

TEACHER'S MANUAL

ABRID 4

LESSONS FOR ADVANCED
TAMAZIGHT

تَمَازِغَت

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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 4

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Introductory Note

This book is the *Teacher's Manual* for the Advanced 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
August, 2005

◦ Lesson #1 ⊖

I. Any new information?

II. Go over the homework from lesson 24, *Abrid 3*

(If you have already corrected this homework at the end of *Abrid 3*, you can skip this section.)

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

Answers:

تَيَوْمَزْ	نَوْرَزْم	تَيَابِي	تَوَسُو	تَيَاشَر
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 تَيَاشَر, the ش can be pronounced as a ل. 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 *Abrid 3 Student Book* as a tool to work with a language helper from their area to find out the pronunciation of their region.

III. Review derived verb forms

If there has been some time between when the students have finished *Abrid 3* and when they start *Abrid 4*, it would be good to do a quick review of causative, reciprocal, and passive verbs.

Choose a few verbs of each kind and have the students use them in a sentence.

IV. Start the grammar of comparatives

Lead the students through the following explanation step by step.

Since most adjectives in Tamazight come from verbs, most comparisons are based also on the same verbs.

A. Most comparisons are formed with the following structure. Write this on the board:

خَف + verbal adjective

Although some dialects use زَكَّ or زِي, we will use خَفَ.

1. Then give a few examples:

Moha is taller than Ishou. إِغْزَيْفَ مَوْحَى خَفَ إِشَّوْ.

Aisha is smarter than Mamma. تَشَّوْا عَيْشَةَ خَفَ مَمَّا.

These roads are wider than those roads. وَسَعَنَ إِبْرَدَانَا خَفَ إِبْرَدَانَيْنِ.

Explain that the verbal adjective (that is, a verb that functions as an adjective) is conjugated simply according to what the subject is, whether it is masculine or feminine; singular or plural; or first, second, or third person. Even though literally the verb reads, for example, “Moha is tall,” the خَفَ gives the added meaning of “—er than.”

2. Complete conjugated pattern using the verb غَزَيْفَ

Write on the board the sentence:

غَزَيْفَخَ خَفَ رُحَّوْ.

Have the students come up to the board and complete the full conjugation of the sentences: “I, you, you, he, etc. is taller than Rehhou.” The board should look like the following (without the English). Have the students say the sentences. Then have them ask each other questions and give answers using these sentences: “Are you taller than Rehhou?” “Yes, I’m taller than Rehhou.” or “No, I’m not taller than Rehhou.” Be sure they use the third person plural as well.

I am taller than Rehhou.	غَزَيْفَخَ خَفَ رُحَّوْ.
You (m.s.) are taller than Rehhou.	تَغَزَيْفَدَ خَفَ رُحَّوْ.
You (f.s.) are taller than Rehhou.	تَغَزَيْفَدَ خَفَ رُحَّوْ.
He is taller than Rehhou.	إِغَزَيْفَ خَفَ رُحَّوْ.
She is taller than Rehhou.	تَغَزَيْفَ خَفَ رُحَّوْ.
We are taller than Rehhou.	نَغَزَيْفَ خَفَ رُحَّوْ.
You (m.pl.) are taller than Rehhou.	تَغَزَيْفَمَ خَفَ رُحَّوْ.
You (f.pl.) are taller than Rehhou.	تَغَزَيْفَمَتْ خَفَ رُحَّوْ.
They (m.) are taller than Rehhou.	غَزَيْفَنَ خَفَ رُحَّوْ.
They (f.) are taller than Rehhou.	غَزَيْفَنْتْ خَفَ رُحَّوْ.

3. The long form of the preposition: غيف

Now explain that when the person or the item you are comparing something to is a pronoun rather than a noun, the long form of the preposition (غيف¹) is used plus the pronoun endings. Have someone give orally all the different forms of the preposition plus pronouns. Write all the forms of the preposition plus pronouns on the board as the students say them.

Using the following sentences, drill the various uses of the preposition plus pronouns. Draw a stick figure of Itto. Then write only the first sentence on the board. Say the sentence and then ask the students various questions, like “Is Itto thinner than you?” “Is Itto thinner than them?” Have the students respond, and then have them ask each other the questions.

Itto is thinner than me.	تَسْدِيدِ إِطَو غِيفِي.
Itto is thinner than you (m.s.).	تَسْدِيدِ إِطَو غِيفْش.
Itto is thinner than you (f.s.).	تَسْدِيدِ إِطَو غِيفْم.
Itto is thinner than him.	تَسْدِيدِ إِطَو غِيفْس.
Itto is thinner than her.	تَسْدِيدِ إِطَو غِيفْس.
Itto is thinner than us.	تَسْدِيدِ إِطَو غِيفْنَخ.
Itto is thinner than you (m.pl.).	تَسْدِيدِ إِطَو غِيفْن.
Itto is thinner than you (f.pl.).	تَسْدِيدِ إِطَو غِيفْنَت.
Itto is thinner than them (m.).	تَسْدِيدِ إِطَو غِيفْسَن.
Itto is thinner than them (f.).	تَسْدِيدِ إِطَو غِيفْسَنَت.

4. Also tell the students that both of the following patterns of word order are valid:

Itto is thinner than me.	تَسْدِيدِ إِطَو غِيفِي.
	تَسْدِيدِ غِيفِي إِطَو.

5. Have the students take a few minutes to look over pages 10 and 11 of the *Student Book*.

¹ For the dialects that use زَك or زِي, its long form زِيك is used. See the *Abrid 3 Student Book*, lessons 11 and 12, pages 55 and 56, for the full pattern of the preposition plus pronouns.

6. Do some brief drills with comparisons

Using some pictures on various noun cards, have the students make sentences comparing the two pictures (two different trees, two different people, two different roads, etc.).

Another possible drill is to have a list of cards with one verb (in its simple imperative form) written on each card. The students must draw a card and then use the verbal adjective in a comparison. Use the list of verbal adjectives on pages 72 and 73 (lessons 14-16) of the *Abrid 3 Student Book* for ideas.

7. Adjectives that aren't based on verbs

Remind the students that a small number of adjectives aren't based on verbs. These adjectives combine with the verb "to be" **كُنْ**, but they form the comparative in a similar manner to the above verbal adjectives. Write the following chart on the board:

خَفَ + the adjective + the verb **كُنْ**

Then give some examples. You can use the following or your own examples. You can write down one sentence, but there's no need to write down more than that. Do the other examples orally.

This book is older than that book. **إِنَّا لَشَتَابَا أَقْدِيمَ خَفَ لَشَتَابَيْنِ.**

This house is newer than that house. **تَغَا تَدَارْتَا تَوْجْدِيَّتْ خَفَ تَدَارْتَيْنِ.**

This leaf is greener than that leaf. **إِنَّا إِفْرَا أَزِيَاوْ خَفَ إِفْرَيْنِ.**

8. Word order: subject before or after the verb

The students need to know that **in normal word order, the subject comes after the verb**. This is very important for the students to understand, since it is different than English or French.

Tell them, though, that it is possible that the subject comes before the verb. In this latter case, though, the meaning has a different nuance. The subject can come before the verb **for emphasis or to call attention to a subject that hasn't been mentioned before**.

This car is more expensive than that car. **تَغَلَا طَوْمُوبِيْلَا خَفَ طَوْمُوبِيلَيْنِ.**

This car, it's more expensive than that car. **طَوْمُوبِيْلَا تَغَلَا خَفَ طَوْمُوبِيلَيْنِ.**

9. More drills

Using the sentences on pages 12 and 13 (under heading number 6) of the *Student Book* (or your own sentences if you want), have the students change orally the sentences from affirmative to negative (and vice versa) and from statements to questions (and vice versa). You can do this by saying a sentence and having the students make it negative (or positive), or by making a statement and having the students use that sentence to ask a question. Don't have the students look at the pages; have them do the drills orally. If they seem to be having trouble, then they can look at the sentences.

The point in these drills is to use comparisons but at the same time be able to make the vowel changes needed in the negative as well as to move the preposition plus pronoun when appropriate in negatives, with question words, and with tense indicators. Not everyone moves the preposition plus pronouns, so be sure that the students know that both word orders are possible. Have them practice both ways.

10. Comparatives using the past participle form

The students must also be able to use the participle form in comparisons, since it appears frequently.

Important grammatical rule: Explain that **whenever a question word or a relative pronoun (أَيُّ or نَا) is the subject of a verb, the verb takes its participle form.** (If the students need a reminder of the participle, they should see lessons 14 and 15, page 69, of the *Abrid 3 Student Book*. You may need to do a quick review of how to form the participle.) This is true with verbs used in comparisons as well. The following are examples using the “past” participle. (Remember that the “past” participle is called “past” only because it is based on the “past” form. This form can have and often does have, especially with verbs that function as adjectives, a present meaning.) Write each example on the board and show how the participle is formed.

When a question word is the subject of the verb:

مَاكْغَزَيْفَن [مَائِي + إِغَزَيْفَن] ، وَ مَا د وَ ؟

What/which is taller, this one (m.) or this one?

مَاكْشَوَان ، عَيْشَةَ مَا د تَوَكَّا ؟

Who is smarter, Aisha or Tugga?

When the relative pronoun نَا is the subject of the verb:

أَنَّاخ يَوْت ن تَمَطَّوْط نَّا إِمَقَّوْرَن خَف خَالْتِي.

I saw a woman who is bigger than my aunt.

أَنَّاخ يَوْن أَرْيَاز نَّا غَيْفَش إِشْطَيْن.

I saw a man who is shorter than you (m.s.).

11. Drilling the participle form

Have the students open their *Student Books* to the sentences on pages 13 and 14 (under heading number 7). Using the sentences that start with question words, have the students ask each other these questions and then give answers to them.

Then you give them an adjective verb (or a non-verbal adjective like “new,” “old,” etc.) and have them ask a question about two nouns. Show them two pictures of houses, for example, and tell them the adjective verb **خاتَر**. They must ask **ماڻڻ خاتَرَن؟**. Do this with a number of pictures and adjective verbs.

V. Conversation

The grammar of this lesson can be pretty heavy. If it seems like too much for the students, save some of it for the next class. There’s a lot of material to be covered in lessons 1 and 2 about comparatives. It will take at least three class sessions to cover all the grammar. Don’t rush through it. Be sure the students understand it and can use it.

Be sure to include some free conversation in each class. By this level the students want to be able to talk. Always have a few questions in mind to use as discussion starters.

VI. Homework

Have the students read pages 10 through 14 of the *Student Book* and carefully go over all the example sentences. They should practice these sentences and do drills similar to the ones they did in class.

VII. Workbook (optional)

The *Workbook* has a set of review exercises covering comparisons. The first exercise, letters A-I, is appropriate after the students have completed lesson 1. These exercises can be used for oral drilling in class and then for written work at home.

I. Any new information?

II. Continue the grammar of comparatives

In the previous lesson we saw comparisons using the preposition **خَفَ**. This is by far the most common type of comparison, but there are some other types that don't use **خَفَ**.

A. Comparison verbs or phrases that don't use **خَفَ**

Tell the students that some verbs or phrases already contain the meaning of comparison. Thus, the preposition **خَفَ** isn't used with them. The two most common verbs are the following. Write the 4 pillars of each verb on the board:

أَفَ	تَأَفَ	يُوفَ \ وَر يُوفَ	to be better
أَكْثَرُ ²	تَأْثَرُ	يُؤْثَرُ \ وَر يُؤْثَرُ	to be older/bigger/ more numerous/ superior

The latter verb's meaning is ambiguous by itself and needs a context to give the precise meaning. In both cases the person or item that something is being compared to is the direct object of the verb.

Start with the verb **أَفَ**. Give some examples (See below.). Be sure to follow the categories in **a.**, **b.**, **c.**, and **d.**

1. Examples with **أَفَ**

a. When the two items being compared are nouns

Give the first two examples below. Then ask the students how to compare Coke and Fanta. Ask them to compare other things like Fes and Meknes, Renault and Peugeot, water and tea, etc.

Ali is better than Lhou.

يُوفَ عَلِي لَحُو.

² Some dialects pronounce this verb with a "y" instead of a "g":

أَيَرُ \ تَأِيرُ \ وَيُورُ \ وَر يُورُ.

Lhou is better than Ali.	يُوفَ لِحُو عَلِي.
Coke is better than Fanta.	تُوفَ كُوكَا فَاَنْتَا.
Water is better than Coke.	وَفَنَ وَاْمَانُ كُوكَا.

Note in the above examples that the noun nearest the verb is the subject. You can also tell the subject at times by the dependent form, for example, وَاْمَانُ and not أَمَان.

b. When the first item being compared is a pronoun

When the first item (the subject) is a pronoun, the subject pronoun is included in the verb conjugation itself. Only when emphasis is desired is an independent personal pronoun used. Give the following examples orally.

I am better than Hammou.	وَفَخَ حَمَّو.
We are better than our neighbors.	نُوفَ أَذْجَارُنَّخ.
You (s.) are better than my friend (f.).	تُوفَدُ تَمَدَّاكُلْتَيْنُو.
He is better than his brothers.	يُوفَ أَيْتَمَاس.
Me, I'm better than the others (m.).	نَكَّيْنِ، وَفَخَ وَيِيضُ. or وَفَخَ نَكَّيْنِ وَيِيضُ.

Have someone conjugate orally the full pattern: "I, you, you, he, etc. is better than Addi."

I'm better than Addi.	وَفَخَ عَدِّي.
You're (m.s.) better than Addi.	تُوفَدُ عَدِّي.
You're (f.s.) better than Addi.	تُوفَدُ عَدِّي.
He's better than Addi.	يُوفَ عَدِّي.
She's better than Addi.	تُوفَ عَدِّي.
We're better than Addi.	نُوفَ عَدِّي.
You're (m.pl.) better than Addi.	تُوفَمَ عَدِّي.
You're (f.pl.) better than Addi.	تُوفَمَتِ عَدِّي.
They're (m.) better than Addi.	وَفَنَ عَدِّي.
They're (f.) better than Addi.	وَفَنَتِ عَدِّي.

c. When the second item of the comparison is a pronoun

When the second item (the object of the verb) of the comparison is a pronoun, direct object pronouns are used. Give the following examples:

Ali is better than me.	يوفي علي.
His wife is better than him.	توفت تمطوطنس.
Her husband is better than her.	يوفت أريازنس.

Have the students conjugate orally the full pattern: "Ali is better than me, you, you, him, etc." If the students have trouble with this, they should write it on the board. Otherwise, doing it orally is sufficient.

Full conjugation pattern:

Ali is better than me.	يوفي علي.
Ali is better than you (m.s.).	يوفش علي.
Ali is better than you (f.s.).	يوفم علي.
Ali is better than him.	يوفت علي.
Ali is better than her.	يوفت علي.
Ali is better than us.	يواخ علي.
Ali is better than you (m.pl.).	يوفكن علي.
Ali is better than you (f.pl.).	يوفكننت علي.
Ali is better than them (m.).	يوفتن علي.
Ali is better than them (f.).	يوفتننت علي.

d. When both items in the comparison are pronouns

Give the following examples when both items in the comparison are pronouns:

He is better than me.	يوفي.
You (s.) are better than me.	توفدي.
You (m.pl.) are better than me.	توفمي.
He is better than him.	يوفت.
We are better than them (f.).	نوفتننت.

They (m.) are better than you (m.s.).

وَفَنَنْش.

Have the students conjugate orally the full pattern: "I, you, you, he, etc. is better than him." If the students have trouble with this, they should write it on the board.

Full conjugation pattern:

I am better than him.	وَفَخْتُ.
You (m.s.) are better than him.	تَوَفْتُ. [توفد + ت]
You (m.s.) are better than him.	تَوَفْتُ. [توفد + ت]
He is better than him.	يَوَفْتُ.
She is better than him.	تَوَفْتُ.

We are better than him.	نَوَفْتُ.
You (m.pl.) are better than him.	تَوَفَّمْتُ.
You (f.pl.) are better than him.	تَوَفَّمْتُ. [توفم + ت]
They (m.) are better than him.	وَفَنْتُ.
They (f.) are better than him.	وَفَنْتُ. [وفنت + ت]

e. Better in what?

To specify the area in which someone is better than someone else, use the preposition **كُ**. Give the following two examples:

Aisha is better than me in music. توفى عيشة كُ للموسيقى.

He is better than his wife in Tamazight. يوف تَمَطُوطْنَس كُ تَمَازِيغْت.

Have the students use these sentences (or other ones) but use different ideas at the end of the sentence: **كُ**

f. Other expressions using **أَف**

Personal preferences can be stated using this verb:

I prefer milk to/over tea. يوف³ غوري واغُو أَتَاي.

³ Another verb that can be used here is : **إِعَزَّ \ ور إِعَزَّ** **تَعَزَّز** **عَزَّ**. There are a number of regional variations for this verb.

ولايُنِّي يوف غورس واتاي أَغَو. But he prefers tea to/over milk.

Give some examples of other types of phrases that use this verb:

يوف إِس⁴ نَدَا أَسَّا. It's better that (or: if) we go today.

يوف إِس تَفْسُتِيد. It's better that (or: if) you (s.) be quiet.

يوفاش. It's better for you (m.s.).

يوفاون. It's better for you (m.pl.).

يوفاخ إِس نَدَا أَسَّا. It's better for us if we go today.

وا يوف. هادا حَسَن. This one (m.) is better.
(Mor. Arabic)

تا توف. هادي حَسَن. This one (f.) is better.
(Mor. Arabic)

تين وا توف. ديال هادا حَسَن. Of (f.) this one (m.) is better.
(Mor. Arabic) Of (m.) this one (m.) is better.

تين تا توف. ديال هادي حَسَن. Of (f.) this one (f.) is better.
(Mor. Arabic) Of (m.) this one (f.) is better.

g. أَف with participles

As with the adjective verbs we saw in lesson 1, the verb أَف is also used with participles. Ask the students what the rule is—when is the participle used? Be sure they can answer this: **whenever a question word or a relative pronoun (أَي or نَا) is the subject of a verb.** This rule must be drilled into the students' minds.

Give some examples:

ماكُوفَن [ماي + يوفَن] ؟ Which is better?

ماكُوفَن كُ رِّياضا، لَمَغْرِب ماد دُزاير؟ Which is better in sports,
Morocco or Algeria?

⁴ Some people use مَش here, literally “if,” instead of “that.”

Which is better, this one or this one?

ماڭوفَن، وا ماد وا؟

Which is better for you (m.s.)?

ماش يوفَن؟

Which do you (f.s.) prefer?

ماي غورْم يوفَن؟

I found something/one better.

وفيخ شا يوفَن.

I found someone better than you (m.pl.).

وفيخ شاكن يوفَن.

I found someone better than them (m.).

وفيخ شاتَن يوفَن.

I found someone better than you (m.s.).

وفيخ شاش يوفَن.

Note in these last four examples that the direct object pronoun precedes the participle. This is because the original sentence is: “I found someone who is better than you.” The relative pronoun نَا causes the direct object pronouns to move to a place in front of the verb. However, saying the نَا is optional (just as the “who is” in English is optional), and in short sentences like this it drops out.

There’s no one (who is) better than
you (m.s.).

ور إِلَي ماش يوفَن.

h. Drills with the verb **أَف**

Using pairs of noun pictures, ask the students in Tamazight “Which is better?,” “Which do you prefer?,” “Which is better for you?,” etc. Have the students give various answers. Then have the students ask the questions to each other.

Then referring to various areas (like sports, music, art, singing, etc.), have the students ask each other “Is so and so better than you in _____?” Have them use all different pronouns as subjects. Notice that the pronouns will move when there’s a question word. Be sure to use negatives also. These as well cause the pronouns to move.

2. Examples with **أَكْر**

Now go on to the verb **أَكْر**. Explain that the context determines the meaning, whether size, age, or quantity. Be sure to follow the categories in **a.**, **b.**, and **c.**

a. The verb by itself

Give some examples when the verb is used by itself. The second item in the comparison is a direct object. Thus, when the second item is a pronoun, it is direct object pronouns that are used.

Moha is older/bigger than Haddou.

يوڭر موحى حدّو.

Haddou is not older/bigger than Moha.

ور يوڭر حدّو موحى.

I'm older/bigger than Kettou.

وڭرخ كتّو.

The verb by itself, without a context, usually makes people think of age. But given the proper context, the following sentences can have these meanings:

We are more numerous than them (m.).

نوڭرتن.

He has more than them (m.).

يوڭرتن.

He has more than them (m.) all.

يوڭرتن أوک⁵.

Who is older?

ماڭوڭرن؟

b. The verb with the preposition كى

This verb also can use the preposition كى. Give the following examples orally, and see if the students know what they mean.

He is taller than his brother.

[lit: He is more than his brother in height.]

يوڭر ڭماس كى تغزي.

He has more apples than him.

[lit: He is more than him in apples.]

يوڭرت كى تفاح.

She has more money than them (m.) all.

توڭرتن أوک كى اذريمن.

He is older than me.

[lit: He is more than me in age.]

يوڭري⁶ كى لعمر.

He is smarter than me.

يوڭري كى لعقل.

He is healthier than me.

يوڭري كى صحت.

I have more money than her.

وڭرخت كى اذريمن.

⁵ Some areas say قاح .

⁶ Note the vowel change.

c. The noun وڻار⁷

Often the noun is used in comparisons. This word usually means “more,” but sometimes it can mean “worse.” The context gives the precise meaning.

i. وڻار by itself

Every day I understand more. ڪو ڀاسَ دَتَفْهَمَڻ وڻار.

He paid more. اِخْلَصَ وڻار.

Who drank more, Bassou or Assou? ماڻَڻسَوَانَ وڻار، بَسَوَ مَادَ عَسَوَ؟

ii. وڻار with the possessive ن and possessive pronoun endings to make a comparison

He ate more than Ali. اِتْشا وڻار ن علي.

This one (m.) is taller than this one (m.).
[lit: This one is more than this one in height.] وا وڻار ن وا اَڻ تَغْزِي.

They (m.) bought more than Assou. سَغان وڻار ن عَسَوَ.

She bought more apples than me. تَسْغا وڻارينو اَڻ تَفّاح.

They (m.) have more walnuts than you (m.pl.). غورَسَنَ دوج وڻارَنَن.

You (m.s.) have more than me. اِلا غورُش وڻارينو⁸.

Of what [lit: in what?] ? Of tea. اَڻ مِي؟ اَڻ واتاي.

iii. وڻار with a verb to make a verbal comparison

وڻار can also be used with a verb to make a verbal comparison. The structure for this is:

وڻار + ن + مَايَ + verb

⁷ Some dialects use a *shedda* and say وڻار. Other regions don't use this word at all but instead use the word بَڙايند (but not with the meaning “worse”). بَڙايند also uses the preposition ن.

⁸ Since وڻارينو is the subject of the verb, some people use the dependent form and say وڻارينو “wugarinu.” In the following sentence the preposition ن can be used instead of اَڻ.

إِس تَغَالِد تَرْبَاتَيْنُو تَارُو إِيَالِيُون وَتَار ن مَائِي تَارُو تَرْبَاتَيْنَش؟

Do you (m.s.) think my daughter wrote more words than your daughter wrote?

إِعْجَبِي لِحَال دَا وَتَار ن مَايْنَدَاش⁹ إِعْجَب لِحَال.

I like it here better than you (m.s.) like it.

[lit: The atmosphere/situation here pleases me more than it pleases you.]

d. Drills with وَتَار and أَكْثَر

i. Using the phrase إِيَالَا غُورُش وَتَارِينُو, you say that to a student, and the student must respond لَكْ مِي؟. You then give an answer, “in _____.” The student must then say the affirmative sentence “I have more _____ than you.” For example:

Teacher: You have more than me.

Student: In what?

Teacher: In apples.

Student: I have more apples than you.

Continue this drill concerning different objects. Then have the students do the drill among themselves. They can also use the verb if they want.

ii. Ask the students the question مَاكْثُورُنْ؟ (refer to various people, real or imaginary—use pictures if you need to). Then have the students ask the question to each other.

III. Conversation or discussion

Have some discussion questions ready for free conversation.

IV. Continue comparison grammar

Previously we did “more than.” Now we will do “less than” or “fewer than.” There is a lot of regional variation here. Present **a.** below as the main way.

1. Less/fewer than

a. This phrase is said in the same format as comparisons using adjective verbs. (See lesson 1, part IV, A.) The verb used here is ذُرُوس “to be few.”

⁹ The د is added for pronunciation to separate the ي and the ا. This is a very common pronunciation phenomenon. Others here just drop the ي and say ماش.

إِذْرُوس مَاكَّسُوا حَمَّو ن وَاِمَان خَف مَاكَّسُوا حَدَّو.

Hammou drank less tea than Haddou.

[lit: What Hammou drank of tea was less than what Haddou drank.]

إِذْرُوس مَاكَّتَان غورْم ن وَاَتَاي خَف مَاكَّتَان غوري.

You (f.s.) have less tea than me.

[lit: What you have of tea is less than what I have.]

ذُرُوسَن إِمَغْرَبِين كُ مَرْسِيلَا خَف إَزَايْرِين.

There are fewer Moroccans in Marseille than Algerians.

إِذْرُوس وَاَتَايْنَش خَف وَيْنُو.

I have less tea than you (m.s.).

[lit: Your tea is less than mine.]

There are two other ways that people may say this phrase. These may vary by region, and some areas may not recognize them at all:

b.

noun	+	ن	+	قَلَّ
possessive pronoun endings			+	

He drank less than Haddou.

إِسْنُوا قَلَّ ن حَدَّو.

You (m.s.) have less tea than me.

إِلَّا غورْش قَلَّيْنُو كُ وَاَتَاي.

c.

noun	+	ن ¹⁰	+	دَّاوُ
indirect object pronouns			+	

He worked less than Haddou.¹¹

إِخْدَم دَّاوُ ن حَدَّو.

You (m.s.) have less tea than me.

إِلَّا غورْش دَّاوي كُ وَاَتَاي.

2. Comparisons of equals: “as big as”

So far we have done unequal comparisons. But there are also comparisons of equals. There are two different expressions to make these kinds of comparisons.

¹⁰ Although some regions don't use the ن with دَّاوُ .

¹¹ This sentence could have three meanings. The others are “He worked under [spatially or in terms of authority] Haddou.”

- a. Using the word **أَم**
- i. With a conjugated verb

Write the first example below on the board. Note that the verbal adjective is conjugated simply according to what the subject is. Even though literally the verb reads, for example, “Moha is tall,” the **أَم** gives the added meaning of “as ___ as.”

Moha is as tall as Ali. **إِغْزَيْفَ مَوْحَى أَم عَلِي.**

Give a few more examples:

He is as big as his brother. **إِمَقَّورَ أَم كُتْمَاس.**
[lit: He is big like his brother.]

I am as tall as Muhand. **غَزَيْفَخَ أَم مُحَنْد.**

She's not as smart as that girl. **وَر تَشْوِي أَم تَرْبَاتَيْن.**

Is he as big/old as you (f.s.)? **إِس إِخَاتَر أَم شَمَيْن؟**

- ii. Without a verb

Your (m.pl.) house is like our house. **أَم تَدَارْتَن أَم تَدَارْتَنَخ.**

[lit: Like your house, like our house.]

أَم نَكَيْن أَم شَكَيْن. **بِحَالِي بِحَالِكَ** I'm like you.

(Mor. Arabic)

[lit: Like me, like you.]

- b. Using the word **أَنْشَت**¹²

There is another way to make a comparison of equals. This way uses the word **أَنْشَت**. This word is a noun, and its dependent form is **وَأَنْشَت**. Taifi's dictionary, on page 488, lists its meaning as “quantity, size; so much, so many, such; as much as, as many as; of the same quantity as, equal to; as (fat, big, young, small, old, etc.) as.”¹³

¹² Some regions say **أَنْكَت**, and others drop the **ت** and reverse the letters to get **أَشَن**.

¹³ When two items are being compared, the word used is **أَنْشَت**. However, sometimes this word is used in contexts where a direct comparison is not being made (see Taifi, page 488, for example: “What are you going to do with so much money?!”). In these cases, the word used is **أَنْشَتِي**, and it can have direction particles added to it. We aren't concerned with this latter meaning in this section. We will cover that in lesson 27 when we look in more detail at quantity expressions.

The comparison uses the possessive pronoun **ن** plus nouns. For pronouns, the possessive pronoun endings are added onto the word **أَنْشَتَ**. Give the following examples. Write the first two on the board. Give the others orally. Have the students say the examples. Ask them questions with these types of phrases, and have them give answers.

I didn't eat as much as Addi. **وَر تَشِيخْ أَنْشَتَ ن عَدَي.**

I didn't eat as much as him/her. **وَر تَشِيخْ أَنْشَتَنْس.**

We have as many sheep as you (m.pl.). **غورْنَحْ أَنْشَتَنْ ن وولَي.**

You (m.s.) have as much money as me. **إِلَّا غورُشْ وانْشَتِينو ن إِذْرِيْمَن.**

Note that in the previous example, the dependent form of the comparison word is used because it is the subject of the verb **إِلَّا**. The comparison word “as much” is masculine singular, so the verb is masculine singular, even though the noun after **ن** is plural. However, when the noun after **ن** is plural, some people will use a plural verb (**لَان**), even though technically that is not correct grammar.

Also notice in the two previous examples that the possessive **ن** is used when specifying a countable item: “We have as much as you of sheep.” Otherwise, the preposition **كِي** is used.

My daughter is as big/old as yours (f.s.). **تَرْبَاتِينو أَنْشَتَ ن تِينَم.**

Your (m.pl.) house is the same as our house in price. **تَذَارَتَنْ أَنْشَتَ ن تَذَارَتَنْخْ كُ تَمَن.**

3. Summary of quantity expressions:

Have the students turn to pages 25 and 26 of the *Student Book*. Have them read the summary of quantity expressions there.

You (m.s.) have more tea than me. **إِلَّا غورُشْ وُكَارِينو كُ واتاي.**
more sheep **كُ وولَي.**

You (m.s.) have as much tea as me. **إِلَّا غورُشْ وانْشَتِينو كُ واتاي.**
as many sheep **ن وولَي.**

You have less tea than me.
fewer sheep

إِذْرُوس مَآگْلَان غُورْش ن وَاثَايْ
ن وولِّي
خَف مَآگْلَان غُورِي.

or

You have less tea than me. أَكْ وَاثَايْ. [قَلَّيْنُو or]
fewer sheep أَكْ وولِّي.

V. Workbook (optional)

The *Workbook* contains supplementary material that is suitable for use at any time after the middle of lesson 2. This material consists of a dialogue comparing Casablanca and Ifrane.

The *Workbook* also has four sets of review exercises concerning comparisons. These exercises can be used for oral drilling in class and then for written work at home.

VI. Homework

Have the students read pages 14 through 28 of the *Student Book* and carefully go over all the example sentences. They should practice these sentences and do drills similar to the ones they did in class. There is a lot of material here, so this could take a long time.

VII. Further grammar of comparisons

If you don't have time, you may skip this part of the grammar in class. However, if the students want to take the extra time for this grammar, then you should do it.

Each of the following are short elements of additional items that relate to comparisons. Do each item as a separate entity. Follow the explanations given below.

A. The prepositions and ¹⁴دات and نَّيْل

These prepositions usually mean “in front of” or “facing.” When used in comparative contexts, they can mean “compared to.” Both of these prepositions follow the *ddaw* دَاوْ pattern (preposition + indirect object pronouns) when combining with pronouns. See the *Abrid 3 Student Book*, lesson 4, page 25, for details. نَّيْل is used more in the southern portions of the Central Moroccan Tamazight language group.

تَمَزْزِي تَمْدِينْت ن مَكْنَس دات [نَّيْل or] ن فاس.

Meknes is small compared to Fes.

إِشْطَيْن عَسُو دات [نَّيْل or] ن فَاطِمَة.

Assou is short compared to Fatima.

¹⁴ Other regional variations include زَدَات , زَات , تَات .

B. To be *so* _____ *adjective* _____ *that*

This construction is done with adjective verbs:

verb + آل + adjective verb

إِمَقَّور سِيدِي رَبِّي آلَ إِتَنْبَاضَ خَفَ مَاكُلَّانَ كُولَ.

God is so great that he rules over all that there is.

إِزُور زَاهِي آلَ وَرْتِ يُوسِي وَانْسَا.

Zahi is so fat that the place [in a taxi, for ex.] doesn't hold him.

C. To become bigger, taller, etc.

The structure for this is :

verb used in the comparison + the conjugated form of the verb زَايِدْ

He got more angry/angrier.

إِزَايِدْ إِزْعَفَ.

She became more angry/angrier.

تَزَايِدْ تَزْعَفَ¹⁵.

They (m.) became bigger/older.

زَايِدْنَ مَقَّورْنَ.

D. It's too _____ for me.

Depending on the context the words شَيِّغَان and بَزَّاف can mean either "very" or "too." Sometimes it is hard for the non-native speaker to know which meaning is being used.

It's bad.

إِخَا.

It's very or too bad.

إِخَا بَزَّاف. or إِخَا شَيِّغَان.

It's too bad for me.

إِخَا شَيِّغَان غِيفِي. or إِخَا بَزَّاف غِيفِي.

¹⁵ Often when a "t" sound precedes a "z" sound, the "t" is pronounced as a "d." Thus, you may hear this as دَزَايِدْ دَزْعَفَ.

It's small.

إِمْرِي

It's very or too small. إِمْرِي بَزَاف. or إِمْرِي شِيْكَان.

It's too small for me. إِمْرِي بَزَاف غِيفِي. or إِمْرِي شِيْكَان غِيفِي.

The word order for the preposition can vary:

The shirt is too small for me. تَمْرِي غِيفِي لِقَمِيْجَا بَزَاف.

تَمْرِي لِقَمِيْجَا غِيفِي بَزَاف.

تَمْرِي لِقَمِيْجَا بَزَاف غِيفِي.

E. The adverbs “like this” and “like that”

like this (in this way)

إِمْشِي¹⁶ or أَمْشِي

like that (in that way)

إِمْشِيس or أَمْشِيس

These expressions will be covered in greater detail in lesson 30. Don't go into detail now.

F. Especially

This adverb is made up of the preposition س plus the noun أَمَاتَا^(u). So the whole phrase is س أَمَاتَا “s umata.”¹⁷

إِحْلَا لِحَالِ كْ جَانُوبِ نِ فَرَنْسَا، س أَمَاتَا كْ تَغْرُسْت.

The weather is nice in the south of France, especially in the winter.

تَعَجَّبِي بَزَاف لِفِيْشِيْت، س أَمَاتَا أَضِيل.

I really like fruit, especially grapes.

¹⁶ Some areas also say يِمْشِي.

¹⁷ Other regional variations include لُومَا and نُومَار.

I. Any new information?

II. Review comparatives

Do a quick review of comparatives using noun picture cards or using the exercises in the *Workbook*. Have the students make some comparative sentences. Ask them some questions using the verbs **أَكْثَرُ** and **أَفْ**.

III. Conversation

Begin with some time for free conversation. Have some questions to ask the students to stimulate discussion. You can also ask the students to bring some questions or ideas that they would like to talk about.

One idea is that if a student has read a story or an article, he or she can explain the basic story or the main ideas of the article to the class. You can help by correcting grammar, pronunciation, and vocabulary. You or the students can also bring in pictures to the class. The students can use these to explain what is happening in the picture.

IV. Superlatives

Begin by having the students open their *Student Book* and read the first paragraph on page 29. Then have the students close the book.

A. Superlatives using the past participle form

Ask the students when the participle form of the verb is used. They must be able to answer this question. It is an important rule that must be reviewed again and again until the students know it by heart:

Whenever a question word or a relative pronoun (**أَيُّ or **مَا**) is the subject of a verb, the verb takes its participle form.** This is true with verbs used in superlatives as well. Show now how this applies to superlatives by using the following examples with the “past” participle.¹⁸

First write the heading of number 1 on the board: participle + **أَيُّ**. Then write each example under number 1 below, sentence by sentence, on the board. (Write only the Tamazight.) Have the students repeat the sentences.

¹⁸ Remember that the “past” participle is called “past” only because it is based on the “past” form. This form can have and often does have, especially with verbs that function as adjectives, a present meaning.

1. participle + اَيّ

a. تَغودا بومنز. Poms is good.

Fanta is better than Poms. تَغُودَا فَانْتَا خَفْ بَوْمَز.

ولايَنِّي كوكا اَكْغودان [أَيَّ + إِغودان]. But Coke is the best.
[lit: But Coke (it is) that is best.]

b. اِغْزَيْفَ عَدِّي. Addi is tall.

Ishou is taller than Addi. اِغْزَيِّفْ اِشْوَوْ خَفَّ عَدِّي.

But Hammou is the tallest. or or وَلَايَتِي حَمَّو أَكْثَغَزَّيْفَن.

ولايَنيَ حمّو أَكْغَزَيَفَن دِيكْسَن. But Hammou is the tallest of
 them [lit: among them].

c. تَغَزَّيْفَ مَرَّيْمَ. Miriam is tall.

Tuda is taller than Miriam. تَغْزِيْفُ تودَا خَفَّ مَرِيْمَ.

But Itto is the tallest. or or وَلَا يَنْبِي إِطْوُ أَتَغْزِيْفَن.

وَلَا يَنْتَبِيْ اِطْوَا اَكْثَغَزَّ يَفَنْ دِيكْسَنْتْ. But Itto is the tallest of them.

Note that the participle doesn't change for masculine or feminine.

Now write the heading for number 2 on the board: participle + ماضي. Write each of the three questions in part **a**. Using some pictures of children (or other people), ask the students these questions and have them give answers. Have them ask each other the questions.

If the students seem to understand, drill orally this type of question using other adjective verbs. It is helpful if you have some pictures of objects or people about whom you can ask things like “Who/which is the youngest/prettiest/strongest/newest/ etc. of them?” You can also ask the students questions like the one in part **c.** below.

2. participle + مَآيْ

- a. مَآكْغَزَيْفَن؟
Who's the tallest?¹⁹
- مَآكْغَزَيْفَن أَكْ إِشِرَّان؟
Who's the tallest of the children?
- مَآكْغَزَيْفَن دِيكْسَن؟
Who's the tallest of them (m.)?
- مَآيْ دِيكْسَن إِغَزَيْفَن؟
Who's the tallest of them (m.)?

Note that in the previous two sentences either word order is possible.

- عِيشَة أَكْغَزَيْفَن [أَيْ + إِغَزَيْفَن].
Aisha is the tallest.
- بَسُو أَكْغَزَيْفَن دِيكْسَن.
Bassou is the tallest of them (m.)
- b. مَآكْمُرَيْن؟
Who's the youngest?
- مَآكْمُرَيْن أَكْ إِشِرَّان؟
Who's the youngest of the children?
- مَآكْمُرَيْن دِيكْسَن؟
Who's the youngest of them (m.)?
- مَآيْ دِيكْسَن إِمْرَيْن؟
Who's the youngest of them (m.)?
- يُوسُف أَكْمُرَيْن.
Youssef is the youngest.
- c. مَآكْوَفَن دِيكْن أَكْ رِّيَاضَا؟
Who is the best of/among you (m.pl.) in sports?
- نَكَيْن أَكْوَفَن.
I'm the best.

Next write on the board the heading of number 3 below: participle as adjective. Then write the first sentence under part a. Ask this question to the students, and have them give an answer. Have them ask this same question about other continents in the world so that they can practice this type of question. Show them how to give various types of answers to the question, that is, short and long answers. Have them answer using the various different ways.

Then practice by asking another question of this same type. Have the students ask each other the question. Can they make up their own questions?

¹⁹ Depending on the context, this question could also mean "Who is taller?"

3. participle as adjective

a. ماڳان [ماي + اڳان] تَمازيرت اِمَقورن ڪَ اِفرِيقيا؟

What is the biggest country in Africa?

مِصر. : short answer

Egypt.

مِصر اَڳان تَمازيرت اِمَقورن ڪَ اِفرِيقيا. : long answer

Egypt is the biggest country in Africa.

مِصر اَڳَمَقورن ڪَ اِفرِيقيا. : long answer

Egypt is the biggest in Africa.

b. ماڳان²⁰ اَرياز اِڙيل [اِڙيلن] ڪَ اِغرمَنم؟

Who is the nicest/best/most handsome man in your (f.s.) village?

مُحَنَد. : short answer

Muhand.

مُحَنَد اَڳان اَرياز اِڙيل ڪَ اِغرمينو. : long answer

Muhand is the nicest man in my village.

مُحَنَد اَڳَزِيل ڪَ اِغرمينو. : long answer

Muhand is the nicest in my village.

Explain that there are many different ways to ask this type of superlative question. Some ways are specific to certain regions. Others can be used both by the same person in the same region. The students need to find out how people around them ask this type of question. In the class we will use the way expressed above.

But give the following examples of other ways to ask the question. This is so that the students are aware of this when they come across it. Using the sentence that you wrote above, change the parts necessary to give all the different examples below. Each of the following questions means the same thing: “What is the biggest country in Africa?” The only difference is in the question word.

i. ماڳَمَس²¹ تَمازيرت اِمَقورن ڪَ اِفرِيقيا؟

ii. ماني تَمازيرت اِمَقورن ڪَ اِفرِيقيا؟

In this case the word “mani” doesn’t mean “where?” but rather
“what is?”

²⁰ In some areas the question “Who is...?” is ماڳَمَس .

²¹ Some areas only use this as “who” and not as “what.”

.iii مايد إغان تمازيرت إِمَقَّورُنْ كْ إِفْرِيقيا؟

Here the “d” is added only for pronunciation, to separate the “may” from the “igan.” The dialect that does this never puts the “may” plus a third person masculine singular verb or participle together to form “gg.”

.iv مَتَّا تمازيرت إِمَقَّورُنْ كْ إِفْرِيقيا؟

In this case the word “matta” doesn’t mean “which?” but rather “what is?” In this usage, “matta” doesn’t take the dependent form after it.

.v مَتَّا نَتَّات تمازيرت إِمَقَّورُنْ كْ إِفْرِيقيا؟

In this case the word “matta” combines with the independent personal pronouns according to whether the noun asked about is masculine or feminine and singular or plural. For example:

masculine singular noun + مَتَّا نَتَّا
 feminine singular noun + مَتَّا نَتَّات
 masculine plural noun + مَتَّا نَتْنِي
 feminine plural noun + مَتَّا نَتْنِي

B. Superlatives using the regular adjective form

Remind the students that a small number of verbs don’t form their adjectives by using the participle. Instead they follow the “regular” pattern of adjectives. These adjectives do not use the participle form in the superlative, just the regular adjective form. Write the first example below on the board. Ask the students that question and have them answer. Then use the other questions orally as drills. You can use your own questions as well. Be sure that the students ask each other the questions.

ماگْانْ تَحانوت توجْدِيْتْ كْ إِغْرَمَنْشْ؟

What is the newest store in your (m.s.) village?

ماگْانْ لَشْتاب وجْدِيْدْ كْ تَدَارْتَنْنْ؟

What is the newest book in your (m.pl.) house?

ماگْانْ طوموبيلات توجْدِيْدِيْنْ كْ سَوَقْ؟

What are the newest cars on the market?

ماگْانْ إِخْمِيْمَنْ وجْدِيْدَنْ خَفْ طَبِّ؟

What are the newest ideas about medicine?

V. Workbook (optional)

The *Workbook* has five sets of exercises drilling the superlative. These exercises can be used for oral drilling in class and then for written work at home.

VI. Homework

The students should read carefully pages 29 through 32 of the *Student Book* and practice the various drills that were done in class.

Strongly recommend that the students do a number of the exercises in the *Workbook*.

Lesson #4

I. Any new information?

II. Review comparatives and superlatives

Do a quick review of comparatives and superlatives using noun picture cards or using the exercises in the *Workbook*. Have the students make some comparative and superlative sentences. Ask them some questions using the verbs أَف and أَكْثَر.

III. The construction "use to"

Tell the students that up till now they have learned verb tenses that, in general, required new information. From now on, any new verb tenses will simply be combining forms that the students already know. Thus, there are no new conjugations or forms to learn, just new ways of using familiar forms together.

Use the following step-by-step explanation to present the construction "use to."

A. The construction "use to" is what is used in sentences like "I used to live in America," or "I used to work in a hospital," or "I used to like coffee."

B. The form in Tamazight is:

the verb in the present continuous tense + the auxiliary verb أَكْ conjugated
in the past tense form

Write the rule on the board.

C. Then give the conjugation in the past tense form of the auxiliary verb أَكْ. Ask the students to give you the conjugation. It is the same verb as "to go by," "to pass by." Write this on the board:

نَكَا	كَيَخ
تَكَّام	تَكَّيْد
تَكَّامْت	تَكَّيْد
كَان	إَكَا
كَانْت	تَكَا

D. Based on the above information, ask the students how to say "He used to work at the Post Office." If they need help, guide them step by step through the rule, including how to form the present continuous tense. The answer should be:

إِكَّا دِيخْدَم كْ لِبوسْطَا.

E. Using this sentence as the third masculine singular, have the students give you the complete conjugation pattern of all the persons. Write these on the board in order. The board should look like this:

كَيِّخ دَخْدَمَخ كْ لِبوسْطَا. نَكَّا دَنخْدَم كْ لِبوسْطَا.
 تَكَيِّد دَتْنَخْدَمَد كْ لِبوسْطَا. تَكَّام دَتْنَخْدَم كْ لِبوسْطَا.
 تَكَيِّد دَتْنَخْدَمَد كْ لِبوسْطَا. تَكَّامَت دَتْنَخْدَمَت كْ لِبوسْطَا.
 إِكَّا دِيخْدَم كْ لِبوسْطَا. كَّان دَخْدَمَن كْ لِبوسْطَا.
 تَكَّا دَتْنَخْدَم كْ لِبوسْطَا. كَّانَت دَخْدَمَنَت كْ لِبوسْطَا.

F. Tell the students that to form the negative, you add **ور** in front of the auxiliary verb. Ask the students what changes need to be made. (The negative affects the vowel in the auxiliary verb.) Using the above chart, add the **ور** in front of each sentence and have the students tell you what, if any, changes should be made. The board should now look like this:

ور كَيِّخ دَخْدَمَخ كْ لِبوسْطَا. ور نَكِّي دَنخْدَم كْ لِبوسْطَا.
 ور تَكَيِّد دَتْنَخْدَمَد كْ لِبوسْطَا. ور تَكَّيم دَتْنَخْدَم كْ لِبوسْطَا.
 ور تَكَيِّد دَتْنَخْدَمَد كْ لِبوسْطَا. ور تَكَّيْمَت دَتْنَخْدَمَت كْ لِبوسْطَا.
 ور إِكِّي دِيخْدَم كْ لِبوسْطَا. ور كَّيْن دَخْدَمَن كْ لِبوسْطَا.
 ور تَكِّي دَتْنَخْدَم كْ لِبوسْطَا. ور كَّيْنَت دَخْدَمَنَت كْ لِبوسْطَا.

The negative affects only the vowel of the auxiliary verb. Nothing else is changed in the sentence.

G. Give examples using the following sentences. Say the sentence in Tamazight, and see if the students can figure out the meaning. Try to do this without writing down the sentence. This will work on the students' oral skills. (If you must write down the sentence, do so, but then erase it after the students know what it means.) Once the students know what the sentence means, tell them, in Tamazight, to say the sentence but

change the subject to another person: "I, you (f.), you (m.), he, she, we, etc." Use a number of different subjects for each sentence. You can add your own sentences as well.

كَانَ دَتَدُونِ غَر فاس كو ياس.
 كَيخ دَسَاخ اَتَاي س سَكْر.²²
 نَكَا دَنَقَار تَعَرَبَت دِين.
 مَاكَّكَ دَيَتَّكَ دَا؟
 اِكَا دَدِيَتَدُو غوري.
 كَيخ دَتَكْمُوخ.

H. Tell the students that what they've learned above is the general rule. However, there are some exceptions. In this "use to" construction, certain verbs **do not use the present continuous form**. Instead, **they use the simple past form which has a present continuous meaning**. This is true, for example, with the verb كَى meaning "to be."

Knowing which verbs fit this category comes only by usage. Write the following example on the board:

He used to be a farmer. اِكَا اِنَّا اَفَلَّاح.

Have the students repeat the sentence. Then have them think of similar types of sentences using the verb "to be." After that, give them more examples in the same oral manner that you used in part G. Ask them to transform the sentences using different subjects. Use some of the following sentences (including negatives) and any others you may want to use.

What did you (s.) use to be?	مَاي تَكَيِد تَغَيِد؟
She used to be my friend.	تَكَا تَنَّا تَمَدَّاكُلْتِينو.
It (f.) used to be red.	تَكَا تَنَّا تَزَنَّاغَت.
He used to live here.	اِكَا اَزَدَغ دَا.
He didn't use to be a farmer.	وَر اِكَي اِنَّا اَفَلَّاح.
She didn't use to be my friend.	وَر تَكَي تَنَّا تَمَدَّاكُلْتِينو.
He didn't use to live here.	وَر اِكَي اَزَدَغ دَا.

²² This word is said with a rounded "k" sound, so that the word sounds to English ears like سَكْر.

Note for the negative that the **وَر** affects only the auxiliary verb and not the second verb, even though the second verb appears in its “past” form.

Have the students look at pages 33 and 34 of the *Student Book*.

I. “Use to” with “to have”

Ask the students how to say “I have a mule.” Write the two ways on the board. Then ask the students how to say “I had a mule yesterday.” Write that on the board. The board should look like this:

I have a mule.	غوري أَسَرْدُون.
I have a mule.	إِلَّا غوري أَسَرْدُون.
I had a mule yesterday.	إِلَّا غوري أَسَرْدُون أَسْنَطَّ.

Then underneath these write:

I used to have a mule.	إِكَّا غوري أَسَرْدُون.
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Ask the students to give the rule for how to form “use to have a....” Write this on the board:

the noun in its dependent form	+	various forms of pronouns + غور	+	the auxiliary verb ك conjugated in the past tense form The noun possessed (the subject) determines the conjugation form.
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Go over briefly the four possibilities for this type of sentence. Use the following examples (even if the meanings are a bit strange), since they show clearly the dependent form. Ask the students how to say “I used to have a female mule,” “I used to have wells,” and “I used to have eggs.” Write these down. The board should look like this:

إِكَّا غوري أَسَرْدُون.
تَكَّا غوري تَسَرْدُونَت.
كَان غوري وونا.
كَانَت غوري تَكْلاي.

Have the students make these sentences negative.

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

J. The place of moveable pronouns

Tell the students that direct object and indirect object pronouns remain attached to the second verb, since it is the principle verb and the verb that directly concerns the pronouns. The first verb is simply a helping verb. Since the majority of the second verbs are in the present continuous form, the pronouns come in their regular place with these verbs, that is, between the tense indicator *د* and the rest of the verb.

Give the following examples. You only need to write the Tamazight on the board. Write just the first sentence of each group. Then ask the students to transform the sentence by asking a question and by making it negative.

He used to give money to his son. *إِكَا داس ياكّا إِذْرِيْمَن إِ مَمَّيس.*
Did he use to give money to his son? *إِس إِكَا داس ياكّا إِذْرِيْمَن إِ مَمَّيس؟*
He didn't use to give money to his son. *وَر إِكِّي داس ياكّا إِذْرِيْمَن إِ مَمَّيس.*

He used to help him in (his) studies. *إِكَا دَت إِتْعَاوَان كْ تَغُورِي.*
Did he use to help him in (his) studies? *إِس إِكَا دَت إِتْعَاوَان كْ تَغُورِي؟*
He didn't use to help him in (his) studies. *وَر إِكِّي دَت إِتْعَاوَان كْ تَغُورِي.*

Have the students look at page 37 of the *Student Book*.

IV. Dialogue or conversation

Have some conversation time or use the dialogue in the *Workbook*.

V. Workbook (optional)

The *Workbook* contains a dialogue using the “use to” tense that can be used any time after the grammar of this lesson has been covered.

There are also a set of exercises asking questions using the “use to” tense. You can use some of these exercises as oral drills in class.

VI. Homework

The students should read over the *Student Book*, pages 33 to 37, especially reading carefully pages 34 to 36. They should practice the sentences and use the same types of drills that they did in class.

Lesson #5

I. Any new information?

II. Review "use to"

Do a quick review of last lesson's grammar. Ask the students in Tamazight "What did you use to do when you were young?" The students may need help in understanding the construction "when you were young." Have the students give a number of answers, even if they must invent something to say.

If you think the class needs more practice, other questions you could use are:

"Where did you use to go for vacation when you were in America?"

"What did you use to do on vacation?"

"Where did you use to work?"

"What did you use to do there?"

"What foods did you use to like as a child?"

III. Headline exercise

Begin with the newspaper headlines exercise (Supplementary Material for lessons 5 and 6) in the *Workbook*. Spend about 30 minutes on this activity. The point of this is to generate conversation.

IV. Indefinite adjectives and pronouns

There is a lot of material in lessons 5 and 6, although it is mostly simple vocabulary. This lesson concerns indefinite adjectives and pronouns, words in English like "another," "other," "someone," "no one," "everyone," "some," "something," "anything," "whatever," "whoever," "wherever," and "however." These are adjectives and pronouns (and some adverbs) referring to non-specified things. The students will have learned a number of these words by now. This lesson goes deeper into this subject and covers the material in a more systematic and comprehensive way. Mostly the students will be learning new and helpful expressions.

The basic method will be to present individual words and show how those words are used in phrases and sentences. It is by hearing and using these words in every day contexts that the students will be able to learn them.

A. The indefinite adjective "another": يَضْنَن or يَضْن

Write these two words in Tamazight on the board. Ask the students what they mean. The students have been using these words already in a few phrases. Both words mean the same thing and are interchangeable. Some regions may use only one of them; other regions use both. (Although there are other regional variations, these are the words we will use for the course.)

1. Tell the students the following rule: These words are placed after the noun they modify and are invariable, that is, they don't change whether the noun is masculine or feminine or singular or plural. Write some examples on the board. (After the first three examples, it's not necessary to write anything more. Just do the other examples orally. It's also not necessary to write the English either.) Write down the first example. Then ask the students how to say "another book." Write that down. In order not to use English, show pictures of the words you want the students to say. Be sure the students know the English translation for the plurals: "other"

another boy	أَرْبَا يَضْن	or	أَرْبَا يَضْنِين
another book	لَشْتَاب يَضْن	or	لَشْتَاب يَضْنِين
another house	تَدَّارْت يَضْن	or	تَدَّارْت يَضْنِين
other boys	إِرْبَان يَضْن	or	إِرْبَان يَضْنِين
other houses	تَدَّرُوِين يَضْن	or	تَدَّرُوِين يَضْنِين
another time	تِكَّالْت يَضْن	or	تِكَّالْت يَضْنِين
other times	تِكَّال يَضْن	or	تِكَّال يَضْنِين

2. There are other ways to express the idea of "another" or "other." This is like in Moroccan Arabic where you can say "another bus": طوبيس آخُر or "some other bus": شي طوبيس آخُر. Note the following phrases:

some other house	شَا ن تَدَّارْت يَضْنِين or يَضْن
another house	يوت ن تَدَّارْت يَضْنِين or يَضْن
some other man	شَا ن أَرْيَاز يَضْنِين or يَضْن
another man	يون أَرْيَاز يَضْنِين or يَضْن

3. Give some other useful phrases with the words يَضْنِين or يَضْن :

another one (m.)	يون يَضْنِين \ يَضْن
another one (f.)	يوت يَضْنِين \ يَضْن
other ones (m. or f.) / some others (m. or f.)	ييتس يَضْنِين \ يَضْن
someone else / something else	شَا يَضْنِين \ يَضْن

Mention that **يوت** and **يون** ("ones") is the plural of **يوتس**.

4. Drills

Have the students look at page 38 of the *Student Book*. Then do some drills with these words. Put some noun cards on the table. Have one student ask another student in Tamazight "Do you want this _____?" The other student should answer using one of the phrases from this lesson, something like "No, I want another _____ / some other _____ / another one." Then that student asks a question. (The students can look at the *Student Book* to refresh their memories.) You can vary the verb as well and vary the "this" and "that." Some other example questions are:

"Did you greet that man?"
"Did you see this house?"
"Did you read this book?"

"Did you visit those people?"
"Did you buy those cars?"
"Did you sell these books?"

5. In combination with demonstrative pronouns like "this," "that," "these," and "those," the words **يَضْنِين** or **يَضْن** come to designate a definite other one. Write the following on the board. After you write the first line, ask the students to tell you what the following lines are. Have them give you both the Tamazight and the English. The students may not be familiar with the last set of pronouns. Don't spend a lot of time on them, but use them in some simple sentences. The verb that follows is in its participle form when the last set of pronouns below is the subject of the verb.

this (m.) other one	وا يَضْنِين \ يَضْن
this (f.) other one	تا يَضْنِين \ يَضْن
these (m.) other ones	وي يَضْنِين \ يَضْن
these (f.) other ones	تي يَضْنِين \ يَضْن
that (m.) other one	وان يَضْنِين \ يَضْن
that (f.) other one	تان يَضْنِين \ يَضْن
those (m.) other ones	وين يَضْنِين \ يَضْن
those (f.) other ones	تين يَضْنِين \ يَضْن
the other one (m.) who...	ونّا يَضْنِين \ يَضْن
the other one (f.) who...	تنّا يَضْنِين \ يَضْن
the other ones (m.) who...	وينّا يَضْنِين \ يَضْن
the other ones (f.) who...	تينّا يَضْنِين \ يَضْن

You can do some simple drills with these words. Put noun cards on the table, two of the same type of item far away from each other. You ask a student in Tamazight "Do you want this car?" The student should answer "No, I want that other one." The student

then asks another student a similar question. Vary the genders, singular and plural, and "this" and "that."

B. The following words are also a combination of the demonstrative pronouns **يَضْنِين** "yḏ" of **يَضْ** or **يَضْن** with **يَضْ** "yḏ" of **يَضْنِين** or **يَضْن** .

1. These words mean either "another one" or "the other one." It is the context that determines whether the reference is indefinite or definite. Write the following four words on the board with their English translations. Show the students how the words are made up of the demonstrative pronoun (for example **وا**) and the "yḏ" of **يَضْنِين** or **يَضْن** (the **يَضْ**).

another one, the other one (m.)	وايَضْ
another one, the other one (f.)	تايَضْ
other ones, the other ones (m.)	وييَضْ or ويِنَضْ
other ones, the other ones (f.)	تييَضْ or تيينَضْ

Use the words in some short sentences or phrases, like the following ones:

Bring the other one (m.). / Bring another one (m.). **أَوَيْدْ وَايَضْ.**

Give me the other one (f.). / Give me another one (f.). **شِيدْ تايَضْ.**

[Kids are playing with blocks. The dad gives them more blocks. Each time he hands them a block he says:] Here's another one. **هَانْ وَايَضْ.**

Where are the others (m.)? **مَانِي وَيِنَضْ؟**

Not like the other (m.). **وَرِيدْ أَمْ وَايَضْ.**

Have the students look at pages 39 and 40 of the *Student Book*.

2. These words can also function as indefinite adjectives. However, unlike the words **يَضْنِين** or **يَضْن**, the words **وايَضْ** etc. come before the noun and vary by person and number. The noun that follows is in the dependent form. Write these examples on the board.

another man / the other man	وايَضْ أَرْيَازْ
another egg / the other egg	تايَضْ تَغْلَايْتْ

other wells / the other wells

وييڻس وونا

other eggs / the other eggs

تاييڻس تڭلاي

Again do some simple drills with these words. Put noun cards on the table, at least two of the same type of item. You ask a student in Tamazight "Do you want this car?" The student should answer "No, I want the other one/another one" or "I want the other/another car." The student then asks another student a similar question. Vary the genders, and singular and plural.

C. Different phrases using the word "one": يونس , يوت , and ييڻس

1. Start with the singular "one." These words are very common and very useful. You say the Tamazight, and then write the Tamazight on the board. See if the students can use each phrase in a sentence.

someone (m.)	شا ن يونس
someone (f.)	شا ن يوت
someone else (m.)	شا ن يونس يڻنين \ يڻن
someone else (f.)	شا ن يوت يڻنين \ يڻن
no one (m.)	اود يونس
no one (f.)	اود يوت
no one else (m.)	اود يونس يڻنين \ يڻن
no one else (f.)	اود يوت يڻنين \ يڻن
each one (m.)	كو يونس
each one (f.)	كو يوت

Drill these words by asking in Tamazight questions like:

"Who came to the meeting?"

"Who did you see?"

"Who goes to Ifrane in the summer?"

"Who goes to the desert in the summer?"

The students should answer in full sentences using the above words they've just learned.

2. The word "one" by itself can be an indefinite pronoun.

Give the following examples. You say the Tamazight, and see if the students can explain the meaning (in Tamazight). After each phrase, ask some questions in Tamazight in such a way that the students can respond with the phrase.

Someone (m.) came.	إِدَّاد يُون.
Someone (f.) came.	تَدَّاد يوت.
I saw someone (m.) who was a drunk.	أَنَّاخ يُون إَكَّا أَسْكَايْري.
He's someone difficult.	يُون إِشْقَان أَكَّا.
She's someone difficult.	يوت إِشْقَان أَيَّ تَكَّا.
one (m.) among them/one of them	يُون دِيكْسَن
one (f.) among them/one of them	يوت دِيكْسَنَت
another one (m.)	يُون يَضْنِين \ يَضْن
another one (f.)	يوت يَضْنِين \ يَضْن

Have the students look at pages 40 to 41 of the *Student Book*.

3. The word "one" functions also as the indefinite article "a" or "an." This is the equivalent in Moroccan Arabic of *شي*, as in *جَا شِي رَجُلٌ* ("A man came."). Give the following examples in Tamazight.

A man came.	إِدَّاد يُون أَرْيَا.
A woman came.	تَدَّاد يوت ن تَمْطُوط.
I saw something [a thing] in Moha's house that I didn't know what it was.	أَنَّاخ يُون شَا (يُون أَسْكَيْن) كُ تَدَّارْت ن موحى ور سَنَخ مَتَا نَتَّا.
He took another [an other] road.	إَكَّا يُون أَبْرِيد يَضْن.

V. Homework

For each page of the *Student Book* (pages 38-41), the students should write three original sentences using three words or phrases on the page. Thus, three sentences for each of the four pages make a total of twelve sentences.

X Lesson #6 Z

I. Any new information?

II. Review the homework

Go over the twelve sentences that the students have come up with by using the vocabulary from the previous lesson.

III. Conversation

Have some discussion questions or ideas so that the students have opportunities to talk at length, tell stories, or give opinions.

IV. Indefinite adjectives and pronouns continued

A. Different phrases using the word "one": يونس , يوت , and ييتس (continued from last lesson)

1. The word "some" is the plural of the indefinite "one." This is often expressed by the Tamazight word شا . You say the Tamazight, and write it on the board. Ask the students what it means. Have them use the word in a sentence.

By itself this word means: someone or something

شا

someone/something else

شا يَضْنين \ يَضْن

I want something cheap.

ريخ شا إروان.

Used in combination with other words it means: some

شا

some among them (m.)/some of them (m.)

شا ديڭسَن

someone (m.)

شا ن يونس

someone (f.)

شا ن يوت

someone else (m.)

شا ن يونس يَضْنين \ يَضْن

someone else (f.)

شا ن يوت يَضْنين \ يَضْن

some people

شا ن مِدْن

some other people شَا ن مِدَّن يَضْنين \ يَضْن

some men شَا ن إِرِيزَن

some other men شَا ن إِرِيزَن يَضْنين \ يَضْن

some women شَا ن تَوْتَمين

some other women شَا ن تَوْتَمين يَضْنين \ يَضْن

some water شَا ن وَاْمَان

a little bit [lit: some of a little] شَا ن شَوِي

some place شَا ن وَاْنَسَا or شَا ن أَذْغَار

Used in combination with a negative it means: anything, nothing وَر ... شَا

I don't have anything. وَر غُورِي شَا.

I didn't drink anything. وَر سُوِيخ شَا.

They (f.) didn't go anywhere. وَر دَيْنَت غَر شَا.

2. Another plural of the indefinite "one" is يِتْس , meaning "ones." It is the same plural word for masculine and feminine "one." It can be translated in different contexts as "ones" or "some." In certain contexts a literal translation would be "someones." This doesn't exist in English, but does in French: *quelques-uns, quelques-unes*. Other translations could be "certain ones" (in French: *certain, certaines*). Give the following examples:

Only some [*quelques-uns*] came. وَر دَدَيْن غَاس يِتْس.

some days يِتْس ن ووسَان

some among them (f.)/some of them (f.) يِتْس دِيكْسَنَت

some people I don't know يِتْس ن مِدَّن وَر سَنَخ

Have the students look at pages 42 and 43 of the *Student Book*.

B. Phrases using the word **أَوَك** meaning "whatever," "whoever," "anything," "any place," etc.

1. Tell the students that we are writing the word "awk" in the above fashion, although technically it would be just **أك**. The pronunciation is "a" plus a rounded "k." The lips are rounded before the "k" is pronounced. Many phonetic transcriptions write the word "akʷ." English speakers tend to hear a "w" sound before the "k."

2. independent pronouns + **أَوَك مَتَا**

Write the above construction on the board. Then start out with the third person masculine singular, and write that on the board. Then do the third person feminine singular. Explain that these mean "whoever/whatever it is." The board should look like this:

whoever/whatever he/it (m.) is	أَوَك مَتَا نَتَا
whoever/whatever she/it (f.) is	أَوَك مَتَا نَتَات

Then give an example of how these phrases are used. You say the Tamazight, and see if the students can figure out the meaning. For some students, the French word might help them to better understand.

ماي ديگسن تريد؟ أَوَك مَتَا نَتَا.

Which one of them (m.) do you (s.) want? Anyone./Whatever./*N'importe lequel*.

ريخ يون لكاس. مَتَا لكاس؟ أَوَك مَتَا نَتَا.

I want a glass. Which glass? Anyone.

إِخْصَايِي شَا ن لَخْدَمْت، أَوَك مَتَا نَتَات.

I need some work, whatever it is.

Now go on and complete the full pattern using all the independent pronouns. Have the students give you the chart as you write it on the board. The chart should look like this:

whoever/whatever I am	أَوَك مَتَا نَكَيْن
whoever/whatever you (m.s.) are	أَوَك مَتَا شَكَيْن
whoever/whatever you (f.s.) are	أَوَك مَتَا شَمَيْن
whoever/whatever he/it (m.) is	أَوَك مَتَا نَتَا
whoever/whatever she/it (f.) is	أَوَك مَتَا نَتَات

whoever/whatever we are	أَوَك مَتَا نُكْنِي
whoever/whatever you (m.pl.) are	أَوَك مَتَا كُنِّي
whoever/whatever you (f.pl.) are	أَوَك مَتَا كُنْمَتِي
whoever/whatever they (m.) are	أَوَك مَتَا نِتْنِي
whoever/whatever they (f.) are	أَوَك مَتَا نِتْنَتِي

Give some more examples of sentences and phrases using these words. Have the students come up with some of their own phrases. You can use the following sentences and any others you may think of.

أَوِيد أَوَك مَتَا نَتَا دِيكْسَن.

Bring anyone of them (m.).

مَش دِيكْسَن توفيد شا ن لعيب، أَوَك مَتَا نَتَا، راريتيد.

If you (s.) find in it a fault, whatever it is, return it (m.) to me.

أَوَك مَتَا نَتَا إَغِي أَدِيكْ أَيَا.

Anyone can do this.

أَدُور دَتَقَرَّاب، أَوَك مَتَا شَكُّين.

Don't come closer, whoever you are.

3. other question words + أَوَك

Tell the students that we will now do أَوَك plus other question words. For each entry below, write the Tamazight heading (for example, مَكْمَس + أَوَك), and then use that in a sample sentence. See if the students can understand and also use the word. Once they've used the word (or if they just can't understand what it means), write the English and French meanings on the board.

a. مَكْمَس + أَوَك anyone, whoever, *n'importe qui*

ريخ شا ن يون أَدِي إَعْلَوَن. مَكْمَس؟ أَوَك مَكْمَس.

I want someone to help me. Who? Anyone./Whoever./N'importe qui.

b. مَانِي + أَوَك any place, wherever, *n'importe où*

سِرْسْت أَوَك مَانِي.

Put it (m.) down any place/wherever/n'importe où.

أَوَك مَانِيَت وَفَان، أَت نَغَن.

Wherever they (m.) find him, they'll kill him.

- c. verb + **أَوْكْ مَايْ** whatever I/you/he etc. does

أَوْكْ مَايْ تَكْغَاد²³، غَاسْ كُتْ فِيسَاحْ.

Whatever you (m.s.) do [in the future], just do it quickly.

رَوْرِيخْدْ أَوْكْ مَايْ تَشِيخْ.

I threw up whatever I ate.

- d. **أَوْكْ + سْ مِي²⁴** anyhow, in any way, *n'importe comment*

بُنَانْ تَدَرُوِينْ أَوْكْ سْ مِي. أَيْنَا أَمِي تَوْتِينْتْ.

They (m.) built the houses any old way/*n'importe comment*. That's why they collapsed.

C. Other phrases meaning "whatever": **أَيْنَا**

The following are other phrases meaning "whatever." Go over each sentence with the students. Explain in Tamazight a context in which you would use these phrases.

أَيْنَا تَرِيدْ. Whatever you (s.) want.

أَيْنَا إِلَانْ. Whatever there is.

أَيْنَاشْ إِعْجَبَنْ. Whatever you (m.s.) like. (literally: Whatever pleases you.)

أَسِيْمْتْ أَيْنَا تَرَامْتْ. Take (f.pl.) what/whatever you want.

Point out to the students that when **أَيْنَا** is the subject of the verb, the verb is in its participle form.

Have the students look at pages 43 to 45 of the *Student Book*.

D. So and so, such and such

The main word for this expression is **فَلَانْ**. This is the most commonly used form. Give some examples.

سَقْسَاحْ فَلَانْ. I asked so and so.

كَيِّخْ غَرْ فَلَانْ شَا نْ وَوَسَّانْ. I was at so and so's house for a few days.

أَيْتْ فَلَانْ those of so and so, the people of so and so

²³ This form of the future won't be studied until lesson 28. Briefly, it is the present continuous tense without the tense indicator. It is used after question words, relative pronouns, and negatives.

²⁴ These two words run together and sound like "smi."

There is a feminine form, if the “so and so” is feminine. The word can be either **فلانت** or **فلانتا**.

So and so (f.) saw me. **تانی فلانتا.**

In some usages the form is **ایفلان**, whose dependent form is **وایفلان**. It's not clear when this form should be used instead of the above form, but the following are some examples:

سَقَساخ اَیفلان د وایفلان د وایفلان.

I asked so and so, and so and so, and so and so.

اَنسا ن وایفلان

such and such a place

The word for “such and such” as a noun is **کادا**.

He told me such and such. **إنای کادا.**

V. Homework

For each page of the *Student Book* (pages 42-46), the students should write three original sentences using three words or phrases on the page. Thus, three sentences for each of the five pages make a total of fifteen sentences.

I. Any new information?

II. Review the homework

Go over the fifteen sentences that the students have come up with by using the vocabulary from the previous lesson.

III. Conversation

Have some discussion questions or ideas so that the students have opportunities to talk at length, tell stories, or give opinions.

IV. Words used in negation

There is a lot of material in lessons 7 and 8, although much of it can be done quickly. Up till now the students have learned many different ways to say negative sentences in different tenses. This lesson is a review of some of those but also a more in-depth and systematic coverage of negation in general.

The basic method will be to present individual words and show how those words are used in phrases and sentences. Since the students already know a number of the words, it will be up to them to give you example sentences for many of the words. During this lesson you will need to refer to the *Student Book*, since the sentences there will not be repeated here in the *Teacher's Manual*.

Because there is so much material in this lesson, the grammar explanations have been indented below so that you can follow them more easily.

Some general rules

Go over the following three general rules for the negative. Don't just give the rules, but ask the students to give them to you.

First, ask the students "What do most of the negative words in Tamazight contain?" The answer should be rule number 1 below. Then ask "How does ⵍ affect pronouns and direction particles?" The answer should be rule number 2 below. Be sure to say that not only ⵍ but also all its forms have this effect. ⵍ can also make certain prepositions with pronouns move to a place in front of the verb. This latter is less consistent but does happen. Then ask "How does ⵍ affect the vowels of verbs?" The answer should be rule number 3 below. Again, be sure to say that not only ⵍ but also all its forms have this effect. This applies only to verbs in the past form.

1. The majority of negative words in Tamazight contain the word ⵍ. This is the foundation of negation in Tamazight.

2. **ور** and all its forms cause direct and indirect object pronouns, certain prepositions combined with pronouns, and direction particles to move to in front of the verb.
3. For most (but not all) verbs, the negative **ور** and all its forms cause the final vowel of verbs in the past form to change to an "i" (whether a *ya'* or a *kisra*).

Then begin by covering various negative words.

A. **ور**

1. With the past form and a past meaning

Write the word **ور** on the board and the heading "With the past form and a past meaning." (If you don't want to write the English, just explain the idea in Tamazight.) Have the students give you some example sentences. Have them use some pronouns in the sentences also. There is no need to write these sentences down, unless there is something particularly difficult.

If you need some sample sentences, use the material on page 47 of the *Student Book* (although don't have the students look there yet), but if the students give you enough sentences, there is no need to use the ones in the book.

2. With the past form and a present meaning

Then write on the board the heading "With the past form and a present meaning" (or explain the idea in Tamazight). Use the same above procedure: ask the students to give you sentences illustrating the idea. If you need more sentences, use the material on page 47 of the *Student Book*.

3. With the future tense

An auxiliary verb is used: the past conjugated form of **إني**.

The **ور** affects only the vowel of the auxiliary verb, not the main verb.

Then write on the board (or tell the students in Tamazight) the heading "With the future tense." Ask the students to explain how to form the negative with the future tense. Be sure they mention the rules above. (This is just one way to form the future negative. We will learn other ways later in lesson 28.) Have the students give some examples in the same manner as above. If you need more sentences, use the material on page 48 of the *Student Book*.

4. With the present continuous tense

The **ور** causes no vowel changes.

Then write on the board (or explain) the heading "With the present continuous tense." Ask the students to explain how to form the negative with this tense. Have the

students give some examples in the same manner as above. If you need more sentences, use the material on page 48 of the *Student Book*.

5. With the past participle

The **ور** affects the vowel in most (but not all) verbs.

Then write on the board (or explain) the heading "With the past participle." Ask the students to explain how to form the negative with the past participle. You may first have to review with them how to form the past participle. Have the students give some examples in the same manner as above. Be sure to give some examples where the vowel changes and where the vowel doesn't change. Use the singular and plural. If you need more sentences, use the material on page 48 of the *Student Book*.

Have the students look briefly at pages 47 and 48 of the *Student Book*. Then have them close their books again.

B. **ورْتا**

The meaning of this word is: "not yet, *pas encore*, مازال." Some dialects use **ورْسا**.

Write the word **ورْتا** on the board, and ask the students what it means. Have the students give you some example sentences. Encourage them to use different tenses. There is no need to write these sentences down, unless there is something particularly difficult. Since the students may not have had a lot of practice using **ورْتا** with different tenses, cover the example sentences on pages 48 and 49 of the *Student Book* as well. You give the Tamazight, and see if the students understand. If not, explain what it means in Tamazight or have a student who understands explain the meaning in Tamazight.

C. **ور ياد**

1. With the present continuous tense this means "to not do something anymore."

Write the words **ور ياد** on the board. Then write the heading (or explain) "With the present continuous tense." Ask the students what this means. Ask them for some example sentences. Be sure they use some pronouns. If you need to, use the sentences on page 49 of the *Student Book*.

2. With the past tense this means "to not end up doing something." For example, "I was going to go to the market, but in the end I didn't. I didn't end up going to the market."

Then write on the board (or explain) the heading "With the past tense." This is a new usage for the students. Explain that it means "to not end up doing something." Give the above example in English. Then explain some situations in Tamazight, using the

examples on page 49 of the *Student Book*. This construction is somewhat confusing, so you should explain the Moroccan Arabic equivalent, for example:

ماوليتش مشيت للسوق.

D. وريد

This word is used to negate non-verbs.

Then write the word وريد on the board. Ask the students how it is used. Have them give you some examples. They've already learned this, so it should be easy. If the examples are sufficient, you don't need to use the sentences on pages 49 and 50 of the *Student Book*.

E. ورذجين

This word means "ever" and "never" and is not used in the present continuous or future tenses.

Now write the word ورذجين on the board. Ask the students what it means. Have them give some examples. Be sure that the examples include the two categories mentioned below. If not, use the example sentences on page 50 of the *Student Book* to cover each category: the "positive" use with the past tense, and the "negative" use with the past tense. The easy explanation is that the word means "ever" and "never."

1. With the past tense in a question this means "Have you ever done something?" In English this type of sentence is "positive." In Tamazight, this type of sentence uses a negative.

2. With the past tense in a non-question this means "to never have done something."

F. وسار

Now write on the board the word وسار. Ask the students what it means and when it is used. Have them give some examples. The students have already done this construction and so should be able to do this. If you need more sentences, use the material on page 51 of the *Student Book*.

This word is used with the future tense (not the past or present continuous) to mean "will never do something." Some dialects use ورسار. Since the future is being negated, there must be the presence of the auxiliary verb: the past conjugated form of إني²⁵. See below, in parts I and J, where وسار is used with the negative imperative to mean "never do something."

²⁵ Some regions don't recognize this negation of the future. We will study other ways later in lesson 28.

Have the students look briefly at pages 48 to 51 of the *Student Book*. Then have them close their books.

G. أَدَوْر

Write أَدَوْر on the board. Ask the students what this is used for. Have them give some examples. The students did this lesson in the recent past, so they should be able to remember. Ask them to give the other forms they know with أَدَوْر and to give examples of them. This will cover letters H, I, and J below. You don't need to use the sample sentences on pages 51 and 52 of the *Student Book* if the students give good examples; however, you should give the examples that use pronouns and use new vocabulary words.

This is used with the continuous imperative form to make the negative imperative: "Don't do something."

H. أَدَوْر يَاد

This is used with the continuous imperative form to make the negative imperative: "Don't do something anymore/again."

I. أَدَوْر سَار

This is used with the continuous imperative form to make the negative imperative: "Don't ever do something." Some dialects use أَدَوْر سَار.

J. أَدَوْر سَار يَاد

This is used with the continuous imperative form to make the negative imperative: "Don't ever do something anymore/again." Some dialects use أَدَوْر سَار يَاد.

The next group of words concerns the word وَر plus a verb plus another word. Many of these may be new to the students, but they should understand the explanations and examples in Tamazight. Write each heading on the board together in a list, since these phrases have a similar structure.

K. **ور + verb + شا**

First, write the heading **ور + verb + شا** on the board. Give some examples in Tamazight. Since the students know the words **أَوْد حاح**, you can explain the phrase by substituting **أَوْد حاح** for **شا**. Do the same for **أَوْد مَعْلَم** and **والو**. Thus, over all, letters K, L, M, and N mean the same thing. You should write the four headings, one below the other, on the board.

Now go back over each one with any details that need to be covered. With letter K, the order can be reversed, and **ور شا** appears before the verb for emphasis. Give those examples (on page 52 of the *Student Book*). Explain that the added **ت** is a direct object pronoun referring to the **شا**.

For letter L, give the examples of **أَوْد حاح** by itself and the word **أَوْد** by itself and in combination with other words meaning "no place" or "nowhere."

The construction **ور + verb + شا** is one way of saying "nothing" or "not anything." Other ways that have the same meaning are listed under letters L, M, and N.

When the order is reversed, that is, the phrase is **ور شا**, this denotes emphasis, as if you are defending something. The general meaning is the same, but the tone is stronger. Also a **ت** (meaning "it" (m.)) is added. This "it" is a direct object that refers to the **شا** (meaning "something"). For example, a sentence would normally read "Something, I didn't say it." The "it," which comes after the verb normally, moves to in front of the verb because of the negation. See the following examples:

L. **ور + verb + أَوْد حاح**

Example sentences are found on page 53 of the *Student Book*.

This is one way of saying "He did nothing" or "He didn't do anything." With a verb of movement it can mean "He went nowhere" or "He didn't go anywhere." Other ways that have the same meaning are listed under letters K, M, and N.

By itself, the words **أَوْد حاح** mean "nothing," and at times they can mean "nowhere."

The word **أَوْد** by itself means "also" or "too." The equivalent in Moroccan Arabic is **حَتَّى**. **أَوْد** has the same range of meaning as

حتى . Thus, in positive statements it means "also" or "too," but in negative contexts it means "any" or "no," as in "anything/nothing," "anywhere/nowhere," and "anyone/no one."

M. **ور + verb + أَوْد مَعْلَم**

Example sentences are found on page 53 of the *Student Book*.

This is one way of saying "He did nothing" or "He didn't do anything."
Other ways that have the same meaning are listed under letters K, L, and N.

N. **ور + verb + والو**

Example sentences are found on page 54 of the *Student Book*.

This is one way of saying "He did nothing" or "He didn't do anything."
With a verb of movement it can mean "He went nowhere" or "He didn't go anywhere." Other ways that have the same meaning are listed under letters K, L, and M. The use here of والو is from Arabic, although some people do use it. For a more specific Tamazight use of the word والو , see letter Y.

Have the students look at pages 52 to 54 of the *Student Book*. The rest of the negative words will be covered next lesson.

V. **Workbook (optional)**

The *Workbook*, under Supplementary Material lesson 8, pages 41-48, contains an article listing numerous Berber proverbs using the negative. Any of these proverbs or sayings can be used at any time during this lesson.

VI. **Homework**

The students should review pages 47 to the top of page 54 of the *Student Book*. They should come up with two sentences using each category of negative word on these pages.

Lesson #8

I. Any new information?

II. Go over the homework

Review orally some of the sentences that the students have written using negative constructions. If there's no time for this, you can correct the papers at home and hand them back next lesson.

III. Traditional Berber riddles

Using the *Workbook* page concerning Berber riddles (Supplementary Material for lesson 7), explain the traditional way that Berbers tell riddles. Explain the introductory phrase, and then give the examples listed on the *Workbook* page. (Each of these riddles uses a negative.) Don't have the students look at the *Workbook* page, since they may see the answer. Sometimes the answer is very difficult for an outsider to understand. You may need to explain some vocabulary, customs, or culture.

IV. Continue words used in negation

This lesson picks up where you left off in lesson 7. Continue to use the same method. You will need to refer to the *Student Book* for example sentences for each category if you need them.

O. **أَوْد يُون / أَوْد يوت + verb + ور**

Write the heading **أَوْد يُون / أَوْد يوت + verb + ور** on the board.

Ask the students what it means. They should know this from the lesson on indefinite adjectives and pronouns. Have them give some examples. Be sure to give the examples in the *Student Book* on page 54 concerning things (as opposed to just people). The students will be familiar with the meaning referring to people, but the reference to things is more unusual.

When these words refer to people, the meaning is "He didn't (verb) anyone." or "No one did something." The "anyone" or the "no one" is either masculine (يُون) or feminine (يوت).

When these words refer to things, the meaning is "He didn't (verb) anything." The "anything" is either a masculine object or a feminine object. The meaning is like "any one thing" or "any one (of the things)."

P. **ور + verb + قّاح**

Write the above heading on the board. Students may not know this. Give the following examples. Explain what **قّاح** means by itself and in combination with **ور**. Example sentences are found on pages 54 and 55 of the *Student Book*.

This is a way of saying "didn't do anything at all." The word **قّاح** by itself, without a negative, means "all," "any," and "entirely." With a negative it adds emphasis "at all," "nothing" (strong), or "never." It's like the Moroccan Arabic **كّاع**.

Q. **ور + verb + أَوّك**

Write the above heading on the board. Explain that this is similar to the previous construction with **قّاح**. Remind the students of the pronunciation of **أَوّك** and why we are writing it this way. Ask the students if they can give you some example sentences. Other sentences are found on page 55 of the *Student Book*.

This is a way of saying "didn't do anything at all." The word **أَوّك** by itself, without a negative, means "all" and "any." With a negative it adds emphasis "at all," "nothing" (strong), or "not even." It's like the Moroccan Arabic **كّاع**.

We are choosing to write the word in this way: **أَوّك** "awk," although that is technically not correct. It is what English ears hear. However, the word is really just an "a" plus a rounded "k." Many phonetic systems write that like "ak". The "a" is said, and then the lips are rounded before the "k" is said. Although the word is then technically just "ak" or **أكّ**, because of the rounded "k" English speakers tend to hear "awk." To not confuse people with just **أكّ**, we will use **أَوّك**.

R. **ور + verb + غاس**

Write the above heading on the board. Give the examples on pages 55 and 56 of the *Student Book*, and see if the students can come up with the meaning. See if they can give some other sentences using this construction. Explain what **غاس** means by itself.

The word **غاس** means "only," "just," "except," "nothing but," "unless," and in certain contexts "as soon as." With a negative the phrase means "to do only something," or "to do nothing but something." It's like the French meaning *ne...que*. The equivalent in Moroccan Arabic is **غير** (with a very similar range of meaning, including "as soon as").

There are some regional variations to this word. Some regions say خاس , and others shorten the words to غَس and خَس .

Have the students look briefly at pages 54 and 55 of the *Student Book*. Then have them close their books.

S. ولا + verb + ور

Write the above heading on the board. Give the examples on page 56 of the *Student Book*. The students should be able to guess the meaning from the context. Have them come up with some other sentences. If it's a verb, its vowel is *not* affected by the negative word ولا .

This phrase means "to neither do something nor do something else" or "to neither do something nor something else." The word following the ولا can be either a verb or a noun.

T. وار

Write the above word on the board, and ask the students the meaning. If they can't remember, remind them by saying "compound nouns." Have the students explain the usage and give some examples. You probably won't need to use the examples on page 56 of the *Student Book*.

This word plus a noun in its non-dependent form refers to a noun meaning "a without something." An example in English would be "a homeless man." This is the form for a compound noun of privation, elaborated on in the *Abrid 3 Student Book*, lesson 20, page 93. The forms vary by gender and number. Thus, the four options are:

(m.pl.)	إِد وار	(m.s.)	وار
(f.pl.)	إِد تار	(f.s.)	تار

U. وهو

Write the words وهو and لا on the board. These mean simply "no." You don't need to give any special examples. Note only that although لا is Arabic, people use it sometimes. Mention the regional variation below.

إِهي means simply "no." A regional variation is إِهي .

V. لا

This word by itself means simply "No." It is Arabic, but you will hear it used at times when the word وهو would have been appropriate and there is no discernable reason why the speaker used لا instead.

Some people also say لال and لالال.

W. لا... ولا

Write the above heading on the board. Give the examples on page 57 of the *Student Book*. The students will be able to understand from the context. Have them give their own examples. Note the addition of the "y" vowel for pronunciation at times.

This phrase means "neither something nor something else." Both parts are followed by a noun in its non-dependent form. If the noun starts with a vowel, a "y" sound must be inserted for pronunciation purposes between the *aliph* of the لا and the initial vowel of the following noun.

Have the students look briefly at pages 56 and 57 of the *Student Book*. Then have them shut their books.

X. بلا

Write this word on the board. Have the students give examples of this preposition with nouns. Note that if the noun starts with a vowel, a "y" sound must be inserted for pronunciation purposes between the *aliph* of the بلا and the initial vowel of the following noun. Some examples are given on page 57 of the *Student Book*.

When بلا is used with pronouns ("without me"), give this as the rule:

independent personal pronouns + بلا

Have the students give orally the full pattern with all the pronouns. The chart is listed on page 58 of the *Student Book*. Mention that there are two other regional variations for how to form this and give one example of each:

(without him/it)	بلائس	possessive pronoun endings	+	بلا
(without him/it)	بلاياس	indirect object pronouns	+	بلا

This is a preposition from Arabic meaning "without." The noun that follows is in the non-dependent form. If the noun starts with a vowel, a "y" sound must be inserted for pronunciation purposes between the *aliph* of the

بلا and the initial vowel of the following noun. There are three main variations for how بلا combines with pronouns. See page 58 of the *Student Book* for the details.

Another situation occurs when بلا is used with a verb. The structure for this is as follows. Write it on the board. Many people, but not all, add a “y” sound to separate the two “a” sounds from the end of بلا and the beginning of أَد :

verb in two-verbs-together format + أَد + بلا
ياد

Give the following two examples or others you may think of. Ask the students to use the construction in a sentence.

إِزْرِي دَاتَاخ بَلَا يَادَاخ يِينِي أَوْدَ أَوَال.

He went by us without even greeting us [lit: without saying to us even a word].

بَلَا أَذْيِيرِي، إِسَّحَرَقِي.

Without wanting to, he offended me.

Y. والو

Write this word on the board. Before giving the following explanation, give the examples on the top of page 59 of the *Student Book*. See if the students can explain the meaning. Then, just to be clear, since this is an important phrase, be sure that the students understand the following explanation.

This word plus a noun in its non-dependent form (or pronouns and prepositional phrases) gives the distinctive Tamazight use of this word: "There isn't something." The equivalent in Moroccan Arabic is مَاكَايْنَش. The meaning, depending on the context, can also be in the past tense: "There wasn't something." In Moroccan Arabic, مَاكَانَش. If the following noun starts with a vowel, a "y" sound must be inserted for pronunciation purposes between the final *waw* of والو and the initial vowel of the following noun.

Then go on and give the following explanation.

The word والو combines with direct object pronouns to give the meaning "I'm not here, you're not here, he isn't here, etc." Depending on the context, the meaning can also be in the past: "I wasn't (here, there), you weren't (here, there), he wasn't (here, there), etc."

Write the third masculine singular. Then have the students give you the rest of the pattern. Write these down. The board should look like this:

والوي	والوياخ
والوش	والوكُن
والوشَم	والوكُنْتُ
والوت	والوتَن
والوتَّ	والوتَنْت

Give some of the examples on the bottom of page 59 of the *Student Book*. Then have the students come up with some examples of their own.

Have the students look briefly at pages 58 and 59 of the *Student Book*.

V. Workbook (optional)

The *Workbook* contains a dialogue using many negative phrases. This is appropriate for use at any time after the completion of lesson 8. Following the dialogue is an article listing numerous Berber proverbs using the negative. You can use individual proverbs as you like, to illustrate certain negative constructions or to stimulate discussion.

There is also a set of review exercises which involves making affirmative statements negative. All different negative constructions are covered in these exercises. Some of this material can be used orally in class.

VI. Homework

The students should review pages 54 to 59 of the *Student Book*. They should also do the review exercises in the *Workbook*.

Have the students memorize a proverb or two. This can be very useful for them in conversations with people, and memorization helps the students improve their fluency and ability to string phrases and sentences together.

I. Any new information?

II. Go over the homework

Review orally some of the sentences from the *Workbook* page that the students had to do for homework.

Also have the students recite the proverbs they memorized.

III. Conversation or dialogue

Use this time for free conversation or to go over a dialogue.

IV. Past continuous tense

As with the verb tense “used to,” the past continuous tense doesn’t contain any new forms, just new combinations of forms the students have already learned. Follow the step-by-step explanation given below:

1. This is the tense in English like "I was working" or "I was going" or "I was eating."
2. The form in Tamazight is the following. Write this on the board:

the verb in the present continuous tense + the conjugated auxiliary verb **إلي**

3. Have each student give orally the complete conjugation of **إلي** in its past form. Have one of the students then write it on the board. This will help the students as they try to form sentences.

Plural	Singular
نَلَّا	لَيَخ
تَلَّام	تَلَّيْد
تَلَّامْت	تَلَّيْد
لَّان	إَلَّا
لَّانْت	تَلَّا

4. Then give some examples. See page 60 of the *Student Book* for these or make up your own examples.

5. Drills using the past continuous tense

Ask the following types of questions in Tamazight. When a student gives an answer, have the student ask another student the same question. Be sure the students get a lot of practice asking and answering these types of questions.

What were you doing last night when the guests came?
What were you doing when your (mother/spouse/son/etc.) called you?
What were you doing when the lights went out?
What were you doing when the phone rang?
What were you doing when the match started?
What were you doing when the accident happened?

Then change the subject of the question to the plural, to the third person, and to the first person.

6. Tell the students that not all verbs follow the above rule. With certain verbs that have a present meaning in the past form, the past form is used for the main verb rather than the continuous form. Knowing what those verbs are comes by practice and usage. Use the examples on page 61 (under part 5) of the *Student Book* or come up with your own examples.

Point out to the students the difference in meaning between the two sentences below.

Note the following distinction for the verb **دَو**:

لَيِّخْ دَيِّخْ غَر فاس أَلَيْكَ أَنَّا يَخْ يوت ن لَكْسِيدَا.

I was going to Fez when I saw an accident.

This is like in Moroccan Arabic: ... كُنْتُ غَادِي

لَيِّخْ دَتْدَوْخْ غَر فاس أَلَيْكَ جَمْعَخْ دِيدُسْ.

I was going to Fes [regularly in the past, that is, many times] when I met him.

This is like in Moroccan Arabic: ... كُنْتُ كَنَمَشِي

7. Some more drills

Ask the following types of questions in Tamazight. When a student gives an answer, have the student ask another student the same question.

What were you wearing when I saw you yesterday?
Where were you sitting when the accident happened?
Where were you standing when the murder happened?
Why were you sleeping when I was teaching?

Then change the subject of the question to the plural, to the third person, and to the first person.

Have the students look briefly at pages 60 and 61 of the *Student Book*. Then have them close their books.

8. Another way to do the past continuous tense

The above way of doing the past continuous concerns sentences with two parts: I was doing something when something else happened. But there is another way to do the past continuous when you want to say just "I was working." or "I was eating." These types of sentences are formed as follows. Write this structure on the board.

the present continuous tense without the tense indicator $\text{أَل} + \text{د}$

Note that some regions use أَر instead of أَل .

9. Give some examples:

He was drinking. أَلِيسَّا I was working. أَلْخَدْمَخ

They were drinking. أَلْسَّان He was eating. أَلِيتَّشَا

They walked a long time. = They were walking and walking. $\text{أَلْتَدُون ، أَلْتَدُون}$

10. The conjugation pattern for *I, you, he, etc. was drinking*:

Have the students give orally the full conjugation pattern for *I, you, he, etc. was drinking*. Have a student write the full conjugation on the board.

أَلْنَسَّا	أَلْنَسَّاح
أَلْتَسَّام	أَلْتَسَّاد
أَلْتَسَّامْت	أَلْتَسَّاد
أَلْسَّان	أَلِيسَّا
أَلْسَّانْت	أَلْتَسَّا

11. More drills

Using the structure the students just learned in part 10, ask the following types of questions in Tamazight. When a student gives an answer, have the student ask another student the same question.

What were you doing yesterday at 8:00?
What were you doing yesterday at 12:00? at 3:00? at 9:00 at night?
What were you doing yesterday at this time?

Then change the subject of the question to the plural, to the third person, and to the first person.

Another idea is to have a student explain in paragraph form where he or she was at certain times yesterday and what he or she was doing, for example, at 8:00, 11:00, 12:30, 2:00, 6:00, 9:00, and 12:00 midnight. You can start with an example. See the *Workbook*, page 56.

Tell the students that in these types of sentences, because the verb **إِلِي** is used to say where you were, it isn't necessary to repeat it when speaking about what you were doing. This is like in English: "I was in the house. I was sleeping." becomes "I was in the house sleeping."

كَتَّ تَسْعَةَ ن صَبَاح لَيْخ كُ تَدَارْتُ دَتَفَتَاشَخ خَف لَشْتَابِينُو.

12. In some contexts the above formation in parts 8 to 10 means "to start doing something" "*se mettre à faire quelque chose*."²⁶ The idea has a continuous past element: began doing something and continued doing it (for some period of time).

أَلَيْتَرُو أَلْيَغَاس²⁷ عَايَدَنْت وَالنَّس تَزْغَاغِين.

He began crying until his eyes turned red (to him).

أَلْتَاَزَلَا أَلْيَكُ تَتَوْتِي.

She started running until she fell.

جَمَعْنَ أَيْت إِرْغَرَم أَلْتَمَشَاوَارَن.

The villagers got together and began discussing/consulting.

Have the students look briefly at page 62 of the *Student Book*.

V. Workbook (optional)

The *Workbook* contains two sets of review exercises using the past continuous tense. This is appropriate for use at any time after the completion of lesson 9. You can use some of these orally in class to drill the past continuous tense.

VI. Homework

The students should review pages 60 to 62 of the *Student Book*.

²⁶ See Taifi's dictionary, page 555, under "R."

²⁷ Depending on the context, the word **أَلْيَكُ** can mean "when" or it can mean "until" (followed by a verb). See Taifi's dictionary, page 361, col. 2, under "L." In all its meanings, it causes pronouns, etc., to move. However, not everyone does that with this word, so it is optional.

○ Lesson #10 ٤

I. Any new information?

II. Free conversation time or a poem or a song

Ask some questions to stimulate discussion, or present a poem or song in Tamazight. If you present a song, be sure that you write out the words for the students so that they can follow along. You will have to go over new vocabulary with them as well.

III. Conditionals

This lesson on conditionals contains three parts:

1. Real, possible conditionals
2. Unreal, imaginary or hypothetical conditionals (present and past)
3. Other conditional type phrases

There is a lot of material in this lesson, and it will certainly take more than one class session to do. It is necessary to cover well both the real and unreal conditional phrases. However, if time is a factor, you may skip the other types of conditional phrases in parts L and M (pages 69-72) of the *Student Book*, or just assign that as reading homework.

Mention that there are many regional variations for the conditional words. To keep things simple, we will use in class مَش for the real conditionals and مَر or مور for the unreal conditionals. There is no need to present the other regional variations. The students can read about these in the *Student Book*.

1. Real, Possible Conditionals

Give the following presentation to explain real conditionals:

A. The word used for "if" in these types of conditionals is مَش. As in Moroccan Arabic, the verb form that follows the word "if" is the past form, even though the meaning is present or future. Thus, the "if" clause is formed like this (Write the rule on the board.):

verb in the past form + مَش

B. The "result" clause can have an imperative, as in "If you see him, tell me."

مَش تاتَايْد عَلِي، سَلِّمْ غِيْفَس.
If you see Ali, greet him.

مَش تَرِيد أَكْسُوم، دَو غَر أَكْزَار.

If you want meat, go to the butcher's.

C. The "result" clause can also have the future tense, as in "If he sees him, he will tell me."

مَش وَفِيخ إِذْرِيْمَن، أَذْسَغ²⁸ طَوْمُوْبِيل.

If I find money, I will buy a car.

مَش أَتَايْخ عَلِي، أَذْسَلَمَخ غِيْفَس.

If I see Ali, I will greet him.

مَش زُرِيخ، أَذَدَّوْخ.

If I know, I will go.

D. The "if" clause can come first, as in the above examples, or the "result" clause can come first, as in the following examples.

إِنْيَاسْت إِ عَلِي مَش إِرَا أَت يِيْسِين.

Tell it (m.) to Ali if he wants to know (it).

أَذْسَغ طَوْمُوْبِيل مَش وَفِيخ إِذْرِيْمَن.

I will buy a car if I find money.

E. The word مَش causes pronouns, direction particles, etc. to move in front of the verb.

أَدِيْسَلَم خَف عَلِي مَشْت يَانَّاي.

He will greet Ali if he sees him.

بَلَّغَاس سَلَام إِ عَلِي مَشَاش إِكَّا تَلِيْفُون.

Pass greetings to Ali if he phones you (m.s.).

أَرُوِيَّاس إِ كَتَّو مَش وَرَام تَكِّي تَلِيْفُون.

Write to Kettou if she doesn't phone you (f.s.).

F. The word مَش can be used with the present continuous tense if there is a continuous or habitual meaning.

مَش دَيِي تَيْنِي شَا، دَ إِس تَكَّاخ.

If she tells me something, I put it into practice.

²⁸ Different regions do different things when adding the first person singular ending خ to a verb ending in غ. In this way here, the خ assimilates into the غ to form غَغ. Others make the final sound a ق or a خ. Others pronounce both sounds: غَخ.

داس اَكَاخ إ مَمِّي لَحَلْنَا مَش دَيي إِتْكَاس رَّاي.

I give my son candy if he obeys me.

G. This type of phrase can be used with an independent pronoun: “If it is me,” “if it is him,” etc. In this case, the predicative د is used, that is, the د that means “he/she/it is” or “they are.”

مَش د نَكْ، اَدَاسِيخ تَنْبَاط.

If it's me, I'll take the responsibility.

مَش د اَسْرَدُون اَي تَرِيد، مَاخ اَلْيَكْ تَسْغِيد اَغْيُول؟

If it's a mule that you want, why did you buy a donkey?

H. When the word غاس is used with مَش, the meaning is different depending on whether the غاس comes before or after the مَش.

i. Before: “unless,” “*sauf si*,” “*que si*,” “perhaps,” “*peut-être que*”

غاس مَش إِمُوت.

Unless he died.

Perhaps he died.

لَابُدَّا اَدَّيْعَايْد غاس مَش إِمُوت.

He must come back, unless he died.

ور سَوَالْخ²⁹ غاس مَشِي تَنْيِد.

I won't speak unless you (s.) tell me to [lit: unless you say to me].

ii. After: “If there is just,” “*si ce n'est que*”

مَش د غاس اَيْنَّا، وِرْت رِيخ.

If there is just that, I don't want it.

I. Drills for the real conditional (various ideas)

i. Bring a number of slips of paper, with each slip having a different “if clause” written on it in Tamazight. One at a time each student should take a slip of paper and read the sentence out loud. He or she should then finish the sentence with his or her own ideas. After one student answers, the others can answer the same question. Then a new student comes up and takes a new slip of paper and follows the same procedure.

The “if clauses” could include sentences (in Tamazight) like the following:

If I come to class late....

If I go too fast on the road....

²⁹ This form of the future will be studied in lesson 28: the present continuous tense without the tense indicator.

If I lie to a friend....
 If I my cell phone breaks....
 If I see your cousin....
 If I don't do my homework....
 If I don't lock my house....
 If I get sick....
 If someone gossips about me....

ii. Another idea is to have ten slips of paper, five slips have written on them (in Tamazight) "if clauses" (one "if clause" per slip of paper) and five slips have written on them "result clauses" (one "result clause" per slip of paper). Each group of papers is mixed up. The students need to match the "if clauses" with the appropriate "result clauses."

For example, the following would be written (in Tamazight):

- | | | |
|----------------------------------|--|------------------------------------|
| 1. If you see my brother | | A. I will visit the Eiffel Tower |
| 2. If I don't come to class | | B. my family will be hungry |
| 3. If I burn the soup | | C. tell them I will call them back |
| 4. If my parents call me | | D. please greet him |
| 5. If I go to France this summer | | E. I won't learn Tamazight |

iii. Another idea is to have slips of paper with each slip having on it an "if clause." The student must take a slip of paper and then ask another student "What will you do if..." according to what the paper says. (You will need to give an example of the question, since it will involve a form of the future that they haven't learned yet: after a question word the future tense indicator isn't **أَد** but is rather **غَا** :

(ما غَا تَغْد مَش...؟)

The following types of "if clauses" would be written on the slips of paper (in Tamazight):

if you get sick	if you see an accident
if your dog gets sick	if it gets really hot
if your car breaks down	if you lose your train ticket
if you miss the bus	if your children don't like the meal
if you stop studying Tamazight	if he wants to go to Spain

2. Unreal, Imaginary or Hypothetical Conditionals

Use the following steps to present unreal or imaginary conditionals. Remember that there are two types: present unreal conditionals and past unreal conditionals.

A. The word used for "if" in these types of conditionals is **مور**, although **مَر** is also quite common. As in Moroccan Arabic, the verb form that follows the word "if" is the past form. Thus, the "if" clause is formed like this (Write this on the board.):

verb in the past form + **مور**

B. One type of these unreal conditionals is like the sentence "If I found a lot of money, I would buy a car." **These are present unreal conditions.** We are speaking about a present or future situation, but in a hypothetical or imaginary way. In this type of sentence the "result" clause begins with *أَدَّ*, and the following verb is in its future form, although in English we would translate the phrase not "I will buy a car" but "I would buy a car."

مور وفيخ إذرِيمَن، أَدَسَغْ طوموبيل.
If I found money [which is unlikely, imaginary], I would buy a car.
مور رِبَحْ كْ لوطو، أَدَكْخْ³⁰ لَفِشْطَا.
If I won the lotto, I would give a party.

Drills for the present unreal conditional: You can drill this type of conditional with the same ideas as above in part I, except that instead of *مَشْ* the clauses would have *مور*. (The result clauses cannot have an imperative.)

C. Another type of these unreal conditionals is like the sentence "If I had known, I would have come." In Moroccan Arabic: *لوكان عَرَفْتْ، لوكان جيت.* **These are past unreal conditions.** We are speaking about a situation that has already happened, but in a hypothetical or imaginary way.

This construction varies widely among dialects and regions. We will choose one way here, but tell the students that they must verify with the people around them what they are saying. The way we are following in this lesson is from the Izayan, around Khenifra. In this type of sentence the "result" clause begins with the word *إِلي*, which always stays the same, and the following verb is in the past form. (The regional variations all concern what word is used to start the result clause.)

مور وفيخ إذرِيمَن، إِلي سَغِيخْ طوموبيل.
If I had found money, I would have bought a car.
مور تَسْنِ، إِلي تَدَاد.
If she had known, she would have come.
مور كْخِخْ شَكَّيْنِ، إِلي شِيخَاسْ إذرِيمَن.
If I had been you, I would have given him money.
مور وفيخ، إِلي دَيخْ أَسَا.
If I had been able, I would have gone today.
[lit: If I had found (that is, had found the ability), I....]³¹

³⁰ Some dialects frequently insert a *بْ* in these two-verbs-together formats and would say here *أَدَكْخِخْ*.

³¹ This sentence seems to be missing a direct object from an English point of view, but it communicates very clearly the idea of ability or means in Tamazight.

D. The word **مور** (and all the regional variations) affects the following verb's vowel just like a negative affects the past form of the verb. It is thought that the word **مور** may come from "m" plus the negative "ur." In any case, although the meaning is affirmative, grammatically the word acts as a negative.

مور إلی دا، اذیسین مای تَنید.

If he were here, he would know what you (s.) said.

مور إکی، إلی تانایت.

If he had passed by, you would have seen him.

E. The "if" clause can come first, as in the above examples, or the "result" clause can come first, as in the following examples. However, with past unreal conditional sentences, the **إلی** is dropped and cannot be used to start the sentence.

أذگخ لفیشطا مور ربخ ک لوطو.

I would give a party if I won the lotto.

سغیخ طوموبیل مور وفیخ اذریمن.

I would have bought a car if I had found money.

F. The word **مور** causes pronouns, direction particles, etc. to move to a place in front of the verb. However, the word **إلی** does not have this affect.

موراش گیخ تلیفون، آداس تگید تلیفون.

If I phoned you (m.s.), you would phone her/him.

موراش گیخ تلیفون، إلی تگیداس تلیفون.

If I had phoned you (m.s.), you would have phoned her/him.

مورتن إعاون، إلی فرحن.

If he had helped them, they (m.) would have been happy.

مور دیدی، إلی نعاونت.

If he had come, we would have helped him.

G. If the "if" clause has a negative meaning, the conditional word is not **مور** but rather **مورید** or **مورید**.

مورید ور إبنی تدارتنس تما ن واسیف، اتسول التو دین.

If he hadn't built his house near the river, it would still be there.

مورید ور إوت بسو بو تحانوت، إلی ورت ومرن.

If Bassou hadn't hit the storeowner, they (m.) wouldn't have arrested him.

H. This type of phrase is often used with an independent pronoun: “If it were you,” “if it were me,” “if it had been you,” “if it had been me,” etc. In this case, the predicative **د** is used, that is, the **د** that means “he/she/it is” or “they are.” The negative form of the predicative **د** is **وريد** or **وريدّ** as in **وريد نكّين** “It’s not me.” Thus, in the case of unreal conditionals, the word used is **موريد** or **موريدّ**.

موريد نكّين، آداس إنيخ إر أبوليسي "لا فوط وريد تينو."
 If it were me, I would say to the policeman, “It wasn’t my fault [lit: the fault wasn’t mine.]”

موريد نكّين، إلي نيخاس إر أبوليسي "لا فوط وريد تينو."
 If it had been me, I would have said to the policeman, “It wasn’t my fault [lit: the fault wasn’t mine.]”

I. Drills for the past unreal conditional

These drills are similar to the ones in part 1, I, above, yet with the past conditional tense.

i. Bring a number of slips of paper, with each slip having a different “if clause” written on it in Tamazight. One at a time each student should take a slip of paper and read the sentence out loud. He or she should then finish the sentence with his or her own ideas. After one student answers, the others can answer the same question. Then a new student comes up and takes a new slip of paper and follows the same procedure.

The “if clauses” could include sentences (in Tamazight) like the following:

If I had come to class late....
 If I had gone too fast on the road....
 If I had lied to a friend....
 If I my cell phone had broken....
 If I had seen your cousin....
 If I hadn’t done my homework....
 If I hadn’t locked my house....
 If I had gotten sick....
 If someone had gossiped about me....

ii. Another idea is to have ten slips of paper, five slips have written on them (in Tamazight) “if clauses” (one “if clause” per slip of paper) and five slips have written on them “result clauses” (one “result clause” per slip of paper). Each group of papers is mixed up. The students need to match the “if clauses” with the appropriate “result clauses.”

For example, the following would be written (in Tamazight):

- | | |
|--|--|
| 1. If you had seen my brother | A. I would have visited the Eiffel Tower |
| 2. If I hadn't come to class | B. my family would have been hungry |
| 3. If I had burned the soup | C. I would have called them back |
| 4. If my parents had called me | D. you would have recognized him |
| 5. If I had gone to France last summer | E. I wouldn't have learned Tamazight |

iii. Another idea is to have slips of paper with each slip having on it an “if clause.” The student must take a slip of paper and then ask another student “What would you have done if...” according to what the paper says. You will need to give an example of the question, since it will involve a form of the future that they haven't learned yet: after a question word the future tense indicator isn't **أَد** but is rather **غا** :

ما غا تليد تنڭيت [تنڭيد + ت³²] مَر...؟

(The form of the question is the auxiliary verb **إلي** in its future conjugated form plus the second verb in the past tense conjugation. If this were not a conditional, the phrase would read: “What will you have done?,” which is the future perfect tense. We will study this in lesson 28. But since the context is a conditional sentence, it reads “What would you have done?” Don't go into the details of the grammar here. Just have the students learn the question as an expression.)

The following types of “if clauses” would be written on the slips of paper (in Tamazight):

- | | |
|---------------------------------------|--|
| if you had gotten sick | if you had seen the accident |
| if your dog had gotten sick | if it had gotten really hot |
| if your car had broken down | if you had lost your train ticket |
| if you had missed the bus | if your children hadn't liked the meal |
| if you had stopped studying Tamazight | if he had wanted to go to Spain |

3. Other conditional phrases (optional)

The above grammar points for the conditional are the most important. The remaining items in the chapter (parts J, K, L, and M on pages 69 to 72 of the *Student Book*) are optional. If the students have the time to add an extra class and want to cover the grammar, then you can present these items by following the steps in the *Student Book*. The grammar is quite complicated, so be sure to be clear and give examples.

IV. Workbook (optional)

The *Workbook* contains a dialogue using conditional phrases. This is appropriate for use at any time after the completion of lesson 10.

There are also three sets of review exercises using conditional phrases. You can use some of these orally in class to drill the conditional.

³² This direct object pronoun **ت** refers to the **ما**. Literally it reads “What would you have done it?”

V. Homework

The students should review pages 63 to 72 of the *Student Book*. Be sure that they read the bottom of page 67 to page 68. These are regional variations for how past unreal conditional sentences are made. This is only for reference, not for learning the structures, but the students should be aware of the variations.

The students should also do the review exercises in the *Workbook*. These involve using the correct conditional word in various sentences.

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. Conversation

Have some time for free conversation. Ask the students some questions about current events and have them give their opinion. Help them with some “opinion” vocabulary.

IV. Participles

This is an extremely important chapter in Tamazight grammar.

Understanding the participle, how it is formed, and when it is used will take away a lot of questions that students have for why a certain verb has the form it does (Why is there the ن at the end? Why does the verb look masculine singular even though the subject is plural or feminine?).

The participle in Tamazight doesn't have any relationship to the idea of a participle in English or French. **The Tamazight participle is simply the form the verb takes when a question word or a relative pronoun (نْ “nna” and آيْ “ay”) is the subject of the verb.** The rules for how to form the participle are straightforward and easy.

Give the presentation of the participle in the step-by-step format below: past participle, present participle, and habitual participle. (We will save the future participle for lesson 28 on the future.)

To begin with, ask the students the rule for when the participle is used. (You already covered this in the lesson on comparatives, lesson 1, page 13, and in the lesson on superlatives, lesson 3, page 30, of this *Teacher's Manual*.) The students need to know this rule by heart.

Then have the students open their *Student Books* to page 73 and have them read the first paragraph there. After that, have them close their books. If you want, you can explain the paragraph to the students in Tamazight.

A. The Past Participle³³

Write on the board: "Past participle."

The students have already seen the past participle a few times (the *Abrid 3* lesson on adjectives, the *Abrid 4* lesson on comparatives, and the *Abrid 4* lesson on superlatives), so this section is a review. You can go through it quickly. You ask the students to explain the grammar to you.

Ask the students: Why is this participle called the past participle? Does it have a past meaning?

1. The past participle is "past" because it is based on the past tense form of the verb. However, as we have seen, some verbs in the past tense form also have a present meaning. Thus, the "past" participle can also have a present meaning.

Ask the students: How do you form the past participle?

Is there a singular and plural form?

Does the participle vary for gender?

2. The students should be able to explain to you the way it is formed, since they've already had the lesson on this. The explanation is given again on pages 73 and 74 of the *Student Book*.

Ask the students (again): When is the participle used?

Have them give examples for each case.

3. The past participle is used in the following three situations (which are really just two categories):

a. When the subject of the verb is an interrogative pronoun, that is, a question word.

Be sure to give the following explanation to the students, including the one regional variation:

In this case the verb used is the singular participle form, since the words "who" and "what" are singular. When the interrogative pronoun **ماي** "may" encounters the **إِ** "i" of the third masculine singular form, the result is ... **ماڭ** "magge..." Some dialects, in order to avoid the doubled "g" sound, insert a "d" sound (for pronunciation only) between the question word and the third masculine singular form. Thus, for example, they would say **ماڭجران؟** instead of **مايڭجران؟**

The students should be able to give examples, but if you need more, use the examples on page 74 of the *Student Book*.

³³ The past participle was introduced in the *Abrid 3 Student Book*, lessons 15 and 16, pages 69 and 74.

- b. When the verb follows a relative pronoun and the relative pronoun is the subject of the verb. The relative pronouns are نَا “nna” and أَي “ay.”

Be sure to give the following explanation to the students, including the one regional variation:

Although the singular form can be used in all cases, some regions use the plural when the noun being referred to is plural. When the relative pronoun أَي “ay” encounters the اِ “i” of the third masculine singular form, the result is ... أَكَّ “agge...” Some dialects, in order to avoid the doubled “g” sound, insert a “d” sound (for pronunciation only) between the relative pronoun and the third masculine singular form. Thus, for example, they would say أَكَّسْوَانْ أَيْدْ instead of أَكَّسْوَانْ.

Be sure that the students give examples both with نَا and with أَي. If they can't give any examples, you can use some of the examples on the top of page 75 of the *Student Book*.

c. Certain adjectives that follow the noun they describe take the participle form. We saw this in lessons 15 and 16 on adjectives in the *Abrid 3 Student Book*, pages 69 and 74. In this case, if the noun is singular, the participle is singular. If the noun is plural, the participle can be plural (although some regions don't ever use the plural participle). Gender, however, doesn't affect the participle.

The students should be able to easily give examples of this use. (Other examples are on the bottom of page 75 of the *Student Book*.) However, be sure to add the following explanation:

In reality these adjectives are really cases where the relative pronoun نَا is not expressed but is understood. أَغْرُومْ إِحْمَانْ “hot bread” is really نَا أَغْرُومْ إِحْمَانْ “bread which is hot,” but the نَا is not expressed. Part iii, then, is just a special form of part ii.

Ask the students: Does the negative affect the past participle? If so, how?
Have the students give some examples.

4. The past participle also has a negative form. The word وَر is put in front of the participle. If the verb is one which has a vowel change in the past negative form, then that vowel change also applies to the participle. If the verb's past negative form doesn't undergo a vowel change, then neither does the past participle. Further examples are on page 76 of the *Student Book*.

B. The Present Participle

Write on the board: "Present participle." This is new to the students, but the formation and rules of use are exactly the same as the past participle, so they should be able to follow the explanation.

Give the following explanations:

1. The present participle functions like the present continuous tense in English: "is telling," "is selling," "are doing," etc. The present participle is based on the present continuous tense.

2. How to form the present participle:

The present participle has a singular form and a plural form, although neither form varies with gender. However, since many people use just the singular form, that is what we will do below.

The participle is formed by adding an ن "n" on to the third masculine singular form of the present continuous tense (without the tense indicator دَ "da"). Write the present continuous form of the following verbs on the board. Write the English as well, since it will help the students understand the meaning of the present participle.

he is telling	دَيْتِيَنِي
he is doing	دَيْتَكَّا
he is running	دَيْرَكَّل

Based on the rule that you told the students, ask them how to form the present participle. Write the present participle across from the present continuous tense so that the board looks like this:

telling/is telling	إِتِيَنِي	he is telling	دَيْتِيَنِي
doing/is doing	إِتَكَّا	he is doing	دَيْتَكَّا
running/is running	إِرَكَّلَن	he is running	دَيْرَكَّل

These examples are probably sufficient, but use more if the students don't seem to be understanding.

Briefly explain how the plural is formed, although we won't use it in class: The plural form, for those who use it, is formed by adding a يَن "in" on to the third masculine plural form of the present continuous tense (without the tense indicator). Give an example:

doing/are doing	إِتَكَّاين	they are doing	دَتَكَّاين
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3. When the present participle is used

The present participle is used in the same grammatical situations as the past participle: when the subject of the verb is a question word, and when the subject of the verb is a relative pronoun **نَا** “nna” or **أَيَّ** “ay.” (The situation of the adjective doesn’t apply here, since it is like the situation of the relative pronoun when the relative pronoun is left unsaid. See below for some examples.) The singular participle is acceptable in all situations, although some regions will use the plural when the noun being referred to is plural. The relative pronoun **نَا** is optional and can be left out.

The only difference between the use of the past participle and the present participle is that the present participle occurs when there is on-going, continuing action.

Give some examples, first with question words, then with the relative pronoun **نَا** and then with the relative pronoun **أَيَّ**. See the bottom of page 77 of the *Student Book* for some examples.

4. Drills

To drill the formation of the present participle, have the students take out a piece of paper. You say the third masculine singular in the present continuous form of a verb. The students must write down the present participle (singular) of that verb. Have a list of ten verbs that you will use. Say the verb two times, and give the students fifteen seconds to write the present participle. Then go on to the next verb. When you’ve finished, have the students take three more minutes to also write down in English the meaning of each verb.

If there’s more than one student, you can make this into a contest to see who gets the most correct. When correcting the contest, have the students switch papers and correct someone else’s responses: one point for each correct present participle and one point for each correct meaning.

C. The Habitual Participle

Write on the board: “Habitual participle.” This is also new to the students, but the formation and rules of use are almost exactly the same as the present participle, so they should be able to follow the explanation.

1. The habitual participle functions like the above present participle except that the meaning is a habitual, regular, repeated activity instead of an on-going present activity.

2. How to form the habitual participle:

The habitual participle is formed just like the present participle except that the tense indicator **دَا** “da” is included. The habitual participle has a singular form and a plural form, although neither form varies with gender. However, since many people use just the singular form, that is what we will do below.

The participle is formed simply by adding an ن “n” on to the third masculine singular form of the present continuous tense **with** the tense indicator دَ “da.” Write the present continuous form of the following verbs on the board. Write the English as well, since it will help the students understand the meaning of the present participle.

he is running/he runs	دَيْرَكُّل
he is laughing/he laughs	دَيَطَصَّا
he is fighting/he fights	دَيْتَنَّاغ

Based on the rule that you told the students, ask them how to form the habitual participle. Write the habitual participle across from the present continuous tense so that the board looks like this:

(who) runs	دَيْرَكُّلْن	he is running/he runs	دَيْرَكُّل
(who) laughs	دَيَطَصَّاَن	he is laughing/he laughs	دَيَطَصَّا
(who) fights	دَيْتَنَّاغْن	he is fighting/he fights	دَيْتَنَّاغ

These examples are probably sufficient, but use more if the students don't seem to be understanding.

Briefly explain how the plural is formed, although we won't use it in class: The plural form, for those who use it, is formed by adding a ين “in” on to the third masculine plural form of the present continuous tense. Give an example:

(who) do	دَتَكُّانِين	they are doing/they do	دَتَكُّان
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3. The habitual participle is used in the same grammatical contexts as the present participle. The only difference between the present and habitual participles is that the habitual participle occurs when the meaning is a repeated or habitual action instead of an on-going present action.

4. Note the following difference between the "presently occurring" meaning and the "habitual" meaning after question words, the relative pronoun نَا, and the relative pronoun أَي. In the "habitual" meaning, the tense indicator is added again to the present participle. Note that the participle still does not vary with gender.³⁴ Give the following examples. (Others are given on pages 78 and 79 of the *Student Book*.)

³⁴ And only varies with number in regions which use the plural form.

Examples with question words:

ماڭَقَارَن؟
Who is calling?
ماي دَيَقَارَن كَو يَاس؟
Who calls every day?

Examples with نَا :

ماني تَمَطُوطْ (نَا) إِتَيْنين لَقِيسَات؟
Where is the woman (who is) telling stories? [currently happening now]
ماني تَمَطُوطْ (نَا) دَيَتَيْنين لَقِيسَات؟
Where is the woman (who) tells stories? [regular, habitual action]

Note that in everyday speech many people do not distinguish between the present and habitual participle. Thus, the present participle (the one without the tense indicator) can mean a currently happening action or a regular, habitual action. Context clues are what determine the meaning. Usually, however, the habitual participle (the one with the tense indicator) refers just to regular, habitual action.

Examples with أَي :

عَتِيش أَكْغَسَوَالَن س تَمَازِغْت كْ لَكُوزِينَا.
(It's) your (m.s.) (paternal) aunt who is speaking Tamazight in the kitchen.
عَمِيمَ أَ [The ي drops out.] دَيَسَوَالَن س تَمَازِغْت.
(It's) your (f.s.) (paternal) uncle who speaks Tamazight.

إِد كَتَّو أَ [The ي drops out.] غِيفِي إِطَصَّان.
Is it Kettou who is laughing at me?
إِد كَتَّو أَ [The ي drops out.] دَ غِيفِي إِطَصَّان.
Is it Kettou who laughs at me?

Note in the last three sentences that the ي in أَي drops out before the tense indicator دَ and before a preposition.

D. Different nuances of meaning expressed by participles

Different shades of meaning can be communicated by different participles. Although sometimes these can appear subtle, they are important to communicating exact meaning. It is best to learn the shades of meaning from examples.

مَتَا نَتَا طَاكْسِي (نَا) دَيْتَدُون غَر فاس؟

Which is the taxi that goes to Fez (habitually)?

مَتَا نَتَا طَاكْسِي (نَا) إِتَدُون غَر فاس؟

Which is the taxi that goes to Fez (habitually)? or

Which is the taxi that is going to Fez (soon or now, but it hasn't left yet)?

مَتَا نَتَا طَاكْسِي نَا إِدَان غَر فاس؟

Which is the taxi that has gone to Fez? or

Which is the taxi that is going to Fez (and has already left. It's in the middle of going.)?

E. Useful expressions using participles

Based on page 81 of the *Student Book*, present the expression “I don't care” or “I don't mind.”

Write down the following rule:

ما \ ماي + direct object + إِرْكَان
(past participle) pronouns

Based on this rule, have the students give you the full conjugation pattern, using “I, you, you, he, etc.” Write the full pattern on the board. Then give some example sentences to illustrate the meaning. See if the students can figure out the meaning from the context. If not, you can tell them the meaning in English (or French or Arabic).

Still based on page 81 of the *Student Book*, give the two different structures in which this expression is used:

_____ آَد + إِرْكَان + direct object + ما \ ماي
(past participle) pronouns

verb in the past form + مَش + إِرْكَان + direct object + ما \ ماي
(past participle) pronouns

Give an example of each. Then have students come up with their own examples. Have the students ask each other questions using these forms and give answers.

V. Drills in class or for homework

If you want to do further drills in class on the formation of the various types of participles, use Review Exercise number 1 (for lesson 11) in the *Workbook* concerning the

formation of the various types of participles. These exercises can also be done in a contest format if you want.

VI. Workbook (optional)

The *Workbook* contains a listen and repeat exercise using some participle forms. A tape accompanies this material. There are also some traditional Berber riddles that use participles. These are suitable for use after you've completed the grammar of lesson 11.

VII. Homework

Have the students do the Review Exercises (under number 2) that give sentences and call for filling in the blank with the correct verb form.

The students should also review pages 73 through 81 of the *Student Book*.

+ Lesson #12 ▢

I. Any new information?

II. Go over the homework

Go over the review exercises that you assigned for homework.

III. Dialogue or some riddles

Use this time for a dialogue or some of the traditional riddles found in the *Workbook*.

IV. The adverb “when”

A. The two main ways to say “when”

This lesson distinguishes between the two main ways to say “when.” This is important, because unlike English, French, and Moroccan Arabic which have only one word for “when,” Tamazight has two main words used in different grammatical contexts. Students must learn to use each word in its correct context.

Follow the step-by-step explanation below:

1. This concerns not the question word “when” but the word used in sentences like: “When I was in France, I stayed at my friend’s house,” or “When I go to work, I stop at a café.” This corresponds to the word **مَلِي** in Moroccan Arabic.

2. The main rule: **In Tamazight there is one word for “when” used for sentences concerning completed actions in the past and another word for “when” used for sentences with present, habitual, and future meanings.**³⁵

3. The word used for sentences in the past is: **أَلْيَاكْ**³⁶ (allig).

Write this word on the board. This is the form that we will use; however, tell the students that there are regional variations. They don’t need to learn these variations but to just be aware of them: **أَلْيِي** (alliy), **أَلِّي** (alli), **لْيَاكْ** (llyag), and **لْيَاكْ** (llyag).

³⁵ This is the main rule to learn. However, there are cases in which the word used for sentences in the past, **أَلْيَاكْ**, is used with the present continuous tense to indicate a habitual action. Even so, this usage seems to be rare.

³⁶ This word is listed in Taifi’s dictionary on page 361, column 2, under “L.”

The word used for sentences in the present and future is: ³⁷ أَدَّايْ (adday).

Write this word on the board. This is the form that we will use; however, tell the students that there are regional variations. They don't need to learn these variations but to just be aware of them. Variations for this word include: أَدَّا (adda).

4. Examples in the past:

Note that the “when” clause can come first or later in the sentence.

Give some examples of the use of أَتِيَكْ . See pages 82 and 83 in the *Student Book* for some examples.

أَتِيَكْ causes direct and indirect object pronouns, direction particles, and prepositions with pronouns to move in front of the verb. However, not everyone does this, so it is optional. Both ways are correct. Give examples of these two ways.

5. Examples in the present and future:

Note that the “when” clause can come first or later in the sentence.

Tell the students that أَدَّايْ is followed by the two-verbs-together format (simple imperative plus regular conjugation prefixes and suffixes). This is an important rule!³⁸

Then give some examples of the use of أَدَّايْ . See pages 84 and 85 of the *Student Book* for some examples. Note that أَدَّايْ causes direct and indirect object pronouns, direction particles, and prepositions with pronouns to move in front of the verb. Unlike with أَتِيَكْ , this happens all the time. **It is not optional.** Divide the examples up the way the *Student Book* does:

a future meaning or nuance

The main clause contains an imperative:

The main clause contains a future form:

habitual, regular, or repeated meaning

Examples with moveable items

³⁷ This word is listed in Taifi's dictionary on page 81, under “DY.”

³⁸ Even though this is widely true, some regions in the southern portion of the Central Moroccan Tamazight language group use just the normal past form of the verb.

6. Negation of the verb after أَدَّايْ

See the grammar note on page 77 of the *Workbook*. Explain to the students that in Tamazight the negative usually receives special attention and treatment. This is the case here with a negated verb after أَدَّايْ. As we learned, the form used after أَدَّايْ is the simple imperative plus regular conjugation prefixes and suffixes. **However, this form cannot be negated.**³⁹ To negate the verb after أَدَّايْ, we must revert to the normal past tense form (which will mean certain verbs will have a vowel change). Write these examples on the board:

example: أَدَّايْ إِتْش... When he eats....
أَدَّا وَر إِتْش... When he doesn't eat....

Call the students' attention also to the fact that the يْ in أَدَّايْ drops out before the وَر.) Have the students look briefly at page 77 of the *Workbook*.

7. A precision

Although the general rule is that أَدَّايْ is followed by the two-verbs-together format (simple imperative plus regular conjugation prefixes and suffixes), people at times use the continuous form (but with no tense indicator) when speaking about habitual, repeated situations. Thus, you will at times hear sentences like the following:

أَدَّايْ سَاخْ أَتَايْ، دَتِيرِيخْ أَذْتَشَخْ لَنَّاظُو.
When I drink tea, I like to eat a pastry.
دَتْفَرَاخْ مِينَا أَدَّايْتْ إِتْعَلَاوَانْ أَرْيَازَنْسْ كْ لَكُوْزِينَا.
Mina is happy when her husband helps her in the kitchen.

Have the students look briefly at pages 82 through 85 of the *Student Book* to get an idea of what is listed there. Then have them close their books.

8. Drills for أَلْيَكْ and أَدَّايْ (various ideas)

i. Bring a number of slips of paper, with each slip having a different “when clause” written on it in Tamazight. One at a time each student should take a slip of paper and read the sentence out loud. He or she should then finish the sentence with his or her own ideas. After one student answers, the others can complete the same sentence with their own ideas if they want. Then a new student comes up and takes a new slip of paper and follows the same procedure.

³⁹ Some areas in the southern portion of the Central Moroccan Tamazight language group do negate this form and just add وَر to it, but this is not the most common way and not the way that we'll use in *Abrid*.

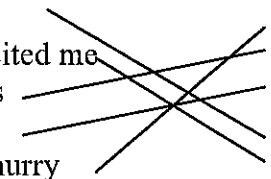
The “when clauses” could include sentences (in Tamazight) like the following
(Note that **أَلَيْكُ** and **أَدَايْ** can be done separately or all mixed up together.):

When I heard the baby crying....
When the policeman stopped me on the autoroute....
When I caught my daughter smoking....
When the boat the Titanic sank....
When my neighbor invited me for dinner....

When I go to America....
When springtime comes....
When my children complain....
When my wife/husband gets depressed....
When someone lies to me....

ii. Another idea is to have ten slips of paper, five slips have written on them (in Tamazight) “when clauses” (one “when clause” per slip of paper) and five slips have written on them “result clauses” (one “result clause” per slip of paper). Each group of papers is mixed up. The students need to match the “when clauses” with the appropriate “result clauses” so that the sentences make sense.

For example, the following would be written (in Tamazight):

- | | | |
|--------------------------------|---|----------------------------------|
| 1. When I was young |  | A. they are often impolite |
| 2. When my neighbor visited me | | B. I drink a glass of water |
| 3. When I get the hiccups | | C. I called the fire department |
| 4. When I saw the fire | | D. I used to swim every day |
| 5. When people are in a hurry | | E. I forgot to serve him/her tea |

iii. Another idea is to have slips of paper with each slip having on it a “when clause.” The student must take a slip of paper and then ask another student “What did you do when...” or “What will you do when...” or “What do you do when...” according to what the paper says and what type of “when clause” is written. The second student must give an answer. (You will need to give an example of each type of question, so the students know exactly what to do. The future question involves a form of the future that they haven’t learned yet: after a question word the future tense indicator isn’t **أَد** but is rather **غَا** :

What did you do when...?	ماي تَغِيد أَلَيْكُ...؟
What will you do when...?	ما غَا تَغِيد أَدَايْ...؟
What do you do when...?	ماي دَتَغَاد أَدَايْ...؟)

The following types of “when clauses” would be written on the slips of paper (in Tamazight):

when you get sick
when it snowed yesterday
when you call your parents
when you missed the bus
when your telephone bill comes

when you forget your cell phone
when it gets really hot
when you got lost in the medina
when the party is over
when the dog bit you

B. Other ways to say “when”

There are some other ways to say “when” that the students may come across. Number 1 below is quite common in stories. Numbers 2 to 4 are less common and are used only in certain regions. In each case, write the word and give some examples. Have the students come up with their own examples. Don’t spend a lot of time on these words, though.

1. Another way to say “when”: نْتَا

This conjunction is used in telling stories in the past. The time between the “when” clause and the following action should be relatively short. Taifi says (page 503) that the word is used “in a story where rapid actions follow each other.” In other words, story-telling style will lead to this word being used instead of the more normal choices listed at the beginning of the lesson.

The word is used with the “past” form (although occasionally with a past continuous), and the word does not cause pronouns, etc. to move.⁴⁰

Some examples are on page 86 of the *Student Book*.

2. Another way to say “when”: ثِي

This word can also mean “when” in certain contexts. It can be used with many tenses. This word causes pronouns, etc. to move, but not everyone does this, so the movement is optional. Not everyone recognizes the use of this word as “when.”

Some examples are on page 86 of the *Student Book*.

3. Another way to say “when”: إِدَّخْ

This word can also mean “when” in certain contexts.⁴¹ It causes pronouns, etc. to move, but not everyone does this, so the movement is optional.

Some examples are on page 87 of the *Student Book*.

⁴⁰ The word literally means “he” or “him;” however, the word is invariable with gender and number. In spite of the many clear examples of this, Taifi (on pages 503 and 505, under “NT” and “NTN”) says that this word “when” varies with gender and number, so that نْتَا , نْتَانِي , and نْتَانْتِي are used depending on whether the subject is masculine or feminine and singular or plural. Is he describing a regional variation?

⁴¹ In other contexts, this word means “because.”

4. Another way to say “when”: مَانِيَكْ⁴²

This word usually means “where,” but some dialects use it at times to mean “when.” This corresponds to Moroccan Arabic, which sometimes uses the word for “where” فِين as “when.” This word causes pronouns, etc. to move.

Some examples are on page 87 of the *Student Book*.

V. Workbook (optional)

The *Workbook* contains as supplementary material a text that uses “when” a number of times. A grammar exercise accompanies the text. There is also a traditional Berber riddle using “when.” These are appropriate for use any time after the completion of lesson 12.

There are also three sets of review exercises like the drills suggested for class use. You can use some of these orally to go over the two words for “when.”

VI. Homework

The students should read pages 82 to 87 of the *Student Book* as a review.

They should also do exercises 2 and 3 of lesson 12 in the *Workbook*. These involve circling the correct form of either أَلْيَاكْ or أَدَايْ and then circling the correct verb form that goes with these words.

⁴² Some regions just say مَانِي .

Lesson #13

I. Any new information?

II. Go over the homework

Go over the review exercises that you assigned for homework.

III. Conversation

Use this time for free conversation. Ask the students what topics they would like to discuss, and come up with some questions to stimulate discussion. Or have the students bring in their own questions to ask the other students.

IV. A Further Look at the Relative Pronouns **أَيُّ** and **نَا**

This is an extremely important grammar lesson and will take two or three class sessions to cover. Be sure to take your time so that the students can understand this grammar. The lesson involves important ways to link phrases within complex sentences. Without this lesson the students will not be able to make or understand complex sentences. These relative pronouns are small words but have big implications for sentence structure.

Even though this material is presented here in one lesson, you will need two or three classes to go over all the material. Don't skip anything.

A. Other forms of **نَا** taking a participle

We saw in lesson 11 of *Abrid 4* how the relative pronoun **نَا** takes a participle after it when the relative pronoun is the subject of the following verb. This is also true when **نَا** appears in various forms. The following words always take a participle when they are the subject of the verb. This is true because each of these words contains the relative pronoun **نَا**.

1. **أَيْنَا** *aynna* “that which,” “whatever”

Write this word on the board, and give examples of its use. Some examples are found on page 88 of the *Student Book*. Note how in each of the examples the word **أَيْنَا** is the subject of the verb.

2. The phrases “he who,” “she who,” “they (m.) who,” and “they (f.) who”

Write these words on the board, and give examples of their use. Some examples are found on pages 88 and 89 of the *Student Book*.

they (m.) who	<i>winna</i>	وِينَّا	he who	<i>una</i>	وَنَّا
they (f.) who	<i>tinna</i>	تِينَّا	she who	<i>tenna</i>	تَنَّا

For each example, have the students repeat the sentence. Then ask the students a question about the sentence so that they must answer with the first part of the sentence. For example, for the sentence

وَنَّا إِرْكَان مَمَّيس ن تَخْسِي أَتْ إِتْش وَشْن.

you can ask

“Who will the wolf eat?” مَا غَا إِتْش وَشْن؟
(You will need to explain just briefly this form of the future. You won’t formerly cover it until lesson 28.
Explanation: After a question word, the future tense indicator is not أَدْ but غَا.)

To which the reply would be:

وَنَّا إِرْكَان مَمَّيس ن تَخْسِي. “He who is the son of the ewe.”

This allows the students to repeat the phrase, get used to saying relative clauses, and answer a question in a relevant way with a relative clause.

B. When نَا does not take a participle

Explain to the students that when نَا is not the subject of the following verb, the verb is not in its participle form. Use the examples on page 89 of the *Student Book* (or your own examples) to illustrate when نَا is an **object** of the following verb.

Have the students repeat each phrase, then you ask a question about the phrase. For example, for the phrase

أَرِيَاز نَا تَانَايد

you can ask

“Which man?” مَتَّا أَرِيَاز؟

To which the reply would be:

أَرِيَا نَا تَانَايد. "The man that you saw."

C. More complex forms of نَا

There are more complex forms of نَا. These are found in phrases like "in which/whom" *dans lequel*, "about which/whom" *sur lequel*, "with which/whom" *avec lequel*, "to which/whom" *auquel*, etc. These forms of نَا are not subjects of the following verb; therefore, they don't take a participle. The structure of these phrases is as follows. Write the whole structure (including the English example) on the board. The board will look like this:

verb	+	preposition	+	نَا	+	noun
you are talking		about		which		the movie
the movie about which you are talking						
the movie you are talking about						

Use all the examples on the top of page 90 of the *Student Book*. Give an example using each one of the major Tamazight prepositions. Be sure here to write each phrase on the board, since this could be confusing for the students. Have the students repeat each phrase, then you ask مَتَا تَمْطُوطْ ؟. The students should reply using the phrase that is written. Then each student can ask the others the same question.

Follow this procedure for each of the seven phrases. Keep each phrase written on the board, so that in the end all seven are written. Then you ask مَتَا تَمْطُوطْ ؟. The students have a choice of which response to give.

The board will look like this:

تَمْطُوطْ نَاكْ لَان وَاذْجَنُون
تَمْطُوطْ نَاكْ إِسْوَفَغ شَرَاظ ن وَاذْجَنُون خَانِين
تَمْطُوطْ نَامِي إِمَّوْت أَرِيَا زَنْس
تَمْطُوطْ نَاغَر لَان إِكْنِيُون
تَمْطُوطْ نَاخَف دَسَوَالْن مِذْن
تَمْطُوطْ نَاد نَمُون آسْنُطْ

This is the form that we will use to express these “complex relative clauses.” However, there are three other regional variations that the students should be aware of, although they don’t need to learn them for the class. But they may come across them in people’s speech.

To explain these variations, keep the above seven phrases on the board. Explain that there are regional variations, and show the students how those variations are formed. Do this by just changing the word **نَا** and the preposition and putting the alternative in its place.

Explain that in the first variation some regions add **مي** after the preposition. On the board add **مي** to each sentence, and have the students repeat each sentence as you do it.

Then explain that the **نَا** is optional when it is the object of the verb, and so some regions or individuals may leave it out. (This is like in English: “The man whom I saw” is usually said just as “The man I saw.”) Thus, erase the **نَا**, leaving just the preposition and **مي**. This is the third possibility. Have the students say each phrase as you erase the **نَا**.

The final fourth possibility is that some people leave out the **نَا** and don’t use the **مي** either. Thus, only the preposition is used. So erase the **مي**, leaving just the preposition. Have the students say each phrase as you erase the **مي**. Admittedly, this is the most difficult and confusing variation, because the preposition is so short and easily missed by non-native speakers.

Have the students turn to pages 89 and 90 of the *Student Book*. Have them take a few minutes to read part III, starting on page 89. Be sure that they read the special box on page 90 and footnotes 4 and 5 on page 90. Don’t have them read the section starting with “Other examples.” You’ll do that next orally.

Now put back the **نَا** in each of the seven phrases, since this is the way we’ll be using for the class.

Give other examples of the complex forms of **نَا**. Use the examples on pages 90 and 91 of the *Student Book*, but don’t have the students open their books. They need to get used to hearing orally this grammatical construction. They can read the examples later at home.

Remember that this lesson takes two or three class sessions to cover. So the above grammar is sufficient for one class session. Use any remaining time for conversation. In the next class session cover the following grammar:

D. Complex forms of نَّا with prepositions of spatial and temporal relationships

In part C we saw the complex forms of نَّا used with the main Tamazight prepositions. However, complex forms of نَّا can be used with prepositions of spatial and temporal relationships as well. The structure of these phrases is as follows. Write the whole structure on the board, including the English example. The board should look like this:

verb	+	ن مي	+	preposition	+	(نَّا)	+	noun
you put the pen		what		under		(usually left out)		the table
the table under which you put the pen								
the table you put the pen under								

Note that the نَّا is usually left out, since it would make the phrase too long and awkward. Notice also that after the preposition must come the phrase ن مي. Write the following Tamazight example on the board:

أَنَّاخ طَبْلَا دَاوْ ن مي تَسْرَسْد سَتِيلُو.

Now make a list of all the other complex forms of spatial and temporal relationships. Have the students give you the list, based on their knowledge and memory of those prepositions. The list on the board should include (There is no need to write the English.):

on/above which...	أَفَلَّا ن مي
beside which...	تَمَا ن مي
in front of which..., before which...	دَات ن مي
behind which..., after which...	تَفَيْر ن مي
above which...	نَيِّكْ ن مي
between which...	إِنْغَر ن مي
across from which...	بُنِيد ن مي

Have the students make a few sentences using some of these prepositions.

E. نَا with moveable pronouns and direction particles

نَا in all its forms causes direct and indirect object pronouns, direction particles, and prepositions with pronouns to move to a place in front of the verb. This is true whether the verb is in its participle form or not.

This is always difficult for non-native speakers, so be sure to give examples and have the students practice them. Use the examples on page 92 of the *Student Book*. Be sure to use the following four examples and write all the structures on the board.

أَنَايْخَ أَجَنُوي نَّاسْتَه تَبِّي.

I saw the (big) knife with which she cut it (m.).

أَنَايْخَ تَرْبَات نَّامِيْت نَّان.

I saw the girl to whom they (m.) said it (m.).

Note that in the two previous sentences the order is:

the moveable pronoun + the preposition of + نَا
the complex form

سَغِيْخَ إِدُوشَا نَّاس دِيُوسَان إِ تَجَلَّابِيْت.

I bought the sandals that go with the jellaba.

Note that in the previous sentence the order is:

نَا + the indirect object + the direction particle + يوسَان the participle
اس pronoun , which is always used with this verb

أَدَاس غَرْن إِ أَرْيَاز نَّا نَيُّيُوضَن غَر أَكَّادِير.

They (m.) will call the man who arrived (there) in Agadir.

Note that in the previous sentence the نْ at the beginning of the participle is the ن of farness.

Thus we can summarize the word order for all possible situations as follows:

نَا + the preposition of the complex form (if it is used) + the moveable pronouns (if they are used) + direction particles (if they are used) + the verb

All this is quite complex; thus, tell the students that this will take a lot of time, practice, and listening to others to get used to using these very complex phrases. It is not often that all the above possibilities are used together, so it won't be something common that the students must be able to master.

F. أَيْ

Now that you've covered the relative pronoun نَا, go on to أَيْ. You can explain the following paragraph in Tamazight or just have the students turn to page 93 of the *Student Book* and read it (or do both).

Although أَيْ is a relative pronoun like نَا, أَيْ is used in a different context than نَا. Taifi describes the use of أَيْ as follows: It "introduces a relative clause in a form called 'a pre-announced topic.' When the demonstrative is the subject of the clause, the verb takes its participial form."⁴³ Thus, أَيْ is used in situations where a certain emphasis⁴⁴ is being used by changing the normal word order of a sentence so that something other than the verb comes first. The sentences are of the following type: "It is this that...", "Is it this that...?", and "It isn't this that..."

G. When أَيْ does not take a participle

We saw in lesson 11 some examples when أَيْ is the subject of the following verb and so the verb must be in the participle form. Write down one example illustrating this. Ask the students to give you the example. (See page 75 of the *Student Book* for other ideas.)

Explain now that when أَيْ is not the subject of the following verb, the verb is not in its participle form. Give some examples where أَيْ is an object of the following verb. Use your own examples or the ones on page 94 of the *Student Book*.

Have the students repeat each sentence, then you ask a question about the sentence. For example, for the sentence

شَكَّ أَيْ تَانَايْ.

you can ask

⁴³ Taifi's dictionary, page 1, column 2, under "a/ay/ayd." The original French is: "a/ay/ayd [est] un démonstratif invariable en emploi de pronom introduisant une proposition à valeur relative dans une tournure appelée 'anticipation renforcée.' Quand la démonstratif est 'sujet' de la proposition, le verbe prend la forme 'participiale.' "

⁴⁴ However, there are certain phrases that use أَيْ (especially ones which use the verb شَي "to be") in which no particular stress or emphasis is intended.

“Is it them (m.) that she saw?”

إِد نِتْنِي أَي تَانَايْ؟

To which the reply would be:

“No, it’s you (m.s.) that she saw.”

وهو، شَكُّ أَي تَانَايْ.

This allows the students to repeat the phrase, get used to saying this type of relative clause, and answer a question in a relevant way with a relative clause.

Point out that before the present continuous tense (and the negative and certain forms of the future) the **يْ** drops out and only **أْ** is used.

إِد كَتَّوْ أْ دَتَّيرين مَدَّنْ؟

Is it Kettou whom the people love?

Other examples are on page 94 of the *Student Book*.

Remember that this lesson takes two or three class sessions to cover. So the above grammar is sufficient for the second class session. Use any remaining time for conversation or a dialogue. In the next class session cover the following grammar:

H. More complex forms of **أَيْ**

Like **نَا**, there are more complex forms used with **أَيْ** as well. These are formed in the same way, by adding the preposition to **أَيْ**, except that when the preposition is added the **يْ** drops out. These forms are not subjects of the following verb; therefore, they don’t take the participle. The structure of these phrases is as follows. Write the whole structure on the board, including the English example. The board should look like this:

verb	+	preposition	+	أْ	+	noun/pronoun
you went		with		whom		It’s not me

It’s not me with whom you went.
It’s not me that you went with.

Use all the examples on the top of page 95 of the *Student Book*. Give an example using each one of the major Tamazight prepositions. Be sure here to write each phrase on the board, since this could be confusing for the students. Have the students repeat each

phrase, then you ask **إِد...؟**. The students should reply using “yes” or “no” and the phrase that is written. Then each student can ask the others the same question.

Follow this procedure for each of the nine phrases. Keep each phrase written on the board, so that in the end all nine are written.

The board will look like this:

أَنُو أَكْ إِتَوْتِي.

لَسْتَادَ أَزَكْ دِيفَغ.⁴⁵

أَلْتَمَسَ أَمِي يوزَن تَبَرَات.

إِمَّاسَ أَغَرَ إِقِّيم.

مُرِيرَتَ أَغَرَ تَدَا.

لَمُوتَ نَ تَدْجَارُتَنَسَنَتَ أَخَفَ دَسَوَالْنَت.

وَرِيدَ نَكَّيْنِ أَدَ تَمُونَد.

أَفُوسَ أَسَ تَزْضَا تَقْبُوت. or سَ أَفُوسَ أَسَ تَزْضَا تَقْبُوت.

Note that some regions add **مي** after the preposition. In this case, just add **مي** to all the above sentences. The meaning is exactly the same. After the students have said each sentence, erase the **مي**, since we won't be using that in class.

Give the students some examples of questions using complex forms of **أَيَّ**. (As above, some regions add **مي** after the preposition.) Use the examples on the top of page 96 of the *Student Book*.

I. **أَيَّ** with prepositions of spatial and temporal relationships

As with **نَا**, **أَيَّ** can be used with prepositions of spatial and temporal relationships. When this happens the phrase **نَ مِي** follows the preposition. Also, the whole prepositional phrase precedes the **أَيَّ** in the sentence. Thus the structure of these

⁴⁵ The **د** is the **د** of direction making the difference between “he came out” and “he went out.”

phrases is as follows. Write the whole structure on the board, including the English example. The board should look like this:

verb	+	أَيُّ	+	نِ مِ	+	preposition	+	noun/pronoun
he lives		that		which		behind		Is it the bank

Is it the bank behind which he lives?
Is it the bank that he lives behind?

إِدْ لَبَنَّا تَفِير نِ مِ أَيُّ تَزْدَغ عِشَّة؟

Is it the bank behind which Aisha lives?

Is it the bank which Aisha lives behind?

إِدْ تَذَارْتَنَش نِيك نِ مِ أَكْزْدَغ حَمَّو؟

Is it your (m.s.) house above which Hammou lives?

Is it your house that Hammou lives above?

Other relative clauses with spatial and temporal prepositions are listed in part D on page 98 of this *Teacher's Manual*. You can have the students give you the list again, or just have the students come up with some of their own sentences using these prepositions with أَيُّ.

J. أَيُّ with moveable pronouns and direction particles

أَيُّ in all its forms causes direct and indirect object pronouns, direction particles, and prepositions with pronouns to move to a place in front of the verb. This is true whether the verb is in its participle form or not.

This is always difficult for non-native speakers, so be sure to give examples and have the students practice them. Use all the examples on page 97 of the *Student Book*.

Note that sometimes the يُّ drops out. Some dialects add a دْ for pronunciation purposes. Thus, the relative pronoun أَيُّ can appear as

أَ or أَيُّ or آيْدْ

نَتَّا آيْدَاسْتْ إِسْنَعْتَن.

(It's) he who showed it (f.) to him.

Note that in the previous sentence when indirect object pronouns are used, the word أَيُّ takes the form آيْدْ, with a دْ added simply for pronunciation purposes.

This د should not be confused with the preposition د or with the د of direction. It is simply a د of pronunciation.⁴⁶ (Not all dialects use this د here.)

Note from the last four examples on page 97 of the *Student Book* that the order of the prepositions, pronouns, and direction particles is exactly the same as the order with نَا in part E, page 97, above. Thus we can summarize the word order for all possible situations as follows:

the verb	+	direction	+	the moveable pronouns	+	the preposition of	+	أَيّ
		particles		(if they are used)		the complex form		
		(if they are used)				(if it is used)		

Although these are hard concepts to control orally, the students should not get discouraged. It will take time and practice to be able to use these things in a fluent manner. Fortunately, not all of the above elements usually appear in one single sentence.

This finishes the third class session covering the grammar of lesson 13.

V. Workbook (optional)

The *Workbook* contains a text using the relative pronouns نَا and أَيّ, and it is suitable for use any time once the grammar of lesson 13 has been covered. A grammar exercise accompanies the text. The exercise involves taking participial phrases using أَيّ and changing them to normal verb conjugations.

There is also a traditional Berber riddle that uses a form of نَا plus participles.

In addition, there is a set of review exercises involving circling the correct verb form that goes in the sentence. The student must be able to distinguish when a participle should be used or not.

VI. Homework

Each evening after the three class sessions covering the grammar of lesson 13, the students should read over the relevant pages in the *Student Book* (pages 88 to the top of 91 for the first session, the middle of page 91 to page 94 for the second session, and pages 95 to 97 for the third session).

The students should also do the review exercises in the *Workbook*. This grammar requires much effort to understand and use.

⁴⁶ Not all dialects use this د here. The Ayt Seghroushen say اَرْبَا أَيّ أَشْتِ إِنْتَان “(It’s) the boy who told it to you (m.s.).”

◦ Lesson #14 ⊖

I. Any new information?

II. Go over the homework

Go over the review exercises that you assigned for homework.

III. Linking words

This lesson is essentially a vocabulary lesson, although the vocabulary is of a particular nature: words that link sentences, paragraphs, and ideas together. These are the “small” words of language that allow the organization and expression of things like sequence, something additional, conclusions, contrasts, cause and effect, etc.

The material in the *Student Book* goes from pages 98 to 127, and it is meant to be covered in both lessons 14 and 15. Not all the material can be covered in class. Some the students can discover on their own by reading the *Student Book*.

The linking words are divided into the following groups:

1. Sequence and time words
2. Something additional
3. Conclusions
4. Contrasts
5. Cause/effect or consequence
6. Other
7. Summary of words with multiple meanings.

This latter section is included because some of these “small” words have two or three different meanings, which can be quite confusing to students. However, this is no different from English, in which, for example, “since” has both a temporal meaning (“from a certain time”) and a causal meaning (“because”).

Use the vocabulary lists on pages 98 through 127 of the *Student Book*, although don't have the students turn there until you've gone over the words orally. (Many students stop paying attention orally once a written list is put before them.) Writing the words individually on the board as you go over each one is fine. Come up with some sample sentences using these words, or use the examples in the *Student Book*. See if the students know what the words mean from the context of the sentence and how you use it. See if the students can use the word in their own sentence.

Cover the words category by category. Don't jump around from sequence to contrast to cause/effect back to sequence, etc. That would be too confusing.

For lesson 14 cover the first two categories: sequence and time words, and something additional.

IV. Workbook (optional)

The *Workbook* contains a poem that the students will enjoy reading. This can be used any time during or after lesson 14. For those who are interested, they could memorize the poem and recite it in class. This type of memorization can help the students improve their fluency and ability to string phrases and sentences together. There is also some cultural and historical information included at the end of the poem.

V. Homework

The students should read pages 98 to 113 of the *Student Book*, especially noting the words that they didn't have time to cover in class. Tell them to note any questions they may have as well.

X Lesson #15 ^

I. Any new information?

II. Continue linking words

In this lesson you will be covering the linking words in the following categories:

3. Conclusions
4. Contrasts
5. Cause/effect or consequence
6. Other
7. Summary of words with multiple meanings.

Again, you won't be able to cover everything, but certain words that you must cover will be noted below. See page 105 of the *Teacher's Manual* for suggestions on what method to use.

3. Conclusions

Cover at least letters A and B of this category.

4. Contrasts

Cover at least letters A, B, C, G, J, K, and M.

5. Cause/effect or consequence

Cover at least letters A, C, D, E, and F.

6. Other

Cover at least letters A and B, but be sure to leave time for letters E and F:

(for emphasis) هان and هاتين and هات .E

Have the students turn to page 123 of the *Student Book* and read the paragraphs under E. Have them also read the box on the bottom of page 124. Then go over the examples on pages 124. The students can keep their books open for this if they want.

it happened that, *il se trouvait que*

F. يوفاد لِحال

This is a very common expression. The students don't need their books open for this. Using the paragraphs on page 125 of the *Student Book*, explain the meaning and the structure of this phrase. Write the structure on the board, especially pointing out the "d" of direction. Also show the frequent form this expression takes in its sentence connection form. Give examples.

7. Summary of words with multiple meanings

Point out to the students pages 126 and 127 of the *Student Book*. They should especially go over this at home.

III. Workbook (optional)

The *Workbook* contains a text that is appropriate for use any time near the end of lesson 15.

IV. Homework

The students should read pages 114 to 127 of the *Student Book*, especially noting the words that they didn't have time to cover in class. Tell them to note any questions they may have as well.

I. Any new information?

II. Go over the homework (if any)

Go over any homework you may have assigned.

III. Expressions of nuance with verbs

This lesson covers expressions like:

1. I just did something
2. I almost did something
3. I was going to do something but...
4. Maybe he ...
5. He began to do something
6. He kept on doing something
7. Expressions of obligation.

To get all the explanations of the various structures and for sample sentences see the appropriate pages in the *Student Book*. Don't have the students look at the pages until after you've done them orally. Be sure to write each structure on the board. These structures make the grammar very clear. Some of the expressions you can cover quite quickly. Be sure to leave plenty of time for the expressions of obligation. One of the structures is quite complicated.

This material will probably take two class sessions. Make sure that you leave time for conversation and free discussion.

1. I just did something

There are three ways given to say this type of expression. Using the information on page 128 of the *Student Book*, present the three different ways and give examples. Let the students come up with some of their own sentences. Don't present regional variations here. The students can read about that on their own.

To drill these expressions, you can ask the students some questions to which they can respond "I just...." You can use questions (in Tamazight) like:

- When did you get your driver's license?
- When did you finish your homework?
- When did you hear the news about such and such?
- Where is Bassou? (Answer: He just....)
- Did you hear about the accident? (Answer: Someone just....)
- Have you been here for a long time? (Answer: No, I just....)

2. I almost did something

There are three ways given to say this type of expression. Using the information on pages 129 and 130 of the *Student Book*, present the three different ways and give examples. Let the students come up with some of their own sentences.

For the regional variations in part A, just present the first two ways:

verb in the past tense form + دَرُوخ

verb in the past tense form + آي + دَرُوخ

For part C, don't present all the different ways on the bottom of page 130; just present the first and the last one. The students can read about the others on their own.

He almost fell in the well. or علاحال إِتَوْتِي كْ وَانُو.

غاس رَبِّي وَمَا إِتَوْتِي كْ وَانُو.

To drill these expressions, you can ask the students some questions (in Tamazight) to which they can respond "I almost..." (They may have to use imaginary answers.) You can use questions like:

What happened to you on the way to class?

Is your friend okay? I heard something happened to him/her yesterday.

3. I was going to do something but...

Although there are two ways given to say this type of expression, present only the way given in part A on page 131 of the *Student Book*. The students can read about the other way on their own. Give examples and have the students come up with some of their own sentences.

To drill this expression, you can ask the students some questions (in Tamazight) to which they can respond "I was going to..." You can use questions like:

Why didn't you come to the party last night?

Why didn't you call your mother? She was expecting to hear from you.

Why didn't you bring your children with you?

Why didn't you go to the medina with us yesterday?

4. Maybe he ...

There are three ways given to say this type of expression. Using the information on pages 131 and 132 of the *Student Book*, present the three different ways and give examples. Let the students come up with some of their own sentences.

To drill some of these sentences, ask the students some questions (in Tamazight) to which they can reply with “Maybe” You can use questions like:

Where’s Aisha?
Do you think Haddou will call us today?
I wonder if there will be a strike today? What do you think?
Where did Itto go today?
Where will the students take the test?

5. He began to...

There are five ways given to say this type of expression. Using the information on pages 133 to 134 of the *Student Book*, present the five different ways and give examples. Let the students come up with some of their own sentences. Be sure to emphasize the use of the verb **كَّر** in part D, since this is very common and has a few different nuances.

To drill these expressions, you can have the students finish a sentence with “He/she/etc. began to....” You can use sentences (in Tamazight) like:

When the soccer fans from Meknes met the ones from Casablanca,
When the soldiers reached the city,
When my neighbors heard the bad news (or the good news),
After the doctor examined me,
After I told my children “no,”

6. He kept on doing something

Although the verb **قَّيِم** in part E above can mean “to begin doing something,” the exact same structure can be used to express “to keep on doing something,” since the verb can mean “to stay.” Sometimes it’s only the context that shows the difference in meaning. Since the first example below involves movement, it clearly means “to keep on” rather than “to begin to.” The second example is ambiguous without a context.

He kept on walking. **إَقِيْمَا أَرِيْتَدُو.**

The woman kept on crying. **تَقِيْمَا تَمْطُوطْ أَرْتَالَا.**

7. Expressions of obligation

There are five ways given to say this type of expression. Using the information on pages 135 to 139 of the *Student Book*, present the five different ways and give examples. Let the students come up with some of their own sentences.

A. Remind the students that mild obligation can be expressed by the verb **خَصَّا**. There is no need to spend any time on this verb.

B. The verb **إِلْزَمَ** (stronger than **خَصَمَا**)

Present the two different words: **إِلْزَمَ** and **لَزَمَ**. Follow the explanations on pages 135 and 136 of the *Student Book*.

C. The word **لَابُدَّ**

Now present this word according to the material on page 136 of the *Student Book*.

To drill the expressions in parts B and C, have the students take slips of paper on which are written (in Tamazight) verbs in their simple imperative form. One verb is written on each slip of paper. When the student takes a slip of paper, he must read the verb and then make a sentence using that verb and one of the previous expressions of obligation.

D. The verb **قَنَّ** (very strong)

Be sure to follow the presentation in the *Student Book* (pages 137 and 138) exactly, writing all the structures on the board, including the full conjugation pattern on the bottom of page 137. Leave this full pattern on the board so that students can refer to it when making their own sentences.

This is an important expression, but its grammar can seem quite complicated at first. Present the verb used both with pronouns (part i) and nouns (part iii). Give examples, and have students come up with their own sentences.

To drill the expression in part D, have the students take slips of paper on which are written (in Tamazight) verbs in their simple imperative form. One verb is written on each slip of paper. When the student takes a slip of paper, he must read the verb and then make a sentence using that verb and the expression of obligation with the verb **قَنَّ**.

E. The adverbial expression **س دَرَّاع**

If you have time, present this expression using the information on page 139 of the *Student Book*. If you don't have time, the students can just read it at home.

IV. Brief sentence connection grammar lesson

Go over the grammar note in the Supplementary Material of lesson 16, number 2, of the *Workbook*. This is on page 106. This lesson is important, and the students can see it applied if they read the text that follows in the *Workbook*.

V. Workbook (optional)

The *Workbook* contains a listen and repeat exercise dealing with sentence word order and emphasis. A tape accompanies this material. This can be used any time after lesson 16.

In addition, there is a text that can be used any time during lesson 16. Be sure to do the grammar section that is right before the text, since the grammar will be applied in the text.

There are also three sets of review exercises dealing with expressions of obligation and other expressions learned in this chapter. These exercises are very helpful in applying the grammar of the lesson. Many of these can also be used orally in class.

VI. Homework

The students should review the different expressions on pages 128 to 139 of the *Student Book*, especially noting any expressions that they didn't have time to cover in class.

Lesson #17

I. Any new information?

II. Conversation, dialogue, or text

Take some time for conversation or to cover a dialogue or a text.

III. Complex question words

We already looked at question words in the *Abrid 2 Student Book*, lessons 20 to 22, pages 69 to 73. The current lesson concerns more complex questions such as “With what did you do that?” or “In what did you put it?”

There are a number of different ways to form these questions, depending on the region in the Central Moroccan Tamazight language group. The lesson presents the three main ways to ask these types of questions. Focus especially on the first way (in part 1), since that is what we will emphasize, but the students need to know the other ways as well. Part 2 is important, since it shows different ways that **مي** is used. This is a very important and useful word. Part 3 isn't that important; it's just a variation. Part 4 just shows the same phrases but used in an affirmative context.

1. preposition + ما

Use the material on pages 140 and 141 of the *Student Book*. Don't have the students look at the book until after you have covered the material orally.

After explaining that you'll be talking about complex question words and three different ways of asking complex questions, write the heading “preposition + ما” on the board.

Each question on pages 140 to 141 uses a different preposition in a complex question. Ask each question orally to the class, and have someone give an answer, even if it is an imaginary answer. After each question, write the question word on the board. After you have finished, the board should look like this:

preposition + ما

مامي ...؟	مايْئَكْ ...؟	ماخَفْ ...؟
مانِيْكَ ...؟	ماغَرْ ...؟	ماسْ ...؟
ماني زي ...؟	مازي ...؟	ماد ...؟

Have the students try to ask each other questions using these question words.

Another drill that you can do is to have slips of paper on which are written various statements that are answers to questions, one statement per slip of paper. A student should choose a slip of paper and read the statement. He or she must then ask the appropriate question in Tamazight. For example, statements something like the following ones could be read (in Tamazight):

I cut it with a knife.
 He spoke to me in Chinese.
 I'm from the city of Chicago.
 I gave the money to the shopkeeper.
 I bought the game from Label' Vie.
 They are going to Oujda.
 My son went with his friends.
 The book is in the drawer.

2. مي + preposition

For part 2, keep what you've written on the board, but now add the heading **مي + preposition**. Explain that this is another way that some regions ask these complex questions.

Follow a similar procedure to what you did in part 1. Using the material on pages 141 to 143 of the *Student Book*, ask the students the question and have them give an answer. After each answer, write the question word on the board next to the question word that is already written. For example, next to **ماخَف...؟** you would write **خَف مي...؟**.

Do that for each question until the board looks like this:

preposition + ما
مي + preposition

ماخَف...؟ = خَف مي...؟	مايْنَك...؟ = كْ مي...؟	مامي...؟ = إر مي...؟
ماس...؟ = س مي...؟	ماغَر...؟ = غَر مي...؟	مانِيَك...؟
ماد...؟ = د مي...؟	مازي...؟ = زي مي...؟	ماني زي...؟

(There is nothing to add to the last two items.)

Then using the same material on pages 141 to 143 of the *Student Book*, do the second part of each set of questions, that is, you say the statement and the students should answer with, for example, **س مي؟**. Another student (or you) then gives the answer. See the following full example:

خَفَ طَبْلًا.

On the table.

خَفَ مِى؟

On what?

إِلَّا أُغْرِمَ خَفَ طَبْلًا.

The bread is on the table.

This teaches the students to be able to ask questions about any object of a preposition. You can add more of your own sentences if you'd like.

Then mention briefly the material in parts B and C on pages 143 and 144 of the *Student Book*. The use of **أَيِّ** mentioned in part C is quite common.

Also cover the material in part D on page 144 of the *Student Book*. However, don't do all the examples. Do just one or two so that the students understand the structure. But keep the board as you now have it, because you will add to it from part 3.

3. ما + preposition + مِى

For part 3, keep what you've written on the board, but now add the heading **ما + preposition + مِى**. Explain that this is a third way that some regions ask these complex questions.

Follow a similar procedure to what you did in parts 1 and 2. Using the material on page 145 of the *Student Book*, ask the students the question and have them give an answer. After each answer, write the question word on the board under the question words that are already written. For example, under **خَفَ مِى...؟ = مَاخَفَ...؟** you would write **مَاخَفَ مِى...؟**.

Do that for each question until the board looks like this:

ما	+	preposition
مِى	+	preposition
ما	+	preposition
مِى	+	preposition

مَامِى...؟ = إِمِى...؟
مَامِى...؟

مَايَا...؟ = أَيَّ مِى...؟
مَاكَّ مِى...؟

مَاخَفَ...؟ = خَفَ مِى...؟
مَاخَفَ مِى...؟

مَانِيَا...؟

مَاغَر...؟ = غَر مِى...؟
مَاغَر مِى...؟

ماس...؟ = س مِى...؟
ماس مِى...؟

مَانِي زِي...؟

مَازِي...؟ = زِي مِى...؟
مَازِي مِى...؟

مَاد...؟ = د مِى...؟
مَاد مِى...؟

(There is nothing to add to the last two items.)

You don't need to drill the items in part 3. The students just need to be aware of them.

4. Affirmative sentences

All these complex question words can be used in affirmative sentences. Give some examples, using the material on pages 145 and 146 of the *Student Book*. At first give one or two examples. When the students understand, have them give some examples referring to the various phrases on the board.

IV. Question drill

It is very important to do the following exercise in class. Use the first sentence of exercise 2, lesson 17, in the Review Exercises of the *Workbook*, page 119. (Don't have the students turn there, however.) Write the sentence on the board. Then have the students ask as many different questions as they can about the sentence. For example, they should ask questions that give the subject, then the object, then the object of the preposition as answers. Have them use all kind of questions, complex or non-complex forms. Write down all the questions they come up with on the board. (Some answers are given on page 119 of the *Workbook*. You may come up with more questions than are listed there.)

When the students are able to do this type of exercise well, that shows that they really know how to ask questions and manipulate the language to make their questions understood. **This is a great exercise to do from time to time in future classes.** You can do this with any sentence that you think of.

V. Workbook (optional)

The *Workbook* contains some traditional Berber riddles which use question words. These are suitable for use any time after you've covered the grammar of lesson 17.

There are also two sets of review exercises dealing with various types of complex question words. The first exercise drills the use of complex question words, and the second is the same type of exercise that you did in part IV above.

VI. Homework

The students should review the different expressions on pages 140 to 146 of the *Student Book*, especially noting any expressions that they didn't have time to cover in class.

You should also assign some of the review exercises for homework.

Lesson #18

I. Any new information?

II. Go over the homework

Go over the homework from the review exercises that you assigned in the last lesson.

III. Conversation

Take some time to have free conversation and discussion.

IV. All, each, and every

This lesson deals with all the various expressions and ways to say “all, each, and every.” Overall the lesson is pretty light and easy. It involves just learning to use certain phrases, many of which the students have already encountered in previous lessons. This lesson brings together all that material. The five categories of words and expressions are:

- A. كول and كو
- B. أَوَك “awk” or “ak”
- C. قَاح (a synonym of أَوَك)
- D. The expression: _____ مَينْدِ إِيَّانَ
- E. The expression: _____ سَ مَاسِ إِيَّانَ

A. كول and كو

Have the students turn to page 147 of the *Student Book* and read the two paragraphs under part A. Give them examples of how to pronounce the words: both the hard “k” sound and the fricative “k” sound. Then have the students close their books.

1. Each and every

Follow the material on page 147 of the *Student Book* to present the word كو. Remember that **the following noun is in its non-dependent form**. Give some examples, both with nouns that start with a consonant and those that start with a vowel.

2. All

Frequently to say “all” the word **كول** is used. It can appear before or after the noun, and it occurs in some contexts apart from a noun.

a. Before the noun

In this case **كول** appears before the plural noun in its non-dependent form. Give some examples from page 148 of the *Student Book*. Mention that some regions say **كولو** or **كولو** instead of **كول**.

b. After the noun

i) In this case **كول** appears after the plural noun. Give some examples from pages 148 and 149 of the *Student Book*.

Now have the students open their books and look briefly at pages 147 to the top of page 149. Then have them close their books again.

ii) The same people who use the above forms will also use at the same time the following structure. Write the structure on the board. Then write the five plural words. As you write, have the students tell you what to write according to the rule you’ve given them. The board should look like this:

plural possessive pronouns + **كول** + plural noun or pronoun

all of us	كولْنَحْ
	كولْنُنْ
	كولْنُنْتْ
	كولْنَسْنْ
	كولْنَسْنْتْ

Give some examples from page 149 of the *Student Book*.

iii) For this course we will use the above structures. However, the students should be aware that other regions use the following structures. Write the structure and the chart on the board. Have the students tell you what to write according to the rule you’ve given them. The board should look like this:

plural direct object pronouns + كُول + plural noun or pronoun

كُولُوياخ ⁴⁷	or	كُولَاخ
كُولُوْكُنْ	or	كُولُكُنْ
كُولُوْكُنْتِ	or	كُولُكُنْتِ
كُولُوْتَنْ	or	كُولُتَنْ
كُولُوْتَنْتِ	or	كُولُتَنْتِ

Give some examples from page 150 of the *Student Book*. Then have the students look at pages 149 to 150 of the *Student Book*. After that, have them close their books.

3. Drills

If you want to drill these words, you can use the review exercises in the *Workbook* that call for the students to use an appropriate form of كُول and كُولُو.

B. أَوْك “awk” or “ak”

Explain to the students that we are writing the word “awk” in the above fashion, although technically it would be just أَوْك. The pronunciation is “a” plus a rounded “k.” The lips are rounded before the “k” is pronounced. Many phonetic transcriptions write the word “akw.” English speakers tend to hear a “w” sound before the “k.”

In certain contexts this word means “whatever, whoever, wherever, etc.” (See lessons 5 and 6 of the *Abrid 4 Student Book*, pages 43 to 45.)

But the word can also mean “all.” Give some examples from pages 150 and the top of 151 of the *Student Book*.

Using the material on page 151 of the *Student Book*, explain the negative use of the phrase and the different possible word orders. Give examples.

C. قَاح (a synonym of أَوْك)

1. Using the material on pages 151 and 152 of the *Student Book*, explain that قَاح is a synonym of أَوْك. Give examples of its usage in positive and negative situations, with the different possible word orders.

⁴⁷ Some regions add a *shadda* on the ل for all these forms.

2. Some people use the following structure. Write the structure on the board, and write the chart as well. Have the students tell you what to write according to the rule you've given them. The board should look like this:

plural possessive pronouns + قَاح + plural noun or pronoun

all of us قَاحِنَخْ

قَاحِنُنْ

قَاحِنُنْتْ

قَاحِنَسَنْ

قَاحِنَسَنْتْ

Give some examples from the bottom of page 152 of the *Student Book*. Then have the students look at pages 150 to 152. After that, have them close their books.

3. Drills

If you want to drill these words, you can use the review exercises in the *Workbook* that call for the students to use an appropriate form of قَاح and أَوْكْ.

D. The expression: مايدِ إِنْكَانْ _____

This phrase is used to express “every” or “all” plus a noun, as in “every city” or “all cities.” The structure is the following. Write it on the board. Mention that the د is added for pronunciation. Other regions say مَاكَّانْ. Then give some examples. You can have the students open their *Student Books* to page 153 to follow the longer examples in the book if you want.

singular noun + مايدِ إِنْكَانْ
(in its non-dependent form)

E. The expression: سَ مَاسَ إِنْكَانْ _____

This phrase is used to express “in all _____” or “throughout _____” or “all over _____,” as in “in all Fez” or “throughout Fez.” It can also mean “all of something.” Literally the phrase is “with with what it is.” Note that the verb is conjugated according to what the preceding noun is.

Write the expression on the board. Also write one example, so that the students can see it. Change the subject of the sentence so that the verb conjugation changes. Give some other examples orally. Some examples can be found on page 153 of the *Student Book*.

إِسَاقًا أَنْغَمِيسَ كُتْ تَمْدِينْتِ نَ مَكْنَسَ سَ مَاسَ تَلَّا.

The news spread throughout the city of Meknes / in all the city of Meknes.

إِسَاقًا أَنْغَمِيسَ كُتْ أَزْرُو سَ مَاسَ إِتَّا.

The news spread throughout Azrou / in all Azrou.

هَنَّا مِدَّنْ كُتْ إِغْرَمَانَ نَ أَيَّتْ عَطَّا سَ مَاسَ لَّانَ.

The people had peace throughout the villages of Ayt ‘Atta. or

The people had peace in all the villages of Ayt ‘Atta.

إَوِينْ لُبُولِيسَ مِدَّنْ قَاحْنَسَنَ سَ مَاسَ لَّانَ.

The police took away absolutely everyone.

[lit: The police took away the people all of them with with what they were.]

V. Workbook (optional)

The *Workbook* contains a short text using some “all” words. This is suitable any time after lesson 18.

There are also review exercises dealing with various types of words and expressions meaning “all, each, and every.”

VI. Homework

The students should review the different expressions on pages 147 to 153 of the *Student Book*.

I. Any new information?

II. Conversation, dialogue, or text

Spend some time in conversation or going over a dialogue or text. Make sure that the students have plenty of opportunity to speak and to practice what they are learning.

III. Expressions with **لُحَال**

This lesson is easy and concerns just certain expressions. There is no new grammar in this lesson. The word **لُحَال** is very important and used in all sorts of expressions. The point of this lesson is to learn many of those expressions.

Follow the *Student Book* (pages 154 to 157) in presenting the different expressions. In other words, use the four different categories for what **لُحَال** means to give the various expressions. If you think of other expressions, feel free to add them.

In order to drill various expressions, ask the students questions either using the expressions or requiring an answer that uses the expressions. Have the students ask each other the same questions.

1. **لُحَال** can mean “weather,” “temperature,” or “state of the atmosphere.”
2. **لُحَال** can mean “time.”

Be sure to write this structure on the board and use it in various contexts with various examples:

إِثْنَا لُحَال + **ت** + indirect object + **مَش**
pronouns

If we are able.
 [lit: If the time/situation permits it to us.]

مَشَاخْتِ إِثْنَا لُحَال.

If you (m.pl.) are able.

مَشَاوَنْتِ إِثْنَا لُحَال.

3. **لُحَال** can mean “circumstance,” “situation” or “state.”

Be sure to write this structure on the board and use it in various contexts with various examples:

You have to do something.
(The situation is such that it
constrains you to do some-
thing, with a nuance that
you don't really want to.)

verb in two-verbs- + اَدَ + اِنْثَا لِحَالِ
together format

We have to visit him/her.
[lit: We are constrained to go to his place.]

اِنْثَا لِحَالِ اَدَ غُورْسَ نَدَّو.

4. The word لِحَالِ means “situation” or “condition of life;” “state” or “condition;” or “aspect.”

IV. Workbook (optional)

The *Workbook* contains a dialogue using expressions with لِحَالِ. This can be used any time after lesson 19.

There is also a set of review exercises that involves matching expressions using لِحَالِ with their synonyms. A further set of exercises drills the expression of obligation اِنْثَا لِحَالِ.

V. Homework

The students should review the different expressions on pages 154 to 157 of the *Student Book*.

Lesson #20 I

I. Any new information?

II. Conversation

Spend some time in discussion and conversation.

III. The Vocative, Exclamations and Interjections, Warnings, and Oaths and Swearing

The next two lessons, 20 and 21, concern certain ways of conveying emotions or expressing things in short bursts of phrases. The topics covered are:

- 1. The Vocative**
- 2. Exclamations and Interjections**
- 3. Warnings and Maledictions**
- 4. Benedictions and Exclamations of Encouragement**
- 5. Oaths and Swearing**

There is a lot of material in these next two lessons, so it may take you three or four class sessions to cover these lessons. Be sure to always have enough time for conversation, since at this level the students need opportunities for that. Lesson 20 will cover topics 1 to 3, and lesson 21 will cover topics 4 and 5.

Follow the material in the *Student Book*, pages 158-178, for the explanations and examples for each of the above categories.

1. The Vocative

Use the material on pages 158 to 159 of the *Student Book* to present the vocative: parts A, B, and C. The grammar is easy and straightforward. Remember that a “y” sound must be added between the \tilde{t} and the word starting with the vowel, since Tamazight doesn’t like two vowels coming together. Don’t use all the examples given, just some of them. This should go pretty quickly.

Spend more time on the expression in part D, pages 159 to 160 of the *Student Book*. This seems strange to someone from an English/French-speaking background, because it uses a third person pronoun to address someone directly. Be sure to give examples, either your own or the ones in the *Student Book*.

Skip part E for now. We’ll do that later in the oaths and swearing section.

2. Exclamations and Interjections

These are short phrases expressing various emotions. The grammar is quite easy. It's more of a vocabulary lesson than a grammar lesson. Use the material on pages 160 to 164 of the *Student Book* to present the material. Use the three main categories there to cover the grammar: questions words, the vocative plus **يار**, and other expressions.

A. With question words

Many question words are used with a tone of voice of surprise or amazement to express an exclamation. The grammar is the same as with the question words, except that no question is being asked.

Write three lines on the board:

مَشْتَا , مَشْحَال , شَحَال
مَتَا
مَائِي

Then give examples of exclamations using these three different types of question words. You can use your own examples or those given on page 161 of the *Student Book*, under parts **i.**, **ii.**, and **iii.** Note that the vocative can be added for emphasis (part **iv.**).

B. With the vocative and the word **يار**

The word **يار** means “bad,” “vile,” or “despicable.” It is used before an independent personal pronoun or a noun in its non-dependent form:

noun in its non-dependent form + **يار**
independent personal pronoun

Write the structure on the board and give examples (page 162 of the *Student Book*) using both nouns and independent personal pronouns.

C. Other exclamatory expressions

There are many of these types of words, and so the following list is not an attempt to be exhaustive. Explain, in Tamazight, various situations (that is, set the scene), and then show how the exclamation or interjection is used in those situations. Be sure that the students have opportunities to say the phrases. Feel free to add other exclamations or interjections that you know of.

Have the students explain, in Tamazight, their own situations in which these phrases could be used.

3. Warnings and Maledictions

This topic is more complicated and will take longer to present.
Start out with parts A through E, since they generally belong together.

A. With ⁴⁸غور

Write the structure and the different forms below. Have the students give you the forms based on the rule you gave them.

indirect object pronouns + غور
(especially the “you” forms)

غوراش ! غوراوَن !

غورام ! غوراوَنَت !

Then write the following phrase. Say the English translation, since that will help the students understand quickly and exactly the meaning of this phrase. Then give examples, either your own or those on page 164 of the *Student Book*.

Watch out lest something happen.
Watch out that something doesn't happen.
Be careful that something doesn't happen.

غوراوَن اَد ...

Then show how the phrase is used with just a noun:

Beware of something!
Watch out for something!

غوراش + noun

Mention different regional variations, since the students may hear these. Regional variations include:

خیراش ، خیرام ، خیراوَن ، خیراوَنَت ، etc.

خاراش ، خارام ، خاراوَن ، خاراوَنَت ، etc.

غیراش ، غیرام ، غیراوَن ، غیراوَنَت ، etc.

⁴⁸ Some areas pronounce a ر like a ل and say غول .

B. With the verb رار

Use the material on pages 165 and 166 of the *Student Book*. Write the singular phrase, the phrases with pronouns, and how the phrase is used with nouns. Then give examples.

رار لئبال !

This expression can be used with possessive pronouns as well :

رار لئبالنَّش ! رارات لئبالنَّش !

رار لئبالنَّم ! راريمت لئبالنَّنت !

Watch out for something! رار لئبال إ + noun !
Pay attention to something!

Another expression is used in an equivalent way (although without possessive pronouns). Write these on the board and give examples:

رار تَغْضَفْت !

Watch out for something! رار تَغْضَفْت إ + noun !
Pay attention to something!

Another phrase is:

Listen to me well! رارْد إِمَجَّانَنَش غوري !
[lit : Return your (m.s.) ears to me.]

(Notice the د of direction, since the action is toward the speaker. If the action is not toward the speaker, the د isn't used.)

C. With هان , هاتين , or هات

We saw these words in lessons 14 and 15 on pages 123 and 124 of the *Student Book*. Often they are used just for emphasis. Sometimes they can be translated, and sometimes not. Yet sometimes these words have not just an emphasis meaning but a meaning of warning or threat implied in the emphasis. The threat meaning is not always able to be translated into English with one specific word, yet it is there.

Write the three words on the board and give examples of their use when they have a warning or threat meaning implied. See the examples on pages 166 and 167 of the *Student Book*.

Use the following examples to illustrate two different verb forms used in warnings. Write these (just the Tamazight) on the board as illustrations.

Be sure not to go with Bassou!	هان أَتْمُونْد د بَسَو!
Watch it lest you go with Bassou!	
May no one hit another!	هان شا أَدِيَوْت وَايْض!
Watch it lest someone hit someone else!	
May no one hit another!	هان شا إِكَّاتَن وَايْض!
Watch it lest someone hit someone else!	
May none of you speak!	هان شا دِيْغْن إِسْوَالَن ⁴⁹ !
Watch it lest someone of you speak!	

Notice in the previous sentences that the هان gives a negative meaning to the sentence, even though there is no negative in the verb. This is not always the case when هان is used.

Note also that there is only one way to give a warning in the second person (as illustrated in the first sentence above). Write this structure on the board:

verb in the two-verbs-together format + أَد + هان

However, for third person warnings, there are two ways. These are the above way and the following. Write this structure on the board:

present participle + شا + هان
(that is, the third person singular continuous form plus “n” and with no tense indicator)

D. With عَنَدَا

For this word, write the following forms on the board. Use the examples from pages 167 and 168 of the *Student Book*.

This expression is used with direct object pronouns:

Watch out! Pay attention!	عَنَدَاكُن !	عَنَدَاش !
(Mor. Arabic) عَنَدَاك !		
	عَنَدَاكُنْت !	عَنَدَاشَم !

⁴⁹ Notice the participle form here. Maybe this reflects something like: “Watch it lest (there be) someone among you who is speaking.”

The expression can also mean “Woe to...”

Woe (to) the shepherd if he loses the sheep! عَنَدَا يَامَكْسَا مَشْ إِزْلَا وَلِّي!

(Notice that even though in English the construction is “Woe to someone,” in Tamazight the noun is a direct object: “Woe someone.” There is no preposition between عَنَدَا and أَمَكْسَا. The added يَ between the two words is for pronunciation to avoid two vowels coming together.)

The expression can also mean, depending on the context, “How unlucky!” or “How ill-fated!”

How unlucky (for) him, the poor guy, عَنَدَاتْ، إِكْلَيْنْ، تَغُوسَاسْ تَفَّا!
(his) sheaf (of grain) burned.
[lit: The sheaf burned to him.]

E. With the verb حَضُو , which means “watch, watch out for, beware of, guard against” (among other meanings).

Write the following expressions on the board and refer to the examples on page 168 of the *Student Book*.

حَضُو إِخْفَنَشْ! حَضُويَاتْ إِخْفَاوَنَنْ⁵⁰!
حَضُو إِخْفَنَمْ! حَضُومْتْ إِخْفَاوَنَنْتْ!

Another expression:

حَضُو أَقْمُونَشْ! حَضُويَاتْ إِقْمَانُنْ!
حَضُو أَقْمُونَمْ! حَضُومْتْ إِقْمَانَنْتْ!

⁵⁰ One can also say إِخْفَنَنْ , using the singular for “head” but with the plural possessive ending.

If you have time, you can cover parts F and G; otherwise, you can skip them and have the students read them on their own.

F. With the verb **فَافَا**, which means “to be awake” (among other meanings)

Stay alert! قَيِّمَاتُ تَفَافَامَ! قَيِّمُ تَفَافَادَ!

 قَيِّمِمْتُ تَفَافَامْتُ! قَيِّمُ تَفَافَادَ!

G. Come to your senses!

Come to your (m.s.) senses! إِلَيَّ كُ إِخْفَنْشُ!
[lit: Be in your head.]

H. Maledictions: “Woe to you!”

This expression will take time to explain. People probably won’t use it orally, but they should learn to recognize it. Write the full expressions and the entire structure below on the board. Include the English.

This expression uses direct object pronouns:

Woe to you! أَ يَكُنْ يَاغْنُ! أَ يَاشْ يَاغْنُ!
[lit: Oh that it afflict you!] أَ يَكُنْتُ يَاغْنُ! أَ يَاشَمْ يَاغْنُ!

The structure is:

يَاغْنُ	+	direct object pronoun	+	أَيَّ	+	يَ	+	أَ
past participle form of				relative		a “y” added for		vocative
the verb أَغَّ				pronoun “ay”		pronunciation		“Oh”
“to afflict,” “to attain”				(The “y” often disappears when it encounters a consonant in the direct object pronoun.)		to separate two vowels		

Since the relative pronoun أَيَّ is the subject of the verb أَغَّ, the verb is in its participle form. The relative pronoun أَيَّ can appear in various forms, as either a / ay / ayd.⁵¹ In the first case, the “y” just drops out. In the third case, a “d” is added for pronunciation. In the following patterns, the “y” of “ay” drops out in the first and second persons but remains in the third person. (Some regions drop the “y” even in the third person. Regional variations depend on what form of “ay” is used.)

⁵¹ See Taifi, page 1, bottom of column 2, under “a/ay/ayd.”

Based on the above rule, write down the complete pattern for all the persons. Have the students tell you what to write.

The board should look like this (without the English):

Woe is us!	أَ يَاخُ يَاغُنْ !	Woe is me!	أَ يَاغُنْ ⁵² !
Woe to you (m.pl.)!	أَ يَأْكُنْ يَاغُنْ !	Woe to you (m.s.)!	أَ يَأْشُ يَاغُنْ !
Woe to you (f.pl.)!	أَ يَأْكُنْتِ يَاغُنْ !	Woe to you (f.s.)!	أَ يَأْشَمْ يَاغُنْ !
Woe to them (m.)!	أَ يَأْتِنْ يَاغُنْ !	Woe to him!	أَ يَأْتِ يَاغُنْ !
Woe to them (f.)!	أَ يَأْتِنْتِ يَاغُنْ !	Woe to her!	أَ يَأْتِ يَاغُنْ !

When you've written everything and the students have had the opportunity to say the phrases, have the students turn to page 169 in the *Student Book*. Give them a few minutes to look over the page. Then they should close their books.

Then give some examples in sentences. Refer to page 170 of the *Student Book* for the examples.

Another way that people use is like the above structure, but without the participle and with independent personal pronouns instead of direct object pronouns. As above, the “y” in “ay” drops out. Write the following structure and give some examples (page 170 of the *Student Book*).

independent personal pronouns + أَ يَ + يَ + أَ

I. Other expressions of “Woe to you”⁵³

You can skip this part and have the students read about it in the *Student Book*.

J. Verbs meaning “to curse”

Using the material on page 171 of the *Student Book*, present the two verbs meaning “to curse” and give examples.

⁵² This comes from أَ يَأْيُ يَاغُنْ. With all the “y” sounds, this gets shortened to what is listed above.

⁵³ Not all regions use all these expressions, so be sure to tell the students to check with people around them to find out what they use.

IV. Workbook (optional)

The *Workbook* contains a text using warning expressions. There is also some cultural information included at the end of the text. This text can be used any time after lesson 20.

There are also five sets of review exercises that involve vocatives, exclamations, and warnings.

V. Homework

The students should review the different expressions on pages 158 to 171 of the *Student Book*. There is a lot of material there, so they need to set aside some time to do this review.

Lesson #21

I. Any new information?

II. Conversation

Spend some time in discussion and conversation.

III. Continue the Vocative, Exclamations and Interjections, Warnings, and Oaths and Swearing

4. Benedictions and Exclamations of Encouragement

5. Oaths and Swearing

There is a lot of material in this lesson, so it may take you two class sessions to cover this lesson. Be sure to always have enough time for conversation, since at this level the students need opportunities for that.

Follow the material in the *Student Book*, pages 171-178, for the explanations and examples for each of the above categories.

4. Benedictions and Exclamations of Encouragement

Use the material on pages 171 to 173 of the *Student Book*.

A. Benedictions: “Happy are you...” or “Blessed are you...”

Using the material on pages 171 to 172 of the *Student Book*, present the following expression. Write the expression and structure on the board. Then give examples.

This expression uses possessive pronouns:

Happy are you...	أَ يَعْرِيتَنُّ...	أَ يَعْرِيتَنُّش...
Blessed are you...	أَ يَعْرِيتَنُّنْتَ...	أَ يَعْرِيتَنُّنَّم...

The structure is:

possessive pronoun	+	أَ عَرِيتْ	+	يَ	+	أَ
		a word for “luck” or “happiness.” Some people use just أَ عَرِيتْ .		a “y” added for pronunciation to separate two vowels		vocative “oh” (optional)

When a noun is used instead of a pronoun, the preposition ن is used :

أَعْرِيْتُ نَ أَرْيَاظَ نَاعَرَ تَلَا تَمْطُوطَ إِغُودَانَ.

Happy is the man who has a good wife.

But note the different ways to say the same thing:

أَعْرِيْتُ نَ وَنَا إِرْتَاَنَّ لَخَيْرِ.

Happy is he who does good.

أَعْرِيْتُ نَسْ إِر وَنَا إِرْتَاَنَّ لَخَيْرِ.

Happy is he who does good.

أَعْرِيْتُ إِر وَنَا إِرْتَاَنَّ لَخَيْرِ.

Happy is he who does good.

B. The benediction “Blessed are...” with the adjective أَنْبَارُ ش

Using the material on page 172 of the *Student Book*, present the structure of how to use this adjective, and give examples.

The structure is :

the verb شَى + آيَ + the regular adjective that agrees
with the following “to be” verb .

C. Other expressions of encouragement

Using the material on page 173 of the *Student Book*, present the word بَارِ .

5. Oaths and Swearing

There are a lot of different ways that people use to make oaths and swear. In one sense, this isn't too important. However, students should be aware of what people say. How much oral drilling you do here depends on the students. Some students may be uncomfortable saying sentences that involve oaths and swearing. If that's the case, don't do much oral drilling. If they don't care, then do whatever oral practice you would like.

A. One way that people swear or make an oath is by using the word for God plus “u” before it: اللَّهُ و “u llah.” The basic meaning is “By God” or “I swear to God.” What comes after this first phrase can vary according to the situation or type of oath.

Using the material on pages 173 to 175 of the *Student Book*, present the different types of oaths:

- ii. A positive past oath
- iii. A negative past oath
- iv. A conditional oath
- v. A future positive oath
- vi. A future negative oath

Each of these types of oaths has a different structure. It is important that the students learn each structure (not to use orally but to understand it when they see it). The structures are important, because they are very different from anything in English. For example, there are negative oaths that don't use a negative word. This can be confusing. Also, some of the future tenses are different from what the students have learned in the past.

The students also need to learn these types of oaths because the other ways of making oaths that we will cover in part B will use these same types.

(Remember that "positive" and "negative" refer to the grammar of the sentence not the content. A "negative" oath is swearing that you did not do something. A "positive" oath is swearing that you did do something. Thus, "I swear I will kill you," is a grammatically positive oath, even though it is not a nice thing to say.)

- i. By itself

By God!
I swear!

وَاللّٰهُ !

- ii. A positive past oath

Write the structure on the board and write one example. See page 173 of the *Student Book*.

The structure for this is:

verb in the past form + أَر + وَاللّٰهُ

- iii. A negative past oath

Write the structure on the board and write one example. See pages 173 and 174 of the *Student Book*.

The structure for this is:

verb in the past form + مَشَّ⁵⁴ + وَاللّٰهُ

⁵⁴ See lesson 10, page 63, of the *Student Book* for different regional variations used for this word "if."

iv. A conditional oath

Write the structure on the board and write one example. See page 174 of the *Student Book*.

The structure for this is:

verb in the past form + مَر⁵⁵ + و لله

The result clause uses the present continuous form without the tense indicator⁵⁶. Note that the مَر affects the vowel of the following past-tense verb form just like ور does.

v. A future positive oath

Write the structures on the board and write one example of each type. See page 174 of the *Student Book*.

There are two possible structures. The meaning is the same:

a)

the verb in the continuous tense + و لله
(which has a future meaning without the tense indicator)

Note that this way of making the future hasn't yet been covered formally. We will see it in lesson 28.

b)

the verb in the two-verbs-together format + آد + و لله
(simple imperative plus regular conjugation affixes)

vi. A future negative oath

Write the structures on the board and write one example of each type. See page 175 of the *Student Book*.

There are two possible structures. The meaning is the same. The word وسار can be substituted for ور to make the oath stronger ("never" in place of "not"):

⁵⁵ See lesson 10, page 65, of the *Student Book* for different regional variations used for this word "if."

⁵⁶ It may be that the continuous form is used in swearing as some sort of emphasis or way to show that this is someone's habit. Take the swearing away from these sentences, and they become normal conditional sentences, and the continuous form would not be used in the result clause.

a)

the verb in the continuous tense + ور + و لله
(which has a future meaning without the tense indicator)

b)

the verb in the past tense form + ور + و لله
(but in this case there is a future meaning)

By the time you get to this point, you will have one example of each type of oath on the board. Keep the sentences there, since you will want to refer to them again in part B.

B. Other formulas for swearing

i. Using the phrase و حقّ "u haqq," which means "in truth," but functions as "I swear."

Write down the structure for this way of swearing. All the types of oaths that you've written on the board work with this formula for swearing. Have the students substitute this formula for the ones on the board and say the sentences. Give examples of different things that people swear by. (See pages 175 to 176 of the *Student Book*.)

The structure is:

the noun by which one is swearing + (غاس) + و حقّ

(Then the same positive, negative, conditional, and future structures are used as mentioned above in part A.)

Notice in some of the sentences that there is no غاس . It's not always necessary. When غاس is used it adds emphasis to the oath.

ii. Using maledictions: "May I _____ if I _____ !"

Present briefly this way of swearing from page 176 of the *Student Book*.

iii. Using the verb "to swear"

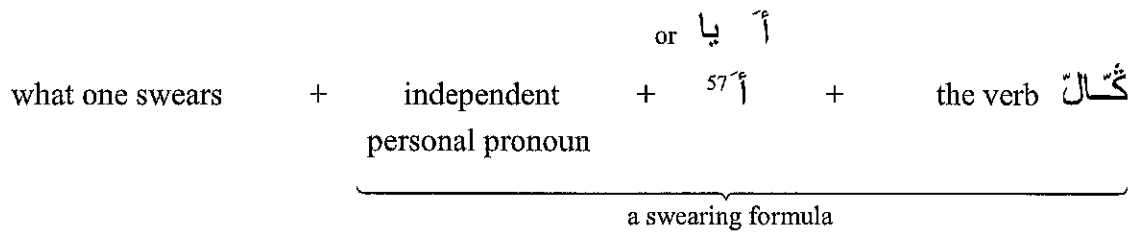
Introduce the word for "to swear" and "an oath," and give some examples. (See pages 176 and 177 of the *Student Book*.)

to swear — إِنْغُولَا \ ور إِنْغُولِي نَغَالَا كَالْ

The same structures (positive, negative, conditional, and future oaths) are used as mentioned above in part 5A. Give examples, referring to all the types of oaths that you've kept on the board, that use the verb "to swear." Better than that, have the students give examples using the verb "to swear" and referring to the types of oaths on the board.

Then show the following structure and give examples, or have the students make their own examples based on the rule.

Another way people swear with this verb is:



The above formula works with all the different structures of swearing (the positive, negative, conditional, and future oaths mentioned in part 5A above):

IV. Workbook (optional)

The *Workbook* contains a short text using warning expressions. There is also some cultural information included at the end of the text. This text is appropriate after the grammar of lesson 21 has been covered.

There are also four sets of review exercises that involve benedictions, and oaths and swearing.

V. Homework

The students should review the different expressions on pages 172 to 178 of the *Student Book*. There is a lot of material there, so they need to set aside some time to do this review.

⁵⁷ This is explained in part 1E, page 160, and in part 3H, page 169, of the *Student Book*.

I. Any new information?

II. Conversation, dialogue, or text

Have time for conversation or discussion, or go over a dialogue or a text.

III. Indirect or reported speech

This lesson concerns commands, questions, and statements made indirectly to someone via someone else. For example:

Direct command:	Ahsiku said to Bakku, "Be quiet."
Indirect command:	Ahsiku told Bakku to be quiet.

The lesson is not complicated, and many of the constructions the students have already seen.

A. Indirect commands

The main structure of the indirect command is to use the tense indicator **ⵎⵓⵏ** followed by the verb conjugated in the two-verbs-together format. This is technically a "subjunctive" from an English perspective.

verb in the two-verbs-together format + **ⵎⵓⵏ**

Remind the students to be sure to change any elements in the sentence that need to be changed so that the sentence makes sense (for example, "your" to "his/her," etc.). Also remind them that **ⵎⵓⵏ** causes various items to move in the sentence.

Give some examples from page 179 of the *Student Book*. For each pair of examples, write the first one on the board and have the students transform it into reported speech. You may need to do the first one, so that the students know what you want them to do.

To drill this orally, use a number of direct statements. You say the direct statement, and the students must change it to an indirect statement. For example, you can use statements (in Tamazight) like:

Assu said to Hammou, "Buy a car."
 Lwiza said to Zahra, "Call your mother."
 My sister said to your sisters, "Meet me here at 2:00."
 The boy said to his dad, "Help me with my homework."
 His dad replied, "First, clean up your room."
 A mother said to her daughter, "Be good."

The boy said, "Give me some money."

B. Indirect questions

Making a direct question into an indirect question in Tamazight is easy. No changes are made to the question words or the word order in the sentence. The sentences just change from an interrogative meaning to a statement meaning. The only thing to remember is to change things in the sentence to make sense (like "your" to "his/her," etc.).

Give some examples from page 180 of the *Student Book*. Write the first example on the board, then do the others orally.

For drilling, you say the direct question and have the students transform it into an indirect question. Use sentences (in Tamazight) like:

Daoud asked Ali, "Do you know that man there?"
Driss asked Haddou, "Why didn't you call me?"
Lwiza asked Kettou, "How do you make such good bread?"
Kettou asked Itto, "Why do you complain so much?"
She asked her sisters, "Who did you visit yesterday?"
He asked the mechanics, "Could you repair my car, please?"

C. Indirect affirmative statements

Making a direct statement into an indirect statement in Tamazight is easy. No changes are made to the tenses in the sentence.⁵⁸ The only thing to remember is to change things in the sentence to make sense (like "my" to "his/her," etc.).

Give some examples from pages 180 to 181 of the *Student Book*. Write the first example on the board, then do the others orally.

For drilling, you say the direct statement and have the students transform it into an indirect statement. Use sentences (in Tamazight) like:

Daoud said, "I was fired from my job."
Ali said, "Someone robbed my cousin yesterday."
Hammou's sisters said, "You scared us."
Addi said, "I love chocolate!"
Driss said, "I lost my wallet."
Driss' brothers said, "We found your wallet behind the house."

D. Negative third person imperatives

Refer to the grammar note of the Review Exercises of lesson 22 in the *Workbook*, page 153. (Don't have the students turn there until after you have presented the material.)

Part A above dealt with indirect affirmative commands. But what happens when they are negative? Ask this question to the students, and see if they can come up with a response.

Remind them how a direct command is made negative. Write the following command on the board: **قِيم**. Now have the students give you the negative: **أَدُور تَغِيْمَا**. Ask

⁵⁸ This is unlike English where the indirect or reported speech is in some form of the past, unless it was reported immediately after it was said.

the students what the rule is. (The negative command uses the continuous imperative of the verb.) The board should look like this:

قَيِّم ! أَدُور تَغِيْمَا !

Now underneath the word قَيِّم write two affirmative indirect commands:

قَيِّم ! أَدُور تَغِيْمَا !
 نَيِّخَاسْ أَدِّيْقَيِّم.
 نَيِّخَاسْ أَدِّيْدُو لَكُ وَيْنَسْ.

Then explain that to make these indirect commands negative, the continuous form of the verb must be used, although it is conjugated according to whatever the subject is. Ask the students to follow the rule and give you the negative indirect commands. Write them on the board:

قَيِّم ! أَدُور تَغِيْمَا !
 نَيِّخَاسْ أَدِّيْقَيِّم.
 نَيِّخَاسْ أَدِّيْدُو لَكُ وَيْنَسْ.
 نَيِّخَاسْ أَدُور إِتَغِيْمَا.
 نَيِّخَاسْ أَدُور إِتَدُو لَكُ وَيْنَسْ.

Next, use the same affirmative indirect commands, but address them to a woman, a group of men, and a group of women. Have the students come to the board and write these underneath the above chart. Then have the students come to the board and make them negative. The additional sentences (for the verb “sit”) should look like this:

نَيِّخَاسْ أَتَّقَيِّم.
 نَيِّخَاسْنِ أَدَّقَيِّمَنْ.
 نَيِّخَاسْنَتْ أَدَّقَيِّمَنْتْ.
 نَيِّخَاسْ أَدُور تَغِيْمَا.
 نَيِّخَاسْنِ أَدُور تَغِيْمَانْ.
 نَيِّخَاسْنَتْ أَدُور تَغِيْمَانْتْ.

Then have the students turn to page 153 of the *Workbook* and take a few minutes to look at the grammar note there.

IV. Workbook (optional)

The *Workbook* contains a dialogue using reported speech. It's suitable for use any time after lesson 22.

There are also review exercises that involve reported speech.

V. Homework

Assign the review exercises for lesson 22 in the *Workbook*.

I. Any new information?

II. Go over the homework

Go over the homework that you assigned from the *Workbook*.

III. Conversation

Have some time for conversation and discussion.

IV. Myself, yourself, etc.

This lesson is easy and doesn't involve new vocabulary, just using what the students already know in a proper way.

There are a number of different ways to say "myself, yourself," etc., depending on what you mean in the sentence. Present the various ways, being sure to write the structure and the full patterns on the board. Have the students tell you what to write based on the rule. Give examples and have the students come up with their own examples.

1. The meaning of "just you" or "you alone," that is, you did something "yourself" or "by yourself." Some of these phrases, both in Tamazight and in English, can be ambiguous or have two meanings, depending on the context: "I did something myself" (that is, no one helped me) or "It was only me who did it" (that is, no one else did like I did).

A. The first main way people express this is:

independent personal pronouns + غاس⁵⁹

غاس نَكْنِي	غاس نَكْ
غاس كُنِّي	غاس شَكْ
غاس كُنْمْتِي	غاس شَمْ
غاس نِتْنِي	غاس نَتَا
غاس نِتْنَنْتِي	غاس نَتَات

See page 182 of the *Student Book* for some examples.

⁵⁹ Regional variations for this word include خاس, غَس, and خَس.

B. Sometimes people use the following expression:

possessive pronouns + وَ حُدَّ⁶⁰

وَ حُدَّ نَحْنُ	وَ حُدُّو
وَ حُدَّ نَحْنُ	وَ حُدَّ نَحْنُ
وَ حُدَّ نَحْنُ	وَ حُدَّ نَحْنُ
وَ حُدَّ نَحْنُ	وَ حُدَّ نَحْنُ
وَ حُدَّ نَحْنُ	وَ حُدَّ نَحْنُ

See page 183 of the *Student Book* for some examples.

C. An unambiguous instrumental meaning of “by yourself,” that is, “no one helped you,” is expressed by the following. However, at times this expression can mean “personally” or “in person.”

possessive pronouns + إِخْفَ + س

س إِخْفَاوْ نَحْنُ ⁶¹	س إِخْفِينُو
س إِخْفَاوْ نَحْنُ	س إِخْفَنَّا
س إِخْفَاوْ نَحْنُ	س إِخْفَنَّا
س إِخْفَاوْ نَحْنُ	س إِخْفَنَّا
س إِخْفَاوْ نَحْنُ	س إِخْفَنَّا

See page 184 of the *Student Book* for some examples.

2. The meaning of your own self, as in doing something to “yourself”

The structure for this is:

possessive pronouns + إِخْفَ

⁶⁰ Some regions pronounce the وَ as a vowel: “uḥdinu,” etc., instead of “weḥdinu,” etc.

⁶¹ One can also say just س إِخْفَنَّا, using the singular for “head” but with the plural possessive ending. This applies to the whole plural column. The meaning is still “by ourselves, yourselves,” etc.

إِخْفَاوْ نَنْخ ⁶²	إِخْفِينُو
إِخْفَاوْ نَنْنْ	إِخْفَنْشْ
إِخْفَاوْ نَنْنْتْ	إِخْفَنْمْ
إِخْفَاوْ نَنْسَنْ	إِخْفَنْسْ
إِخْفَاوْ نَنْسَنْتْ	إِخْفَنْسْ

See page 184 of the *Student Book* for some examples.

3. Drills

Drill the various expressions by asking students appropriate questions using the different expressions. Mix up the different ways mentioned above. Use questions (in Tamazight) like:

- Did you make that cake yourself?
- Did you go by yourself to the concert/café/movies/etc?
- Did the students do the project themselves or did someone help them?
- Did you come alone, or is Bassou with you?
- Can you do this job yourself or do you need me to help you?
- Can your daughter ride her bike by herself?

V. Workbook (optional)

The *Workbook* contains a poem that can be used any time. It doesn't specifically go with this lesson. For students who want to, they may like the challenge of memorizing the poem and reciting it in class. This type of memorization can help the students improve their fluency and ability to string phrases and sentences together.

VI. Homework

Have the students prepare two or three questions or topics of discussion for the next class.

⁶² One can also say just إِخْفَنْخْ, using the singular for "head" but with the plural possessive ending. This applies to the whole plural column. The meaning is still "ourselves, yourselves," etc.

I. Any new information?

II. Conversation

Have some time for conversation or discussion based on the questions and topics the students have prepared. Help them with vocabulary when they are stuck in discussion.

III. Kids' language

This lesson concerns language used especially with children or very young kids. This mainly concerns certain vocabulary words used when addressing young children. Examples in English include “booboo” (for a small cut or wound) and “tummy” (for stomach).

These words in Tamazight can vary from region to region, so the students need to verify the words with the people around them. If they don't use the words, maybe they use something else for that same vocabulary item.

Use the vocabulary lists in the *Student Book*, pages 185 to 189, to give examples to the students. You don't need to cover every word. What you don't cover, the students can read at home. The list is by no means exhaustive. Maybe you know of some other words as well.

1. Vocabulary words used at times in talking to young children

These are words that would be said to young children but which would be inappropriate to use in other contexts. See pages 185 to 186 of the *Student Book* for a list of these words.

2. Normal words that are frequently used in the context of talking with children

These are normal adult words, but they are often used in conversations with children. The list here could be very long, so the *Student Book*, page 187, gives just some ideas. Add to the list your own words.

3. The use of diminutives

As we saw in the beginning of the *Abrid* course, one use of feminine nouns is to express the diminutive, “something little.” Often when talking to children, adults will use diminutive phrases, especially when referring to body parts. See page 187 of the *Student Book*.

4. Ways to say children's names

There are certain affectionate ways to say people's names. These ways may not be universal and may be specific to just certain individuals or families. The idea here is for the students to just be aware of this phenomenon. See page 188 of the *Student Book*.

5. Euphemisms

This topic doesn't concern kids' language, but it's included here because it involves special words used only on certain occasions. There are certain things that you shouldn't say or do⁶³ before you eat breakfast. Laoust⁶⁴ writes "Certain objects must not be called by their proper names, especially in the morning, because of bad omens (لَفَال) and even at all times when the words bring up the idea of 'black.' " This cultural element of Berber life is disappearing, and it may not be recognized by younger people or by urbanized Berbers.

Some examples of words that shouldn't be said before breakfast are given on pages 188 and 189 of the *Student Book*. If the object must be mentioned, the euphemism or substitute word is given.

If someone does say one of these words in the morning before breakfast, someone will reprimand the person with a phrase like:

We start the morning with God (not with
that word).

نُصَبِّحُ خَفَ رَبِّي.

Don't start the morning with that word.

أَدُورْ تَنْصَبِّاحْ خَفَ وَاوَالَا.

IV. Workbook (optional)

The *Workbook* contains a crossword puzzle that can be used at any time. It doesn't go specifically with this lesson.

⁶³ Among the things you shouldn't do before breakfast is to sew clothes.

⁶⁴ *Cours de Berbère Marocain: Dialecte du Maroc Central*, p. 17. On pages 17-18 he gives a list of words used by Beni Mguild (أَيْتْ مَيْيل).

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Similar Sounding Words with ج

Because Tamazight verbs are based on a consonantal root system, there are often a number of different words that sound similar although they have different meanings. This isn't a problem for a native speaker, but for a language learner it can be quite confusing.

Explain to the students that a good technique at times is to put all the similar sounding words on one sheet and concentrate on pronunciation and using the words in sentences in order to distinguish the meanings. The students can also use the sheet of words that give them trouble with a language helper who can drill them on the different words.

This technique can apply to any group of words which gives them trouble. We will apply the technique here just to similar words that are based on ج .

Thus, the main purpose of this lesson is to teach a technique; the secondary purpose is to learn vocabulary.

Follow the presentation in the *Student Book*, pages 190 to 197, doing each group (A, B, C, D, and E) by itself.

A. Group A

For group A (page 190 of the *Student Book*) write each of the 4 pillars of the four verbs on the board. The students should be able to give you the 4 pillars for verbs 1 to 3. Verb 4 they might not know. Ask the students to compare the verbs. How are they the same; how are they different? What do they mean?

The *Student Book* says to write down the full conjugation of each verb, but we will do the conjugations orally. Don't do every conjugation of every verb, just a few here and there, especially the ones that might be confusing.

1. Do orally some of the conjugations of each verb. For example, for verb number 1 do the positive past tense, and compare this with the positive past tense of verb number 4. For verb number 2 do the negative past tense. For verb number 3 do the present continuous tense.

2. Come up with two short key sentences that will help the students remember the meaning and/or the form of the words. Ask the students to come up with their own sentences. If they are stuck, some examples are listed on page 191 of the *Student Book*. The point of these sentences is that they are short, easy to remember, and show the important parts of the conjugation (maybe certain items that are difficult to remember otherwise).

B. Group B

For group B (pages 191 and 192 of the *Student Book*) write each of the 4 pillars of the four verbs on the board. The students should be able to give you the 4 pillars for verb 5, but they may not know the rest of the verbs. Ask the students to compare the verbs. How are they the same; how are they different? What do they mean?

1. Do orally some of the conjugations of each verb. For example, for verb number 5 do the future tense, and compare this with the future tense of verb number 7. For verbs number 6 and 7 do the negative past tense. Also compare their positive past tense conjugations.
2. Come up with two short key sentences that will help the students remember the meaning and/or the form of the words. Ask the students to come up with their own sentences. If they are stuck, some examples are listed on page 192 of the *Student Book*. The point of these sentences is that they are short, easy to remember, and show the important parts of the conjugation (maybe certain items that are difficult to remember otherwise).

C. Group C

For group C (page 193 of the *Student Book*) write each of the 4 pillars of the six verbs on the board. The students should be able to give you the 4 pillars for verbs 9-12 and maybe also 13, but they may not know verb 14. Ask the students to compare the verbs. How are they the same; how are they different? What do they mean?

1. Do orally some of the conjugations of each verb. For example, for verb number 9 do the future tense, and compare this with the future tense of verb number 11. For verbs number 11 and 13 do the positive past tense. Also compare present continuous conjugations of verbs 11, 12, and 13.
2. Come up with two short key sentences that will help the students remember the meaning and/or the form of the words. Ask the students to come up with their own sentences. If they are stuck, some examples are listed on page 194 of the *Student Book*. The point of these sentences is that they are short, easy to remember, and show the important parts of the conjugation (maybe certain items that are difficult to remember otherwise).

D. Group D—nouns

For group D (pages 194 and 195 of the *Student Book*) go over each of the nouns. Write each noun (only the Tamazight) on the board.

1. Come up with a short key sentence that will help the students remember the meaning and/or the form of the words. Ask the students to come up with their own sentences. If they are stuck, some examples are listed on pages 195 and 196 of the *Student Book*. The point of these sentences is that they are short, easy to remember, and show the important parts of the conjugation (maybe certain items that are difficult to remember otherwise).

2. Have the students then close their notebooks (or whatever they took notes in) and open their *Workbooks* to Review Exercise number 2 in lesson 25, page 165, the one which deals with the nouns. They must match the nouns in Tamazight to their correct English meanings. They probably won't be able to do everything correctly, but this exercise will help them learn some of the words.

E. Group E

For group E (page 196 of the *Student Book*) write each of the 4 pillars of the four verbs on the board. The students may not be able to give you any of these 4 pillars, since they may not have that much experience with the reciprocal form. Ask the students to compare the verbs. How are they the same; how are they different? What do they mean?

1. Do orally some of the conjugations of each verb. For example, for the first two verbs do the positive past tense. For the last two verbs, do the present continuous tense.

2. Come up with two short key sentences that will help the students remember the meaning and/or the form of the words. Ask the students to come up with their own sentences. If they are stuck, some examples are listed on page 197 of the *Student Book*. The point of these sentences is that they are short, easy to remember, and show the important parts of the conjugation (maybe certain items that are difficult to remember otherwise).

IV. Workbook (optional)

The *Workbook* contains an interesting short text about a crow and also a song or refrain called a *tamawayt*. Both of these items can be used at any time and aren't directly linked to this lesson.

There are two sets of review exercises that deal with verb conjugations and nouns derived from verbs that contain the letter *ⵓ*.

V. Homework

Using the *Workbook*, the students should write out the full conjugations of at least six different verbs and practice them orally.

✖ Lesson #26 ◦

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. More detail in time expressions

This lesson is mainly vocabulary, although there are two main grammar points included as well. Some of the material is review, but there are many new phrases included in this lesson. This lesson will take at least two class sessions and maybe a third one. You probably won't be able to cover all the vocabulary. That's okay. The students can learn some of the words by reading the *Student Book*.

1. Vocabulary

For the vocabulary in groups 1 to 6 (pages 198 to 202 of the *Student Book*), don't go over every word. Just pick the words that you think may be new to the students. They should know most of the words.

Spend more time on the vocabulary in groups 7 to 12 (pages 202 to 206 of the *Student Book*). You can skip the words that the students already know. Be sure to use the words in sentences, and have the students come up with their own sentences.

For each group you can drill the various vocabulary words by asking questions that need a time-oriented answer from the vocabulary group.

Since the lesson will take two or three class sessions, between each class session, have the students read and review the appropriate pages in the *Student Book*. That way, if they have questions about some words that weren't covered in class, they can ask you.

2. How long has it been since ...?

This grammatical construction deals with sentences like "How long has it been since I saw you?," "It's been three years since I saw you," and "I haven't seen him in a long time."

This is a major grammatical item and needs to be covered in depth. The five sections you will cover are:

- A. Question and simple time phrases: the past tense**
- B. Something currently going on**
- C. A whole sentence as a time phrase**
- D. Exclamation**
- E. Ago**

For parts A, B, and C there are two ways to form the phrase. In part A, the students need to learn both ways. In parts B and C, the first way is the most important. The second way is used only in the southern portions of the Central Moroccan Tamazight language group.

A. Question and simple time phrases: the past tense

i. First way

Write the following structures on the board, and give examples. See page 207 of the *Student Book* for some examples.

Question:

verb in the past + آيا + or شحال
or مشحال
مشتا

Answer:

verb in the past + آيا + time phrase
آيا + time phrase + verb in the past

Often the verb is negative. Whereas in English it is said “It’s been a long time since I’ve seen you,” the Tamazight (as well as Moroccan Arabic and French) says “It’s been a long time since I haven’t seen you.”

To drill these sentences, ask the students various questions and have them give answers. When a student gives an answer he or she should ask another student the same question.

ii. Second way

Often when the verb is positive the word زڭيس⁶⁵ (pronounced “zg”is”) is used. This word functions just like “since” in English. This word also causes moveable items to go in front of the verb. Some regions use ماي⁶⁶ زي instead.

Give examples (See pages 207 to 208 of the *Student Book*.) of the use of زڭيس. To drill these sentences, ask the students various questions and have them give answers. When a student gives an answer he or she should ask another student the same question.

⁶⁵ Taifi lists زڭيس on page 621, under “SG.” Other variations include سڭوس, سڭوس, and زڭوس.

⁶⁶ Or سڭا or سڭا.

B. Something currently going on

i. The main way

What follows is the main way that the students should learn to express how long something has been happening. It uses the word **زْگِيس**. Write the following two structures on the board:

Question:

verb in the present continuous + **زْگِيس** + **أَيَا** + or **شْنَحَال**
with no tense indicator or **مَشْنَحَال**
مَشْنَتَا

Answer:

verb in the present continuous + **زْگِيس** + (**أَيَا**) + time phrase
with no tense indicator (optional)

verbal phrase + **زْگِيس** + verb in the present continuous
with the tense indicator

Note that the word **زْگِيس** must be followed by a verbal phrase. It is never followed by a time, a date, a duration, a point in time, etc.

Give various examples. See the top of page 209 of the *Student Book*. To drill these sentences, ask the students various questions and have them give answers. When a student gives an answer he or she should ask another student the same question.

ii. Another way

Some areas, especially in the southern portion of the Central Moroccan Tamazight language group, don't use the word **زْگِيس**. They use essentially the above method but drop the word **زْگِيس**.

Don't spend too long on this, unless you know that the students will be spending time in the southern part of the Central Moroccan Tamazight language group. Give a few examples. See page 209 of the *Student Book*.

C. A whole sentence as a time phrase

Illustrate by examples (See pages 209 to 210 of the *Student Book*.) when a whole sentence is used as a time phrase. The first way here is the most important. The second way is used only in the southern part of the Central Moroccan Tamazight language group.

i. **First way: with زُكَّيس**

وَرْتُ أَنَايْخَ زُكَّيسَ دَدَّيْخَ.
I haven't seen him since I came.

ii. **Second way: with أَيَا**

وَرْتُ أَنَايْخَ أَيَا دَدَّيْخَ.
I haven't seen him since I came.

D. Exclamation

The exclamation is just like the question in the first way of part 2A, except that there is exclamation intonation instead of question intonation. Give some examples. See page 210 of the *Student Book*.

E. Ago

The phrase “ago,” as in “I saw him fifteen days ago,” is expressed by:

أَيَا + time phrase

Write the structure on the board and give some examples. See pages 210 to 211 of the *Student Book*.

3. **Demonstrative suffixes نَا and لِي, meaning “that”**

This is also a major grammatical area that needs to be covered.

A. Have the students turn to page 211 in their *Student Books*. Have them read the paragraphs there. Then have them close their books. Give examples of this use of نَا. See page 212 of the *Student Book* for some examples.

Also point out the common time phrases in which this suffix is used. See page 212 of the *Student Book* for these phrases. Use them in sentences, and have the students come up with their own sentences. Some examples are on the top of page 213 of the *Student Book*.

B. Other phrases meaning “in the past” or “in the olden days”

Using the phrases and examples on page 213 of the *Student Book*, teach the students various words to express “in the past” or “in the olden days.”

IV. Workbook (optional)

The *Workbook* contains part of an interview with an أمّدياز (poet-singer) of the Middle Atlas area. This is suitable to do any time after lesson 26. There are also five sets of exercises dealing with time phrases and the grammar covered in this lesson.

V. Homework

Students should read carefully the material on pages 198 to 213 of the *Student Book*, especially noting new words and phrases.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. More detail in quantity expressions

This lesson is mainly vocabulary, although there are a few small grammar points included as well. Some of the material is review, but there are many new phrases included in this lesson. This lesson will take at least two class sessions and maybe a third one. You probably won't be able to cover all the vocabulary. That's okay. The students can learn some of the words by reading the *Student Book*.

1. Vocabulary

Much of the vocabulary in sections A through O (pages 214 to 227 of the *Student Book*), is new, although some is review. You can skip the words that the students already know. For example, you can skip parts B, C, D, K, L, and M. Have the students read those at home and see if they have any questions.

Spend more time on the vocabulary in sections A, and E to J, and N to O. Be sure to use the words in sentences, and have the students come up with their own sentences.

For each group you can drill the various vocabulary words by asking questions that need a quantity-oriented answer from the vocabulary group. In sections H and I (dealing with fractions and math operations), ask some math problems in Tamazight and have the students give full sentence answers in Tamazight.

Since the lesson will take two or three class sessions, between each class session, have the students read and review the appropriate pages in the *Student Book*. That way, if they have questions about some words that weren't covered in class, they can ask you.

E. So much/so many: **أَنْشَتِي** (wa)

This section contains some grammar that needs to be covered. Have the students turn to pages 217 and 218 in the *Student Book*. Have them read the explanation on those pages. Afterwards, you can give a similar explanation in Tamazight.

The important point that you must convey is about the direction particles:

- i. In certain words (and *only* in certain words) the word with the **ا** of nearness is the same as the word without it. For example, the word for "here" is **هنا**, the word for "this" (a noun) is **هأيا**, and the demonstrative adjective (as in "this man") is **ها**. Some regions

will add the د of nearness to these words, but it isn't necessary. **It is just a regional variation.** Thus, some regions say داد "here," أَيْاد "this," and أَرْيَازاد "this man." This is the same here also with the words أَنْشْتِي and أَنْشْتِيد.

ii. **There is a very small group of words⁶⁷ where the farness particle is not ن but rather س.** One of those words is أَنْشْتَيْس, which we will be learning here.

Once you've made these points, give examples using the words أَنْشْتِي and أَنْشْتَيْس. See page 219 of the *Student Book* for some examples.

2. Expression: They grew up in the same house.

This is a small but useful grammar point. Write the structure on the board, and write an example. (See page 227 of the *Student Book*.) Be sure here to include the English meaning "the same _____," because this will be very hard for the students to understand without the English. It's hard for English speakers to imagine that the phrase "the same _____" uses the number "one."

This expression uses the number "one":

noun + يوت or يون

ران آذَسَغْن يوت ن طوموبيل.

They (m.) want to buy the same car.

3. Other expressions with numbers

Cover the useful expressions with numbers given on the top of page 228 of the *Student Book*. Add your own expressions if you can think of others.

4. Numbers with س

This is an important grammar point that often baffles English speakers. They can't figure out why, when speaking about numbers, Tamazight speakers seem to throw in an "s" sound. English speakers even think the sentence makes sense without the "s," but that's not true.

⁶⁷ They are the words for "so much/so many," "like this/like that" (covered in lesson 30), and "here/there." In the words for "here/there" both the particles ن and س are used. See Taifi, page 51, under "D," for an explanation.

They need to learn the grammar that the preposition **س** (lit: with) is used often with numbers. We've seen this before in the expressions **ويسرْبعة \ تيسرْبعة** "fourth," for example. Literally these phrases are made up of three words:

وي\تي + س + رْبعة
these (m/f) with four

Write this small chart on the board, including the English.

Although to English ears the use of this preposition with numbers is hard to understand, it is quite common. Practice the sentences on pages 228 and 229 in the *Student Book* so that the students get used to using this construction. To drill the grammar, you ask students questions which require an answer using numbers plus **س**. For example:

شْحالْ أَسْ [آيْ + س = آس] تَلَّامْ كْ تَدَّارْتْ؟

How many of you (m.pl.) are in the house?
[lit: With how many are you (m.pl.) in the house?]

نَلَّا سْ عَشْرَة.

There are ten of us.

Nous sommes dix.

[lit: We are with ten.]

5. Soussi or Tashelhayt numbers

Although Middle Atlas or Central Moroccan Tamazight uses Arabic numbers above the number three, one of the goals of IRCAM (The Royal Institute for Amazigh Culture) is the standardization of Tamazight. Although that is a formidable goal and it remains to be seen if it is even possible to achieve in everyday speech, one of the implications of this is to introduce the Soussi or Tashelhayt numbering system into all Berber areas.

Tell the students that for those who are interested in knowing the basics of that numbering system, they can see **Appendix A** in the *Student Book*, pages 289 to 293, for an introduction to those numbers.

If the class is ambitious and wants to take the time to have you cover the material in class, you can do that. At the very minimum it might be good for you to read the numbers 1 to 10 out loud so that the students can hear and practice the correct pronunciation. Notice that there are some regional variations about whether or not a *shedda* is said for the numbers 4, 7, 8, and 9.

IV. Workbook (optional)

The *Workbook* contains a text dealing with Berber customary law, various laws that prevailed in Berber areas before the Sultan or French imposed their laws. This text contains numerous quantity expressions and is appropriate for use after lesson 27.

There are also three sets of review exercises dealing with quantity phrases.

V. Homework

Students should read carefully the material on pages 214 to 229 of the *Student Book*, especially noting new words and phrases.

For next class, have the students read in the *Student Book* page 230 to the top of page 231. This is in preparation for the next lesson on the future.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Other ways to express the future

This is a very important lesson which will add to the students' understanding of certain verb forms. This lesson will take away confusion that the students may have, especially regarding the use of the continuous form. In certain conditions, the continuous form used without the tense indicator has a clear future meaning.

The lesson will take at least two class sessions to cover. Be sure to spend a lot of time on this grammar, even if it means cutting down on conversation time.

Also be sure that the students have read page 230 to the top of page 231 in the *Student Book*. They should have done this for homework, but if they didn't, have them do so now in class.

In this lesson you will cover two other ways that people use to express the future tense. Not everyone uses these ways, but they are common enough that the students need to learn to recognize and use them. Each different way has its own future participle as well. Thus, this lesson will complete the grammar of the participle.

The different ways to express the future can be divided into two subcategories:

1. Different tense indicators besides أَد , and
2. The use of the continuous form without a tense indicator.

Begin with the first category and how it forms the future participle:

1. Different tense indicators besides أَد

A. Explain the following to the students: أَد is the future particle or tense indicator that is normally used. However, when the verb is preceded by (or is "dependent on," in Laoust's language) a question word (other than yes/no questions), a relative pronoun (أَيُّ or نَا), or a conjunction (like أَذْإِي), other tense indicators such as أَرَا, أَلَا, غَا, and أَغَا are used instead. Which tense indicator is used depends on the tribe or region. There may be other tense indicators besides these used in regions not covered by Laoust.

In other words, **for a future after a question word or a relative pronoun or some conjunctions, the tense indicator أَد cannot be used.**

Over and over again we have seen that Tamazight gives special grammatical status to question words, relative pronouns, and some conjunctions: they cause pronouns, etc. to move, they affect what future tense indicator is used, and they even affect the present continuous tense indicator (which we shall see in lesson 29).

Note that, like ⵉⵎⵎⵉ , the other tense indicators also cause moveable items to move to a place in front of the verb. Just like ⵉⵎⵎⵉ , the moveable items go between the tense indicator and the verb.⁶⁸ Use the examples on pages 231 and 232 of the *Student Book*. Go over each one, since this is very important for the students to understand. Note the positions of pronouns and direction particles in the examples.

Drills

To drill this construction, you say an affirmative future statement in Tamazight. The students must then use that statement as the basis for an appropriate future question. By so doing, they will be forced to use the grammar they just learned. You can use statements (in Tamazight) like the following. Encourage the students to come up with a variety of questions related to the statement.

I will go to Oujda tomorrow.	When will you go to Oujda?
	Where will you go tomorrow?
	How will you go to Oujda?
	Why will you go to Oujda?
	What will you bring with you?
	Who will you go with?, etc.
Next week I have to take a test at the university.	
My parents will come to visit next week.	
Brazil will play Morocco in the World Cup.	
That new movie will come to Fes soon.	

(If the students use the question “Who will go with you?,” point out that the question word is the subject of the verb and that would require the participle. We will do the participle below.)

Don’t drill the use of relative pronouns with the future until after you do the section on the future participle, since whenever the relative pronoun is the subject of the following verb, the verb must take the participle form. Note that in the examples for part A, the relative pronoun is never the subject of the verb.

B. Future Participle

Tell the students that participles can also have future meanings. Since participles are used whenever the verb has as its subject a question word or relative pronouns, future participles will not use ⵉⵎⵎⵉ but rather the above mentioned other tense indicators. Give the following presentation of the future participle.

⁶⁸ Some regions put the moveable items in a different place. In these regions, the moveable items go before the tense indicator, that is, they go between the question word/relative pronoun and the tense indicator.

i. How to form the future participle:

The future 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.

a. The singular future participle is formed as follows:

The third masculine singular future verb form plus “n” or “en.” **أَد** is replaced by the other future particles mentioned previously. The examples below will use **غَا**. Notice that unlike the past participle, the future participle is based on the simple imperative with regular conjugation prefixes and suffixes (that is, the two-verbs-together or future format).

Write the following chart on the board. First, write the headings. Then ask the students what the “normal” future form of the verb **جَرَوْ** is. Write that in the first column: **أَد جَرَوْ**. Then based on the rule given in the second column, have the students tell you what the future participle form would be: **غَا جَرُون**. Write that down. Have the students note the difference between this future participle and the past participle **إِجْرَان**. Then proceed in the same fashion with the other verbs (Verbs that don’t have a stem change between the simple imperative and the past tense will have the same past and future participle form, the only difference being the presence of the **غَا**.) until the chart looks like this:

Singular participle form “en” or “n” + 3 rd masc. sing.		The verb in the future
(Notice it is not: إِجْرَان .)	غَا جَرُون	It will happen. أَد جَرَوْ
	غَا إِغُودَان	It will be good. أَد إِغُودَا
(Notice it is not: إِمَّوْتَن .)	غَا إِمَّتَن	It will die. أَد إِمَّت
(Notice it is not: يَوْمَزَن .)	غَا يَامَزَن	It will take. أَد يَامَزْ

Follow the same procedure to build the plural future participle chart as follows. Note that not everyone uses the plural form. What is really important to learn is the singular form.

b. The plural future participle is formed as follows:

The third masculine plural future verb form plus “in”

Plural participle form “in” + 3 rd masc. pl.		The verb in the future
(Notice it is not: جُرَانِين .)	غَا جُرُونِين	أَد جُرُون They will happen.
	غَا غُودَانِين	أَد غُودَان They will be good.
(Notice it is not: مَوْتَنِين .)	غَا مَتْنِين	أَد مَتْن They will die.
(Notice it is not: وَمَرُونِين .)	غَا أَمَرُونِين	أَد أَمَرُون They will take.

ii. Examples:

Then give examples, referring to pages 233 and 234 of the *Student Book*. Give examples in three categories: with question words, with the relative pronoun نَا, and with the relative pronoun أَي. Be sure to go over a lot of examples so that the students really grasp the grammar. You should spend a lot of time on the examples, since this is also a needed review for the participle in general. The students must get used to recognizing the conditions for when the participle is used and how the moveable items change places.

Drills

To drill the use of relative pronouns with the future, write the beginning of a sentence on the board that uses the relative pronouns نَا and أَي. Then write a list of five or six verbs on the board. The students must then complete the sentence using one of the verbs in the future tense. For example, the board could look like this:

دَو (د)	سَنَخ شَا ن يُون نَا ...
زَّرِي	
كَّ	عَدِّي أَي ...
أَزَن	
عَاوَن	
رَار (د)	

Feel free to use other sentences and other verbs as well.

In drilling these sentences, sometimes the participle will be used and sometimes it won't be used, depending on whether the relative pronoun is the subject of the verb or not. Be sure the students use both possibilities. Also, be sure the students sometimes use direction particles and direct and indirect object pronouns. Help them if they need it. Give them some suggestions that make them use the pronouns.

All the above grammar and drilling should be covered in one class session. In another class session, continue with the second part of this lesson, an additional way to form the future. This way is just as important and significant as the above way. Be sure to spend a lot of time on the grammar and examples, even if it means having less conversation time.

2. The use of the continuous form without a tense indicator

A. Explain to the students that some regions have other ways to form the future when the future verb comes after a question word or a relative pronoun. Note, again, that **أَ** is normally used, except in certain grammatical conditions.

For example, Ayt Ndhir (and, it seems, Ayt 'Ayyash) use the continuous form without any tense indicator at all to form the future **when the verb follows a question word (other than yes/no questions), a relative pronoun, and a negative**. Ayt Seghroushen does this just after a negative, but they use the method in part 1 after question words and relative pronouns.

Write the following structure on the board:

Future

present continuous form without the tense indicator	+	question word relative pronouns negative
---	---	--

Then give examples from the *Student Book*, pages 235 and 236, using three categories: after question words, after relative pronouns (both **مَا** and **أَيَّ**), and after a negative.

Drills

To drill this construction use the exact same type of drill as in part 1A of this lesson. You say an affirmative statement and have the students use that for the basis of an appropriate question. In addition, have the students change the affirmative future statement into a negative.

Don't drill the use of relative pronouns with the future until after you do the section on the future participle, since whenever the relative pronoun is the subject of the following verb, the verb must take the participle form. Note that in the above examples for part A, the relative pronoun is never the subject of the verb.

B. Future Participle

Tell the students that for the dialects which form the future after question words, relative pronouns, and negatives by using the continuous form without the tense indicator, the future participle in these same situations is simply the following. Write the structures and the charts on the board:

the third masculine singular continuous form without the tense indicator
plus “n” or “en”

(who) will tell/say	إِتْنِين	he is telling/he tells	دَيْتْنِينِي
(who) will do	إِتْكَان	he is doing/he does	دَيْتْكَانَا

There is also a plural form, but not everybody uses it. The structure is:

the third masculine plural continuous form without the tense indicator
plus “in”

they (who) will tell/say	تَتْنِينِين	they are telling/they tell	دَتْتْنِينِين
they (who) will do	تَتْكَانِين	they are doing/they do	دَتْتْكَانِين

These are the exact same forms as the present participle (See lesson 11, pages 76-79 of the *Student Book*.), except that after question words, relative pronouns, and negatives this form (in certain dialects) can have a future meaning. Sometimes it's the context that shows what the meaning is. Give the following example:

مَاكَّكَاتْن [إِكَاتْن] أَرْبَا وَرِ إِضَاعْن؟

Who will hit the disobedient boy?

But also: Who is hitting the disobedient boy?

Contrast this with the following sentence that uses the tense indicator (the habitual participle):

مَائِي دَيْكَاتْن أَرْبَا وَرِ إِضَاعْن؟

Who hits (regularly, repeatedly) the disobedient boy?⁶⁹

Give other examples, referring to page 237 of the *Student Book*.

⁶⁹ Note that in everyday speech many people do not distinguish between the present and habitual participle. Thus, the present participle (the one without the tense indicator) can mean a currently happening action or a regular, habitual action. Context clues are what determine the meaning. Usually, however, the habitual participle (the one with the tense indicator) refers just to regular, habitual action.

Drills

To drill this construction use the exact same type of drill as in part 1B, ii, of this lesson. Write the beginning of a sentence on the board that uses the relative pronouns **نا** and **أَي**. Then write a list of five or six verbs on the board. The students must then complete the sentence using one of the verbs in the future tense.

In drilling these sentences, sometimes the participle will be used and sometimes it won't be used, depending on whether the relative pronoun is the subject of the verb or not. Be sure the students use both possibilities. Also, be sure the students sometimes use direction particles and direct and indirect object pronouns. Help them if they need it. Give them some suggestions that make them use the pronouns.

3. Use of the auxiliary verb **إني**

This is for reference only unless the students will be going to the southern portion of the Central Moroccan language group.

Some areas, especially in the southern portions of the Central Moroccan Tamazight language group, do not use tense indicators like **غا** or even the continuous form to make the future after question words, relative pronouns, and negatives. Instead, they use the auxiliary verb **إني** conjugated in its past tense form plus **أَد**. For examples of this usage, see the grammar note on page 201 of the *Abrid 4 Workbook*.

IV. Workbook (optional)

The *Workbook* contains some listen-and-repeat exercises dealing with the future expressed in the present continuous form without the tense indicator. A tape accompanies this material. There is also a dialogue using the future form with the tense indicator **غا**. Then there is a song or refrain called a *tamawayt* which uses the future expressed with the continuous form of the verb. Finally, there is a traditional Berber riddle which uses the future expressed with the continuous form of the verb. These are all appropriate to be used after lesson 28.

In addition, there are two sets of exercises to review both types of the future that we covered in this lesson.

V. Homework

Students should read carefully the material on pages 230 to 237 of the *Student Book*, being sure that they have grasped the grammar for this lesson.

Assign the two sets of exercises in the *Workbook* to drill the grammar.

Important: Have the students read pages 238 and 239 in the *Student Book* to prepare for the next lesson.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Go over the homework

Go over the homework exercises that you assigned concerning the formation of the future tense.

IV. A more advanced look at verb tenses

This is a very important grammar lesson which will cover the remaining verb tenses that the students have not yet done. The grammar will take at least two or three class sessions to cover. Be sure not to skip any of it.

Ask if the students have read pages 238 and 239 of the *Student Book*. If they haven't, have them read it now in class. Be sure that you yourself understand what is said on those pages.

“Time” versus “Aspect” view of verbs

You don't need to explain everything on page 238 of the *Student Book*. Explain only that Tamazight isn't as concerned with past, present, future [a “temporal” view of verbs] as it is with the difference between completed or one-time actions and unfinished, on-going, repeated actions [an “aspectual” view of verbs].

Illustrate this by giving the following simple example. Write these on the board:

ريخ اَدَسْوَلَخ س تَمَازِيغْت.

ريخ اَدَسْوَالَخ س تَمَازِيغْت.

Then explain the difference between them.

Both technically mean “I want to speak Tamazight,” but the first one means to speak just one time or to make just one utterance in Tamazight (like “I want to say something in Tamazight” or “I want to speak (now) in Tamazight.”), while the second one means to speak continually and repeatedly. If you are speaking about your goal in language learning, you would want to use the second and not the first way. The first way is based on the simple imperative (expressing completion of an action/attainment of a state/one-time action), and the second is based on the continuous imperative (expressing unfinished, on-going, repeated action).

The rest of the lesson will involve looking at:

1. **Tense indicators for continuous forms**
 - A. **Different tense indicators**
 - B. **Distinguishing between دَ and لَ**
2. **Other tenses**
3. **Auxiliary verbs**
 - A. **إِلي** in its past form
إِلي plus a stative or qualitative verb in the past tense form
 - B. **إِلي** in its two-verbs-together format
Future perfect tense
 - C. **كُ** in its past form
Relatively distant past
Past perfect tense
4. **Negation**
 - A. **Of the future**
 - B. **Of the two-verbs-together form and the sentence connection form**

Begin with the different tense indicators, especially the difference between دَ and لَ.

1. **Tense indicators for continuous forms**
 - A. **Different tense indicators**

Tell the students that in this course we've used mainly the tense indicator دَ for the present continuous tense, although we've seen, especially in the *Workbooks*, the use of the tense indicator لَ. We've treated these two as interchangeable. We've also seen أَر or آل used for sentence connection with the present continuous tense. Many regions also use أَر or آل for the past continuous tense.

With these rules in mind you will be able to communicate quite well. However, the tense indicators that different regions use are more numerous than the ones mentioned above. It would be too confusing to go into all of them here, but you need to be aware that different

regions may use different tense indicators, including **غَا**, **خَا**, **لَّ**, and **أَلَّ**. At home the students can read **Appendix B** at the end of the *Student Book* (pages 294 to 300) for an in-depth presentation of the tense indicators. The appendix contains an English translation of a chapter from E. Laoust's *Cours de Berbère Marocain: Dialecte du Maroc Central*.

B. Distinguishing between **لَّ** and **لَّي**

A further complicating point is that the different regions or tribes don't always use the continuous tense indicators in the same way or in the same grammatical conditions.

Give the example of how the Ayt Ndhir and Ayt 'Ayyash distinguish between the continuous tense indicators **لَّ** and **لَّي**. (Although some say **لَّي**, with a *shedda*, we will use the simplest form, the one without the *shedda*, since it, too, is used.) Be careful, however, to not automatically assume other regions or tribes do the exact same thing.

The Ayt Ndhir and the Ayt 'Ayyash do not treat the continuous tense indicators **لَّ** and **لَّي** as exactly interchangeable. **The meaning is the same, but the grammatical contexts in which they are used are different.**

لَّي is the indicator used in normal conditions. However, in certain grammatical contexts, the **لَّي** changes to a **لَّ**. These grammatical contexts are the following. Write them on the board:

- i. The use of question words
- ii. The use of the negative **وَر** (and related negatives that contain it)
- iii. A relative clause (that is, a clause with **نَا** or **أَيَّ**)

Use the examples on pages 240 and 241 of the *Student Book* to show the difference between **لَّ** and **لَّي**. Show examples according to the three categories mentioned above.

For further illustrations of the differences between the tense indicators see Text 5 and Questions on Text 5 in the Supplementary Material of lesson 19 in the *Abrid 3 Workbook*, pages 131 to 133. There are numerous illustrations of the different uses of **لَّ** and **لَّي** after questions and negatives.

Drills

To drill the difference between **لَّ** and **لَّي**, you say an affirmative, present continuous statement. First, the students should change the sentence into some form of a question, as illustrated in example **a)** on page 240 of the *Student Book*. Or you can ask a question (as illustrated in example **b)**), and the students need to give an answer using the present continuous form. Second, the students can make the affirmative statement negative.

2. Other tenses

There are some other tenses in English that we haven't yet covered. There is the past perfect ("I had done something."), the present perfect ("He has seen the movie."), and the future perfect ("By this time tomorrow I will have finished the book.").

The past perfect doesn't always have a specific form in Tamazight. It is usually expressed simply with the "past tense form," and the context shows that it is a past action before another past action. This is often true even in English sentences. For example, "After he had finished, he showed me his work" can also be "After he finished he showed me his work." There is a form in Tamazight, however, to sometimes express the past perfect. This will be covered below under the auxiliary verb **إلي**.

The English present perfect ("He has seen the movie.") is also simply given with the past form in Tamazight.

The future perfect ("I will have done something.") will be covered below under the auxiliary verb **إلي**.

For a more detailed (but also complicated) look at how our tenses are expressed in Tamazight and how Tamazight uses its tenses, the students can read at home **Appendix C** of the *Student Book*, pages 301 to 308. The appendix consists of an English translation of a chapter from E. Laoust's *Cours de Berbère Marocain: Dialecte du Maroc Central*.

3. Auxiliary verbs

We've seen all of these already. However, some of the auxiliary verbs have some meanings that we haven't yet seen. Write the heading below on the board.

A. **إلي** in its past form

We saw in lesson 9 (pages 60-61 of the *Student Book*) that one way the past continuous tense is formed is by using **إلي** in its past conjugated form and adding it to the verb in its present continuous tense.

However, **إلي** also plays another auxiliary role. Have the students turn to the bottom of page 241 of the *Student Book*. Have them read under part **3A** and then point **i.** on page 242. If you want, afterwards you can explain this to the students in Tamazight.

ii. Write the structure on the board:

the verb in its past tense form (Penchoen ⁷¹ says that the verb must be a qualitative or stative verb.)	+	the auxiliary verb إلي in its past conjugated form ⁷⁰
---	---	--

⁷⁰ The Ayt Seghroushen dialect, however, doesn't do this. It simply adds **لا** in front of the stative verb. This **لا** stays the same no matter what the subject.

⁷¹ Page 43 of his *Tamazight of the Ayt Ndhir*, 1973.

Have the students quickly give an oral conjugation of the verb **إِلِي** in its past form. Then using the material on pages 242 and 243 of the *Student Book*, give examples, both in the present and past meanings.

Each of these sentences is different from the same sentences without the verb **إِلِي** in that the description is emphasized or strengthened. Yet often this strengthening is difficult to translate into English.

B. **إِلِي** in its two-verbs-together format

Now erase the whole board and write the above heading on the board. Then write “future perfect tense.” Write the following structure on the board as well.

verb conjugated in its past form + **إِلِي** in its two-verbs-together format + **أَدَّ**

This is simply the future form of **إِلِي**

Using the material on page 243 of the *Student Book*, give examples of the future perfect tense.

Drills

Write the beginnings of two or three sentences on the board. These should follow the model below, beginning with a “when” clause. On the other side of the board, write five or six verbs. The students should complete each sentence using one of the verbs on the left in the future perfect tense.

أَرَوْ
سَجَّلْ
بَدَوْ
سِرَّدْ
لَا هَا

أَدَّ أَيُّ تَلَوَّضْ مَكْنَسْ...

All the above grammar and drilling should be covered in one class session. In another class session, continue with the second part of this lesson, the auxiliary verb **كَتَّ**.

C. **ⵓⵔ** in its past form

Write the above heading on the board. We saw in lesson 4 (pages 33-37 of the *Student Book*) that the expression “used to do something” is formed by using ⵓⵔ in its past conjugated form and adding it to the verb in its present continuous tense. But ⵓⵔ in its past conjugated form at times plays other roles. Have the students give a quick oral conjugation of ⵓⵔ in its past form.

i. ⵓⵔ points out the (relatively) distant past

Write the above heading on the board, and explain that sometimes when ⵓⵔ is used the meaning is not specifically “used to,” but rather a way to show that the action is far in the past. In this case the structure is as follows. Write it on the board.

the verb in the “past” form + the auxiliary verb ⵓⵔ conjugated
in the past tense form

The translation into English is not always easy. The point is that the action occurred in the distant past. Because the “past” form of the main verb is used, it represents a one-time, limited or completed action (not something that was on-going or repeated). At times the structure can be translated with the past perfect “had done something.” Other times, the translation is more like “I did this once” or “I’ve done that before.” Sometimes it is simply the notion of the something happening in the distant past.

Using the material on page 244 of the *Student Book*, give the examples there and add some of your own if you want.

ii. Past perfect tense: “I had done something”

Now write the above heading on the board. Explain that at times the auxiliary ⵓⵔ is used with the past tense form of a verb to denote the past perfect tense or the *plus-que-parfait* French verb tense.

But overall this tense isn’t used as much in Tamazight as it is in English. In English this tense is the “past of the past,” used when one past action precedes another. In Tamazight, normally, when two past actions are put together, and one precedes the other, both actions are simply given in the past form. However, if the time difference is relatively great between the two actions, the past perfect verb form will be used for the first action.

Give some examples using the material on page 245 of the *Student Book*.

Drills

Using exercise 4 of the Review Exercises for lesson 29, pages 213-214, in the *Workbook*, have the students conjugate orally some verbs in the past perfect. The students can do the writing at home.

4. Negation

For this section on negation, see the *Workbook*, lesson 29, pages 215 to 219, grammar notes 5 and 6.

A. Of the future

Tell the students that as we have already seen, negation is somewhat complicated in Tamazight. This applies as well to negating the future.

Write on the board three types of affirmative future statements:

- | | |
|---------------------|-----------------------|
| He is going to eat. | i. إِذَا أَدَيْتَش. |
| He will eat. | ii. أَدَيْتَش. |
| ...that he will eat | iii. ...نَا غَا إْتَش |

The first way is a common future type of statement that is used in all regions. The negative is easy and is the same everywhere. The **ور** goes with the verb “to go,” and there is no change or effect on the verb “to eat.” Write it on the board:

- | | |
|---------------------|---------------------|
| i. إِذَا أَدَيْتَش. | ور إِدَي أَدَيْتَش. |
|---------------------|---------------------|

Part ii is where the problem comes. You cannot say **ور أَدَيْتَش**. Thus, another form must be used. Early on in *Abrid 2* we learned one way that people in some regions use to negate this type of future. They use an auxiliary verb **إِنِي** in its past, negative, conjugated form. Write this on the board:

- | | |
|----------------|---------------------|
| ii. أَدَيْتَش. | ور إِنِي أَدَيْتَش. |
|----------------|---------------------|

However, not all regions do this or recognize this⁷².

The main way that the future is negated is by using the continuous form of the verb and negating it. Tell the students that **this is the way they should learn**. Write it on the board:

- | | |
|----------------|-------------|
| ii. أَدَيْتَش. | ور إْتَشَا. |
|----------------|-------------|

Practice this with a few other verbs and a few other conjugations (she, you, they, etc.). You give an affirmative future, and have the students give the negative. Then have a student give an affirmative future, and have another student give the negative.

The same principle applies to part iii. The tense indicator disappears, and the continuous form of the verb is negated. Write this on the board:

⁷² The regions that use this form are mainly in the southern portion of the Central Moroccan Tamazight language group.

iii ... نَّا غَا إِتْش ... نَّا وَر إِتْشَا.

Students should know, however, that some regions will keep the غَا (but never the أَاد) and say (still using the continuous form):

iii ... نَّا غَا إِتْش ... نَّا وَر غَا إِتْشَا.
... نَّا وَغَا إِتْشَا : which sounds like

In any case, it is the continuous form that is negated.

Have the students turn to page 215 of the *Workbook*, grammar note 5, and take a few minutes to look at the explanation there.

B. Of the two-verbs-together form and the sentence connection form

Now let's move on to the negation of the two-verbs-together form and the sentence connection form. These are the verb forms made from the simple imperative plus the regular conjugation prefixes and suffixes. (Some grammars call this the "aorist" tense.) We've seen this form, for example, used in the future tense (after أَاد and غَا), used in sentences like "He wants to eat," and used in the sentence connection form "He drank and ate."

Write the following phrases on the board:

He will eat.	أَدِيْتْش.
What will he eat?	مَا غَا إِتْش؟
He wants to eat.	إِرَا أَدِيْتْش.
in order to eat, in order that he eat	...حَمَا أَدِيْتْش
He drank and ate.	إِسْنُوا إِتْش.
He drank and ate.	إِسْنُوا أَهَّا إِتْش.
When he eats...	أَدَايْ إِتْش...

Can we negate this form? No! **The verb form made from the simple imperative plus regular conjugation prefixes and suffixes cannot be negated.**⁷³ We can't say وَر إِتْش. Thus, whenever this form is in the affirmative and we want to negate it, we must use a different form of the verb for the negation. Write each of the categories below as you explain.

⁷³ Certain regions in the southern portion of the Central Moroccan Tamazight language group *do* negate this form at times. We will not use this way in the *Abrid* course, but it does exist and is indicated in the footnotes in the *Workbook*.

i. Future

We saw this above. We must negate the continuous form. Write the following:

أَدِيْتَشْ. وَرِ إِتَتَشْ.
مَا غَا إِتَشْ؟ مَا وَرِ إِتَتَشْ؟

ii. The future perfect

Since the future perfect uses the future of the verb **إِلِي**, when that form is negated, the continuous form without the tense indicator of **إِلِي** must be used. Write the following:

أَذِيْلِي إِتَشْ. وَرِ إِتِيْلِي إِتَشْ.
(not : وَرِ أَذِيْلِي إِتَشْ.)

iii. Negation of the result clause of a real conditional sentence

The result clause of a real conditional sentence can have the future form with **أَد**. Thus, negating the result clause is negating the future, and the continuous form must be used. Write the following example:

مَشْ إِزِيلْ وَوَتَشِي، أَدْ إِتَشْ.
If the food is good, he will eat.
مَشْ وَرِ إِزِيلْ وَوَتَشِي، وَرِ إِتَتَشْ.
If the food isn't good, he won't eat.

iv. Negation of the result clause of a present unreal conditional sentence

The result clause of a present unreal conditional sentence has the future form with **أَد** (which in English we translate as “would” instead of “will”). Thus, negating the result clause is negating the future. Write the following example:

مَوْرِ إِزِيلْ وَوَتَشِي، أَدْ إِتَشْ.
If the food were good, he would eat.
مَوْرِيْدْ وَرِ إِزِيلْ وَوَتَشِي، وَرِ إِتَتَشْ.
If the food weren't good, he wouldn't eat.

v. حَمَا آَد (or any of its regional synonyms)

Negating this construction (“in order not to eat” or “in order that he not eat”) is just like negating the future. We must use the continuous form. Write the following example:

...حَمَا آَدِيتْش. ...حَمَا آَدِيتْشَا.
 (not) ...حَمَا آَدِيتْش (آَدِيتْش)
 (not) ...حَمَا آَدِ آَدِيتْش⁷⁴ (آَدِيتْش)

vi. إِذَا آَد and إِرَا آَد

In these sentences the first verb is negated, not the verb after آَد. Write the following example:

إِذَا آَدِيتْش. إِرَا آَدِيتْش.
 إِذَا آَدِيتْش. إِرَا آَدِيتْش.

vii. Sentence connection form

To negate the sentence connection form, we simply revert to the normal past tense form (which will mean certain verbs will have a vowel change). Write the following example:

إِسْنُوا إِتْشِي. إِسْنُوا إِتْش.
 إِسْنُوا آَاهَا إِتْشِي. إِسْنُوا آَاهَا إِتْش.

viii. The form used after آَدَايْ

The form used after آَدَايْ is the simple imperative plus regular conjugation prefixes and suffixes. To negate this form, like in part vii, we simply revert to the normal past tense form (which will mean certain verbs will have a vowel change). Write the following example:

آَدَايْ إِتْش... آَدَايْ إِتْشِي...

⁷⁴ This sentence here *is* said by certain areas in the southern portion of the Central Moroccan Tamazight language group, but we will not use it in the *Abrid* course. For those regions, the negation is simple: just add *آَدِ* after *آَدِ*; everything else stays the same.

Have the students turn to pages 216 to 219 of the *Workbook*, grammar note 6, and take a few minutes to look at the explanation there.

V. Workbook (optional)

The *Workbook* contains a text with an accompanying tape to be used any time after lesson 29.

In addition, there are six sets of exercises to review various verb tenses. Two of these exercises are an overall review of all the verb tenses of Tamazight. If the students are able to do these, it shows that they have grasped the grammar concepts of the Tamazight verb. The challenge, of course, is to have that translate into speaking fluency.

VI. Homework

Students should review carefully the material on pages 238 to 245 of the *Student Book*, being sure that they have grasped the grammar for this lesson.

Assign some of the exercises in the *Workbook* to drill the grammar. Exercises 7 and 8 are worth doing together in class.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Go over the homework

Go over the homework exercises that you assigned concerning a variety of verb tenses. Since exercises 7 and 8 are so important, if you didn't already go over them in class, do so now.

IV. Like this, like that

As we've seen in the past, the word **أَمْ** means "like," as in making a comparison. However, there are a number of different words related to **أَمْ**. This lesson deals with those words.

1. **أَمْشِي** and its forms⁷⁵

Remind the students of two items that they learned in lesson 27, since these items apply to **أَمْشِي** and its forms:

*** In certain words (and *only* in certain words) the word with the ٨ of nearness is the same as the word without it.** For example, the word for "here" is **هَـ**, the word for "this" (a noun) is **هَـ**, and the demonstrative adjective (as in "this man") is **هَـ**. Some regions will add the ٨ of nearness to these words, but it isn't necessary. **It is just a regional variation.** Thus, some regions say **هَـ** "here," **هَـ** "this," and **هَـ** "this man." This is the same with the words we did in lesson 27: **هَـ** and **هَـ**. It is also the same with the words in this lesson: **أَمْشِي** and **أَمْشِيد**.

⁷⁵ These words are found in Taifi's dictionary on page 398, columns 1 and 2, under "M."

★ There is a very small group of words⁷⁶ where the farness particle is not ن but rather س. One of those words is أَمْشِيس, which we will be learning here.

Then write on the board the following words in Tamazight. You will be giving examples of each word, showing the difference between them. You can explain in Tamazight the meanings, although if the students don't understand, write the English meaning on the board, too.

Although the students don't need to remember the regional variations, mention them because they students will likely run into them:

Some regions say أَمْكِي with a hard or a fricative “k” sound. Others use a ا at the beginning instead of a ا and say اِمْشِي or اِمْكِي. Others say يِمْشِي or يِمْكِي.

Regional variations also affect the endings put on أَمْشِي. Ayt ‘Atta, for example, in the southern portion of the Central Moroccan Tamazight language group, use endings such as دَغ (meaning “like this”), نَغ (meaning “like that”), يَنْدَغ (meaning “like that over there”), لِيْغ (meaning “like that one in question”), and دَاغ (meaning “like that which happened earlier”). It is important for the students to find out what the people around them are saying.

like this (near), in this way, thus — أَمْشِي or أَمْشِيد —
(And you can see what is being referred to,
it is physically present.)

like that (far), in that way, thus — أَمْشِيس —
(And you can see what is being referred to,
it is physically present.)

like that (in question), in that way (in question) — أَمْشِينَا —
(Something already mentioned or referred to;
it is not physically present.)

like what (you did...) — أَمْشِي نَا + verb —
The difference between this one and the previous
word is that here the “nna” is the relative pronoun
that starts a relative clause. Thus, literally the
phrase is: “like this that (you did yesterday),”
for example.

⁷⁶ They are the words for “so much/so many,” “like this/like that,” and “here/there.” In the words for “here/there” both the particles ن and س are used. See Taifi, page 51, under “D,” for an explanation.

Using the material on pages 247 and 248 of the *Student Book*, give examples of each of the words and how they are used. Also come up with your own examples.

2. The dependent form: ⁷⁷وامْشِي

Now explain that the dependent form of the word **امْشِي** is “a-constant” and thus takes a “wa” at the beginning: **وامْشِي**. The phrase **س وامْشِي** means “thus, in this way, *ainsi* [lit: with like this].”

This leads us to note a number of phrases used as synonyms. Even though the word **امْشِي** by itself means “like this, in this way, thus,” people will at times put the word **امْ** (“like”) or the preposition **س** (“with”) in front of it to mean the same thing.⁷⁸ Thus, the following words are equivalent. Write these on the board:

like this **امْشِي or امْشيد** = **امْ وامْشِي** = **س وامْشِي**

like that **امْشيس** = **امْ وامْشيس** = **س وامْشيس**

Using the material on the top of page 249 of the *Student Book*, give some examples. Then do some drills with the material. Use the exercises in the *Workbook* that ask for the correct form of **امْشِي** to be put in the blank. Especially practice the sentences orally.

3. اَكا and اَكي and their forms

Don't spend much time at all on these forms. Tell the students that some regions don't use **امْشِي** and its forms but instead use **اَكا** and **اَكي** and their forms. Tell the students that they can read about this more on pages 249 to 251 of the *Student Book*.

4. اَمِّي or اَمَّاي “as if”

Write the above words and their meaning on the board. Note that these words cause moveable items to move in front of the verb. Using the material on page 251 of the *Student Book*, give some examples, including ones that use the predicative **د** afterwards.

⁷⁷ For those areas that use the form **امْشِي**, the dependent form is **ييمْشِي**.

⁷⁸ This is like Moroccan Arabic. In Moroccan Arabic the words **هاكَّاك** and **هاكُّدَّاك** mean “like this” and “like that” by themselves. However, you often hear people add the word “like” **بْهال** in front of them, thus giving **بْهال هاكَّاك** “like this” and **بْهال هاكُّدَّاك** “like that.”

5. أَمَشِينَا meaning “just did something”

When أَمَشِينَا⁷⁹ is used in a non-comparative sense, it occurs before a verb and its meaning is that something “just” happened, that is, in the (relatively) recent past. Note that this word causes moveable items to move to a place in front of the verb.

Using the material on page 252 of the *Student Book*, give some examples.

6. Verbs meaning “to look like” or “to resemble”

Present the following two verbs that mean “to look like” or “to resemble.” Give examples from page 252 of the *Student Book* or your own examples.

The verb أَغْ when used with the preposition شَىْ means “to look like/be like/resemble something.”

أَغْ تَأَغْ يَاغْ \ وَرْ يَاغْ

The verb رُؤُوسْ means “to look like/be like/resemble something.” The verb takes a direct object.

رُؤُوسْ⁸⁰ تَرُؤُوسْ إِرُؤُوسْ \ وَرْ إِرُؤُوسْ

V. Workbook (optional)

The *Workbook* contains a text with a grammar exercise reviewing the future form with غَا. This text doesn’t concern lesson 30, so it can be used any time after lesson 28.

There is also a set of review exercises involving the various phrases used in lesson 30.

VI. Homework

Students should review the material on pages 246 to 252 of the *Student Book*.

⁷⁹ Some regions use أَكِينْ. See part 3 of this lesson for this word.

⁸⁰ Some dialects use رُؤِيسْ for the simple imperative and past forms.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Emotions

This lesson is a vocabulary lesson and doesn't involve any new grammar. The vocabulary domain studied here is a very important and useful one involving words and expressions by which people show emotion and express feelings. The students will find this vocabulary extremely relevant.

You probably won't be able to cover all the material here, but you should spend at least two class sessions on this material. Spend more if the students want to cover more. What you don't cover, the students can read and learn at home. **Sections 1, 2, and 3 are not optional and must be covered.**

Use the material in the *Student Book*, pages 253 to 266, to present the various vocabulary words and phrases. Always be sure to use examples and to give situations in which the words or phrases would be used. This is how the students will learn when and how to use the sometimes subtle ways to convey emotions.

For each word or phrase, you can describe, in Tamazight, a situation in which that word or expression would be used. See if the students can figure out the meaning from the context. Have them try to use the word in a sentence or to explain a situation in which the word would be used.

IV. Workbook (optional)

The *Workbook* contains a text using various expressions of emotion. There are also a number of songs or refrains called *tamawayt*. These refrains have the common theme of love. All of these are appropriate after you've completed lesson 30.

In addition, there is a set of exercises to review emotion vocabulary.

V. Homework

Students should read the material on pages 253 to 266 of the *Student Book*, being sure especially to read the areas that weren't covered in class.

Important: Have the students read pages 267 to the top of 270 in the *Student Book* to prepare for the next lesson.

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Noun plural patterns

Learning the plurals for Tamazight nouns is very frustrating for non-native speakers. Each one has to be memorized. However, there are some general patterns. This lesson takes a look at those general patterns.

Most plurals, however, cannot be predicted ahead of time; thus, the point here is not to memorize rules but to be able to recognize words that fit the rules. This lesson is designed to increase the students' "feel" for Tamazight grammar and not to fill their minds with lots of categories. They can refer to their *Student Books* in the future if they want to remember the various categories.

You will use a cyclic approach to this lesson: explaining first the most general rules about forming noun plurals, then a more specific explanation, and then an even more specific explanation. Giving examples will be the main way to communicate what you are talking about. Those examples are found in the *Student Book* on pages 267 to 280.

Use phonetics for this part when talking about the sounds. It works a lot easier. You can still write the words and examples in Arabic script.

Begin by having the students read, in class, the first half of page 267 in the *Student Book*. Then start with the most general explanation of noun plurals.

1. The most general rules

Use the explanation given on the bottom of page 267 of the *Student Book*. Give some of your own examples, which will be easy, since these are broad, general categories.

2. A more specific explanation

Now go on to the more specific explanation. **The main point here is that the students learn, understand, and can give examples of the three main types of plurals:**

External Plurals
Internal Plurals
Mixed Plurals

Follow the explanations and examples given on pages 268 to the top of page 270 of the *Student Book*.

- A.** There are three main patterns for the plurals of both masculine and feminine nouns.

Write the names of the three main patterns (in English) on the board. One by one, explain what they mean and write down examples. **Once the students understand, have them give their own examples.** This is how the students can begin to apply this knowledge. Have them give a lot of examples, so that they can get used to these three categories.

Then go on to parts B, C, and D. Write down the category and examples. Have the students orally add their own examples.

- B.** There are some words which form their plurals by adding “id” to the singular.

- C.** There are some words borrowed from Arabic that use the Arabic plural.

- D.** There are some words whose plurals are completely different from the singular or which are only used in the plural.

3. An even more specific explanation

Now go on to the most specific explanation. Remind students that this is not for them to memorize but rather to increase their awareness of these patterns so that with any individual noun they may recognize what is happening to form its plural.

Follow the explanation on pages 270 to 280 of the *Student Book*. When you finish a particular section, have the students look at the summary chart of that section.

Introduction:

The main point here is to point out the exceptions:

- i.** Nouns which keep their initial “a” vowel in the plural.
- ii.** Sometimes the initial “a” can become a “u,” and sometimes an initial “i” can become an “a.”
- iii.** Occasionally, a feminine word keeps its final “t.”

Give one example of each type. Ask the students to give other examples.

A. The three types of plurals: external, internal, and mixed

Write the three headings on the top of the board. Then write “Masculine words,” since that is what you will cover first. Follow the explanations and examples in the *Student Book*. Be sure to write down the headings of the outline, so that the students can keep track of each category you are using. Have the students give you examples.

i. Masculine words

a. External plurals: the addition of a suffix

There are four main groups of suffixes that are added:

- 1) “n” (usually after a vowel) or “en” (usually after a consonant)
- 2) “wen” or “awen” or “iwen”
- 3) “an”
- 4) “ten”

When you are done having the students give examples for each category, have them turn in the *Student Book* to page 272 and take a few minutes to look at the chart. Then have them close their books.

b. Internal plurals: changing the internal vowels

There are three main types of vowel changes:

- 1) an “a” simply replaces the final vowel of the singular word
- 2) an “a” in the singular switches places with an “i”
- 3) an “a” in the singular switches places with a “u”

When you are done having the students give examples for each category (Occasionally a category doesn’t have many examples.), have them turn in the *Student Book* to page 274 and take a few minutes to look at the chart. Then have them close their books.

c. Mixed plurals: changing internal vowels and adding a suffix

These are some of the main patterns:

- 1) “a” replaces the final vowel and the suffix “n” is added
- 2) the final vowel “i” is dropped and the suffix “an” is added
- 3) aCCvC becomes iCeCCan⁸¹
- 4) a single consonant becomes doubled (with a *shedda*)
- 5) other examples that can’t really be categorized

When you are done having the students give examples for each category, have them turn in the *Student Book* to page 275 and take a few minutes to look at the chart. Then have the students look at the summary chart of masculine nouns on page 276 of the *Student Book*. After that, have them close their books.

Keep the three headings (Internal, External, and Mixed) on the top of the board. Erase all the categories for masculine nouns and then write “Feminine words,” since that is what you will cover now. As above, follow the explanations and examples in the *Student Book*. Be sure to write down the headings of the outline, so that the students can keep track of each category you are using. Have the students give you examples.

⁸¹ Where “C” is any consonant and “v” is any vowel.

ii. Feminine words

a. External plurals: the addition of a suffix

There are three main groups of suffixes that are added:

- 1) “in”
- 2) “win” or “awin” or “iwin”
- 3) “tin”

When you are done having the students give examples for each category, have them turn in the *Student Book* to page 277 and take a few minutes to look at the chart. Then have them close their books.

b. Internal plurals: changing the internal vowels

There are three main types of vowel changes:

- 1) an “a” simply replaces the final vowel of the singular word or it remains if it is already the final vowel
- 2) an “a” in the singular switches places with an “i”
- 3) an “a” in the singular switches places with an “u”

When you are done having the students give examples for each category, have them turn in the *Student Book* to page 279 and take a few minutes to look at the chart. Then have them close their books.

c. Mixed plurals: changing internal vowels and adding a suffix

These are some of the main patterns:

- 1) “a” replaces the final vowel and the suffix “in,” “iwin,” or “tin” is added
- 2) The final “a” is removed and the suffix “iwin” is added
- 3) a single consonant becomes doubled (with a *shedda*)
- 4) a doubled consonant (with a *shedda*) becomes single

When you are done having the students give examples for each category, have them turn in the *Student Book* to the top of page 280 and take a few minutes to look at the chart. Then have the students look at the summary chart of feminine nouns in the middle of page 280.

IV. Workbook (optional)

The *Workbook* contains an extended text accompanied by a tape. The text doesn't have any specific relationship with the lesson and so can be used any time during or after the lesson.

In addition, there is a set of exercises to review noun plurals.

V. Homework

Important: Have the students read pages 281 to 283 in the *Student Book* to prepare for the next lesson.

I Lesson #33 II

I. Any new information?

II. Conversation

Have some time for conversation or discussion.

III. Verb patterns

Most Tamazight grammars spend a lot of time and space on verb patterns. What is meant by this is how the simple imperative form relates to the “past tense form.” The *Abrid* course has avoided most of this by using a completely different approach to the verb, one that is easier and much more grammatically useful. (See the *Student Book*, page 281 to 283 for an explanation of the philosophy of the Tamazight verb used in *Abrid*. Students should have read these pages before class, but if they didn’t, have them read them when they go home. It isn’t useful to have them read them now in class.)

Although the various verb patterns are quite complex and not very helpful to the beginning or intermediate student, some general patterns are still useful. This lesson takes a look at those general patterns.

But the point here is not to memorize the patterns but rather to be able to recognize certain verbs that fit the patterns. This lesson is designed to increase the students’ “feel” for the Tamazight grammar and not to fill their minds with lots of patterns and categories. They can refer to their *Student Books* in the future if they want to remember the various verb patterns.

The approach you will use in this lesson is to explain each pattern and give examples of verbs that fit the pattern. Giving examples will be the main way to communicate what you are talking about. Those examples are found in the *Student Book* on pages 283 to 288.

Introduction:

The main point here is to summarize what the students need to know in order to conjugate the Tamazight verb in all its tenses and aspects. The students have been doing this all throughout the course, but this is a concise review.

Tell the students that in order to know all that is needed to know for complete verb conjugation, they must know the following items:

1. the regular and irregular “past” form conjugation patterns⁸²

⁸² These patterns are shown, explained, and illustrated on pages 85-88 in the *Abrid I Student Book*. What we have called the “past tense form” is called in various grammars the preterite or *l’accompli* (accomplished). Although we’ve used the word “past tense,” it is in form only and not necessarily in meaning. As we’ve seen, many “past tense” forms can also have present tense meanings. The tense really shows one-time or completed action, regardless of the time period.

2. the 4 pillars for each verb:
 - the simple imperative form,
 - the continuous imperative form,
 - the third person masculine singular of the "past" form, and
 - the third person masculine singular negative of the "past" form.

Based on these items, the students can conjugate the verb in any and all tenses and aspects. Even the more complex tenses (past perfect, future perfect, past continuous, etc.) are just combinations of the above items. Outside the "past" form, all the tenses use the regular conjugation prefixes and suffixes with different tense indicators added. For each verb the four pillars must be memorized, since they cannot be predicted (aside from a few useful exceptions).

Verb stem-change patterns:

Explain to the students that why they must memorize the third masculine singular past form is that often, but not always, the verb stem changes from the simple imperative to the past form. What these changes are occupies a lot of time and space in Tamazight grammars. Without entering into the complex verb categorization schemes of the grammar books, the following lists give a number of the **major patterns of stem changes** that occur. These categories concern how the simple imperative relates to the "past tense form." Remember that stem changes occur both for certain regular verbs and for certain irregular verbs. No doubt, the students have already observed some of these patterns. The patterns are not listed for memorization but rather to help the students recognize some broad patterns which will help them remember the type of change when they see it. They will say, "Oh, that's like such and such."

Remind the students, also, that there are exceptions to almost every type below.

Follow the presentation in the *Student Book* for each pattern. Write the pattern on the board, and then ask the students what are the characteristics of that pattern. Write those characteristics down. Then ask the students to give you other examples of verbs that fit the pattern. Always illustrate the pattern by comparing the simple imperative to the third masculine singular past form.

For example, for pattern **i.** write on the board "Verbs like **دَو** and **حَمَو**." Then write below it the two headings: simple imperative and third masculine singular past form. The board should look like this:

i. Verbs like **دَو** and **حَمَو** :

third masculine singular "past" form

simple imperative

Then ask the students to give you the simple imperative and third masculine singular past form of the verbs **دَو** and **حَمَو**. The board should now look like this:

i. Verbs like دَوَّ and حَمَوَّ :

third masculine singular “past” form

simple imperative

دَوَّ
حَمَوَّ

دَوَّ
حَمَوَّ

Based on these examples, ask the students what the verbs have in common. What kinds of characteristics make this a “pattern?” Write those characteristics down on the chart. If the students can’t think of ideas, give them some hints until they do. The chart should now look like this:

i. Verbs like دَوَّ and حَمَوَّ :

The consonants stay the same.

They follow the “irregular” conjugation pattern.

The simple imperative ends in و

third masculine singular “past” form

simple imperative

دَوَّ
حَمَوَّ

دَوَّ
حَمَوَّ

Then ask the students to give other verbs that fit this pattern. After they’ve had a chance, you can suggest some, too. If they seem to have trouble, give various hints about certain verbs until they guess them. Have the students give you the simple imperative and third masculine singular past form of each verb they suggest. Write them on the chart.

You will need to refer to the *Student Book* for each chart, to be sure that you have all the characteristics and examples, but the students should have their books closed.

Follow the above method for each of the fourteen charts.

IV. Workbook (optional)

The *Workbook* contains exercises to review verb conjugations. These should be done at the end of lesson 33.

Final Word

The *Abrid* course is now over! Be sure that the students know what an accomplishment it is to have gone through the entire course. The students have covered ALL the grammar of the Tamazight language.

Of course, although the course is over, learning Tamazight is not over. There is still much for the students to do to apply the grammar they've learned, to enrich their vocabulary, and to improve in their fluency, pronunciation, and comprehension, as well as their ability to adapt to different dialects within Middle Atlas or Central Moroccan Tamazight.

What this means is that although the course material is finished, students may still want to continue classes. This is a good idea and can be very helpful to the students. It means for you, the teacher, that you need to be prepared to help the students improve in all areas of Tamazight.

Future classes should have lots of conversation and discussion (You will need to come up with creative questions and subjects for the students to talk about.), lots of new vocabulary (You can use the technique of "vocabulary domains" described in the *Abrid 2 Teacher's Manual*, page 9.), and lots of opportunities for students to talk at length, in extended discourse.

For example, the students can prepare five minute talks on various items (like: What I did yesterday, How to make couscous, A tour of my hometown, How to play football, How to slaughter a sheep, A brief history of space travel, Why I like dinosaurs, etc.). When they give the talks, you take notes on four categories: pronunciation, vocabulary, grammar, and style. Don't interrupt their talks; just take notes. This will help them attain a degree of fluency. After they've finished, you go over with them the areas that you've noted down. Doing this for a number of weeks in a row can be extremely valuable for a student.

Another idea is that students can read articles in their own language and give summaries in Tamazight of what they read. This can increase the range of subjects that people talk about and broaden vocabulary. (Certain technical vocabulary items are going to be in Arabic or French. This isn't a problem. This is how people speak. Don't think that you need to come up with an invented Tamazight word that no one else knows. That would defeat the communication goal of the *Abrid* course.) The same method can be used with pictures. Based on a picture in a magazine article, a student can explain what is happening in the picture, giving as much background as he or she would like.

You can also prepare your own texts and listening material. Come up with a short (two to five minutes) talk about some subject, and record the talk on a tape. In class begin by preparing the students to listen by going over vocabulary that will be used on the tape. Drill the vocabulary orally and have the students use it in sentences. Then, begin, sentence by sentence, having the students listen to the tape and see what they can understand. Rewind and replay as much as you need to until the students understand. After you've finished the tape, use the rest of the class as discussion time about the topic. Have various discussion questions prepared for the students. If you've written out the text, you can give it to the students to review at home. If you haven't written out the text, that's okay. The point of the lesson was still accomplished. This technique can be very effective for advanced students. It will also give you a lot of your own teaching material that will enrich your ability to teach this language.

If you have good material for students, there will be those who will want to continue with you for quite some time after *Abrid* is finished. It is your creativity, effort, and enthusiasm that will motivate students and lead to more opportunities for you to teach. The future depends on you! Tamazight is waiting for you to be creative and take the initiative.