A handbook to the grammar of Mauritanian Arabic (Hassaniya) is intended for Peace Corps volunteers, and is designed to focus attention on proper grammatical forms. Lesson topics include the article, personal pronouns, possessive pronouns, negation of the implied verb "to be," noun gender, adjective gender, number, "there is/are and there was/were," simple sentences, "have/have got," demonstratives, present tense, imperatives, nouns and adjectives, prepositions, the genitive case, verbs and suffix pronouns (direct object), the future, adverbs, the active participle, indirect object, past tense, relative pronouns, comparative and superlative, past continuous tense, and conditional. Some pronunciation exercises are included. Arabic orthography and English are used throughout the guide. (MSE)
MAURITANIAN ARABIC

Grammar Handbook
by Timothy P. Francis and Stephen Handley

PEACE CORPS LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living
Brattleboro, Vermont
for ACTION/Peace Corps

1979
PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Gilbertese, Mauritanian Arabic, Setswana, Solomon Islands Pijin, and Tanzanian Swahili.

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Much of the classic calligraphy used to decorate this book was taken from The Muslim Mind by Chris Waddy.

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1979
MAURITANIAN ARABIC
GRAMMAR HANDBOOK

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*iv*
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Article</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The Personal Pronouns</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>The Possessive Pronouns</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Negation of the Implied Verb &quot;To Be&quot;</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Gender of Nouns</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>Gender of Adjectives</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Number (Duals and Plurals)</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>Dummy Subjects (There is/are, There was/were)</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>Simple Sentences</td>
<td>38</td>
</tr>
<tr>
<td>10</td>
<td>Have·Have Got</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>Demonstratives</td>
<td>45</td>
</tr>
<tr>
<td>12</td>
<td>Present Tense - Introduction</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>Interrogatives</td>
<td>56</td>
</tr>
<tr>
<td>14</td>
<td>Present Tense - Variations</td>
<td>62</td>
</tr>
<tr>
<td>15</td>
<td>Present Tense - Continued</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>Imperatives</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Nouns &amp; Adjectives</td>
<td>78</td>
</tr>
<tr>
<td>18</td>
<td>Prepositions</td>
<td>82</td>
</tr>
<tr>
<td>19</td>
<td>The Genitive</td>
<td>87</td>
</tr>
<tr>
<td>20</td>
<td>Verbs &amp; Suffix Pronouns (Direct Object)</td>
<td>91</td>
</tr>
<tr>
<td>21</td>
<td>The Future</td>
<td>98</td>
</tr>
<tr>
<td>22</td>
<td>Adverbs</td>
<td>102</td>
</tr>
<tr>
<td>23</td>
<td>The Active Participle</td>
<td>104</td>
</tr>
</tbody>
</table>
Lesson 24: The Indirect Object 109
Lesson 25: The Past Tense 111
Lesson 26: Relative Pronouns 120
Lesson 27: The Past Tense - Special Cases 122
Lesson 28: The Comparative and Superlative 131
Lesson 29: The Past Continuous Tense 136
Lesson 30: The Conditional 140
Pronunciation Practice 143
Notes to the Learner:

The purpose of The Grammar Handbook is to help you focus your attention on matters such as how to form the past tense or to make nouns and adjectives agree, or to put a string of words together in the proper order. The Grammar Handbook aims through explanation, example and exercises to help you assimilate the linguistic system that holds together the words and phrases of Hassaniya.

Used together, The Communication and Culture Handbook and The Grammar Handbook are two complementary approaches to a basic mastery of Hassaniya. You may find that you are more comfortable with one than with the other, but once again, let us remind you that everyone learns differently. This language course, by taking these two approaches allows you to capitalize on your strengths. It should be pointed out that it would be unwise to neglect either book. If you studied only The Communication and Culture Handbook you would only be able to function within its situations. If you studied only The Grammar Handbook, you would learn quite a lot about the grammar of the language, but not be able to put your knowledge to use in basic everyday situations.

*vii*
Bismillah al-rahman al-rahim;
"In the Name of God, Most Gracious, Most Merciful"
There is no equivalent in Hassaniya to the English indefinite article "a". Thus a noun standing alone is automatically indefinite.

Examples:

- a house /daːr/ دار
- a man /raːjil/ رجل
- a woman /maraː/ مرأة
- a car /waːta/ راية

The definite article "the" has two main forms in Hassaniyya.

1. If the first letter of the noun is a "moon" letter, /il/ is prefixed to the noun:

Examples:

- goodness /khayr/ خير /il-khayr/ الإخير
- praise /hamd/ حمد /il-hamd/ الإحمد

For your reference, the 14 "moon" letters are:

*1*
2. If the first letter of the noun is a "sun" letter, the /l/ of \( \text{لم} \) is assimilated and replaced by a doubling in pronunciation of the first letter of the word, i.e. the /l/ of \( \text{لم} \) is dropped in pronunciation.

Examples:

\[
\begin{array}{ll}
\text{peace} & \text{the peace} \\
/sala:m/ & /is-sala:m/ \\
\text{man} & \text{man} \\
/ra:jil/ & /ir-ra:jil/ \\
\text{house} & \text{the house} \\
/da:r/ & /id-da:r/ \\
\end{array}
\]

Note:

Although the /l/ is dropped in pronunciation, it is still written in written Arabic, and this doubling in pronunciation is indicated by the /shadda/ written above the first letter of the word.

For your reference the 14 "sun" letters are:

\[
\begin{array}{c}
\text{ش} \text{ذ} \text{ر} \text{ز} \text{س} \text{ش} \text{ظ} \text{ل} \text{ن}
\end{array}
\]
LESSON ONE

THE ARTICLE

Special Notes:

You will sometimes hear /il/ become /ili/ in front of words beginning with two consecutive consonants. This may take time for you to pick up in normal speech, and this feature may vary depending on where you are in Mauritania. However you will always be understood using /il/, and this note is only to help you in your comprehension as you gain confidence and experience in hearing and speaking Hassaniya.

The /i/ of /ili/ is dropped in two cases:

a. If the preceding word ends with a vowel.

b. If the word to which /ili/ is prefixed begins with a vowel.

"In the Name of God, Most Gracious, Most Merciful"
### Exercises

1. **a.** Learn any vocabulary in this lesson.
   
2. **b.** Read the examples aloud paying close attention to your teacher's guidance in pronunciation.
   
3. **c.** Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. **Make the following indefinite nouns definite and check your results with your teacher:**

   **Examples:**
   
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>news</td>
<td>تاري</td>
</tr>
<tr>
<td>room</td>
<td>بيت</td>
</tr>
<tr>
<td>house</td>
<td>دار</td>
</tr>
<tr>
<td>glass</td>
<td>كاس</td>
</tr>
<tr>
<td>key</td>
<td>مفتاح</td>
</tr>
<tr>
<td>man</td>
<td>رجل</td>
</tr>
<tr>
<td>tent</td>
<td>خيمة</td>
</tr>
<tr>
<td>peace</td>
<td>سلام</td>
</tr>
<tr>
<td>woman</td>
<td>رامه</td>
</tr>
<tr>
<td>car</td>
<td>وامه</td>
</tr>
<tr>
<td>praise</td>
<td>حمد</td>
</tr>
<tr>
<td>book</td>
<td>كتاب</td>
</tr>
<tr>
<td>Word</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>goodness</td>
<td>/khayr/</td>
</tr>
<tr>
<td>desert</td>
<td>/ba:diya/</td>
</tr>
<tr>
<td>ougiya</td>
<td>/u:gi:ya/</td>
</tr>
<tr>
<td>table</td>
<td>/ta:bla/</td>
</tr>
<tr>
<td>market</td>
<td>/mar:s/</td>
</tr>
<tr>
<td>embassy</td>
<td>/siva:ra/</td>
</tr>
<tr>
<td>office</td>
<td>/maktab/</td>
</tr>
<tr>
<td>hospital</td>
<td>/ta:b/</td>
</tr>
<tr>
<td>day</td>
<td>/yawm/</td>
</tr>
<tr>
<td>milk</td>
<td>/la:ban/</td>
</tr>
<tr>
<td>meat</td>
<td>/laham/</td>
</tr>
<tr>
<td>fish</td>
<td>/hu:t/</td>
</tr>
<tr>
<td>money</td>
<td>/fadhdha/</td>
</tr>
</tbody>
</table>
The personal pronouns in Hassaniyya are:

- I: /ana/
- you (m.): /inta/
- you (f.): /inti/
- he: /huwa/
- she: /hiya/
- we (m. pl.): /nihna/
- we (f. pl.): /nihna:ti/
- you (m. pl.): /intu:ma/
- you (f. pl.): /intu:ma:ti/
- they (m. pl.): /hu:ma/
- they (f. pl.): /hu:ma:ti/

Note:

1. There are four forms of "you" in Hassaniya. You must distinguish between "you" when referring to either a man, a woman, a group of men or a group of women.
2. Mixed groups of men and women are treated grammatically as masculine plural.
3. There is no equivalent to the English "it". Since all nouns in Hassaniya are either masculine or feminine you use either "he" or "she" in context when referring to a thing "it".

*6*
LESSON TWO

PERSONAL PRONOUNS

Since there is no verb "to be" (in the present tense) in Hassaniya, simple sentences like "I am a nurse", "she is the director", "it (referring to a book) is expensive", "it (referring to a house) is large" can be rendered simply by using the relevant pronoun plus the noun or adjective.

Examples:

I am a nurse. (woman talking) /ana tabi:ba/

He is the director. /huwa l-mudi:r/

It is expensive. (book) /huwa wa: cir/

It is large. (tent) /hiya ikbi:ra/

Further Note on Plurals:

The plurals of most masculine and feminine nouns referring to occupations, and adjectives referring to mental and physical states are formed thus:

(Masculine nouns + adjectives describing people)
Add /i:n/ ثنين to the last letter of the word:

teacher /muːcallim/

teachers /muːcallimiːn/

hungry /jiːcan/

hungry (describing a group of men) /jiːcaniːn/
PERSONAL PRONOUNS

LESSON TWO

(Feminine nouns + adjectives describing people)

Add /aːt/ to the last letter of the word:

- teacher (f.) /muˈcallima/
- teachers (f) /muˈcallimaːt/
- hungry (f) /jiˈc:aːna/
- hungry (f) (describing a group of women) /jiˈc:aːnaːt/

Note:

Mixed groups of men and women are treated as grammatically masculine plural.

A twice-repeated prayer: "O Conqueror!"
LESSON TWO

PERSONAL PRONOUNS

Exercises

1. a. Learn any new vocabulary in this lesson.
   
b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.
   
c. Write out the examples in Arabic in your notebook, and then show your results to your teacher.

2. Write out the masculine and feminine plurals of these nouns describing occupations and adjectives describing mental and physical states.

   nurse/doctor /tabi:b/
   director /mudi:r/
   teacher /mu'allim/
   volunteer /mutatawwi:
   married /mitkhayyim/
   thirsty /catsha:n/
   busy /mishtan/
3. Translate the following sentences into Arabic. First read your version out loud in class paying attention to any corrections your teacher may suggest and also his/her advice on pronunciation. When you are satisfied with your translations, write them out in Arabic in your notebook.

1. I am tired (man talking)

2. She is a nurse.

3. They (m.) are teachers.

4. He is tired.

5. She is thirsty.

6. I am busy. (woman talking)

7. We are married.

8. I am a volunteer. (woman talking)

9. He's the director.

10. We are hungry. (mixed group)

11. They are tired. (group of women)

12. I am a volunteer. (man talking)

13. Are you married? (addressing a man)

14. He's busy.

15. Are you (f.) married?

16. It is large. (referring to a house)

17. It is small. (referring to a room)

18. It is new. (referring to a car)

19. They are thirsty (mixed group)

20. I am happy. (woman talking)
LESSON TWO
PERSONAL PRONOUNS
Exercises

4. Make the following sentences plural, read them aloud, translate them into English and then write them out in your notebook.

1. /ana ji'aka:na/  
   انا جعاتنا

2. /hiya vitra:na/  
   هي خترانة

3. /huwa mashghu:1/  
   هو مشفرل

4. /inti varha:na/  
   انت فرعانة

5. /ana catsha:n/  
   انا عطشان

The name of Allah is repeated to form this eight-pointed star
### POSSESSIVE PRONOUNS

Lesson Three

The possessive pronouns "my", "your", "his", "her", etc. are indicated in Hassaniya by suffixes attached to the last letter of the noun they describe.

The possessive suffixes and their English equivalents are:

<table>
<thead>
<tr>
<th>English</th>
<th>Hassaniya</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>/i/</td>
</tr>
<tr>
<td>your (m.)</td>
<td>/-ak/</td>
</tr>
<tr>
<td>your (f.)</td>
<td>/-ik/</td>
</tr>
<tr>
<td>his</td>
<td>/-u/</td>
</tr>
<tr>
<td>her</td>
<td>/-ha/</td>
</tr>
<tr>
<td>our</td>
<td>/-na/</td>
</tr>
<tr>
<td>your (pl.)</td>
<td>/-kum/</td>
</tr>
<tr>
<td>their</td>
<td>/-hum/</td>
</tr>
</tbody>
</table>

*12*
Here is a table showing all the possessive suffixes joined to a sample noun. This is the Hassaniya for "name".

Example:

- my name /ism-i/
- your name (m.) /ism-ak/
- your name (f.) /ism-ik/
- his name /ism-u/
- her name /ism-ha/
- our name /ism-na/
- your name (pl.) /ism-kum/
- their name /ism-hum/

Note:

1. There are 3 forms of "your" in Hassaniya. You must distinguish between "your" referring to either a man, a woman, or a group of people.

2. There is no equivalent to English "its". Since all nouns are either masculine or feminine, you use either "his" or "hers" in context when wanting to say the equivalent to "its".
When the possessive suffixes are added to a feminine noun ending with a /taː/ `marbuːta/, the /taː/ `marbuːta/ is "opened" - i.e. it is both pronounced and written as a regular /taː/.

Examples:

our car  /waːtat-na/  دارتنا
his tent  /khaymat-u/  مكماته
my town  /dashrat-i/  دشرتي

Note:

If a noun has a possessive suffix it cannot also take the definite article /il/. However adjectives describing a noun with a possessive suffix must have the definite article.

Examples:

my new house  /daːr-i 1-ijdiːda/  داري  مجددة
his big tent  /khaymat-ː 1-ikbiːra/  مكماته الأكبرة
her small son  /walad-ha 1-isqiːr/  ولدها الأسيرة

Note:

The possessive suffixes join directly to the last letter of the noun they describe. However if the last letter is a non-connecter, the suffix will stand alone.

her son  /walad-ha/  ولدها
LESSON THREE
Exercises

1. a. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying careful attention to your teacher’s guidance on pronunciation.
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Translate the following phrases into Arabic, read your results aloud and then write them out in Arabic in your notebook.
   1. my house
   2. his car
   3. their tent
   4. her book
   5. his house
   6. our room
   7. my office
   8. your (f.) daughter
   9. their car
   10. my name
   11. our house
   12. my book
   13. your (f.) name
   14. your (p.) tent
   15. my key
   16. your (f.) car
   17. your (m.) house
   18. your (m.) name
19. your (m.) car
20. his daughter
21. her daughter
22. your (pl.) house
23. her office
24. her name
25. your (m.) car
NEGATION OF IMPLIED VERB "TO BE"

Lesson Four

Simple sentences on the pattern of "I am a nurse", "he is the director", "she is tired" are made negative on this pattern:

- I'm not /ma:ni/
- you (m.) aren't /ma:nak/
- you (f.) aren't /ma:nik/
- he isn't /ma:hu/
- she isn't /ma:hi/
- we aren't /ma:na/
- you (pl.) aren't /ma:nkum/
- they aren't /ma:hum/

Examples:

I'm (f.) a nurse. /ana tabi:ba/
I'm (f.) not a nurse. /ma:ni tabi:ba/

You (m.) are tall. /inta twi:l/
You're (m.) not tall. /ma:nak twi:l/

You (f.) are tall. /inti twi:la/
You're (f.) not tall. /ma:nik twi:la/
LESSON FOUR  
NEGATION OF IMPLIED VERB "TO BE"

He is the director.  
/huwa il-mudir/  
ما هو المدير

She is tired.  
/hiya vitra:na/  
هي متعبة

We (m.) are tired.  
/nihna vitra:ni:n/  
نحن متعبين

You (f.pl.) are tall.  
/intuma:ti twa:1/  
إنتو تمثلون

They (f.) are here.  
/hu:ma:ti hu:n/  
أمهم هم

He isn't the director.  
/ma:hu l-mudir/  
ما هو المدير

She isn't tired.  
/ma:hi vitra:na/  
ما هي متعبة

We aren't tired.  
/ma:na vitra:ni:n/  
ما نحن متعبين

You're (pl.) not tall.  
/ma:nkum twa:1/  
ماكو تمثل

They aren't here.  
/ma:hum hu:n/  
هم ليست

Note that in this negative transformation the personal pronouns are replaced (except in three cases) by /ma:.../ plus the relevant suffix pronoun. The three exceptions are:

he is not /ma:hu/  
she is not /ma:hi/  
they are not /ma:hum/

Remember these forms are only used where there is an implied verb to be in the sentence.

*18*
LESSON FOUR

NEGATION OF IMPLIED VERB "TO BE"

Exercises

1. a. Learn any new vocabulary in this lesson.
   b. Read the examples aloud in class paying careful attention to your teacher's guidance on pronunciation.
   c. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. Make the following sentences negative, read them aloud, write them out in Arabic and then translate them into English.

1. /ana jiːnaː/  
   انا جعانية

2. /huːma muːcallimiːn/  
   عمو معلمين

3. /nihnaːti vtaːra/  
   نحناتي فتارة

4. /huwa l-mudiːr/  
   هو المدير

5. /hiya təbiːba/  
   هي طبيبة

6. /ana catshaːn/  
   انا عطبان

7. /inta twiːl/  
   انت طويل

8. /nihna varhaːniːn/  
   نحن فرامين

9. /intuːma mitkhayyimiːn/  
   انتما متخيمي

10. /inti mitkhayyima/  
    انت متخيم

*19*
Exercises

3. Translate the following into Arabic. First read your translation aloud in class paying close attention to your teacher's advice on pronunciation, then write out your results in Arabic in your notebook.

1. It's not new. (referring to a car)
2. It's not large. (talking about a house)
3. I'm not tired. (woman talking)
4. They're not here. (mixed group)
5. She's not in the house.
6. We're not hungry. (group of women)
7. It's not large. (referring to a room)
8. It's not expensive. (referring to a book)
9. She's not a doctor.
10. He's not happy.

The Prophet's mission: "A mercy for all mankind"
GENDER OF NOUNS
Lesson Five

Singular nouns in Hassaniyya are either masculine or feminine. Feminine nouns generally end in /taːˈmarbuːta/, however there are a very few words not ending in /taːˈmarbuːta/ which are feminine.

Examples - masculine nouns:

- goodness /khayr/
- praise /hamd/
- man /raːjil/

Examples - feminine nouns: (ending in /taːˈmarbuːta/)

- car /waːta/
- ougiya /uːgiːya/
- table /taːbla/
- tent /khayma/

Examples - feminine nouns: (not ending in /taːˈmarbuːta/)

- house /daːr/
- woman /maraː/

*21*
With nouns referring to occupations, and adjectives referring to mental and physical states, the feminine equivalent is formed by adding a /ta:' marbu:ta/ to the masculine form.

Examples:

- nurse (m.) /tabi:b/ 
- nurse (f.) /tabi:ba/ 
- director (m.) /mudi:r/ 
- director (f.) /mudi:ra/ 
- married (m.) /mitkhayyim/ 
- married (f.) /mitkhayyima/
LESSON FIVE

Exercises

1. a. Learn any new vocabulary in this lesson.
   
b. Read the examples aloud paying careful attention to your teacher's pronunciation.
   
c. Write out the examples in Arabic and then show your efforts to your teacher.

2. Identify the following nouns as either masculine or feminine, and check your results with your teacher.

   room /bayt/ |
   glass /ka:s/ |
   tent /khayma/ |
   woman /mara:/ |
   market /marṣa/ |
   embassy /siva:ra/ |
   house /da:r/ |
   key /muvta:h/ |
   man /ra:jil/ |
   peace /sala:m/ |
   table /ta:bla/ |
   book /ikta:b/ |

   *23*
GENDER OF NOUNS
Exercises

ougiya /u:gi:ya/

car /wa:ta/

desert /ba:diya/

goodness /khayr/

hospital /tab/

fish /hu:t/

meat /laham/

office /maktab/

day /yawm/

3. Make the following nouns referring to occupations, and adjectives referring to mental and physical states feminine by adding /ta:' marbu:ta/. Check your results with your teacher.

a. Nouns:

   teacher /mu'sallim/

   pupil /talmi:dhi/

   director /mudi:r/

   doctor/nurse /tabi:b/

   grandfather /jidd/
LESSON FIVE
GENDER OF NOUNS
Exercises

paternal uncle /Cam/  
maternal uncle /kha:1/

b. Adjectives:
married /mitkhayyim/
thirsty /catsha:n/
thired /vitra:n/
hungry /ji'a:n/
happy /varha:n/
busy /mishtan/

*25*
Adjectives in Hassaniya are either masculine or feminine.

1. Masculine nouns take the masculine form of adjectives.
2. Feminine nouns take the feminine form of adjectives. The feminine adjective is formed by adding /ta:ˈmarbuːt a/ to the masculine form.

<table>
<thead>
<tr>
<th>Example</th>
<th>Masc.</th>
<th>Fem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>/ikbiːr/</td>
<td>/ikbiːra/</td>
</tr>
<tr>
<td>young</td>
<td>/isqiːr/</td>
<td>/isqiːra/</td>
</tr>
<tr>
<td>old</td>
<td>/kahal/</td>
<td>/kahla/</td>
</tr>
<tr>
<td>new</td>
<td>/ijdːiːd/</td>
<td>/ijdːida/</td>
</tr>
<tr>
<td>cheap</td>
<td>/hiyyan/</td>
<td>/hiyyana/</td>
</tr>
<tr>
<td>expensive</td>
<td>/waːcːiːr/</td>
<td>/waːcːira/</td>
</tr>
<tr>
<td>beautiful</td>
<td>/zayn/</td>
<td>/zayna/</td>
</tr>
<tr>
<td>hot</td>
<td>/haːmi/</td>
<td>/haːmia/</td>
</tr>
<tr>
<td>cold</td>
<td>/baːrid/</td>
<td>/baːrida/</td>
</tr>
<tr>
<td>tired</td>
<td>/vitran/</td>
<td>/vitran/</td>
</tr>
<tr>
<td>tall</td>
<td>/twiːl/</td>
<td>/twiːla/</td>
</tr>
<tr>
<td>short</td>
<td>/igsiːr/</td>
<td>/igsiːra/</td>
</tr>
</tbody>
</table>

*26*
1. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying close attention to your teacher's
guidance in pronunciation.
   c. Write out the examples in Arabic, and show your efforts to your
teacher.

2. Make the following adjectives feminine by adding a /ta:' marbu:ta/.
   Show your results to your teacher.

   near /grayyib/  
   far /baci:d/  
   good (2) /zayn/  
   clean /masgu:l/  
   dirty /imsakh/  
   rich /gha:ni/  
   poor /fagi:r/  
   easy, cheap /hiyyan/  
   difficult, expensive /wa:cir/  
   last /ita:1/  
   another /awkhar/  
   open /muvtu:h/  
   closed /magvu:l/
In Hassaniya nouns have three forms depending on the number of things being talked about: singular, dual (two of something) and plural.

1. The singular form of nouns has been discussed.

2. The dual is a unique feature of Arabic. The suffix */-ayn/ (ام) can be added to any noun to denote "two of". If the noun is feminine ending in */ta:' marbu:ta/ the latter must be "opened" - i.e. pronounced and written as a regular */ta:/ when the */-ayn/ (ام) suffix is added.

Examples:

- 2 houses: /da:rayn/ دارين
- 2 cars: /wa: tatayn/ وانتين
- 2 men: /ra:jilayn/ راجلين
- 2 daughters: /mintayn/ منتين
- 2 books: /ikta:bayn/ اكنابين
- 2 tents: /khaymatayn/ هيمن
- 2 rooms: /baytayn/ بينين
- 2 towns: /dashratayn/ دشرين
3. **The Plural:**

Unlike English, the plural form of a noun in Hassaniya cannot be stated in a simple rule. You must learn the plural form of a noun at the same time as the singular. However, use your judgement; do not waste time learning the plural of nouns you rarely use in the plural. An additional peculiar feature of Hassaniya is the fact that "countable" nouns (like "books") revert to their singular form when expressed in quantities above 10, so really the use of the plural is limited in "countables" to quantities between 3 and 10.

**Examples:**

1. Masculine nouns in singular and plural forms.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>/ra:jl/</td>
<td>/rijja:l/</td>
</tr>
<tr>
<td>room</td>
<td>/bayt/</td>
<td>/byu:t/</td>
</tr>
<tr>
<td>door</td>
<td>/ba:b/</td>
<td>/bi:ba:n/</td>
</tr>
<tr>
<td>book</td>
<td>/ikta:b/</td>
<td>/iktu:b/</td>
</tr>
<tr>
<td>dog</td>
<td>/kalb/</td>
<td>/kla:b/</td>
</tr>
<tr>
<td>pen</td>
<td>/glam/</td>
<td>/glu:ma/</td>
</tr>
<tr>
<td>camel</td>
<td>/jamil/</td>
<td>/ijma:l/</td>
</tr>
<tr>
<td>boy</td>
<td>/walad/</td>
<td>/ula:d/</td>
</tr>
</tbody>
</table>

*29*
2. Feminine nouns in their singular and plural forms.

Many feminine nouns ending in /ta:' marbu:ta/ drop the /ta:' marbu: t a/ and add /a:t/ to make the plural. Unfortunately this is not a hard and fast rule but, as you will see, is fairly common.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>/da:r/</td>
<td>/dyar/</td>
</tr>
<tr>
<td>girl</td>
<td>/mint/</td>
<td>/amnā:t/</td>
</tr>
<tr>
<td>woman</td>
<td>/mara:/</td>
<td>/i'lyā:t/</td>
</tr>
<tr>
<td>car</td>
<td>/wa:ta/</td>
<td>/wa:ta:t/</td>
</tr>
<tr>
<td>cow</td>
<td>/bagra/</td>
<td>/bagh/</td>
</tr>
<tr>
<td>party</td>
<td>/havla/</td>
<td>/havla:t/</td>
</tr>
<tr>
<td>tent</td>
<td>/khayma/</td>
<td>/khayma:t/</td>
</tr>
<tr>
<td>town</td>
<td>/dashra/</td>
<td>/dshur/</td>
</tr>
<tr>
<td>ougi:ya</td>
<td>/u:gi:ya/</td>
<td>/ugi:ya:t/</td>
</tr>
</tbody>
</table>
LESSON SEVEN

NUMBER (Duals and Plurals)

In Hassaniya adjectives describing the plurals of "things" (not people) are grammatically feminine when the noun is feminine in the singular.

Examples:

big houses /dya:r ikba:ra:t/ ديار أكبارات
new books /iktu:b ijdi:da:t/ اكتب انجيدات
large rooms /byu:t ikba:ra:t/ بيوت أكبارات
new cities /dshu:r ijdi:da:t/ دشور انجيدات

Note:

Some adjectives have special plurals. These must be learned individually.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>/twi:l/</td>
<td>/twa:l/ طويل</td>
</tr>
<tr>
<td>large, old</td>
<td>/ikbi:r/</td>
<td>/ikba:r/ اكبر</td>
</tr>
<tr>
<td>tired</td>
<td>/vitra:n/</td>
<td>/vta:ra/ فتارا</td>
</tr>
</tbody>
</table>
1. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying careful attention to your teacher's guidance in pronunciation.
   c. Write out the exercises in Arabic in your notebook, and then show your efforts to your teacher.

2. Make the following singular nouns dual by adding the suffix /-ayn/ ـين. Show your results to your teacher.
   a camel /jamil/
   a boy /walad/
   a tent /khayma/
   a house /da:r/
   a book /ikta:b/
   a pen /glam/
   a man /ra:jil/
   a key /muvta:h/
   a glass /ka:s/

3. Give the singular and English meanings of the following plurals.
   /u:la:d/ ولاد
   /amna:t/ امنات
   /rijja:l/ رجال
LESSON SEVEN
NUMBER (Duals and Plurals)
Exercises

. /dya:r/ ديار
/bgar/ بقر
/dshu:r/ دشور
/i^lya:t/ عليات
/bi:ba:n/ ببان
/ugi:ya:t/ أوقيات
/byu:t/ بيوت

4. Find out the plurals of these nouns with the help of your teacher.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>كاس</td>
</tr>
<tr>
<td>key</td>
<td>منطاع</td>
</tr>
<tr>
<td>embassy</td>
<td>سفارة</td>
</tr>
<tr>
<td>office</td>
<td>مكتب</td>
</tr>
<tr>
<td>hospital</td>
<td>طب</td>
</tr>
<tr>
<td>day</td>
<td>يوم</td>
</tr>
<tr>
<td>teacher</td>
<td>معلم</td>
</tr>
<tr>
<td>pupil</td>
<td>تلميذُي</td>
</tr>
<tr>
<td>director</td>
<td>مدير</td>
</tr>
</tbody>
</table>

*33*
5. Keep a record of any new plurals you find that you need. However, use your judgement and do not waste time recording and learning the plural of nouns that you rarely use. Give priority to those plurals you need in your everyday life and your work.
Lesson Eight

As you have already seen, there is no equivalent in Hassaniya for the English verb "to be" (in the present tense at least). However, there is a way of conveying the idea of existence, "there is/there are" or "there was/there were" in Hassaniya. This word is:

```
/kha:lig/
```

and can be used in statements (affirmative and negative) as well as in questions when speaking about availability or existence of something or somebody.

Note that /kha:lig/ behaves like an adjective, that is, it takes the regular feminine singular and feminine and masculine plural suffixes depending on who or what is being referred to.

Example - Affirmative Statements

There is rice in the market today.

```
/kha:lig ma:ru vi l-marsa il-yawm/
```

There is a tent in the house.

```
/kha:liga khayma vi d-da:r/
```

There are a lot of men in the street.

```
```

There are a lot of markets in Kiffa.

```
/kha:liga:t ya:sir min il-marsa:t vi ki:fa/
```

*35*
Questions:

These statements can be made into questions simply by using a rising intonation on the last words in your voice. There is no change in word order for questions with /kha:lig/.

Examples - Negative Statements

The negative "there isn't/there aren't", or in the interrogative, "isn't there?/aren't there?" is formed by placing /ma/ before /kha:lig/:

There isn't any rice in the market.

/ma kha:lig ma:ru vi l-marsa/

There aren't a lot of men in the street.

LESSON EIGHT

THERE IS/ARE, THERE WAS/WERE

Exercises

Translate these sentences into Hassaniya:

1. Is there any meat today?
2. Is there a mosque on Avenue Kennedy?
3. There are many small towns in Mauritania.
4. Are there a lot of camels in the desert?
5. There are five windows in this room.
6. Is there a doctor in the house?
7. There are many embassies in Nouakchott.
8. There is no one at home now.
9. Are there two airports in Nouakchott?
10. There is a beautiful dog over there.
You have seen earlier that phrases like "the new car" in Hassaniya translate literally as "the car the new" with both noun and adjective preceded by the definite article /ill/. However, since there is no verb "to be" in Arabic, sentences on the pattern of "The house is big" can be formed with a noun plus the definite article followed by an adjective alone, translating literally into Hassaniya as "the house big".

Examples:

The house is big.
/id-da:r ikbi:ra/

The car is small.
/il-wa:ta sqi:ra/

Note the difference in meaning between:

1. The big house...
/id-da:r l-ikbi:ra/

and

2. The house is big.
/id-da:r ikbi:ra/

Make sure that you don't say one while meaning the other. Of the two, "The house is big." is a complete sentence in itself and can stand alone, while "the big house" is not a complete sentence.
LESSON NINE  SIMPLE SENTENCES

Negation:

Simple sentences like "The house is big" are easy to build since there is no verb "to be" (in the present tense) in Hassaniya. You negate such sentences with the formula shown in Lesson 4.

The house isn't big.
/*id-da:r ma:hi kbi:ra/

The book is not expensive.
/*il-kita:b ma:hu wa:cir/
1. a. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Translate the following sentences into Arabic. First read out your translations aloud in class, then write them out in Arabic in your notebook.

   1. The house is new.
   2. The town is large.
   3. The room is small.
   4. Meat is expensive.
   5. My office is big.
   6. The embassy is new.
   7. The woman is beautiful.
   8. My car is old.
   9. Her daughter is young.
  10. Muhammad is tall.
  11. The book is cheap.
  12. Ali is rich.
  13. The desert is hot.
  14. Today is hot.
  15. The door is open.
  16. The restaurant is shut.
  17. The shop is open.
  18. The glass is dirty.
  19. My house is near.

3. Make the sentences in #2 above negative. Read your translations aloud in class, then write them out in Arabic in your notebook.
The possessive suffixes (Lesson 3) also function as the equivalent
to the English object pronouns "me", "you", "him", "her", etc. and
these suffixes used on conjunction with the preposition /cand/ giv' the
equivalent in Hassaniya to the English "have" or "have got".

Examples:

I have /cand-i/

you have (m.) /cand-ak/

you have (f.) /cand-ik/

he has /cand-u/

she has /cand-ha/

we have /cand-na/

you have (pl.) /cand-kum/

ey have /cand-hum/

Although this translates literally as "near me", "near you", etc.,
in Hassaniya it expresses the same idea of "possessing", "owning", or
"having" as "I have ..." and "I have got..." do in English.
Note:

1. There are three forms of "you have" in Hassaniya. You must distinguish between "you have" referring to either a man, woman or a group of people.

2. There is no equivalent to English "it has". Since all nouns are either masculine or feminine you must use either "he has" or "she has" when referring to a thing depending on its gender.

3. Note that since the last letter of /cand/ is a non-connector all the suffixes stand alone unjoined.

Negative of /cand/

The negative is formed by placing /ma/ before /cand/. /ma/ is invariable.

Examples:

I don't have /ma c'and-i/ ما عندي
you (m.) don't have /ma c'and-ak/ ما عندك
you (f.) don't have /ma c'and-ik/ ما عندك
he doesn't have /ma c'and-u/ ما عندك
she doesn't have /ma c'and-ha/ ما عندها
we don't have /ma c'and-na/ ما نحن
you (pl.) don't have /ma c'and-kum/ ما عندكم
they don't have /ma c'and-hum/ ما عندكم
1 a. Learn any new vocabulary in this lesson.

b. Read the examples out loud paying attention to your teacher’s advice on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Read the following sentences aloud and then translate them into English. Use this exercise as writing practice when you have finished your oral practice in class. Show what you write to your teacher.

1. /cand-i da:r isqi:ra/ - عندي دار صغيرة
2. /cand-u wa:ta/ - كنتا وانة
3. /ma cand-ka ikta:b/ - ما عندك كتاب
4. /ma cand-na fadhda/ - ما عندنا فضية
5. /cand-hum khayma kbi:ra/ - عندكم عينية كبيرة
6. /cand-ak ma ?/ - عندك ما؟
7. /cand-ik il-muvtah/ - عندك المفتاح
8. /ma cand-kum lahahm ?/ - ما عندكم لحم؟
9. /ma cand-i wa:ta/ - ما كندي وانة
10. /cand-kum ma:ru ?/ - عندكم صورة؟
3. Translate the following sentences into Arabic. First say them aloud in class paying attention to your teacher's corrections and advice on pronunciation, then write them out in Arabic in your notebook.

1. Do you (pl.) have any bread?
2. The man has a new car.
3. We have a small house.
4. She doesn't have a book.
5. They don't have any fish.
6. They have a new tent.
7. I don't have any money.
8. We don't have a car.
9. Do you (m.) have the time?
10. Do you (f.) have a pen?
The Hassaniya equivalents for "this", "that", "these" and "those" are:

**Examples:**

- this (m.) /ha:dha/ 
- this (f.) /ha:dhi/ 
- these (m. & f.) /ha:dhu/ 
- that (m.) /dha:k/ 
- that (f.) /dhi:k/ 
- those (m. & f.) /dhu:k/ 

Note the "dagger/alif/" in the written Arabic of "this" (m. & f.) and "these". (See the section on "dagger /alif/" in the Literacy Handbook).

Examples:

1. This is Mohammed.  
   /ha:dha muhhammad/ 

   This is Fatima.  
   /ha:dhi fa:timatu/
This is a new book.
/ha:dha kta:b ijdi:d/

This is a nice house.
/ha:dhi da:r zayna/

These are new houses.
/ha:dhu dya:r ijdi:da:t/

2. That is Ahmad.
/dha:k ahmad/

That is Nafisa.
/dhi:k nafi:satu/

That is a new pen.
/dha:k glam ijdi:d/

That is an expensive car.
/dhi:k wa:ta wa:cura/

Those are new houses.
/dhu:k dya:r ijdi:da:t/
The other kind of sentence in which "this", "that", "these", and "those" are most commonly used is in the pattern:

This (noun) is (adjective).

This house is new.

In the Arabic for sentences on this pattern you must use /il/, "the", with the noun. Thus the sentence "This house is new" literally translates into Hassaniya as "This the house new."

Examples:

This house is new.
/haːdhi id-daːr ijdīːda/

That car is expensive.
/dhiːk ĭl-waːta wाːcira/

These books are new.
/haːdhu l-iktūːb ijdīːdāt/

This feature often poses a problem for English speakers. Contrast these examples with those on the previous page. In both English and Arabic each version means much the same thing; you simply have a choice as to how you wish to express yourself.
1. Learn any new vocabulary in this lesson.
   a. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.
   b. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Substitution Drill #1
   a. Read the model sentence.
   b. Work out the Arabic for what is to be substituted; you may have to change two items in some sentences.
   c. Read each sentence aloud.
   d. Write out each new sentence in Arabic in your notebook.

Model Sentence
This is a new restaurant.

Substitute
1. .... a new house.
2. .... Ahmad.
3. .... my wife.
4. That ....
5. That .... hotel.
6. .... a large town.
7. That .... car.
8. .... a cheap restaurant.
9. That .... a big house.
10. .... Nafisa.
11. That .... the Post Office.
12. .... a large office.
13. That .... a tall man.
14. .... my son.
15. .... my daughter.
3. **Substitution Drill #2**

**Model Sentence**

This town is large.

/haːdhi dashra kbiːra/

Substitute

1. ..... old.
2. ..... new.
3. ..... expensive.
4. This house ....
5. That building ....
6. That shop ....
7. ..... small.
8. This room ..... small.
9. This office ....
10. That restaurant ....
The Present Tense in Hassaniya obeys a regular and predictable pattern: each verb consists of a "stem", in many cases made up of 3 letters which conveys the meaning of the verb.

"I", "you", "he", "she", etc. are indicated by prefixes and suffixes added to the stem. These prefixes and suffixes remain absolutely constant from one verb to another.

The prefixes are added to the "stem" by one of the short vowels which we will call the "helper" vowel which remains the same within any one verb. You may hear some regional differences in Mauritania as to which short vowel is used as the "helper" vowel in some verbs, and you may find that the short vowels used in examples in this book are not always what you will hear in different parts of the country. In the early stages of learning Hassaniya, follow your teacher's pronunciation and advice. When you are on your own, keep your ears open and imitate what you hear used most often around you.

Here are three common verbs written in all the "persons":

**Examples: "write"**

I write /niktub/

you write (n.) /tiktub/

you write (f.) /tiktubi/

he writes /yiktub/

she writes /yttub/

we write /niktubu/

you write (pl.) /tiktubuj

they write /yiktubu/

*50*
Examples: "know"

I know     /na`raf/
you know (m.)    /ta`raf/
you know (f.)    /ta`rfi/
he knows     /ya`raf/
she knows     /ta`raf/
we know     na`rafu/
you know (pl.)  /ta`rafu/
they know    ya`rafu/

"speak"

I speak    nitkallam/
you speak (m.)    tiktallam/
you speak (f.)    'tiktallami/
he speaks    yitkallam,
she speaks    .tiktallam,
we speak    nitkallamu /
you speak (pl.)  tiktallamu /
they speak    yitkallamu
As you can see, the prefixes and suffixes are quite regular:

verb stem

I  n _____
you (m.)  t _____
you (f.)  t _____ i
he  y _____
she  t _____
we  n _____ u
you (pl.)  t _____ u
they  y _____ u

The only possible source of confusion may be that you (m.) and she are the same in pronunciation and writing. However, context will always tell you whether a man is being addressed or a woman spoken about.
LESSON TWELVE

PRESENT TENSE -- INTRODUCTION

If the last letter of the verb stem is an /i/ represented by the letter /ya:/، these changes occur:

Example:

I go /nimshi/
you go (m.) /timshi/
you go (f.) /timshi/
he goes /yimshi/
she goes /timshi/
we go /nimshu/
you go (pl.) /timshu/
they go /yimshu/

Note what has happened:

1. you (f.) - Since the verb "stem" ends in /i/, there is no need to add the /i/ that usually distinguishes you (f.) from you (m.). This means that now you (m.), you (f.), and she are all identical in form and pronunciation. Context will tell you which is intended.

2. plurals - For all the plurals we, you, and they, the final /i/ is dropped and the /u/ which is the plural suffix marker is added directly to the second letter of the "stem" - in this case, the /shi:n/ ش .

These are not random changes. All verbs with /i/ as the last letter of the "stem" behave like this model.

*53*

63
PRESENT TENSE -- INTRODUCTION

Exercises

1. a. Learn any new vocabulary in this lesson.
   
   b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.
   
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Learn as many of these new verbs which behave like the examples in this lesson.

   We have introduced each new verb in the "he" form - remember that the "helper" vowel connecting the prefixes to the first letter of the verb stem is constant within any one verb, so once you know the "helper" vowel for one person, you can predict the other persons accurately.

   a. Verbs that behave like /yiktub/, /ya$raf/ and /yitkallam/:

      he finds  /yijbar/
      he rides  /yirkab/
      he enters /yidkhal/
      he closes /yigval/
      he sits   /yig$ad/
      he drinks /yishrub/
      he hears  /yisma$/
      he returns /yirja$/
      he opens  /yiftah/
      he hits   /yibut/

   *54*
LESSON TWELVE

PRESENT TENSE -- INTRODUCTION

Exercises

he lives /yiskun/

he takes /yigbadh/

he listens /yissannat/

he works /yishtaghal/

b. Verbs that behave like /yimshi/:

he buys /yishri/

he wants /yibqi/

he smokes /yikmi/

3. For further practice write out verb tables like the examples in this lesson, for all the persons of these verbs.

Keep a section of your notebooks for verbs and sample verb tables.
Generally, asking questions in Hassaniya is indicated by tone of voice and "rising intonation" -- you show you are asking questions by raising your voice at the end of the sentence. In written Arabic, unless the question is introduced by a question word, the only difference between a statement and a question is the question mark.

Here is a review of words that can be used to introduce questions in Hassaniya:

1. "Is it so?" /ya:k ?/ 

2. "What?"

   The Hassaniya for "what?" varies slightly in form depending on whether a man, a woman, or a group is being addressed or referred to:

   "What?" (m.) /shinhu ?/ 
   "What?" (f.) /shinhi ?/ 
   "What?" (pl.) /shinhum ?/ 

3. "Who?" "Which?"

   The Hassaniya for "who?" varies slightly in form depending on whether a man, a woman, or a group is being addressed or referred to:

   "Who?" (m.) /minhu ?/ 
   "Who?" (f.) /minhi ?/ 
   "Who?" (pl.) /minhum ?/
4. "How much?" (money -- price)
   "How much?" /ba:sh ?/

5. "Where?"
   "Where?" /mnayn ?/

6. "How much?", "How many?"
   How much/many? /kam ?/
   How many do you have...? /kam c'and-ak min... ?/.

7. "Why?"
   "Why?" /calash ?/

8. "When?"
   "When?" /aynta ?/

9. "How long ...?"
   The question "How long have you been...?" is formed in Hassaniya by /kam/ + /l/ or /il/ + relevant suffix pronoun.
   "How long have you (m.) been...?" /kam l-ak... ?/
   "How long have you (f.) been...?" /kam l-ik... ?/
   "How long has he been...?" /kam l-u... ?/
   "How long has she been...?" /kam il-ha... ?/
"How long have we been...?"

/км ла́н... ؟/ Kansas... ً

"How long have you (p.l.) been...?"

/км ал-км... ؟/ ُكم اللم... ً

"How long have they been...?"

/км ал-лум... ؟/ ُكم الّمم... ً

The answer "I've been...", "he's been...", "we've been..." etc. is expressed by /l/ or /il/ + the relevant suffix pronouns.

I have been in Nouakchott for a month.

/л-шар ви ну:акшу:т/ ٌلي شهير في نواكشوط

We've been working for two hours.

/ннна нисhtagхалу са:катайн/ ُننا نشطغلو سانتين

10. "Which?"

"Which?"  ًايّنا

11. "Did/Do/Does" (Interrogative Word)

"Did/Do/Does"  ًماهالّة
1. Make sure you know all the interrogatives in this lesson.
   b. Write out the vocabulary from this lesson in Arabic for revision in your notebook.

2. Since this is primarily a revision lesson, all the exercises will be translation from English into Arabic.
   Translate the following sentences into Arabic.
   a. Read your translations aloud in Arabic, and then write them out in your notebook.
   b. For further practice vary the vocabulary where sense allows.

   1. What's your name? (to a man)
   2. What's your job? (to a woman)
   3. How many children do you (f.) have?
   4. How much is this?
   5. How much is a kilo?
   6. What are these?
   7. When do you get up every day? (to a man or a woman)
   8. How much is a kilo of meat?
   9. Where do you live? (to a man or a woman)
  10. Why don't you (m.) sit down?
  11. When is he coming?
  12. What does she want?
  13. How long have you (f.) lived in Mauritania?
  14. Who is she?
  15. Which one do we want?
INTERROGATIVES
Exercises

16. Who are they?
17. What's the news?
18. Why are you doing that?
19. How many brothers/sisters do you (m.) have?
20. Where are you (f.) going?
21. When are you (m.) going to America?
22. Where are they?
23. Who is he?
24. What's the time?
25. Why don't you (f.) come with me?

2. Substitution Drill
   a. Read the model sentence.
   b. Work out the Arabic to be substituted.
   c. Read out the new sentences to your teacher.
   d. Write out the new sentences in Arabic in your notebook.

Since this is a question and answer drill, provide an answer to each question from the alternatives on the next page, or provide your own.
LESSON THIRTEEN
INTERROGATIVES
Exercises

Model Sentence
Q. How long have you (f.) been working in Mauritania?
/kam tishtaghali vi mu:ri:ti:niya ?/

Substitute
1. .... you (m.) ....
2. .... they been living ....
3. .... he been living ....
4. .... she ....
5. .... learning French?
6. .... they ....
7. .... you (m.) been living ....
8. .... you (f.) been living ....
9. .... they been speaking Arabic?
10. .... in the hospital?

A. 1. a year
2. two years
3. six months
4. a month
5. two months
6. a week
7. two weeks
8. a year and a half
9. a long time
10. a very long time
Although the patterns shown in Lesson 12 will apply to the vast majority of verbs you will have to use, there are two features you must be aware of from the outset in learning Hassaniya: 1) a very few common verbs have an alternative prefix for the /y/ indicating "he" and "they"; 2) these same verbs usually dispense with a "helper" vowel to join the prefixes to the first letter of the verb stem.

Example:

I see /nshu:v/  
you see (m.) /tshu:v/  
you see (f.) /tshu:vi/  
he sees /ishu:v/  
she sees /tshu:v/  
we see /nshu:vu/  
you see (pl.) /tshu:vu/  
they see /ishu:vu/
These are not random changes. They occur in verbs with a long vowel, either /waːw/  ク or /yaː/  イ as in the middle letter of a 3-letter verb stem.

Examples:  "say"

I say  /nguːl/  ہو کا
you say (m.)  /tɡuːl/  ہو کا ہو
you say (f.)  /tɡuːli/  ہو کی
he says  /ɪɡuːl/  ہو لی
she says  /tɡuːl/  ہو لو
we say  /ŋuːlu/  ہو لو ہو
you say (pl.)  /tɡuːlu/  ہو لو ہو
they say  /ɪɡuːlu/  ہو لو ہو

"sell"

I sell  /nbiːc/  بیع
you sell (m.)  /tbiːc/  بیع ہو
you sell (f.)  /tbiːci/  بیع ہو
he sells  /ɪbiːc/  بیع
she sells  /tbiːc/  بیع
we sell  /nbiːcu/  بیع ہو
you sell (pl.)  /tbiːcu/  بیع ہو
they sell  /ɪbiːcu/  بیع
Note that apart from the "he" and "they" forms and the lack of a "helper" vowel, all the other prefixes and suffixes are identical to the models in Lesson 12. This feature also applies to those very few verbs that have only 2 letter stems.

Example:

```
I pour          /n̩subb/  
you pour (m.)   /t̩subb/  
you pour (f.)   /t̩subbi/ 
he pours        /i̩subb/  
she pours       /t̩subb/  
we pour         /n̩subbu/ 
you pour (pl.)  /t̩subbu/ 
they pour       /i̩subbu/ 
```

Pay special attention to the kind of verbs discussed in this lesson. They are not irregular verbs since all verbs showing these features will behave in the same way. So always be careful of these verbs: 1) verbs with /wa:w/ -workers or /yaː/ -workers as the middle letter of a 3-letter stem and 2) verbs that have only 2-letter stems.
LESSON FOURTEEN  PRESENT TENSE - VARIATIONS
Exercises

1. a. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying close attention to your teacher's
guidance on pronunciation.
   c. Write out the examples in Arabic in your notebook and show
your efforts to your teachers.

2. Learn as many of these new verbs as you can which behave like
the examples in this lesson. Remember:
   i. They do not have a "helper" vowel connecting the prefixes
to the first letter of the verb stem.
   ii. They have the alternate prefix /i/ instead of /y/ in pronuncia-
tion to indicate "he" and "they". The prefixes indicating the
other persons remain unchanged.

We introduce each new verb in both the "I" form and the "he"
form to reinforce this feature.

I get up  /ngu:m/  اقْبُوم
he gets up /igu:m/  اقْبُوم
I visit   /nzu:r/  نُزْوِر
he visits /izu:r/  انزور
I go (to) /ngi:s/  اقْسِ
he goes (to) /igi:s/  اقْسِ
I put      /ndi:r/  نِدْر
he puts   /idi:r/  رِدْن
I wait    /nhani/  اقْتِ
he waits /ihani/  اقْتِ
I increase /nzi:d/  نِزْدِ
he increases /izi:d/  نِزْدِ
Verbs with a doubled middle letter of the verb stem behave in the same way as the examples in this lesson.

I let /nkhalli/
he lets /ikhalli/
I ask /nsawwal/
he asks /isawwal/
I do /ncaddal/
he does /tcaddal/
I look at /nkharas/
he looks at /ikharras/
I look for /nlawwad/
he looks for /ilawwad/
I pay /nkallas/
he pays /ikhallas/

3. For further practice write out verb tables like those in this lesson for all the persons of the verb.

Keep a section of your notebook for verbs and sample verb tables.

Make sure you learn these verbs and their variations from the examples in Lesson 12.
Three important verbs to pay special attention to are the following:

Example: "want"

I want /nduːr/ ندوُر
you want (m.) /idduːr/ إِدْدوُر
you want (f.) /idduːrɪ/ إِدْدوُرِ
he wants /iduːr/ إِدوُر
she wants /idduːr/ إِدْدوُر
we want /nduːru/ ندوُروو
you want (pl.) /idduːru/ إِدْدوُروُو
they want /iduːru/ إِدوُروُو

Note that the /t/ ت prefix indicating "you" (m.), "you" (f.) and and "you" (pl.) is assimilated to the /d/ of the verb with an "upbeat added at the beginning for more facility in pronunciation.

The /y/ of "he" and "they" is replaced by /i/.
Pay special attention to this very common verb and learn it by heart:

Examples: "can"

I can /ngidd/
you can (m.) /tgidd/
you can (f.) /tgiddi/
he can /igidd/
she can /tgidd/
we can /ngiddu/
you can (pl.) /tgiddu/
they can /igiddu/

Note that in this verb the final letter of the "stem" is doubled if followed by a vowel.

Plaited Kufic ornamentation
"God gathers mankind for the Day of Judgment"
LESSON FIFTEEN
PRESENT TENSE - CONTINUED

Pay special attention to this very useful verb and learn it by heart:

**Examples: "come"**

- I come /nji/
- you come (m.) /tji/
- you come (f.) /tji/
- he comes /iji/
- she comes /tji/
- we come /nju/
- you come (pl.) /tju/
- they come /iju/

Note that this is a two-letter verb "stem" with /ya:/ as the last letter, so the changes outlined in Lesson 14 apply.

Take special care in learning these verbs.
1. There is no "infinitive" per se in Hassaniya. Therefore the sentence "I want to go" is rendered in this way:

Examples:

I want to go.

/ndu:r nimshi/

(which translated literally means "I want I go").

He wants to see Ahmad.

/idu:r ishu:v ahmad/

(literally "he wants he sees Ahmad").

2. The negative of Present Tense verbs is formed by putting /ma/ before the verb.

Example:

I don't want to go.

/ma ndu:r nimshi/

She doesn't want to come.

/ma iddu:r tji/

We don't want to go.

/ma ndu:ru nimshu/
LESSON FIFTEEN

PRESENT TENSE

Exercises

1. a. Learn any new vocabulary in this lesson.

   b. Read the examples aloud in class paying careful attention to your
teacher's guidance on pronunciation.

   c. Write out the examples in Arabic in your notebook and show your
efforts to your teacher.

2. Now that you have seen the different forms that the Present Tense
may take, we want you to practice using them all in a variety of
exercises.

   Translation and Multiple Substitution Exercises

   Make as many sentences as you can by translating this multiple
substitution drill:

   Q. Where do you (m. & f.)
      do (he, she)
      want to go?
      you (p.)
      they

   A. I
      He She
      want to go to
      the cinema
      the office

      We
      They
      the sea
      the desert
      the clinic

For writing and comprehension write out the translation of this
question and answer pattern. If you want to extend this exercise
you can substitute other places in the answer.

Use this exercise as a model for building up your multiple substi-
tution question and answer drills using other vocabulary.
3. **Substitution Drill**
   a. Read the model sentence.
   b. Work out the Arabic to be substituted.
   c. Write out the new sentences in Arabic.
   d. Read the new sentences aloud.

**Model Sentence**
I want to see Ahmad.

\(\text{ندرو نشرف امجد}\)

**Substitute**
1. She ....
2. They ....
3. He doesn’t ....
4. Do you (f.) .... ?
5. .... the house.
6. .... at ten o’clock.
7. .... the city.
8. I don’t ....
9. Does he ....
10. Do you (p) .... ?
LESSON FIFTEEN

PRESENT TENSE

Exercises

4. **Sentences for Reading and Repetition**

Read these sentences aloud paying careful attention to your pronunciation.

1. What do you (f.) want to do?
   /ash iду:ri t’addali ?/

2. Who do you (m.) want to see?
   /minhu iду:ru tшу:v ?/

3. I don't want to go.
   /ma nду:ru nimshi/

4. Why doesn't he want to go?
   /’ala:sh ma iду:ru yimshi ?/

5. Do you (m.) speak English?
   /titkallam injli:zia ?/

6. Do you (f.) speak Arabic?
   /titkallami carabi ?/

7. When does he want to come?
   /aynta iду:ru iji?/

8. Why do they want to do that?
   /’ala:sh iду:ru i’addalu ha:dha ?/

9. What do you (f.) want to say?
   /ash iду:ri tgu:li ?/

10. We want to see the house.
    /ndу:ru nшу:vu d-da:ru/

Write out these sentences using different persons of the verb where the sense allows.

Use vocabulary from previous lessons.

Read all your own sentences out loud.

Listen for these verbs in other people's speech.
5. Translate these sentences into Arabic.

Read your translations out loud paying careful attention to your pronunciation and then write them out in Arabic in your notebooks.

1. Does he want to come?
2. Who does she want to see?
3. When are you (f.) coming?
4. I don’t want to go.
5. When do you (m.) get up in the morning?
6. I want to visit Atar.
7. Where do you (f.) work?
8. What do you (m.) want to drink?
9. Do you (m.) smoke?
10. What does she want to buy?
11. Where do you (pl.) want to sit?
12. I don’t smoke.
13. What do you (f.) want to eat?
14. Where do they want to go?
15. She doesn’t want to go.
16. When is he coming?
17. What do you (f.) want to buy?
18. Do you (m.) know Muhammad?
19. He doesn’t speak English.
20. Where do you (m.) work?
21. I want to ask a question.
22. When can I see Muhammad?
23. Where can I find .... ?
24. I don’t want that
25. We want to go to the sea.
The imperative (or "command" form) in Hassaniya is formed in the following ways:

1. When addressing any individual or group, simply put /i/ as an upbeat in front of the first letter of the verb "stem".

2. When addressing a woman, /i:/ is also added after the last letter of the verb stem.

3. When addressing a group of men or women, /u/ is added instead of 'i:' after the last letter of the verb stem.

Examples:

<table>
<thead>
<tr>
<th>verb</th>
<th>addressing a man</th>
<th>addressing a woman</th>
<th>addressing a group</th>
</tr>
</thead>
<tbody>
<tr>
<td>work!</td>
<td>/ishtaghal/</td>
<td>/ishtaghli/</td>
<td>/ishtaghlu/</td>
</tr>
<tr>
<td>write!</td>
<td>/iktubi</td>
<td>/iktubi</td>
<td>/iktubi</td>
</tr>
<tr>
<td>buy!</td>
<td>/isti</td>
<td>isti</td>
<td>/isti</td>
</tr>
<tr>
<td>listen!</td>
<td>issant</td>
<td>issanti</td>
<td>/issantu</td>
</tr>
<tr>
<td>speak!</td>
<td>/itkallam</td>
<td>/itkallam/</td>
<td>/itkallamu/</td>
</tr>
</tbody>
</table>
IMPERATIVES

LESSON SIXTEEN

There is a special form of the imperative for "come!" It is not related to the verb you have learned meaning "to come".

come! (m. & f.) /wahay/

come! (to a group) /wahu/

Note that this form is only used as a command. "Come here!" is:

/wahay ila:h/

Negative Imperative:

The negative of the imperative - i.e. "Don't go", "Don't speak" is formed in Hassaniya by putting the negative particle /la/ in front of the second person singular or plural (masculine or feminine where relevant) of the verb:

Examples:

Don't go! (to a man) /la timshi/

Don't open the door! (to a woman) /la tuvtahi il-ba:b/
1. a. Learn any new vocabulary in this lesson.
   
   b. Read the examples aloud in class paying attention to your teacher's guidance on pronunciation.
   
   c. Write out the examples in Arabic in your notebook and show your teacher your efforts.

2. Translate the following commands into Arabic, and then make them negative.

   Remember that there is a slightly different form of the command for addressing a man, a woman and groups.

1. Buy some meat! (to a man)
2. Come in! (to a group)
3. Come here! (to a man)
4. Open the door! (to a man)
5. Take it! (to a man)
6. Enter! (to a woman)
7. Speak to me! (to a man)
8. Get in the car! (to a group)
9. Listen to me! (to a woman)
10. Stay there! (to a group)
Adjectives are placed after the noun in Hassaniya. Thus a phrase like "a big house" literally translated from Hassaniya would be "a house-big".

1. **Indefinite**:

   Masculine nouns take the masculine form of the adjective:

   **Examples:**
   - a large room /bayt ikbi:r/
   - a new book /iktas:b ijdi:da/

   Feminine nouns take the feminine form of the adjective:

   **Examples:**
   - a big town /dashra ikbi:ra/
   - a young girl /mint isqi:ra/
   - a new house da:r ijdi:da/
LESSON SEVENTEEN

NOUNS PLUS ADJECTIVES

2. Definite:

If the noun has the definite article "the", /il/, the adjective following it must also be prefixed by /il/. Thus the phrase "the big house" literally translated into Hassaniya would be "the house the big".

Examples:

- the large room /il-bayt il-ikbi:ra/
- the new book /l-ikta:b l-ijdi:da/
- the big town /id-dashra l-ikbi:ra/
- the new house /id-da:r l-ijdi:da/

Notes:

1. The rules for joining the definite article /il/ to adjectives are identical to those for nouns.

2. Some nouns not ending in /ta' marbu:ta/ are feminine. These nouns take the feminine endings with a following adjective.

Examples:

- the new house /id-da:r l-ijdi:da/
- the old woman /il-mara: il-kahla/
1. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance in pronunciation.

c. Write out the exercises in Arabic, and then show your efforts to your teacher.

2. Translation

Translate the following phrases into Arabic.

First say them aloud paying attention to your pronunciation, then write them out in Arabic in your copy book paying careful attention to spelling. Show your efforts to your teacher. If you have made any mistakes, make sure you understand what is wrong before going on.

1. a small room

2. an expensive house

3. a clever merchant

4. an old car

5. a young girl

6. a tall man

7. a beautiful woman

8. a poor man

9. a large tent

10. an old road
11. a cheap book
12. a small table
13. a big camel
14. a new shirt
15. a rich man

3. Make your translations of the phrases in #2 above definite and show the results to your teacher.

"Three things strengthen a nation's defences: gentleness, justice, and generosity"
The following is a review of important prepositions:

1. before (2) /saːbig/
2. after (3) /ɡbæl/
3. to ... from /miːn ... ila/
4. above, upstairs, on /fɔːɡ /
5. under, downstairs, below /tæt/ 
6. in /vi/
7. in, to, towards /ʃuːr/
8. on /ɔːlæ/ 

*82*
LESSON EIGHTEEN

PREPOSITIONS

9. with /maːca:/
10. for, to /lɪ/
11. at, near (2) /cand/ /hdha/
12. behind /ura/
13. near (to) /grayyib min/
14. far (from) /bāciːd min/
15. in front of /guddaːm/
16. between /bayn/
17. about, concerning /cʌn/
1. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. **Translation and Substitution Drill**
   a. Read the model sentence aloud.
   b. Work out the Arabic of what has to be substituted.
   c. Read the new sentence aloud.
   d. Write out each new sentence in Arabic in your notebook.

   **Model Sentence**
   1. I came before him.
      /ana jayt sa:big-u/
   2. They came after us.
      /jaw ca:gb-na/

   **Substitute**
   She          her.
   We           them.
   They         us.
   He           you (f.)
   She          me
   He           them.
   We           you (m.)
   She          you (f.)
3. I walked from my house to the office.

/mashayt min da:r-i ila-l-maktab/

Substitute
her  mosque
his  ministry
our  clinic
their sea

4. He's going to Dakar.

/huwa ma:shi shu:r daka:r/

Substitute
I'm America.
They're Atar.
She's Nouadhibou
He's Rosso.

5. Is the Post Office far from here?

/ba:k/

/mahalla il-bu:sta ba'i:d min hu:n ?/

Substitute
ministry the office?
hospital the sea?
market
sea Nouakchott?
embassy the P.C. office?

*85*
3. Translation

Translate the following sentences into Arabic:

1. Before Peace Corps I studied at the university.
2. After the summer I worked in an office.
3. The restaurant is open from one to five o'clock.
4. He's upstairs, on the roof.
5. It's under the table.
6. The president has two houses in Rosso.
7. Peace be upon you.
8. The child is next to his mother.
9. I want to talk with him.
10. My girlfriend and her friend want to go with me.
11. The old dog's at Ahmad's.
12. The shop is near the mosque, to the left.
13. His speech is about independence.
14. The Iraqi bank is in front of the school.
15. The Moroccan restaurant is between the shop and the office.

For further practice make up substitution drills from these sentences using the examples in #2 above as models.
In Hassaniya phrases corresponding to the English "the door of the house" have the form of

noun + article + noun

(the door of the house)

/ba:b id-da:r/

Where the possessor is a person, the article is omitted. Thus a phrase like "Mohammed's house" becomes

/da:r muhammad/

(house Mohammed)

In Hassaniya the "thing possessed" always precedes the "possessor". There is no equivalent to the English "'s" to express possession.

Example:

/wa:tat muhammad/  
(Muhammed's car)

/wiza:rat is-sihha/  
(The Ministry of Health)
1. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. First read the Arabic sentences aloud, then translate them into English. Use this exercise as writing practice.

1. /zawjat muhammad/

2. /sa:hib cali/

3. /sa:hibat fa:timatu/

4. /wa:tahm ahmad/

5. /ism zawj-ha/

6. /da:r sa:hib-i/

7. /ism zawjat-ak/

8. /wiza:rat it-ta:lim/

9. /a:simat wilaya:t mutahida/

10. /da:r yusuf/

11. /muvta:h il-wa:ta/

12. /khaymat ab-i/
LESSON NINETEEN

13. /biːbaːn id-daːr/

14. /muːɾtah il-butiːɡ/

15. /maktab ish-shariːka/

3. This same genitive construction is used in men's names consisting of the noun /cabd/ "servant", followed by one of the 99 names of God.

e.g.

Abdallah /cabd allaːh/
(lit. "servant of God")

Abd il-Qadir /cabd il-qaːdir/
(lit. "servant of the Omnipotent One")

Abd ir-rahman /cabd ir-rahmaːn/
(lit. "servant of the Compassionate One")

Find out as many names of this type as you can and keep a record of them.
4. This genitive construction is also used in forming the names of ministries. Find out the names of the ministries listed below, and learn those that you find you need to know especially in connection with your work.

Ministry of Health /wizaːrat ɪs-siːhaː/ 
Ministry of Education /wizaːrat iːt-taːliːːm/ 
Ministry of Agriculture /wizaːrat iz-ziraːː/ 
Ministry of the Interior 
Ministry of Foreign Affairs 
Ministry of Defense 
Ministry of Justice 
Ministry of Finance 
Ministry of Information 
Ministry of Communications
You have already seen that the suffix pronouns, besides indicating possession, can also cover the equivalent of the English "me", "you", "him", "her", etc., which we have called the object pronouns. You saw the suffixed pronouns used in this sense with /\ and/ to give the equivalent in Hassaniya of "have/have got".

These suffix pronouns can also be used with verbs as object pronouns to give us sentences like "I know him", "they know me", etc.

Except for the fact that with verbs "me" changes from /-i/ to /-ni/, all the other suffixes are the same as you have already learned.

Examples:

They know me. /ya:\rafu-ni/  يعرّفوني
She knows you. (m.) /ta:\raf-ak/  يعرّفك
He knows you. (f.) /ya:\raf-ik/  يعرّفك
I know him. /na:\raf-u/  يعرّف
They know her. /ya:\rafu-ha/  يعرّفونا
She knows us. /ta:\raf-na/  يعرّفكم
They know you. (pl.) /ya:\rafu-kum/  يعرّفونكم
I know them. /na:\raf-hum/  يعرّفهم

*91*
Only a few common verbs take the direct object in this way, e.g. "to know", "to give", "to close", "to open", "to speak", etc. Discuss with your teacher which other verbs take the direct object.

Don't forget that in sentences like "I want you (m.) to come", since there is no infinitive, the second verb must agree with the suffix pronoun.

Examples:

I want you (m.) to come. /ndu:r-ak tji/

He wants me to go. /idu:r-ni nimshi/

Further Use of Suffixes:

The suffix pronouns used to denote "me", "you", "his", "her", etc. can also be used with prepositions. The preposition you will probably use most frequently with the suffix pronouns is /maˈa:/ "with".

Examples:

with me /maˈa:-ya/

with you (m.) /maˈa:-k/

with you (f.) /maˈa:-k/

with him /maˈa:-h/

with her /maˈa:-ha/

with us /maˈa:-na/

with you (pl.) /maˈa:-kum/

with them /maˈa:-hum/
Another preposition, /bi/ (an alternative for "in") when used together with the suffix pronouns gives the equivalent to "because" in Hassaniya:

Examples:

because I /bi:-ya/

because you (m.) /bi:-k/

because you (f.) /bi:-k/

because he /bi:-h/

because she /bi:-ha/

because we /bi:-na/

because you (pl.) /bi:-kum/

because they /bi:-hum/
The Hassaniya equivalent for "to" or "for me" is /l/ or /il/ plus the relevant suffix pronoun.

Examples:

- to me  /l-i/
- to you (m.)  /l-ak/
- to you (f.)  /l-ik/
- to him  /l-u/
- to her  /la-ha/
- to us  /il-na/
- to you (pl.)  /il-kum/
- to them  /il-hum/

Pay attention to the variations in this example.
1. Learn any new vocabulary in this lesson.
   b. Read the examples aloud in class paying careful attention to your teacher's guidance and pronunciation.
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. **Substitution Drill**
   a. Read the model sentence.
   b. Write out the Arabic of what is to be substituted.
   c. Read the new sentences aloud and then write them out in Arabic.

   **Model Sentence**
   Ahmad knows her.
   /ahmad ya'raf-ha/

   **Substitute**
   1. .... him.
   2. .... them.
   3. Fatima ....
   4. I ....
   5. She .... me.
   6. The directors .... her.
   7. We don't .... them.
   8. The tailors don't .... her.
   9. Youssouf doesn't .... you (f.).
   10. Does she .... me?
3. **Reading and Repetition Drill**

a. Read these sentences aloud.

b. Write them out in Arabic in your notebook.

1. I want you (m.) to visit me.
   
   /nduː:r-ak tzuː:r-ni/

2. She wants me to go with her.
   
   /idduː:r-ni nimshi maː ː aː-ha/

3. He wants to visit you (f.)
   
   /iduː:r izuː:r-iːk/

4. He wants me to go with him.
   
   /iduː:r-ni nimshi maː ː aː-h /

5. I want you (f.) to come with me.
   
   /nduː:r-ik tji maː ː aː-y a /

Write out these sentences using different persons of the verb and different suffix pronouns where sense allows.
4. **Substitution Drill**

   a. Read the model sentence.
   b. Work out the Arabic of what is to be substituted.
   c. Read the new sentences aloud.
   d. Write the new sentences out in Arabic in your notebook.

**Model Sentence**

He is coming because he wants to see you (m.).

\[
\text{\textipa{/iji bi:-h idu:r ishu:v-ak/}}
\]

Remember when you change the subject of the verb you must also change the suffix pronoun following /bi:/ "because". The subject of the second verb must also be changed. In this drill the "you" (m.) will remain constant.

**Substitute**

1. She ....
2. They ....
3. We ....
4. I ....
5. You ....
6. He ....
7. You ....
The future is indicated in Hassaniya by placing the invariable word

/la:hi/ لاري

in front of the verb. It corresponds in use exactly to "shall" or "will" in English.

Examples:

I'll go /la:hi nimshi/

you'll go (m.) /la:hi timshi/

you'll go (f.) /la:hi timshi/

he'll go /la:hi yimshi/

she'll go /la:hi timshi/

we'll go /la:hi nimshu/

you'll go (pl.) /la:hi timshu/

they'll go /la:hi yimshu/
Unlike the present tense, the future is made negative by using /ma:ni/, /ma:nak/, /ma:nik/, etc.

Examples:
I won't go /ma:ni la:hi nimshi/
he won't go /ma:hu la:hi yimshi/
we won't go /ma:na la:hi nimshu/
they won't go /ma:hum la:hi 'yimshu/

Remember that in Arabic statements about the future are generally accompanied by the expression /in sha'alla:h/, ("if God wills it...").
1. Learn any new vocabulary in this lesson.
2. Read the examples aloud in class paying careful attention to your teacher's guidance on pronunciation.
3. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. Reading and Repetition Drill
Read each sentence aloud paying attention to your pronunciation.

1. I'll see you (m.) tomorrow.
   
   /la:hi nshuv-ak is-subh/

2. He'll come the day after tomorrow.
   
   /la:hi iji in-nha:r illi ma:hu is-subh/

3. They'll go next week.
   
   /la:hi yimshu 1-isbu:c it-jay/

4. I'll visit you (f.) in two weeks.
   
   /la:hi nzu:r-ik ca:gib isbu:cayn/

5. He'll arrive tomorrow, God willing.
   
   /la:hi yu:sal is-subh in sha'allah/

Write out these sentences in Arabic in your notebook.

To generate new sentences change the persons of the verb wherever sense allows.
LESSON TWENTY-ONE

THE FUTURE

Exercises

3. **Substitution Drill**

a. Read the model sentence.

b. Work out the Arabic of what has to be substituted.

c. Read the new sentences aloud.

d. Write out the new sentences in Arabic in your notebook.

**Model Sentence**

I'll come on Friday.

/la:hi nji yawm il-jumaca/

**Substitute**

1. He'll ....

2. .... tomorrow.

3. She'll ....

4. Will you (f.) ....

5. He won't ....

6. She won't ....

7. We'll ....

8. .... at half past five.

9. I won't ....

10. They'll visit us ....

11. We'll go to Dakar ....

12. I'll visit you (m.) ....

13. Will you (f.) ....?

14. They won't ....

15. .... in the morning.

16. I'll see you (f.) ....

17. .... on Monday.

18. .... next week.

19. I'll go ....

20. .... in the afternoon.
ADVERBS
Lesson Twenty-Two

The following is a list of the most common adverbs of frequency in Hassaniya:

always, often /da'ī:iman/
usually /c:a:datan/
sometimes, occasionally /marra marra/
never, seldom, rarely /abadan/
almost, approximately /tagri:ban/
every day /kull nha:r/
every week /kull isbu:c/

The Arabic equivalents of many adverbial phrases in English are expressed by /bi-/ plus the appropriate noun.

Examples:
slowly /bi-shu:r/
quickly /bi-l-ajala/
Translate the following sentences into Hassaniya:

1. Those girls usually get up at seven o'clock.
2. Muslims always pray on Fridays.
3. They never drink wine.
4. Abdellahi rarely comes to visit me in the afternoon.
5. The secretary sometimes speaks French with me.
6. You (pl.) sometimes work on Saturdays.
7. Occasionally, Steve and Dave eat together.
8. Good students never sleep in class!
9. The Peace Corps director is always late in the morning.
10. Yousouf always makes tea for us.
As you have seen, the Present Tense in Hassaniya often covers both the English Simple Present (used to describe habitual action) and also the Present Continuous (used to describe what is happening at the time of speaking).

Examples:

I sit here everyday.  (habitual action)

I am sitting now.  (describing what is happening at the time of speaking)

This applies to most verbs, but with certain verbs describing states of being and motion/action, it is possible to use a kind of adjective derived from the verb to describe what is happening at the time of speaking, overlapping in meaning with the Present Tense. We call this adjective the "active participle" and it is formed by putting an /alif/ between the first and second letters of a three-letter verb stem.

Examples: (Some of the most frequently used "active participles")

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>going</td>
<td>/ma:shi/</td>
</tr>
<tr>
<td>coming</td>
<td>/ja:i/</td>
</tr>
<tr>
<td>knowing</td>
<td>/ca:rif/</td>
</tr>
<tr>
<td>writing</td>
<td>/ka:tib/</td>
</tr>
<tr>
<td>hearing</td>
<td>/sa:mi/</td>
</tr>
<tr>
<td>living</td>
<td>/sa:kin/</td>
</tr>
<tr>
<td>standing</td>
<td>/wa:gif/</td>
</tr>
</tbody>
</table>

*104*
LESSON TWENTY-THREE
THE ACTIVE PARTICIPLE

returning /ra:jic/

buying /sha:ri/

understanding /fa:him/

Since these "active participles" are really adjectives, they must "agree" with whomever is speaking or being referred to - male, female, or a group of men or women.

Thus when a woman is speaking or being referred to, /ta:' marbu:ta/ must be added.

Examples:

I understand.  
(woman talking) /ana fa:hima/

She knows.  
/hiya  a:rif a/

We understand.  
(men talking) /nihna fa:himi:n/

They understand.  
(talking about a group of men) /hu:ma fa:himi:n/

We know.  
(women talking) /nihna:ti a: rif a:t/

They understand.  
(talking about a group of women) /huma:ti fa:hima:t/
When one of these "active participles" ends in an /i/, that final /i/ changes to /y/ when a suffix is added.

Examples:

She is coming. /hiya ja:ya/ 

They (m.) are going. /hu:ma ma:shyi:n/

They (f.) are buying. /huma:ti sha:rya:t/

The negative of the "active participle" is formed by putting /ma:ni/, /ma:nak/, ma:nik/, etc. in front of it.

Examples:

I don't understand. /ma:ni fa:him/ 

We don't know. /ma:na ca:rifa:t/ 

They are not coming. /ma:hum ja:yi:n/ 

Note:
The "active participle" does not always translate back into English as the Present Continuous and in many cases you could use either the Present Tense or the Active Participle with no difference in meaning. The only way you will really learn to use them is by listening to Mauritanians talking and by copying what you hear people around you saying.
1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Remember that in many cases the active participle in Hassaniya overlaps in sense with both the Present Simple and the Present Continuous Tense in English, and in many sentences in Hassaniya either the Present Tense or the Active Participle could be used.

**Reading and Repetition Drill**

Read the following sentences aloud paying careful attention to your pronunciation.

1. He's going to the market.
   /huwa ma:shi shu: r il-marsa/

2. I don't know. (woman talking)
   /ma:nis a:rifa/

3. She's writing a letter.
   /hiya ka:tiba bra: wa/

4. He's coming back tomorrow.
   /huwa ra:jic is-subh/

5. I understand. (man talking)
   /ana fa:him/

6. I'm coming now. (man talking)
   /ana ja:i dhark/
7. I don't know Ali. (woman talking).

/ma:ni ca:ri fa ca li/

8. Why are you standing here? (addressing a man)

/calaysh inta wa:gif hu:n ?/

9. She's going to the clinic.

/hiya ma:shi ya shu:r it-tab/

10. He's not going to the cinema.

/ma:hu ma:shi shu:r is-si:nama/

3. Make the sentences in #2 above plural. Remember you must distinguish between masculine and feminine particles.

4. Translate the following sentences using the Active Participle.

1. I understand. (man talking)
   
   1. I understand. (man talking)

2. She is coming.

3. They (m.) are going to the desert.

4. We know. (talking on behalf of a mixed group)

5. He is standing near the car.

6. She isn't coming with us to the sea.

7. He's writing a letter.

8. They (f.) are returning tomorrow.

9. They (m.) understand biology.

10. We don't speak French. (talking on behalf of a mixed group)
The indirect object such as in the phrase "to me" of "He gave it to me", is expressed in Hassaniya by the preposition <len>/1-/ or /il-/ or /la-/</len> plus the relevant suffix pronoun. (For a paradigm of /1-/ see Lesson 20 of The Grammar Handbook.)

The following examples show one verb ("give" in the past tense) using all the relevant combinations of verb plus direct object (it) plus indirect object. In this case the "it" is rendered masculine - don't forget that "it" will be either masculine or feminine depending on the gender of the object being referred to.

**Examples:**

- you (m.) gave it (m.) to me  /<len>catayt-u l-i/</len>
- we gave it (m.) to you (f.)  /<len>cataana-u l-ik/</len>
- we gave it (m.) to you (m.)  /<len>cataana-u l-ak/</len>
- I gave it (m.) to him  /<len>catayt-u l-u/</len>
- I gave it (m.) to her  /<len>catayt-u la-ha/</len>
- they gave it (m.) to us  /<len>cataw-u il-na/</len>
- she gave it (m.) to you (pl.)  /<len>catat-u il-kum/</len>
- he gave it (m.) to them  /<len>cata-u il-hum/</len>
1. Translate the following English sentences into Hassaniya, paying close attention to the indirect object suffixes.
   1. She gave it to me.
   2. My mother sends it (a letter, f.) to me every week.
   3. The teacher wrote it (the word, f.) for us.
   4. My friend took it (the book, m.) to her.
   5. The boys gave us some water.

2. Substitution
   a. Read the model sentence:
   b. Work out the Arabic for what is to be substituted.
   c. Read each new sentence aloud.
   d. Write out each new sentence in Arabic in your notebook.

   Model Sentence
   He gave it to me.
   /cata-u l-i/

   Substitute
   1. ............... to her.
   2. She ...............  .
   3. ..... sent ...........
   4. We ............... to him.
   5. ............... to them.
   6. I gave ............... to you (f.).
   7. ............... to you (f.).
   8. You (m.) ............... to us.
   9. They ............... it (f.) ...........
   10. .......... told ........... to me.
PAST TENSE
Lesson Twenty-Five

The past tense in Hassaniya obeys a regular and predictable pattern. The different persons are indicated by suffixes only added to the last letter of the verb stem. These suffixes remain absolutely constant from one verb to another.

Here are three common verbs written out in all the persons.

Examples:

1. I wrote /katabt/
   you wrote (m.) /katabt/
   you wrote (f.) /katabti/
   he wrote /katab/
   she wrote /katabat/
   we wrote /katabna/
   you wrote (pl.) /katabtu/
   they wrote /katabu/

2. I knew /craft/
   you knew (m.) /craft/
   you knew (f.) /crafti/

*111*
PAST TENSE

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>he knew</td>
<td>عرف</td>
</tr>
<tr>
<td>she knew</td>
<td>عرفت</td>
</tr>
<tr>
<td>we knew</td>
<td>عرفنا</td>
</tr>
<tr>
<td>you knew (pl.)</td>
<td>عرفتو</td>
</tr>
<tr>
<td>they knew</td>
<td>عرفو</td>
</tr>
</tbody>
</table>

3. I spoke /tkallamt/  
   you spoke (m.) /tkallamt/  
   you spoke (f.) /tkallamti/  
   he spoke /tkallam/  
   she spoke /tkallamat/  
   we spoke /tkallamna/  
   you spoke (pl.) /tkallamtu/  
   they spoke /tkallamu/
As you can see, the suffixes indicating the different persons are quite regular and predictable:

<table>
<thead>
<tr>
<th>Person</th>
<th>Verb Stem</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>you (m.)</td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>you (f.)</td>
<td></td>
<td>ti</td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td>at</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>na</td>
</tr>
<tr>
<td>you (pl.)</td>
<td></td>
<td>tu</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>u</td>
</tr>
</tbody>
</table>

Note:
The "he" form of the past tense is indicated by the verb stem standing alone. Since there is no infinitive in Arabic and the "he" form shows the basic stem of the verb, foreigners learning Arabic often refer to verbs in this form. Thus we can speak of the verb /katab/ or /caf/ when talking about the verb in its simplest or "infinitive" form.

Note also that the only possible source of confusion may be that "I" and "you" (m.) are the same in pronunciation and writing. However, in conversation, context will tell you which is intended.
4. The negative of the Past Tense is formed by putting /ma/ before the verb.

Examples:

I didn't speak.

/ma tkallamt/

He didn't write this letter.

/ma katab l-bra:wa ha:dha/

5. The suffix pronouns representing "me", "you", "him", "her", etc. can be added to the Past Tense verb in exactly the same way as with the Present Tense.

Example:

I wrote it. (indicating a letter)

/ana katabt-ha/

"In the Name of God, Most Gracious, Most Merciful"
PAST TENSE

Exercise

1. a. Learn any new vocabulary in this lesson.
   b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.
   c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. To help you identify the Past Tense we give here some common verbs in both the "I" and "he" forms to show the basic verb stem and one other person.

   - I did /caddalt/  ٌعَدَّلَت
   - he did /caddal/  ُعَدَّل
   - I took /gbadht/  ُقَبِضَت
   - he took /gbadh/  ُقَبِض
   - I slept /rgadt/  ٍرَكَّذَت
   - he slept /rgad/  ُرَكَّذ
   - I worked /shataghal/  ُشَتَفَّلَت
   - he worked /shataghal/  ُشَتَفل
   - I asked /sawwalt/  ُسَوَّلَت
   - he asked /sawwal/  ُسَوَّل
   - I called /cayyatit/  ُعِيَّطَت
   - he called /cayyat/  ُعِيَط

125
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I looked for</td>
<td>لَوَدَتِ</td>
</tr>
<tr>
<td>he looked for</td>
<td>لَوَدَ</td>
</tr>
<tr>
<td>I washed</td>
<td>غُسِلَتِ</td>
</tr>
<tr>
<td>he washed</td>
<td>غُسِلَ</td>
</tr>
<tr>
<td>I paid</td>
<td>فَلَحَتِ</td>
</tr>
<tr>
<td>he paid</td>
<td>فَلَحَ</td>
</tr>
<tr>
<td>I found</td>
<td>بَيِرتِ</td>
</tr>
<tr>
<td>he found</td>
<td>بَيْرَ</td>
</tr>
<tr>
<td>I entered</td>
<td>دَفَلتِ</td>
</tr>
<tr>
<td>he entered</td>
<td>دَفَلَ</td>
</tr>
<tr>
<td>I closed</td>
<td>قُعِدتِ</td>
</tr>
<tr>
<td>he closed</td>
<td>قَعَدَ</td>
</tr>
<tr>
<td>I sat</td>
<td>شَرِبتِ</td>
</tr>
<tr>
<td>he sat</td>
<td>شَرَبَ</td>
</tr>
</tbody>
</table>

*116*
LESSON TWENTY-FIVE
Exercises

PAST TENSE

I returned /rjaː t/ 
he returned /rjaː /
I lived /skint/
he lived /skin/

If you find it useful, write out verb tables like the examples in this lesson for all the persons of these verbs.

3. Translation and Substitution

Translate the following sentences into Hassaniya, making appropriate substitutions.

Where alternatives are given, write out the new sentences in full.

1. What did you (f.) do yesterday?
   
   ............ you (m.) day before yesterday?
   ............ last week?
   ............ on Thursday?
   ............ last night?

2. Where did you (m.) work in America?
   
   ............ they ............
   ............ he ............
   ............ she ............

3. What did he ask you (m.)?

4. How much did you (f.) pay?
   
   ............ you (m.) ....
   ............ they ............
   ............ he ............
   ............ she ............

*117*
5. Did you find Ali?
   .......... him?
   .......... Fatimatu?
   .......... her?
   .......... them?

6. What did you (m.) drink?

7. When did they return from Kaiddi?
   .......... he .......... 
   .......... she .......... 
   .......... you (m.) ....
   .......... you (f.) ....
   .......... you (p.) ....

8. Who took the horse?
   .......... it?

9. We worked all day.
   He .............
   She .............
   They .............

10. I lived in Sydney, Australia.
    They .............
    She .............
    He .............

4. Transformation Drill

Make the following sentences negative:

1. Ahmad paid.
   /ahmad dfac/

2. I worked yesterday.
   /shataghalt ya:mis/

118

128
3. He looked for me.
/lawwad-ni/

4. She closed the door.
/gvalat il-ba:b/

5. I took the car.
/gbadht il-wa:ta/

6. She slept all day.
/ragadat nha:r ka:mil/

7. The Volunteers returned after two years.
/il-mutatawwci:n rja:c u ba:c ad cami:n/

8. The taximan called me.
/il-taksima:n cayyat-l-i./

9. You (pl.) washed the tea glasses.
/ghsaltu il-ki:sa:n atay/

10. We knew Arabic before come to Mauritania.
/crafna il-arabi sa:big ma jayna shu:r mu:ri:ta:nia/
The relative pronoun (i.e. "who", "which", "whom", "when," used when referring to both people and objects) in Hassaniya is:

/illi/

The word is constant and unchanging when referring to either masculine or feminine, singular and plural nouns.

Examples:

The man who came yesterday ...
/ir-ra:jil illi ya:mis .../

The woman who was here ...
/il-mara: illi ka:nat hu:n .../

The men whom I saw ...
/ir-rijja:l illi shivt-hum .../

The women who walked ...
/il-cilya:t illi mashaw .../

The mosque which is in the square ...
/il-masjid illi vi-l-gac .../

The house which is near the market ...
/id-da:r illi gri:ba min l-marsa .../
LESSON TWENTY-SIX

RELATIVE PRONOUNS

Exercises

Translate the following sentences into Hassaniya, paying close attention to the usage of /illi/ as a relative pronoun.

1. The boy who is playing in the street is your brother.
2. I saw a man who had no legs.
3. We know a woman who is 98 years old.
4. The minister who gave a speech yesterday is ill today.
5. Did you talk to the girl who is standing over there?
6. He hit the man who had hit him first.
7. Students who study hard will pass.
8. People who are ill should go to the hospital.
9. The marabout who was here yesterday is not here now.
10. I spoke to a woman who came to my door.
The following three examples are representative of verbs which have a long vowel as one of their root letters.

1. In verbs ending in /iː/ in the Present Tense, the /iː/ becomes either /ayı/ or stays as /iː/ in the first and second persons singular and plural. This pronunciation varies from region to region in Mauritania.

Examples:

I went /mashayt/ مَشَيْت
you (m.) went /mashayt/ مَشَيْت
you (f.) went /mashayti/ مَشَيْتِي
he went /masha/ مَشَى
she went /mashaːt/ مَشَىَت
we went /mashayna/ مَشَيْنَا
you (pl.) went /mashaytu/ مَشَيْتُ
they went /mashaw/ مَشَّر

These are not random changes, and any verb ending in /iː/ in the Present Tense will behave like the above example in the Past Tense.
2. In verbs with /wa:w/ as the middle letter of the verb stem in the Present Tense, drop the /wa:w/ in the Past Tense.

Examples:

I saw /shivt/ שִׁפַּט
you (m.) saw /shivt/ שִׁפַּט
you (f.) saw /shivti/ שִׁפְּטִי
he saw /sha:v/ שָׁפָט
she saw /sha:vat/ שָׁפַטָת
we saw /shivna/ שִׁפַּנָּה
you (pl.) saw /shivtu/ שִׁפַּטּוּ
they saw /sha:vu/ שָׁפּוּ
3. Verbs with /i:/ as the middle letter of the verb stem behave like the example below:

Examples:

I sold /biːt/ 
you (m.) sold /biːt/ 
you (f.) sold /biːti/ 
he sold /baːc/ 
she sold /baːcat/ 
we sold /biːna/ 
you (pl.) sold /biːtu/ 
they sold /baːcu/

Past Tense of the Verb "To Be":

Although Hassaniya does not have a verb "to be" in the Present Tense, it is expressed in the past.

Examples:

I was /kint/ 
you were (m.) /kint/ 
you were (f.) /kinti/ 
he was /kaːn/
LESSON TWENTY-SEVEN

PAST TENSE - SPECIAL CASES

she was /ka:nat/
we were /kinna/
you were (pl.) /kintu/
they were /ka:nu/

Special Note:

When /ka:n/ is placed in front of /kha:lig/ or /cand/, it makes the equivalent of the Past Tense. /ka:n/ remains constant throughout the different personal pronouns.

Examples:

There were many people in the mosque.

/ka:n kha:lig ya:sir min in-na:s vi l-masjid/

He had a fever.

/ka:n c.and-u il-humma/
PAST TENSE - SPECIAL CASES

LESSON TWENTY-SEVEN

Exercises

1. a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying attention to your teachers' guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. To give you further practice in identifying the Past Tense we list some common verbs in the "I" and "he" forms which has /i:/ as the last letter and /wa:w/ as the middle letter of the verb stem in the Present Tense.

   a. I went /mashayt/
   he went /masha/

   I bought /shrayt/
   he bought /shara/

   I wanted /bghayt/
   he wanted /bgha/

   I smoked /kmayt/
   he smoked /kma/

   I came /jayt/
   he came /ja/

   I waited /ha:nayt/
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>he waited</td>
<td>/haːna/</td>
</tr>
<tr>
<td>I allowed, let</td>
<td>/khallayt/</td>
</tr>
<tr>
<td>he allowed, let</td>
<td>/khalla/</td>
</tr>
<tr>
<td>I gave</td>
<td>/cₜayt/</td>
</tr>
<tr>
<td>he gave</td>
<td>/cₜa/</td>
</tr>
<tr>
<td>I finished</td>
<td>/uvayt/</td>
</tr>
<tr>
<td>he finished</td>
<td>/uva/</td>
</tr>
<tr>
<td>I had lunch</td>
<td>/tghaddayt/</td>
</tr>
<tr>
<td>he had lunch</td>
<td>/tghadda/</td>
</tr>
<tr>
<td>I had supper</td>
<td>/t⁶ashshayt/</td>
</tr>
<tr>
<td>he had supper</td>
<td>/t⁶ashsha/</td>
</tr>
<tr>
<td>I prayed</td>
<td>/sallayt/</td>
</tr>
<tr>
<td>he prayed</td>
<td>/salla/</td>
</tr>
<tr>
<td>b. I saw</td>
<td>/shivt/</td>
</tr>
<tr>
<td>he saw</td>
<td>/shaːv/</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>I ate</td>
<td>كتَت</td>
</tr>
<tr>
<td>he ate</td>
<td>كالِ</td>
</tr>
<tr>
<td>I stood up</td>
<td>قامَ</td>
</tr>
<tr>
<td>he stood up</td>
<td>قامَ</td>
</tr>
<tr>
<td>I said</td>
<td>قَالَ</td>
</tr>
<tr>
<td>he said</td>
<td>قَالَ</td>
</tr>
</tbody>
</table>

If you would find it helpful for further practice write out verb tables like the examples in this lesson for all the persons of these verbs.

Keep a section of your notebook for verbs and sample verb tables.

3. Translate the following sentences into Arabic. If alternatives are given, write out each new sentence in full.

1. We went with Ahmad.
   - I him.
   - She Fatima.
   - He her.
   - They us.

2. She bought a lot of meat.
   - I fruit.
   - We food.
   - They bread.
   - He rice.
3. I wanted to go with them.
   They me.
   She him.
   He us.
   We her.

4. There were many trees near the mountain.

5. She came yesterday.
   last week.
   the day before yesterday.
   last year.
   on Friday.

6. I waited half an hour.
   We
   They
   She
   He

7. What did you (f.) say?
   you (m.)

8. Who did you (m.) see?
   you (m.)
   you (pl.)
9. Those children had new clothes.

10. I finished yesterday.
    at five o'clock.
    at noon.
    late.
    on Thursday.

4. **Substitution Drill**
   a. Read model sentence.
   b. Work out Arabic of what is to be substituted.
   c. Read out loud the new sentences.
   d. Write out the new sentences in Arabic in your notebooks.

**Model Sentence**

Where were you yesterday?  (addressing a man)

منين كنت يامس؟

1. ..... you (f.) ....
2. ..... last week?
3. ..... they ....
4. ..... he on Friday?
5. ..... she last month?
1. **The Comparative:**

The Comparative in Hassaniya is formed by dropping the vowel, either the /i:/ or /a:/ (depending on the word) from adjectives. The short vowel /i/ which occurs at the beginning of some adjectives is also dropped. We might note here that this formula differs from Standard Arabic in that in the latter, an /alif/ ı carrying a /fatha/ /ı/ is placed before the entire adjective, while at the same time shortening the middle /a:/ or /i:/ This creates a slight "upbeat" in the pronunciation, as in the example /kibi:r/ -- /ukbir/. Be aware of both the Hassaniya and the standard systems of forming the comparative.

**Examples:**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Hassaniya</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>/ha:mi/</td>
<td>/hma/</td>
</tr>
<tr>
<td>big</td>
<td>/ikbi:r/</td>
<td>/kbir/</td>
</tr>
<tr>
<td>small</td>
<td>/isqi:r/</td>
<td>/sqir/</td>
</tr>
<tr>
<td>new</td>
<td>/ijdi:d/</td>
<td>/jdid/</td>
</tr>
<tr>
<td>expensive</td>
<td>/wa:ci:r/</td>
<td>/wcid/</td>
</tr>
<tr>
<td>cold</td>
<td>/ba:rid/</td>
<td>/brid/</td>
</tr>
<tr>
<td>short</td>
<td>/igsi:r/</td>
<td>/gsir/</td>
</tr>
<tr>
<td>far</td>
<td>/ba:ci:d/</td>
<td>/bid/</td>
</tr>
</tbody>
</table>

*131*
The comparative has only one form in Hassaniya for the masculine, feminine and plural (m. and f.).

All comparatives are followed by /min/, which is equivalent to "than" in English.

Examples:

1. This man is bigger than that man.
   /ha:dha ir-ra:jil kbir min dha:k ir-ra:jil/
   هذا الـرجل كـبير من ذاك الرجل

2. This is newer than that.
   /ha:dha jdid min dha:k/
   هذا جـديد من ذاك

3. Today is hotter than yesterday.
   /il-yawm hma min ya:mis/
   اليوم هو مـيـن يـاـمس
2. The Superlative

The Superlative in Hassaniya also has only one form for the masculine, feminine and plural (m. and f.).

It is expressed by using 1) the definite article /l/ followed by an unaltered adjective followed by 3) /minhum/ which is the equivalent to "among them" or "of all".

Examples:

1. He is the biggest (of them all).
   /huwa l-ikbi:r minhum/
   هو الأكبر منهم

2. This is the newest (of all).
   /ha:dha l-ijdid minhum/
   هذا الأحدث منهم

3. Rosso is the hottest city in the world.
   /ro:so il-dashra l-hma minhum vi l-calim/
   روسو الدائرة الحميم منهم في العالم
1. Translate the following sentences into Hassaniya.

1. Paris is further than Algiers.

2. Rockefeller is richer than a Peace Corps Volunteer.

3. The hyena is cleverer than the dog.

4. Our class is more tired than the French class.

5. During Ramadan, Muslims are hungrier and thirstier than Christians.
2. Formation Exercises

Read the three sentences and with your knowledge of comparatives and superlatives, create several new sentences.

1. Chicago is 10°C. Rome is 25°C. Atar is 50°C.

2. Youssouf is 1 meter 65; Kerim is 1 meter 70; Abdullahi is 1 meter 70.


4. My sister is 2 years old. My brother is 5 years old. I am 11 years old.


Tile: "In very truth, there is no God but Allah"
Turkey, 17th century AD
In Hassaniya a continuous action in the Past is rendered by the Past Tense of the verb "be", /kaːn/ كتن, together with the Present Tense:

Example:

He was walking ...
/huwa kaːn yimshi ....

عُرُ گَن يمَشى

Note:

The subjects of the verbs must "agree", that is, if the subject is "he", both the verbs must be in the third person singular.

The following paradigm shows one complete verb in all the persons:

- I was walking  'kint nimshi:
- you (m.) were walking 'kint timshi:
- you (f.) were walking 'kinti timshi/
- he was walking 'kaːn yimshi:
- she was walking 'kaːnat timshi:
- we were walking kinna nimshu
- you (pl.) were walking kintu timshu
- they were walking 'kaːnu yimshu

*136*
LESSON TWENTY-NINE

THE PAST CONTINUOUS TENSE

This structure can also be extended to the Active Participles.

Example:

She was sitting ....

/sheya k:na:n ga:n cid ....../

Note:

The Active Participle must agree in number and gender with the subject of the verb.

Examples:

I was sitting .... (man talking)

/ana kint ga:n cid ....../

I was sitting .... (woman talking)

/ana kint ga:cid ....../

you (m.s.) were sitting ....

/inta kint ga:n cid ....../

you (f.s.) were sitting ....

/inti kinti ga:n cid ....../

he was sitting ....

/huwa k:na:n ga:n cid ....../

she was sitting ....

/sheya k:na:n ga:n cid ....../

*137*
THE PAST CONTINUOUS TENSE

we were sitting .... (group of men)
/nihna kinna ga: cidi:n .... /

we were sitting .... (group of women)
/nihna kinna ga: cida:t .... /

you (m.p.) were sitting ....
/intu:ma kintu ga: cidi:n .... /

you (f.p.) were sitting ....
/intu:ma:ti kintu ga: cida:t .... /

they (m.p.) were sitting ....
/hu:ma ka:nu ga: cidi:n .... /

they (f.p.) were sitting ....
/hu:ma:ti ka:nu ga: cida:t /

Note:

/ka:n/ can also be used with the /cand/ to create the equivalent of "had", e.g. /ka:n andi/ = "I had". Finally, /ka:n/ can also be used with /khadig/ to mean "there was/ there were" (see Lesson 8).
LESSON TWENTY-NINE

THE PAST CONTINUOUS TENSE

Exercises

1. Substitute

Model Sentence:
I was buying material at the market.

1. She 8. the car 9. selling
2. They 10. onions 11. buying
3. looking at 12. .You (f.)
4. at the tailor's 13. You (pl.)
5. speaking about 14. repairing

6. the machine

2. Translate the following sentences:

1. They were sitting on the mat under the tent.
2. The mother was making cous-cous.
3. The volunteers were swimming in the sea.
4. My assistant and I were working until 20 h.
5. You (f.pl.) were speaking to the Ambassador when I entered the room.
Conditional sentences (i.e. sentences beginning with "if") are much more fluid in Arabic than in English. We have in English at least three fixed, unchanging types of conditionals, but the same ideas of condition are expressed in Arabic in one of two ways, with some overlapping. The Hassaniya word for "if" is: 

/illa/

1. Simple Conditional

The Simple Conditional expressing future possibility can be expressed in Hassaniya by using the Present Tense following "if", plus either the Future /la:hi/ + Present Tense, OR just the Present Tense in the other part of the sentence.

Example:

If you go, you (will) see him.

/illa timshi la:hi tshu:v-u/  
OR  
/illa timshi tshu:v-u/

2. Hypothetical Conditional

The Hypothetical Conditional implying less certainty of what will probably happen can be expressed by using the Past Tense after "if" plus either the Future /la:hi/ + Present Tense, OR the Past Tense in the other part of the sentence.

Example:

If you came, you (would) see him.

/illa jayt la:hi tshu:v-u/  
OR  
/illa jayt shivt-u/

*140*
3. Impossible or Unreal Conditional

The Impossible or Unreal Conditional referring to an incomplete action, or when expressing an unfulfilled wish, can be expressed by the same construction as in example #2 above. Context determines the interpretation of this sentence as either Hypothetical or Impossible.

So that you can more easily see the formulas involved in these constructions, here they are in a box:

<table>
<thead>
<tr>
<th>If-clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /illa/ + Present</td>
<td>/la:hi/ + Present OR Present Only</td>
</tr>
<tr>
<td>2. /illa/ + Past</td>
<td>/la:hi/ + Present OR Past only</td>
</tr>
<tr>
<td>3. /illa/ + Past</td>
<td>Past</td>
</tr>
</tbody>
</table>
1. **Translation and Completion Exercise**

   Complete the other part of the sentence, after translating the given phrase using the conditional formulae as above.

   1. If today were Saturday
   2. If I had a million dollars
   3. If I knew Arabic perfectly
   4. If we go to the beach today
   5. If we don't have class today
   6. If I'll go home
   7. If it'll be nice weather.
   8. If Youssef will be angry.
   9. If I wouldn't do that.
   10. If she would have telephoned her mother.

2. **Translate the following conditional sentences into English.**

   1. If I were you, I would sleep more.
   2. She will be very happy if her boyfriend writes to her.
   3. We will visit our friends if we have the time.
   4. If you brought me some fertilizer, I would put it on my crops.
   5. If I had known you were coming, I would have cooked you some cous-cous!
The following are lists of "minimal pairs", i.e., pairs of words that are exactly the same except for one letter. Thus, these words are very similar in pronunciation. Go over these words with your teacher, paying close attention to the differences. The difficult sounds in Arabic take time to master - refer to these exercises often to practice the new sounds.

<table>
<thead>
<tr>
<th>1.</th>
<th>ش</th>
<th>2.</th>
<th>غ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>حمّام</td>
<td>حمّام</td>
<td></td>
</tr>
<tr>
<td></td>
<td>شعب</td>
<td>شعب</td>
<td></td>
</tr>
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<td>بب</td>
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<td>بسم</td>
<td>قاف</td>
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<td></td>
<td>ربيّ</td>
<td>مركز</td>
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### PRONUNCIATION EXERCISES

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<tbody>
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<td>6.</td>
<td>خ</td>
<td>خ</td>
<td>عاف</td>
<td>رهم</td>
<td>مسغ</td>
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<thead>
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<th>7.</th>
<th>ع</th>
<th>ظ</th>
<th>ام</th>
<th>ظال</th>
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<tbody>
<tr>
<td>8.</td>
<td>نب</td>
<td>نب</td>
<td>نب</td>
<td>نب</td>
<td></td>
</tr>
</tbody>
</table>

*Al-ḥamdu l-illahi: "Praise to God"*
PEACE CORPS

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