ABSTRACT

This intensive course is designed to teach students to understand and speak Chad Arabic. The course is intended to be covered in approximately 360 hours in the classroom and the language laboratory. About 90 hours should be occupied with the pre-speech phase, which emphasizes passive recognition rather than active production. This phase consists of 60 lessons and seven tests. The remaining time is occupied by the active phase, which puts more emphasis on speaking the language. It consists of 40 lessons which are supplemented by taped materials to be used in the laboratory. The typical lesson in phase II includes a dialogue, vocabulary, grammar, and exercises. The subjects of the dialogues are (1) Greetings; (2) Directions; (3) New Arrival; (4) The Family; (5) Getting Around; (6) Telling Time; (7) Holidays; (8) The Carpenter; (9) The Doctor; (10) The Market; (11) Departure; (12) The Weather; and (13) The Movies. A phonemic alphabet has been adopted to transcribe Arabic utterances.
SPOKEN CHAD ARABIC

by

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FOREWORD

This is an intensive course in Chad Arabic designed for Peace Corps personnel. The aim of this basic course is to teach the students to understand and speak Chad Arabic. It should be supplemented by an intermediate course which is to be studied by individual students on their own.

The course is intended to be covered in approximately 360 hours in the classroom and the language laboratory. About 90 hours should be occupied with the pre-speech phase which emphasizes passive recognition rather than active production. The remaining time is occupied by the active phase which puts more emphasis on speaking the language.

Even though there is an Arabic Alphabet, it is very seldom used for recording the dialects which are very different from the literary language. For the purpose of this course a phonemic alphabet has been adopted to transcribe Arabic utterances.

Samir Abu Absi
TEACHER'S INTRODUCTION

The materials in this course have been presented in a way which is different from traditional approaches. The course consists of two phases: the pre-speech phase and the active phase. It is suggested that the students cover the pre-speech phase in a short period of three weeks. This phase emphasizes passive recognition, but it is up to the teacher to decide whether and how the students should actively participate in using the language.

The pre-speech lessons are marked P-S followed by the number of the lesson. For example: P-S1, P-S2, P-S3 stand for pre-speech lessons 1, 2, and 3 respectively. Each lesson contains two parts: grammar and exercises, which are respectively represented by G and E. Thus G1 stands for grammar: lesson 1 and E3 stands for exercise: lesson 3.

The exercises, particularly in the P-S phase, should be read by the teacher; and the students should listen, be, give meanings in English, or recognize a grammatic nature. This approach can easily be boring if the teacher does not put some interest into it. It is very important for a language learner to be able to hear the sounds and understand the structure before he tries to speak the language.

Tests covering materials already studied are given periodically in order to give the students and the teacher an idea about the progress made in the course.
STUDENT'S INTRODUCTION

This text is probably different from any book you have used, thus you should expect to use it differently.

The basic assumption upon which this course is based is that language, unlike many other fields of study, is a skill. A skill is acquired by practice rather than by theory. Hence, in order to acquire the skill of speaking a foreign language, you need to speak it rather than memorize its grammar. Although every language has its own grammatical system, fluent speakers of a language are not aware of the system when they speak. In this course, the primary emphasis is on skill rather than grammatical theory.

In the pre-speech phase all you are asked to do is listen to your instructor and try to get your ear accustomed to hearing and recognizing new sounds and utterances. Don't be impatient, though this passive phase may bore you. Eventually you will discover that you have a very good basis for active participation in the language.

The lessons in this course are specially prepared for you as native speakers of English. In a language learning situation it is important to contrast the native language of the learner with the "target" language to be taught. The notes in the back contain explanations, examples and assumptions on the "contrastive analysis" of two languages. This, we hope, will prove useful to those of you who will be teaching English as a foreign language.

Good Luck.

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Notes
Basic Consonants and Vowels

A number of Chad Arabic consonant sounds are similar to English consonant sounds and should not be difficult to learn. Below is a list of these sounds with illustrative examples from English:

- b as in big
- d as in day
- f as in fan
- g as in go
- h as in how
- j as in journey
- k as in king
- l as in let
- m as in meat
- n as in noon
- s as in send
- s as in shop
- t as in tea
- w as in way
- y as in yet
- z as in zip

The basic vowel sounds in Chad Arabic are: i, e, a, o, u. When used with consonant sounds similar to those of English they sound as follows:

- i as in bit
- e as in bet
- a as in banana, but
- o as in going
- u as in pull

Listen to the following words as read by your instructor, then try to transcribe them.
Masa 'he went'
seme 'good'
bes 'only'
gulta 'I said'
fihima 'he understood'
jibna 'cheese'
dakar 'male'
zama:n 'time'
wled 'boy'
gayli 'afternoon.'
P-S2. **Long Vowels**

A distinction between short and long vowels exists in Chad Arabic. The five basic vowels i, e, a, o, u are short vowels with long counterparts i:, e:, a:, o:, u:. Although the distinction between short and long vowels does not apply to the English sound system, the following examples illustrate what a native speaker of Arabic considers to be long vowels:

- i: as in beat, feet
- e: as in naivete
- a: as in fan, father
- o: as in hole
- u: as in pool

E2. Listen to the following words read by your instructor then try to transcribe them:

- na:s ('people')
- di:k ('rooster')
- yo:m ('day')
- le:l ('night')
- fi:i ('elephant')
- su:k ('market')
- fo:g ('up, above')
- be:t ('house')
- hu:t ('fish')
- sa?y ('tea')
Non-English Consonants

G3. Three Chad Arabic consonants do not have any counterparts in English. The symbols used for these sounds are x, r, and ?.

- x is similar to the German ch in 'reicht'
- r is similar to the Spanish r
- ? is similar to the pronunciation of tt in the word 'bottle' in some American dialects.

E3. Listen to these words read by your instructor and try to associate the symbols with the sounds. Afterwards, try to transcribe them as dictated at random by your instructor.

\[
\begin{align*}
\text{x} & : \text{xo:f} & \text{fear} \\
& : \text{mux} & \text{brain} \\
& : \text{xazəl} & \text{deer} \\
\text{r} & : \text{rajul} & \text{man} \\
& : \text{mara} & \text{woman} \\
& : \text{sadər} & \text{trees} \\
\text{?} & : \text{suʔa:l} & \text{question} \\
& : \text{ʔiʔ} & \text{hand} \\
& : \text{baʔd} & \text{after} \\
& : \text{ʔanə} & \text{I} \\
\end{align*}
\]
Emphasis is a phenomenon which is unique to Arabic. Traditionally, certain consonants have been said to be "emphatic," but the difference between emphatic and non-emphatic consonants is most easily perceived in the quality of the neighboring vowels. Chad Arabic has lost a number of these emphatic consonants and substituted for them the similar non-emphatic ones. Emphasis very often extends over a syllable or a whole word. An English example of what an emphatic syllable sounds like in Arabic is father, as opposed to the non-emphatic syllable in fan. Remember: the quality of the vowel is your best clue to the perception of emphasis.

Listen to these words read by your instructor, then try to transcribe them.

baːb 'door'

 dahir 'back'

duhur 'noon'

mara 'woman'

traːb 'soil'

daːr 'house'
P-S5. **Double Consonants**

G5. Besides having the distinction between short and long vowels, Arabic also has a distinction between short and long consonants. Long consonants are called "geminate" or "double" consonants, and usually one of them ends a syllable and the other begins the following syllable.

E5. Listen to the following words read by your instructor, then try to transcribe them.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>marra</td>
<td>'once'</td>
<td></td>
</tr>
<tr>
<td>barra</td>
<td>'outside'</td>
<td></td>
</tr>
<tr>
<td>dukka:n</td>
<td>'shop'</td>
<td></td>
</tr>
<tr>
<td>breyya</td>
<td>'girl'</td>
<td></td>
</tr>
<tr>
<td>sitte</td>
<td>'six'</td>
<td></td>
</tr>
<tr>
<td>?abba</td>
<td>'father (dad)'</td>
<td></td>
</tr>
<tr>
<td>saxayyar</td>
<td>'small'</td>
<td></td>
</tr>
<tr>
<td>tujja:r</td>
<td>'merchant'</td>
<td></td>
</tr>
<tr>
<td>?alla</td>
<td>'God'</td>
<td></td>
</tr>
<tr>
<td>swiyya</td>
<td>'a little'</td>
<td></td>
</tr>
</tbody>
</table>
Minimal Pairs

Minimal pairs are pairs of words which differ in one sound only. In English pet and pen, pen and pin, bit and beat are examples of minimal pairs. Minimal pairs are very useful for the perception of sounds which may sound similar.

Listen to your instructor read the following minimal pairs, then try to transcribe them.

- mara marra
- no:m na:m
- ma:si masi
- barr bair
- g:lab gallab
- barad barrad
- sa:far safar
TEST 1

The following list is to be read by the instructor and transcribed by the students. The results will show whether the students are able to recognize the sounds of Chad Arabic when they hear them. In order to be able to produce a sound correctly, one has to be able to hear it first.

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>masa</td>
<td>mux</td>
</tr>
<tr>
<td>bes</td>
<td>ba:b</td>
</tr>
<tr>
<td>no:m</td>
<td>dukka:n</td>
</tr>
<tr>
<td>bar</td>
<td>su?a:l</td>
</tr>
<tr>
<td>gallab</td>
<td>mara</td>
</tr>
<tr>
<td>fihima</td>
<td>?ana</td>
</tr>
<tr>
<td>le:l</td>
<td>ma:si</td>
</tr>
<tr>
<td>xo:f</td>
<td>abba</td>
</tr>
<tr>
<td>sadar</td>
<td>ba?d</td>
</tr>
<tr>
<td>say</td>
<td>marra</td>
</tr>
</tbody>
</table>
Arabic consonants are traditionally classified as "sun" and "moon" consonants. The "sun" consonants are what we call the "central" consonants as opposed to "peripheral". These "sun" consonants are produced with the tongue near the teeth, the alveolar ridge or the soft palate. They are: t, d, s, š, j, z, r, l, and n. The following words begin with "sun" consonants.

- te:r  'bird'
- da:r  'house'
- salata  'salad'
- šadār  'trees'
- jamal  'camel'
- zama:n  'time'
- rajul  'man'
- lahām  'meat'
- na:r  'fire'

The "moon" consonants are called "peripheral" since the point of articulation is either near the lips, or in the back of the mouth. These consonants are: ?, b, m, f, k, g, x, h, w, and y. The following words begin with "moon" consonants.

- ?um  'mother'
- balad  'country'
- mufta:h  'key'
- farwa  'leather'
- kalib  'dog'
- galam  'pen'
- xanamay  'ewe'
- huma:r  'donkey'
- wled  'boy'
- yo:m  'day'
87. Listen to the following words read by your instructor. If the word begins with a "sun" consonant, respond with the word "sun." If it begins with a "moon" consonant, respond with "moon." Try to transcribe these words when the instructor reads them for the second time.

- tra:b ['soil']
- dam ['blood']
- ?axu ['brother']
- sa:bù:n ['soap']
- bitte:x ['watermelon']
- markaba ['boat']
- fa:r ['mouse']
- sawwa:fa ['mirror']
- jamba:d ['fishing rod']
- kabis ['ram']
- galb ['heart']
- ziri ['grain field']
- xari:f ['autumn']
- hille ['village']
- .ruma:d ['ashes']
- wa:di ['valley']
- yarda ['yard']
The Definite Article

P-S8. The nouns in P-S7 are all indefinite. To make these nouns definite, we add ?al, "the." Nouns which begin with a "moon" consonant in their indefinite form, e.g. ?um becomes ?al?um in its definite form. However, nouns which begin with a "sun" consonant change the l in ?al to a consonant identical to the first consonant in the word. e.g. te:r + the definite article becomes ?atte:r. This phenomenon is referred to as "complete assimilation."

E8. Listen to your instructor. Use the definite article with the words in E7. Your instructor will then read the indefinite forms and you should try to transcribe them and mark those words which take ?al as a definite article, i.e. words which begin with a "moon" consonant.
P-S9. Noun plus Adjective

G9. In Chad Arabic adjectives follow the nouns they modify. Thus the English phrase a big man has an Arabic equivalent of rajul kabir, which is literally translated "man big."

If the noun is definite, the adjective which modifies it must also be definite. For example, the big man will have an Arabic equivalent of ?arrajul ?alkari:r, literally translated as "the man big."

E9. Listen to the following noun phrases then try to transcribe them. Mark those forms which are definite.

- te:r kabi:r "a big bird"
- ?a:t saxayyar "a small house"
- ?arrajul ?attawi:l "the tall man"
- jamal ba:til "a thin camel"
- ?albalad ?alwesi: "the vast country"
- ?almufta:h ?attagi:l "the heavy key"
- kelib ?abyet "a white dog"
- ?aššawwa:fa ?annadi:f "the clean mirror"
- kabi:s sami:n "a fat ram"
- ?algalam ?algisayyar "the short pencil"
P-S10. **Gender**

G10. All nouns in Arabic belong to two gender classes: masculine and feminine. This division has nothing to do with sex since it also pertains to inanimate nouns. The feminine masculine distinction is applied to adjectives when they modify human nouns, otherwise the masculine adjective is used with all non-human nouns. e.g. *wled same* "a good boy", but *bneyya semha* "a good girl."

E10. Listen to the following phrases and tell whether the adjective has a masculine or a feminine form.

- `?abba kari:m` *a generous father*
- `?um kari:ma` *a generous mother*
- `wled kabi:r` *a big boy*
- `?albneyya ?alkabi:ra` *the big girl*
- `mara semha` *a good woman*
- `rajul seme` *a good man*
- `?al?axu ?attawi:l` *the tall brother*
- `?uxt tawi:la` *a tall sister*
A noun in Chad Arabic can have three different forms depending on whether it is singular, dual, or plural. The dual will be dealt with in another section. The plural, unlike English, cannot be formed from the singular by simple rules. The best way to learn plural forms is to memorize them as you memorize the singular forms.

Following is a list of singular nouns and their plural forms. Listen to your instructor read these forms and try to transcribe them. Close the book and try to identify the singular and plural forms as your instructor reads.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tər</td>
<td>tuyur</td>
</tr>
<tr>
<td>be:t</td>
<td>buyut</td>
</tr>
<tr>
<td>sadra:y</td>
<td>sadar</td>
</tr>
<tr>
<td>jamal</td>
<td>juma:li</td>
</tr>
<tr>
<td>rajul</td>
<td>ruja:l</td>
</tr>
<tr>
<td>?um</td>
<td>?ummaha:ti</td>
</tr>
<tr>
<td>?abba</td>
<td>?abbaha</td>
</tr>
<tr>
<td>sawwa:fa</td>
<td>sawwa:fa:t</td>
</tr>
<tr>
<td>yarda</td>
<td>yarda:t</td>
</tr>
<tr>
<td>dukka:n</td>
<td>daka:ki:n</td>
</tr>
<tr>
<td>dakar</td>
<td>duku:r</td>
</tr>
<tr>
<td>galb</td>
<td>gulu:b</td>
</tr>
<tr>
<td>yo:m</td>
<td>?ayya:m</td>
</tr>
<tr>
<td>wled</td>
<td>?awla:d</td>
</tr>
</tbody>
</table>
P-S12. **The Dual**

G12. The plural in Arabic applies to number three and above. Number two is not a plural, it is a dual and has a different form. The dual, unlike the plural, can be formed by a simple rule. **Nouns, in general, form their plural by adding eːn to the singular; feminine nouns ending in /-a/ add taːn.**

E12. **You are familiar with most of the words presented here.** Listen to your instructor, read these words at random. Recognize the dual forms and tell whether the noun is feminine or masculine.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>teːr</td>
<td>teːreːn</td>
</tr>
<tr>
<td>beːt</td>
<td>beːteːn</td>
</tr>
<tr>
<td>bneyya</td>
<td>bneyeːn</td>
</tr>
<tr>
<td>?iːd</td>
<td>?iːdeːn</td>
</tr>
<tr>
<td>galb</td>
<td>galbeːn</td>
</tr>
<tr>
<td>wled</td>
<td>wledeːn</td>
</tr>
<tr>
<td>marra</td>
<td>marrateːn</td>
</tr>
<tr>
<td>jamal</td>
<td>jamaleːn</td>
</tr>
<tr>
<td>yarda</td>
<td>yardateːn</td>
</tr>
<tr>
<td>humaːr</td>
<td>humaːreːn</td>
</tr>
</tbody>
</table>
P-S13. **Number: Noun plus Adjective**

G13. In a noun phrase, the adjective has a plural form if the noun modified is dual or plural. Again there is no simple rule for forming the plural of adjectives—they have to be memorized.

E13.- Your instructor will read the following phrases. Try to transcribe them and recognize the plural vs. the singular forms in the adjectives.

- te:r kabi:r  'a big bird'
- te:re:n kuba:r  'two big birds'
- tuyu:r kuba:r  'big birds'
- buyu:t wusa? or buyu:t wasi?i:n  'spacious houses'
- ruja:l tuwa:l  'tall man'
- huma:re:n suma:n  'two fat donkeys'
- kula:b ba:tili:n  'thin dogs'
- mufta:he:n tugall,  'two heavy keys'
- ?alylede:n ?alkuba:r  'the two big boys'
- ?al?ayya:m ?attuwa:l  'the long days'
Possessive Suffixes

The possession of nouns (e.g. my book, your house, etc.) is done in Arabic by adding a suffix to the noun. The pronominal suffixes which signify possession are:

- `i` 'my'
- `ak` 'your (masculine singular)'
- `ki` 'your (feminine singular)'
- `a` 'his'
- `ha` 'her'
- `na` 'our'
- `kum` 'your (plural)'
- `hum` 'their (masculine)'
- `hinna` 'their (feminine)'

Your instructor will give you a list of nouns with possessive suffixes. Listen to the words—read and identify the possessive suffix by giving its meaning in English. E.g.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kita:bi</td>
<td>my</td>
</tr>
<tr>
<td>kita:bhum</td>
<td>their (masculine)</td>
</tr>
</tbody>
</table>
Possessed Nouns plus Adjective

G15. Possessed nouns (i.e. nouns with possessive suffixes) never take the definite article. However, the definite article must be added to the adjective which modifies a possessed noun.

e.g.

kita:bi ?alkabi:r 'my big book'
jamala ?assaxayyar 'his small camel'
be:tha ?al?abyet 'her white house'

E15. Your instructor will give you noun phrases made up of possessed nouns and adjectives. Listen to these phrases and give their meaning in English.
TEST 2

Listen to the following words and phrases. Transcribe what you hear and give the meaning in English. This test includes familiar vocabulary and grammatical points covered in the previous lessons.

mara semha
rajul kari:m
?albneyya ?alkari:ma
be:te:n kuba:r
?attuyu:r ?assuxa:r
kula:b ba:tili:n
huma:re:n suma:n
mufta:hi ?attagi:il
wledkum ?assaxayyar
?axtina ?alkari:ma
The Construct Phrase

G 16. Chad Arabic "construct phrases" are formed by Noun plus Definite Article plus Noun. This corresponds to the English "The plus Noun plus of plus the plus Noun".

e.g.

\[ \text{kita:b } \text{?al wled} \quad \text{"The book of the boy"} \]
\[ \text{lo:n } \text{?al kursi} \quad \text{"The color of the chair"} \]
\[ \text{su:f } \text{?al xanama:y} \quad \text{"The wool of the ewe"} \]

E 16. Listen to the construct phrases formed from previous vocabulary. Transcribe and give the English translation.
"To be" Sentences

G 17. The present tense of the verb "to be" is not expressed in Chad Arabic. The construction Definite Article + Noun + Adjective (or Noun) is equivalent to the English construction "The + Noun + is (or are) + Adjective (or Noun).

e.g.

?alwled leko:l "The boy is a student."

?alte: r kabi:r "The bird is big."


?albneyya kabi:ra "The girl is big."

Notice the difference between the "to be" sentence and the noun phrase consisting of a noun plus an adjective.

?alwled kabi:r "The boy is big."

wled kabi:r "A big boy."


E 17. Your instructor will read a set of utterances some of which are "to be" sentences and some of which are noun phrases. Respond by giving the correct English translation.
G. 18 The personal pronouns which function as subjects are:

> ?ana  
> "?i"  
> "you (masculine)"

> ?inta  
> "you (feminine)"

> ?inti  
> "he"

> hu:  
> "she"

> hi:  
> "we"

> ?anima  
> "you (plural)"

> human  
> "they (masculine)"

> hinna  
> "they (feminine)"

When we use the above pronouns as subjects, we never use the definite article with them as we do with nouns.

E.g.

> ?ana wled  
> "I am a boy"

> hi: kabi:ra  
> "She is big"

E 18. Listen to the following "to be" sentences constructed of a personal pronoun plus a noun or an adjective. Respond by giving the translation of the pronoun in English.
Negation of "to be" Sentences

G 19. "To be" sentences in the present tense form their negative by adding the negation particle maː "not" after the noun phrase which contains the subject.

e.g.

?ana maː kabiːr
"I am not big"

?alwledd ?alkabiːr maː karim
"The big boy is not generous"

E 19. Listen to the following "to be" sentences, some of which are positive and some negative. Respond to each sentence with either "positive" or "negative".
P-S 20 Interrogation of "to be" Sentences

20 Questions are formed out of "to be" sentences by adding the interrogative particle walla "or" at the end of the sentence.

e.g.

?alwled kabi r walla? "Is the boy big?"
?ana karim walla? "Am I generous?"

E 20 Your instructor will give you a number of "to be" sentences which are either statements or questions. Respond by saying whether the sentence is a "statement" or a "question".
P-S 21 Interrogation plus Negation

Q 21 "To be" sentences can combine negation and interrogation. The negative particle ma: and the interrogative particle walla (see P-S 19 and P-S 20) can occur in the same sentence.

e.g.
?lwled ma: kabi:r walla? "Isn't the boy big?"
?ana ma: karím walla? "Am I not generous?"

E 21 The sentences in this exercise are of four kinds. You are supposed to listen to each sentence and tell whether it is a statement, negative, interrogative, or negative interrogative.
P-S 22  Past Tense of "to be"

G 22. The past tense of the verb "to be", unlike the present, is implicitly expressed. Two words (zama:n and ka:n) are used to express the past notion.

e.g. 

?alwled zama:n kari:m "The boy was generous"
?alwled ka:n kari:m "The boy was generous"

While "zama:n" is not inflected, "ka:n" changes in form according to the subject. We will encounter these changes later on when we talk about subject suffixes.

E 22. This exercise contains "to be" sentences which are either present or past. Your instructor will read the sentences, and you should be able to recognize whether they are "present" or "past".
Test 3

Listen to the following phrases and sentences read by your instructor.

Give the proper translation in English.

kitaːb 'arrajul
?alkitaːb kabiːr
?albneyya semha
?ana wled
hiː m ara
huː mar kariːm
?alkursi ?ahmar walla?
?inta maː saxayyar walla?
?inti zamaːn semha
huː zamaːn kariːm
Prepositions

G 23. Prepositions are used with definite and indefinite nouns to express location or direction. The following are the most common prepositions in Chad Arabic. The English glosses given do not always apply. Prepositions are very often used in an idiomatic fashion and cannot be translated out of context.

- fi: "in"
- min "from"
- le: "to"
- ma?à "with"
- fòg "above, up"
- tihit "under"
- ?usut "inside, in the middle"
- jamb "beside"

E 23. Listen to the following prepositions used with nouns. Give the meaning of the prepositional phrases in English.
G 24. Prepositions are used with possessive suffixes (P-S 14). In such cases, however, we very often have changes in the shape of both prepositions and suffixes. Sometimes we have two alternate forms which are acceptable. Even if you use one form only, you should be able to recognize the alternate possibilities.

E. 24. Below is a list of prepositions used with different possessive suffixes. Your instructor will read the list at random. Try to give the meaning in English.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Possessive Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>fî:</td>
<td>sing.</td>
</tr>
<tr>
<td></td>
<td>1st per. fî:</td>
</tr>
<tr>
<td></td>
<td>2nd &quot; (m) fî:k</td>
</tr>
<tr>
<td></td>
<td>2nd &quot; (f) fî:kî</td>
</tr>
<tr>
<td></td>
<td>3rd &quot; (m) fî:</td>
</tr>
<tr>
<td></td>
<td>3rd &quot; (f) fî:hi / fî:ha</td>
</tr>
<tr>
<td>min + possessive suffixes</td>
<td>sing.</td>
</tr>
<tr>
<td></td>
<td>1st per. minni</td>
</tr>
<tr>
<td></td>
<td>2nd &quot; (m) minnak</td>
</tr>
<tr>
<td></td>
<td>2nd &quot; (f) minnik / minnîki</td>
</tr>
<tr>
<td></td>
<td>3rd &quot; (m) minhu</td>
</tr>
<tr>
<td></td>
<td>3rd &quot; (f) minhi / minha</td>
</tr>
</tbody>
</table>
### le: possessive suffixes

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st. per.</strong></td>
<td>le:</td>
<td>le:na</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(m) le:k&quot;</td>
<td>le:kum</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(f) le:ki&quot;</td>
<td>le:kum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(m) le:hu&quot;</td>
<td>le:hum / le:tm</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(f) le:hi&quot;</td>
<td>le:hinna / le:tm</td>
</tr>
</tbody>
</table>

### ma?a: possessive suffixes

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st. per.</strong></td>
<td>ma?i / ma?ay</td>
<td>ma?ana</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(m) ma?ak&quot;</td>
<td>ma?akum</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(f) ma?aki&quot;</td>
<td>ma?akum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(m) ma?ahu&quot;</td>
<td>ma?ahum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(f) ma?ahi&quot;</td>
<td>ma?ahum</td>
</tr>
</tbody>
</table>

### fo:gn: possessive suffixes

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st. per.</strong></td>
<td>fo:gn</td>
<td>fo:gnan</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(m) fo:gnak&quot;</td>
<td>fo:gnakum</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(f) fo:gnki&quot;</td>
<td>fo:gnakum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(m) fo:guna&quot;</td>
<td>fo:ghum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(f) fo:guna&quot;</td>
<td>fo:ghum</td>
</tr>
</tbody>
</table>

### tihtit: possessive suffixes

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st. per.</strong></td>
<td>tihtit</td>
<td>tihtitna</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(m) tihtak&quot;</td>
<td>tihitkum</td>
</tr>
<tr>
<td><strong>2nd.</strong></td>
<td>&quot;(f) tihtik&quot;</td>
<td>tihitkum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(m) tihta&quot;</td>
<td>tihithum</td>
</tr>
<tr>
<td><strong>3rd.</strong></td>
<td>&quot;(f) tihta&quot;</td>
<td>tihithum</td>
</tr>
<tr>
<td></td>
<td>singular</td>
<td>plural</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1st.</td>
<td>?usti</td>
<td>?usutna</td>
</tr>
<tr>
<td>2nd.</td>
<td>&quot; (m) ?ustak</td>
<td>?usutkum</td>
</tr>
<tr>
<td></td>
<td>&quot; (f) ?usutki</td>
<td></td>
</tr>
<tr>
<td>3rd.</td>
<td>&quot; (m) ?usta</td>
<td>?usuthum</td>
</tr>
<tr>
<td></td>
<td>&quot; (f) ?usta</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st.</td>
<td>jambi</td>
<td>jambina</td>
</tr>
<tr>
<td>2nd.</td>
<td>&quot; (m) jambak</td>
<td>jambakum</td>
</tr>
<tr>
<td></td>
<td>&quot; (f) jambik</td>
<td>jambakum</td>
</tr>
<tr>
<td>3rd.</td>
<td>&quot; (m) jamba</td>
<td>jambâhum</td>
</tr>
<tr>
<td></td>
<td>&quot; (f) jamba</td>
<td>jambâhum</td>
</tr>
</tbody>
</table>
Demonstrative Pronouns

Demonstrative pronouns in Chad Arabic are distinguished according to number and gender. This is unlike the English demonstrative pronouns which are distinguished according to number only. The usage of this and these to denote something here as opposed to that and those to denote something there is similar in both English and Arabic.

Following are the Arabic forms:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mas.) dar</td>
<td>do:l</td>
</tr>
<tr>
<td>this (fem.) di:k</td>
<td>de:l</td>
</tr>
<tr>
<td>(mas.) dar:k</td>
<td>do:l:a:k</td>
</tr>
<tr>
<td>that (fem.) di:k</td>
<td>de:l:a:k</td>
</tr>
</tbody>
</table>

Listen to the following sentences and give the proper English translation.
P-S 26  Interrogative Pronouns

G 26. The following interrogative pronouns are used to ask questions for which a yes or no answer cannot be given.

- sumu  "what"
- ya:tu  "who, whom"
- we:n  "where"
- mata  "when"
- we:n / we:nu  "which"
- ke:f / kike:f  "how"

E 26. Listen to your instructor ask questions. Give the meaning of the interrogative pronouns he uses.
The Relative Pronoun

There is only one relative pronoun in Chad Arabic which corresponds to the English *who, that, which*. This pronoun is *?al* and is used with nouns regardless of number and gender.

E.g.

?alkursi ?al?ahmar
?arrajul ?alja:

"The boy who is my brother."
"The chair which is red."
"The man who came."

Notice that both the definite article and the relative pronoun have the same form *?al*.

Listen to the following relative clauses and give their meaning in English.
One way of showing possession in Chad Arabic is the "construct phrase" (P-S 16). Another way is the use of the preposition hana to form phrases like "?alkita:b hana ?alawled" which means "The book of the boy. This has the same meaning as "kita:b ?alawled."

Since hana is a preposition, it can also take different possessive suffixes as mentioned in (P-S 24). When hana is attached to different possessive suffixes the following forms result:

<table>
<thead>
<tr>
<th></th>
<th>SING</th>
<th>PL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st per.</td>
<td>hanany°</td>
<td>hana:na</td>
</tr>
<tr>
<td>2nd &quot; (m)</td>
<td>hanak</td>
<td>hana:kum</td>
</tr>
<tr>
<td>2nd &quot; (f)</td>
<td>hana:ki</td>
<td>hana:kum</td>
</tr>
<tr>
<td>3rd &quot; (m)</td>
<td>hanaw / hanarhu</td>
<td>hana:hum / hana:human</td>
</tr>
<tr>
<td>3rd &quot; (f)</td>
<td>hana:hi</td>
<td>hana:hum / hana:human</td>
</tr>
</tbody>
</table>

E 28. Listen to the following phrases and give their meaning in English.
Listen to the following phrases and sentences, then give their meaning in English.

fi: be:ti
thit ?assadaray
arrajul da: kabi:r
al maja dir kabi:ra
we:n.?inta?
a:lwled ?al ?axuxy
?assadaray hana ?arrajul
al kita:b hanashi
Past Tense of C-C-C Verbs

The past tense is the basic form of Chad Arabic verbs, and from it other verbal forms can be derived.

Arabic words in general, and specially verbs, are formed from a root consisting of consonants which convey the basic meaning. Most verbs contain three consonants, even though some of them may have two or four. The three consonants (C-C-C) convey the general meaning, while the vowels in between and suffixes and prefixes convey the grammatical meaning. For instance, the root s-r-b has the general meaning of drinking. When we add vowels in between the consonants to form a word /sirib/, we give it the meaning "he drank". The vowels tell us that the verb is in the past tense, that the subject is singular, and that the subject is a third person masculine.

The past tense of most C-C-C verbs is formed by inserting i, a, u between the consonants.

Listen to the past tense of the following C-C-C verbs and try to transcribe the three consonants you hear. Learn the meaning of the verbs.

sirib  "he drank"
darab  "he hit"
katab  "he wrote"
fihim  "he understood"
ravad  "he slept"
daxal  "he entered"
libis  "he wore"
marag  "he passed"
dihik  "he laughed"
zagal  "he threw"
Past Tense Subject Suffixes

0 30. Verbs in the past tense indicate the person as well as the number and gender of the subject. This is done by suffixing subject markers to the verb. The subject suffixes are:

- \( -t / -ta \)  
  "I"

- \( -t\)  
  "you (mas)"

- \( -\)  
  "you (fem)"

- \( -\phi / -a \)  
  "he"

- \( -at \)  
  "she"

- \( -na \)  
  "we"

- \( -tu \)  
  "you (pl.)"

- \( -u \)  
  "they"

Notice that the third person singular "he" is signified by the absence of a subject marker. We call this a zero suffix.

Following is the verb \(/\text{sirib}/\) with the different subject suffixes attached to it:

- \(/\text{siribt}/\)  
  "I drank"

- \(/\text{siribta}/\)  
  "you (mas) drank"

- \(/\text{siribti}/\)  
  "you (fem) drank"

- \(/\text{sirib}/\)  
  "he drank"

- \(/\text{siribat}/\)  
  "she drank"

- \(/\text{siribna}/\)  
  "we drank"

- \(/\text{siribtu}/\)  
  "you (pl.) drank"

- \(/\text{siribu}/\)  
  "they drank"

E 30. Your instructor will use the following verbs with different subject suffixes. Listen to the words and give their proper translations.

- \(/\text{katab}/\)
- \(/\text{fihim}/\)
- \(/\text{dihik}/\)
- \(/\text{daxal}/\)
- \(/\text{ragad}/\)
P-S 31  Present Tense of C-C-C verbs

G 31. There is no distinction in Chad Arabic between the present and the future tenses. One form, which we call present, serves to express both tenses. For C-C-C verbs the pattern is -CCVC- for singular subjects and -CVCC- for plural subjects. Here V stands for any vowel inserted between the root consonants. For example, the root ȝ-r-b will have the form ȝr-V-b if the subject is singular and ȝ-V-rb if the subject is plural.

E 31. Take the past tense verbs in the previous lesson and predict the form in the present according to whether the subject is singular or plural.
Present Tense Subject Affixes

In the present tense the number, person and gender of the subject is indicated by a set of affixes. The prefixes attached to the stem of the verb indicate the person, while the suffix indicates plurality.

<table>
<thead>
<tr>
<th>1st. per.</th>
<th>2nd.</th>
<th>3rd. (m)</th>
<th>3rd. (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing.</td>
<td>plur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nV-</td>
<td>tv-</td>
<td>yV-</td>
<td>tv-</td>
</tr>
<tr>
<td>nV-</td>
<td>tV-</td>
<td>yV-</td>
<td>tV-</td>
</tr>
<tr>
<td>nV-</td>
<td>tV-</td>
<td>yV-</td>
<td>tV-</td>
</tr>
</tbody>
</table>

The symbol V refers to any vowel which may occur with the prefix. The vowel is different with different verbs.

Below is the root s-r-b in the present with different subject affixes:

- \( V \) nasrab
- \( V \) tasrab
- \( V \) tasrabi
- \( V \) yasrab
- \( V \) tasrab
- \( V \) nasarbu
- \( V \) tasarbu
- \( V \) yasarbu

"I drink"
"you (mas) drink"
"you (fem) drink"
"he drinks"
"she drinks"
"we drink"
"you (pl) drink"
"they drink"

E 32. Your instructor will use the following verbs with different subject affixes. Listen to the forms and give the translation in English.

- k-t-b
- f-h-m
- d-h-k
- d-x-i
- r-g-d
The imperative form of C-C-C verbs is the same as that of the present tense: -CCVC- or -CVCC-. The prefix is always ?V-. The suffixes are zero, -i and -u for third person masculine singular, third person feminine singular, and third person plural respectively.

\[\text{?asrab}
\text{?asarbi}
\text{?asarbu}\]

"drink (mas)"
"drink (fem)"
"drink (plural)"

Listen to the imperative of the following verbs and identify the person who is addressed.

katab
fihim
ragad
libis
dihik
marag
Negation of Verbs

To negate a verb in any tense all you have to do is add the negation particle *ma:* in front of it.

*Example:*

- *hu:* ma:* sirib*  
  "he did not drink"
- *ma:* tadhak*  
  "don't laugh"
- *ma:* ?a:*kul*  
  "I don't eat"

Listen to the following sentences and give their proper English translation.
In addition to the strong C-C-C verbs there are some weak verbs which contain what is called a weak consonant. The weak consonants in Arabic are /\\x03/ and /\\x04/. The W stands for the weak consonant in the verbs whose form is W-C-C. These verbs behave differently from the strong verbs. The past tense of this class of verbs is not different from the regular pattern. Thus /\\x03-\\j-d/ and /\\x03-\\l-d/ have the past forms /\\x04-\\jad/ and /\\x04-\\lid/.

Listen to the following verbs in the past tense as used with different subject suffixes. Try to give the translation in English.

wasal
wilid
wagad

"he arrived"
"he got a child"
"he lit (fire)"
Present and Imperative of W-C-G Verbs

The present and imperative forms of W-C-G verbs have the form \textit{VCVC}. The root \textit{w-s-l} "to arrive", for example, is conjugated in the following manner.

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nawsal</td>
<td>?awsal</td>
</tr>
<tr>
<td>tawsal</td>
<td>?awsali</td>
</tr>
<tr>
<td>tawsali</td>
<td>?awsalu</td>
</tr>
<tr>
<td>yawsal</td>
<td></td>
</tr>
<tr>
<td>tawsal</td>
<td></td>
</tr>
<tr>
<td>nawsalu</td>
<td></td>
</tr>
<tr>
<td>tawsalu</td>
<td></td>
</tr>
<tr>
<td>yawsalu</td>
<td></td>
</tr>
</tbody>
</table>

E 36. Listen to the following verbs in the present and the imperative. Give the meaning in English.

- \textit{w-s-l} "arrive"
- \textit{w-l-d} "give birth"
- \textit{w-g-d} "light a fire"
- \textit{w-j-d} "find"
Past Tense of C-W-C Verbs

This class of verbs has a weak consonant in the middle and contains roots like /g-w-1/ "say" and /s-y-r/ "walk. If the weak consonant is a w, the form of the past tense will be CuC--; and if the weak consonant is a y, the form will be CiC. Thus, after suffixing the subject markers, we get forms like /gulna/ "we said" and /sirtu/ "you walked.

In the third person we get the forms CaC-:

- sa:n "he walked"
- ga:lu "they said"

Listen to your instructor use the following C-W-C verbs with different subject suffixes.

- ga:l "he said"
- sa:r "he walked"
- ta:r "he flew"
- sa:l "he picked up"
P-S 38. **Present and Imperative of C-W-C Verbs**

G 38. The form of C-W-C verbs in the present is
- 
- \(-Cu:C-\) if the middle consonant is a \(w\), and \(-Ci:C-\) if the middle consonant is a \(y\). Thus for \(/g-w-l/\) we get the form \(/gu:l/\) and for \(/s-y-r/\) we get \(/si:r/\).

The imperative of these verbs takes no prefix. The subject suffixes are the same as before.

E 38. Listen to the following words read by your instructor and give their proper translations.

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nagu:l</td>
<td>gu:l</td>
</tr>
<tr>
<td>tagu:l</td>
<td>gu:li</td>
</tr>
<tr>
<td>tagu:li</td>
<td>gu:lu</td>
</tr>
<tr>
<td>yagu:1</td>
<td></td>
</tr>
<tr>
<td>tagu:l</td>
<td></td>
</tr>
<tr>
<td>nagu:lu</td>
<td></td>
</tr>
<tr>
<td>tagu:lu</td>
<td></td>
</tr>
<tr>
<td>yaguriu</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nisir</td>
<td>si:r</td>
</tr>
<tr>
<td>tisi:r</td>
<td>si:ri</td>
</tr>
<tr>
<td>tisi:ri</td>
<td>si:ru</td>
</tr>
<tr>
<td>yisi:r</td>
<td></td>
</tr>
<tr>
<td>tisi:r</td>
<td></td>
</tr>
<tr>
<td>nisi:ru</td>
<td></td>
</tr>
<tr>
<td>tisi:ru</td>
<td></td>
</tr>
<tr>
<td>yisi:ru</td>
<td></td>
</tr>
</tbody>
</table>
P-3 39. **Past Tense of C-C-W Verbs**

G 39. Verbs of the class C-C-W usually take the form CVCV- in the past, but it is difficult to predict what the vowels are. Below are two common verbs with their subject suffixes.

- /masa/ "He walked"
  - mase:t
  - mase:t
  - mase:ti
  - masa
  - masat
  - mase:na
  - mase:tu
  - masu

- /ligiya/ "he found"
  - ligi:t
  - ligi:ti
  - ligi:na
  - ligi:tu
  - ligu / liga

B 39. **Listen to the conjugation of the following verbs in the past tense. Give the meaning in English.**

- bada "he began"
- sara "he bought"
- rama "he threw"
- gara "he read"
Present and Imperative of C-C-W Verbs

The present and imperative form of this class of verbs is -CCV-. Again there is no simple way of predicting the shape of the vowel. Following are two verbs conjugated in the present and the imperative.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>namsi</td>
<td>taamsi</td>
<td>?amsi</td>
</tr>
<tr>
<td>tamsi</td>
<td>taamsi</td>
<td>?amsi</td>
</tr>
<tr>
<td>yamsi</td>
<td>talga</td>
<td>?alga</td>
</tr>
<tr>
<td>tamsi</td>
<td>talga</td>
<td>?alga</td>
</tr>
<tr>
<td>namsu</td>
<td>talgu</td>
<td>?algu</td>
</tr>
<tr>
<td>tamsu</td>
<td>talgu</td>
<td>?algu</td>
</tr>
<tr>
<td>yamsu</td>
<td>yalgu</td>
<td>?algu</td>
</tr>
</tbody>
</table>

E 40. Listen to the conjugation of the following verbs and try to give the meaning in English.

- sara
  - he bought"
- rama
  - he threw"
Past Tense of $C_1C_2C_4$ Verbs

This class of verbs represents verbal roots whose medial and final consonants are identical. The past tense form of these verbs is always $C_1aC_2C_4$. However, before adding the subject suffixes of the first and second persons, a \(a\) is inserted. With the third person singular \(a\) is inserted between the verb and the suffix.

- e.g. /m-d-d/ = subject suffixes.
  - madde:t
    - "I extended"
  - madde:t
    - "you (mas) extended"
  - madde:ti
    - "you (fem) extended"
  - madda
    - "he extended"
  - maddat
    - "she extended"
  - madde:na
    - "we extended"
  - madde:tu
    - "you extended"
  - maddu
    - "they extended"

Listen to the following verbs used with different subject suffixes and give their meaning.

- lamna
  - "he gathered"
- habba
  - "he loved"
- dagga
  - "he knocked"
PS 42 Present and Imperative of $C_1C_2C_2$ Verbs

The present tense form of $C_1C_2C_2$ verbs is always $C_1VC_2C_2$, where $V$ is either $i$ or $u$. Following is the root $/m-d-d/ "to stretch or extend" as used with different subject suffixes.

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nimidda</td>
<td>midda</td>
</tr>
<tr>
<td>timidda</td>
<td>middi</td>
</tr>
<tr>
<td>'timiddi</td>
<td>middu</td>
</tr>
<tr>
<td>yimidda</td>
<td>muddu</td>
</tr>
<tr>
<td>timidda</td>
<td></td>
</tr>
<tr>
<td>nimiddu</td>
<td></td>
</tr>
<tr>
<td>timiddu</td>
<td></td>
</tr>
<tr>
<td>yimiddu</td>
<td></td>
</tr>
</tbody>
</table>

Your instructor will use the following verbs with different subject suffixes in the present and the imperative. Give the English translation of the words.

- limma: "gather"
- sidda: "block, close"
- dugga: "knock"
P-S 44. **The "Hamza" Verbs**

G 44. This class of verbs contains "hamza" as one of its consonants. If the "hamza" is the medial consonant the verb behaves like a strong C-C-C verb. If it is the first consonant it is deleted in the present and the imperative resulting in a long vowel. For example /?-k-l/ "to eat", + /na/ → /na. ?akul/. When the "hamza" is deleted we get /na+akul/ which is the same as /na:kul/ "I eat". The final hamza is also deleted before the subject suffixes are attached.

E 44. Listen to the following verbs read by your instructor.

/?-k-l/ "to eat"

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>?akalt</td>
<td>na:kul</td>
<td>?a:kul</td>
</tr>
<tr>
<td>?akalta</td>
<td>ta:kul</td>
<td>?a:kuli</td>
</tr>
<tr>
<td>?akalti</td>
<td>ta:kuli</td>
<td>?a:kuli</td>
</tr>
<tr>
<td>?akal</td>
<td>ya:kul</td>
<td></td>
</tr>
<tr>
<td>?akalat</td>
<td>ta:kul</td>
<td></td>
</tr>
<tr>
<td>?akalna</td>
<td>na:kulu</td>
<td></td>
</tr>
<tr>
<td>?akaltu</td>
<td>ta:kulu</td>
<td></td>
</tr>
<tr>
<td>?akalu</td>
<td>ya:kulu</td>
<td></td>
</tr>
</tbody>
</table>
# /s-?/ "to ask"

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>sa?alt</td>
<td>nas?al</td>
</tr>
<tr>
<td>sa?alta</td>
<td>tas?al</td>
</tr>
<tr>
<td>sa?alti</td>
<td>tas?ali</td>
</tr>
<tr>
<td>sa?al</td>
<td>yas?al</td>
</tr>
<tr>
<td>sa?alat</td>
<td>atas?al</td>
</tr>
<tr>
<td>sa?alna</td>
<td>nas?alu</td>
</tr>
<tr>
<td>sa?altu</td>
<td>tas?alu</td>
</tr>
<tr>
<td>sa?alu</td>
<td>yas?alu</td>
</tr>
</tbody>
</table>

**Imperative**

?as?al
?as?ali
?as?alu

# /b-/d-/ "to begin"

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>bade:t</td>
<td>nabda</td>
</tr>
<tr>
<td>bade:ta</td>
<td>tabda</td>
</tr>
<tr>
<td>bade:ti</td>
<td>tabdi</td>
</tr>
<tr>
<td>bada</td>
<td>yabda</td>
</tr>
<tr>
<td>badat</td>
<td>tabda</td>
</tr>
<tr>
<td>bade:na</td>
<td>nabdu</td>
</tr>
<tr>
<td>'bade:tu</td>
<td>tabdu</td>
</tr>
<tr>
<td>badu</td>
<td>yabdu</td>
</tr>
</tbody>
</table>

**Imperative**

?abda
?abdi
?abdu
Test 5

The following sentences contain verbs you have studied in previous lessons. Listen to your instructor read the sentences and give their English translations.

?ana ?akalt.
?ani:na nagu:lu.
hu: masa.
humañ yiti:ru.
?albneyya tas?al
?ani:na nasrabu
?anta"bade:ta.
?as?al.
kassiru.
Expressing the Future and the Progressive

G 45. There is no special form for the verb in Chad Arabic to express the future idea. The present tense of the verb is used plus some adverb of time which expresses futurity. Following are some time expressions which are commonly used to express the future.

- ambakir: "tomorrow"
- ba?d ambakir: "day after tomorrow"
- subu: ?alja:y: "next week"
- sanalja:y: "next year"

The progressive tense is expressed by using the auxiliary /ga?id/ before the main verb. /ga?id/ means "sitting", but when used with a verb it gives the idea of progressiveness or continuity. Thus /?ana ga?id nasrab/ is translated into English as "I am drinking".

/ga?id/ is inflected to show number and gender in the following manner.

- /ga?id/ is used for the masculine singular.
- /ga?ida/ is used for the feminine singular.
- /ga?idi:n/ is used for the plural: masculine and feminine.

To express the progressive idea in the past a past time expression is used. Following are some common past time expressions.

- ?amis: "yesterday"
- ?awwal ?amis: "day before yesterday"
- subu: ?alja:t: "last week"
sanal�ta: "last year"

E 45. Listen to the following sentences and give their meaning in English.
"To have" Sentences

There is no equivalent for the verb have in Chad Arabic, but the idea is expressed by the preposition /?ind/. Thus /?ana ?indi kita:b/ is equivalent to "I have a book" in English.

The preposition /?ind/ can be attached to different possessive suffixes in the following manner:

- ?indi "I have"
- ?indak "you (mas) have"
- ?indik "you (fem) have"
- ?inda "he has"
- ?inda "she has"
- ?indina "we have"
- ?indukum "you (pl) have"
- ?indum "they have"

To express the past idea "had", a past time expression is used. (see P-S 45).

Give the proper translation of the following sentences.
The Active Participle

G 47. The active participle refers to the one who "does" or "is doing". e.g. /ka:tib/ is the active participle of /kátaba/ and it means "writer".

The active participle of C-C-C verbs has the shape Ca:CiC : e.g. /ka:tib/. For C-C-W verbs the form is Ca:Ci : e.g. /ma:si/ "the one who walks". Quadrilateral verbs form their active participles according to the form CaCCa:C, : e.g. /kassa:r/ "the one who breaks".

E 47. Following is a list of active participles and their meanings. Try to recognize the verbs from which these forms are derived.

- ka:tib - "writer"
- sa:ri - "buyer"
- ga:ri - "reader"
- ?a:rif - "one who knows"
- magna:g - "one who mutters"
- la:bis - "one who wears"
- ma:si - "one who walks"
- fa:tih - "one who opens"
- kadda:b - "liar"
- sa:?il - "one who asks"
The Passive Participle

The passive participle denotes something which is "done". It is used as an adjective or a noun. For instance, /maktu:b/ means something which is written, hence "a letter".

Verbs of the form C-C-C form their passive participles after the fashion maCCu:C : e.g. /maktu:b/. The passive participle of quadriliteral verbs has the form muCaCCaC : e.g. /mukassar/ "broken".

Below is a list of passive participles and their meanings. Try to recognize the verbs from which these forms are derived.

makut:b "written, a letter"
mukassar "broken up, smashed"
maksu:r "broken"
ma?ru:f "known"
mawju:d "found, existing"
masdu:d "blocked"
maftu:h "open"
mulabbas "dressed, coated"
murabbat "tied, entangled"
marbu:t "tied"
P-S 49. **Direct Object Suffixes**

G 49. The direct object pronouns in Chad Arabic are suffixes attached after the verb and the subject marker. These suffixes are very close to the possessive suffixes discussed earlier (see P-S 14). Following are the direct object pronoun suffixes:

- ni "me"
- ak "you (mas)"
- ki "you (fem)"
- u "him"
- a/ ha "her"
- na "us"
- kum "you (pl)"
- um/hum "them"

E 49. Your instructor will compose sentences containing direct object suffixes. Give the equivalent object pronoun in English.
P-S 50  **Indirect Object Suffixes**

G 50. The indirect object suffixes are also used after the verb and the subject suffix. They are similar in shape to the pronoun /le:/ "to, for" as used with possessive suffixes (see P-S 24). Following are the indirect object suffixes:

- ley  "to/ for me"
- le:k  "to/ for you (mas)"
- le:ki  "to/ for you (fem)"
- le:hu  "to/ for him"
- le:hi  "to/ for her"
- le:na  "to/ for us"
- le:kum  "to/ for you (pl)"
- lum  "to/ for them"

E 50. The following sentences contain indirect object suffixes. Listen to your instructor read these sentences and give the equivalent object pronoun in English.
Verbs in Series

G 51. If two verbs are linked together in English, the second takes the infinitive form: e.g. he came to see me. In Arabic, however, both verbs will be conjugated to translate literally "he came he saw me" or "he came he sees me".

E.g.

ja; yisi:fn;
ja; ba:fn;
yudo:ra yunu:m
xalli:na namsu

"he came to see me"
"he came and saw me"
"he wants to sleep"
"let us go"

E 51. Give the proper English translation of the following sentences.
Test 6

Listen to the following Arabic utterances. Give the meaning in English.

?indak kita:b.
?indum wled walla?
hu: ka:tib.
hu ma kadda:b.
hi: katabat maktu:b.
xalli:na na:kulw.
Conjunctions

Conjunctions are function words which join words or phrases in some kind of relationship to each other. Following are some of the most common conjunctions in Chad Arabic.

- **wa, w, u**: "and"
- **walla**: "or"
- **wala**: "nor"
- **wala---wala**: "neither---nor"
- **la:kin, wala:kin**: "but"

The conjunction /wa/ is sometimes reduced to /w/ in fast speech. The /w/ becomes a /u/ if it falls next to consonants.

E 52. The following phrases and sentences contain conjunctions. Give the English equivalents of the conjunctions and try to translate the phrases and sentences you are familiar with.
P-S 53  

Cardinal Numbers I

G 53. The numbers "one" and "two" distinguish between the feminine and the masculine, even though the distinction is not always used.

- \texttt{wa:hid} "one (mas)"
- \texttt{wahde} "one (fem)"
- \texttt{tine:n} "two (mas)"
- \texttt{tittie:n} "two (fem)"

The dual form (see P-S 12) is sometimes used instead of expressing the word for number "two". Thus we can say \texttt{/kita:b tenn/} or \texttt{/kita:be:n/} "two books".

E 53. Listen to your instructor read the following numbers (1-10) and learn their meanings.

- \texttt{wa:hid} "one"
- \texttt{tine:n} "two"
- \texttt{tala:ta} "three"
- \texttt{?arba} "four"
- \texttt{xamsa} "five"
- \texttt{sitte} "six"
- \texttt{sab?a} "seven"
- \texttt{tama:nya} "eight"
- \texttt{tis?a} "nine"
- \texttt{?asara} "ten"
The numbers 11-20 are formed in two different ways in Chad Arabic. One way of doing it is to mention the word "ten" followed by the word for "one", "two", "three" etc., to form the number required.

E.g.

\[\text{?asara tine:n} \quad \text{"ten two", i.e. twelve}"\]
\[\text{?asara xamsa} \quad \text{"ten five", i.e. fifteen"}\]

The other way of forming numbers 11-20 is by using the suffix /-a?sar/ "ten" plus a prefix that denotes the number which is added to ten.

E 5h. Listen to the following words and learn to associate the word with the meaning.

vihda?sar \quad \text{"eleven"}\]
\[\text{?atna?sar} \quad \text{"twelve"}\]
\[\text{talatta?sar} \quad \text{"thirteen"}\]
\[\text{?arbata?sar} \quad \text{"fourteen"}\]
\[\text{xamista?sar} \quad \text{"fifteen"}\]
\[\text{sitta?sar} \quad \text{"sixteen"}\]
\[\text{sabata?sar} \quad \text{"seventeen"}\]
\[\text{tamanta?sar} \quad \text{"eighteen"}\]
\[\text{tlsata?sar} \quad \text{"nineteen"}\]
\[\text{?lari:n} \quad \text{"twenty"}\]
Learn the following numbers and their meanings:

- tala:ti:n  "thirty"
- ?arba?i:n  "forty"
- xamsi:n  "fifty"
- sitti:n  "sixty"
- sab?i:n  "seventy"
- tama:ni:n  "eighty"
- tis?i:n  "ninety"
- miyya  "one hundred"
- mite:n  "two hundred"
- ?alf  "one thousand"
- ?alfe:n  "two thousand"
- milyo:n  "one million"
- milyo:ne:n  "two million"
Ordinal Numbers

The ordinal number "first" distinguishes between the feminine /ʔuːla/ and the masculine /ʔawwal/, though /ʔawwal/ can be used for both.

/ʔawwal/ also has the meaning "before, in the beginning".

Ordinal numbers above "tenth" are not used.

E 55. Learn the meaning of the following ordinal numbers. Listen, to your instructor use them in phrases and sentences.

ʔawwal "first"
taːni "second"
taːlit "third"
raːbi "fourth"
xaːmis "fifth"
saːdis "sixth"
sābi "seventh"
taːmin "eighth"
taːsi "ninth"
ʔasːir "tenth"
Fractions and Percentages

G 56. The fractions which are commonly used in Chad Arabic are:

- Muss: "one half"
- Tilt: "one third"
- Rube: "one fourth"

To express other fractions the word 'Filmiyya/ "percent" is used.

E 56. Listen to the following phrases and give their proper English translation.
G 57. To ask about the time the question /saːʔa kəm/? is used.
The answer is /saːʔa ——/. The blank being filled with the proper
time.

e.g.

saːʔa ʔarba

"4:00 o'clock"

saːʔa ʔasara

"10:00 o'clock"

After the hour the minutes are given. /wa/ is used before
the number of minutes "past" the hour and /illa/ before the number
of minutes "to" the hour.

e.g.

saːʔa ʔarba wä ʔasara

"4:10"

saːʔa xamsa ʔilla ʔisriːn

"4:40"

The words /rubu/ and /muːss/ are respectively used for 15
and 30 minutes past the hour.

e.g.

saʔa waːhîd wa rubu

"1:15"

saʔa taːləːta wa muːss

"3:30"

E 57. Listen to your instructor give the time and write the
equivalent in English.
This section contains words relating to weights and measures. The dual form is used with some of these words, and the plural is used with one of them. In talking about weights and measure the number precedes the unit: e.g., "asara kilu" "ten kilograms". Following are the most common units.

- gram
- kilu
- ton
- yarda
- yardan
- yarda:ton
- sentimetr
- mitr
- kilumitr
- litr

Listen to the following phrases of numbers and units of measurement. Give the meaning in English.
P-59 Directions

59. In Chad Arabic one cannot express the ideas of north, south, north east, etc. as in English. Two words which express east and west respectively are: /saba:h/ "morning" and /xa:rib/ "sunset" as translated literally. Following are some of the most common words used to express the concept of direction.

- saba:h "east"
- xa:rib "west"
- ?i:dak azze:na:y "to your right"
- ?i:dak al?isra:y "to your left"
- fo:g "above, up"
- tihit "below, down"
- gudda:mak "before you"
- wara:k "behind you"
- gari:b "near"
- be?i:d "far"

E 59. Listen to the following sentences giving directions.

Translate into English.
Greetings

Following are some of the common expressions used as greetings:

sala:malek  "masculine singular"
sala:male:kì  "feminine singular"
sala:malek:um  "plural"

The expression, literally translated, means "peace on you" and is used as a general form of greeting. Other expressions which are used in the same manner are:

taybi:n  "hope you are well"
?afya  "good health"

Expressions equivalent to "how are you?" are:

ke:fkak / ke:f ha:lak  "masculine singular"
ke:fkik / ke:f ha:lik  "feminine singular"
ke:fkum / ke:f ha:lkum  "plural"

The answer to "how are you?" is /?alhamdulilla:h/ "thank God".

Other useful expressions are:

?ahlan wa sahlan  "welcome"
ma?asala:mak (literally, "with safety").
sukran  "thank you"

Listen to your instructor use the above greetings in context. Give the English equivalent.
Test 7

Give the proper English translation of the following.

hu: maşa wala:kin ma wasal.
?asra xamsa.
xamsa watalatini
?alfe:n u miyya
sitte ruja:l
muss sa:?a
sa?a ?arba wa nuss.
?isri:n graim
ma?a sala:mak.
NOTES

P-S1. There are two sounds in this lesson which are a little different from their counterparts in English. The /t/ and the /d/ in Arabic are "dental" while in English they are "alveolar". This means that the tip of the tongue is closer to the teeth when the Arabic /t/ and /d/ are pronounced. The same sounds are produced in English with the tip of the tongue against the alveolar ridge. This is a fine distinction to make, but it may be helpful in mastering Arabic pronunciation and teaching English to native speakers of Arabic.

P-S3. Those of you who will be teaching English will discover that Arabic speakers have difficulty in producing an English "retroflex" /r/. The Arabic /r/ is either "flapped" or "trilled" and sounds very much like the Spanish /r/.

P-S5. Native speakers of English may not be used to hearing and producing "double consonants. This, however, is very important for Arabic, and the process of doubling consonants is often used as a grammatical feature in the language. Arab students may pronounce words like "stopping" and "umbrella" in a funny way because they think there should be a double consonant in these words as indicated by the spelling.

P-S7. The label given to these consonants comes from /sams/ and /qamar/, the Arabic words for "sun" and "moon". The assimilation of the definite article is conditioned by the phonology. This can be more easily perceived by giving a phonemic chart of Chad Arabic sounds according to their points and manners of articulation. The consonants within the box on the chart
are sun consonants, and the rest are moon consonants.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>p</th>
<th>v</th>
<th>g</th>
</tr>
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<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
<td>l</td>
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<td>l</td>
<td>a</td>
<td></td>
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<td>a</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Stops</th>
<th>t</th>
<th>k</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fricatives</td>
<td>b</td>
<td>d</td>
<td>g</td>
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<td></td>
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</tbody>
</table>

P-S 8. Even though the shape of the definite article is /?al/, it is sometimes reduced to /al/ or simply /l/ when preceded by a vowel.

P-S 10. Some nouns and adjectives form their feminine forms by adding /-a/ or /-ha/ to the masculine. Feminine nouns ending in /-a/ usually add a /t/ before the possessive suffix. e.g. /mara/ 'woman', but /marti/ 'my wife'.

P-S 14. The shape of these suffixes may vary with different speakers and with different words they are attached to. However, there will always be a common element which gives a clue to recognizing the right form. For instance, the suffix /-i/ 'my' may appear as /-y/ or /-yi/ after a vowel. /-ki/ 'your (fem)' may appear as /-ik/, /-ha/ 'her' may appear as /-hi/, and /-hum/ 'their' may appear as /-um/.

P-S 17. Arab students usually have difficulty in expressing the verb "to be"
in the present, hence producing sentences like "the boy a student". If you teach English this will be a major problem to deal with.

P-S 20. Questions to which the answer is "yes" or "no" can also have the same form as statements, but with a rising intonation.

P-S 22. ña:n/ takes subject suffixes (see P-S 29) with certain changes of the stem in the following fashion:

- kunt 'I was'
- kunta 'you (mas) were'
- kunti 'you (fem) were'
- ka:n 'he was'
- ka:nat 'she was'
- kunna 'we were'
- kuntu/kuntum 'you (pl) were'
- ka:nu 'they were'

P-S 13. The verb form C₁C₂C₃C₄ is actually a triliteral verb with the medial consonant doubled. This is a common process in most dialects of Arabic, but it seems to be less common in Chad Arabic. To double the medial consonant of triliteral roots is to intensify the action or make it passive. e.g.

- kasar 'he broke'
- kassar 'he smashed'
- barad 'he became cold'
- barrad 'he cooled something'

The process, however, seems to be rare in Chad Arabic; and very often the original triliteral root is not used in the dialect. Thus C₁C₂C₃ verbs behave like quadriliteral verbs.
The verb *have* is expected to pose a learning problem for Arab students learning English. The problem will be getting the concept of *have* as a main verb, as well as an auxiliary verb to form the perfect tense which is not existent in Arabic.

P-S 59. The expression */ʔiːdak azzeːnary/ literally means 'your right hand' and */ʔiːdak alʔisraːy/ 'your left hand'. When talking to a woman you should use */ʔiːdik/ and to more than one person */ʔiːdkum/.
PHASE II: ACTIVE PRODUCTION

The active production phase contains forty lessons which are supplemented with taped materials to be used in the laboratory. Each lesson is intended to be covered in one day, but some lessons may take longer depending on their difficulty and the students' progress. While the pre-speech phase is intended for understanding the language, the active phase emphasizes production.

Learning a language is a unique activity. Every language contains the potential for an infinite number of sentences, and speakers of a certain language are capable of understanding and producing sentences they have never heard or said. This implies that learning a language involves more than memorizing a large number of sentences.

Two activities involved in language learning are imitation and induction of the structure.

Imitation is a series of attempts at approaching a model which, in this case, is the speech of a native speaker. The main aim of imitation is forming the articulatory habits of the language to be learned. This is a task which is more difficult to accomplish with adults than with children who are more receptive to forming new habits. Whenever imitation exercises are given, the sequence to be followed is: teacher's model, student's repetition, teacher's model or correction.

Since the sentences of a language cannot be memorized, the system of the language has to be induced if the language is to be used effectively. Children possess the ability of inducing the structure of a language, even when it is thrown at them at random. For a number of reasons people seem to lose this ability as they grow older. Hence, adults need to be given the rules according to which the system of the language
operates if learning is to be efficient and meaningful. The important thing here is not memorizing the rules, but internalizing them in such a way to enable the learner to use them unconsciously. In other words, knowing the language is more than knowing about it. Speaking a language involves knowing the units which are sounds, forms and words; the rules by which a sentence is formed out of these units; and the way these two elements (units and rules) combine to form the system of the language.

A typical lesson in the active phase contains the following:

a) dialogue

b) vocabulary

c) grammatical explanations

d) exercises

Generally speaking, the function of the dialogue is to serve as an imitation model. Dialogues are not necessarily related to the rest of the lesson, but they deal with topics of everyday conversations. For efficient learning the lessons should be studied at home and gone over orally in class. Class time should be used for practicing the language rather than explaining the grammar.
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*The numbers in parentheses refer to lessons in the Pre-Speech Phase on which the Active Phase lessons are based.*
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## Phase II: Active Production

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Al. Phonology

I. Dialogue: Greetings


A. hamdulillahi kwayyi:n; wa ?inta ke:f ha:lak? "Thank God, I am fine. And how are you?"

B. hamdulillahi. wa na:s be:tak? "Thank God. And your family?"

A. kullum kwayyi:n. ma?a sala:mak. "They are all fine. Good bye."

B. ma?a sala:mak. "Good bye."

II. Vocabulary

hamdulillahi-Thank God. Literally: praise be to God

?inta-You (masculine singular).

ke:f-How?

ke:fak-How are you (masculine singular)?

ke:f ha:lak-How are you (masculine singular)? Literally: How is your condition?

kull-All.

kullum-All of them.

kwayyi:n-Fine (plural).

kwayyi:s-Fine (singular).


na:s-People

na:s be:tak-Family. Literally: The people of your house.


wa-and.
III. Grammar

A. A number of Chad Arabic consonant sounds are similar to those of English and should pose no difficulty. These consonants are: /b, d, t, g, h, j, k, l, m, n, s, s, t, w, y, z/.

B. The following Chad Arabic consonant sounds have no counterparts in English:

- /‰/ similar to the German ch in "reich".
- /ɾ/ similar to the Spanish r.
- /ʔ/ "hamza", similar to the pronunciation of tt in "bottle" in some American dialects.

C. There are five short vowels in Chad Arabic: /a, e, a, o, ù/ and five long vowels: /a:, e:, a:, o:, u:/ The short vowels /e/ and /o/ are not very common in the language. They are mainly found in loan words.

D. Emphasis is a phenomenon which affects the whole syllable and is indicated by underlining. The clue to emphasis is the quality of the vowel. The vowel in an emphatic syllable sounds like /a/ in "father", as opposed to the non-emphatic /a/ in "fan".

E. Double consonants occur in Arabic belonging to two different syllables when they are in word-medial position /mar-ra/, but they may belong to one syllable in word-final position /mur-ru/.

F. /i/ and /u/ may change to /y/ and /w/ respectively depending on their position in the syllable. Two vowels never occur beside each other in Chad Arabic. Therefore, /i/ and /u/ occur contiguous to consonants and /y/ and /w/ contiguous to vowels.
IV. Exercises:

A. Repeat the following words after your teacher:

- marra
- jibna
- dukka:n
- dakar
- bneyya
- xaza:l
- rajul
- na:s
- ḳadar
- yb:m

B. Listen to the following pair of words and repeat after your teacher.

- na:m  noim
- marra  marra:
- masi  mara
- xa:li:  xa:li
- xassala  hassala
- si:fa  si:la
- gu:m  gu:l
- ?akul  ?a:kul
- ba:til  bitil
- be:t
In this exercise we will take words and phrases from the dialogue and change them according to the person addressed. We will use two male proper names: /muhammet/ and /?ali/, and two female proper names: /fa:tima/ and /hawwa/. Substitute the words given by your instructor and make the necessary changes in the following key examples.

1. sala:male:k muhammet
   
   ?ali
   hawwa
   muhammet
   fa:tima
   muhammet wa fa:tima
   ?ali
   muhammet wa ?ali

2. ma?a sala:mak ?ali
   
   fa:tima
   muhammet
   hawwa
   fatima wa hawwa
   ?ali

3. wa ?inta ke:fak?
   
   ke:fk ha:le:k
   ?inti
   ke:fk
   ?intu
   ke:fk ha:l<um
   ?inta
   ?intu

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D. Repeat the dialogue in this lesson making the following substitutions in speakers:

1. A. fatima
   B. hawwa
2. A. fatima
   B. muhammad
3. A. fatima
   B. muhammad

5. A. muhammad (mas.)
   B. fatima (fem.)

I. be't. intum
   intum

2. intum
   intum

3. intum
   intum

4. intum
   intum

5. intum
   intum
A2. The Definite Article

I. Dialogue: Greetings

A. taybi:n. ?umar.
   "Hello Omar."

B. taybi:n. sala: male:k.
   "Hello."

A. ke:f jildak?
   "How are you?"

B. hamdulillah, wa ?inta?
   "Thank God, and you?"

A. hamdulillah, wa nas be: tak?
   "Thank God, and your family?"

B. kullum kwasi:n.
   "They are all fine."

A. sallimum ley.
   "Greet them for me."

   "I will."

II. Vocabulary:

jildak- Your skin, your body.
ke:f jildak- How are you.
ley- To me, for me.
sallimum- Greet them.
sallimum ley- Give them my greetings.
taybi:n- Hello, Literally: I hope you are fine.
III. Grammar

A. Arabic consonants are classified as "sun" and "moon" consonants (see Notes: P-S ?). The sun consonants are /t, d, s, z, ð, ɣ, l, and n/. The rest: /g, b, m, ð, k, g, x, h, w, and y/ are "moon" consonants.

B. The definite article /?al-/ is prefixed to nouns and adjectives. When /?al/ is added to a word beginning with a "sun" consonant, the /l/ is assimilated into a consonant identical to the one that begins the word. e. g.

ter = ?al ?atte:r

but


C. The definite article may have different phonetic shapes according to the environment it is in. For instance, when /?al/ occurs in the middle of an utterance, it may lose the /?/ "hamza" in normal speech. e. g. /?arrajul ?attawi:1/ may be heard as /?arrajul attawi:1/. When a vowel precedes it, the /?al/ may be heard as /l/. e. g. /?ana * ?alja:y/ is heard as /?ana lja:y/

"the coming year."

D. An adjective modifying a definite noun must take the definite article.

IV. Exercises

A. Listen to the following words and phrases in the indefinite form. Respond by giving the definite form. e. g.

teacher
kelb
kelb kabi:r

Student's Response
?al kelb
?alkelb alkabi:r
sadər
jamal
balad kabi:r
yo:m tawi:l
laham
nar
tər saxayyar
humə:r
wardi
galb

"trees" "camel" "big country" "long day" "meat" "fire" "small bird" "donkey" "valley" "heart"

B. Repeat the following phrase after your teacher, then substitute the words given by the teacher in their proper place in the phrase.

?alkelb ?alkabi:r

huma:r "donkey"
bat:tıl "thin"
əmi:n "fat"
jamal "camel"
tawi:l "long, tall"
galam "pen pencil"
rajul "man"
seme "good"
ka:bı:r "big"
ka:bı: "ram"
balad "country"
be:t "house"
?a:mar "red"
te:r "bird"
saxayyar "small"
?abyet "white"

C. Repeat the dialogue in this lesson making the following substitutions in speakers:

1. A. fa:timə
    B. ?əli

2. A. ?əhmet
    B. hawwa

3. A. ?əli
    B. muhəmmət wa hawwa
I. Dialogue: Greetings

A. sala: male:k.
B. sala: male:k.
A. min fadlak ?usmak ya:tu?
"What is your name, please?"
B. ?usmi yu:suf, ma?inta?
"My name is Joseph, and yours?"
A. ?usmi muhammet.
"My name is Muhammad."
B. ?ana farha:n minnak.
"Glad to meet you."
A. sukrán, ma?a sala:mak.
"Thank you. Good bye."
B. ma?a sala:mak.
"Good bye."

II. Vocabulary:

farha:n- Glad, happy (masculine, singular).
min- From, of
min fadlak- If you please (mas. sing.). Literally: from your generosity.
minnak- From, of you (mas. sing.).
sukran- Thanks.
?usm- Name.
?usmak- Your name (mas. sing.).
?usmi- My name.
ya:tu- What.
III. Grammar:

A. Chad Arabic nouns belong to two gender classes: masculine and feminine. This distinction applies to both animate and inanimate nouns, and hence it is not based on sex.

B. The masculine-feminine distinction applies to adjectives which modify animate nouns, e.g. /rajul seme/ "a good man", but /mara sëmha/ "a good woman".

C. Many adjectives have the same form for the masculine and the feminine. Examples of this class of adjectives are the words denoting color.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>feminine</td>
<td></td>
</tr>
<tr>
<td>kabir</td>
<td>kabi:ra</td>
<td></td>
</tr>
<tr>
<td>kari:m</td>
<td>kari:ma</td>
<td></td>
</tr>
<tr>
<td>tawil</td>
<td>tawi:la</td>
<td></td>
</tr>
<tr>
<td>sem:n</td>
<td>sem:n</td>
<td></td>
</tr>
<tr>
<td>tar:ain</td>
<td>tar:aina</td>
<td></td>
</tr>
<tr>
<td>?amya:n</td>
<td>?amyana</td>
<td></td>
</tr>
<tr>
<td>saxayyar</td>
<td>saxayyara</td>
<td></td>
</tr>
<tr>
<td>gisayyar</td>
<td>gisayyara</td>
<td></td>
</tr>
<tr>
<td>seme</td>
<td>sëmha</td>
<td></td>
</tr>
</tbody>
</table>

D. Another class of adjectives forms the feminine by suffixing /a/ or /ha/ to the masculine form, e.g.

Note that some adjectives undergo certain changes when the feminine suffix is added to them.
IV. Exercises:

A. Substitution drill: make the following substitutions and change the gender of the adjectives as needed.

wled kabi:r
bneyya    "girl"
saxayra    "man"
rajul      "man"
kari:m     "woman"
maran      "woman"
semha      "dog (mas.)
kelb       "dog (mas.)
ba:til     "dog (fem.)
sami:na    "ram"
?ahmar     "ewe"
xanama:y   "ewe"
?abyet     "horse"
?amyat:na  "horse"
tarsa:n    "mare"

B. Make the following substitutions and add or delete the definite article to fit the word which is substituted in the pattern.

?al kelb alkabi:r
?al kelba
?al sami:na
xanama:y
?al kabis
ba:til
faras
?al husa:n
rajul
tawi:l
?al mara
?amyat:na
?albneyya
wled
?al wled
?al tarsa:n
kelb
?al rajul
tarsa:n
C. In this exercise you will be asked to respond by substituting a given word in a pattern and making the necessary changes in the pattern. Listen to your teacher go through the exercise first.

I. min fadlak ?usmak ya:tu?

min fadlik
?usmakum
min fadlak
?usmik
min fadlakum
?usmak

2. ?ana farha:nn minnak

farha:na
minnik
hi:
hu:
minnina
?inta
?inti
fa:timma
minnak
?ana
farha:n
?ahmet
minnum

D. Repeat the dialogue in this lesson making the following substitutions in the speakers:

1. A. fa:timma
   B. hawwa

2. A. hawwa
   B. ?ahmet

3. A. yu:suf
   B. fa:timma
I. Dialogue: Greetings

A. taybi:n ?abdallaa.
   "Hello, Abdallah".

B. taybi:n se?i:d. faddal, ?ahlan wa sahlan.
   "Hello, Said. Come in, welcome."

A. ?ukran kati:r.
   "Thanks a lot."

B. tasreb sa:y walla ?ahwa?
   "Would you drink tea or coffee?"

A. sa:y min-fadlak.
   "Tea, please."

B. murr walla ?asal?
   "Black or sweet?"

A. ?asal min fadlak.
   "Sweet, please."

B. tud?ra sigre:t?
   "Would you like a cigarette?"

   "No, I don't smoke cigarettes."

II. Vocabulary:

?ahlan wa sahlan- Welcome, feel at home.

?asal- Sweet, honey.

faddal- Come in.

gahwa- Coffee.

kati:r- alot, much, many.

la:- No.

ma:- Not.

murr- Bitter.

sa:y- Tea.

sigre:t- Cigarette.

tasreb- You (mas., sing.) drink. /nisrab/- I drink.
ta'reb sigre't-. You smoked a cigarette.
tudo:ra- You (mas., sing.) want, like.
walla- Or.

III. Grammar:

A. Nouns in Chad Arabic have three different forms depending on whether they are singular, dual, or plural. There are no simple rules to predict the plural forms of nouns; and hence, they have to be learned.

B. The dual, referring to number two, is formed by suffixing /-e:n/ to the singular. Feminine nouns ending in /-a/ form their dual by adding the suffix /te:n/.

C. Adjectives modifying plural or dual nouns are plural in form. Again, the plurals of adjectives have to be learned since there are no simple rules for predicting them. Note that adjectives in Chad Arabic have no dual form.

IV. Exercises:

A. Study Pre-Speech Ell, El2, and El3 at home. Do the following exercises in class.

1. Your teacher will give you the singular form of the following nouns. Respond by giving the plural forms.

   te:r
   be:t
   da'kar
   galb
   jamal
   rajul
   yo:m
   wied
   ?um
   ?abba
2. Give the dual forms of the following singular nouns.

- te:r
- be:t
- ?i:d
- galb
- wled
- jamal
- huma:r
- bneyya
- marra
- yarda

3. Give the plural forms of the following adjectives.

- kabi:r
- tawi:l
- sami:n
- ba:til
- tagi:l

B. Substitution drill: pay attention to the use of the definite article, the number, and the noun-adjective agreement.

- te:r kabi:r
- ?atte:r
- ?atte:re:n
- ?alba:tili:n
- juma:l
- ?aljamal
- ?assami:n
- ?arruja:l
- rajule:n
- tuwa:l
- ?assaNaN
- xanama:y
- ?alkabi:ra
- be:te:n
- ?alkuba:r
C. Substitution drill.

1. sa:y min fadlak.

min fadlik
gahwa
min fadlakum
sa:y murr
minn fadlik
gahwa ?asal
min fadlak
gahwa murr

2. la: ma nisrab sigre:t

?ayye
gahwa
la:
nisrabu
tišrab
sa:y
nisrab
?ayye
sigre:t
la:

D. Repeat the dialogue in this lesson making the following changes in speakers.

1. A. fa:tima
   B. ?ali

2. A. hasah
   B. hawwa

3. A. fa:tima
   B. hawwa.
A5.  

Possessive Suffixes

I. Dialogue: Directions

A. min fadlak nas?alak su?a:l.  
   "Please, I would like to ask you a question."

B. ha:dir.  
   "Please do (I am ready)."

A. ta?arfa we:n ga?:id ssafa:ra hana ?amri:k?  
   "Do you know where the American, Embassy is?"

   "Yes. Walk to your left, then to your right."

A. we:n min ?i:di azze:na:y?  
   "Where about from my right?"

   "In the first Street."

A. sukran kati:r.  
   "Thank you very much."

B. ma fi: ?sey.  
   "For nothing (Don't mention it)."

II. Vocabulary:

?amri:k- America.  
?awwal- First.  
?ayye- Yes.  
ba?de:n- Afterwards, then.  
ddirib- Street, road.  
fi:- In, on.  
ga?:id- Literally: sitting, situated?  
ha:dir- Literally: I am ready to help.  
hana- Of.  
hana ?amri:k- Of America, American.  
?i:d- Hand  
?imsi- Walk, go.  
ma: fi- There is no ---.  
ssafa:ra- Embassy.  
sey?- A thing, something. /ma: fi: ?sey?/- Don't mention it. Literally: there is nothing.  
ta?arfa- You know. Do you know?  
we:n- Where.
III. Grammar:

A. The possession of nouns in Chad Arabic is done by adding the following pronominal possessive suffixes:

- 'i/ -yi
- ak
- -ki / -ik
- a
- ha / -a
- na
- kum
- -hum / -um
- hinna

B. The suffix /-yi/ occurs when the possessed noun ends in a vowel. The other suffixes which have two forms are difficult to predict since they vary with different speakers. Learn to recognize both forms.

C. An adjective modifying a possessed noun takes the definite article. Possessed nouns, however, never take the definite article. They are definite by virtue of being possessed.

IV. Exercises:

A. Repeat after your instructor.

kita:b
kita:bi
kita:bak
kita:bik
kita:ba
kita:ba:
kita:bha
kita:bna
kita:bkum
kita:bun
kita:binna
kelb
kelbi
kelbak
kelbik
kelba
kelbha
kelbna
kelbkum
kelbum
kelbinna
B. Substitution drill.

?aljamal alkabir

jamali
alba:til
jamalak
jamalik
jamala
assamien
jamalna,
jemalkum
jamalum
alkabir?
i:di
azze:na:y
'i:dak
'i:dik
'i:da
'i:dha
al?isra:y
'i:dna
'i:dkum
'i:dum
'i:dhinna

C. Substitution drills:

1. ta?arfa we:n ga?id ssafa:ra hana ?amri:k?

ssafa:ra hana tsa:d
hana faransa
ta?arfu
lute:l du park
leko:l
ta?arfa
ssafa:ra hana ?amri:k
ta?arfa

2. fi.ddirib al?awwal

ta:ni
be';
?awwal
dukka:n
ta:lit
dirib
?awwal
:ute:l
ta:ni
D. Repeat the dialogue in this lesson making the following changes in speakers.

1. A. ?umar  
   B. hawwa

2. A. hawwa  
   B. fa'tima

3. A. fa'tima  
   B. ?ahmet
A 6. The Construct Phrase,

I. Dialogue: Directions

A. min fadlak ta'arfa wen ga'id al mu:ze:? "Please, do you know where the museum is?"


B. la:, ?almu:ze: ga?:id fi: ddirib atta: ni. "lo, the museum is on the second street."

A. sukr an ya: seyyid. "Thankyou, sir."

B. ma: fi: sey? "Don't mention it.

A. ma'a sala: mak.

B. ma'a sala: mak.

II. Vocabulary:

?adi:l- Straight.
da:- This.
fe:n- Where. Same as /we:n/.
gidda: mak- In front of you.
?adi:l giddamak- Straight ahead.
mu:ze:- Museum.
seyyid- Sir, gentleman, lr.
ta:ni- Second.
ya- Vocative particle which recedes the name or title of the person addressed.

III. Grammar:

A. The construct phrase represents a possessive relationship between two nouns. The first noun in the phrase is indefinite while the second is definite.

e. g. kita: albnyya: "The book of the girl."
B. The second noun in a construct phrase can be a possessed noun; in which case the definite article is not prefixed to it.

e. g. kita:b binti "my daughter's book."

IV. Exercises:

A. Substitution drill:

kita:b alwled

galam
albneyya
arrajul
be:t
?axu:y
?uxti
?i:de:n
alwled
al xanama:y
su:f

B. Make a construct phrase out of each of the following pairs of words.

kita:b - ?iya:l
husa:n - rajul
kursi - ?axu:y
ba:b - be:t
ba:b - be:tum
?i:d - mara
?i:d - martak
ra:s - kelb
ra:s - kelbkum
galb - ?uxti

C. Substitute the following words in their right positions in the sentence:


?ayye
?alute:l
?as:safa:ra
leko:l
al?awwal
la:
'assafa:ra hana ?amri:k
D. Repeat the dialogue making the following changes in speakers.

1. A. yu:suf
   B. maryam

2. A. hawwa
   B. ?abdalla

3. A. hawwa
   B. maryam
I. Dialogue: Directions

   "I would like to ask you a question."

B. ?ayye.
   "Do you know a good restaurant close to here?"

A. ta?arfa resto:ra:n seme gari:b min hine?
   "Do you know a good restaurant close to here?"

B. ?ayye.
   "Yes, this big restaurant in front of the museum."

A. walmu:zer b?i:td min hine walla?
   "Is the museum far from here?"

   "No, it is far, but not very far."

A. sukran. ma?a sala:mak.

B. ma?a sala:mak.

II. Vocabulary:

b?i:ld- Far
gari:b- Near
hana- Of
hine- Here
la:kin- But
ndo:ra- I want, I would like
resto:ra:n- Restaurant
seme- Good, nice.

III. Grammar:

A. The present tense of the verb "to be" is not expressed in Arabic. "To be" sentences in the present are formed out of a definite noun followed by an indefinite noun or adjective.

B. The definite noun in a "to be" sentence can be a noun plus the definite article, a noun plus a possessive suffix, or a construct phrase.
C. So far we have covered three different constructions which are easy to confuse:

1) nouns plus adjectives
2) the construct phrase
3) present tense of "to be" sentences.

Following are distinctive grammatical features which distinguish these three types of constructions.

1) In an noun phrase where an adjective modifies a noun, both should be either definite or indefinite. e. g.
   - kelb kabi: r
   - ?alkelb alkabi: r

2) In a construct phrase where two nouns have a possessive relationship. The first noun (which is possessed) must be indefinite while the second (which is the possessor) must be definite. e. g.
   - kita:b alwled
   - kita:b ?axu:y

3) In a "to be" sentence, the first noun which is the subject must be definite. The complement cannot take the definite article, but it can be a possessed noun or a construct phrase. e. g.
   - ?alkita:b kabi:r
   - ?alkita:b kita:bi
   - kita:bi ?ahmar
   - ?axu:y ?abu:ha
IV. Exercises:

A. Substitute the following words in the subject position.

Talkita:b kabi:r kati:r

Kita:bi
kita:b ?axushy
?rrajul
?abuna
?ajjamal
jamalum
jama?lam Zu:na
hu:
?abu:
?alhuma:r

B. Substitute the following words in the complement position.

?rrajul kabi:r
b?i:d kati:r
wied xa?li
kari:m
?abu:hum
?axu:k
xa:lak
?abu fa:timu
karilm
ba:til
mu:allim

C. Substitution drill.

ta?arfa resto:ra:n gari:b min hine?

ta?arfi
sinema
b?i:d
ma: b?i:d
ta?arfu
?ute:l
gari:b
ta?arfa
mu:ze:
resto:ra:n
D. Repeat the dialogue making the following changes in speakers.

1. A. Fätima
   B. Maryam

2. A. Hādwā
   B. Şahmet wa Şali
A8. Personal Pronouns

I. Dialogue: Directions

A. *saba:*h *alxe:*r *ya:* *seyyid.*
"Good morning, Sir."

B. *saba:*h *alxe:*r. *nagdar* *na:*a:w*na* *walla?*
"Good morning. Can I help you?"

A. *mi:n* *fadlak* *we:*n *ga:*?i*d* *post?*
"Where is the post office, please?"

B. *ta?:arfa* *we:*n *ga:*?i*d* *alute:* de *park?*
"Do you know where The Hotel de Park is?"

A. *la:* *ma:* *na?:arfa,* *la:*kin *na?:arfa* *gra:*?i*t* ?ute:*l.*
"No I don't, but I know where Grant Hotel is."

B. *ba?:d* *gra:*?i*t* ?ute:*l* ?i*?i*?i*fi*?i:*de* *a:*se:*na:*y* *wa*.
*ba?:de:*n* *kanjir* *fi:* *ddirib* *al*?awwal.*
"After Grant Hotel go to your right then turn on the first street."

A. *hassa* *fi*himta,* *sukran.*
"Now I understood. Thanks?"

B. *ma:* *fi:* *sey*?*a:* *ma:*a* sala*?mak

A. *ma:*a* sala*?mak

II. Vocabulary:

*ba?:d*-* After.*
*ba?:de:*n*-* Afterwards; then.*
*fi*himta-* I understood.*
*hassa*-* Now.*
*kanjir*-* Turn.*
*na?:arfa*-* I help.*
*na?:a*w*na*-* I help you*
*nagdar*-* I can.*
*post*-* Post office.*
*saba:*h-* Morning*
*saba:*h *alxe:*r-* Good morning. Literally: morning of goodness.*
III. Grammar:

A. Independent personal pronouns are used as subjects of sentences. They have to be expressed when the sentence is a "to be" sentence. However, they may be omitted when the sentence has a verb which carries the subject marker.

B. Following are the independent forms of the personal pronouns:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>?ana</td>
<td>&quot;I&quot;</td>
</tr>
<tr>
<td>?inta / ?inte</td>
<td>&quot;You (masculine)&quot;</td>
</tr>
<tr>
<td>?inti</td>
<td>&quot;You (feminine)&quot;</td>
</tr>
<tr>
<td>hu:</td>
<td>&quot;He&quot;</td>
</tr>
<tr>
<td>hi:</td>
<td>&quot;She&quot;</td>
</tr>
<tr>
<td>?ani:na</td>
<td>&quot;We&quot;</td>
</tr>
<tr>
<td>?intu</td>
<td>&quot;You&quot;</td>
</tr>
<tr>
<td>human</td>
<td>&quot;They (masculine)&quot;</td>
</tr>
<tr>
<td>hinna</td>
<td>&quot;They (feminine)&quot;</td>
</tr>
</tbody>
</table>

IV. Exercises:

A. Substitute the following pronouns in the subject position. Change the adjective to fit the number and gender of the subject: /kari:m, kari:ma, karimi:n/.

```
arrajul kari:m

?ana
?inta
?inti
hu:
hi:
?ani:na
?intu
human
hinna
```

B. Substitution drill: make the necessary changes to fit the number and gender of the subject.
C. Substitution drill:

1. nagdar na?ana:wnak walla ?
   na?ana:wnik
   nudo:ra
   xalli:ní
   nagdar
   na?ana:winkum
   na?ana:winum
   na?ana:wna
   na?ana:wa
   nudo:ra
   na?ana:winkum
   na?ana:wnik
   nagdar
   na?ana:wnak

2. la:ma: na?arfa, la:kin na?arfa grant ?ute:1!
   post
   nisi:fa
   niri:da
   mu:ze:
   ?ute:1 du park
   na?arfa
   safa:ra hana.?amri:k
   ndo:ra
   grant ?ute:1
   na?arfa
D. Repeat the dialogue making the following changes in speakers.

1. A. maryam
   B. yu:suf

2. A. ?ahmad
   B. hāwā

3. A. hāwā
   B. maryam
A9. Negation and Interrogation of "to be" Sentences

I. Dialogue: New Arrival

A. ke:f min jildak?
"How are you?"

B. jildi kwyyis, hamdulillah.
"I am fine, thank God."

A. min wen ja:y?
"Where do you come from?"

B. ja:y min ?amri:k.
"I come from America."

A. tikallim kalam ?arab sene.
"You speak good Arabic."

B. sukran katir.
"Thank you very much."

A. wen ?allamt kalam ?arab?
"Where did you learn Arabic?"

"I learned Arabic in America."

II. Vocabulary:

?allamt- I learned, I taught.
?arab- Arab, Arabs.
ja:y- 'Coming (singular).
ja:yin- 'Coming (plural).
jildi kwyyis- I am fine.
kalam- Speech
kalam- 'arab- Arab speech, Arabic.
ke:f min jildak- How are you? (same as /ke:f jildak/.)
min wen ja:y- Where do you come from? Literally:
From where are you coming.
tikallim- Speak.

III. Grammar:

A. "To be" sentences form their negative by adding
the negative particle /ma:/ "not" between the verb phrase
and the noun phrase which contains the subject: e.g.

?ana ma: kabi:r
"I am not big."

?arrajul alkabi:r ma: karim
"The big man is not generous."
B. "To be" sentences form their interrogative by adding the interrogative particle /walla/ "or" at the end of the sentence. e.g.

hu: kabi:r walla? "Is he big?"

C. "To be" sentences can combine negation and interrogation by adding /ma:/ and /walla/ in their proper places as described above. e.g.

hu: ma: kabi:r walla? "Isn't he big?"

IV. Exercises:

A. Your teacher will say the following sentences. Respond by giving their negative forms.

\[ ?ana rajul kabi:r. \]
\[ hu: ?abu:k walla? \]
\[ ?al mara di: ?ummak. \]
\[ human kari:mi:n. \]
\[ ?inta ja:y walla? \]
\[ ?ana ja:y min ?amri:k. \]
\[ ?arrajul ja:y: min tsa:d. \]
\[ ?alwled da: ?axu:ki. \]
\[ da: ?abu:hum walla? \]
\[ martak sami:na walla? \]

B. Give the interrogative forms of the following sentences:

\[ ?arrajul da: ?abu:ha. \]
\[ hu: ma: leko:l. \]
\[ kita:b? ?axu:ha ?ahmar. \]
\[ ?ana ja:y min ?amri:k. \]
\[ ?al?ute:1 ma: ga?id hine. \]
\[ jildaK kwayyis. \]
\[ human ma: ja:y:in. \]
\[ hinna ma: ba:tilim. \]
\[ ?ummum xq:ilti. \]
\[ human mar ja:y:in min faransa. \]
C. Substitution drills.

   min faransa
   ?inta
   ?abu:k
   ?uxt:i
   hu:
   hi:
   tsad
   ?ani:na
   hinna
   ?arruja:l

2. tikallim kala:m ?arab seme.
   kala:m faranse:
   kwayyis
   nikallim
   kala:m ingli:z
   swiyys
   yikallim
   seme
   kala:m ?arab
   tikallimu
   tikallim

   faransa
   kala:m faranse:
   ?allamna
   ?allamta
   ?allamti
   kala:m-ingli:z
   fi: ?anglite:r
   ?allama
   ?allamat
   ?allamu

D. Repeat the dialogue making the following substitutions in speakers.

1. A. fa:tima
   B. ?ahmad wa'hawwa.

2. A. ?ali
   B. hawwa

3. A. maryam
   B. fa:tima
Past Tense of "to be" Sentences

I. Dialogue: New Arrival

A. sala:male:k.
B. sala:male:k.

A. ?inta min we:n min ?amrik?
   "Where are you from in America?"
B. ?ana min New York.
   "I am from New York."

A. kike:f ji:t hine?
   "How did you come here?"
   "I came by plane."

A. tawwalt fi: tsa:d walle?
   "Have you been in Chad for long?"
B. la:, sahir wahid.
   "No, for one month."

II. Vocabulary:

bi- By, in. (same as /fi:/).
ji:t- Came.
kike:f- How, (same as /ke:f/).
sahir- Month.
tawwalt- Stayed for a long time.
tayy:a:ra- Plane.
wahid- One.

III. Grammar:

A. The past tense of "to be" is expressed by using one of two words: /zama:n/ or /ka:n/. While /zama:n/ is not inflected, /ka:n/ changes according to the subject (see Notes P-S 22), e. g.
"My father was fat."

"He was in school."

B. The past notion is sometimes expressed by using an expression of time which refers to the past, e.g.

"Last year I was a student."

IV. Exercises:

A. Substitution drill:

hu: ka:n fi: leko:l

?ana kunt
albe:t
?anta kunt
?anti kunti
al?ute:l
hi: ka:nat
?ani:na kunna
fi: leko:l
?intu kuntu
human ka:nu

B. Substitute the following words where they fit in the sentence.


kunt
?anta
fi: tśa:d
sanalfart
?anti
subu: alfa:t
?amis
zama:n
?awal ?amis
?ana

C. Substitution drills:
1. ?inta min we:n min ?amrick?
   ?inti
tsa:d
?ana
tur
hi:
mige:r
?ani:na
?intu
?amrick
human

2. ?ana jirt bittayyara.
   ?inta j:it
?inti ji:titi
hu: jat
biwati:r
hi: jat
?ani:na ji:na
bilmarkaba
?intum jirtu
biljawai:d
human jo:

3. tawwalt fi: tsa:d walla?
tawalti
tawwalat
tawwal
fi: misr
tawwalna
fi: sudan:
tawwaltu
fi: tsa:d
tawwalt

D. Repeat the dialogue making the following changes in speakers:

1. A. ?ayse
   B. maryam

2. A. fa:timma
   B. ?ahmad

3. A. ?ali
   B. hawwa.
Prepositions

I. Dialogue: New Arrival

A. min mata ?inta ga?:id hine?  
   "Since when are you here?"

B. min subu: tala:ta.  
   "Since three weeks."

A. ?inta min ?amr:ik walla?  
   "Are you from America?"

B. ?ayye, ?ana min California.  
   "Yes, I am from California."

A. kike:f safar hana:k  
   "How was your trip."

B. safar kwayyis xala:s.  
   "My trip was very good."

A. ?ahlan wa sahlan.  
   "You are welcome,"

B. sukrán.

II. Vocabulary

hana:k- Your, of you.
min- Since, from.
mata- When
subu:- Week.
tala:ta- Three
xala:s- Well, very.
kwayyis xala:s- Very good.

III. Grammar:

A. Prepositions are used with definite and
   indefinite nouns to express location, direction
or possession. Following are the most common prepositions in Chad Arabic.

ba?d- After
bi- By, in.
fi:- In, at.
fo:g- Above, upon.
gabil- Before
gidda:m- In front of.
hana- Of.
?ind- At.
jamb- Beside.
le:- To, for.
ma?a- With.
min- From, since.
tihit- Under.
?asut- Inside, in the middle of.
ware- Behind.

B. The English glosses given above cover only certain areas of meaning which the Arabic prepositions have.

In most languages, prepositions are used idiomatically and hence, cannot be translated literally or out of context.

IV. Exercises:

A. Repeat after your teacher.

ba?d leko:l "after school"
bittayyra "by plane"
biljawa:d "on horseback"
B. Substitution drills:

1. ?ana ga:?id hine min subur talata.

xamsa
tine:n
?inta
hu:
sahir
?asara
wa:hid
?ani:na ga:?idi:n
sana
sitte
human
?arba:
sab?a
hinna
?ayya:m
?intu
subur
tamanya
?ana ga:?id
tis?ә

2. ?inta min ?amri:k wallә?
D. Repeat the dialogue making the following changes in speakers.

1. A. fa:tima wa ?ali
   B. ?ahmet

2. A. hawwa
   B. maryam

3. A. yu:suf
   B. ?ali wa hawwa
I. Dialogue: The Family

A. ?inte ?indak mara walla?
   "Do you have a wife?"

   "Yes, I have a wife."

A. min mata ?axadt mara?
   "When did you get married?"

   "I got married about ten years ago."

A. ?indak ?iya:l walla?
   "Do you have kids?"

   "Yes, I have five kids."

A. ?awla:d walla bana:t?
   "Boys or girls?"

   "Two boys and three girls."

A. sallimum ley.
   "Give them my greetings."

B. sukran.
   "Thanks."

II. Vocabulary:

?awi:n- Women, wives.
?awla:d- Boys. (plural of /wled, walad/).
?axadt- I took, I married.
?axadt mara- I married, I took a wife.
?axadt rajul- I married, I took a husband.
banaat- Girls, daughters. (plural of /bint, bneyya/).
gari:b- About, close to.
?iya:l- Kids, Children.
rajul- Man, husband.
rajua:l- Men, husbands.
sana- Year.
tine:n- Two.
xamsa- Five.
III. Grammar:

Besides being used with nouns, prepositions are also used with possessive suffixes. When this is the case, very often the shape of the preposition as well as the suffix is changed. Some of the most common prepositions have been listed in P-S 24.

IV. Exercises:

A. Substitution drills:

1. ?ana ma?:ay kita:b.
   ?inta ma?ak
   ?inti ma: ma?:ki
   hu: ma?:ahu
   hi: ma?:ahi
   ?ani:ma ma?:a:na ... walla
   ?intum ma?:akum
   huma: ma: ma?:hum
   hinna ma?:a:hum
   ?ana ma?:i
   hu: ma: ma?:ahu

2. ?alkursi jambi.
   jambak
   ma: jambi
   jambak walla
   jambik
   ma: jamba
   jambina
   jambakum walla
   jamb akta:bl
   jambahum
   ma: jambahum

   minni
   minni:k walla
   b?i:d
   minhu
   minha walla
   ma: b?i:d minhi
B. Your teacher will give you two words: a preposition and a pronoun (or a noun). Respond by giving the preposition as attached to the right suffix. e.g.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>?ana</td>
</tr>
<tr>
<td>ma?a</td>
<td>?anina</td>
</tr>
<tr>
<td>le:</td>
<td>?ana</td>
</tr>
<tr>
<td>fi:</td>
<td>?inta</td>
</tr>
<tr>
<td>min</td>
<td>?an:map</td>
</tr>
<tr>
<td>min</td>
<td>?ahmet</td>
</tr>
<tr>
<td>fi:</td>
<td>?ahmet wa ?ali</td>
</tr>
<tr>
<td>le:</td>
<td>?ani:na</td>
</tr>
<tr>
<td>ma?a</td>
<td>hu</td>
</tr>
<tr>
<td>fo:g</td>
<td>?inta</td>
</tr>
<tr>
<td>ma?a</td>
<td>?ani:na</td>
</tr>
<tr>
<td>tihit</td>
<td>yu:suf</td>
</tr>
<tr>
<td>fo:g</td>
<td>human</td>
</tr>
<tr>
<td>tihit</td>
<td>?inti</td>
</tr>
<tr>
<td>?usut</td>
<td>?ana</td>
</tr>
<tr>
<td>jamb</td>
<td>?ahmet</td>
</tr>
<tr>
<td>?usut</td>
<td>hu:</td>
</tr>
</tbody>
</table>

C. Substitution drills:

1. ?inte ?inda? mara walla?
   ?ana ?indi
   ?inti ?indik
   hu: ?axad
   human
   hinne
   ?ani:ná
   ma ?axadna
   ?inte ?axadn
   hu: ?inda

   la: mar
   ?awi:n
   sitte
   ?ayye
D. Repeat the dialogue making the following changes in speakers.

1. A. hawwa
   B. 'ali

2. A. 'ali
   B. fa:timan

3. A. maryam
   B. hawwa
Demonstrative Pronouns

I. Dialogue: The Family

A. ?inta ?axadt walla lissa?
   "Are you married, or not yet?"

B. la: lissa ma: ?axadt. wa ?inta?
   "No I am not married yet. And you?"

A. ?ana' ?axadt min sitte sana.
   "I have been married for six years."

B. ?iya:l kam ?indak?
   "How many kids do you have?"

A. ?indi walad wa:hid wa bneyya wa:hid.
   "I have one boy and one girl."

B. kam sana ?indum?
   "How old are they?"

   "They boy is four years old, and the girl is two years old."

B. ?usmum ya:tu?
   "What are their names?"

   "The boy's name is Ahmad and the girl's is Fatima."

II. Vocabulary:

?arba- Four.
da- This (masculine).
da:k- That (masculine).
del- These (feminine).
de:la:k- Those (feminine).
di:- This (feminine).
dik- That (feminine).
dol- These (masculine).
dol:la:k- Those (feminine).
lissa- Yet, so far.
kam- How much, how many.
kam sana ?indak- How old are you? Literally: How many years do you have?
sitte- Six.
III. Grammar:

A. Demonstrative pronouns in Chad Arabic are distinguished according to number (singular or plural) and gender (masculine or feminine). See vocabulary for a list of demonstrative pronouns.

B. The demonstrative pronouns function as adjectives when they follow a noun. e.g.

?awled da kabi:r.

However, unlike other adjectives, they do not take the definite article.

IV. Exercises:

A. Complete the following sentences by adding the proper demonstrative pronoun as subject.

1. Demonstrative pronouns corresponding to this or these.

   da rajul kari:m
   mara kari:ma
   ?awi:n kari:mi:n
   ruja:l karimi:n
   bneyya kabi:ra
   bneyya saxayra
   wled kabi:r
   ?awlai:d kubaro
   bana:t saxayyari:n
   wled saxayyar
   bana:t kubaro

2. Demonstrative pronouns corresponding to that or those.

   da:k jaward ?ahmar.
   faras ?ahmar
B. Substitute the following demonstrative adjectives and change the subject and the compliment to fit in number and gender. (Change /rajul/ to /mara/ to fit the gender).

?arrajul da: kabi:r

di:
del
do:l
da:
da:k
di:k
del
do:la:k
de:la:k
di:
del
da:k
do:l
di:k

C. Substitution drills: Note that when a noun precedes /kam/ it is plural, and when it follows it is singular.

1. ?iya:1 kam ?indak?

bana:t
kila:b
kutub
?awi:n
?awla:d
?indik
ruja:1
bu:yu:t
rije:n
?ide:n
2. kam sana ?indum?
   yo:m
   ?indak
   sa:hir
   subu:
   sa:la
   ?indik
   sana
   kita:b
   ?inda
   riya:l

D. Repeat the dialogue using the following as speakers:

1. A. sa:lah
   B. ?a:se

2. A. hali:ma
   B. hawwa

3. A. maryam
   B. jamil
A14. Interrogative Pronouns

I. Dialogue: The Family

A. keif ha:lak?
B. hamdulilla:h. deif martak wa ?iya:lak?
   "Thank God, How are your wife and kids?"
A. kwaysi:n, hamdulilla:h.
B. wledak yamsi leko:l walla?
   "Does you kid go to school?"
   "Yes, he has been in school for three years."
B. bineyti ma: tamsi fi: leko:l.
   "My daughter does not go to school."
A. ma:la?
   "Why not?"
B. hi: lissa bneyya saxayra.
   "She is still a young girl."

II. Vocabulary:

- gara- He reads.
- leko:t- School.
- ma:la- Why not?
- saxayra- Young (feminine).
- tamsi- Walk (she).
- yamsi- Walk (he).
- yamsi leko:l- Go to school.

III. Grammar:

The following interrogative pronouns are used to ask questions for which a yes or no answer cannot be given.

- sunu "what"
- ya:tu "who, whom, what"
we:n  "where"
 mata  "when"
 we:n / we:nu  "which"
 ke:f / kike:f  "how"

IV. Exercises:

A. Substitution drills:

1. ?usmák yatu?
   we:n
   ?abu:k
   we:nu
   ?usmu
   sunu
   ya:tu
   ?usmik
   we:n
   sunu
   ?usma

2. mata maše:t
   we:n
   maša
   sa:far
   ke:f
   safarti
   kike:f
   mata
   maše:ti
   maša
   ke:f

B. Ask questions to which the following sentences are answers.

 ji:t bittayyara.
 ?usmi fa:tima.
 ji:t bilmarkaba.
 ?usmüm se?i:d wa hawwa.
 ?axadt gari:b xamsa sana.
C. Substitution drills:

1. ke:f martak wa?iya:lak?
   we:n
   ?ummak
   wa?abu:k
   wabana:ta:k
   ?ubu:k
   wa?awla:dak
   ?abu:ki
   rajulki
   wa?iya:lik
   ke:f

   hi: garat
   hum garu
   sitte
   hum masu
   hu: masa
   ?amri:k
   ?ana ma:se:t
   ?ana gare:t
   tis?a
   ri: leko:l

D. Repeat the dialogue making the following changes in speakers.

   1. A. ra:kya
      B. hali:ma

   2. A. jami:l
      B. fa:timi

   3. A. hawwa
      B. mu:sa
I. Dialogue: The Family

A. ke:f na:s be:tak?
B. hamdulilla:h, kwaysi:n.
   A. min zama:n ma: siftak.  
      "I have not seen you for a long time."
      "I was in Europe for two years."

A. ke:f ?axwa:nak wa ?axwa:tak?  
   "How are your brothers and sisters?"
   "They are all fine. And you, how are your 
   father and mother?"
   "My father went to France."
   "My brother studies in France."
A. ,sunu ga:?id yagra?  
   "What is he studying?"
B. hu: yagra leyabga dakto:r.  
   "He is studying to become a doctor."

II. Vocabulary:

?axwa:n- Brothers. Plural of /?axu/.
?axwa:t- &isters. Plural of /?axt?.
dakto:r- Doctor.
ga?adta- I stayed.
le- In order to
min zama:n- For a long time.
?oro:p- Europe.
siftak- I saw you.
yabga- Become.
zama:n- Time, long time.
III. **Grammar:**

There is only one relative pronoun in Chad Arabic corresponding to the English *who, whom, that* and *which*. The relative pronoun is */?al/ and is used with adjectives, nouns and verbs regardless of number and gender. Note that both the relative pronoun and the definite article have the same form.

IV. **Exercises:**

A. Make relative clauses out of the following pairs of words:

<table>
<thead>
<tr>
<th>Chad Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>wled</td>
<td>axu:y</td>
</tr>
<tr>
<td>bneyya</td>
<td>?axti</td>
</tr>
<tr>
<td>mara</td>
<td>?ummak</td>
</tr>
<tr>
<td>rajul</td>
<td>ja:</td>
</tr>
<tr>
<td>huma:r</td>
<td>?abyet</td>
</tr>
<tr>
<td>kursi</td>
<td>?ahmar</td>
</tr>
<tr>
<td>dakto:r</td>
<td>maša</td>
</tr>
<tr>
<td>bana:t</td>
<td>jo:</td>
</tr>
<tr>
<td>ruja:l</td>
<td>masu</td>
</tr>
<tr>
<td>wled</td>
<td>tawi:l</td>
</tr>
</tbody>
</table>

B. Substitution drills:

1. *min zama:n ma: siftak.*

   sanate:n  šiftik  šiftikum  sahir  šifna:k  sahre:n  šifna:ki  zama:n  šifna:kum  tala:ta sana

?axu:k wa ?axtak
?axwa:nik wa ?axwa:tik
?abu:k wa ?ummak
?abu:ki wa ?ummik
?martak wa ?iya:lak
rajulik wa ?iya:lik
?axwa:nkum wa ?axwa:tkum
?awi:nkum wa ?iya:lkum
?iya:lkum wa ruja:lkum
xa:lak wa xa:ltak
xa:lik wa xa:ltik
?axwa:lak wa xa:la:tak
?abbahatkum wa ?ummaha:tkum
?awla:dak wa bana:tak
?awla:dik wa bana:tik

C. Repeat the dialogue making the following changes in speakers:

1. A. jibri:n
   B. ra:kya

2. A. hali:ma
   B. mu:sa

3. A. maryam
   B. mu:sa wa ?ali
Al6. Possessive Construction: /hana/

I. Dialogue: The Family

A. xallini na?arrifak le ?axu:y jami:l. "Let me introduce to my brother Jamil."


A. ?ana farha:n sifat. "I am glad to see you."

B. sukran kati:r. "Thanks a lot."

A. tudo:ra t'ai:f da:rrna? "Would you like to see our house?"

B. ?ayyee.

A. ta?a:1 faddal. "Please come."

B. ?indak be:t kwayyis wa<jinena semha. "You have a nice house and a beautiful garden."

A. sukran.

II. Vocabulary:

farha:n sifat- Glad to see you.
jine:na- Garden.
ni?arrif- I introduce.
ta?a:1- Come (mas. sing.)
ta?a:li- Come (fem. sing.)
ta?alu- Come (plural)
ta?a:1 faddal- Please come, come in.
xallini- Let me.
xallina- Let us.

III. Grammar:

A. One way of showing possession in Chad Arabic
is the use of the preposition /hana/ "of" preceding the noun which is the possessor. e. g.  

B. The preposition /hana/ can be used with possessive suffixes resulting in the following forms:

- hana:y "mine"
- hana:k "yours (mas)"
- hana:ki "yours (fem)"
- hana:w / hana:hu "his"
- hana:hi "hers"
- hana:na "ours"
- hana:kum "yours"
- hana:hum (an) "theirs"

IV. Exercises:

A. Put the following pairs of words in a possessive relationship using /hana/. The first word must be possessed and the second a possessor:

- kita:b ?awla:d
- jawa:d rajul
- sawwa:fa mara
- kursi baña:t
- ?i:d yum
- ra:s ?abu:y
- dukka:n ta:jir
- safara tsa:d
- be:t ?axu:ki

B. Substitution drill:

- ?albe:t da: hana:y
- hana:k
- kita:b
- hana:ki
- hana:y
- hana:w
C. Substitution drills:

1. tudo:ra tsi:f da:rrna?

   tudo:ra tsi:fi
   tudo:ru tsi:fu
   dari
   tudo:ra tsi:f
   da:rha-
   tudo:ri tsi:fi
   be:ti
   tudo:ru tsi:fu
   be:tna
   tudo:ra tsi:f

2. ?indak be:t seme

   kwayysi
   jine:na kwayyse
   semha
   ?indi
   ?indik
   da:r semeh
   kwayysi
   ?indak
   ?indakum
   buyu:t"kwaysi:n
   ?indum
   ?indik
   ?indakum
   ?indi
   ?inda
D. Repeat the dialogue making the following substitutions in speakers:

1. A. hawwa  
   B. maryam

2. A. jamil  
   B. hawwa wa ?ali

3. A. fa:tim  
   B. ?ahmet
A17. **Past Tense of C-C-C Verbs**

I. **Dialogue: Getting around**

A. *min fadlak su?a:l.*
   "A question, please."

B. *faddal. nigdar na?a:wnak walla?*  
   "Go ahead. Can I help you?"

A. *?ayye. we:n nigdar nibi: sigre:t?*  
   "Yes. Where can I buy cigarettes?"

B. *fi: ddukka:n alga?:id hina:k.*  
   "In the shop overthere."

A. *dukka:n alwe:n?*  
   "Which shop?"

B. *?amba al?ute:l de park.*  
   "Near Hotel de Park."

A. *nigdar nibi: ?a;me:t kulla?*  
   "Can I buy a match, also?"

B. *?ayye.*

A. *sukran ya seyyid.*

B. *ma: fi: sey?*

II. **Vocabulary:**

   - ?alme:t- Match
   - alwe:n- Which
   - hina:k- There, overthere.
   - kulla- Also, too
   - nibi- I buy

III. **Grammar:**

   A. Arabic verbs are made out of a root containing consonants which carry the general meaning and vowels which carry different grammatical meanings.
The word /sirib/ "he drank" contains a consonantal root (C-C-C) made out of /s-ã-ã/.

It also contains vowels /-i,i-/ inserted in between the consonants and carrying the tense of the verb as well as the subject.

B. The past tense of C-C-C verbs is formed by inserting /i,a,u/ between the consonants. If no suffixes are added to the verb, it is understood that the subject is a third person masculine singular.

IV. Exercises:

A. Repeat the following verbs after your teacher and learn their meanings:

- sirib "he drank"
- daraab "he hit"
- katab "he wrote"
- fãhim "he understood"
- ragad "he slept"
- daxal "he entered"
- libis "he wrote"
- marag "he passed"
- dihik "he laughed"
- zagal "he threw"

B. Substitute the following words in the sentence:

?ãlwled sirib gahwa.
C. Substitution drills:

   le:
   ?ute:l
   hine
   fd:g
   mu:ze:
   min
daka:ki:n ga:?idi:n
   hina:k
   wara
dukkan:n
   fi:
hina
gabl
   ?ute:l
   hina:k

2. nigdar nibi: ?alme:t kulla?
   tigdar tibi:
   sigre:t
   kutub
   ?agla:m
   ?akul
   yigdar yibi:
   kursi
   wati:r
   nigdar
   kita:b

D. Repeat the dialogue making the following changes in speakers:
1. A. ?ali  
   B. hawwa
2. A. fatima  
   B. ?ahmet
3. A. maryam  
   B. ?a:še
Past Tense Subject Suffixes

I. Dialogue: Getting Around

A. ndorra pake:t hana sigret min fadlak.
   "I want a pack of cigarettes, please."

B. nafar sunu?
   "What kind?"

A. ?indak sigret hana ?amri:k walla?
   "Do you have American cigarettes?"

B. la:; ?illa sigret hana tsaid.
   "No, only Chadian cigarettes."

   "Give me a pack of Bastour and a match, too."

B. do:l human kullum.
   "Here they are."

A. sukran. kam?
   "Thanks. How much?"

B. ?asara riya:l.
   "Ten riyals."

A. faddal.
   "Here it is."

II. Vocabulary:

?anti- Give.
?anti:ni- Give me.
do:l- These.
human- They.
?illa- Only, except.
nafar- Kind, brand.
pake:t- Pack, package.

III. Grammar:

A. Verbs in the past tense express the subject by
adding the following subject suffixes:

- **t**  
  "I"  
- **ta**  
  "you (mas)"
- **ti**  
  "you (fem)"
- **$**  
  "he"
- **at**  
  "she"
- **na**  
  "we"
- **tu**  
  "you"
- **u**  
  "they"

B. Two of the above suffixes may have variations which you should be able to recognize, even if you don't use them. The first person singular suffix can be /-t/ or /-ta/, and the third person masculine singular suffix can be /$/ "zero" or /-$a/.

IV. Exercises:

A. Repeat after your teacher.

?ana siribt  
?inta siribta  
?inti siribti  
hu: sirib  
hi: siribat  
?ant:$a' siribna  
?intu $iribtu  
human siribu  
hinna siribu

?ana fihimta  
?inta fihimta  
?inti fihimti  
hu: fihima  
hi: fihimat  
?ant:$a' fihimna  
?intu fihimtu  
human fihimu

B. Use the correct form of the following verbs with different subject suffixes:
C. Substitution drill.

?antina pàke:t hana sigre:t.

?antinì
?antu:ni
pàke:t tìne:n
hana bastor
?antinì
?anti:hum
?anti:
?antu:
?antu:na
hana sigre:t
pàke:t
(talatà pàke:t
?anti:ni
?anti:na
pàke:t

D. Repeat the dialogue making the following substitutions:

1. A. jamì:i
   B. maryam

2. A. maryam
   B. fà:timà
Present Tense of C-C-C Verbs

I. Dialogues

Getting Around

A. taksīl
"Taxi!"

B. ṭayye. tudu:n ṭwaddi:k?
"Yes. Where do you want me to take you?"

A. ṭwaddi:n fi: grants ṭute:l
"Take me to Grant Hotel."

"Where is the hotel? I don't know it."

A. ṭal?ute:l ṭa:?id jamb almūze:
"The hotel is beside the museum."

B. ṭayye. fiḥimta.
"Yes, I understood."

A. ḍa: hu:, wisilān. kam?
"Here it is, we arrived. How much?"

B. ṭarbi:n riyāl.
"Forty riyals."

"This is forty riyals."

B. sukran. ma:?a salāsmak.
"Thanks. Good bye."

II. Vocabulary:

?arfa- Knowing it: active participle of /arafa?
"he knew"

?arbi:n- Forty.
fiḥimta- I understood.
ma:n- I am not: /ma:/ plus the possessive suffix /-ni/.
ṭwaddi- I take.
taksi- Taxi.
ṭwaddi- Take (imperative).
wisil- He arrived.
wisilān- We arrived.
III. Grammar:

There is no distinction in Chad Arabic between the present and the future tenses, and the form which expresses both is called the present. The pattern of C-C-C verbs in the present is -CCVC- for singular subjects and -CVCC- for plural subjects. Here the V stands for any vowel which may be inserted between the root consonants. The hyphens indicate that prefixes and suffixes are attached to the stem to express the subject.

IV. Exercises:

A. Learn the present tense forms of the following verbs:

<table>
<thead>
<tr>
<th>root</th>
<th>present singular</th>
<th>present plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>s-r-b</td>
<td>-srab-</td>
<td>-sarb-</td>
</tr>
<tr>
<td>d-r-b</td>
<td>-drub-</td>
<td>-durb-</td>
</tr>
<tr>
<td>k-t-b</td>
<td>-ktub-</td>
<td>-kutb-</td>
</tr>
<tr>
<td>f-h-m</td>
<td>-fham-</td>
<td>-fahm-</td>
</tr>
<tr>
<td>r-g-d</td>
<td>-rgud-</td>
<td>-rugd-</td>
</tr>
<tr>
<td>d-x-l</td>
<td>-dxul-</td>
<td>-dux2-</td>
</tr>
<tr>
<td>l-b-s</td>
<td>-lbs-</td>
<td>-lbs-</td>
</tr>
<tr>
<td>m-r-g</td>
<td>-murg-</td>
<td>-murg-</td>
</tr>
<tr>
<td>d-h-k</td>
<td>-dhak-</td>
<td>-dahk-</td>
</tr>
<tr>
<td>z-g-l</td>
<td>-zgul-</td>
<td>-zagl-</td>
</tr>
</tbody>
</table>
B. Substitution drill:

waddi:ni fi: grant ?ute:l.

waddu:ni
alma:ze:
assafa:ra hana ?amri:k.
waddu:na
arresto:ra:n alkaibi:r
waddi:na
waddi:ha
waddi:hum
be:tak
waddi:
leko:l
waddi ?ahmet
waddu ?iya:lkum
albe:t
waddi:ni

C. Repeat the dialogue with the following changes in speakers:

1. A. jami:l
   B. Ya:tima

2. A. ?ali
   B. ?ahmet wa hawwa.
Present Tense Subject Affixes

I. Dialogue: Getting Around

A. taxi, nuDDRra namsi fì: alpo:n.
   "Taxi, I want to go to the bridge."

   "Yes, but it is expensive to go to the bridge."

A. kam?
   "How much?"

B. xamsi:n riya:l.
   "Fifty riyals."

A. xala:s, namsu
   "O.K., we go."

B. we:n ga?:id alpo:n da?
   "Where is this bridge?"

   "Near the embassy, not far from here."

B. da: hu: walla?
   "Is this it?"

   "Yes, this is fifty."

B. sukran.
   "Thanks."

II. Vocabulary:

   ga:si- Expensive, costly.
   ka:n- To, if.
   po:n- Bridge.
   xamsi:n- Fifty.

III. Grammar:

   A set of affixes are attached to the present form of the verb to indicate the subject. While the prefixes
tell us about the person, the suffixes indicate the number or gender. Thus /-i/ stands for the feminine form of the second person singular, and /-u/ stands for the plural form. Following are the present tense subject affixes:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st.</td>
<td>nV-</td>
<td>nV= u</td>
</tr>
<tr>
<td>2nd.</td>
<td>tV-</td>
<td>tV= u</td>
</tr>
<tr>
<td>2nd.</td>
<td>tV- -i</td>
<td>tV= u</td>
</tr>
<tr>
<td>3rd.</td>
<td>yV-</td>
<td>yV= u</td>
</tr>
<tr>
<td>3rd.</td>
<td>tV-</td>
<td>yV= u</td>
</tr>
</tbody>
</table>

IV Exercises:

A. Use the verbal roots in the previous lesson (III A) with different present tense subject affixes.

B. Substitution drill:


?al?ute:il
  gari:b
  min be:tna
  min dd?rib al?awwal
  ?arrajul
  b?i:id
  min hina:k
  ?almu:ze:
  b?i:id katir:
  min assafa:ra

C. Repeat the dialogue making the following changes in speakers:

1. A. ?ali
   B. fa:tim? 

2. A. jam?il
   B. maryam wa ?ahmet
A ZI. Imperatives of C-C-C Verbs

I. Dialogue: Getting Around

A. saʔtak kam?
   'What time do you have?'

B. saʔa talaʔta wa nuss.
   'It is 3:30.'

maʔ?indak saʔa walla?
'Don't you have a watch?!

A. las' laszim nibis wathid.
   'No, I should buy one.'

B. fiʔ dukkaʔn 'seneʔ?inda saʔaʔast kwawišin.
   'There is a nice shop which has good watches.'

A. gaʔsi walla hayyin?
   'Is it expensive or cheap?'

B. ?attaman maʔ bataš.
   'The price is not bad.'

A. laszim namši hinak alyo:m.
   'I should go there today.'

B. namši maʔa:k.
   'I will go with you.'

naʔarfa bakaʔn da:
   'I know this place.'
II. Vocabulary:

bakan  Place.
battali  Bad.
fi  There is, there are.
hayyin  Cheap, inexpensive.
la:zim  Must, should.
sat:ha  Hour, watch, clock, o'clock.
sat:ka kam  What time, what time is it?
sat:tak kam  What time do you have?
taman  Price.
yo:m  Day. /alyo:m/ Today.

III. Grammar:

A. The imperative form of C-C-C verbs is the same as that of the present: -CCVC- or -GVCC-. The prefix which is always used with the imperative is ?V-.

B. The suffixes used for the imperative are: zero, -i, and -u for the third person masculine singular, the third person feminine singular, and the third person plural respectively.
IV. Exercises:

A. Learn the imperative forms of the following verbs:

<table>
<thead>
<tr>
<th>Root</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Plural</th>
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<tr>
<td>ṣ-r-b</td>
<td>?aṣrab</td>
<td>?aṣarbi</td>
<td>?aṣarbu</td>
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<td>d-r-b</td>
<td>?adrub</td>
<td>?adurbi</td>
<td>?adurbu</td>
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<td>?aktub</td>
<td>?akutbi</td>
<td>?akutbu</td>
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<td>?afham</td>
<td>?afahmi</td>
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<td>?argud</td>
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<td>?arugdu</td>
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<td>?adxul</td>
<td>?aduxli</td>
<td>?aduxlu</td>
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<td>?albas</td>
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<td>?amrug</td>
<td>?amurgi</td>
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<td>?adhak</td>
<td>?adahki</td>
<td>?adahku</td>
</tr>
<tr>
<td>z-g-l</td>
<td>?azgul</td>
<td>?azagli</td>
<td>?azáglu</td>
</tr>
</tbody>
</table>

B. Substitution Drills

1. saʔa talaʔa wa nuss

wa ruba
ʔarba
ʔilla ruba
xamsa
wa ?isririn
1. "الوثيد والبسيء والسنارا وقريباً نظليشكم وسنرىكم نحن "

2. "في دكاكين سماء؟تادة سماءكسم على هذه التابلات بسكينة سماءكم واستمتعوا من سماءكم وكم من السماء التي يسبحونها وكم من السماء التي يسبحونها وكم من السماء التي يسبحونها".

3. "لزمنية مناكم هي على الأمل منو بسيء وتانية هو النجاح والتانية هو النجاح والتانية هو النجاح".

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C. Repeat the dialogue making the following substitutions in speakers:

1. A. fārtima
   B. hawwa

2. A. fārtima wa ʾāhmat-
   B. ʾali
I. Dialogue : Telling Time

A. sat?a kam min fadlak ?
   'What time is it, please?'
B. sat?a ?ašara.
   'It is ten o'clock.'
A. sehi: walla ?
   'Are you sure?'
   'No, let me look at my watch.'
A. sat?a ?ašara wa ?ašara tama:m.
   'It is ten past ten, exactly.'
   'I have to go to the movies at 10:30.'
   'Wait a little, I will go with you.'
A. niši:lu taksi walla ?
   'Shall we take a cab?'
B. la: ssinema gařiš b hine.
   'No, the movie theatre is closed.'
A. xal?in na namšu
   'Let us go.'
II. Vocabulary:

ärja  Wait.
nišišafa  I see.
nišilu  We take.
sehišt  Sure, right.
sinema  Cinema.
šwiyya  A little, little.
tamàtm  Exactly.
xalli  Let me.

III. Grammar:

A. The negation of verbs is accomplished by adding the negation particle /ma:/ in front of the verb.

B. The negative imperative is accomplished by adding the negation particle /ma:/ to the present form of the verb, e.g. /?ašrab/ 'drink', but /ma:tašrab/ 'do not drink'.

IV. Exercises:

A. Put the following sentences in the negative:

?ana širibt.

hu: širib.
B. Substitution Drill

?arrajul şirib gahwa.

śaːy
mat
?akal
?eːs
hu:
\textit{tamaǐtum}
hi:
\textit{şiribat}

\textit{gahwa}
śaːy

C. Substitution Drills

1. Daː xalliqi niʃiː fa saːʔti
     \textit{sayye}
     saːʔtak
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be\:tak
xallina niši\:fu
be\:tum
la:
sa:\?:atum
xallini niši\:fa
da\:ri
sa:\?:ti

2. sa:\?:a ?ašara wa ?ašara tama\:m.
tagri\:ban
xamsa wa ruba
xamsa wa nuss
?ašara wa\:hid wa tilt
tama\:m
tama\:m\:ya wa tis\?:a
tagri\:ban
warhid wa sitte
tama\:m
tale\:ta wa tilt

3. la\:zim nam\:ṣi fi lb\:st.
barlik
ssu\:k
ddukka\:n
tam\:ṣi
la't-im
ka'n
namsu
ddirib
la't-im
lbe't
namsi
I. Dialogue: Telling Time

A. maːsi weːn alyoːm ?
   'Where are you going today?'

B. maːsi fiː ?abeseː:
   'I am going to Abeche.'

A. fajur walla ?asiyya ?
   'In the morning or the afternoon?'

B. fajur fiː ?asara waːhid wa nuss.
   'In the morning at 11:30.'

A. saː?a kam hassa ?
   'What time is it now?'

   'Now it is 10:45.'

A. maː ffː wakit, laːzim niːsiːlu taksi.
   'We don't have time, we should take a cab.'

B. kalaːmak ?adiːl. salaːmaleːk.
   'You are right. Good-bye.'

II. Vocabulary:

?adiːl
   Straight, right.

?asiyya
   Afternoon, evening.

fajur
   Morning, dawn.
illa

Minus.

kala:mak

Your speech, what you say.

kala:mak ?adi:l

You are right.

Literally: What you say is right.

ma:si

Active participle of /ma5a:/
going, walking.

wakit

Time - /fi: wakit/ There is time.

III. Grammar:

A. The W-C-C verbs in Arabic contain an initial weak consonant which is either /w/ or /y/. These verbs behave differently from the previous C-C-C verbs.

B. The past tense form of W-C-C verbs, however, is the same as that of the C-C-C verbs.

IV. Exercises:

A. Listen to your teacher substitute the correct form of /wasal/ in the following sentence. Repeat after your teacher.


?ana

?inta

?inti

hu:

hi:
B. Do the same as in A with the following sentences:

?ali wilid.
mu:sa wagad na:r.

C. Substitution Drills:

1. ma:si we:n alyo:m ?
   tamsi
   ba?d ba:kir
   ?amba:kir
   tamsu
   yamsi
   sanalja:y
   yamsu
   ma:si
   subu: alja:y
   alyo:m

   ma:si:n
   masr
   ma:sysye
   fra:ns
   tamsi

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tamšu
ddirib
namši
namšu
ssu:k
yamši
yamšu
lbe:t
ma:ši
?abešē
I. Dialogue: Telling Time

A. sa:?a kam ga:?id tamsi fi: wadda:y ?
   'What time are you going to Ouddai?'

   'At 10:30 in the evening.'

A. wakit da: ma: muta?axxir walla ?
   'Isn't it late now?'

B. la: lissa badri.
   'No, it is still early.'

A. la:zim namsi fi: 1be:t
   'I should go home at 6:20.'

B. ma:la ?
   'Why?'

A. ?azzamta rufga:ni fi: 1 ?a:sa
   'I have invited some of my friends
   for dinner.'

B. nwaddi:k hina:k biwati:ri.
   'I shall take you there in my car.'

A. sukran kati:r.
   'Thanks a lot.'

II. Vocabulary:

?asa Dinner (evening meal).

?azzamta I invited.
badri Early.
ga:id Going to (future particle).
lissa Yet, still.
muta?axxir Late.
rufga:ni My friends (singular: /rafi:gi/)
wati:jr Car.

III. Grammar:

The imperative as well as the present form of the W-C-C verbs is always -WCVC-. The affixes which accompany this form are the same as in the case of C-C-C verbs.

IV. Exercises:

A. Listen to your teacher, substitute the correct form of /wasal/ in the following sentence. Repeat after your teacher:


?ana
?inta
?inti
hu:
hi:
?ali
?ani:na
?intu
human
fa:timâ

B. Repeat the same as in A using the following sentences:

?ali wilid.
mu:sa wagad na:r.

C. Substitution Drills:

1. sa:?a kam ga:?id tamsi fi: wadda:y ?
   mata
   ga:?di:n tamsu
   abese:
   sa:?a kam
   fra:ns
   ?amri:k
   ga:?ida tamsi
   mata
   ga:?di:n namsu
   ga:?id namsi
   fi: tsa:d
   sa:?a kam
   ga:?id yamsi
   fi: wadda:y
   ga:?id tamsi

?ašara tine:n
ťalaša w tilt
fi: fajur
xamsa wa ?ašara
sitte wa tama:nya
?arba w ruba
fi fajur
sab?a ?illa ?isri:n
xamsa ?illa tilt
fi: ?ašiyya


rafi:gi
fi: lxada
rafi:gti
fi: l?asa
?abu:y
rufga:Hi
rufga:ti
fi: lfutui:r
?abu:y
?axu:k
I. Dialogue: Holidays

A. ?amis ?iːd hana ?sunu ?
   'What feast was yesterday?'
   'Yesterday was the big feast.'
A. ?iːd bixeːr.
   'Happy feast.'
B. ?alla yantiːk alxeːr.
   'Happy feast.'
A. ?sunu sawweːta ?
   'What did you do?'
B. maseːna ruxna.
   'We went for a walk.'
A. maseːtu weːn ?
   'Where did you go?'
B. maseːna fiː poːn.
   'We went to the bridge.'
A. gaʔadtu lyoːm kulla hinaːk walla ?
   'Did you stay there the whole day?'
B. laʔ gaʔadna hinaːk ?aʃiyya bes.
   'No, we spent the afternoon there only.'
II. Vocabulary:

?alla  God.

bes Only.

ga?adtu You (pl.) stayed, sat.

ga?adna We stayed, sat.

?i:d Feast (Religious or national holiday).


?i:d bixe:r Happy feast. Literally: May your feast be good.

mase:na We walked.

maga:tu You (pl.) walked.

ruxna A walk.

sawwe:ta You did.

xe:r Goodness, bliss.

yanti:k He gives you.

III. Grammar:

A. This class of verbs has a weak consonant in the middle. If the weak consonant is a /w/, as in /g-w-l/ 'say', the form of the past will be CuC-, e.g. /gulna/ 'we said'.

B. If the weak consonant is a /y/, as in /s-y-r/ 'walk', the form of the past will be CiC-, e.g. /sirata/ 'you walked'.

C. The above rules apply to the first and
second persons only. The third person, in different numbers and genders, has the form ga:l. Thus we get the following: /ga:l/ 'he said', /sa:ru/ 'they walked'.

IV. Exercises:

A. Listen to your instructor read the different forms of the verb, and repeat after him.

?ana gult
?inta gulta
?inti/gulti
hu: ga:l
hi: ga:lat
?ani:na gulna
?intu gultu
human ga:lu
hinna ga:lu

B. Do the same as in A with the following verbs:

1. sa:r 'walked'
2. ta:r 'flew'
3. sa:l 'took'
4. ja:b 'brought'
5. sa:f 'saw'
C. Substitution Drills:

1. ga'?adtu lyo:m kullu hina:k walla ?
   ga'?adta
   ssubu:
   hine
   fi: tsa'id
   lle:l
   ga'?adi
   ssana
   hina:k
   ga'?adna
   fi: lbé:t
   ga'?adat
   ṣsahir
   ga'?adtu
   hina:k
   lyo:m

2. la: ga'?adna hina:k ṣasiiyya bes.
   ?ayye
   ga'?adta
   hine
   fajur
   kamaẓm
   la:
   ga'?adtu
fi: ssū:k
lyom
ga?ad
hine
bes
ga?adna
fasiyya
hina:k
A 26. Present and Imperative of C-W-C Verbs

I. Dialogue: Holidays

A. faddal si:l ka:k.
   'Have some cake.'
B. sukran. sunu da:
   'This is the feast cake.'
B. ?i:d bixe:r.
   'Happy feast.'
A. xe:r ?insa:?alla.
   'Same to you.'
B. ka:k seme wa halu.
   'The cake is nice and sweet.'
   'Take some more.'
B. ka:fa, ?akalt kati:r.
   'That is enough. I ate a lot.'
A. tudo:ra kubba:ya hanâ siro:?
   'Would you like some syrup?'
B. la: sukran. nudo:ra gahwa.
   'No, thanks. I prefer coffee.'

II. Vocabulary:

halu  Sweet, nice.
?insa:?alla If God please
III. Grammar:

A. The form of C-W-C verbs in the present and the imperative is -Cu:C- when the medial consonant is /w/ and -Cl:C- when the medial consonant is a /y/. Thus for /g-w-l/ we get /gu:l/ and for /s-y-r/ we get /ai:r/.

B. The imperative of this class of verbs takes no prefix, but the suffixes are the same as for previously studied verbs: zero, /-l/ and /-u/. The present tense affixes are the same as those mentioned before.

IV. Exercises:

A. Repeat the following after your teacher.

?ana ngu:l.
?inta tagu:l.
?inti tagu:li.
hu: yagu:l.
hi: tagu:lu.
?ani:na nagu:lu.
?intu tagu:lu.
human yagu:lu.
gu:lu.
gu:li.
gu:lu.

B. Substitute the following words in the key sentence. Make the necessary changes in the verb to agree with the subject.

?ana nisi:la kita:b.

?inta

?inti

tisi:fa

tisi:li

hu:

yisi:fu

hi:

tisi:lu

?ani:na

nisi:fu

?intu

human

yisi:fu

?ali

yisi:lu
C. Substitution Drills:

1. faqdal ši:l ka:k.
   faddali
   ?a:kuli
   ?e:s
   ?ašar bi siro:
   faddalu
   ?a:kulu ?e:š
   ši:lu
   faddal
   ?e:š
   ?a:kul
   ?ašrab siro:
   gahwa
   ša:y
   faddali
   faddalu

2. la: šukran, nudo:ra gahwa.
   ?ayye
   ša:y
   siro:
D. Repeat the dialogue making the following substitutions in speakers.

1. A: ?ahmad
   B. fa:timia

2. A: fa:timia
   B. hawwa

3. A: hawwa wa. ?ali
   B. fa:timia wa ?ahmad
A 27. Past Tense of C-C-W Verbs

I. Dialogue: Holidays

A. ?amba kir xidma ma fi:
   'Tomorrow is a holiday.'

B. ma la?
   'Why?'

   'Because tomorrow is Independence Day.'

B. sunu tisawwi ?amba kir?
   'What are you going to do tomorrow?'

A. namsi nsi:fa ?ahli.
   'I am going to see my parents.'

   'My parents are far from here.'

A. tudo:ra taji ma?a:y walla?
   'Would you like to come with me?'

   Thanks. I will go with you.

   'Good. I will introduce you to my parents.'

II. Vocabulary:

?ahli       My parents, relatives.
fi: sa:n    Because.
hurriyya    Independence. Literally: freedom.
naji I come.
na?arrifak I introduce you.
ta?a:l Come (imperative).
taji You come.
xidma / xidme Work.
xidma ma: fi: Holiday. Literally: there is no work.

III. Grammar:

Verbs containing a final weak consonant usually take the form CVCV in the past. It is difficult to predict what the vowels are, but the second vowel for the third person is short while it is long for the other persons.

IV. Exercises:

A. Your teacher will substitute the following pronouns in the key sentences. Listen and repeat.

   hu:
   ?ana
   ?inta
   ?intu
   hi:
   ?ani:na
   human
   hinna
2. ?ali ligiya kita:b.


hu;
?ana
?inta
?inti
hi:
?ani:na
?intu
human
hinna

B. Substitution drill:

?ana badet.

šare:t
hu
bada
rama
?ana
gare:t
rame:t
hi:
badet
šarat
?ani:na
rame:na
hi:
C. Substitution drills:

1. sunu tisawwi ?amba:kir ?
   tašrab
   alyom
   tašarbi
   ba?d ba:kir
   ta:kul
   ta:kuli'
   ?amba:kir
   yašrab
   tašrab
   tisawwi
2. نامسي نيشي:فا ناحي.

نياززيم

رفسا:ن

رفسا:تي

نزرا

رافتي

رافي:ي

نكلليم لة

ناحي

ناخوي:ي

نيشي:فا


ساكيني:ن

ما: ب:ي:د

جارب

ناخوا:ني

ناخوا:تي

مين:لوكو:ل

ما: ب:ي:د

جا:دي:ن

رفسا:ن

ناحي
A 28. Present and Imperative of C-C-W Verbs

I. Dialogue: The Carpenter

A. ma: ?inda'k xidme fi: ?asiiya walla?
   'Don't you have anything to do in the evening?'

   'I have some work. I have to go home.'

A. ma:la?
   'Why?'

   hana be:ti.
   'Because the carpenter is coming to fix
   the door of my house.'

A. sunu bigi?
   'What happened?'

B. ba:bi kassar wa la:zim na?addila.
   'My door broke and I have to fix it.'

A. ya:tu najja:rak?
   'Who is your carpenter?'

B. ja:rak ?ahmat.
   'Your neighbor Ahmad.'

A. ?ahmat najja:r kwayyi:s.
   'Ahmad is a good carpenter.'

B. ?ayye, kwayyi:s kati:r.
   'Yes, he is very good.'
II. **Vocabulary:**

- **ba:b** Door
- **bigi** Happened
- **ja:rak** Your neighbor
- **ja:y** Coming (active participle)
- **kassar** Broke, was broken
- **najja:r** Carpenter
- **y?addila** He fixes, Past /?addal/

III. **Grammar:**

C-C-W verbs in the present and imperative have the form -CCV. Again it is difficult to predict the shape of the vowel.

IV. **Exercises:**

A. Listen to your instructor making substitutions in the following key sentences. Repeat after your instructor.


   - ?inti
   - yamsi
   - hi:
   - namsu
   - ?intu
   - yamsu
2. ?ana nalga kita:b.

?inta

?inti

yalgà

hi:

?anì:na

ṭalgu

hūman

?ahmad

?ana

?intu

B. Substitution drills:

1. ma: ?indak xìdme fi: ?asıyye walla ?

?indi

ruxna

?inda

ff: fajur

?amba:kir

?indum

xìdme`

?indina

ba?d ba:kir

fi: ?asıyye

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2. ?ahmat najjar kwayyis

?ali
dakto:r
seme
mu:sa
sulta:n
kwayyis
?abbaker
mu?allim
hu:
seme.

C. Repeat the dialogue making the following substitutions:

1. A. fa:tima
   B. hawwa

2. A. ?ali
   B. fa:tima wa hawwa
A 29. Past Tense of $C_1C_2C_2$ Verbs

I. Dialogue: The Doctor

'Tomorrow I should go to the doctor.'

B. sunu ja:k ?
'What the matter with you?'

A. ?i:di yo:ja?ni
'I have pain in my hand (arm).' 

B. sunu ja: le?i:dak ?
'What is the matter with your arm?'

'I fell, and my arm was broken.'

B. ?indak waja kati:r walla ?
'Does it hurt very much?'

'Now it does not hurt much, but at first it did.'

'God give you health.'

'Thanks. God keep you healthy.'
II. Vocabulary:

?aifya
Health.
doktor / daktor
Doctor.
?i:d
Arm, hand.
ja:
Came.
ja:k
Happened to you. Literally: came to you.
sunu ja:k
What happened to you?
What is the matter with you?
wage:ta
I fell down.
waja
Pain.
yanti
He gives. Past /?anta/.
yo:ja?
Hurts (it).
yiji:ba
He brings. Past /ja:b/.

III. Grammar:

A. C1C2C2 verbs contain medial and final consonants which are identical. The past tense form of such verbs is C1aC2C2.

B. The vowel /e:/ is inserted between the stem of the verb and the subject suffixes of the first and second persons. /a/ is inserted between the stem and the third person singular.

IV. Exercises:

Listen to your teacher and repeat after him.
B. Substitution drills:

1. ?ana lamme:t.
   hu:
   hi:
   mahammat
   hawwa
   ?inta
   ?inti
   ?ani:na
   ?inti
   human
   ?ana

2. Do the same as in B.1. with the following:
   ?ana habbe:tak.
   ?ana dagge:t lbab.
C. Substitution drills:

   - bālik
   - leko:l
   - sanalja:y
   - ?amri:k
   - bā♂d bā:kir
   - ssinema
   - la:zim
   - subu:alja:y
   - tsha:d
   - sa?ā ?ašara

2. ?indak waja kati:r walla ?
   - ?indik
   - šwiyya
   - kutub
   - ?inda
   - gurs
   - kati:r
   - ?indum
   - buyu:t
   - ?indi
   - waja
I. Dialogue: The Market

A. ta?arfa we:n ssu:k ga?i?id ?
   'Do you know where the market is?'
B. ?ayye, sunu tudo:ra tibi: ?
   'Yes, what do you want to buy?'
   'I want to buy shoes.'
B. tudo:ra tibi: biga:si walla ?
   'Do you want to buy something expensive?'
A. la:, nudo:ra soxol ma: ga:si.
   'No, I want something not expensive.'
   'I know a place you will like.'
A. tagdar tuwaddi:n ni baka:n da: walla ?
   'Can you take me to that place?'
   'Yes, we will meet at 3:45.'
A. kwayyis, nis:i?ak.
   'Good, I will see you.'
B. ma?assala:mak.
   'Goodbye.'
II. Vocabulary:

biga:si  With an expensive (price).
marku:b  A pair of shoes.
ynulunmu We meet. Past /lamma/.
soxol  Thing, something.
su:k  Market.
yi?ajjibak Pleases you. Past /?ajjab/.  

III. Grammar:

The present and imperative form of \( C_1C_2C_2 \) verbs is always \(-C_1VC_2C_2-\), and \( V \) is either /i/ or /u/, e.g. the third person singular imperative for /madda/ is /mdda/, and for /dagga/ is /du:ga/. 

IV. Exercises:

A. Repeat after your teacher.

?inta timidda ?i:dak
hi: timidda ?i:da.
human yimiddu ?i:dum.
midda ?i:dak.
middi ?i:dik.
middu ?i:dkum.
B. Substitute the following for /nimidda ?i:di/
in exercise A.

1. nilimma.
2. nisidda ddirib.
3. nadugga 1ba:b.

C. Substitution drills:

1. ta?arfa we:n ssu:k ga:?id ?
   ta?arfi
   ddirib
   ta?arfu
   leko:1
   almu:ze:
   na?arfa
   ddakto:r
   na?raf
   ya?raf
   ddukka:n

2. tagdar twaddi:ni–baka:n da: walla ?
   ’fi: ddukka:n
   tagdari twaddi:ni' 
   twaddi:ha
   tagdar
   twaddi:hum
   fi: ddirib
   nagdar nwaddi:k
D. Repeat the dialogue making the following substitutions in speakers.

1. A. ?ali
   B. hawwa

2. A. hawwa
   B. ?ali wa ?ahmat
I. Dialogue: The Market

A. sala:male:k.
B. sala:male:k. nagdar na?a:wnak ?
   'Hello. Can I help you?'
   'Yes, I would like a good pair of shoes.'
B. da yi?ajjibak walla ?
   'Do you like this one?'
   'This is fine, but I don't care for its color.'
B. lo:n alwe:n tudo:ra ?
   'What color do you want?'
   'Black or red (brown).'
B. da marku:b ?aswad wa tamana hayyin.
   'This is a black pair of shoes which is cheap.'
A. tamana kam ?
   'What is its price?'
B. miiya riya:l.
   'One hundred riyals.'

II. Vocabulary:

?ahmar Red or brown.
?aswad Black. The word /?azrag/ 'blue' is also used in Chad Arabic to mean 'black'.
lo:n Color.
lo:na Its color.
miiyya One hundred.
tamana Its price.

III. Grammar:

A. Quadriliteral verbs contain four consonants in the root. The shape of such roots can be: \( C_1 C_2 C_3 \), \( C_1 C_2 C_2 C_2 \), or \( C_1 C_2 C_3 C_4 \). The form of quadriliteral verbs in the past is \( CaCCaC- \).

B. The form of the present and the imperative is \( -CaCCiC- \). The subject suffixes are the same as for triliteral verbs.

IV. Exercises:

A. Listen to your teacher use the following verbs with different pronouns: /kassar/, /nagnag/, /saglab/, e.g.

?ana kassart ba:bi.
?inta kassarta ba:bak.
?inti.kassarti ba:bik.
hu: kassar ba:ba.
hi: kassarat ba:ba.
?intu kassartu ba:bkum.
human kassaru ba:bum.
B. For the verb /kassar/ in the following exercise substitute /nagnag/, /laglag/ and /saglab/.

?ana nikassir.
?inta tikassir.
?inti tikassiri.

hu: yikassir.
hi: tikassir.

?ani:na nikassiru.
?intu tikassiru.

human yikassiru.

kassir.

kassiri.

kassiru.

C. Substitution drills:

lo:n alwe:n tudo:ra ?

marku:b
tudo:ri
tudo:ru
kita:b
sinema
nudo:ra
tabl
mu:ze:
yudo:ra
D. Make the following substitutions in the dialogue:

1. A. fa:tima
   B. hawwa

2. A. ?ali wa fa:tima
   B. mu:sa
A 32. "Hamza" Verbs

I. Dialogue: The Market

A. kam tudora le ttabl da?
   'How much do you want for this table?'

B. miyya w isri'n riya:l.
   'One hundred and twenty riyals.'

A. da: ga:si kati:r.
   'This is very expensive.'

B. nanti:k be miyya w a'sra.
   'I'll give it to you for one hundred and ten.'

A. la:, nikaffi:k tis?i:n riya:l.
   'No, I'll pay you ninety riyals.'

   'No, give me one hundred. This is the last price.'

   'This is still expensive. I'll give you ninety-five.'

B. kwayyis, si:la.
   'O.K., take it.'

II. Vocabulary:

?anti:ni  Give me.
?a:xir  Last.
be / bi  For, in, with.

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Table:

III. Grammar:

A. 'Hamza' verbs contain /ʔ/ 'glottal stop' as one of their consonants. If the /ʔ/ is medial, the verb behaves like a strong C-C-C verb. Final /ʔ/ are not common in Chad Arabic verbs, and they are usually deleted before subject suffixes.

B. If the /ʔ/ is the first consonant it is deleted in the present and the imperative, resulting in a long vowel. For example, /ʔ-ka-l/ + /na/ → /na + ?akul/. When the 'hamza' is deleted we get /na+a kul/, which is the same as /nA kul/.

IV. Exercises:

A. Listen to your teacher make the following substitutions and repeat after him.

1. ?ana ?akalt manga seme.
   ?inta ?akalta
   ?inti ?akalti
   hu: ?akal
   hi: ?akalat
   ?ani:na ?akalna
B. Do the same as in A with the following.
2. ?ana bade:t xidme.
?ana nabda xidme.
C. Substitution drills:
1. kam tudo:ra le ttabl da ?
tudo:ri
.marku:b
.kilo lmanga
tudo:ru
.kilo tama:tum
paks ð hana sigret
tudoira
gami:s
surwa:l
tudo:ra
sa:?a
2, nanti:k ttabl da: be miyya.
nanti:ki
marku:b
tisi:n
nanti:kum
sa:?a
miyya w ?isri:n
nanti:ha
paket
minten w ?asra
nanti:hum
ki:lo ?anab
xemsa w sitti:n
tabl
sab?a w țama:ni:n
A 33. Adverbs

I. Dialogue: The Market

'I bought this table at the market.'

B. bikam bi:ita ?
'For how much did you buy it?'

'For ninety-five riyals.'

B. da: ga:si kati:r.
'This is too expensive.'

A. la:kin da: tabl seme.
'But this is a nice table.'

'Are there other tables in that place?'

'Yes, there are many kinds of tables.'

tudo:ra wa:hdi:n walla ?
'Do you want some?'

B. ?ayye, tagdar tsawwifni baka:n da: walla ?
'Yes, can you show me that place?'

'Yes, I'll take you tomorrow.'
II. Vocabulary:

- a:xar: Other, another.
- a:xari:n: Others, other.
- bikam: For how much?
- bi:ta: I bought (it), or you bought (it).
- nafar: Kind.
- tsawwifni: You show me. Past /šawwaf/.
- wa:hidin: Some. Plural of /wa:hid/ 'one'.

III. Grammar:

A. Adverbs in Chad Arabic, like in English, tell us something about the verb or the adjective. Four main categories of adverbs are those which indicate manner, time, place and quantity.

B. Adverbs of manner are used after the verb to tell something about the way the action took place or was performed. In the following examples /biše:s/ and /ʔajala/ are adverbs:

- ?amsi biše:s 'I walk slowly.'
- ya:kul ?ajala 'He eats in a hurry.'

C. Adverbs of time can be used anywhere in the sentence even though they are related to the verb. They can be single words like /fajur/ 'morning' or /ʔasiyya/ 'evening', a combination of two words like /ʔawwal ?amis/ 'the day before yesterday' or /subu: alfa:t/ 'last week', or they
can be prepositional phrases like /fi: lle:l/ 'at night' and /ba?d ba:kir/ 'the day after tomorrow.'

b. Adverbs of place can be single words as /gA?i:b/ 'close' and /ba?i:d/ 'far', a combination of words as /ma: ba?i:d/ 'not far', or a prepositional phrase as in /fi: lbe:t/ 'in the house'.

c. Adverbs of quantity like /kati:r/ 'much' and /swiyya/ 'little' modify verbs and adjectives, e.g. hu:kabi:r kati:r 'He is very big' hu: ?akala swiyya 'He ate a little'

IV. Exercises:

A. Substitute the following words and phrases in the following sentence:

mus,a ja: ?ajala.

ja:ri
be rijla
bi:s:a
?akal
?ajala
ma?a
fi: lbe:t
?ahmat
fajur
?asiyya
ja:
Substitute the following words in the sentence:

?ana gare:t kwayyis.

sene
hun: gara
?ajala
kwayyis
?akal
sene
libis
?ana libist
?ajala
kwayyis

C. Substitution drills:

1. da: gasi kati:r.
   swiyya
   hayyin
helu
di:
ŋa:si
swiyya
da: kwayyis
kati:r
seme
swiyya

nwaddi:ki
ba?:d ba:kir
sub: ljā:t y
ʔasiyya
nši:lik
fajur
sa:ʔa xameeq
nši:lak
ʔamba:kir
sanalja:y

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I. Dialogue: The Market

A. ?indak zra: jadi:d walla ?
   'Do you have fresh vegetables?'

B. ?ayye, tudo:ra sunu ?
   'Yes, what would you like?'

A. nudo:ra tama:tum wa basal wa faggus.
   'I want tomatoes, onions and cucumbers.'

   'I also have mangoes, lemons and grapes.'

A. bekam alki:lu hana tama:tum ?
   'How much is a kilo of tomatoes?'

   'Twenty riyals.'

A. da: ga:si kati:r.
   'This is very expensive.'

   'But these are good tomatoes.'

   'I will give you fifteen riyals.'

   'O.K., pick what you want.'
II. Vocabulary:

?anab  Grapes.
?azzila  Pick, choose.
basal  Onions.
faggu:s  Cucumbers.
jadi:d  New, fresh.
ki:lu  kilogram.
lemu:n  Lemons.
manga  Mangoes.
tama:tum  Tomatoes.
xamista?sar  Fifteen.
zra:  Vegetables.

III. Grammar:

A. The future idea is expressed in Chad Arabic by using some adverb of time, which refers to the future, with the present tense of the verb.

B. The progressive idea is expressed by using the auxiliary /ga:?id/ with the present form of the verb. /ga:?id/ is inflected for gender and number in the following manner:

/ga:?id/  (masculine singular)
/ga:?ida/  (feminine singular)
/ga:?idi:n/  (feminine plural)
IV. Exercises

A. Substitute the following words and phrases in the key sentence:

?ali yamși fi: lbe:t alyo:m.
?amba:kir
ba?d ba:kir
sanalja:y
subu: alja:y
ssa?a ?așara
fi: ?amri:k
șahr alja:y
sanalja:y
?amba:kir
fa:timă tamși
ba?d ba:kir
șanalja:y
fi: lbe:t
subu: alja:y
ssa?a ?așara w nuss

B. Repeat the following sentences after your teacher.

?ana ga:?id nagra darsi.
?inta ga:?id tagri darsak.
?inti ga:îde tagri darsik.
hu: ga?id yagri darsa.
?ali ga?id yagri darsa.
hi: ga?ide tagra darsa.
fa:time ga:?ide tagra darsa.
?ani:na ga:?idi:n nagru darisna.
?intu ga:?idi:n tagru dariskum.
human ga:?idi:n yagru darsum.

C. Substitution drill:
  ?anab
  kwayyis
  la:kin
  zra:
  jadi:d
  seme
wala:kin
basal
jadi:d
faggu:s
seme
lemu:n
kwayyis
jadi:d
manga

D. Repeat the dialogue making the following substitutions in speakers:
1. A. fattima  
   B. hawwa  
2. A. ?ali wa fattima  
   B. mu:sa
"To have" Sentences

I. Dialogue: Departure

A. mata ttayya:ra hana:k yamsi ?
   'When does your plane leave?'

B. sa:?a sab?a wa nuss fi: ?ašiyya.
   'At 7:30 p.m.'

A. bissa:?a kam la:zim tamsi fi: mata:r ?
   'What time do you have to go to the airport?'

B. sa:?a sitte wa rubu.
   'At 6:15.'

   'You'd better leave your house at six.'

B. ?ayye, nabga ja:hiz fi: ssa:?a-Χamsa w nuss.
   'Yes, I'll be ready at 5:30.'

A. ?indak șoxel altudo:ra kull a walla ?
   'Do you have everything you need?'

B. ?ayye, ?indi taskara, paspo:r, kart hana dokto:r, kull a șey?.
   'Yes, I have a ticket, passport, medical certificate, everything.'

A. ma:si ?adi:1 fi: nuyo:rk walla ?
   'Are you going straight to New York?'

   'No, I will stay in Paris for a few days.'
II. Vocabulary:

?adi:l  Straight.
?ahsan  Better, it is better.
?ayya:m  Days, a few days.
bissa:?a kam  At what time.
ja:hiz  Ready.
kart  Card, certificate.
kart hana dakto:r  Medical certificate. Literally:
a doctor's card.
kulla  All of it, also.
kulla sey?  Everything.
mata:r  Airport.
nabga  I will stay, I will be.
nagif  I stay, stop. Past /wāgaf/.
paspo:r  Passport.
tamsi min be:tak  Leave your house. Literally:
walk from your house.
taskara  Ticket.
yamsi  He walks, leaves.

III. Grammar:

A. The concept 'to have' is expressed in Chad Arabic by using the preposition /?ind/ with different possessive suffixes.

B. When attaching possessive suffixes to /?ind/, we get the following forms:
B. Substitute the following words in the key sentence. Pay attention to the agreement between the subject and the possessive suffix.

'?ahmat ?inda jamal sanalfa:t.

fa:time
?ani:na
kabis
human
subu: alfa:t
?ana
?ali
hu:
hi:
faras
?ani:na
Substitution drills:

1. bissa:qa kam la:zm tamsi fi måta:r ?
   yamsi
dirib
   tsa:d
   yamsu
   namsu
   namsi
   sinema
tamsi
tamsu
   ?oro:p

2. ?ahsan tamsi min be:ta k fi: ssama sitte.
   min be:ta
defi tamsi min be:ti
   namsu min be:tna
tamsi min be:ta
   xamsa w nuss
tamsi min be:ta
tamsi min be:ta
   yamsi min be:ta
?asarwa tīlt
tamsi min be:tā
yamsūmin be:tum
tamsūmin be:tkum
min dārkum
ṭīs?awarubā
tamsimindā: rak
Active and Passive Partic平es

I. Dialogue: Departure

A. seyyid ?ahmat sa?:far walla ?
   'Did Ahmad leave?'
B. la:, yamši? ba?d ba?:kir.
   'No, he leaves the day after tomorrow.'
A. tuwaddi: fi: mata:r walla ?
   'Are you taking him to the airport?'
B. ?ayye, tudo:ra tiji ma?a:na walla ?
   'Yes, would you like to come with us?'
A. ba:lik namši.
   'Maybe I will go.'
B. tiji baka:nì tisi:lì walla ?
   'Will you come to my place to pick me up?'
B. hâ:dir, we:n ga?:id be:ta:k ?
   'With pleasure. Where is your house?'
A. be:ti garì:b le sinema ryo.
   'My house is close to Cinema Rio.'
   'I shall come to your house at four.'
A. kwayyis, nulùmmu hina:k.
   'Good, we will meet there.'

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II. **Vocabulary:**

- ba?d ba:kir: The day after tomorrow.
- ba:lik: Maybe.
- sa:far: He left, travelled.
- tiji: You come.
- twaddi: You take him.

III. **Grammar:**

A. The active participle refers to one who "does" or is "doing" something. For example, /ka:tib/ is the active participle of the verb /kataba/ and it means 'writer'. On the other hand, the passive participle refers to someone or something which is "done". For instance, /maktu:b/ is the passive participle of /kataba/ and it means 'letter'.

B. The active participle of C-C-C verbs has the shape Ca:Ci:C - e.g. /kataba/ → /ka:tib/.

For C-C-W verbs the active participle form is Ca:Ci - e.g. /ma:sa/ → /ma:si/. Quadrilateral verbs form their active participles according to the form CaCCA:c - e.g. /kassar/ → /kassa:r/.

C. The passive participle form of C-C-C verbs is maCCu:C - e.g. /kataba/ → /maktu:b/.

Quadrilateral verbs form their passive participles according to the form muCaCCaC - e.g. /kassara/ → /mukassar/.

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IV. Exercises:

A. Repeat the following after your teacher.

1. ?ali ka:tib
   hawwa ka:tiba
   human matibi:n
   ?ahmat ga:ri
   fa:time ga:ri
   human ga:ri:n
   hu: nagna:g
   hi: nagna:ga
   human nagna:gi:n
   ?ana ma:si
   ?inti ma:si
   ?ahi:na ma:si:n
   mu:sa kadda:b
   maryam kadda:ba
   human kadda:bi:n

2. ba:bi mukassar.
   ba:bi maksu:r.
B. Make the following substitutions paying attention to the agreement between the subject and the subject suffix of the verb.

?ahmat sa:far walla ?

 masa
 fa:time
 human
 sa:faru
 maryam
 hu:
 ?ana
 ?inta
 ?inti
 mase:ti
 ?int

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Substitute the following words and phrases in the key sentence:

C. Inta hdi. Fatiimah amat human akaltu saifartu.
A 37. Direct and Indirect Object Suffixes

I. Dialogue: Departure

A. mata tamsi fi: baladak?
   'When do you leave for your country?'

B. ba?d subu:te:n.
   'Two weeks from now.'

   'Write me when you get to America.'

   'I will. And you write me too.'

A. tagri ?arab walla?
   'Can you read Arabic?'

B. swiyya.
   'A little.'

   'I will write you half Arabic and half English.'

   'Good, and I will write you a little Arabic.'

A. we:n ?allamta kala:m ?arab?
   'Where did you learn Arabic?'

   'In school at home.'
II. Vocabulary:

?aktubley Write me. Past /katab/.

baladak Your country, home.

bikala:m ?arab (?ingli:z) In Arabic (English).

kama:n Also, too.

ka:n If, when.

naktable:k I write you.

sub?i: Week.

subu:?e:n Two weeks.

tagri You read. Past /gara/.

III. Grammar:

A. The direct object pronouns are suffixes attached to the verb after the subject marker.

Following is a list of these suffixes:

-\text{ni} 'me'

-\text{ak} 'you (mas.)'

-\text{ki} 'You (fem.)'

-\text{u/a} 'him'

-\text{a/ha} 'her'

-\text{na} 'no'

-\text{kum} 'You (pl.)'

-\text{um/hum} 'them'

B. The indirect object pronouns are suffixed to the verb after the subject marker. They have
the following forms:

- 'ley 'to/for me'
- 'le:k' 'you (mas.)'
- 'le:ki' 'you (fem.)'
- 'le:hu' 'him'
- 'le:hi' 'her'
- 'le:na' 'us'
- 'le:kum' 'you (pl.)'
- 'lum/le:hum' 'them'

IV. **Exercises:**

A. Your instructor will give you a noun or a pronoun which you are to change into a direct object suffix in the following sentence:

```
wasslin fi: le:te.
```

e.g. ?ani:na wassilna fi: le:te.

?ahmat
?ana
?inta
?ani:na
?inti
hi:
fa:timi
hu:
human
?intu
B. Do the same as in A above changing the nouns and pronouns given into indirect object suffixes.

katabley maktu:b.

?ahmat-
fa:tim
?ani
ana
hu:
human
hi:
?inta
?intu
?intu.

C. Substitution drills:

1. mata tamši fi: baladak ?

    fi: ?amri:k
    yamši
    balada
    fi: ?oro:p
    yamšu
    baladhum
    fi: fra:ns
    tamši
    baladhā

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baladik
fi: tsaid
namsu
baladna
fi: niger
tamsu
baladkum

2. wa ?ana ?aktuble:k bikalam
?arab swiya.
?ingli:z
?inta ?aktubley
kati:r
?inti ?aktubley
faranse:
?intu ?aktubu:le:na
kulla
hu: katabley
swiya
?arab

D. Repeat the dialogue making the following substitutions in speakers:

1. A. fa:timay
   B. hawwa

2. A. ?ali wa ?ahmat
   B. fa:timay wa ?ali
Conjunctions

I. Dialogue: The Weather

A. wata ha:mi kati:r alyo:m.

'It is very hot today.'


'Yes, it is always hot in the summer.'

A. wata ha:mi fi: kull tsa:d?'

'Is it hot all over Chad?'

B. la:, wata ma: ha:mi fi: jjuba:l.

'No, it is not hot in the mountains.'


'What is the temperature in the mountains during the summer?'

B. tagri:ban talat:i:n digre:.

'About thirty degrees.'

A. wa wata ke:f fi: fo:r lami:?

'And how is the weather in Fort-hamy?'


'About thirty-eight degrees in the summer.'

A. fi: lle:l kama:n ha:mi walla?

'Is it also hot at night?'


'Yes, it is also hot at night.'
II. Vocabulary:

fi:kull tsa:d
All over Chad. Literally: in all Chad.

ha:mi
Hot.

juba:1
Mountains. Plural of /jabal/.

le:1
Night.

se:f
Summer

tagri:ban
Nearly, about, close to.

wata
Weather.

III. Grammar:

A. Conjunctions are function words which join two words or phrases in some kind of relationship. Usually the things that are joined by a conjunction have similar grammatical functions; i.e. both verbs or nouns or adjectives, etc.

B. The most common conjunctions in Chad Arabic are:

wa, w, u 'and'

walla 'or'

wala 'nor'

wala ... wala 'neither ... nor'

la:kin, wala:kin 'but'
IV. Exercises:

A. Repeat after your teacher:

?ana w ?axu:y maše:na,
hu: ?akal wa širib.
?inta ?akalt walla ma: ?akalt ?
da: ?axu:k walla ?axu:ha ?
?ana wala ?akalt wala širib,

B. Substitute the following words and phrases in the key sentences:

walla,
fa:timá
wala ... wala
?ahmat
wa
la:kin ma:
ḥawwa
walla
wala:kin ma:
w.

C. Substitution drills:

1. wata ha:mi kati:r alyo:m.
2. اياي، ولا هامٍ في: ليلٌ كلاً

لا:
هامٍ
في: نناه: ر
ب: 
في: ليلٌ
كما: ن
هامٍ
هامٍ
لامٍ
كلا
م: اياي
A 39. **Cardinal Numbers**

I. **Dialogue: The Weather**

A. wata bārid ālyom.  
'It is cold today.'

B. ṣayye, waṭaḥkin ma: bārid kati:r.  
'Yes, but not very cold.'

A. fi: baladak wata bārid min hine walla?  
'Is it colder than here in your country?'

B. ṣayye, ba:rid kati:r min hine fi: ššita.  
'Yes, it is much colder in the winter.'

A. matar ysubb kati:r fi: baladak walla?  
'Does it rain very much at home?'

B. ṣayye, wa ṣindana talj kulla.  
'Yes, and we have snow too.'

A. ṣindakum talj kull assana walla?  
'Do you have snow all year round?'

B. laž, ṣilla fi: ššita.  
'No, only in the winter.'

A. wakit talj yaga wata bārid kati:r.  
'When it snows it gets cold.'

B. ṣayye, sehi: kalā:mak.  
'Yes, you are right.'
II. **Vocabulary:**

- **ba:rid** Cold
- **ba:rid min** Colder than
- **ba:rid kati:r min** Much colder than
- **matar ysubb** It rains. Literally: rain pours
- **sehi:** Right
- **sehi: kala:mak** You are right. Literally: What you say is right
- **sita** Winter
- **talj** Snow
- **talj yaga** It snows. Literally: Snow falls
- **wakit** When, at the time
- **yaga** It falls
- **ysubb** It pours

III. **Grammar:**

A. Refer to P-S 53 and 54 for a list of the cardinal numbers. Notice that the numbers 11-19 can be expressed in two different ways.

B. When the numbers are used with nouns, the nouns are usually singular after the number and plural before it, e.g. /kila:b talajta/ or /talajta kalb/ 'three dogs'. However, one also
encounters phrases like /tala:ta kila:b/ and /Kalb /tala:ta/.

IV. Exercises:

A. Repeat after your teacher:

tudo:ra ?isrin riya:l.
nudo:ra miyya:wa xamsa riya:l.
ssa?:a xamsa w nuss.
fi: sadara:t tama:nya.
nudo:ra tabla:t sitte.

B. Substitute the following words and phrases in the key sentence.


nudo:ra
xamista:sar
ki:lu
tudo:ra
tis?a
tis?a
kila:b
sitta:sar
marku:b
C. Substitution drills:

1. fi: baladak wata: ba:rid min hine.
   fi: baladik
   ha:mi
   min baladi
   fi: tsa:d
   ma: ha:mi.
   min ?amri:k
   ma: ba:rid
   fi: baladna
   min baladkum
   ha:mi

2. ?indakum talj kull assana`walla`?
   ?indana
   matar
   assahir
   ?indum
   wata ha:mi
wata ba:rid
alyo:m
?inda-
talj
assana
I. Dialogue: The Movies

A. sunu tsawwi lyo:m fi: lle:l ?
   'What are you doing this evening?'

B. nudoira namsi fi: ssinema.
   'I want to go to the movies.'

A. sinema alwe:n ma:si tisi:fa ?
   'Which movies are you going to see?'

B. ma:si fi: sinema normandi:.
   'I am going to Normandi Theatre.'

A. ?alfilm sunu lyo:u ?
   'What is the movie today?'

B. film faranse: seme. tamsi ma?aty walla ?
   'It is a good French movie. Would you like to come?'

A. ?akte:r da: ya:tu ?
   'Who is the actor?'

B. fernande:l, hu dahha:ki katir.
   'Fernandel, he is very funny.'

   'O.K., I will go with you.'

II. Vocabulary:

?akte:r    Actor.
dahha:ki    Funny, comic, comedian.
III. Grammar:

A. Refer to P-S 55 for a list of the ordinal numbers. The most frequently used ordinal numbers are "first - sixth", and "seventh - ninth" are seldom used. Ordinal numbers above "tenth" do not exist in Chad Arabic.

B. Ordinal numbers are used with singular nouns only. They come before indefinite nouns and after definite nouns, e.g., /xa: mis kita: b/ 'fifth book' but /al kita: b alxa: mis/ 'the fifth book'.

IV. Exercises:

A. Repeat after your teacher:

?awwal dirib
ddirib al?awwal
ta: ni wled
alwled atta: ni
ta: lit kita: b
alkita: b atta: lit
ra: bi bêt
albe: t arra: bi
xa mis ja ba:j
ajjaba: l alxa: mis
sa:dis ba:b
alba:b assa:dis

B. Substitution drills:

1. sunu tsawwi lyc:m fi: lle:l?
   ?amba:kir
   fi: nnaha:r
   ba?d ba:kir
   fi: ?ašiyya
   nsawwi
   fi: fajur
tawwu
   subu: alja:y
   fi: lle:l
   ysaawi
   ?amba:kir
   ysaawwu

2. sinema alwe:n ma:ši tisši:fa?
   bet
   ylıši:fa
   nıši:fa
   safa:ra
   ma:ši:n tıši:fu
   leko:l
   nıši:fu
   mu:ze:
yıšı:fu

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C. Repeat the dialogue making the following substitutions in speakers:

1. A. ?ali
   B. hawwa

2. A. maryam
   B. hawwa wa mu:sa