A set of instructional materials for introductory Tunisian Arabic is designed for a 12-week Peace Corps volunteer language course. It provides instructional notes for the teacher and a series of lessons on aspects of grammar, phonology, and morphology. Much of the text is descriptive. Lessons include grammar and phonology notes, exercises, and vocabulary. The materials are organized for two phases of language learning: a pre-speech or comprehension phase occupying one-fourth of the total class time, during which the student acquires a passive knowledge of Tunisian Arabic structure and phonology, and an active phase during which the student covers the same material and is drilled in language production. The vocabulary and exercise types differ for the two phases. (MSE)
Spoken Tunisian Arabic

by

Robert J. Scholes and Toufik Abida

The Intensive Language Training Center

Indiana University

May, 1966

First Draft

Prepared under the auspices of the Peace Corps through Contract #PC-82-1917.
General Introduction

This course is designed for a 12-week summer course in Tunisian Arabic for Peace Corps personnel. It is supplemented by an Intermediate Course which is not covered during the regular program but which the individual student should pursue on his own after completion of the Basic Course.

The Basic Course is intended to be covered in approximately 360 hours—that is six hours per day, five days a week for 12-weeks. This course has two basic phases: a pre-speech or comprehension phase, and an active phase.

The Pre-speech Phase should occupy about one-fourth of the total class-time; i.e., the first three weeks or 90 hours of classtime. During the Pre-speech Phase, the student should acquire a passive (but not active) knowledge of the structure of Tunisian Arabic. He is exposed to, and drilled on essentially all of the points of Tunisian phonology (speech sounds), morphology (word building) and syntax (sentence building) which he is expected to be able to handle at the end of the entire course.

The Active Phase occupies the remaining three-fourths of the allotted classtime. During this phase, the student is presented with the same points of structure in a similar order and is drilled on the production of the language. The vocabulary and type of exercises for this phase will differ from the first phase.

Although Tunisian does use the Arabic alphabet for writing, this script is difficult to learn and of no use when the purpose is to learn to produce and understand the language in its spoken form. Consequently, a modified phonetic transcription is used throughout this course.
Bibliography

1. General studies


2. Descriptive studies

Clermont, J. L'arabe parlé Tunisien (Tunis, 1909)

Crussard, E., and Hadj Ahmad Chergui, Manuel de conversation pratique (dialect Tunisien) a l'usage des candidats au certificat de connaissance d'arabe parle (Tunis, 1910)

3. Textbooks

Jourdain, J. Cours pratique et complète d'arabe vulgaire, dialect Tunisien (Tunis, 1913)

Irving, T. B., Conversational practice in Tunisian Arabic (Austin, 1959)

Irving, T. B., Tunisian Arabic, Foreign Service Institute (Tunis, 1961)

4. Dictionaries

Nicholas, Alfred. Dictionnaire arabe-français and Dictionnaire français-arabe (Tunis, 1938)
Phase I. Pre-speech

This phase is divided into 60 sections. Each section should be covered completely (that is, so that every student knows 100 percent of the material in that section) in one hour. Review sections and daily quiz suggestions are provided. The instructor should also provide for weekly tests, but these are not included in these materials.

It is assumed that the 60 hours of class work will be supplemented by 30 or so hours of tape lab, in which the student is exposed to various tasks of comprehension based on the lesson material.

In this phase, the student should learn to understand the language—this is generally demonstrated by giving the correct English translation for a given Tunisian word, phrase, or sentence. Although students are not asked to produce any Tunisian forms during the course of this phase, it is left to the instructor's discretion to counsel students on the advisability of attempting to speak the language outside of class.

The homework each day is essentially vocabulary learning. In the pre-speech phase, vocabulary learning means being able to give the correct English translation for a heard Tunisian word; it also means being able to give the proper grammatical description of the word - e.g. a masculine singular noun.

Vocabulary, with a few exceptions, is limited to 10 new items per section. This gives approximately 40 items to be learned per day and will result in a passive vocabulary of around 600 words at the end of the pre-speech phase. Many of these words will be encountered again during the active phase of the course, and the student should not be disturbed by the fast rate of vocabulary building during the initial phase.
Pre-speech Phase Testing

The form of quizzes and tests.

I. Quizes: Daily quizzes should be given at the start of each day, based on the previous day's material. These quizzes should consist of two parts: vocabulary and grammar.

   A. Vocabulary. Vocabulary items should be presented orally in Tunisian. Students should respond by giving the correct English translation.

   B. Grammar. Sentences containing the grammatical points illustrated in the previous day's material are read orally in Tunisian. These sentences should contain familiar and unfamiliar material. The student should be able to pick out the familiar item and give the correct translation of this item or give the correct grammatical classification. This section can be conveniently done by using multiple-choice answer format.

   For example; suppose the materials being tested are the direct object verb suffixes. The test sentence might be:

   1. hâdi țłufla elli kallamtik ‘aliha

   Even if none of these words is known to the student, he should be able to 1) pick out the verb, 2: isolate the direct object suffix, 3) give the correct translation of this suffix. Thus the multiple choice answer sheet format might appear as:

   1. The direct object is:
      a. me
      b. them
      c. you
      d. us

   Alternatively the whole verb form might be tested by:
1. The whole verb form means
   a. I told him
   b. he told me
   c. they told her
   d. I told you

II. Tests.

Tests should be given at least once a week and preferably at each significant point in the exposition of the structure of the language. Since vocabulary and partial grammar translation are covered in the quizzes, it is felt that larger tests should involve selecting the proper translation of complete sentences.

Thus, all vocabulary items in the test sentences should be known; a multiple-choice format should be used where the choices are complete translations.

For example, using our previously given example sentences:

1. ḥaği ṭṣufla elli ḏallam ḥaλiha
   a. here is the girl I told you about.
   b. here is the girl who told you about me
   c. here is the girl who told me about you
   d. none of the above.

Notice that these choices test comprehension of grammar - not vocabulary.

A note about exercises.

Each section in this Pre-speech Phase contains a paragraph giving instructions for exercises. No specific sentences are provided, however, and the classroom teacher is expected to be able to construct his own.
In these sentences it is not often important that all of the words be familiar to the student. If, for example, noun plurals are the topic for the hour, the sentence need contain only one familiar item - a plural of one of the nouns known to the student. The students' task in such an exercise is to pick out the familiar word in the sentence and either translate it or provide the correct grammatical classification of it.
Phase I: Pre-speech
Outline of Lessons

1. Basic Vowels and Consonants
2. Non-English Consonants
3. Emphatics
4. Grammatical function of selected consonants
5. Minimal Pairs
6. Sun and moon consonants
7. The definite article
8. Noun plus adjective: The article
9. Noun gender: adjective agreement
10. Noun number
11. Noun-adjective number agreement
12. Possessive suffixes.
13. Adjectives with possessed nouns.
14. The genitive construction
15. Present tense "to be" sentences
16. Personal Pronouns
17. Negation of present-tense "to be" sentences
18. Interrogation of present-tense "to be" sentences.
19. Interrogative forms of personal pronouns.
20. Possessive suffixes with prepositions.
22. Demonstrative pronouns.
23. Demonstrative adjectives.
24. Prepositions with nouns.
25. Wh-interrogatives
27. The dual number.
28. Accomplished tense of C-C-C verb roots.
29. Pattern of vowel insertion: accomplished tense.
30. Accomplished tense subject suffixes.
31. Accomplished tense a and u tense markers.
32. Inaccomplished of C-C-C roots.
33. Inaccomplished tense subject affixes.
34. Imperatives of C-C-C verbs.
35. Negation of verbs.
36. Negative commands of C-C-C verbs.
37. Other types of roots: weak and doubled radicals.
40. Accomplished tense: C-W-C roots.
41. Inaccomplished and imperatives: C-W-C roots.
42. Accomplished tense: C-C-W roots.
43. Inaccomplished and imperatives: C-C-W roots.
44. Accomplished tense: C1-C2-C2 roots.
45. Inaccomplished and imperatives: C1-C2-C2 roots.
46. 'ayin root verbs.
47. Expressing future tense.
48. The present progressive.
49. The past progressive.
50. The active participle.
51. The passive participle.
52. The verb "to have".
53. Direct object suffixes.
54. Indirect object suffixes.
55. Verbs in series: 1st person plural imperative.

56. Counting I.

57. Counting II.

58. Telling Time

59. Weights and measures.

60. Directions.
Pre-speech 1. Basic vowels and consonants.

A. Grammar. Many of the vowels and consonant sounds of Tunisian Arabic are similar to sounds in English and should not cause any difficulties.

The principal vowels are i, a, and u which may be either short (i, a, u) or long (i, a, u). They are similar to the English vowel sounds illustrated below:

- i: pit, lid
- a: pat, lad
- u: put, look
- i: seed, weed
- a: dock, pot
- u: duke, cool

In addition, one may encounter the vowel sounds e as in led and o as in road. They are not very common and occur only in one length (there is no e or o).

The Tunisian consonants having similarity to English sounds are:

- b: as in bad
- d: as in dad
- t: as in that
- f: as in fat
- g: as in gate
- h: as in hat
- z: as in azure
- k: as in cat
- l: as in lad
- m: as in mat
- n: as in back
- s: as in sat
- s: as in ship
- t: as in tack
- θ: as in thin
- z: as in zoo
- w: as in win
- y: as in you
B. Exercises. Listen to the following word list.

1) Respond by pointing to the correct transcription of the word heard, 2) Respond by transcribing the word heard.

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>blād</td>
</tr>
<tr>
<td>inti</td>
<td>ʾswaya</td>
</tr>
<tr>
<td>šīt</td>
<td>zonz</td>
</tr>
<tr>
<td>fi</td>
<td>šokran</td>
</tr>
<tr>
<td>Qama</td>
<td>tūnis</td>
</tr>
<tr>
<td>huwa</td>
<td>ūṭīl</td>
</tr>
<tr>
<td>si</td>
<td>hūma</td>
</tr>
</tbody>
</table>

Pre-speech 2. Non-English consonants.

A. Grammar. A number of Tunisian consonants do not have English counterparts.

We will put off any attempt to explain their articulation until the Second Phase. For now, your job is to learn to associate these sounds as made by the instructor with the symbol by which it is denoted in transcription.

The symbols and example Tunisian words are:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Word</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>ġ</td>
<td>ġir</td>
<td>luğa</td>
</tr>
<tr>
<td>x</td>
<td>xīr</td>
<td>tixdim</td>
</tr>
<tr>
<td>h</td>
<td>ḥabb</td>
<td>akhal</td>
</tr>
<tr>
<td>q</td>
<td>qaddās</td>
<td>taqra</td>
</tr>
<tr>
<td>r</td>
<td>rakib</td>
<td>bark</td>
</tr>
<tr>
<td>?</td>
<td>ʾamirlka</td>
<td>yis?al</td>
</tr>
<tr>
<td>Ă</td>
<td>Ăarbi</td>
<td>sağid</td>
</tr>
</tbody>
</table>

Pre-speech 3. "Emphatic" consonants.

A. Grammar. Tunisian has a set of consonants called "emphatics".

They are of two types.

1. The velar or pharyngeal consonants x, ġ, q, and Ă.

2. Velarized variants of standard consonants. These are always denoted in the transcription by subscript dot. They include: ũ, s, š, d, and perhaps ġ and Q.
The number of velarized consonants in a person's speech varies considerably as a function of how "classical" he wishes to be. The velarized variants appear to have disappeared altogether in some dialects.

One cannot generally hear a difference in velarized and non-velarized pairs—what is heard is a change in vowel quality.

Compare vowel quality in the following pairs:

- h vs x: har wonder vs xar knocked out
- r vs g: rab a boiled egg vs gab missed
- k vs q: Qakil father lost his son vs Qaqil heavy
- ? vs ?: sma? the sky vs sma? he heard
- t vs t: tāb he repented vs tāb it is cooked
- s vs s: sīb sword vs sīf summer
- h vs h: habb it blew vs habb he liked
- d vs d: dar he turned vs dar the house
- ? vs ?: ḏāb it melted vs ḏabb morning fog
- Q vs Q: Qar he stood up vs Qar he revolted

Pre-speech 4. Grammatical significance of selected consonants and vowels.

A. Grammar. Three consonants in our system of transcription have special grammatical features.

1) 'hamza'؟. This symbol represents what might be called a "phantom consonant" in that it is often not pronounced at all. When it is pronounced, it is articulated as a "glottal stop"—like the dialect pronunciation of bottle. It is necessary to write the symbol, however, whether it is pronounced or not, since it is part of the root of many words. This consonantal root is the basis for many grammatical features. This will be made clear in the sections on verb conjugation.

2) w and y. The symbols w and u, y and i actually represent the same element of the language. In pronunciation, the consonantal and vocalic forms are governed by a set of distributional rules as follows;
a. w, y occur before vowels and between vowels and silence.
b. u, i occur before consonants and between consonants and silence.
c. u & w becomes ā.
d. i & y becomes ā.

Since w and y are important for giving the root structure of Tunisian words, these forms are always used in discussing grammatical points; they may, however, be pronounced u and i, respectively, on the basis of distribution.

For example, a certain verb suffix is given as -u, but after verbs ending in vowels, it is pronounced -w: compare qālu 'they say' and šraw 'they bought'.

3) The three consonants , w, and y are "weak" consonants and are treated under special headings in the sections on conjugation.

Pre-speech 5. Minimal pairs.

A. The easiest way to display and deal with contrastive sounds is in terms of "minimal pairs". Minimal pairs are pairs of words of different meanings which differ by one and only one speech sound.

B. Exercises. You will hear the list of minimal pairs below presented in random order. At first respond by pointing to the correct member of the pair when only one of the pair is given. When this can be done easily respond by giving the correct transcription of the word.

| ְa  | ā   | ְąm | ְam |
| ְu  | û   | kūl | kul |
| ְi  | ְi   | ְīf | ְīf |
| ְe  | ְi   | ber | bir |
| ְo  | ò   | folk | falk |
| ְx  | ġ   | xīr | ġīr |
| ְr  | ְi   | rāb | ġāb |
| ְx  | ġ   | xāf | hāf |
| ְּ  | ְąm | ְtāb | ṭāb |
| ְּ  | ְal | ְnāl | ְnāl |
A. Grammar

Tunisian consonants are also classified as "sun" or "moon" consonants. The sun consonants are those produced with the tongue approximating the upper teeth, alveolar ridge, or front of the hard palate. The sun consonants are \( t, \tilde{t}, d, s, s, \tilde{s}, \tilde{z}, z, \tilde{z}, \theta, r, l, \) and \( n \). Notice the place of articulation of these initial consonants in the following words:

- trab: sand
- tīr: bird
- dar: house
- sīr: band
- sābah: morning
- ˇšams: sun
- ūžar: neighbor
- ˇžin: beauty
- ˇdīl: tail
- ˇdīl: shadow
- ˇdar: vengeance
- ražīl: man
- lūz: almonds
- nar: fire

The moon consonants are all the rest of the consonants. They are illustrated in the following words:
Listen to the nouns of the above lists presented in random order (teacher's dictation or tape). If the word begins with a "sun" consonant, respond with the word sun; if the word begins with a "moon" consonant, respond with the word moon. Continue this exercise until all students understand and recognize the distinction.

**B. Exercises**

Pre-speech 6. Vocabulary

1. dar  house
2. sabah  morning
3. zīn  beauty
4. rażil  man
5. yūm  day
6. ūām  year
7. qlam  pencil
8. matar  airport
9. bab  door
10. ūāms  sun
Pre-speech 7. The Definite Article

A. Grammar

All of the words in Section 6 are nouns and the forms given are indefinite, that is the English translation would be a or an something. The definite article, the, has two forms in Tunisian: if the first consonant of the noun is a moon consonant,  consts is prefixed to the noun; if the first consonant of the noun is a sun consonant, this first consonant is doubled.

B. Exercises.

Listen to the noun list for moon consonants with and without the definite article.

bab  door  lbab
matar  airport  lmatar
far  rat  lfar
kef  palm  lkef
gūud  baby camel  lgūud
xobz  bread  lxobz
ḡaba  forest  lḡaba
harab  fugitive  lharab
hadd  limit  lhadd
waḥid  one  lwahid
yum  one day  lyum  today
lәyin  eye  lәyin
qdem  foot  lqdem

When the noun begins with a sun consonant, the definite article is added by doubling the first consonant of the noun.

Listen to the list of nouns below with and without the definite article.

trab  sand  ttrab
tir  bird  ṭṭir
dar  house  ddar
sir  band  ssir
ḡabaḥ  morning  ṣṣabaḥ
Listen to this list presented in random order. Tell whether the definite article is present or not.

The teacher will present Tunisian nouns in the definite or indefinite form. Drill on these until all students can easily identify the two forms.

C. Vocabulary

1. ṭutil hotel
2. taksi taxi
3. suq market
4. lā no
5. inṭam yes
6. ṭayin eye
7. qdem foot
8. xobz bread

Pre-speech 8. Noun plus adjective.

A. Grammar.

Adjectives generally follow the nouns they modify. Thus an English phrase like a good man would, in Tunisian, be ordered a man good. For example:

	ḥilt wliḥ a good hotel

taksi bahi a good taxi

xobz arbi an arabic bread

hanut ndīf a clean shop

matar zīn a beautiful airport

yūm barid a cold day
If the noun has a definite article, the adjective must also have it. The rules for forming the definite article on adjectives are identical to those for nouns. Thus:

lutil lmlīh
ttaksi lbahi
lxobz l'arbi
lhanut mmīf
lmatar zzīn
ysams ssxun
lyūm lbarid

B. Exercises

Listen to noun phrases presented by teacher or tape. Respond by saying whether the forms are definite or not.

C. Vocabulary

1. yumia week
2. su'āl question
3. ġwab answer
4. luğa language
5. bint girl, daughter
6. mlih good, fine
7. barid cold
8. sxun hot
9. bahi good
10. l'arbi Arabic, Arabian

Pre-speech 9. Gender.

A. Grammar

Singular nouns are either masculine or feminine. Masculine nouns take the masculine form of modifying adjectives; feminine nouns take the feminine form of modifying adjectives.

The masculine:feminine distinction (called gender) is a purely grammatical feature which has nothing to do with sexual gender.

The masculine form of adjectives was seen in Section 8. The feminine is formed by adding an -a to the masculine.
Some masculine nouns are:

- 'ūtil  hotel
- serbis  service
- taksi  taxi
- matar  airport
- suq  market

Some feminine nouns are:

- Ẃumṣa  week
- suṭāl  question
- Ẃwāb  answer
- luğa  language
- bint  girl, daughter

The masculine and feminine forms of some adjectives are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>mlīh</td>
<td>mlīḥa  fine, okay</td>
</tr>
<tr>
<td>barid</td>
<td>barida  cold</td>
</tr>
<tr>
<td>sxun</td>
<td>sxuna  hot</td>
</tr>
<tr>
<td>zīn</td>
<td>zīna  beautiful</td>
</tr>
<tr>
<td>bahi</td>
<td>bahiya  good</td>
</tr>
<tr>
<td>ẓarbi</td>
<td>ẓarbiya  Arab</td>
</tr>
</tbody>
</table>

B. Exercises

Listen to noun plus adjective phrases formed from the word lists above. Respond by indicating the gender of the noun (listen to the adjective ending) and tell whether the phrase is definite or not.

C. Vocabulary

Learn the gender of all nouns in the vocabularies up to this point.
Pre-speech 10. Number

A. Grammar

Nouns in Tunisian have three forms depending on the number of things denoted. The forms are the singular, dual, and plural. The dual will be presented in a later section. Unlike English, the plural form of a Tunisian noun cannot be given by rule, one must learn the plural form in just the same way that the singular form is learned.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>util</td>
<td>witla</td>
</tr>
<tr>
<td>serbis</td>
<td>srebis</td>
</tr>
<tr>
<td>taksı</td>
<td>taksıyet</td>
</tr>
<tr>
<td>mazar</td>
<td>mazarat</td>
</tr>
<tr>
<td>suq</td>
<td>swaq</td>
</tr>
<tr>
<td>zumqala</td>
<td>zumqalat</td>
</tr>
<tr>
<td>suqal</td>
<td>suqala</td>
</tr>
<tr>
<td>zwab</td>
<td>zwabat, azwba</td>
</tr>
<tr>
<td>luğa</td>
<td>luğat</td>
</tr>
<tr>
<td>bint</td>
<td>bnat</td>
</tr>
<tr>
<td>xobz</td>
<td></td>
</tr>
<tr>
<td>dar</td>
<td>dyar</td>
</tr>
<tr>
<td>šams</td>
<td>šmus</td>
</tr>
<tr>
<td>yum</td>
<td>aym</td>
</tr>
<tr>
<td>bab</td>
<td>biban</td>
</tr>
<tr>
<td>far</td>
<td>firên</td>
</tr>
<tr>
<td>keff</td>
<td>kufuf</td>
</tr>
<tr>
<td>gcdud</td>
<td>gcdudan</td>
</tr>
<tr>
<td>ġaba</td>
<td>ġabat</td>
</tr>
<tr>
<td>wahid</td>
<td>wud</td>
</tr>
<tr>
<td>ğayin</td>
<td>ğyun</td>
</tr>
<tr>
<td>qdem</td>
<td>qdem</td>
</tr>
<tr>
<td>trab</td>
<td>ğatrba</td>
</tr>
<tr>
<td>tir</td>
<td>ğyur</td>
</tr>
<tr>
<td>sir</td>
<td>syur</td>
</tr>
<tr>
<td>sabah</td>
<td></td>
</tr>
<tr>
<td>žar</td>
<td>žirên</td>
</tr>
<tr>
<td>zin</td>
<td>zyün</td>
</tr>
</tbody>
</table>

hotel
service
taxi
airport
market
week
question
language
girl
bread
house
sun
day
door
rat
palm of the hand
baby camel
forest
one
eye
heel
sand
bird
strip
morning
neighbor
beauty
B. Exercises
1. Listen to the forms above presented in random order: respond with the correct number of the noun—ie. plural or singular.
2. Given the nouns in random order on paper, match the singular and plural forms of each noun.

C. Vocabulary

Learn the plural forms of all nouns given in previous vocabularies.

Pre-speech 11. Adjective-Noun Number Agreement.

A. Grammar
An adjective modifying a noun must agree with that noun in number. The plural form of an adjective is generally identical to the feminine singular form; ie., with the a ending.

B. Exercises
Listen to noun phrases composed of singular or plural nouns from the memorized vocabulary plus adjectives from previous vocabularies or the vocabulary of this lesson; respond by giving the correct number and, if singular, gender of the noun phrase.

C. Vocabulary

1. blad (m)  country  Plural
    buldan
2. blad (f)  town  buldan
3. kbir adj.  large
4. bit (f)  room  byut
5. xir adj.  good
6. amirika  America  Amerikiyin
7. amiriki  American
8. u (w)* and
9. tunis Tunis or Tunisia (f. blad)
10. madrsa (��) school mdaris

* W if the following word begins with a consonant,
w if the following word begins with a vowel; e.g.
lbit inndifā u lkbira
lbit lkbira winndifā

Pre-speech 12. Possessive suffixes.

A. Grammar

The possession of nouns—e.g. my hat, his house, etc.—is done by possessive suffixes attached to the noun possessed.

The possessive suffixes and their meanings are:

- i my
- ik your (sg.)
- u his (its)
- ha her (its)
- na our
- kum your (pl.)
- hum their

B. Exercises

Listen to nouns of previous vocabularies presented with possessive suffixes: respond by indicating the proper Tunisian suffix.

Repeat the exercise, this time responding with the correct translation of the suffix.

C. Vocabulary

1-7. Learn the possessive suffixes.
8. makla (��) food pl. maklāt
9. qdīm old F.&pl. qdīma
10. esm (��) name pl. esami


A. Grammar

If a noun has a possessive suffix, it cannot also take the definite article. However, adjectives modifying possessed nouns must have the definite article.
B. Exercises

Listen to noun phrases constructed from nouns and adjectives in previous vocabularies—with or without the definite article or possessive suffix. Respond by giving the correct translation of the entire noun phrase.

C. Vocabulary

1. haṣa, haẓet f. something
2. hanut, hwanet m. shop
3. duni, duniya bad
4. qrib, qriba near
5. šaraṭ, šwaraṭ f. boulevard
6. nahz, nhuz m. street
7. žama, žowama m. mosque

Pre-speech 14. The genetive construction

A. Grammar

Tunisian noun phrases corresponding to English "of" constructions—eg. "the market of the Arabs" are of the form noun & article & noun.

- suq lčarbi the market of the arab
- maktab itṭayarān the office of flying

B. Exercises

Listen to genetive constructions formed from previous vocabulary.

Listen to genetive constructions contrasted with noun plus adjective constructions; respond by giving the correct translations.

C. Vocabulary

1. kuliyyit college
2. fransa France
3. wlid, awlad boy, son, child
4. sum, swam price
5. numru, nwamir number
6. mučalam, mučalmin teacher
7. nahz, nhuz street
8. suq, swag markets
9. ras, rus head
10. karhba, κrīahib cars
Pre-speech 15. "To be"

A. Grammar

1. Tunisian does not normally express form of the verb "to be" in the present tense.

- ilblad ⱽmila: the country is fine
- ašniya hwalik: how are you
- wīn issfara lamirikiya: where is the American Embassy
- hahuwa: (m) matzialam: here is a restaurant
- hahiya (f) ihayyarara: here is the plane
- esmi....: my name is...

2. Thus, a construction of noun with definite article or possessive suffix plus an adjective without the definite article can only mean "a something is something". Compare:

- lutil lmlīh: the good hotel
- lūlīl mlīh: the hotel is good

B. Exercises

Listen to noun plus adjective constructions with previous vocabulary contrasted on the format:

1. a something something.
2. the something something.
3. a something is something.
4. the something is something.

Respond by giving the correct translations. In some cases constructions of types 1 and 3 may be ambiguous.

C. Vocabulary

1. wīn: where (is)
2. kīf: how (is)
3. eš: what (is)
4. hahuwa: here (is) m.
5. hahiya: here (is) f.
A. Grammar

The subject personal pronouns of Tunisian are:

<table>
<thead>
<tr>
<th>Tunisian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ama</td>
<td>I</td>
</tr>
<tr>
<td>inti</td>
<td>you</td>
</tr>
<tr>
<td>huwa</td>
<td>he</td>
</tr>
<tr>
<td>hiya</td>
<td>she</td>
</tr>
<tr>
<td>ahna</td>
<td>we</td>
</tr>
<tr>
<td>intuma</td>
<td>you</td>
</tr>
<tr>
<td>huma</td>
<td>they</td>
</tr>
</tbody>
</table>

B. Exercises

Listen to "to be" sentences formed with personal pronouns. Respond by giving the correct pronoun. Use sentences from 15 as models, respond by giving translation of the sentence.

C. Vocabulary

Learn the personal pronouns.

Pre-speech 17. Negation of present-tense "to be" sentences.

A. Grammar

"To be" sentences in the present tense are negated in two ways. Both ways must be learned.

1. Select the personal pronoun which agrees with the subject in gender and number: huwa is used for masculine singular subjects; hiya for feminine singular and plural subjects.

Affix the negative marker ma...š to the pronoun.

E.g.'s

<table>
<thead>
<tr>
<th>Tunisian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>lutil mlīh</td>
<td>lutil mahuwaš mlīh</td>
</tr>
<tr>
<td>1bīt nāifa</td>
<td>1bīt mahiyaš nāifa</td>
</tr>
<tr>
<td>1byūt nāifa</td>
<td>1byūt mahiyaš nāifa</td>
</tr>
</tbody>
</table>

2. The form maš may be used in place of either mahuwaš or mahiyaš.
B. Exercises

Listen to positive and negative forms of "to be" sentences. Respond by giving the correct category positive or negative and by the correct gender and number of the subject.

C. Vocabulary

1. ma...š is not
2. müs is not
3. maktab (m) office
4. nhār (m) day
5. xbar (m) news xbār
6. ?amma but
7. lāhi (m)(adj.) busy lāhin
8. yum (m) day ayēm
9. rbo? (m) one quart
10. xobza (f.) one loaf of bread xobzet

Pre-speech 18. Interrogation of "to be" sentences.

A. Grammar

Sentences of the form "something is something" are made interrogative--"is something something" by putting the thing questioned in the first position and suffixing a -šī to it.

lutīl mlīh
mlīhšī lutīl
1bīt māfa
māfašī 1bīt
lbyūt māfa
māfašī lbyūt

B. Listen to declarative and interrogative forms of "to be" sentences. Respond by giving the correct translation of the sentence.
C. Vocabulary

1. -šīi interrogative suffix
2. kbīr big
3. sgīr small
4. ndīf dean
5. wasā? large
6. yesēr much
7. barša much
8. šwaya little

Pre-speech 19. Interrogative forms of personal pronouns.

A. Grammar

There are special forms of the personal pronouns to which the interrogative particle -šī is suffixed. It is well to learn the whole interrogative as a single word. These special interrogatives are:

anišī am I
ākšī are you
ahušī is he
ahišī is she
anašī are we
akumšī are you
ahumšī are they

B. Exercises.

Listen to positive and interrogative forms of sentences of the type: "I (he, she, you, we, they) am (is, are) here (there, American, Tunisian, etc.). Give the correct translation of these sentences--at least the pronominal part.

C. Vocabulary

Learn the interrogative personal pronoun forms.

Pre-speech 20. Pronominal suffixes with prepositions.

A. Grammar

The possessive suffixes learned earlier may be used with certain prepositions to express notions like "to him", "by her", "past it", etc.
Some such prepositions are:

- lī:    with, in
- fī: at, in
- min: from
- imta: of
- mī:a: with
- li (il(a)) to

B. Exercises.

Listen to the teacher combine these prepositions with the possessive suffixes. Respond by giving the correct translation of the resulting word.

C. Vocabulary

Learn the prepositions above.

Pre-speech 21. The Accomplished tense of "to be"

A. Grammar

Although in the present tense Tunisian does not use a word corresponding to English am, is, or are, the past tense of this verb is directly expressed. The forms must agree with the subject in number and gender. They are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>kunt</td>
</tr>
<tr>
<td>Second</td>
<td>kunt</td>
</tr>
<tr>
<td>Third M.</td>
<td>kān</td>
</tr>
<tr>
<td>Third F.</td>
<td>kānit</td>
</tr>
</tbody>
</table>

B. Exercises

Listen to "to be" sentences in the present and past tense forms. Respond by giving the correct translation.

C. Vocabulary.

Learn past tense forms of "to be".
Pre-speech 22. The demonstrative pronouns.

A. Grammar

The demonstrative pronouns (English--this one, that one, these, those) in Tunisian are distinguished according to number and gender (unlike English, where only number is considered). The usage is parallel to that in English where this denotes something here and that denotes something there.

The forms are:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>había(ya)</td>
<td>hadüma</td>
</tr>
<tr>
<td>feminine</td>
<td>hadi(ya)</td>
<td>hadiya</td>
</tr>
<tr>
<td>that</td>
<td>haka</td>
<td>hadüka</td>
</tr>
<tr>
<td>feminine</td>
<td>hadika</td>
<td>hadiya</td>
</tr>
</tbody>
</table>

B. Exercises

Listen to sentences of the form "this is large, that is clean, these are hot, those are cold, etc.", give the proper translation.

C. Vocabulary

Learn the demonstrative pronouns.

Pre-speech 23. The demonstrative adjective

A. Grammar

The demonstrative adjectives in Tunisian are--unlike English--not the same forms as the demonstrative pronouns.

Whereas in English this can be used for either; e.g., this is the one, this man is mad, Tunisian distinguishes these usages.

The modified noun must take the definite article, e.g., hadiya lbyut--these rooms.

The forms for the demonstrative adjective are:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>hada</td>
<td>hadi</td>
</tr>
<tr>
<td>feminine</td>
<td>hadi</td>
<td>hadiya</td>
</tr>
<tr>
<td>that</td>
<td>haka</td>
<td>hakuma</td>
</tr>
<tr>
<td>feminine</td>
<td>haki</td>
<td>hakiya</td>
</tr>
</tbody>
</table>
B. Exercises
Listen to sentences of the form "this room is large, that man is an arab, those taxis are clean, those hotels are cold, etc.", give the correct translation.

C. Vocabulary
Learn the demonstrative adjectives.

Pre-speech 24. Prepositions with nouns.

A. Grammar
The prepositions may be used as prefixes on nouns (definite or indefinite) to express locative or directional notions.

B. Exercises
Listen to sentences using prepositions of section 20 with nouns of previous vocabularies. Give the correct translation of the prepositional phrase.

C. Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>razil</td>
<td>rzāl</td>
</tr>
<tr>
<td>ḥānut</td>
<td>hwānit</td>
</tr>
<tr>
<td>xīr</td>
<td>xīrāt</td>
</tr>
<tr>
<td>ūzmāl</td>
<td>ūzmāl</td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>mlih</td>
<td>mlah</td>
</tr>
<tr>
<td>sinih</td>
<td>smah</td>
</tr>
<tr>
<td>kbir</td>
<td>kbar</td>
</tr>
<tr>
<td>bahi</td>
<td>bahin</td>
</tr>
<tr>
<td>sgir</td>
<td>sgarr</td>
</tr>
</tbody>
</table>

Pre-speech 25. Wh-interrogatives.

A. The Wh-interrogatives are those corresponding to English **who, what, which, where, when**, as in:

who is here?
what is there?
Which is correct?
Where is he?
When is a rose not a rose?
The Tunisian forms are:

- eskun  who
- es     what
- es     which
- win    where
- waqtês when

B. Exercises

Listen to sentences with the Wh-interrogatives.
Pick out and translate the interrogative.

C. Vocabulary

- es     what, which
- eskun  who
- win    where
- waqtês when

Pre-speech 26. Wh-relative pronouns

A. Grammar

Wh-relative pronouns are the English forms who, which, and that as in:

- the man who is tall is here
- the rock that fell has fallen
- the thing which has meaning means

The Tunisian form for these relative pronouns is:

elli.

B. Exercises.

Listen to sentences containing relative clauses.
Pick out and translate these clauses.

C. Vocabulary

- elli      who, that, which

Nouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mra</td>
<td>msä?</td>
<td>woman</td>
</tr>
<tr>
<td>bint</td>
<td>bnä?</td>
<td>girl</td>
</tr>
<tr>
<td>wlid</td>
<td>wlâd</td>
<td>boy</td>
</tr>
</tbody>
</table>
Pre-speech 27. The Dual

A. Grammar

In addition to the normal plural, Tunisian has a special form to denote two things. This form, called the dual, is generally found only in fairly common lexical items. It is used extensively for the parts of the body which come in pairs.

The dual is formed by adding the suffix -in to the normal singular. The word for two also shows this dual form.

B. Exercises

Listen to sentences using dual forms. Contrast dual with singular and plural forms. Give proper category of number.

C. Vocabulary. Common duals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wālid</td>
<td>wāldīn</td>
</tr>
<tr>
<td>Bu</td>
<td>?ebei</td>
</tr>
<tr>
<td>?umm</td>
<td>?ummet</td>
</tr>
<tr>
<td>Zadd</td>
<td>zdud</td>
</tr>
<tr>
<td>Ṭamm</td>
<td>ṭumma</td>
</tr>
<tr>
<td>Xāl</td>
<td>xwel</td>
</tr>
<tr>
<td>Camma</td>
<td>ḥamm</td>
</tr>
<tr>
<td>Xāla</td>
<td>xālet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʔu有限</td>
<td>200</td>
</tr>
<tr>
<td>alfīn</td>
<td>2,000</td>
</tr>
<tr>
<td>ṭīnīn</td>
<td>eyes</td>
</tr>
<tr>
<td>ʔaq</td>
<td>feet</td>
</tr>
<tr>
<td>ʔi有限</td>
<td>ears</td>
</tr>
</tbody>
</table>
Pre-speech 28. Verbs. Accomplished; C-C-C.

A. Grammar

Tunisian has two verb tenses—a past or accomplished tense and a non-past or inaccomplished tense. There is no special future tense. The terms accomplished and inaccomplished are used here due to their commonality in French grammars of Tunisian.

It is usual to begin the study of verbs with the accomplished form since one can derive the inaccomplished form from the accomplished (but not vice versa).

Tunisian verbs—as well as all Tunisian words—are formed from a root consisting of one or more consonants, e.g., k..t..b. "writing", which convey a basic meaning, plus one or more inserted vowels which modify or delimit this general meaning—e.g. -i- in ktib "wrote", plus one or more affixes—prefixes or suffixes—which further specify the meaning of the word.

The most common type of verbal root is the tri-consonantal one of C-C-C. The accomplished tense of these verbs has the vowels i, a, or o inserted in these roots.

B. Exercises

Listen to the accomplished tense verb forms below.

Write the consonantal roots of these verbs.

C. Vocabulary

- ktib he wrote
- qrib he approached
- hlim he dreamt
- fhim he understood
- hsib he counted
- srib he drank

Pre-speech 29. Pattern of vowel insertion in the accomplished tense of C-C-C roots.

A. Grammar

The i tense marker is inserted after the second consonant of the tri-consonantal roots for all forms except the third person singular feminine (she) and the third person plural (they).
A. Grammar

In the accomplished tense, the verbs indicate the person and number of the subject by means of a set of suffixes. Since the subject is indicated by these suffixes, it is possible to have sentences with no pronominal subject expressed.

The suffixes are:

I       -t
you     -t
he      -
she     -it
we      -na
you     -tu
they    -u

For example:

ktibt    I wrote
ktibt    you wrote
ktib     he wrote
kitbit   she wrote

tktib    we wrote
ktibtu   you wrote
kitbu    they wrote
B. Exercises

Listen to the full accomplished tense forms in sentences. Pick out the verb, give the proper translation of the suffix. Give the proper translation of the whole verb.

C. Vocabulary

Learn the accomplish tense subject suffixes.

Pre-speech 31. \(a\) and \(o\) tense marker

A. Grammar

The accomplished tense marker for tri-consonantal roots is not always \(i\); but may also be \(a\) or \(o\). The pattern of vowel insertion, however, remains the same no matter what vowel appears.

eg. ana \(\bar{t}l\bar{a}b\)t frott
    inti \(\bar{t}l\bar{a}b\)t frott
    huwa \(\bar{t}l\bar{a}\)b frot
    hiya \(\bar{t}a\)l\(b\) it. fortit
    ahna \(\bar{t}la\)b\(n\)u frotnu
    intuma \(\bar{t}l\bar{a}t\)tu frottu
    huma \(\bar{t}l\bar{a}\)bu fortu

B. Exercises.

Listen to accomplished tense forms of the verbs below. Give the correct translation of the verb.

C. Vocabulary

\(\bar{c}\)raf he knew
hba\(\bar{t}\) he came down
rz\(\bar{a}\)\(\bar{c}\) he returned
xsar he lost
rqad he slept
dhor it appeared
xtob he made a speech
frott he became overdue
zloq he slipped
fton he noticed
Pre-speech 32. Inaccomplished tense of c-c-c roots.

A. Grammar

The inaccomplished (present or future) tense of c-c-c roots follow the pattern (where V=a, i, or u.).

- ana -CCVC-
- inti -CCVC-
- huwa -CCVC-
- hiya -CCVC-
- ahna -CCC-
- intuma -CCC-
- huma -CCC-

Verbally, we may say that the tense marker (the vowel a, i, or u) is absent in all plural forms and follows the second radical in all singular forms.

There is no way to predict which of the vowels will be used in the inaccomplished tense forms.

e.g.s.

- ana -tib -sxun -raf
- inti -tib -sxun -raf
- huwa -tib -sxun -raf
- hiya -tib -sxun -raf
- ahna -tb -sxn -rf
- intuma -tib -sxn -rf
- huma -tib -sxn -rf

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below and in previous sections. Give the correct translation of the verb.

C. Vocabulary.

Learn inaccomplished tense forms of:

- ktib čraf froṭ
- qrib hbat zloq
- hlim rzač fton
- fhim xsar
- hsb dhor
- šrib xq̓q̓
New Verbs:

- saxon it became hot
- sloh it became good
- fîlim he knew
- qdom it became old

Pre-speech 33. Inaccomplished tense subject affixes.

A. Grammar.

In the inaccomplished tense, the number and person of the subject is indicated by a set of affixes. There is a suffix -u which indicates plurality and prefixes which indicate the person.

The affixes are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>nV</td>
</tr>
<tr>
<td>Second</td>
<td>tV</td>
</tr>
<tr>
<td>Third m.</td>
<td>yV</td>
</tr>
<tr>
<td>Third f.</td>
<td>tV</td>
</tr>
</tbody>
</table>

The vowel of these subject prefixes is identical to the vowel of the stem: if i appears in the stem, i appears in the prefix; likewise for o and a.

e.g.s

- nitlib nosxon na'raf
- titlib tosxon tatraf
- yitlib yosxon ya'raf
- titlib tosxon tatraf
- yitlbu yosxnu ya'rfu
- yitlbu yosxnu ya'rfu

B. Exercises.

Listen to sentences containing conjugated C-C-C verbs in accomplished and inaccomplished tense. Give the correct translations of the verbs.

C. Vocabulary.

Learn the inaccomplished tense subject affixes.
Pre-speech 34  Imperatives of C-C-C verbs.

A. Grammar

The imperative of a C-C-C verb is identical to the stem of the inaccomplished tense, ie. the second person minus the affixes. An obligatory hamza is prefixed to this stem.

The imperative may be either singular or plural.

E.g. ʔktib (you(sing)) write!

ʔktbū (you(plur.)) write!

B. Exercises

Listen to sentences containing imperative forms of c-c-c verbs. Give the proper translation of the verbs.

C. Vocabulary

xdim he worked
xtim he finished
zhid he forgot
hbat he came down
tlaʔ he went up
kdib he lied
sdag he told the truth
ntaq he spoke
hfad he learned
bkim he became mute

Pre-speech 35. Negation of verbs.

A. Grammar

The negative particle ma...ši is used to negate verbs.

E.g. ana niktib  I write

ana maniktibši  I don't write

B. Exercises.

Listen to sentences containing negative and positive forms of verbs learned so far. Give the correct translation of the verb.
C. Vocabulary

1. mā...ši  not
2. ltaq  sent
3. qbil  accept
4. ṣmil  do
5. trik  leave
6. skem  inhabit
7. ḥzar  quit (some place)
8. šrib  drink
9. škir  thank
10. sfar  travel
11. zbar  enlige

Pre-speech 36. Negative commands of C-C-C verbs.

A. Grammar.

The negative command—e.g., don't go! is formed by affixing the negative particle ma...ši to the second person of the inaccomplished tense. A singular or plural form of you may be denoted.

   e.g. matiktbuši  (you(pl.) don't write!
   matiktibuši  (you(sing.) don't write!

B. Exercises.

Listen to sentences containing negative command forms of verbs learned so far. Give the correct translation.

C. Vocabulary

1. ėbar  he obliged
2. ėbir  he collected-gathered
3. kbir  he grew up
4. sģir  he became smaller
5. slah  he became good
6. fsid  he became bad
7. źḥid  he forced himself
8. t ib  he got tired
9. mrid  he got sick
10. nhad  he got well
Pre-speech 37. Other types of roots.

A. Grammar.

In addition to the usual tri-consonantal roots, symbolized C-C-C, there are roots in which one of the three consonants is a so-called weak consonant (y, 8, or w) which may or may not appear in certain forms, di-consonantal roots, roots in which one of the consonants is ayin ( )--a special class--and even roots in which two of the consonants are weak or missing.

Root consonants are called radicals, and roots in which one of the radicals is y, 8, or w are called weak roots. These three types of radicals will be denoted by the symbol W in the following sections. Thus C-W-C denotes a root in which the middle radical is weak.

B. Exercises.

Review verb conjugations of C-C-C roots.

C. Vocabulary.

Review verb roots.

Pre-speech 38. Accomplished tense of W-C-C roots.

A. Grammar.

The accomplished tense of W-C-C--that is, roots with a defective radical in initial position--is like that of the "strong verbs" (i.e., C-C-C) with the pattern:

\[
\begin{align*}
 & W C V C - \\
 & W C V C - \\
 & W C V C - \\
 & W V C C - \\
 & W C V C - \\
 & W V C C - \\
\end{align*}
\]

E.g. wsul "to arrive" 7amar "to order"

ana wsuit 7amart
inta wsult 7amart
huwa wsul 7amar
hiya wsulit 7amrit
ahna wsulna 7amarna
intuma wsultu 7amartu
huma wsulu 7amru
B. Exercises.

Listen to sentences containing accomplished tense forms of the verbs below. Give the correct translation and pattern.

C. Vocabulary

1. wgid  he lighted
2. wzid  he found
3. w ad  he pronounced
4. ?diid  he authorized
5. wrid  he brought water
6. wrib  it became compulsory
7. wkil  he defended
8. wtir  he struggled

Pre-speech 39. Inaccomplished and imperatives of W-C-C roots.

A. Grammar.

The inaccomplished tense of W-C-C roots follows the normal pattern (CVC in the singular, CC in the plural) and has ü or å as the prefix vowel.

E.g. wsul "to arrive" amar "to order"

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>nuwsul</td>
<td>nímar</td>
</tr>
<tr>
<td>inti</td>
<td>tuwsul</td>
<td>támár</td>
</tr>
<tr>
<td>huwa</td>
<td>yuwsul</td>
<td>yámár</td>
</tr>
<tr>
<td>hiya</td>
<td>tuwsul</td>
<td>támár</td>
</tr>
<tr>
<td>ahna</td>
<td>nuwslu</td>
<td>námru</td>
</tr>
<tr>
<td>intuma</td>
<td>tuwslu</td>
<td>támru</td>
</tr>
<tr>
<td>huma</td>
<td>yuwslu</td>
<td>yámru</td>
</tr>
</tbody>
</table>

The imperatives are

?usul (you(sing.)) arrive!
?uslu (you(plur.)) arrive!

B. Exercises.

Listen to sentences containing accomplished, inaccomplished and imperatives of W-C-C verbs. Give the correct translation of the verbs.
C. Vocabulary

wdah       he put
wsul       he arrived
'amar      he ordered

Pre-speech 40. Accomplished tense of C-W-C roots.

A. Grammar

The symbolization C-W-C denotes a root whose second radical (root consonant) is 'defective'—i.e., it is not articulated. The defective second radical shows up in the verb infinitive as an elongation of the vowel following the first radical, e.g., gaal (or, alternatively, gaal).

The aa (ã) of the infinitive becomes either μ or i in the accomplished tense conjugation.

<table>
<thead>
<tr>
<th>e.g.s</th>
<th>Infinitive</th>
<th>qal &quot;to say&quot;</th>
<th>nāl &quot;to get&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>qult</td>
<td>nīlt</td>
<td></td>
</tr>
<tr>
<td>inti</td>
<td>qult</td>
<td>nīlt</td>
<td>nāl</td>
</tr>
<tr>
<td>huwa</td>
<td>qāl</td>
<td></td>
<td>nālit</td>
</tr>
<tr>
<td>hiya</td>
<td>qālit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ʾahna</td>
<td>qulna</td>
<td>nilna</td>
<td></td>
</tr>
<tr>
<td>intuma</td>
<td>qultu</td>
<td>nīltu</td>
<td></td>
</tr>
<tr>
<td>huma</td>
<td>qālu</td>
<td>nālu</td>
<td></td>
</tr>
</tbody>
</table>

The pattern thus displayed may be expressed as follows:

Inf. CāC
Cu/iC-t
Cu/iC-t
CāC-Ø(i.e., nothing)
CāC-it
Cu/iC-na
Cu/iC-tu
CāC-u

Verbally, we can state the pattern thus: the long ū of the infinitive is retained in all third person forms; in other forms rouch is replaced by μ or i.

B. Exercises.

Listen to accomplished tense forms of the verbs below and give the proper translation.
C. Vocabulary

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qāl</td>
<td>to say</td>
</tr>
<tr>
<td>šār</td>
<td>to become</td>
</tr>
<tr>
<td>sār</td>
<td>to walk fast</td>
</tr>
<tr>
<td>tār</td>
<td>to fly</td>
</tr>
<tr>
<td>āsaf</td>
<td>to see</td>
</tr>
<tr>
<td>xāf</td>
<td>to be afraid</td>
</tr>
<tr>
<td>būt</td>
<td>to stay overnight</td>
</tr>
<tr>
<td>tāb</td>
<td>to repent</td>
</tr>
<tr>
<td>fāt</td>
<td>to pass away</td>
</tr>
<tr>
<td>māt</td>
<td>to die</td>
</tr>
</tbody>
</table>

Pre-speech 41. Inaccomplished and imperative of C-W-C.

A. The inaccomplished tense forms of C-W-C roots (medially defective roots) have long i, a, or u (i.e., ī, ā, or ĕ) inserted between the consonants.

No vowel appears in the subject prefixes; u remains as the plural marker.

E.g. daār "to turn". zaāld "to bring". xāf "to be glad"

B. Exercises

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.
B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

C. Vocabulary

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>āsr</td>
<td>to pinpoint</td>
</tr>
<tr>
<td>āqr</td>
<td>to revolt</td>
</tr>
<tr>
<td>āhr</td>
<td>to wonder</td>
</tr>
<tr>
<td>ādār</td>
<td>to turn around</td>
</tr>
<tr>
<td>nāl</td>
<td>to get</td>
</tr>
<tr>
<td>tāl</td>
<td>to reach</td>
</tr>
<tr>
<td>rāc</td>
<td>to tell</td>
</tr>
<tr>
<td>dāc</td>
<td>to loose</td>
</tr>
<tr>
<td>tāh</td>
<td>to fall down</td>
</tr>
<tr>
<td>qās</td>
<td>to measure</td>
</tr>
</tbody>
</table>

Pre-speech 42. Accomplished of C-C-W roots.

A. Grammar.

By the symbolization C-C-W, we mean a root whose final radical is defective (not articulated).

Infinitives of C-C-W roots are always of the form ġğaā.

To conjugate such verbs in the accomplished tense, the following rules are applied:

1. retain the long ā in all third person forms,
2. change ā to ī in all other forms.

E.g.s

<table>
<thead>
<tr>
<th>Infin.</th>
<th>C-C-W</th>
<th>C-W-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>mṣā-</td>
<td>ṣrā-</td>
</tr>
<tr>
<td>inti</td>
<td>mṣi-</td>
<td>ṣri-</td>
</tr>
<tr>
<td>huwa</td>
<td>mṣa-</td>
<td>ṣrā-</td>
</tr>
<tr>
<td>hiya</td>
<td>mṣa-t</td>
<td>ṣrā-t</td>
</tr>
<tr>
<td>ahna</td>
<td>mṣi-na</td>
<td>ṣri-na</td>
</tr>
<tr>
<td>intuma</td>
<td>mṣi-tu</td>
<td>ṣri-tu</td>
</tr>
<tr>
<td>huma</td>
<td>mṣā-ū*</td>
<td>ṣrā-ū</td>
</tr>
</tbody>
</table>

*ū after a vowel is pronounced ʷ
B. Exercises.

Listen to accomplished tense forms of C-C-W verbs. Pick out and translate these verbs.

C. Vocabulary

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>lqā</td>
<td>to find</td>
</tr>
<tr>
<td>bdā</td>
<td>to begin</td>
</tr>
<tr>
<td>krā</td>
<td>to rent</td>
</tr>
<tr>
<td>šrā</td>
<td>to buy</td>
</tr>
<tr>
<td>rmā</td>
<td>to throw</td>
</tr>
<tr>
<td>ksā</td>
<td>to dress</td>
</tr>
<tr>
<td>qrā</td>
<td>to read</td>
</tr>
<tr>
<td>hnā</td>
<td>to bend</td>
</tr>
<tr>
<td>rqā</td>
<td>to raise</td>
</tr>
</tbody>
</table>

Pre-speech 43. Inaccomplished and imperatives of C-C-W roots.

A. Grammar.

The inaccomplished tense forms of G-G-W (final defective) roots are all of the form C-C-V where w may be ī, ā, or ū, and V does not change throughout the conjugation.

The plural marker ū, since it necessarily follows a vowel, becomes consonantal—i.e., w.

E.g. šrā--to buy  lqā--to find  hbā

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meanings</th>
<th>Conjugation examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>nišrī</td>
<td>nilqā  nabhū</td>
</tr>
<tr>
<td>inti</td>
<td>tišrī</td>
<td>tilqā  tahbū</td>
</tr>
<tr>
<td>huwa</td>
<td>yišrī</td>
<td>yilqā  yahbū</td>
</tr>
<tr>
<td>hiya</td>
<td>tišrī</td>
<td>tilqā  tahbū</td>
</tr>
<tr>
<td>ahna</td>
<td>nišrīw</td>
<td>nilqāw nabhūw</td>
</tr>
<tr>
<td>intuma</td>
<td>tišrīw</td>
<td>tilqāw tahbūw</td>
</tr>
<tr>
<td>huma</td>
<td>yišrīw</td>
<td>yilqāw yahbūw</td>
</tr>
</tbody>
</table>

Imperatives šrī  lqā  hbū

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-C-W roots. Pick out and translate these verbs.
C. Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṣna</td>
<td>to thank</td>
</tr>
<tr>
<td>ḥfā</td>
<td>to suffice</td>
</tr>
<tr>
<td>qa</td>
<td>to broil</td>
</tr>
<tr>
<td>ṣwā</td>
<td>to barbeque</td>
</tr>
<tr>
<td>sqa</td>
<td>to water</td>
</tr>
<tr>
<td>ṣxā</td>
<td>to tear down</td>
</tr>
<tr>
<td>hmā</td>
<td>to heat</td>
</tr>
<tr>
<td>ṣtā</td>
<td>to find an excuse</td>
</tr>
<tr>
<td>brā</td>
<td>to recover</td>
</tr>
<tr>
<td>mšā</td>
<td>to go</td>
</tr>
</tbody>
</table>

Pre-speech 44. Accomplished tense of doubled consonant roots: $C_1C_2C_2$

A. Grammar.

By the symbolization $C_1C_2C_2$, we denote roots whose final and medial radicals are identical. These roots have a after the first radical in their infinitives, $C_1aC_2C_2$.

The infinitive form is retained intact throughout the accomplished tense conjugation. Where the subjective suffix begins with a consonant, an i is inserted before the suffix.

E.g.s

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>sadd-to plug something</th>
<th>xaff-to become light weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>saddit</td>
<td>xaffit</td>
</tr>
<tr>
<td>inti</td>
<td>saddit</td>
<td>xaffit</td>
</tr>
<tr>
<td>huwa</td>
<td>sadd</td>
<td>xaff</td>
</tr>
<tr>
<td>hiya</td>
<td>saddit</td>
<td>xaffit</td>
</tr>
<tr>
<td>ahna</td>
<td>saddina</td>
<td>xaffina</td>
</tr>
<tr>
<td>intuma</td>
<td>sadditū</td>
<td>xaffitū</td>
</tr>
<tr>
<td>huma</td>
<td>saddu</td>
<td>xaffu</td>
</tr>
</tbody>
</table>

B. Exercises.

Listen to sentences containing accomplished tense forms of doubled-radical verbs. Pick out and translate the verbs.
C. Vocabulary

- radd: to return something
- sadd: to close
- sadd: to insist
- kaff: to stop
- xaff: to lighten
- sahh: to become right
- lah: to resist
- ball: to dampen
- dall: to lead

Pre-speech 45. Inaccomplished tense of doubled-consonant roots.

A. Grammar.

The inaccomplished tense forms of doubled-consonant roots are all of the form CVCC where V may be either i or u. No vowel appears in the prefix.

E.g.s
- sadd
- nsidd
- tsidd
- ysidd
- tsidd
- tsiddutruddu
- yruddu

Imperatives
- sidd
- tsiddutruddu
- 'rudd
- 'ruddu

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below. Pick out and translate the verbs.

C. Vocabulary

- hall: to open up
- žarr: to pull
- fakk: to separate something
- sadd: to tighten up
- hadd: to draw a line, a frontier
Pre-speech 46. Verbs with \textbf{ayin} roots.

A. Grammar.

Verbs with \textit{ayin} "\textit{כ}" as a radical are conjugated like strong verbs:

E.g. \textit{s\textbackslash{c}aml} "to get fed up"

\begin{tabular}{lll}
ana & s\textbackslash{c}amt & nis\textbackslash{c}am \\
inti & s\textbackslash{c}amt & tis\textbackslash{c}am \\
uhuwa & s\textbackslash{c}am & yis\textbackslash{c}am \\
hiya & s\textbackslash{c}amit & tis\textbackslash{c}am \\
ahna & s\textbackslash{c}amma & nis\textbackslash{c}amu \\
intuma & s\textbackslash{c}amtu & tis\textbackslash{c}amu \\
huma & s\textbackslash{c}amu & yis\textbackslash{c}amu \\
\end{tabular}

B. Exercises.

Listen to sentences containing conjugated forms of the verbs below. Pick out and translate these verbs.

C. Vocabulary.

\begin{tabular}{ll}
\textit{t\textbackslash{a}kal--kla} & to eat \\
\textit{\textbackslash{a}min} & to secure \\
\textit{\textbackslash{a}mal} & to hope \\
\textit{\textbackslash{a}\textbackslash{e}} & to come \\
bra\textit{\textbackslash{e}} & to recover \\
bta\textit{\textbackslash{e}} & to miss for a long time \\
\textit{\textbackslash{a}\textbackslash{e}} & to read \\
\textit{s\textbackslash{c}am} & to get fed up \\
\textit{\textbackslash{a}xad--\textbackslash{x}a} & to take \\
\end{tabular}

Pre-speech 47. Expressing future tense.

A. Grammar.

Futurity can be expressed specifically by means of temporal adverbs like \textit{kudwa} "tomorrow", or can be expressed as a general notion by placing the word \textit{m\textbackslash{a}si} (literally "going") before the inaccomplished form of the verb.
For example:

ana nimsi lissfara I go to the embassy
ana muši nimsi lissfara I will go to the embassy

E. Exercises.

Listen to sentences expressing futurity. Pick out and translate the relevant expressions.

C. Vocabulary

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sken</td>
<td>to inhabit</td>
</tr>
<tr>
<td>fhem</td>
<td>to understand</td>
</tr>
<tr>
<td>ūū</td>
<td>to come</td>
</tr>
<tr>
<td>tlā</td>
<td>to show up</td>
</tr>
<tr>
<td>dhor</td>
<td>to appear</td>
</tr>
<tr>
<td>śrab</td>
<td>to drink</td>
</tr>
<tr>
<td>sxun</td>
<td>to heat up</td>
</tr>
<tr>
<td>brid</td>
<td>to cool off</td>
</tr>
<tr>
<td>hmā</td>
<td>to warm up</td>
</tr>
</tbody>
</table>

Pre-speech 48. The present progressive.

A. Grammar

To indicate progression in the present tense (e.g., he is going) use a form of qāṣid. This form must agree with the subject of the verb in gender and number.

The forms are:

- qāṣid masculine singular
- qāṣida feminine singular
- qāṣidin plural

E.g.

<table>
<thead>
<tr>
<th>Words</th>
<th>qāṣid (or qāṣida)</th>
<th>niktib</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>qāṣid (or qāṣida)</td>
<td>tikhib</td>
</tr>
<tr>
<td>inti</td>
<td>qāṣid (or qāṣida)</td>
<td>yiktib</td>
</tr>
<tr>
<td>huwa</td>
<td>qāṣid</td>
<td>tikhib</td>
</tr>
<tr>
<td>hiya</td>
<td>qāṣida</td>
<td>tikhib</td>
</tr>
<tr>
<td>ahna</td>
<td>qāṣidīn</td>
<td>tiktib</td>
</tr>
<tr>
<td>intuma</td>
<td>qāṣidīn</td>
<td>tiktib</td>
</tr>
<tr>
<td>huma</td>
<td>qāṣidīn</td>
<td>yiktib</td>
</tr>
</tbody>
</table>

B. Exercises.

Listen to sentences containing present progressive forms. Pick out and translate these verbs.
C. Vocabulary

\[
\begin{array}{ll}
\text{qal} & \text{to say} \\
\text{ntaq} & \text{to speak up} \\
\text{sma\text{\`{e}}} & \text{to hear} \\
\text{\text{\`{e}}raf} & \text{to know} \\
\text{\text{\`{a}}aq} & \text{to last} \\
\text{samm} & \text{to smell} \\
\text{\text{\`{e}}tas} & \text{to sneeze} \\
\text{kahh} & \text{to cough} \\
\text{sahh} & \text{to strengthen} \\
\text{rham} & \text{to bless}
\end{array}
\]

Pre-speech 49. The past progressive

A. Grammar.

To form the past progressive (e.g. I was going) Tunisian uses the accomplished form of k\text{\`{a}n} "to be" with the proper form of qaf\text{\`{i}d}.

E.g.

\[
\begin{array}{llll}
\text{ana} & \text{kunt} & \text{qaf\text{\`{i}d}} & \text{niktib} \\
\text{inti} & \text{kunt} & \text{qaf\text{\`{i}d}} & \text{tiktib} \\
\text{huwa} & \text{k\text{\`{a}n}} & \text{qaf\text{\`{i}d}} & \text{yiktib} \\
\text{hiya} & \text{k\text{\`{a}nit}} & \text{qaf\text{\`{i}da}} & \text{tiktib} \\
\text{ahna} & \text{kunna} & \text{qaf\text{\`{i}dIn}} & \text{niktbu} \\
\text{intuma} & \text{kuntu} & \text{qaf\text{\`{i}dIn}} & \text{tiktbu} \\
\text{huma} & \text{k\text{\`{a}nu}} & \text{qaf\text{\`{i}dIn}} & \text{yiktbu}
\end{array}
\]

B. Exercises.

Listen to sentences containing past progressives. Pick out and translate these verbs.

C. Vocabulary

\[
\begin{array}{ll}
\text{\`{e}ra} & \text{to buy} \\
\text{b\text{\`{a}i}} & \text{to sell} \\
\text{b\text{\`{a}a\theta}} & \text{to send} \\
\text{w\text{\`{u}d}} & \text{to find} \\
\text{lq\text{\`{a}}} & \text{to find} \\
\text{kra} & \text{to rent} \\
\text{qbil} & \text{to receive} \\
\text{wsul} & \text{to arrive}
\end{array}
\]
Pre-speech 50. The active participle.

A. Grammar

The active participle has the meaning "one who is doing".

It is formed by inserting ā after the first radical and ī after the second radical.

E.g.

kātib "a writer"

B. Exercises.

Listen to active participles. Translate the participles and give the normal verb form.

C. Vocabulary

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>śra</td>
<td>śāri</td>
</tr>
<tr>
<td>bāţ</td>
<td>bāyiç</td>
</tr>
<tr>
<td>bēaθ</td>
<td>bāiθ</td>
</tr>
<tr>
<td>wžid</td>
<td>wāzid</td>
</tr>
<tr>
<td>lqa</td>
<td>lāqi</td>
</tr>
<tr>
<td>kra</td>
<td>kāri</td>
</tr>
<tr>
<td>qbil</td>
<td>qābil</td>
</tr>
<tr>
<td>wṣul</td>
<td>wāsil</td>
</tr>
<tr>
<td>qdah</td>
<td>qādih</td>
</tr>
<tr>
<td>qal</td>
<td>qāyil</td>
</tr>
<tr>
<td>nṭaq</td>
<td>nātiq</td>
</tr>
<tr>
<td>smaţ</td>
<td>sāmiţ</td>
</tr>
<tr>
<td>ēraf</td>
<td>ērīf</td>
</tr>
<tr>
<td>ṭaq</td>
<td>ṭayiq</td>
</tr>
<tr>
<td>rḥam</td>
<td>rāhim</td>
</tr>
</tbody>
</table>

Pre-speech 51. The passive participle.

A. Grammar.

The passive participle has the meaning "that which is done" in which case it functions as a noun; or it can be used as an adjective with the meaninging "done".

It is formed by prefixing ma- and inserting ĕ after the second radical.
E.g.s

makūb  written
ma'-mūl  done
maftuh  open
mağhuq  closed

B. Exercises.

Listen to sentences containing passive participles.
Pick out and translate the participles.

C. Vocabulary

<table>
<thead>
<tr>
<th>Verb</th>
<th>Passive Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>sra</td>
<td>masru</td>
</tr>
<tr>
<td>bāk</td>
<td>mabyu</td>
</tr>
<tr>
<td>bāaQ</td>
<td>mab'uQ</td>
</tr>
<tr>
<td>wziy</td>
<td>mawżud</td>
</tr>
<tr>
<td>lqa</td>
<td>malqu</td>
</tr>
<tr>
<td>kra</td>
<td>makru</td>
</tr>
<tr>
<td>qbil</td>
<td>maqbul</td>
</tr>
<tr>
<td>wsul</td>
<td>mawsul</td>
</tr>
<tr>
<td>qdah</td>
<td>maqduh</td>
</tr>
<tr>
<td>qel</td>
<td>maqyul</td>
</tr>
<tr>
<td>ntaq</td>
<td>mantuq</td>
</tr>
<tr>
<td>sma</td>
<td>masmu</td>
</tr>
<tr>
<td>raf</td>
<td>maqruf</td>
</tr>
<tr>
<td>ṣaq</td>
<td>madyuq</td>
</tr>
<tr>
<td>rham</td>
<td>marhum</td>
</tr>
</tbody>
</table>

Pre-speech 52. The verb "to have"

A. Grammar.

The verb "to have" ṣand takes the possessive pronoun suffixes (rather than the regular subject prefixes) in its conjugation.

sandī  I have
sandik  you have
sandu  he has
sandha  she has
sandna  we have
sandkum  you have
sandhum  they have
B. Exercises.
Listen to sentences containing conjugated forms of "to have". Pick out and translate the verbs.

C. Vocabulary
None. Review verbs.

Pre-speech 53. Direct object suffixes.

A. Grammar.
Tunisian expresses direct object pronouns (me, you, him, her, us, you, them) by means of a set of suffixes which follow the verb stem and subject affixes (if present).

These suffixes are nearly identical to the possessive suffixes seen earlier. They are:

- ni  me   as in zūrni
- ik  you  as in nzūrik
- u* him, it as in nzūru
- ha  her, it as in nzūrha
- na  us   as in nzūrna
- kum you as in nzūrkum
- hum them as in nzūrhum

* -u has three different forms depending on phonetic context: after a word final vowel, it is -h; after a word final consonant, it is -u; elsewhere it is-hu. For example:

   nzūru  I visit him
   nibdah I begin it
   nbiṣhulilk I sell it to you

B. Exercises.
Listen to sentences containing verbs with direct object suffixes. Pick out the verb and translate the direct object suffix.

C. Vocabulary
ziša šudwa šufni
come tomorrow to see me

filaman, nqabilkum filšiya
goodbye, I'll meet you in the afternoon
rīthum ēames filblad
I saw them yesterday in the town
nšufik ǧudwa
I'll see you tomorrow
barra šuf ma yusluh bīk
go see what for you is good
rabbi yahdik
god directs you
ellī tehšbu musa yitlatlik farīum
the one you think hi. Moses turns out to you Farah

Pre-speech 54. Indirect object suffixes.

A. Grammar

Indirect object pronouns (to & me, you, him, her, us, you, them) can also be attached directly to the verb by a set of suffixes which follow the direct object suffixes (if there is one).

The suffixes consist of the preposition ḫ(i)
"to" plus the possessive or objective pronoun suffixes.

E.g. nbiṣhu I sell it
     nbiṭhuli I sell it to me
     nbiṭhulik I sell it to you
     nbiṭhulu I sell it to him
     nbiṭhulha I sell it to her
     nbiṭhulna I sell it to us
     nbiṭhulkum I sell it to you
     nbiṭhulkhum I sell it to them

B. Exercises

Listen to verbs containing indirect object suffixes, give the correct translation of the suffix.

C. Vocabulary

škālkum bhalu
he complained to you of his affairs

beni ubenik
between me and you
Pre-speech 55. Verbs in series. The first person plural imperative.

A. Grammar.

In English if two verbs are strung together, the second one is given the infinitive form, e.g., he wants to go. In Tunisian, however, both verbs are conjugated such that the literal form would be "he wants he goes".

To express the first person plural imperative—e.g., let's go, the particle haya is placed before the verb.

E.g.s

huwa yhibb yuq?ud
he he wants he stays
he wants to stay

haya nimšī let's go
haya nuq?du let's stay
B. Exercises
Listen to sentences containing verbs in series. Pick out and translate the verbs.

C. Vocabulary
None. Review previous vocabulary.

Pre-speech 56. Counting I.
A. For some common nouns the notion "two of something" may be expressed by the dual form of the noun; otherwise the form zūz plus the regular plural of the noun is used.

B. Exercises.
Listen to sentences containing numbers below with nouns of previous vocabularies. Give correct translation.

C. Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>wahid</td>
<td>six</td>
</tr>
<tr>
<td>two</td>
<td>ḍin (zūz)</td>
<td>seven</td>
</tr>
<tr>
<td>three</td>
<td>ḍaāQu</td>
<td>eight</td>
</tr>
<tr>
<td>four</td>
<td>arba'ā</td>
<td>nine</td>
</tr>
<tr>
<td>five</td>
<td>xamsa</td>
<td>ten</td>
</tr>
</tbody>
</table>

Pre-speech 57. Counting II
A. The numerals eleven through nineteen require a prefixed n- on the noun; e.g., ḍas mmaktab.
From eleven on, nouns following these numerals are in the singular form, e.g. Omuntaš namirīki.
Compound numbers (22, 31, 45, etc.) are formed on the pattern "one and thirty"--wahid u ḍlāqnīn.

B. Exercises.
Listen to expressions using numbers below with nouns of previous lessons. Give correct translation.

C. Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eleven</td>
<td>ḍās</td>
<td>sixteen</td>
</tr>
<tr>
<td>twelve</td>
<td>aḵnaš</td>
<td>seventeen</td>
</tr>
<tr>
<td>thirteen</td>
<td>ḍuτaš</td>
<td>eighteen</td>
</tr>
<tr>
<td>fourteen</td>
<td>ḍarbaitaš</td>
<td>nineteen</td>
</tr>
<tr>
<td>fifteen</td>
<td>xmustaš</td>
<td>twenty</td>
</tr>
</tbody>
</table>

one hundred miyā
Number 30, 40, 50, ..., 90 are formed by adding -ān to the base 3, 4, 5, ..., 9.

Pre-speech 58. Telling time.

Time expressions are given by using the proper number for the hour followed by + plus the number of "steps" (i.e. five minute units) or plus ḫir "lacking" plus the number of "steps" to the hour. Special words for "quarter" and "half" are used where appropriate.

For example:

<table>
<thead>
<tr>
<th>Time</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>lARBa</td>
</tr>
<tr>
<td>4:05</td>
<td>lARBa udRAZ</td>
</tr>
<tr>
<td>4:10</td>
<td>lARBa udARZIN</td>
</tr>
<tr>
<td>4:15</td>
<td>lARBa wurbuC</td>
</tr>
<tr>
<td>4:20</td>
<td>lARBa warbaC adRAZ</td>
</tr>
<tr>
<td>4:25</td>
<td>lARBa uxamsa adRAZ</td>
</tr>
<tr>
<td>4:30</td>
<td>lARBa unusf</td>
</tr>
<tr>
<td>4:35</td>
<td>lARBa ussbaC adRAZ</td>
</tr>
<tr>
<td>4:40</td>
<td>lARBa uQmanya adRAZ</td>
</tr>
<tr>
<td>4:45</td>
<td>lxamsa ḫIR urbuC</td>
</tr>
<tr>
<td>4:50</td>
<td>lxamsa ḫIR darzin</td>
</tr>
<tr>
<td>4:55</td>
<td>lxamsa ḫIR draZ</td>
</tr>
<tr>
<td>5:00</td>
<td>lxamsa bidabt</td>
</tr>
</tbody>
</table>

* dual form of draZ

B. Exercises

Listen to time expressions given on tape or by the teacher. Draw a large clock on the board and respond to sentences by pointing out the time given in Tunisian.

C. Vocabulary

1. sāqa, p. sāqāt hour
2. dqiqa, p. dqiqaq minute
3. waqt, p. awqāt time
4. munqalā, p. mnqgil clock, watch
5. mādi past
6. lūwil noon
7. tawwa now
8. ḫir or illa except, lacking
9. draZ, p. adraZ step, five minutes
10. šnuwa lwaqt what time is it?
A. From the vocabulary below, the teacher will construct sentences dealing with prices and shopping. Students should respond by translating the sentence.

B. Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kilū</td>
<td>kilo</td>
</tr>
<tr>
<td>grām</td>
<td>gram</td>
</tr>
<tr>
<td>mitrū</td>
<td>meter</td>
</tr>
<tr>
<td>sint'mitrū</td>
<td>centimeter</td>
</tr>
<tr>
<td>kilumitrū</td>
<td>kilometer</td>
</tr>
<tr>
<td>sūm</td>
<td>price</td>
</tr>
<tr>
<td>wzin</td>
<td>weight</td>
</tr>
<tr>
<td>qaddas</td>
<td>how many</td>
</tr>
<tr>
<td>bqaddas</td>
<td>how much</td>
</tr>
<tr>
<td>xudra(ṣuḍar)</td>
<td>vegetable</td>
</tr>
<tr>
<td>ẓ arbya</td>
<td>carpet</td>
</tr>
</tbody>
</table>

Pre-speech 60. Directions.

A. From the vocabulary below, the teacher will give instructions as to what to do. Students should respond by following the instructions.

B. Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṭala yimīnık</td>
<td>on your right</td>
</tr>
<tr>
<td>ṭala yisārik</td>
<td>on your left</td>
</tr>
<tr>
<td>quddāmik</td>
<td>in front of you</td>
</tr>
<tr>
<td>wurāk</td>
<td>behind you</td>
</tr>
<tr>
<td>ilquddām</td>
<td>straight ahead</td>
</tr>
<tr>
<td>wīn ṣā...</td>
<td>where is found...</td>
</tr>
<tr>
<td>bād</td>
<td>far</td>
</tr>
<tr>
<td>muš bād</td>
<td>not far</td>
</tr>
<tr>
<td>buqāa</td>
<td>place</td>
</tr>
<tr>
<td>trīq</td>
<td>way, road</td>
</tr>
<tr>
<td>dūra</td>
<td>corner</td>
</tr>
<tr>
<td>qrība</td>
<td>near</td>
</tr>
</tbody>
</table>