّو

When you have finished this, have the students look at pages 37 and 38 of the *Student Book*.

Then call the students' attention to the rest of the conjugation patterns, pages 39 to 50. Tell the students that pages 39 to 50 are for reference only. If the students want to look up how to conjugate one of these verbs, they can turn to these pages for that. Otherwise, they shouldn't get overwhelmed by all the details. Usage and practice are far more profitable than memorized lists.

III. Practice the د of direction with the verb آس

A. Tell the students that now you are going to give an example of a verb that always uses the د of direction. The verb (without the د of direction) is آس (listed in Taifi's dictionary on page 608). Write the 4 pillars of the verb on the board:

آس تأس يوسا \ ور يوسي

Tell the students that although these are the 4 pillars, the verb always takes the د of direction. So that must be added to the conjugations.

B. The verb has a number of meanings. Start first with the following: It is used for asking or giving a location of something. It corresponds to the "location" usage of the Moroccan Arabic verb جا, as in: (Where is it (m.)?) فِين جا ؟ and (Where is it (f.)?) فِين جات ؟ .

Just as Moroccan Arabic has the notion here of "to come" in location, Tamazight includes that notion with the د of direction.

C. Then give some examples. Use the examples given on page 51 of the *Student Book*, although don't have the students turn there yet. Write some of the sentences on the board. Ask the students the questions and have them answer using the verb of location. Then have the students ask each other the questions.

D. Once they've practiced, using the third person singular and plural, masculine and feminine, have the students tell you how to say "It/they is/are not located...." Write these on

the board. Then have the students tell you how to say "Is/are it/they located...?" Write these on the board. Then ask the students how to say "It/they will be located...." Write these on the board. Then ask the students how to say "It/they is/are regularly located...." Write these on the board. The board should look like this:

ور دوسي	ور دوسي
ور دوسينت	ور دوسي
إس دوسان؟	إس دوسي؟
إس دوسانت؟	إس دوسي؟
أَدَّوسان	أَدَّوسي
أَدَّوسانت	أَدَّوسي
دَدَّاسَن	دَدَّيتاس
دَدَّاسَنَت	دَدَّيتاس

Again ask the students questions about the locations of various places or sites or cities, this time mixing up questions, negatives, the future, and habitual locations. Have the students ask each other the questions.

Then have the students turn to page 51 and the top half of page 52 of the *Student Book*. Give them a few minutes to look at the pages, and see if they have any questions.

E. The verb also has another meaning. Just as in Moroccan Arabic the verb **جا** also can mean "to go well with" and "to be suitable," so, too, in Tamazight the verb **أس** (with the **د** of direction) also has that same meaning. Unlike in Moroccan Arabic, where the verb takes direct object pronouns, the verb in Tamazight takes indirect object pronouns.

F. Give an example:

That jellaba goes well on you (m.s.).

توسايشد تجلابيتين.

Point out that the **د** of direction goes after the indirect object pronoun.

G. Have the students give you the whole conjugation pattern for "It (m.) goes well on me/you/him etc." Write this on the board. The board should look like this:

يوسايد	يوسايد
يوسايد	يوسايد
يوسايد	يوسايد
يوسايد	يوسايد
يوسايد	يوسايد

H. Have the students practice the expression by asking them various questions about clothes. Then have the students ask each other (or you) questions. Start with masculine singular clothing so that they can practice what's on the board. However, after a while, introduce masculine plural, feminine singular, and feminine plural items so that they can practice all the different variations. Refer to the sentences on page 53 of the *Student Book*, although don't have the students turn there yet.

Once you've finished the oral practice, have the students look at pages 52 and 53 of the *Student Book*.

IV. Listening exercises

The direction particles are so important and difficult that you must take the time in class to do parts 2, 3, and 4 (from pages 77 to 83) of the supplementary material for lesson 10 in the *Workbook*. They are not optional. (Part 1 on pages 75 to 76 is optional.) They are very helpful exercises. However long they take, these exercises are important.

There are 3 separate listening exercises. A tape goes with the material.

V. Homework

Have the students do the review exercises for lesson 10 on pages 84 to 85 of the *Workbook*. This is not optional. They need to review the direction particles a lot.

VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of lesson 10. This material is in part 1 and consists of a dialogue about the weather using direction particles. The dialogue is on tape.

X Lessons #11 and #12 X

I. Any new information?

II. Go over the homework

Go over the homework that the students had, the review exercises for lesson 10 in the *Workbook*.

III. Prepositions

Although we've done different prepositions individually before this point, this lesson is a more systematic presentation of certain structurally similar prepositions. The material is put all together here, but it will take two lessons to cover. Divide the material in half. If there is extra time in either of the lessons, use it for conversation or a dialogue.

A. Tell the students that there are six prepositions which have certain characteristics in common; thus, we will consider them here together. Each of these has a short form (when used with a noun) and a long form (when used with a pronoun). Write on the board the following three headings:

Meaning with Moroccan Arabic equivalent	<u>Long Form</u> (with a pronoun)	<u>Short Form</u> (with a noun)
--------------------------------------------	--------------------------------------	------------------------------------

B. Using the format on page 54 of the *Student Book*, the page entitled "Prepositions," write each of the six prepositions on the board. Write the short form and the long form, and explain what the preposition means and what its equivalent is in Moroccan Arabic. The board should look like this:

Meaning with Moroccan Arabic equivalent	<u>Long Form</u> (with a pronoun)	<u>Short Form</u> (with a noun)
--------------------------------------------	--------------------------------------	------------------------------------

("to" لـ)
movement
("chez" عِنْد)

غور

غَر

("with" مَعَ)
accompaniment
("and" وَ)

دِيد

د

("on, about" على)

غيف

خَف

("in" ف)

ديكْ

شِ

("from" مِن)

زيكْ

زي

("with" ب)

إسْ

س

instrumental

Tell the students that the correspondence between these Tamazight prepositions and the ones in Moroccan Arabic is quite high. In most cases they have the same range of meaning. Thus, if the students know how a preposition is used in Moroccan Arabic, they can simply substitute the equivalent Tamazight preposition in a similar context when speaking Tamazight. For example:

Tamazight

Moroccan Arabic

غوري لِحَقْ.

I'm right. (literally: The truth is *chez moi*.)

عَنْدِي الْحَقْ.

ديكِّي لِحَقْ.

I'm wrong. (literally: The truth is against me.)
It's my fault.

فِي الْحَقْ.

(In this last example, the Arabic ف and the Tamazight شِ don't mean "in" but rather "against.")

Have the students look at page 54 of the *Student Book*, the page entitled "Prepositions."

C. The dependent form

Tell the students that each of these prepositions takes the following noun in its dependent form, except for the preposition of movement غَر¹.

D. Examples of the short form of each preposition

Give some examples of the short form of each preposition, that is, the preposition when it is used with a noun. Ask the students first if they can come up with their own sentences. They should be able to do this for most of the prepositions. Follow the order given in the above list.

¹ Some dialects use س or غَرَس as the preposition of movement "to." These, also, do not take the noun in its dependent form.

The following are some example sentences if the students are having trouble:

1. غَر

He returned to (his) country [or: the *bled*]. ياغول غَر تَمَازيرْت.
They (m.) took him to the hospital. ووينْت غَر سَبَّيْطَار.

2. د

He went with Addi [a person's name]. اِمُون د عَدْي.
me and my uncle نَكَّيْن د عَمِّي

3. خَف

They (m.) are talking about money. دَسْوَالَن خَف اِذْرِيْمَن.
Put this (m.) on the table. سِرْسْ وَ خَف طَبْلَا.

4. كْ

They (f.) are in the house. لَانْت كْ تَدَارْت.
What do you (f.s.) have in the plastic bag? ماي غورْم اِلَان كْ لَمِيكا؟

5. زِي

Dig from here to there. غَزْ زِي دَا اَل دِيْن.
He came from Boulmane. اِدَادْ زِي بُولْمَان.

6. س

He dug with a pickaxe. اِغْزَا س اُكْلَزِيْم.
She speaks Tamazight. دَتْسْوَال س تَمَازِيغْت.

E. The long form of each preposition

Following the same order, go over each preposition when it is used with pronouns. Write the complete pattern on the board. Ask the students to give you the patterns based on what they know. They should be able to do this. For each preposition ask the students to give some sample sentences, and do some drills to practice the prepositions.

غوري	غورُنَخ
غورُش	غورُن
غورُم	غورُنْت
غورُس	غورُسَن
غورُس	غورُسَنْت

This preposition is already quite familiar to the students. You may want to skip any drills here. Otherwise, ask them a few quick questions:

ماي غورُش إِلان؟
إِس إِلّا غورُش ستّيلو؟

The student should answer with a full sentence and then ask the question to another student. You and the students should vary the question to ask "What does he/she/you (pl.)/they etc. have?" and "Does he/she/you (pl.)/they etc. have _____?"

Note the sentence:

He went to their (m.) place (*chez eux*). إِدّا غَر غورُسَن.

This is important to note, since it uses غَر and غور together. However, some people just say إِدّا غورُسَن.

There are two other important points to make. Although we will use غَر as the preposition of movement, the students should be aware of some regional variations, since they will encounter these. Tell the students the following points:

- Some dialects use exclusively غَر as the preposition of movement "to" or "towards." Others use exclusively س as this preposition. Still others use غَر in front of words that begin with a consonant and س or غَرَس in front of words that begin with a vowel. In all cases, the noun following the preposition of movement is NOT in its dependent form.
- Be careful not to confuse the preposition س (meaning "with," in the instrumental sense) with the preposition س (meaning "to," in the sense of movement). This can easily happen in dialects which don't use غَر as the preposition of movement.

ديڏي	ديڏنَخ
ديڏش	ديڏُن
ديڏم	ديڏُنْت
ديڏس	ديڏسَن
ديڏس	ديڏسَنْت

Ask the students how to say "Moha went with Hassan." Now ask them how to say "Moha went with him." Ask the students the following question:

ذمي إِمون موحى؟ Who did Moha go with?

The students should answer with a full sentence but using one of the pronouns: "Moha went with him/her/you/them/etc." The student who answers should then ask another student the same question. Keep doing this until all the different pronouns have been used.

Another common verb that uses this preposition is جَمَعَ د, "to meet someone, to meet with someone, *rencontrer*." Ask the students how to say "Addi met Lhou in the center of town." Now ask them how to say "Addi met him in the center of town." Ask the students the following question:

ذمي إَجْمَعَ عَدِي كَ وَاَمَّاس ن تَمْدِينْت؟
Who did Addi meet in the center of town?

The students should answer with a full sentence but using one of the pronouns: "Addi met (with) him/her/you/them/etc." The student who answers should then ask another student the same question. Keep doing this until all the different pronouns have been used.

Another common use of this preposition is the phrases "me and you," "you and him," etc.

This corresponds to the Moroccan Arabic أَنَا وَيَاك ("ana wiyak"), etc. There are many combinations, but some of them are:

me and you (m.s.)	نَكَّيْن دِيڏش
me and you (f.s.)	نَكَّيْن دِيڏم
me and you (m.pl.)	نَكَّيْن دِيڏُن
me and you (f.pl.)	نَكَّيْن دِيڏُنْت
you (f.s.) and them (f.)	شَمَّيْن دِيڏسَنْت

The pattern is the independent pronouns plus the preposition د with pronouns.

To drill these, put face down on a table two piles of ten cards each. Each pile contains cards on which are written in Tamazight the independent pronouns: نَكَيْن, شَكَيْن, etc. Each pile should be mixed up. A student then draws one card from each pile and must make a phrase like the above ones. For example, if the student draws نَتَا and نِتْنِي, he must say نِتَا دِيَسْن ("him and them" (m.)). The student should draw another card if he ends up having the same two words on both cards.

One other item is that some dialects don't use دِيْد ("did") as the long form but just اِد ("id"). In this case the preposition plus pronouns looks like this:

اِدْنِخ	اِدِي
اِدُنْ	اِدْش
اِدُنْت	اِدْم
اِدْسَن	اِدْس
اِدْسَنْت	اِدْس

3. خَف

غِيْفْنِخ	غِيْفِي
غِيْفُنْ	غِيْفْش
غِيْفُنْت	غِيْفْم
غِيْفْسَن	غِيْفْس
غِيْفْسَنْت	غِيْفْس

Ask the students how to say "What is she talking about?" Then ask how to say "Who is she talking about?" (They are the same.) Using the meaning "Who is she talking about?" ask a student that question. The student should respond with a full sentence using one of the prepositions with pronouns above. That student should then ask the same question to another student. This continues until the students have used all the various pronoun combinations.

Another drill is to have some pieces of paper. You say to a student in Tamazight "Put the paper on her" (and refer to another student by pointing to her). The first student puts the paper on the head of the second student and says "I put the paper on her." The second student says "He put the paper on me." Do this sort of game/dialogue using different pronouns: "on them, on him, on me, on us, etc."

ديڭني	ديڭني
ديڭش	ديڭش
ديڭم	ديڭم
ديڭس	ديڭس
ديڭسنت	ديڭسنت

The students have been using this preposition for a while. You probably don't need to spend a lot of time on this, but if you want to do a quick review, ask them questions in Tamazight about how they feel, using this preposition: "Are you cold/hot/hungry/etc.?" Refer also to people in the third person so that the students can practice all the possibilities.

Although we covered this in lesson 22 of *Abrid 1*, review the pronunciation changes that happen with this preposition. Have the students turn to the top of page 56 of the *Abrid 3 Student Book*. Have the students read this. Do a review regarding pronunciation, since in some cases the "g" sound becomes either a "y" sound or a "k" sound. Give some examples, and have the students practice the pronunciation.

زيڭني	زيڭني
زيڭش	زيڭش
زيڭم	زيڭم
زيڭس	زيڭس
زيڭسنت	زيڭسنت

Tell the students that this preposition shares the same pronunciation peculiarity as the preposition شى when pronouns are attached to it. We will choose to write them as they are above, all with a شى. However, that is not how they all sound. When the شى encounters a voiced sound (the "i," the "m," the "n," and the "u"), it stays a "g" sound. However, when the شى encounters an unvoiced sound (the "š" and the "s"), it becomes a "y" sound or in some dialects a "k" sound, which is the voiceless equivalent of the "g" sound. See the pronunciation chart on the bottom of page 56 of the *Student Book*. Have the students turn there and read it. Give them examples of the pronunciation change.

Point out that there are a number of regional variations for the preposition **زِي**. Among these are **زَكْ** ("zeg"), **سَكْ** ("seg"), **زِي** ("zzi"), and **زِيَكْ** ("zzig"). Especially note the following rule:

- As Taifi explains in his dictionary on pages 620-621, some regions use:

noun that starts with a consonant + **زِي**
 noun that starts with a vowel + **زَكْ**.

In the latter case, when the dependent form of the following noun is either a "u" or a "w" the sound of the "g" in "zeg" gets doubled and said with rounded lips: "zegg^w." For example, **زَكْ أَخَام** is pronounced "zegg^wham," and **زَكْ وَاَسَا** is pronounced "zegg^wassa."

Another variation that students will hear is that some regions don't use **زِي** plus pronouns at all. Instead, to say "from you, him, them, etc." they use

pronouns + **كِي** + **زِي**. For example, "from him" is **زِي دِيكْس**. In these regions the following chart is how people express "from + pronouns." Write the chart on the board.

from me/you/him/her/etc.

زِي دِيكْنَخ	زِي دِيكْشِي
زِي دِيكْن	زِي دِيكْش
زِي دِيكْنَت	زِي دِيكْم
زِي دِيكْسَن	زِي دِيكْس
زِي دِيكْسَنَت	زِي دِيكْس

For drilling purposes in class we will just use "pronouns + **زِي**." Ask the students how to say "It (m.) came from him." Ask the question "Where did it (m.) come from?" Have a student give an answer using one of the various pronouns. Then that student should ask another student the same question. Continue in this way until all the pronouns have been used.

6. س

إِسْنَخ	إِسِّي
إِسْن	إِشْ
إِسْنَت	إِسْم
إِسْنَن	إِسْ
إِسْنَنَت	إِسْ

There is one slight pronunciation issue here:

The "š" sound prevails.	you (m.s.)	إِسْ = ش
The second "s" assimilates	him, her	إِسْ = س
into the first.	them (m. and f.)	

Since this preposition has an instrumental use, it is more commonly used with things than with people. Thus, the third person pronouns are very common, as in the following sentences referring to some sort of tools or objects:

He built the house with it (m.).	إِبْنَا إِسْ تَدَّارْت.
He built the house with it (f.).	إِبْنَا إِسْ تَدَّارْت.
He built the house with them (m.).	إِبْنَا إِسْن تَدَّارْت.
He built the house with them (f.).	إِبْنَا إِسْنْت تَدَّارْت.

Using this preposition with people is more limited, although it does occur. For example, the words in Moroccan Arabic مَرْحَبَا بِكُمْ ("Welcome!") and the verb رَحَّبَ بِـ ("to welcome someone") in Tamazight take the preposition س plus the pronouns referring to people. Thus we have (as was mentioned in lesson 13 of *Abrid 2* concerning words of politeness):

Welcome! (to you (m.pl.))	مَرْحَبَا إِسْن.
He really welcomed us.	إِرْحَبَ إِسْنَخْ بَزَّاف.

Ask the students (orally) to transform the following sentences from preposition plus noun to preposition plus pronoun:

إِخْلَصْ س إِذْرِيْمَن.	←	إِخْلَصْ إِسْن.
تُشَانْ أَكْسُوم س كَتَشَب.	←	تُشَانْ أَكْسُوم إِسْ.
دَيَسْوَال س تَمَازِيْغْت.	←	دَ إِسْ إِسْوَال. or دَيَسْوَال إِسْ.

Have the students look at page 57 and 58 of the *Student Book*, where example sentences are given using all the prepositions.

F. The moveable aspect of the prepositions when used with pronouns

We won't spend a lot of time on this, but when the prepositions are used with pronouns they can move to in front of the verb (just like direct and indirect object pronouns) when there are negatives, question words, and tense indicators. However, this does not happen all the time

and in many cases seems optional. Tell the students that the easiest rule for them is not to move the preposition unless they hear it being frequently used in a moved position. Some prepositions are more commonly moved than others. Consider the following examples. Each of the options is correct.

He spoke about him/her.	إِسْوَلْ غِيفْسْ.
He didn't speak about him/her.	وَرِ إِسْوَلْ غِيفْسْ.
He didn't speak about him/her.	وَرِ غِيفْسْ إِسْوَلْ.
He speaks about him/her every day.	دَيسْوَالْ غِيفْسْ كُو يَاسْ.
He speaks about him/her every day.	دَ غِيفْسْ إِسْوَالْ كُو يَاسْ.
There's a pen in it [a purse].	إِلَا دِيكْسْ سَتِيلُو.
There isn't a pen in it [a purse].	وَرِ إِلَي دِيكْسْ سَتِيلُو.
There isn't a pen in it [a purse].	وَرِ دِيكْسْ إِلَي سَتِيلُو.

Refer the students to page 59 of the *Student Book*.

IV. Listening exercises

Do the listening exercises of the supplementary material for lesson 11 in the *Workbook*. They are not optional.

There are 2 separate listening exercises. A tape goes with the material.

Then do the listening exercise (part 1) on pages 93 and 94 of the supplementary material for lesson 12 in the *Workbook*. It is not optional. A tape goes with the material.

V. In-class activity or homework

Have the students turn to pages 60 and 61 of the *Student Book*, the pages entitled "Homework Lesson 12: Prepositions." In part A the students should transform the prepositions in the sentences from prepositions plus nouns to prepositions plus pronouns. In part B the students should do the opposite, that is, transform the prepositions in the sentences from prepositions plus pronouns to prepositions plus nouns. If you have time, you can do the sample sentences with the class, and the students can begin work on the sheets in class. What they don't finish is for homework.

VI. Workbook (optional)

The *Workbook* (under lesson 12, part 2, pages 94 to 101) contains supplementary material that is suitable for use at the end of lesson 12. This material consists of a text about clothing. The text, as well as questions on the text and new vocabulary, is on tape.

The *Workbook* (under lesson 11) also has two sets of review exercises covering prepositions.

Z Lesson #13 O

I. Any new information?

II. Go over the homework

If you didn't have a chance to go over the worksheets in class last time, then go over the homework from lesson 12 now and answer any questions the students may have.

III. Present continuous tense and moveable pronouns, prepositions, and particles

Although up till now we've seen a few examples of various moveable items used with the present continuous tense, we haven't seen them in a systematic way. This lesson is meant to give the students practice using the moveable pronouns, prepositions, and direction particles with the present continuous tense. There is nothing really new in the lesson, but oral and listening practice is important.

A. Moveable pronouns

Start with moveable pronouns. Tell the students that with the present continuous tense, the direct and indirect object pronouns move to between the tense indicator **دَ** and the verb. This is true even if the sentence is negative or is a question.

1. Start with the **direct object pronouns**.

a. Ask the students how to say "He helps him every day." Write this on the board. (Although some regions use indirect object pronouns with this verb, others use direct object pronouns. That is what we will choose to do for this course.) Have the students continue by giving you sentences using the other pronouns: "He helps me/you/him/etc. every day." Write these all on the board. The board should look like this:

دَيَاخِ إِتْعَاوَانِ كُو يَاسَّ.	دَيِّي إِتْعَاوَانِ كُو يَاسَّ.
دَكُنْ إِتْعَاوَانِ كُو يَاسَّ.	دَشْ إِتْعَاوَانِ كُو يَاسَّ.
دَكُنْتِ إِتْعَاوَانِ كُو يَاسَّ.	دَشَمْ إِتْعَاوَانِ كُو يَاسَّ.
دَتَنْ إِتْعَاوَانِ كُو يَاسَّ.	دَتْ إِتْعَاوَانِ كُو يَاسَّ.
دَتَنْتِ إِتْعَاوَانِ كُو يَاسَّ.	دَتْ إِتْعَاوَانِ كُو يَاسَّ.

b. Now drill these sentences by asking in Tamazight questions like "Does he help Aisha every day?" The students should respond using a pronoun. They can answer positively or negatively. Have the students ask each other these types of questions. You can make a set of cards each with a name or names or pronouns on them. The student should draw a card and ask the above question "Does he help _____ every day?" Another student should answer.

c. Continue this type of drilling by using different verbs. For ideas refer to the sentences on pages 62 and 63 of the *Student Book*, although don't have the students turn there yet. Ask questions about eating, wearing, and finding things. Have the students answer using direct object pronouns with the present continuous tense.

d. When doing the drills, especially with the verb "to eat," make the following pronunciation point. Write this sentence on the board:

و ر د ت تَتْشَان.

Note that the two ت's come together, the ت of the direct object pronoun and the ت of the beginning of the verb. Some people pronounce this as "dat tetšan." There is no sound between the first two "t" sounds. Thus, it sounds like "dattetšan." However, other people add a short vowel between the two "t" sounds to distinguish them. In this case, they would say "datetetšan." This same phenomena can apply to any of the sentences where the "t" sound of the pronoun directly encounters the "t" sound of the verb. After the drills have the students look at pages 62 and 63 of the *Student Book*.

e. Do listening exercise 2 on pages 103 to 107 of the supplementary material in the *Workbook* for lesson 13. This is not optional. A tape goes with the exercise. Have the students turn to those pages and take some time to read page 104. Be sure they understand what contrast the tape is going to make. Help explain it to them if they don't understand. Then have them listen and repeat.

2. Continue with **indirect object pronouns**.

a. Ask the students how to say "They are speaking to him in Arabic." Write this on the board. Have the students continue by giving you sentences using the other pronouns: "They are speaking to me/you/him/etc. in Arabic." Write these all on the board. The board should look like this:

دَيَاخ سَوَالْن س تَعْرَبْت.	دَيِي سَوَالْن س تَعْرَبْت.
دَاوْن سَوَالْن س تَعْرَبْت.	دَاش سَوَالْن س تَعْرَبْت.
دَاوْنْت سَوَالْن س تَعْرَبْت.	دَام سَوَالْن س تَعْرَبْت.
دَاسْن سَوَالْن س تَعْرَبْت.	دَاس سَوَالْن س تَعْرَبْت.
دَاسْنْت سَوَالْن س تَعْرَبْت.	دَاس سَوَالْن س تَعْرَبْت.

b. Now drill these sentences by asking in Tamazight questions like "Are they speaking to Aisha in Russian?" The students should respond using a pronoun. They can answer positively or negatively, but they must use a full sentence. Have the students ask each other these types of questions. You can make two sets of cards, one set with different languages written on them in Tamazight and the other set with different names or pronouns written on them. The student should draw two cards and ask the above question "Are they speaking to _____ in _____?" Another student should answer.

c. Continue this type of drilling by using different verbs. For ideas refer to the sentences on the top of page 64 of the *Student Book*, although don't have the students turn there yet. Ask questions about telling and taking things. Have the students answer using indirect object pronouns with the present continuous tense. After the drills have the students look at pages 63 and 64 of the *Student Book*.

3. Continue with **direct and indirect object pronouns together**.

a. Ask the students how to say "He gives them (m.) to him." Write this on the board. Have the students continue by giving you sentences using the other pronouns: "He gives them (m.) to me/you/him/etc." Write these all on the board. The board should look like this:

دَيَاخْتَن يَاكَّا.	دَيِيْتَن يَاكَّا.
داوْنْتَن يَاكَّا.	داشْتَن يَاكَّا.
داوْنْتَن يَاكَّا.	دامْتَن يَاكَّا.
داسْنْتَن يَاكَّا.	داسْتَن يَاكَّا.
داسْنْتَن يَاكَّا.	داسْتَن يَاكَّا.

b. Now drill these sentences by asking in Tamazight questions like "Do they give money to Itto?" The students should respond using two pronouns. They can answer positively or negatively, but they must use a full sentence. Have the students ask each other these types of questions. You can make two sets of cards, one set of noun cards and the other set with different names or pronouns written on them. The student should draw two cards and ask the above question "Do they give _____ to _____?" Another student should answer.

c. Continue this type of drilling by using different verbs. For ideas refer to the sentences on the bottom of page 64 and the top of page 65 of the *Student Book*, although don't have the students turn there yet. Ask questions about showing, building, and doing things. Have the students answer using direct and indirect object pronouns together with the present continuous tense. After the drills have the students look at pages 64 and 65 of the *Student Book*.

d. Do listening exercise 1 on pages 102 to 103 of the supplementary material in the *Workbook* for lesson 13. This is not optional. A tape goes with the exercise. Have them listen and repeat.

B. Moveable prepositions

Continue with moveable prepositions. Tell the students that when prepositions have pronoun endings they can be moveable. However, whereas direct and indirect object pronouns always move, the movement of the prepositions seems more optional. Some people do it, and others don't. Some people do it sometimes and not other times. Thus, listen for how people use the prepositions and imitate what you hear.

1. Give some examples. Use the examples on the bottom of page 65 of the *Student Book*. Have the students turn there and read the examples.
2. Drill these expressions by asking questions in Tamazight like "Do they speak about money every day?" The students should respond using a preposition plus pronoun. They can answer positively or negatively, but they must use a full sentence. Have the students ask each other these types of questions. You can use a set of noun cards. The student should draw a card and ask the above question "Do they speak about _____ every day?" Another student should answer.
3. Continue the drills using different prepositions. For ideas refer to the bottom of page 65 of the *Student Book*.

C. Moveable direction particles

Continue with moveable direction particles. Pages 37 to 50 of the *Student Book* give the different conjugations for a number of verbs using direction particles, so it's not necessary to do a lot of these.

1. Give some examples. Use the examples on page 66 of the *Student Book*. Have the students turn there and read the examples.
2. Drill these expressions by asking questions in Tamazight like "What does he bring you every day?" The students should respond using an appropriate noun. They can answer positively or negatively, but they must use a full sentence. Have the students ask each other these types of questions. You can use a set of noun cards. The student should draw a card and ask the above question "What does he bring you every day?" Another student should answer using the noun on the card.
3. Continue the drills using different verbs. For ideas refer to page 66 of the *Student Book*.

I. Any new information?

II. Adjectives

Note to the teacher:

This lesson begins a series of three lessons that will cover adjectives. In Tamazight adjectives appear in three different forms:

A. **Regular adjectives:** These are adjectives which come after the noun they qualify, and they must agree in gender and number with that noun. These adjectives can also be used with the verb "to be" (*كُنْ*) and "to become" (*أَغُول*). So far in the course these are the main types of adjectives we've used. However, they are not the most common type. They are called regular, not because they are the most common, but because they have a regular, predictable form: masculine singular, feminine singular, masculine plural, and feminine plural. We covered this type in lesson 9 of *Abrid 1* concerning plurals of ethnicities and nationalities.

B. **Adjectives as verbs:** These are the most common types of adjectives in Tamazight. These adjectives are verbs and are conjugated as verbs. There is no need to add the verb "to be" because that is already included in the meaning of the verb. This idea is strange to English speakers.

C. **Adjectives as participles:** The adjectives that are verbs and are conjugated as such also have a participial form. These participles can act as adjectives. The participle has a singular and plural form (although some regions use only the singular form and never the plural form), but these forms do not vary with gender. These adjectives come after the noun they modify and must agree in number (but not gender) with that noun.

Beginning of the lesson:

A. Regular adjectives

1. Begin the lesson by just mentioning that there are three different forms adjectives can take. **Don't explain the three forms right away.** This can be confusing. You will lead the students step by step to learn the three different types. Just begin with the first one, regular adjectives. Say that these are adjectives which come after the noun they qualify, and they must agree in gender and number with that noun. Thus, these adjectives have four forms: masculine singular, feminine singular, masculine plural, and feminine plural. Mention that we've already gone over this type of adjective. Write an example on the board from page 67 of the *Student Book*, the page entitled "Adjectives." Start with the masculine singular of the

word "Berber." Ask the students to give the other forms. Then ask the students how to say "a Berber house." Go over all the other examples on page 67 in this way. Then have the students look at page 67.

2. Next mention that these types of adjectives can also be used with the verb "to be" **شئ** and "to become" **أَغُول**. Give the first example on the top of page 68 of the *Student Book*. Then ask the students how to say the other examples there.

3. Drills

a. Put out a number of noun cards, and have the students describe the nouns with colors and the words "big," "small," "new," and "old." They can make either phrases ("a big house") or full sentences ("It is a big house." or "The car is new.").

b. Put face down on the table a group of cards with the following English sentences on them. The students must draw a card and make the appropriate sentence in Tamazight.

"There are small girls in the small house next to the small field."

"There are big girls in the big house next to the big road."

"I saw two new cars next to a new house in a new neighborhood."

"Big fish eat small fish, and big people eat small people."

"The old books are in the old houses next to the old school."

Use any other sentences of this type to drill the adjectives.

4. Then have the students turn to the top of page 68 of the *Student Book*. Have a student read out loud this paragraph on page 68:

"These adjectives are called regular because they follow a regular, predictable pattern of forming the masculine and feminine, and the singular and plural. However, the word regular does not mean the most common. In fact, **this type of adjective is the least common in Tamazight**. It's only by usage that the student will learn what adjectives act in this regular way. Although English speakers think of adjectives in this "regular" way, especially being used with the verb "to be," this is not how most adjectives are done in Tamazight."

B. Adjectives as verbs

1. Then go on to the second type of adjective: adjectives as verbs. (Have the students close their books for the moment, so that they don't look at the verb conjugations.) Explain that these are the most common types of adjectives in Tamazight. These adjectives are verbs and are conjugated as verbs. There is no need to add the verb "to be" because that is already included in the meaning of the verb.

2. Give an example on the board: the simple imperative verb **خَو** means "be bad." Ask the students how to conjugate it. Write the full conjugation on the board. Ask the students to translate the meaning of each word into English: "I am bad.," "You are bad.," etc. Then do the same with the simple imperative verb **شَو** ("be sharp" or "be smart"). After this have the students look at the bottom of page 68 of the *Student Book*.

3. Drills

a. Make a list on the board of five to ten adjective verbs that the students already know. Have the students give them to you. If the students can't think of many, add a few of your own so that there are at least five verbs on the board. These may include:

غودا خَو شَو مَزِي خاتَر

Then show different pictures of people (a man or a boy, a woman or a girl, two or more men or boys, two or more women or girls). Ask the students to describe them using the words listed on the board. The descriptions don't have to be true, just as long as the students use the words in the correct conjugations. The students can use the negative as well: "He is not bad." Have the students also directly address the pictures, that is, speak to them in the second person: "You are" The students can then ask each other "Am I ...?" "Are we ...?"

b. If there is time, use two or three of these adjectives together to review "sentence connection" (from lesson 18 of *Abrid 2*). Ask the students how to say "He is big." Write **إِخَا**. Ask how to say "He is bad." Write **إِخَاتَر**. Ask how to say "He is smart." Write **إِشَوَا**. Now ask the students how to say "He is big and he is bad and he is smart." or "He's big, bad, and smart." See if anyone remembers about sentence connection. If not, remind them that sentence connection applies here. The sentence would be:

إِخَاتَر. إِخَو. إِشَوَا.

Ask the students how to say the following sentences, being sure that they follow the rules of sentence connection:

"He is bad, big, and smart."

"He is smart, small, and bad."

"He is big, good, and smart."

"He is smart, good, and small."

III. Homework

Have the students read pages 70, 71, and 72 of the *Student Book* for homework.

IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time during lesson 14. This material consists of a text about transportation. The text doesn't concern adjectives but is simply a chance to work on listening and vocabulary. The text, along with questions on the text and a vocabulary list, are on tape.

⊙ Lesson #15 †

I. Any new information?

II. Continue adjectives

Continue the lesson on adjectives using pages 70, 71, and 72 of the *Student Book*.

A. The top of page 70 contains words for various spices. You may want to cover this with the students just at the beginning. It doesn't relate to adjectives but contains useful vocabulary.

It's important to make a few comments to the students about the words for spices.

1. There can be regional variations for how the words are pronounced. For example, some say لِبْزَار and others لَبْزَار. Some say سَكِنْشَبِير and others سَكِنْجَبِير.
2. Some regions use the "Arabic" word and others a more uniquely Tamazight word. The very same region that uses certain "Arabic" words may criticize another word as "Arabic" and will insist that the "Tamazight" word is better. The fact is that each region uses certain Arabic words that they accept as Tamazight and at the same time rejects certain Arabic words in favor of more uniquely Tamazight words. These Arabic words that are accepted or rejected vary by region. It is important for the students to adjust to the people who are around them.

For example, the word listed for "garlic" on page 70 is تَوما, from the Arabic. Another word, more uniquely Tamazight, is تِسْكَرْت. Yet, some regions don't know or use تِسْكَرْت, and others regions who do use تِسْكَرْت will criticize تَوما as being "Arabic." But it does no good trying to use the word تِسْكَرْت in a place where everyone uses the word تَوما.

3. The *Peace Corps* course, from which this spice list was adapted, was originally written with a general (although not exclusive) vocabulary and grammar from the southern dialects of Middle Atlas Tamazight. The list that appears on page 70 of the *Student Book* was adapted to what someone in the northern dialect of El Hajeb says. There are a few words, however, that the person from El Hajeb didn't know but that people from Tineghir (in the South) did know: لَقْرَنْفَل and لَقْرَقَوْم. One word neither group knew: لَحْلَحَال.

4. Sometimes women know these words better than men, since women do most of the cooking.

B. Review regular adjectives

Ask the students to explain regular adjectives and give some examples. Have them use the verbs *أَغُول* and *ثِي* with regular adjectives.

C Continue with adjectives as verbs

Ask the students how to say "Today is hot." They may give various correct answers. Make sure, however, that *إِحْمَا وَاسَّا* is covered.

Then use page 72 of the *Student Book* to go over adjectives as verbs. Try to cover every verb. Ask the students to come up with sentences using the verbs. Be sure to vary person and number. Be sure that the students use the dependent form when a noun is the subject of the sentence. When the students come up with certain sentences, here's where you need to be creative. When appropriate, think of questions to ask about that sentence, using the same verb. Also, you can give the students some of your own sentences, especially using very common, every day contexts in which the verb would be used. This should take the whole class. Encourage the students that they have just learned 52 verbs!

III. Workbook (optional)

The *Workbook* has two sets of review exercises dealing with verbal adjectives. One exercise involves giving opposites, and the other is a Tamazight proverb.

: Lesson #16 V

I. Any new information?

II. Continue adjectives

A. Continue adjectives as verbs

1. Have the students turn to page 73 of the *Student Book*. Explain that the page is a listing of 28 different verbs in their simple imperative and continuous imperative forms. Tell the students that the point of this lesson is NOT to go over every verb here. That would take too long and be too tedious. The students should, outside of class, compare this list with the list of the third masculine singular forms on page 72. All the words (except for the verbs of color) on page 73 are listed on page 72, but not vice versa.

2. Tell the students to note stem changes that occur between the simple imperative and the third masculine singular. Point out four or five verbs so that students can see this. Use "be warm," "be straight," "be heavy," "be long," and "be short." Write the following three headings on the board. Then ask the students what the simple imperative is for "be warm." Have them look it up on page 73. Write it down. Then ask the students what the third masculine singular is. Have them look it up on page 72. Write it down. Ask the students if the verb is regular or irregular. Ask them if there is a stem change. (Point out the details of the change if there is one. Maybe there is an added *shedda*, or an additional vowel, or a dropped vowel, or a consonant change.) Then ask for the third masculine singular of the future tense of "be warm." If the students hesitate, ask them to give the rule for forming the future: **أَد** plus simple imperative plus regular conjugation prefixes and suffixes. Then use the same procedure for the other four verbs. Your final list should look like this:

third masc. sing. future	third masculine singular	simple imperative
أَدِيرْغ	إِرْغَا	رَغْ
أَدِيمْنُو	إِمْنَا	مْنُو
أَذْيِرْئِي	إِرْئَايْ	رْئِي
أَدِغْزَيْفْ	إِغْزَيْفْ	غْزَيْفْ
أَدِشْطُظِينْ	إِشْطُظِينْ	شْطُظِينْ

This exercise illustrates a technique that the students can use to learn the simple imperative of verbs. For new verbs that students learn from people in conversation it is often difficult to get the simple imperative. You can't ask someone "What is the simple imperative?" Most

people don't know the term or what you are talking about. Many verbs don't make much sense in the imperative: "be heavy" is not a phrase that would normally be said. But third person sentences and descriptions are often said. Thus, if you can ask a person "How do you say 'He is heavy.'?", you can obtain the third masculine singular past form. Then, if you ask a person "How do you say 'He will be heavy.'?", you will have the third masculine singular future. From that future, you can obtain the simple imperative. You simply work the rule backwards: take off the "ad" and the regular conjugation prefixes and suffixes. What's left is the simple imperative. For example, "It will be heavy." is أَذْ يِزِّي . Removing the "ad" leaves يِزِّي . The regular conjugation prefix for the third masculine singular is اِ (or يِ when written before a vowel). Thus, removing the يِ leaves زِي (or اِزِي), which is the simple imperative. Ask the students to do this same procedure with another verb.

3. Concerning page 73, tell the students that there can be regional variations regarding the continuous imperative form (and sometimes the simple imperative and sometimes even whether the verb is conjugated in a regular or irregular fashion). These are all valid forms on page 73 and have been verified with people, but some regions may have other ways of saying the words.

4. Tell the students that it is quite difficult to learn all these forms at once. Students, on their own time outside of class, should take just a few verbs at a time and work on them in the context of sentences. It is especially in the context of useful sentences that the students will begin to remember the different forms.

5. Tell the students also that, although in theory they should learn all four pillars of the verb, sometimes it isn't practical or possible to learn the continuous imperative. This should not hinder them from using what they do know of the verb in sentences. The students may be able to use a verb very well without knowing the continuous imperative, since some verbs aren't used that often in the present continuous tense. This is especially true of adjective verbs.

B. Adjectives as participles

Go on to the third type of adjective: adjectives as participles. Explain that the adjectives that are verbs and are conjugated as such also have a participial form. These participles can act as adjectives.

1. The participle has a singular and plural form (although some regions use only the singular form and never the plural form), but these forms do not vary with gender. These adjectives come after the noun they modify and must agree in number (but not gender) with that noun.

2. The explanation will be confusing to students, so follow up right away with some examples. Start with just the singular participle first. First, write down the following two headings on the board:

Singular participle form en or n + 3 rd masc. sing.	Adjective as a verb
-------------------------------------------------------------------	---------------------

Then write down the third masculine singular of an adjective verb. Use the verb **إِزُوا** "it is dry." Explain that the singular participle form is made by using the third masculine singular form and adding **ن** "n" (if the word ends with a vowel) or **نَ** "en" (if the word ends with a consonant) to the end. Thus, ask the students what the singular participle form of **إِزُوا** would be. Write it down: **إِزْوَان**. Thus, the board should look like this:

Singular participle form en or n + 3 rd masc. sing.	Adjective as a verb
-------------------------------------------------------------------	---------------------

إِزْوَان	إِزُوا
----------	--------

Do the same for the verbs **إِغُودَا**, **إِمَسَّوَسَ**, and **إِزِيلَ**. Then use the verb **إِحْمَا**. Ask the students for the participle form. The board should look like this:

Singular participle form en or n + 3 rd masc. sing.	Adjective as a verb
-------------------------------------------------------------------	---------------------

إِزْوَان	إِزُوا
إِغُودَان	إِغُودَا
إِمَسَّوَسَن	إِمَسَّوَسَ
إِزِيلَن	إِزِيلَ
إِحْمَان	إِحْمَا

Note for the word **إِزِيلَن** that some dialects assimilate the final **ن** into the **ل** to form **إِزِيلَ**.

Then ask the students how to say "The bread is hot." Write this down. Then show the students how to say "hot bread," using the participle. Do the same for "The soup is hot." and "hot soup." Note that the participle doesn't vary for the feminine. Do the same for "The meat is cooked." and "cooked meat." Keep the above list on the board, but under it the board should look like this:

hot bread	أَغْرُومَ إِحْمَانَ	The bread is hot.	إِحْمَا أَغْرُومَ.
hot soup	تَحْرِيرَتِ إِحْمَانَ	The soup is hot.	تَحْمَا تَحْرِيرَتِ.
cooked meat	أَكْسُومَ إِنْوَانَ	The meat is cooked.	إِنْوَا أَكْسُومَ.

3. Once you've done this, go on to the plural participle form. Add a heading to the columns you've already written on the board:

Plural participle form
in + 3rd masc. pl.

Use the same above procedure as in part 2, but start out with the third masculine plural زَوَانٍ "they (m.) are dry." Explain that the plural participle form is made by using the third masculine plural form and adding ين "in" to the end. Ask the students what the plural participle form would be. Write it down: زَوَانِينَ "zwanin." Use all the same verbs in the above paragraph to give other illustrations. The top part of the board should look like this:

Plural participle form in + 3 rd masc. pl.	Singular participle form en or n + 3 rd masc. sing.	Adjective as a verb
زَوَانِينَ	إِزْوَانِ	إِزْوَا
غُودَانِينَ	إِغُودَانِ	إِغُودَا
مَسَّوَسْنِينَ	إِمَسَّوَسْنِ	إِمَسَّوَسْ
رُيْلَنِينَ	إِرُيْلَنِ	إِرُيْلِ
حُمَانِينَ	إِحْمَانِ	إِحْمَا

Note for the word رُيْلَنِينَ that some dialects رُيْلِينَ.

Then ask the students how to say "The water is boiling." Write this down. Then show the students how to say "boiling water," using the participle. Do the same for "The days are long" and "long days." Do the same for "The houses are expensive" and "expensive houses." Note that the participle doesn't vary for the feminine. The bottom part of the board should look like this:

hot bread	أَغْرُومَ إِحْمَانَ	The bread is hot.	إِحْمَا أَغْرُومَ.
hot soup	تَحْرِيرَتِ إِحْمَانَ	The soup is hot.	تَحْمَا تَحْرِيرَتِ.
cooked meat	أَكْسُومَ إِنْوَانَ	The meat is cooked.	إِنْوَا أَكْسُومَ.
boiling water	أَمَانَ نَوَانِينَ	The water is boiling.	نَوَانَ وَأَمَانَ.

long days غَزَّ يَفْنَانِ وَسَّانَ The days are long. غَزَّ يَفْنَانِ وَوَسَّانَ
expensive houses تَدَّرُ وِينِ غَلَانِينِ The houses are expensive. غَلَانْتِ تَدَّرُ وِينِ

4. Once this is done, have the students look at page 69 of the *Student Book*, the page entitled "Adjectives as participles." Also have them look at page 74. Go over the top four sentences on page 74. For each verb on the bottom part of page 74, you give the third masculine singular form, and have the students (without looking) give the singular and plural participle form. If there is time, have them use the words in a sentence or a phrase.

C. Verbs of color

The next area concerns verbs of color. Have the students look at page 75 of the *Student Book*, the page entitled "Verbs of Color." Have a student read out loud the explanation given at the top of the page.

You shouldn't spend too much time on this subject. Use only one color, red, as an example. Use the various examples given on page 75.

Then have the students look at page 76. Students may be curious how to use some other verbs of color in practical sentences. If they ask, give them some examples. However, be sure to stress that although verbs of color exist, the most common uses of colors are not in verbal forms but in the form of regular adjectives.

III. Listening exercise

Do the listening exercise in the supplementary material of the *Workbook* for lesson 16. This exercise is part 1, beginning on page 116. This is not optional. The material deals with adjective verbs and participles. A tape accompanies this material

IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of Tamazight proverbs using participles.

The *Workbook* also has a set of review exercises dealing with verbal adjectives and participles.

|| Lesson #17 X

I. Any new information?

II. Negative imperative

This lesson concerns the negative imperative. Follow the steps below to give a clear presentation of the material.

A. Tell the students that the negative imperative occurs in sentences like:

Don't drink tea.
Don't eat the bread.
Don't sit down here.
Don't go to school today.

B. The important thing to remember with the negative imperative is that the simple imperative isn't used. **Only the continuous imperative form is negated**, even though the negative may just be a one-time action (as in "Don't go to school today."). The context is what determines whether the meaning is "Don't drink the tea (this time)." or "Don't drink tea (ever)."

C. To negate the imperative, the word **أَدُور** is added in front of the imperative.

D. Thus, the structure of the negative imperative is (Write this on the board):

the continuous imperative form + **أَدُور**

E. Some examples

Based on the rule given in part D, ask the students how to say the following sentences. You give the English, and ask the students for the Tamazight. Write each Tamazight sentence on the board.

Don't drink tea.	أَدُور سَا أَتَايْ.
Don't eat the meat.	أَدُور تَتَشَا أَكْسُوم.
Don't sit here.	أَدُور تَغِيْمَا دَا.
Don't go to school today.	أَدُور تَدُو غَر لِيكُول آسَا.

F. Plural forms

To make the plural negative imperative, the same rules apply for forming the plural positive imperative. Ask the students if they can remember the rules. They are:

the singular is the same for masculine and feminine,
the masculine plural adds **ات**, and
the feminine plural adds **يْمَت**.

Remind the students that there are slight variations that occur when words end with vowels. (See lesson 18 of *Abrid 1* on forming imperatives for these variations.) If the students need to review these variations, they should look at pages 78 and 79 from the *Abrid 1 Student Book*, the pages entitled "Simple Imperative Forms."

Give the following examples. Use the sentences you've already written on the board in part E. First, write the three headings on the board, the first heading, "masc. and fem. sing.," over the sentences already on the board. Then ask the students how to make those sentences into masculine plural and feminine plural. Write those down. The board should look like this:

feminine plural	masculine plural	masc. and fem. sing.
أَدُور سَامَت أَتَايْ.	أَدُور سَات أَتَايْ.	أَدُور سَا أَتَايْ.
أَدُور تَتَشَامَت أَكْسُوم.	أَدُور تَتَشَات أَكْسُوم.	أَدُور تَتَشَا أَكْسُوم.
أَدُور تَغِيْمَامَت دَا.	أَدُور تَغِيْمَات دَا.	أَدُور تَغِيْمَا دَا.
أَدُور تَدُوْمَت غَر لِيْكُول أَسَا.	أَدُور تَدُوِيَات غَر لِيْكُول أَسَا.	أَدُور تَدُو غَر لِيْكُول أَسَا.

Have the students look at page 77 of the *Student Book*, the page entitled "The Negative Imperative."

G. Another way to form the negative imperative

Some regions form the negative imperative a bit differently. Instead of using the "bare" continuous imperative, they conjugate it with the various prefixes and suffixes of the regular conjugation endings for the various forms of "you." Write the following examples on the board.

Don't (m. or f. sing.) drink tea.	أَدُور تَسَاد أَتَايْ.
Don't (m.pl.) drink tea.	أَدُور تَسَام أَتَايْ.
Don't (f.pl.) drink tea.	أَدُور تَسَامَت أَتَايْ.

We will not use this way in this course. However, the students should be careful to note which way the people around them form the negative imperative and adjust accordingly.

H. Emphases and nuances to the negative imperative

Other words add different emphases and nuances to the negative imperative.

1. Begin by asking the students how to say "Don't go to the cinema." Write that down twice. Across from the sentences write down the English meanings, noting that the meaning "Don't go now." and "Don't go ever." come from the context. The board should look like this:

Don't go to the cinema [now—from the context].	أَدُور تَدَّو غَر سَيِّنِمَا.
Don't go to the cinema [ever—from the context].	أَدُور تَدَّو غَر سَيِّنِمَا.

(Sentence by sentence you will be building a chart on the board that in the end will look like this:

Don't go to the cinema [now—from the context].	أَدُور تَدَّو غَر سَيِّنِمَا.
Don't go to the cinema [ever—from the context].	أَدُور تَدَّو غَر سَيِّنِمَا.
Never go to the cinema.	أَدُوسَار تَدَّو غَر سَيِّنِمَا.
Don't go to the cinema again/anymore.	أَدُور يَاد تَدَّو غَر سَيِّنِمَا.
Don't go to the cinema again.	أَدُور تَعَاوَاد أَتَدَّود غَر سَيِّنِمَا.
Never go to the cinema again/anymore.	أَدُوسَار يَاد تَدَّو غَر سَيِّنِمَا.
Never go to the cinema again.	(أَدُوسَار تَعَاوَاد أَتَدَّود غَر سَيِّنِمَا.

2. Then show the students how to say "Never go to the cinema." Instead of أَدُور, the word أَدُوسَار is used. Ask the students if they can remember where they've seen the word وسَار before. (It was in lesson 23 of *Abrid 2* on the negation of the future. It means "never" and is used only in future tense, not past tense, sentences. The word is a shortened form of وِرْسَار, which some dialects use. Thus, even with this word the basic "أَدُور" is still present in the negative imperative.)

Never go to the cinema.	أَدُوسَار تَدَّو غَر سَيِّنِمَا.
-------------------------	----------------------------------

On a separate place on the board, write the rule for this construction:

Never [strong] do something.

continuous imperative + اَدُوسَارْ

3. Under the sentence "Never go to the cinema.," show the students how to say "Don't go to the cinema again." The يَادْ can also be translated "anymore."

Don't go to the cinema again/anymore. اَدُورْ يَادْ تَدُو غَر سَيْنِمَا.

On a separate place on the board, write the rule for this construction. You can erase the previous rule once the students have written it down. The important thing is to keep on the board the list of example sentences.

Don't do something again/anymore.

continuous imperative + اَدُورْ يَادْ

4. Under the sentence "Don't go to the cinema again/anymore.," show the students how to say in another form "Don't go to the cinema again." Literally the sentence reads "Don't repeat going to the cinema." The form uses the continuous imperative of the verb "to repeat" or "to do again" plus the two-verbs-together format.

Don't go to the cinema again. اَدُورْ تَعَاوَدْ اَتَدُو غَر سَيْنِمَا.

On a separate place on the board, write the rule for this construction:

Don't do something again.

simple impt. with regular conj.	+	اَدْ	+	تَعَاوَدْ	+	اَدُورْ
affixes for the various "you" forms				the cont. impt. of "to do again"		
<hr style="width: 50%; margin: 0 auto;"/> <p>This is the 2-verbs-together format.</p>						

5. Under the sentence "Don't go to the cinema again.," show the students how to say "Never go to the cinema again." Ask the students first if they can guess how to say it.

Never go to the cinema again/anymore. اَدُوسَارْ يَادْ تَدُو غَر سَيْنِمَا.

On a separate place on the board, write the rule for this construction:

Never [strong] do something again/anymore.

continuous imperative + آدوسار ياد

6. Finally, show the students another way of saying "Never go to the cinema again." This is the same format as the above second way of saying "Don't go to the cinema again."

Never go to the cinema again. آدوسار تعاود آتدود غر سينما.

On a separate place on the board, write the rule for this construction:

Never [strong] do something again.

simple impt. with regular conj.	+	آد	+	آدوسار	+	تعاود
affixes for the various "you" forms						the cont. impt. of
						"to do again"
<hr/>						
This is the 2-verbs-together format.						

7. For those students who know French it might be helpful to mention that the above sentences are the equivalents in French to "*ne pas*" (sentences 1 and 2), "*ne jamais*" (sentence 3), "*ne plus*" (sentences 4 and 5), and "*ne plus jamais*" (sentences 6 and 7).

Have the students look at pages 78 and 79 of the *Student Book*.

I. Drills

1. Have students come up with any negative commands that they can think of.
2. For each command, ask them to transform it in some of the following ways:
 - a. masculine plural, feminine plural
 - b. never...,anymore,ever again, etc. using the forms of part H
 - c. don't do ... again (تعاود)

The students can look at the sentences on the board for help.

3. Use some of your own commands, and have the students transform them in the same ways as number 2 above. You can give the English and have a student say the Tamazight and another student transform the sentence. Or you can say the command directly in Tamazight and have the students transform the sentence.

Some possible sentences to use are:

Don't drink tea, water, soda pop, coffee, etc.

Don't eat meat, chicken, liver, etc.

Don't eat yellow snow.

Don't say anything.

Don't say that word.

Don't be late.

Don't live in Meknes, in the old medina, next to the train station, etc.

Don't put the glass on the table.

Don't laugh at me.

Don't speak Arabic with me.

Don't hit her.

Don't read that book.

Don't listen to him.

Don't turn on the light.

Don't pick up the pen.

Don't go

Don't come here (anymore).

Don't gossip.

Don't talk about people.

Don't do that.

Don't throw up on the carpet.

Don't throw up on the carpet.

Don't work there.

Don't eat at this restaurant.

Don't wash your hands there.

Don't forget this word.

Don't speak with me.

Don't sit there.

Don't ask me.

III. Homework

Have the students do the review exercises for lesson 17 in the *Workbook*. This is not optional. The exercises also refer to how the pronouns move because of the negation words.

IV. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of a dialogue using negative imperatives.

Π Lesson #18 Ψ

I. Any new information?

II. Review the negative imperative

- A. Ask the students to tell you how to form the negative imperative. Have them give an example. Then ask them to transform that sentence into various other negative imperatives (plurals, never do..., never again do..., etc.). Do this for a number of examples.
- B. Do some of the drills of lesson 17 that you didn't have time for.
- C. Go over the homework that was assigned from the *Workbook* for lesson 17.

III. Conversation

Include a time for free conversation. Think of some questions or topics to discuss ahead of time.

IV. Adverbs

- A. Use page 80 of the *Student Book* to introduce adverbs (although don't have the students look at this page until later in the lesson). Begin with the top paragraph:

"The preposition س "s" is added to nouns to obtain adverbs of manner. The literal meaning is "with + the noun" or "by + the noun." Thus , س وول "s wul" literally means "with the heart," that is, "earnestly." At times the "s" sound combines directly with the following consonant. Other times, a short vowel "e" must be added for pronunciation."

Remember that when the preposition س is added to a noun, the noun is in its dependent form.

(س وول) s ul	س وول s wul	=	ول ul	+	س s
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- B. Using the chart on the top of page 80, present the various examples to the students. Write the first word in Tamazight, and say it. Have the students say it. Don't yet tell them

the meaning. See if the students can guess the meaning by the way you use it in a sentence. Give the students a couple of sentences so that they can guess the meaning from the context. (A few sentences are given on pages 81 and 82 of the *Student Book*, pages entitled "Sentences to go with the vocabulary on page 80.") If the students don't get the meaning, you can tell them. Then see if the students can come up with some sample sentences using the adverb. Make sure the students practice saying the adverbs and the sentences. Do the same for all the words on the top chart of page 80.

Say a word about the preposition **بلا** "bla" meaning "without." This preposition has the opposite meaning of **س**. It's not used a lot in adverbs, but you should mention it here because, unlike the **س**, the noun that follows **بلا** is not in the dependent form. (This is an exception, since most prepositions are followed by a noun in its dependent form.) However, if the noun starts with a vowel, Tamazight does not like to have two vowels (the *aliph* of the **بلا** and the vowel of the noun) together. Thus, a "y" sound is added between the two vowels. For example:

(بلا وول or بلا ول not)	بلا يول	=	ول	+	بلا
bla wul	bla yul		ul		bla

C. Then present the words on the bottom of page 80. Use the same procedure as above. These words are very useful, yet they require a context for the students to know how to use them. Your sample sentences will be just what the students need to hear to know how to use the words appropriately. (A few sentences are given on pages 81 and 82.) Again, be sure that the students practice saying the words and the sentences. For each word have the students try to think of their own situations and sentences.

D. After you've gone over all the words and all the sentences on pages 81 and 82, have the students look at those pages.

E. If there is more time, you can present other adverbs that you've thought of in the same manner as you presented the adverbs on page 80.

V. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of a dialogue using adverbs.

The *Workbook* also has a set of review exercises dealing with adverbs.

E Lesson #19 ⵎ

I. Any new information?

II. Additional family terms

This lesson is based on pages 83 to 88 of the *Student Book*, pages entitled "Chapter Eleven (Addendum): Additional Words for Family Relationships." These pages are based on the Tamazight version (still in process) of the book *Teach Yourself Tashelhayt*. In keeping with the style of that book, the words are in phonetics, but the last page of the handout gives the words in Arabic script.

You already covered family terms in *Abrid 2*, lessons 3, 4, and 5. The terms in this lesson, concerning many in-law relationships, are in addition to those terms already learned.

A. The husband's relationship to his wife's family

Since the concepts of in-laws can be a bit complicated to discuss, even in English, write on the board the concrete example of **إِطَو** (the wife) and **إِشَو** (the husband). Draw little stick figures to represent them. Explain first that we will discuss the husband's relationship to his wife's family, that is, what each member of his wife's family is to him. Draw stick figures of Itto's father, mother, a couple brothers, and a couple sisters.

Then use the question in Tamazight:

ماس إِمَس إِغْمَاس ن إِطَو إِشَو؟

The students may not understand this question, so go over it until they do, since you want to use this type of question repeatedly in this lesson. Since the answer to the question is a new word for the students, you will have to give it. Answer in Tamazight:

إِگَا إِغْمَاس ن إِطَو أَضْگَال ن إِشَو.

Write the word **أَضْگَال** in Arabic script on the board. For your answer, the students will wonder why you don't use the word **إِمَس**. Explain that the question has one form and that the answer has another. It's like that in English as well. Question: "How is the brother of Itto related to Iššu?" Answer: "He is his brother-in-law." The question uses the verb "is related to," but the answer just uses the verb "to be."

Ask in Tamazight the question "How is the sister of Itto related to Iššū?" This time the students should be able to guess the answer. Have them use a full sentence. Write the word down.

Do the same now for the brothers of Itto. The students will try to guess, but you will need to write the plural, since it is unpredictable.

Do the same now for the sisters of Itto. Again, the plural is unlikely to be predicted by the students.

Now you've written the four words on the board:

إِضُولَان أَضْكَال
تِضُولِين تَضْكَالْت

Show the students what the dependent forms of the words are. Taifi's dictionary lists them as follows:

إِضُولَان أَضْكَال (u)
تِضُولِين تَضْكَالْت (d)

In the feminine singular the first vowel is dropped, leaving the combination "tḏ." That then becomes "dḏ." It appears from the dictionary that the plural words don't change in the dependent form.

Continue with the question in Tamazight "How is the father of Itto related to Iššū?" Have the students try to guess. If they can't, you give the answer in a complete sentence. Do the same for the mother of Itto. Do the same for the brothers and father of Itto together. Do the same for the sisters and mother of Itto together. Do the same for all of Itto's family together. Then ask the question in Tamazight "How is Iššū related to the parents of Itto?" That is, what do Itto's parents call him? Do the same for the plural sons-in-law of Itto's parents: "How are Itto's sisters' husbands and Iššū related to Itto's parents?" They are all their

إِضُولَان . When you've done this, have the students look at page 83 and the top of page 84 of the *Student Book*. Give them some time to look over it.

B. The wife's relationship to her husband's brothers and sisters

Now draw new stick figures, this time of Iššū's parents, brothers, and sisters. Explain that we will now discuss the wife's relationship to her husband's family, that is, what each member of her husband's family is to her.

Ask in Tamazight "How is the brother of Iššū related to Itto?" You will need to answer, since it is a new word. Write the word in Arabic script on the board. Ask the students now

about the sister of Iṣṣu. Have them answer in a full sentence. Write the word on the board. Now ask about the brothers of Iṣṣu. Write the answer. Then do the sisters of Iṣṣu. Write the answer. Then ask about all the brothers and sisters of Iṣṣu together.

Now you've written the four words on the board:

أَلُوسَن	أَلُوس
تَلُوسِين	تَلُوسْت

(Some dialects for the plurals use إِلُوسَن and تِلُوسِين instead of the initial "a.") Point out that these above words are all "a-constant." Ask the students, then, what their dependent forms are. Add the dependent form letters so that the board looks like this:

أَلُوسَن (wa)	أَلُوس (wa)
تَلُوسِين (ta)	تَلُوسْت (ta)

Have the students look at the bottom of page 84 and the top of page 85 of the *Student Book*.

C. The wife's relationship to her husband's parents

Students may have the question: "What about the parents of Iṣṣu in relation to Itto?" This will allow you to transition to the next group of words. Unlike what happened with أَضْكَال, the words أَلُوس and تَلُوسْت do not refer to the parents of Iṣṣu. Thus, ask in Tamazight "How is the father of Iṣṣu related to Itto?" Give the answer in a full sentence, and write the word in Arabic script. Then ask about the mother of Iṣṣu. The students should be able to guess this. Write down the word. Ask about the father and mother together. The students may know the form. Write it down. Of course, the female plural doesn't make any sense in this context. Write it down for completeness' sake, but explain that it means something only in a non-family context. Explain what all the words mean in a non-family context.

The board should look like this:

إِمْغَارَن	أَمْغَار
تِمْغَارِين	تَمْغَارْت

Add in the letters for the dependent forms. The masculine plural stays the same.

إِمْغَارَن	أَمْغَار (u)
تِمْغَارِين (tm)	تَمْغَارْت (tm)

Once you've done this, have the students look at page 85 of the *Student Book*.

D. How the husband's parents refer to their son's wife

Now ask how the parents of Išš'u refer to Itto. You will need to give the answer and write it down. How do the parents of Išš'u refer to Itto and to the rest of their sons' wives? Write down the plural. Explain what these words mean in a non-family context.

The board will look like this:

تِسْلَاتِين تِسْلِيَت

Now add the letters for the dependent form:

تِسْلَاتِين (ts) تِسْلِيَت (ts)

Once you've done this, have the students look at the top of page 86 of the *Student Book*.

E. On the bottom of page 86 are words for "grandson," "granddaughter," and "grandchildren." However, these words may be specific to the Ayt 'Atta in the southern portion of the Middle Atlas or even to just a portion of the Ayt 'Atta. Thus, for the purpose of this course, we won't use these words. Ask the students if they remember other ways to refer to grandchildren. If not, tell them: مَمِّي ن مَمِّي etc.

Ask the students if they remember how to say "grandfather," "grandmother," "grandfathers," and "grandmothers." The students already learned these in previous lessons. If they can't remember, give them the answers.

Then have the students look at page 87 and page 88, the words in Arabic script.

F. Drills

Drill the various words learned in this lesson.

1. Have the students turn to page 89 in the *Student Book*, the diagram entitled "Family Tree Diagram: In-laws," which depicts an imaginary in-law situation. The students should refer to the people's names on the diagram and ask each other, in Tamazight, how so-and-so relates to so-and-so. Use this to practice as many relationships as the class desires. The students can use the diagram to drill these words with a language helper or to practice by themselves at home.

2. Another drill is for someone to draw a quick family tree diagram of his/her own in-law situation. Have the person put names on the diagram. The other students (or you, the teacher, if there is only one student) can then ask "How does John relate to you?" Or, in the third person, "How does John relate to Sarah?"

3. If you are married, you can draw a quick diagram of your own in-law situation and have the students ask you about it or ask each other about the diagram on the board.

G. If you have more time left, you can review previous family terms, since students will have forgotten many of them. Also, if there are new terms not yet covered by the course, you can introduce those. (Ideas might be words for a co-wife, if a man has two wives, or a step-father, brother, etc., or half-brother, sister, etc.)

III. Sentence connection practice with present continuous tense

A. We've already done sentence connection with the past tense (*Abrid 2*, lesson 18). Now we want to look at sentence connection with the present continuous tense. The rules are much easier than with the past tense. Tell the students the following rule:

When there are a series of sentences with the verbs in the present continuous form, the first verb is in the normal present continuous form, but the rest of the verbs take the form of **the present continuous with the ـَـد (or in some dialects ـَـن) replaced by ـَـل** . (Some regions use ـَـر instead of ـَـل .)

For example:

كوياس ديتتشا أليسا أليخدم أليتدو غر لقهوا.

Every day he eats and he drinks and he works and he goes to the café.

Have the students look at the bottom of page 87 of the *Student Book*.

B. To demonstrate this lesson, do the listening exercise of the supplementary material for lesson 19 in the *Workbook*. This is in part 1 on pages 130 to 131. A tape accompanies the material. This is not optional. Have the students drill these sentences a lot.

IV. Homework

Have the students use the family tree diagram and write five to ten sentences using the in-law vocabulary.

V. Workbook (optional)

The *Workbook* contains a variety of supplementary material that is suitable for use at the end of the lesson. There are three items in this material. First, there is a text about Berbers and Islam. This is in part 2. The text, as well as questions on the text and a vocabulary list, is on tape. Second, there is a Tamazight proverb using in-law vocabulary in part 3. Third, part 4 has two definitions of in-law vocabulary taken from a Tamazight—Tamazight dictionary.

Lesson #20

I. Any new information?

II. Go over the homework

You can go over the students' sentences that they've written in class as a group, or if you need more time in class, you can correct them at home and just hand them back to the students.

III. Compound nouns

This lesson concerns compound nouns. A compound noun is a two-part noun. Each of the compound nouns consists of a headword plus a noun. Tell the students this and that there are three types of compound nouns in Tamazight. Write them on the board:

- A. Nouns of lineage
- B. Nouns of propriety
- C. Nouns of privation

A. Nouns of lineage

1. Start with compound nouns of lineage. Read the following quote (from the *University of Wisconsin* course) or have someone in the class read it (from page 90 of the *Student Book*). Harries writes: "Compound nouns of lineage (closely related to kinship nouns) have the stems [or headwords] followed by the name of a tribal ancestor; or, by extension, to a noun designating a supposed origin of the person the stem refers to." The meaning is "he of," "she of," "those (m.) of," and "those (f.) of."

2. Then write the following words on the board. Students will recognize having done these before.

those (m.) of	(ayt)	أَيْتْ	he of	(u)	أْ
those (f.) of	(ist)	إِسْتْ	she of	(ult)	أُلْتْ

3. Mention that the noun that follows these words is in the dependent form. Ask the students to try to use these in various sentences and contexts. They should be able to come up with a number of uses. Then, use the sentences on pages 90 and 91 of the *Student Book* to complete the various uses. Give the English sentence, and ask if the students can come up with the Tamazight sentence. Or give the Tamazight, and see if the students can translate it into English. Or give the Tamazight, and see if the students can explain the meaning in Tamazight. Have them then try to make a similar sentence.

4. Mention that the number and gender of the compound noun is determined by the headword and not the dependent noun. Thus, **تَدَّارْتْ أَيْتْ** is masculine plural (the **أَيْتْ**) and not feminine singular (the **تَدَّارْتْ**). Thus, in the sentence

Transmit greetings to those of the house **بَلَّغْسَن سَّلَامْ إِيْ أَيْتْ تَدَّارْتْ**.
(i.e., your family).

the indirect object pronoun **أَسْن** is the masculine plural referring to **أَيْتْ** and has nothing to do with the feminine singular word **تَدَّارْتْ** .

5. When you've finished with this, have the students look at page 90 of the *Student Book*.

6. Then go over the middle of page 91, how to form names which relate people to their father (that is, patronyms). These are quite common in Tamazight. This is often how people identify themselves. There is a difference between how male and female patronyms are formed.

The male name uses **أْ** , which is put between the person's first name and the name of his father. For example,

Muhand the son of Hassan	مُحَنْدْ أْ حَسَنْ
(literally: Muhand of Hassan or	
Muhand he of Hassan or	
Muhand the one of Hassan)	

The female name does not use **أْ** . The woman's father's name follows hers directly with nothing in between. The lineage relationship is understood. For example,

Mamma (the daughter of) Idir	مَمَّا إِيدِرْ
------------------------------	-----------------------

(Students may need to know that Mamma is a form of Fatima.)

B. Nouns of propriety

1. Next, cover compound nouns of propriety. Read the following quote (from the *University of Wisconsin* course) or have someone in the class read it (from the bottom of page 91 of the *Student Book*). Harries writes: "Compound nouns of propriety are formed with a stem [headword] ... plus a noun designating some attribute, property, or activity of the referent. Plurals are formed by a preceding 'id.' " Certain regions don't use "id" for the plurals and instead use "ayt" and "ist."

2. Then write the following words on the board:

(ayt) آيت or (id bu) إد بو (bu) بو
(ist) إست or (id mm) إد م (mm) م

3. Give some example sentences and phrases from the top of page 92 of the *Student Book*. Give the Tamazight, and see if the students can translate it into English. Or give the Tamazight, and see if the students can explain the meaning in Tamazight. Have them then try to make a similar sentence. The noun that follows the headword is in the dependent form. Relate the words, when appropriate, to the Moroccan words مول, مولات, and موالين. See if students can use some of the phrases you give in a sentence. Help them, if needed.

4. Mention also that in the plural the noun that follows the headword is usually plural. Thus, to speak of the shop owners, that is, each man who has his own shop, the word for shop is in the plural. Give some examples:

shop owners إِد بو تَحونا or آيت تَحونا
taxi drivers/owners إِد بو طَاكُسيات or آيت طَاكُسيات

5. Mention that, as with the compound nouns of lineage, the number and gender of the compound noun is determined by the headword and not the dependent noun.

6. When you've done this, have the students look at pages 91 and 92 of the *Student Book*.

7. There is a second way to form compound nouns of propriety. Read the following quote (from the *University of Wisconsin* course) or have someone in the class read it (from the middle of page 92 of the *Student Book*). "Similar to 'bu' and 'mm' in meaning are the nouns 'bab' (m.) and 'lal' (f.), which combine with a genitive phrase to form proprietary nouns."

8. Then write the words on the board:

(id bab n) إِد باب ن (bab n) باب ن
(id lal n) إِد لال ن (lal n) لال ن

9. In this case, the headword has the genitive ن "n" ("of") following it. Words that follow ن are always in the dependent form. Give some examples, using the examples on the bottom of page 92 and the top of page 93 of the *Student Book*. Give the Tamazight, and see if the students can translate it into English. Or give the Tamazight, and see if the students can explain the meaning in Tamazight. Have them then try to make a similar sentence.

10. Also explain that at times the meaning of **بو** and **باب** overlap; yet, there are differences. The word **بو** is descriptive and can go with something that is a part of the person, something that characterizes or describes the person or his personality. However, the word **باب** refers strictly to ownership and can only be used with nouns that can be owned. Thus, one cannot say: **باب ن أضرار** or **باب ن تمارت**.

11. Have the students look at pages 92 and 93 of the *Student Book*.

C. Nouns of privation

1. Then go on to compound nouns of privation. These are the opposite of the propriety nouns in meaning.

2. Write the words on the board:

(id war)	إد وار	(war)	وار
(id tar)	إد تار	(tar)	تار

3. Give examples using the phrases on page 93 of the *Student Book*. Give the Tamazight, and see if the students can translate it into English. Or give the Tamazight, and see if the students can explain the meaning in Tamazight. Use some of these phrases in sentences. Have the students then try to make a similar sentence. **Note, however, that in this case the noun is NOT in the dependent form.**

4. As is the case with all the compound nouns, the number and gender of the compound noun is determined by the headword and not the noun that follows the headword.

5. Have the students look at page 93 of the *Student Book*.

IV. Workbook (optional)

The *Workbook* contains a variety of supplementary material that is suitable for use at the end of the lesson. There are three items in this material. First, there is a dialogue using compound nouns. This is in part 1. Second, there is a definition of a compound noun headword taken from a Tamazight—Tamazight dictionary. This is in part 2. Finally, part 3 consists of a number of Tamazight proverbs using compound nouns.

The *Workbook* also has a set of review exercises dealing with compound nouns.

• Lesson #21 ①

I. Any new information?

II. Reading a text

A. For this lesson, go over the birth announcement of the Prince Moulay Hassan. Have the students turn to page 94 of the *Student Book*, the page with the announcement in Tamazight. Then see what the students can decipher themselves. You may have to help them with the phonetic system here. The "c" is the ش. The Greek "γ" is the غ. The "x" is the خ. The "ε" is the ع. If the students can't get certain words, and you know that they know them, give them hints and lead them along until they discover the meaning themselves. Work on any new vocabulary words. After the students get the meaning, practice reading the announcement.

B. Although the goal of this course is not to learn Tifinagh, since the announcement is printed in both scripts, have the students try to figure out the meaning of some of the Tifinagh alphabet. Have them write a few words. Remember that Tifinagh goes from left to right like the Latin script. Refer the students to page 95 of the *Student Book*, a copy of the official Tifinagh alphabet that IRCAM (L'Institut Royal de la Culture Amazighe) has decided to use as its standard in Morocco. Students who would like to obtain the computer files in order to add the Tamazight Tifinagh keyboard to their computer can obtain these easily and free by sending an e-mail to IRCAM at ceisic@ircam.ma or by sending an e-mail to the French association Tamayurt at tamayurt@yahoo.fr. The ad for these files, which appeared in many newspapers, reads as follows (translated from the French): "...the files for the Amazigh keyboard configurations for Windows 2000 and XP, as well as for Windows 95 and 98, can be obtained simply by asking for them by e-mail." Refer the students to a copy of the ads on page 96 of the *Student Book*.

I've also included for you on page 102 of this *Teacher's Manual* a copy of IRCAM's Tifinagh alphabet downloaded from the website www.amezyan.com. One item to note is the title: "Learn the Writing of Tamazight." How it would appear in Arabic script is

رَمَد تِرَا ن تَمَازِغْت. The person who put this together, from what I could tell from the website, is Rifi. Thus, there are some pronunciation differences. Often the Rifis use a ر where people in the Middle Atlas use a ل. Thus, we learned the verb for "to learn" as لَمَد. Two other items seem to be slight mistakes. The word for "writing" has a *shedda*: تِرا, which would be represented in Tifinagh by writing the letter two times.

Also, after the ن, the noun is in its dependent form, which means the first "a" vowel would be dropped: تَمَازِغْت. Thus, the title should more accurately be in Middle Atlas

Tamazight: ⵎⴰⵣⵉⵔ ⵜⴰⵎⴰⵣⵉⵔⵜ ⵉⵎⴰⵣⵉⵔⵜ.

III. Text, poem, or song


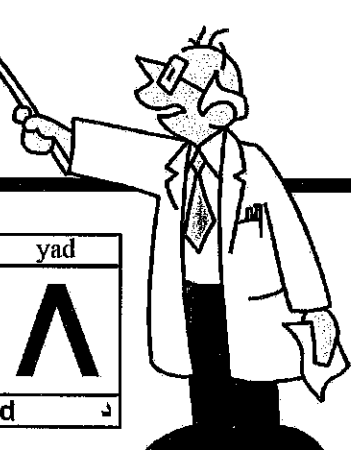
Although this will take some preparation on the part of the teacher, find a short poem or song or proverb in Tamazight to do with the students. The students will need the words typed or written out by hand. The point of this and the above exercise is to give the students a chance to use what they know to start to read a short text. A possible source of some texts is items in the many Tamazight newspapers here in Morocco. (Be sure the text is Middle Atlas Tamazight, since many of the newspapers mix up the various Berber languages.) Remember that the text must be short and should contain a number of words that the students already know.

























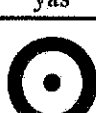
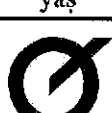
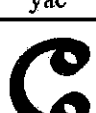
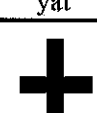
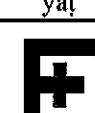

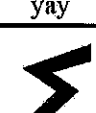


IV. Homework


The students could do a project like writing a birth announcement for one of their own children or for an imaginary family.

V. Workbook (optional)


The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of a text about poets and singers. The text, along with questions on the text and a vocabulary list, is on tape.


ⵢⵓⵔⵉⵎ ⵙⵉⵎⵓⵔ ⵙⵉⵎⵓⵔ ⵙⵉⵎⵓⵔ ⵙⵉⵎⵓⵔ ⵙⵉⵎⵓⵔ


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I. Any new information?

II. Derived verb forms¹

A. Introduction

1. Define "derived verbs" for the students: They are verbs "formed from other verbs by adding" certain prefixes. The idea is similar to modern standard Arabic, whose derived forms II through IX are based on form I, that is, the root consonants of the word. Unlike Arabic, the Tamazight forms are not as numerous or as complicated. In Taifi's dictionary these derived forms are listed under the root letters of the base form of the verb to which the prefixes are added. This follows the exact same procedure as Arabic-English dictionaries.

2. Tell the students that there are three types of derived verb forms:

- a. Causative
- b. Reciprocal
- c. Passive

The next three lessons will cover each of these forms. Don't explain the forms or meanings yet. These explanations will come in their proper time.

3. The form (and sometimes the meaning) of the derived forms cannot always be predicted from the base verb. Thus, the students should learn each of these derived verbs as if it were a new verb. This means learning its simple imperative, continuous imperative, third masculine singular past form, and third masculine singular negative past form.

The point of learning about the derived verb forms is **not to be able to predict the forms in advance from the base verb**. Although that can be done sometimes, the value of the lesson is for the students to recognize the form when they come across it. **This lesson, then, is not for prediction but for recognition.** Tell the students that, in fact, they've already learned certain derived verb forms and didn't even know it. It's not necessary to know about derived verbs in order to use them; however, the lesson will deepen the students' understanding of Tamazight and help them consolidate what they learn and remember it better.

4. "The base to which the derivational prefix is added may be a basic verb or it may itself be a derived verb." Thus, for example, the reciprocal form may be formed by adding a prefix to the causative form.

¹ Quotes in this lesson are from the *Tamazight Basic Course* by Jeanette Harries, University of Wisconsin, 1974, pp. 195-196.

5. "Not all verbs can serve as bases for all three kinds of" derived verbs; therefore, the dictionary "indicates derived forms known to occur." However, these forms in the dictionary must be verified with the group of native speakers with whom the students have contact. As in all areas of Tamazight, regional variation also applies to what derived verb forms are used and to how the verbs are formed. Different vowels within the word may be used in different regions.

6. Have the students turn to page 97 of the *Student Book*, the page entitled "Derived Verb Forms." Give them a few minutes to read the page.

B. The causative form

1. Tell the students that this is the form meaning to cause someone to do something, to make someone do something. It takes a verb like "to eat" and makes it into "to feed someone" or a verb like "to sit" and makes it into "to seat someone." Thus, with this type of verb, there is always a direct object. Something is done to someone or something.

2. The corresponding form in Moroccan Arabic is formed by adding a *shedda* to the middle consonant. Some examples are:

(to give a drink to someone)	شَرَّبَ	(to drink)	شَرَبَ
(to seat someone)	كَلَّسَ	(to sit)	كَلَسَ
(to put someone to sleep or to bed)	نَعَّسَ	(to sleep)	نَعَسَ
(to feed someone)	وَكَّلَ	(to eat)	كول
(to make someone laugh)	ضَحَّكَ	(to laugh)	ضَحَكَ

3. The form in Tamazight is done by adding the prefix س "ss" or س "s" to the base verb. Go over with the students the following numerous examples in Tamazight of these types of verbs. When you write the verb on the board, list it in this order: the simple imperative, the continuous imperative, the third masculine singular past form, and the negative third masculine singular past form. Tell the students that these forms that you will write have all been verified with people, although there are regional variations. So don't be surprised if a native speaker somewhere says "No, it's not like that. We say _____." He or she will likely give a similar word but with different vowels and differing as to whether or not there is a *shedda* on the س.

4. Use pages 98 through 100 of the *Student Book* as example sentences. Don't have the students turn to these pages yet. Say the sentence in Tamazight, and see if the students can figure out the meaning. If they can't (or even if they can), write the sentence on the board. See if they can figure out the meaning now. Try to help guide them to discover the meaning. Ask them what the base verb is from which the derived form comes. Some are easy; others

that might not be clear are explained in the *Student Book*. Use those explanations. Once the students know the meaning, write the four pillars of the verb on the board. However, before you do that, ask the students if they can guess the simple imperative and the third masculine singular from the sentence you've given them. Let them use their minds and think through the rules. Once you've written the four pillars, ask if the verb is regular or irregular. See if the students can use the word in a sentence.

Follow this procedure for every verb, up to and including letter L.

When you've finished, have the students look at pages 98 to 100.

5. Now go over a pronunciation variation that exists. Tell the students that, as mentioned above, the prefix added to form the causative is سّ "ss" or س "s." However, often when the verb contains a ز "z" or a ژ "z̤" or a ج "j," the added سّ "ss" / س "s" becomes, respectively, زّ "zz" / ز "z" or ژّ "z̤z̤" / ژ "z̤" or جّ "jj" / ج "j."

Go over examples M and N from page 101 of the *Student Book* in the same manner that you covered the previous examples.

When you've finished, have the students look at page 101.

III. Conversation Time

Include a time for free conversation. Think of some questions or topics to discuss ahead of time.

IV. Homework

A. Have the students write a short paragraph using a number of the verbs they've learned in this lesson.

B. Have the students look up the following words in Taifi's dictionary:

زَنْزَر جَوَّجِي سَغَر سَيَّغ سَفَّهَم

They should tell you what page the verb is found on. It can be tricky looking up derived verbs. When you go over the homework next lesson, you may have to guide the students through the process of finding some of the verbs. For the students' own benefit, they should also look at the example sentences in the dictionary and the base verb and any other related verbs.

V. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of two dialogues (parts 1 and 2) containing causative verbs. Part 3 consists of a number of Tamazight proverbs using causative verbs.

I. Any new information?

II. Go over the homework

A. You can go over the students' paragraphs that they've written in class as a group, or if you need more time in class, you can correct them at home and just hand them back to the students.

If you go over them in class, one way to do that is to have a student read his/her paragraph. The other students should pay attention in order to understand the paragraph. After the student reads the paragraph, see if the other students have understood. Have them explain (in Tamazight) the paragraph. Have them ask the student questions in Tamazight about the paragraph. Once the students understand, have the first student read the paragraph again. This time, the students should pay attention to any mistakes and try to correct them. You, also, should note certain mistakes and correct them. However, don't just correct them. Point out the mistake, and see if the students realize what is wrong and what the correction is. If they don't, then you give the correction. This can take a lot of time, but it can also be very beneficial. You must decide what is best for the rhythm of the class. This type of exercise is a good way to break up detailed grammar lessons.

B. Ask the students on what page they found the five verbs they looked up.

Answers:

سَفْهَم
page 107

سَيِّغ
page 177

سَغَر
page 199

جَوَّجِي
page 319

زَنْز
page 512

See if the students had any trouble finding the verbs. If some students weren't successful, why not? What did they try to look up? Have a student who succeeded explain what he/she did to find the word. If no one succeeded, guide them through the various logical steps to find the word. For example, for the word زَنْز, one would probably first look up "znz." If there's nothing there, try "znẓ" and "znz," since there are two types of z's. Then one could suspect that the initial "z" is a causative prefix, so try "nz." With the word جَوَّجِي, one would probably try first "ž," since that is the only consonant in the word. If there's nothing there, try "žw" or "žy," assuming that one of the vowels is treated like a consonant.

III. Derived verb forms continued: the reciprocal form

A. Tell the students that this is the form meaning to do something to each other, to do something to one another. This corresponds to *les verbes réciproques* in French like *s'aimer* (to love each other), *se parler* (to speak with each other), *s'entendre* (to get along with each other), etc. It takes a verb like "to greet" and makes it into "to greet each other" or a verb like "to ask" and makes it into "to ask each other." Thus, with this type of verb, there must always be a **plural or multiple subject**.

B. For those who are interested, the corresponding form in modern standard Arabic is verb form number VI, which adds a ت to the front of the root and an *aliph* after the first root consonant. Some examples of this form in Moroccan Arabic are:

(to help each other)	تَعَاوَنَ	(to help)	عَاوَنَ
(to disagree)	تَخَالَفَ	(to contradict, to cross)	خَالَفَ
(to quarrel)	تَخَاصَمَ	(to have a quarrel with)	خَاصَمَ
(to love each other)	تَحَابَّ	(to love)	حَبَّ

C. The form in Tamazight is done by adding the prefix م "m" to the base verb or to a causative form. There is often an internal vowel change that occurs as well. These, however, cannot always be predicted. It is important to stress again that the point of learning about the derived verb forms is **not to be able to predict the forms in advance from the base verb**. Although that can be done sometimes, the value of the lesson is for the students to recognize the form when they come across it.

D. Give an example of a reciprocal verb by starting with letter A on page 102 of the *Student Book*. Don't have the students turn there yet.

1. Start by saying and then writing each of the following three sentences on the board:

Bassou greeted Iššou. إِسْلَمَ بَسَّوْ خَفَ إِشَّوْ.
 Iššou greeted Bassou. إِسْلَمَ إِشَّوْ خَفَ بَسَّوْ.
 They greeted each other. مَسَلَّامَن.

2. Have the students repeat the sentences. Then ask what they think the third masculine singular form of the reciprocal verb is and what they think the simple imperative is. Write the four pillars of the verb on the board.

3. Then take time to explain the rules for conjugating a verb with a multiple subject. Have the students look at page 102 of the *Student Book* and have someone read the following paragraph from that page:

"If the subject is a multiple subject (like Bassou and Iššou or like Mamma and Bassou) and the subject comes after the verb, it is the first one in the group that determines the conjugation (person and number) of the verb. In normal Tamazight word order, the subject comes after the verb. If the multiple subject comes before the verb (like for emphasis), then the verb is automatically plural and the group determines whether the verb is masculine or feminine. These rules are just like Moroccan Arabic on this point."

4. To illustrate these rules, write the following sentences on the board, one by one. Start with the first sentence. Show how it is the name Bassou which determines the verb conjugation. For the second sentence, you write the subject and put a blank for where the verb is, and have the students give you the verb conjugation. Do the same for each sentence until you've finished.

إْمْسَلَّام بَسَّو د إِشَّو.
 تَمْسَلَّام مَمَّا د بَسَّو.
 تَمْسَلَّام مَمَّا د عِشَّة.
 بَسَّو د إِشَّو مَسَلَّامَن.
 بَسَّو د إِشَّو أَيِّ مَسَلَّامَن.
 مَمَّا د بَسَّو مَسَلَّامَن.
 مَمَّا د عِشَّة مَسَلَّامَنَّت.

5. Then conjugate the verb in its past form. Have the students give you the third masculine singular. Write that down. Ask if the verb is regular or irregular. Then have the students give you the whole conjugation pattern. The board should look like this:

نَمْسَلَّام	مَسَلَّامَخ
تَمْسَلَّام	تَمْسَلَّامَد
تَمْسَلَّامَت	تَمْسَلَّامَد
مَسَلَّامَن	إْمْسَلَّام
مَسَلَّامَنَّت	تَمْسَلَّام

Have the students practice pronouncing all these words. This can be difficult, since there are a lot of syllables. Thus, the students need pronunciation practice.

Although we've seen that the singular forms can be used with certain multiple subjects, it is nevertheless true that the plural forms are the most commonly used because of the nature of what the verbs mean.

E. Go over other example sentences in the same manner as you did in the last lesson. Use pages 103 through 105 of the *Student Book* as example sentences. Don't have the students look there yet. Say the sentence in Tamazight, and see if the students can figure out the meaning. If they can't (or even if they can), write the sentence on the board. See if they can figure out the meaning now. Try to help guide them to discover the meaning. Ask them what the base verb is from which the derived form comes. Once the students know the meaning, write the four pillars of the verb on the board. However, before you do that, ask the students if they can guess the simple imperative and the third masculine singular from the sentence you've given them. Let them use their minds and think through the rules. Once you've written the four pillars, ask if the verb is regular or irregular. See if the students can use the word in a sentence.

Follow this procedure for every verb from letter B to K.

When you've finished, have the students look at pages 103 to 105.

F. For more conjugation and pronunciation practice, use the verb "to love one another" on page 105 of the *Student Book*. Have the students, based on the four pillars you've written, give the full conjugations of the verb in the past form and the present continuous tense. (Mention to the students that there are numerous regional variations for this verb. We've chosen this one for the course, but the students should verify with someone around them what the people of their region say.) Write these patterns on the board, which should look like this:

Conjugation in the present continuous		Conjugation of the verb in the past form	
دَنْتْمِيْرِي	دَتْمِيْرِيخ	نَمِيْرِي	مِيْرِيخ
دَتْمِيْرِيْم	دَتْمِيْرِيْد	تَمِيْرِيْم	تَمِيْرِيْد
دَتْمِيْرِيْمْت	دَتْمِيْرِيْد	تَمِيْرِيْمْت	تَمِيْرِيْد
دَتْمِيْرِيْن	دَيَنْتْمِيْرِي	مِيْرِيْن	إْمِيْرِي
دَتْمِيْرِيْنْت	دَتْمِيْرِي	مِيْرِيْنْت	تَمِيْرِي

Have the students practice pronouncing these patterns.

G. Rules for making the reciprocal form

Tell the students that there are certain conclusions we can draw for these verbs. Although you cannot predict for certain the form, the following guidelines are helpful. Have the students turn to pages 105 and 106 of the *Student Book*, and have them read out loud the following guidelines. If something is unclear, give examples from the words and sentences on pages 103 to 105.

1. The prefix added is م "m." (Harries says that the prefix can also be م "mm," but Taifi's dictionary doesn't list any of these forms that way, and I haven't heard any that use "mm.")
2. To form the past from the simple imperative, there are never any stem changes between the simple imperative and the past form, and there are no irregular verbs. All are regular verbs.
3. There is never any vowel change in the negative past form. This is because the reciprocal form is based on the continuous imperative of the base verb or causative form to which the prefix is added. There is never a vowel change in the negative of the present continuous tense.
4. In many cases the simple imperative of the reciprocal form is simply the prefix م "m" added directly onto the continuous imperative of either the base verb or its causative form. You cannot predict, however, whether it's the base verb or the causative form that will serve as the stem to which the prefix is added.
5. The majority of the verbs contain the long vowel *aliph*, although some have instead the long vowel *waw* or *ya'*.
6. The continuous imperative of the reciprocal form is usually formed just by adding ت "tte" directly to the simple imperative with no other changes. Sometimes, however, what is added is just ت "t."

IV. Listening exercise

Do the extended listening exercise in the supplementary material of the *Workbook* for lesson 23. This is not optional. Parts 1 and 2 (on pages 156 to 158) contain this exercise. There is a tape that accompanies the exercise. Use part 3 (pages 158 and 159) as an in-class activity. You may do this either orally or have the students write and then go over it orally.

V. Conversation or dialogue

Include a time for free conversation. Think of some questions or topics to discuss ahead of time.

VI. Homework

- A. Have the students write a short paragraph using a number of the verbs they've learned in this lesson.
- B. Have the students look up the following words in Taifi's dictionary:

مَسَا مَسَنَغَا مَسَغَرَا مَسَخَا مَقَرَّاب

They should tell you what page the verb is found on. It can be tricky looking up derived verbs. When you go over the homework next lesson, you may have to guide the students through the process of finding some of the verbs. For the students' own benefit, they should also look at the example sentences in the dictionary and the base verb and any other related verbs.

VII. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of a text (part 4) containing reciprocal verbs. The text, as well as questions on the text and a vocabulary list, is given on a tape.

X Lesson #24 Ø

I. Any new information?

II. Go over the homework

A. You can go over the students' paragraphs that they've written in class as a group, or if you need more time in class, you can correct them at home and just hand them back to the students.

If you go over them in class, see the explanation at the beginning of lesson 23 for a suggestion as to how to cover the homework.

B. Ask the students on what page they found the five verbs they looked up.

Answers:

مَقَرَّاب	مَسَخَا	مَسْغَرَا	مَسْنَا	مَسَاسَا
page 539	page 271	page 199	page 478	page 609

See if the students had any trouble finding the verbs. If some students weren't successful, why not? What did they try to look up? Have a student who succeeded explain what he/she did to find the word. If no one succeeded, guide them through the various logical steps to find the word. The "s" might be part of the base verb or part of the causative form. In the case of مَسَاسَا, the "s" is part of the base verb. In the other verbs it is part of the causative form. Also, sometimes the dictionary doesn't give the same form as listed above. For example, the dictionary gives مَسَخَو instead of مَسَخَا. These are simply different regional variations. The placement of the *schwa* vowel (the *fetha*) is often difficult to determine. The students should listen carefully to native speakers around them and imitate what they hear.

III. Derived verb forms continued: the passive form

A. Tell the students that this is the form used in sentences like "The bread is eaten" or "Fes is known for history."

B. The form in Tamazight is done by adding the prefix تُو "ttu" or تِي "tti" [although sometimes the *shedda* is not there, so the prefixes are تو "tu" or تي "ti." This latter may also be تِي "tyi." These are items that vary by region.] to the base verb. Sometimes, although much more rarely, the prefix added is نُو "nnu."

C. There are also some internal vowel changes that may occur in the verb. These changes can also vary by region. For these reasons, the main point about learning the passive is not to try to predict the form but rather to recognize it when it is used and when you learn a new verb that happens to be passive.

D. Give an example of a passive verb by starting with letter A on page 107 of the *Student Book*. Don't have the students turn to the page yet.

1. Start with the sentences given there. Use the same procedure as in the past two lessons for presenting these sentences. (See page 110, part E, of this *Teacher's Manual* for the procedure.)

2. For conjugation and pronunciation practice, have the students, based on the four pillars you've written, give the full conjugations of the verb in the past form and the present continuous tense. (Mention to the students that there are regional variations for this verb. We've chosen this one for the course, but the students should verify with someone around them what the people of their region say. The differences will be in one of the internal vowels and whether or not there is a *shedda* on the "t.") Write these patterns on the board, which should look like this:

Conjugation in the present continuous		Conjugation of the verb in the past form	
دَنْتِيَّاسَانْ	دَتِيَّاسَانَخْ	نَتِيَّاسْنْ	تِيَّاسْنَخْ
دَتْتِيَّاسَانِمْ	دَتْتِيَّاسَانْدْ	تَتِيَّاسْنِمْ	تَتِيَّاسْنْدْ
دَتْتِيَّاسَانِمْتْ	دَتْتِيَّاسَانْدْ	تَتِيَّاسْنِمْتْ	تَتِيَّاسْنْدْ
دَتِيَّاسَانْ	دَيْتِيَّاسَانْ	تِيَّاسْنْ	إْتِيَّاسْنْ
دَتِيَّاسَانْتْ	دَتْتِيَّاسَانْ	تِيَّاسْنْتْ	تَتِيَّاسْنْ

Have the students practice pronouncing these words.

E. Go over other example sentences in the same procedure as you did in the last two lessons. Use pages 107 through 109 of the *Student Book* as example sentences, from letters B to H.

When you've finished, have the students look at those pages.

F. Another important item to mention is that some Tamazight verbs already have a passive meaning in their base form. In fact, some verbs can have both an active and passive meaning depending on the context. Knowing which verbs act this way comes from practice and usage. Give the students the following examples:

He crossed [literally "cut"] the street.	إِبِّيْ أَبْرِيدْ.
The street is blocked [literally: "is cut"].	إِبِّيْ أَبْرِيدْ.

He tied up the donkey. إِقَنَّ أَغْيُولَ.
The donkey is tied up. إِقَنَّ أَغْيُولَ.

G. Also have the students look at pages 110 and 111 in the *Student Book*. The top of page 110 doesn't apply to this lesson, but the bottom does. These are further examples of the passive. You don't need to go over this material in class, unless you have time and want to. These pages are just to reinforce what the students have already learned this lesson. The students can read these by themselves at home.

IV. Conversation, dialogue, or proverb

Include a time for free conversation. Think of some questions or topics to discuss ahead of time.

V. Homework

A. Have the students write five sentences using a number of the verbs they've learned in this lesson.

B. Have the students look up the following words in Taifi's dictionary:

تَيَاشَرَ تَوَسَّو تَيَابَّي نَوْرَزَم تَيَوْمَز

(If the students are continuing on to *Abrid 4*, then you can correct the homework in the next lesson. However, if the students are stopping here, you can have them look up the above five words in class. Below are the answers.)

Ask the students on what page they found the five verbs they looked up.

Answers:

تَيَوْمَز	نَوْرَزَم	تَيَابَّي	تَوَسَّو	تَيَاشَرَ
page 450	page 600	page 39	page 661	page 342

See if the students had any trouble finding the verbs. If some students weren't successful, why not? What did they try to look up? Have a student who succeeded explain what he/she did to find the word. If no one succeeded, guide them through the various logical steps to find the word. With the word تَيَاشَرَ, the ش can be pronounced as a ك. Thus, the heading on page 702 under "šr" refers the students to page 342 for the more complete definition. It is also clear from the dictionary that there are many regional variations for the passive forms. All the forms given in the lesson are valid forms. Again, the students should find out what people around them are saying. The students could use the passive sentences

on pages 107 to 109 of the Student Book as a tool to work with a language helper from their area to find out the pronunciation of their region.

VI. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at the end of the lesson. This material consists of a text containing passive verbs.

