

ARABIC

B10.01-04

LANGUAGE LABORATORY

BASIC CHAD ARABIC

The  
Pre-Speech Phase

Samir Abu Absi  
and  
André Sinaud

The Intensive Language Training Center  
Indiana University

Prepared under the auspices of the U.S. Office of Education  
Contract 3-7-070092-2202

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## INTRODUCTION

The aim of this basic course in Chad Arabic is to help the student speak the language and understand it when spoken by natives. The course is divided into two main parts: the Pre-Speech Phase and the Active Phase. The Comprehension part (which is a separate booklet) is to be used only as a teacher's handbook, since the purpose of comprehension may be defeated if the texts are available to the student.

The Pre-Speech Phase consists of sixty units numbered PS1, PS2, PS3, etc. A typical Pre-Speech unit has two parts: Notes and Comprehension. The Notes deal with brief grammatical explanations and illustrations of the point under consideration. The Comprehension involves listening to an instructor or a tape and writing down the information asked for. In this phase the comprehension consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course.

The Pre-Speech Phase emphasizes the passive recognition of the language rather than active participation in it. This gives the student some feel of the language as a whole, which is a desirable background for active participation in it. It is suggested that the Pre-Speech Phase be covered quickly in no more than three weeks of intensive study. However, it is up to the teacher's discretion to use it or not, to use it as a whole before starting on the Active Phase, or to use it in parts before a group of Active units. The plan of the course is flexible enough to allow for different approaches.

The Active Phase forms the main bulk of the course. It contains forty-five units numbered A1, A2, A3, etc., and two appendices. Appendix A contains thirty-five supplementary dialogs (SD) dealing with situations which the student is likely to encounter among native speakers of Chad Arabic. These dialogs are arranged under a variety of situational topics, and no attempt was made at controlling the presentation of their grammatical structures. Consequently, it is assumed that these dialogs will be most useful if studied after covering the Active Phase and hopefully gaining insight into the basic system of the language. Appendix B contains eight stories recorded as told by a Chad Arabic speaker. They can be read by the students on their own or by the instructor in class. Some notes are provided at the end of each story to give the meaning of new vocabulary items or to explain idioms and structures not encountered before. The English translation of these stories (as well as other texts in this course) is literal enough to keep the linguistic flavor of Chad Arabic and free enough to render a readable English text. Such a compromise is difficult to achieve and the result may be awkward at times, but the emphasis here was placed on helping the student understand the Arabic structure as well as the general meaning of the stories. Hence, the literary merit of the translation had to be sacrificed.

A typical Active unit consists of the following four parts:

- I. Dialog
- II. Notes
- III. Dialog Variations
- IV. Comprehension

The Dialog in each unit consists of four or five lines in which new vocabulary and structures are introduced. This basic dialog is to be drilled in class and memorized by the students. The dialog contains the basic grammatical point or points to be dealt with in the unit.

The Notes are usually based on the dialog, but they draw on other examples to illustrate and explain certain grammatical points. These notes are brief and cover only the important structures which are thought to be basic to learning Chad Arabic.

The Dialog Variations, as the name implies, are variations on the basic dialog which is the first part of each unit. New vocabulary and grammatical structures related to the unit are introduced in the first three dialogs of this section: D1, D2 and D3. D4 is an "open-ended" dialog which serves the purpose of drilling the patterns under consideration. Here the instructor is free to add to the list of words which fit into the blanks provided, thus allowing for a maximum amount of practice of certain structures.

The last part of each unit is the Comprehension part. Here the students listen to a text or a dialog and answer questions about it in English or in Chad Arabic. The ability to understand a language is a very important part of learning it. Thus the comprehension texts become longer and more difficult as progress is made through the course.

The Active Phase, unlike the Pre-Speech Phase which precedes it, emphasizes active participation in the language. This active participation involves two major activities: imitation and induction of the structure.

Imitation is a series of attempts at approaching a model which, in the case of language learning, is the speech of a native. The main aim of imitation is forming the articulatory habits of the language to be learned. This is a task which is more difficult for adults to accomplish than for children, who are more receptive to forming new habits. But since all the sentences of a language cannot be memorized, or even counted, the system of the language must be induced by the learner. A knowledge of the system is what enables a speaker of a language to produce new sentences and understand sentences never heard before. This creativity in the use of language is possible only to people who have induced and internalized the structure of a certain language. Children possess an extraordinary ability to induce the structure of their language even when it is thrown at them at random. For a number of reasons, people seem to lose this ability as they grow older. Hence, adults need to be given the rules according to which the system of a language operates. The units in this phase provide an imitation model through dialogs, and a model of the structure to be induced through grammatical explanations and comprehension exercises.

Learning a new language is an exciting but difficult task which requires much time and practice. We hope that this course will at least provide a solid basis in Chad Arabic upon which the student can build toward a mastery of the language.

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PS 1. Basic Consonants and Vowels

Notes:

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

b as in big

d as in day

f as in fan

g as in go

h as in how

j as in journey

k as in king

l as in let

m as in meat

n as in noon

s as in send

š as in shop

t as in tea

w as in way

y as in yet

z as in zip

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

i as in bit

e as in bet

a as in banana, but

o as in going

u as in pull



Comprehension:

Listen to the following words and try to transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	he went
2. _____	good
3. _____	only
4. _____	I said
5. _____	he understood
6. _____	cheese
7. _____	male
8. _____	boy
9. _____	afternoon

PS 2. Long Vowels

Notes:

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

ii as in beat, feet

ee as in naiveté

aa as in fan, father

oo as in hole

uu as in pool

Comprehension:

Listen to the following words containing long vowels and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	people
2. _____	rooster
3. _____	day
4. _____	night
5. _____	elephant
6. _____	market
7. _____	up, above
8. _____	house
9. _____	fish
10. _____	tea

PS 3. Non-English Consonants

Notes:

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

x is similar to the German ch in 'reich'

r is similar to the Spanish r

? is similar to the pronunciation of tt in the word 'bottle' in some American dialects.

Comprehension:

Listen to the following words and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	fear
2. _____	brain
3. _____	deer
4. _____	man
5. _____	woman
6. _____	trees
7. _____	question
8. _____	hand
9. _____	after
10. _____	I

PS 4. Double Consonants

Notes:

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

Comprehension:

Listen to the following words containing double consonants and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	once
2. _____	outside
3. _____	shop
4. _____	girl
5. _____	six
6. _____	father
7. _____	small
8. _____	merchants
9. _____	God
10. _____	a little

PS 5. Minimal Pairs

Notes:

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

Comprehension:

Listen to the following minimal pairs and transcribe them:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Test 1

The following words contain sounds which are close to English, as well as sounds which are peculiar to Chad Arabic. Listen to these words and transcribe them. Check your transcription with your instructor.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

PS 6. "Sun" and "Moon" Consonants

Notes:

Arabic consonants are traditionally classified into "sun" and "moon" consonants. The "sun" consonants behave like /š/ which is the first sound in the word for sun /šams/. The "moon" consonants behave like /q/ the first sound of /qamar/ which means "moon". The sun consonants are: /t, d, s, š, j, z, r, l, n/. The following words begin with "sun" consonants:

teer	bird
daar	house
salata	salad
šadar	trees
jamal	camel
zama:n	time
rajul	man
laham	meat
naar	fire

The moon consonants are: /ʔ, b, m, f, k, g, x, h, w, y/.

Following are some words which begin with "moon" consonants:

ʔum	mother
balad	country
muftaah	key
farwa	leather
kelib/kelb	dog
galam	pen
xanamay	ewe
humaar	donkey

wled/wleed

boy

yoom

day

Comprehension:

Listen to the following words and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	soil
2. _____	blood
3. _____	brother
4. _____	soap
5. _____	watermelon
6. _____	boat
7. _____	mouse
8. _____	mirror
9. _____	fishing rod
10. _____	ram
11. _____	heart
12. _____	field
13. _____	autumn
14. _____	village
15. _____	ashes
16. _____	valley
17. _____	yard



PS 7. The Definite Article

Notes:

The nouns in the previous lesson are all indefinite. The definite article /al/ can be added to an indefinite noun, e.g. /ʔum/, /alʔum/ 'the mother'. Nouns which begin with a "sun" consonant change the /l/ in /al/ to become identical to the first consonant of the noun, e.g. /teer/, /atteer/ 'the bird'. This is called assimilation.

Comprehension:

Listen to these words and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	the soil
2. _____	the blood
3. _____	the brother
4. _____	the soap
5. _____	the watermelon
6. _____	the boat
7. _____	the mouse
8. _____	the mirror
9. _____	the fishing rod
10. _____	the ram
11. _____	the heart
12. _____	the field
13. _____	the autumn
14. _____	the village
15. _____	the ashes
16. _____	the valley
17. _____	the yard

PS 8. Modified Nouns

Notes:

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

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

Comprehension:

Listen to the following phrases and try to transcribe them. Mark the ones that are definite:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 9. Gender

Notes:

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

Comprehension:

Transcribe the following phrases. Mark with "F" those which have a feminine adjective.

<u>Transcription</u>	<u>Meaning</u>
1. _____	a generous father
2. _____	a generous mother
3. _____	a big boy
4. _____	the big girl
5. _____	a good woman
6. _____	a good man
7. _____	the tall brother
8. _____	a tall sister
9. _____	a fat camel
10. _____	a fat girl

PS 10. The Plural

Notes:

A noun in Chad Arabic can have three different forms depending on whether it is singular, dual, or plural. The dual will be dealt with in another section. The plural, unlike English, cannot be formed from the singular by simple rules. The best way to learn plural forms is to memorize them as you memorize the singular forms.

Comprehension:

Listen to the following list of singular nouns and their plurals. Transcribe the plural forms.

<u>Singular</u>	<u>Meaning</u>	<u>Plural</u>
1. teer	bird	_____
2. beet	house	_____
3. šadraay	tree	_____
4. jamal	camel	_____
5. rajul	man	_____
6. ?um	mother	_____
7. ?abba	father	_____
8. šawwaafa	mirror	_____
9. yarda	yard	_____
10. dukkaan	shop	_____
11. dakar	male	_____
12. galb	heart	_____
13. yoom	day	_____
14. wled	boy	_____

PS 11. The Dual

Notes:

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

Comprehension:

The following is a list of singular nouns and their dual forms. Transcribe the dual and mark the feminine with an "F".

<u>Singular</u>	<u>Meaning</u>	<u>Dual</u>
1. teer	bird	_____
2. beet	house	_____
3. ?iid	hand	_____
4. marra	once	_____
5. jamal	camel	_____
6. yarda	yard	_____
7. humaar	donkey	_____
8. rijil	leg	_____
9. rajul	man	_____
10. rukub	knee	_____

PS 12. Number: Modified Nouns

Notes:

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

Comprehension:

Listen to the following phrases and transcribe them. Mark the plural adjectives with "P".

<u>Transcription</u>	
1. _____	a big bird
2. _____	two big birds
3. _____	big birds
4. _____ or _____	spacious houses
5. _____	tall men
6. _____	two fat donkeys
7. _____	thin dogs
8. _____	two heavy keys
9. _____	the two big boys
10. _____	the long days

PS 13. Possessive Suffixes

Notes:

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

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

Comprehension:

Transcribe the following possessed nouns. Write the meaning of the possessive suffix.

	<u>Transcription</u>	<u>Meaning</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

PS 11. Possessed Nouns

Notes:

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

e.g.

kitaabi alkabiir	my big book
jamala assaxayyar	his small camel
beetha al?abyat	her white house

Comprehension:

Listen to the following phrases and give their meaning in English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Test 2

The following phrases include familiar vocabulary and grammatical points covered in the previous lessons. Transcribe these phrases, then give their English translation:

<u>Transcription</u>	<u>Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

PS 15. The Construct Phrase

Notes:

The construct phrase is a possessive construction which is formed out of two nouns. The first noun (possessed) is indefinite and the second (possessor) is definite.

e.g.

kitaab alwleed

the book of the boy

loon alkursi

the color of the chair

Comprehension:

Transcribe the following construct phrases and give their meaning in

English:

<u>Transcription</u>	<u>Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

PS 16. Nominal Sentences

Notes:

There are two basic types of sentences in Arabic: The verbal and the nominal. Nominal sentences have no verbs in them and they correspond to "to be" sentences in English. Nominal sentences in Chad Arabic are made up of a definite or possessed noun followed by an indefinite noun or adjective.

e.g.

atteer kabiir.

The bird is big.

?axuuy wleed.

My brother is a boy.

?albneyya kabiira

The girl is big.

Comprehension:

Some of the following utterances are nominal sentences and others are noun phrases. Listen and give the proper meaning in English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 17. Personal Pronouns

Notes:

The following personal pronouns function as subjects. The definite article is never used with these pronouns.

?ana	I
?inta/?inte	you (m. s.)
?inti	you (f. s.)
huu	he
hii	she
?aniina	we
?intu/?intum	you (pl.)
human	they (m. & f.)
hinna (rare)	they (f.)

Comprehension:

Listen to the following sentences and give the proper English translation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

PS 18. Negation of Nominal Sentences

Notes:

Nominal sentences form their negative by adding /maa/ 'not' after the noun phrase which contains the subject.

e.g.

?ana maa **kabiir**.

I am not big.

alwleed **alkabiir** maa kariim.

The big boy is not generous.

Comprehension:

Some of the following sentences are positive statements and other are negative. Listen and identify the sentences by writing 'P' or 'N' for positive and negative respectively.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

PS 19. Interrogation of Nominal Sentences

Notes:

Questions are formed out of nominal sentences by adding /walla/ 'or' at the end of the sentence.

e.g.

alwleed kabiir walla?

Is the boy big?

?ana kariim walla?

Am I generous?

Comprehension:

Listen to the following sentences. Write 'Q' after the number if the sentence is a question; write 'S' if it is a statement.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

PS 20. Interrogation plus Negation

Notes:

Nominal sentences can combine negation and interrogation (PS 18 and 19).

e.g.

alwleed maa kabiir walla?

Isn't the boy big?

?ana maa kariim walla?

Am I not generous?

Comprehension:

The following sentences are of four different kinds: declarative statements, negative statements, questions, and negative questions.

Listen to these sentences and give their meaning in English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 21. Past Nominal Sentences

Notes:

Two words /zamaan/ and /kaan/ are used after the subject to express the past tense of nominal sentences.

e.g.

alwleed zamaan kariim.

The boy was generous.

alwleed kaan kariim.

The boy was generous.

While /zamaan/ is not inflected, /kaan/ changes according to the subject, i.e. it takes a subject suffix.

Comprehension:

Tell whether the following sentences express present or past time.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



Test 3

Listen to the following phrases and sentences and give their proper English translation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 22. Prepositions

Notes:

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

fii	in
min	from
le	to
ma'a	with
foog	above, up
tihit	under
'usut	inside, in the middle
jamb	beside

Comprehension:

Listen to the following prepositional phrases and give their meaning in English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 23. Prepositions plus Possessive Suffixes

Notes:

Prepositions are used with possessive suffixes (PS 13). In such cases, however, we very often have changes in the shape of both prepositions and suffixes. Sometimes we have two alternate forms which are acceptable. Even if you use only one form, you should be able to recognize the alternate possibilities.

Below is a list of prepositions used with different possessive suffixes.

	<u>fii + possessive suffixes</u>	
	<u>singular</u>	<u>plural</u>
1st per.	fii	fiina
2nd " (m)	fiik	fiikum
2nd " (f)	fiiki	fiikum
3rd " (m)	fii	fiihum
3rd " (f)	fiihi/fiiha	fiihinna

	<u>min + possessive suffixes</u>	
	<u>singular</u>	<u>plural</u>
1st per.	minni	minnina
2nd " (m)	minnak	minnukum
2nd " (f)	minnik/minniki	minnukum
3rd " (m)	minhu	minnum
3rd " (f)	minhi/minha	minhinna

	<u>le + possessive suffixes</u>	
	<u>singular</u>	<u>plural</u>
1st per.	ley	leena
2nd " (m)	leek	leekum
2nd " (f)	leeki	leekum
3rd " (m)	leehu	leehum/leem
3rd " (f)	leehi	leehinna/leem

<u>ma?a + possessive suffixes</u>		
	<u>singular</u>	<u>plural</u>
1st per.	ma?i/ma?aay	ma?ana
2nd " (m)	ma?ak	ma?aakum
2nd " (f)	ma?aaki	ma?aakum
3rd " (m)	ma?ahu	ma?aahum
3rd " (f)	ma?ahi	ma?aahum

<u>foog + possessive suffixes</u>		
	<u>singular</u>	<u>plural</u>
1st per.	foogi	foogna
2nd " (m)	foogak	foogkum
2nd " (f)	foogki	foogkum
3rd " (m)	fooga	fooghum
3rd " (f)	fooga	fooghum

<u>tihit + possessive suffixes</u>		
	<u>singular</u>	<u>plural</u>
1st per.	tihti	tihitna
2nd " (m)	tihtak	tihitkum
2nd " (f)	tihtik	tihitkum
3rd " (m)	tihta	tihithum
3rd " (f)	tihta	tihithum

<u>?usut + possessive suffixes</u>		
	<u>singular</u>	<u>plural</u>
1st per.	?usti	?usutna
2nd " (m)	?ustak	?usutkum
2nd " (f)	?usutki	?usutkum
3rd " (m)	?usta	?usuthum/?ustum
3rd " (f)	?usta	?usuthum/?ustum

<u>jamb + possessive suffixes</u>		
	<u>singular</u>	<u>plural</u>
1st per.	jambi	jambina
2nd " (m)	jambak	jambakum
2nd " (f)	jambik	jambakum
3rd " (m)	jamba	jambahum/jambum
3rd " (f)	jamba	jambahum/jambum

**Comprehension:**

Listen to the following prepositions used with possessive suffixes. Give the proper English translation:

- |           |           |
|-----------|-----------|
| 1. _____  | 20. _____ |
| 2. _____  | 21. _____ |
| 3. _____  | 22. _____ |
| 4. _____  | 23. _____ |
| 5. _____  | 24. _____ |
| 6. _____  | 25. _____ |
| 7. _____  | 26. _____ |
| 8. _____  | 27. _____ |
| 9. _____  | 28. _____ |
| 10. _____ | 29. _____ |
| 11. _____ | 30. _____ |
| 12. _____ | 31. _____ |
| 13. _____ | 32. _____ |
| 14. _____ | 33. _____ |
| 15. _____ | 34. _____ |
| 16. _____ | 35. _____ |
| 17. _____ | 36. _____ |
| 18. _____ | 37. _____ |
| 19. _____ | 38. _____ |

39. \_\_\_\_\_

40. \_\_\_\_\_

41. \_\_\_\_\_

42. \_\_\_\_\_

43. \_\_\_\_\_

44. \_\_\_\_\_

45. \_\_\_\_\_

46. \_\_\_\_\_

47. \_\_\_\_\_

48. \_\_\_\_\_

49. \_\_\_\_\_

PS 24. Demonstratives

Notes:

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

		<u>singular</u>	<u>plural</u>
	(m)	daa	dool
<u>this</u>	(f)	dii	deel
	(m)	daak	doolaak/doolak
<u>that</u>	(f)	diik	deelaak/deelak

Comprehension:

Give the English meaning of the following sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 25. Interrogative Pronouns

Notes:

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

šunu	what
yaatu	who, whom, what
ween	where
mata	when
ween/weenu	which
keef/kikeef	how
kam	how much, how many
maala	why

Examples:	šunu ?usumki?	What is your (f s) name?
	maala sa?alt?	Why did you ask?
	mata jaa?	When did he come?
	keef jilidkum?	How are you (pl)?
	yaatu ?axuuk?	Who is your (m s) brother?

Comprehension:

Listen to the following questions. Transcribe them and give their meaning.

<u>Transcription</u>	<u>Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____



- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

PS 26. The Relative Pronoun

Notes:

There is only one relative pronoun in Chad Arabic which corresponds to who, whom, that, and which. This pronoun is /al/ and is used with nouns, adjectives and verbs regardless of number and gender.

e.g.

alwleed al?axuuy.

The boy who is my brother.

alkursi al?ahmar.

The chair which is red.

arrajul aljaa.

The man who came.

almara alhine.

The woman who is here.

Comprehension:

Give the English translation of the following relative clauses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 27. Possessive Constructions

Notes:

One way of showing possession in Chad Arabic is the "construct phrase" (PS 15). Another way is the use of the preposition /hana/ to form phrases like /alkitaab hana alwled/ which means "The book of the boy". This has the same meaning as /kitaab alwled/.

Since /hana/ is a preposition, it can also take different possessive suffixes as mentioned in (PS 23). When /hana/ is attached to different possessive suffixes the following forms result:

	<u>singular</u>	<u>plural</u>
1st per.	hanaay	hanaana
2nd " (m)	hanaak	hanaakum
2nd " (f)	hanaaki	hanaakum
3rd " (m)	hanaaw/hanaahu	hanaahum/hanaahuman
3rd " (f)	hanaahi/hanahii	hanaahum/hanaahuman

Comprehension:

Translate the following possessive phrases into English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Test 4

Give the English meaning of the following phrases and sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 28. Past C-C-C Verbs

Notes:

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

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

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

Comprehension:

Listen to the following verbs and transcribe them:

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. _____	he drank	6. _____	he entered
2. _____	he hit	7. _____	he wore
3. _____	he wrote	8. _____	he passed
4. _____	he understood	9. _____	he laughed
5. _____	he slept	10. _____	he threw

PS 29. Past Subject Suffixes

Notes:

Verbs in the past tense indicate the person as well as the number and gender of the subject. This is done by suffixing subject markers to the verb.

The subject suffixes are:

-t/-ta	I
-ta	you (m)
-ti	you (f)
-a	he
-at	she
-na	we
-tu	you (pl)
-o	they

Following is the verb /širib/ with the different subject suffixes attached to it:

širibt	I drank
širibta	you (m) drank
širibti	you (f) drank
širib	he drank
širibat	she drank
širibna	we drank
širibtu	you (pl) drank
širibo	they drank

Comprehension:

Listen to the following verbs and transcribe them:

<u>Transcription</u>	<u>Meaning</u>
1. _____	I drank
2. _____	you (m s) drank
3. _____	he wrote
4. _____	you (f s) wrote
5. _____	you (pl) understood
6. _____	we understood
7. _____	she laughed
8. _____	they laughed
9. _____	she entered
10. _____	he entered
11. _____	we slept
12. _____	you (pl) slept
13. _____	they slept

PS 30. Present C-C-C Verbs

Notes:

The present tense of C-C-C verbs is -CCVC- when no subject suffix is added and -CVCC- when a subject suffix is present. V stands for any vowel which is found between the root consonants. For example, the root š-r-b will have šr-V-b if there is no suffix and š-V-rb if there is a suffix.

Comprehension:

Predict the present form of the following roots:

<u>root</u>	<u>with suffix</u>	<u>without suffix</u>
1. d-r-b	_____	_____
2. f-h-m	_____	_____
3. r-g-d	_____	_____
4. m-r-g	_____	_____
5. d-h-k	_____	_____
6. z-g-l	_____	_____
7. l-b-s	_____	_____
8. d-x-l	_____	_____



PS 31. Present Subject Affixes

Notes:

In the present tense the number, person and gender of the subject are indicated by a set of affixes. The prefixes attached to the stem indicate the person while the suffixes indicate the number or the gender. Below are the affixes which are used with the verb: V stands for any vowel.

	<u>singular</u>	<u>plural</u>
1st per.	nV-	nV- -u
2nd " (m)	tV-	tV- -u
2nd " (f)	tV- -i	tV- -u
3rd " (m)	yV-	yV- -u
3rd " (f)	tV-	yV- -u

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

	<u>singular</u>	<u>plural</u>
1st per.	našrab	našarbu
2nd " (m)	tašrab	tašarbu
2nd " (f)	tašarbi	tašarbu
3rd " (m)	yašrab	yašarbu
3rd " (f)	tašrab	yašarbu

Comprehension:

Listen to the following verbs and give their meaning in English:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

PS 32. Imperative C-C-C Verbs

Notes:

The imperative form of C-C-C verbs is the same as that of the present tense: -CCVC- or -CVCC-. The prefix is always ?V-. The suffixes are zero, -i and -u for third person masculine singular, third person feminine singular, and third person plural respectively. e.g.

?ašrab	drink (m)
?ašarbi	drink (f)
?ašarbu	drink (pl)

Comprehension:

Listen to the following imperative forms. Give their meaning in English and identify the person addressed as "M", "F", or "P" i.e. masculine, feminine, or plural:

<u>Meaning</u>	<u>Person</u>	<u>Meaning</u>	<u>Person</u>
1. _____	_____	10. _____	_____
2. _____	_____	11. _____	_____
3. _____	_____	12. _____	_____
4. _____	_____	13. _____	_____
5. _____	_____	14. _____	_____
6. _____	_____	15. _____	_____
7. _____	_____	16. _____	_____
8. _____	_____	17. _____	_____
9. _____	_____	18. _____	_____

PS 33. Negation of Verbs

Notes:

To negate a verb add /maa/ in front of it. e.g.

huu maa širib. He did not drink.

maa nadhak. I do not laugh.

To negate the imperative add /maa/ to the present form of the verb. e.g.

maa tadhak. Do not laugh.

but not maa ?adhak.

Comprehension:

Give the meaning of the following sentences in English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 34. Past W-C-C Verbs

Notes:

In addition to the C-C-C verbs there are some verbs which contain what is called a "weak" consonant. The weak consonants in Arabic are /w/ and /y/. The W stands for the weak consonant in the verbs whose root is W-C-C. These verbs behave differently from the C-C-C verbs. However, the past tense of this class of verbs is not different from the regular pattern. Thus /w-g-d/ and /w-l-d/ have the past forms /wagad/ 'he lit' and /wilid/ 'he was born'.

Comprehension:

Transcribe the following verbs and identify the subject suffixes:

	<u>Transcription</u>	<u>Suffix</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____

PS 35. Present and Imperative W-C-C Verbs

Notes:

The present and imperative forms of W-C-C verbs have the form -WCVC-. The root /w-s-l/ "to arrive", for example, is conjugated in the following manner:

<u>Present</u>	<u>Imperative</u>
nawsal	?awsal
tawsal	?awsali
tawsali	?awsalu
yawsal	
tawsal	
nawsalu	
tawsalu	
yawsalu	

Comprehension:

Listen to the following verbs and give their meaning in English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

PS 36. Past C-W-C Verbs

Notes:

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

In the third person we get the forms Ca:C--: e.g.

saar	he walked
šaalat	she picked up
gaalo	they said

Comprehension:

Transcribe the following verbs and identify the subject suffixes:

<u>Transcription</u>	<u>Suffix</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____

PS 37. Present and Imperative C-W-C Verbs

Notes:

The form of C-W-C verbs in the present is -Cu:C- if the middle consonant is a w, and -Ci:C- if the middle consonant is a y. Thus for /g-w-l/ we get the form /gu:l/ and for /s-y-r/ we get /si:r/. The imperative of these verbs takes no prefix. The subject suffixes are the same as before.

Comprehension:

Listen to the following verbs and give their proper English translation:

- |           |           |
|-----------|-----------|
| 1. _____  | 12. _____ |
| 2. _____  | 13. _____ |
| 3. _____  | 14. _____ |
| 4. _____  | 15. _____ |
| 5. _____  | 16. _____ |
| 6. _____  | 17. _____ |
| 7. _____  | 18. _____ |
| 8. _____  | 19. _____ |
| 9. _____  | 20. _____ |
| 10. _____ | 21. _____ |
| 11. _____ | 22. _____ |

PS 38. Past C-C-W Verbs

Notes:

Verbs whose final consonant is weak usually take the form CVCV-- in the past, but it is difficult to predict what the vowels are.

Notice that the vowel is lengthened before certain suffixes as in the examples below:

/m-š-y/ 'walk'

mašeet

mašeet

mašeeti

maša

mašat

mašeena

mašeetu

mašo

/l-g-y/ 'find'

ligiit

ligiit

ligiiti

ligiya/liga

ligiyat/ligat

ligiina

ligiitu

ligyo/ligo

Comprehension:

Transcribe the following verbs and identify the subject suffixes.

The roots of these verbs are /b-d-y/ 'begin', /š-r-y/ 'buy', /r-m-y/ 'throw', /g-r-y/ 'read'.

	<u>Transcription</u>	<u>Suffix</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____



- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

PS 39. Present and Imperative C-C-W Verbs

Notes:

The present and imperative of this class of verbs is --CCV--.  
Again there is no simple way to predict what the vowel is. Follow-  
ing are two verbs conjugated in the present and the imperative.

	<u>maša</u>	<u>ligiya</u>
Present:	namš <i>ī</i>	nalga
	ta <i>m</i> š <i>ī</i>	talga
	ta <i>m</i> š <i>ī</i>	talgi
	ya <i>m</i> š <i>ī</i>	yalga
	ta <i>m</i> š <i>ī</i>	talga
	na <i>m</i> š <i>u</i>	nalgu
	ta <i>m</i> š <i>u</i>	talgu
	ya <i>m</i> š <i>u</i>	yalgu
Imperative:	ʔamš <i>ī</i>	ʔalga
	ʔamš <i>ī</i>	ʔalgi
	ʔamš <i>u</i>	ʔalgu

Comprehension:

Listen to the following verbs and give their meaning in English:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

PS 40. Past C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> Verbs

Notes:

This class of verbs represents verbal roots whose medial and final consonants are identical. The past tense form of these verbs is always C<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>-. However, before adding the subject suffixes of the first and second persons, ee is inserted. With the third person singular a is inserted between the verb and the suffix.

e.g. /m-d-d/ + subject suffixes.

maddeet	'I extended'
maddeet	'you (ms) extended'
maddeeti	'you (fs) extended'
madda	'he extended'
maddat	'she extended'
maddeena	'we extended'
maddeetu	'you (p) extended'
maddo	'they extended'

Comprehension:

The following verbs are derived from the roots: /l-m-m/ 'gather, meet', /h-b-b/ 'love', and /d-g-g/ 'knock'. Listen to these verbs and give their meaning in English:

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

PS 41. Present and Imperative C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> Verbs

Notes:

The present tense form of C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> verbs is always -C<sub>1</sub>VC<sub>2</sub>C<sub>2</sub>- where V is either i or u. Following is the root /m-d-d/ "to stretch or extend" as used with different subject suffixes.

<u>Present</u>	<u>Imperative</u>
nimidda	midda
timidda	middi
timiddi	middu
yimidda	
timidda	
nimiddu	
timiddu	
yimiddu	

Comprehension:

Listen to the following verbs and give their meaning. The root /s-d-d/ means 'close'.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

PS 42. Quadrilateral Verbs

Notes:

The verbs we dealt with so far are all "trilateral" i.e. containing three consonants. There is also a class of verbs, which is not as common, which contains four consonants in the root. Some of these verbs have identical second and third consonants  $C_1C_2C_2C_3$ ; some have the form  $C_1C_2C_1C_2$  where the first and third consonant are identical and the second and fourth consonants are also identical; and some have four different consonants  $C_1C_2C_3C_4$ .

The form of these verbs in the past is always CaCCaC- plus the subject suffixes: e.g. /kassarna/ "we smashed", /nagnagtu/ "you murmured".

The present and imperative forms are -CaCCiC- plus subject affixes: e.g. /šaglib/ "turn over", /nilagligu/ "we rattle".

Comprehension:

Transcribe the following verbs and identify the subject affixes:

<u>Transcription</u>	<u>Affix</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

PS 43. "Hamza" Verbs

Notes:

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

Comprehension:

Following are the verbs /ʔ-k-l/ 'eat' and /s-ʔ-l/ 'ask' used with subject affixes. Give the meaning of these verbs in English:

- |           |           |
|-----------|-----------|
| 1. _____  | 15. _____ |
| 2. _____  | 16. _____ |
| 3. _____  | 17. _____ |
| 4. _____  | 18. _____ |
| 5. _____  | 19. _____ |
| 6. _____  | 20. _____ |
| 7. _____  | 21. _____ |
| 8. _____  | 22. _____ |
| 9. _____  | 23. _____ |
| 10. _____ | 24. _____ |
| 11. _____ | 25. _____ |
| 12. _____ | 26. _____ |
| 13. _____ | 27. _____ |
| 14. _____ | 28. _____ |

29. \_\_\_\_\_

30. \_\_\_\_\_

31. \_\_\_\_\_

32. \_\_\_\_\_

33. \_\_\_\_\_

34. \_\_\_\_\_

35. \_\_\_\_\_

36. \_\_\_\_\_

37. \_\_\_\_\_

38. \_\_\_\_\_



Test 5

Transcribe the following sentences and give their meaning:

<u>Transcription</u>	<u>Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

PS 44. Expressing The Future and The Progressive

Notes:

To express the future the present form of the verb is used with some adverb of time denoting futurity. Following are some of the time expressions used for this purpose:

ʔambaakir	'tomorrow'
baʔd baakir	'after tomorrow'
subuu aljaay	'next week'
sana aljaay/sanaljaay	'next year'

To express progressive or continuous action, /gaaʔid/ is used before the verb. Thus /ʔana gaaʔid naʃrab/ means "I am drinking".

/gaaʔid/ is inflected for number and gender in the following manner:

- /gaaʔid/ -- masculine singular
- /gaaʔide/ -- feminine singular
- /gaaʔidiin/ -- plural

The past progressive is expressed the same way by adding a time expression referring to the past. e.g.

ʔamis	'yesterday'
sana alfaat	'last year'

Comprehension:

Listen to the following sentences and give the proper translation of the verb in each:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 45. "To Have" Nominal Sentences

Notes:

There is no equivalent for the verb have in Chad Arabic, but the idea is expressed by the preposition /ʔind/. Thus /ʔana ʔindi kitaab/ is equivalent to "I have a book" in English.

The preposition /ʔind/ can be attached to different possessive suffixes in the following manner.

ʔindi	'I have'
ʔindak	'you (ms) have'
ʔindik	'you (fs) have'
ʔinda	'he has'
ʔinda	'she has'
ʔindina	'we have'
ʔindukum	'you (p) have'
ʔindum	'they have'

To express the past idea "had", a past time expression is used.

Comprehension:

Give the meaning of the following sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

PS 46. The Active Participle

Notes:

The active participle refers to the one who "does" or "is doing". e.g. /kaatib/ is the active participle of /katab/ and it means "writer".

The active participle of C-C-C verbs has the shape CaaCiC: e.g. /kaatib/. For C-C-W verbs the form is CaaCi: e.g. /maaši/ "the one who walks". Qudriliteral verbs form their active participles according to the form CaCCaaC: e.g. /kassar/ "the one who breaks".

Comprehension:

Transcribe the following words and guess their meaning:

	<u>Transcription</u>	<u>Meaning</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

PS 47. The Passive Participle

Notes:

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

Verbs of the form C-C-C form their passive participles after the fashion maCCuuC : e.g. /maktuub/. The passive participle of quadrilateral verbs has the form muCaCCaC : e.g. /mukassar/ "broken".

Comprehension:

Transcribe the following words and guess their meaning:

<u>Transcription</u>	<u>Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

PS 48. Direct Object Suffixes

Notes:

The direct object pronouns in Chad Arabic are suffixes attached after the verb and the subject marker. These suffixes are very close to the possessive suffixes discussed earlier (see PS 13). Following are the direct object pronoun suffixes:

-ni	me
-ak/-k	you (m s)
-ki/-ik	you (f s)
-u/-hu	him
-a/-ha	her
-na	us
-kum	you (pl)
-um/-hum	them

Comprehension:

Listen to the following sentences and give the English translation of the direct object suffixes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 49. Indirect Object Suffixes

Notes:

The indirect object suffixes are also used after the verb and the subject suffix. They are similar in shape to the preposition /lee/ "to, for" as used with possessive suffixes (see PS 23). Following are the indirect object suffixes:

-ley	to/for me
-leek	to/for you (m s)
-leeki	to/for you (f s)
-leehu/-luu	to/for him
-leehi	to/for her
-leena	to/for us
-leekum	to/for you (pl)
-lum/-leem	to/for them

Comprehension:

Listen to the following sentences and give the meaning of the indirect object suffixes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 50. The Infinitive

Notes:

When a verb follows another in English, the second takes the infinitive form: e.g. "He came to see me". In Arabic the infinitive is the same as the present or the past forms. Examine the following examples and notice how they are translated in English:

jaa yišīifni.	He came to see me.
jaa šaafni.	He came and saw me.
yudoora yunuum.	He wants to sleep.
xalliina namšu.	Let us go.

Comprehension:

Give the meaning of the following sentences in English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Test 6

Give the proper translation of the following sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 51. Adverbs

Notes:

Adverbs in Chad Arabic are used after a verb or an adjective. Below are some of the most common adverbial expressions:

<u>Time:</u>	fajur	morning
	gayle	afternoon
	ašiyya	evening
	?amis	yesterday
	?ambaakir	tomorrow

<u>Place:</u>	gariib	near
	be?iid	far

Also prepositional phrases like:

fii beet	at home
foog alkursi	on the chair

<u>Manner:</u>	bišeeš	slowly
	?ajala	fast
	kwayyis	well

<u>Degree:</u>	šwiyya	a little, a few
	katiir	very, much

Comprehension:

Listen to the following phrases and sentences and give their meaning:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 52. Conjunctions

Notes:

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

wa/w/u	and
walla	or
walla ... walla	either ... or
wala	nor
wala ... wala	neither ... nor
laakin/walaakin	but

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

Comprehension:

Listen to the following phrases and sentences and give the meaning of the conjunction in each:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

PS 53. Cardinal Numbers I

Notes:

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

waahid                      one (m)

wahde                      one (f)

tineen                      two (m)

titteen                     two (f)

The dual form (see PS 11) is sometimes used instead of expressing the word for number "two". Thus we can say /kitaab tineen/ or /kitaabeen/ "two books".

Comprehension:

Listen to the following numbers and transcribe them:

	<u>Transcription</u>	<u>Meaning</u>
1.	_____	one
2.	_____	two
3.	_____	three
4.	_____	four
5.	_____	five
6.	_____	six
7.	_____	seven
8.	_____	eight
9.	_____	nine
10.	_____	ten

PS 54. Cardinal Numbers II

Notes:

The numbers 11-19 are formed in two different ways in Chad Arabic. One way of doing it is to mention the word "ten" followed by the word for "one", "two", "three", etc. to form the number required. e.g.

?ašara tineen                    ten two: i.e. twelve

?ašara xamsa                    ten five: i.e. fifteen

The other way of forming numbers 11-19 is by using the suffix /-aašar/ "ten" plus the word that denotes the number which is added to ten.

Numbers 21-99 are formed by combining two words. e.g. thirty-one is /waahid wa talaatiin/ "one and thirty".

Comprehension:

Listen to the following words and transcribe them:

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. _____	eleven	13. _____	fifty
2. _____	twelve	14. _____	sixty
3. _____	thirteen	15. _____	seventy
4. _____	fourteen	16. _____	eighty
5. _____	fifteen	17. _____	ninety
6. _____	sixteen	18. _____	one hundred
7. _____	seventeen	19. _____	two hundred
8. _____	eighteen	20. _____	one thousand
9. _____	nineteen	21. _____	two thousand
10. _____	twenty	22. _____	one million
11. _____	thirty	23. _____	two million
12. _____	forty		

PS 55. Ordinal Numbers

Notes:

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

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

Ordinal numbers above "tenth" are not used.

Comprehension:

Listen to the following numbers and transcribe them:

	<u>Transcription</u>	<u>Meaning</u>
1.	_____	first
2.	_____	second
3.	_____	third
4.	_____	fourth
5.	_____	fifth
6.	_____	sixth
7.	_____	seventh
8.	_____	eighth
9.	_____	ninth
10.	_____	tenth

PS 56. Fractions and Percentages

Notes:

The fractions which are commonly used in Chad Arabic are:

nuss	one half
tilt/tilit	one third
ruba	one fourth
e.g. ruba saa'a	a quarter of an hour

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

e.g. ?asara filmiyya	ten percent
----------------------	-------------

Comprehension:

Listen to the following phrases and give their meaning:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 57. Time Expressions

Notes:

To ask about the time the question /saa?a kam?/ is used. The answer is /saa?a ---/, the blank being filled with the proper time. e.g.

saa?a ?arba 4:00 o'clock

saa?a ?ašara 10:00 o'clock

After the hour the minutes are given. /wa/ is used before the number of minutes "past" the hour and /?illa/ before the number of minutes "to" the hour. /dagaayig/ "minutes" may be mentioned after the number. e.g.

saa?a ?arba wa ?ašara dagaayig 4:10

saa?a xamsa ?illa ?išriin 4:40

The words /rubu/, /tilt/ and /nuss/ are respectively used for 15, 20, and 30 minutes past the hour. e.g.

saa?a waahid wa rubu 1:15

saa?a talaata wa nuss 3:30

Comprehension:

Give the English equivalent of the following time expressions:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_



PS 58. Weights and Measures

Notes:

This section contains words relating to weights and measures. The dual form is used with some of these words, and the plural is used with one of them. In talking about weights and measures, the number precedes the unit: e.g. /ʔašara kiilu/ "ten kilograms".

Following are the most common units:

graam	gram
kiilu	kilogram, 1000 grams
toon	ton, 1000 kilograms
yarda	yard
yardateen	two yards
yardaat	yards
sentimitr	centimeter
mitr	meter, 100 centimeters
kilumitr	kilometer, 1000 meters
litr	liter

Comprehension:

Give the English equivalent of the following phrases:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

PS 59. Directions

Notes:

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

sabaah	east
kaarib	west
?iidak azzeenaay	to your right
?iidak al?israay	to your left
foog	above, up
tihit	below, down
guddaamak	before you
waraak	behind you
gariib	near
be?iid	far

Comprehension:

Listen to the following sentences and give their meaning in English:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

PS 60. Greetings

Notes:

Following are some of the common expressions used as greetings:

salaamaleek	masculine singular
salaamaleeki	feminine singular
salaamaleekum	plural

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

taybiin	hope you are well
?aafya	good health
?argud bi?aafya	good night/sleep

Expressions equivalent to "how are you?" are:

keefak/keef haalak	masculine singular
keefik/keef haalik	feminine singular
keefum/keef haalkum	plural

The answer to "how are you?" is /hamdulillaah/ "thank God".

Other useful expressions are:

?ahlan wa sahlen	welcome
ma?a salaamak	good bye (lit. with safety)
šukran	thank you
?afwan	for nothing

Comprehension:

Give the English equivalent of the following greetings:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

Test 7

Give the English translation of the following phrases and sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

BASIC CHAD ARABIC

COMPREHENSION TEXTS

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PS 1

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. maša	he went	6. jibna	cheese
2. seme	good	7. dakar	male
3. bes	only	8. wled	boy
4. gulta	I said	9. gayli	afternoon
5. fihima	he understood		

PS 2

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. naas	people	6. suuk	market
2. diik	rooster	7. foog	up, above
3. yoom	day	8. beet	house
4. leel	night	9. huut	fish
5. fiil	elephant	10. šaay	tea

PS 3

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. xoof	fear	6. šadar	trees
2. mux	brain	7. suʔaal	question
3. xazaal	deer	8. ʔiid	hand
4. rajul	man	9. baʔd	after
5. mara	woman	10. ʔana	I

PS 4

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. marra	once	6. ?abba	father
2. barra	outside	7. saxayyar	small
3. dukkaan	shop	8. tujjaar	merchants
4. bneyya	girl	9. ?alla	God
5. sitte	six	10. šwiyya	a little

PS 5

1. mara	marra	4. gallab	galab
2. noom	naam	5. barad	barraad
3. maāši	maši	6. saafar	safar

Test 1

1. maša	11. mux
2. bes	12. baab
3. noom	13. dukkaan
4. baar	14. su?aal
5. gallab	15. mara
6. fihima	16. ?ana
7. leel	17. maāši
8. moof	18. ?abba
9. šadar	19. ba?d
10. šaay	20. marra



PS 6

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. traab	soil	10. kabiš	ram
2. dan	blood	11. galb	heart
3. ?axu	brother	12. ziri/zere	grain field
4. saabuun	soap	13. xariif	autumn
5. bitteex	watermelon	14. hille	village
6. markaba	boat	15. rumaad	ashes
7. faar	mouse	16. waadi	valley
8. šawwaafa	mirror	17. yarda	yard
9. jambaad	fishing rod		

PS 7

The same as PS 6 with the definite article taking the following forms.

1. at	10. al
2. ad	11. al
3. al	12. az
4. as	13. al
5. al	14. al
6. al	15. ar
7. al	16. al
8. aš	17. al
9. al	

PS 8

<u>Transcription</u>	<u>Meaning</u>
1. teer kabi:r	a big bird
2. beet saxayyar	a small house
3. arrajul attawiil	the tall man
4. jamal baatil	a thin camel
5. albalad alwesii	the vast country
6. almufta:h attagiil	the heavy key
7. kelib ʔabyet	a white dog
8. aššawwaafa annadiif	the clean mirror
9. kabiš samiin	a fat ram
10. algalam algisayyar	the short pencil

PS 9

<u>Transcription</u>	<u>Meaning</u>
1. ʔabba kariim	a generous father
2. ʔum kariima	a generous mother
3. wled kabiir	a big boy
4. albneyya alkebiira	the big girl
5. mara semha	a good woman
6. rajul seme	a good man
7. alʔaxu attawiil	the tall brother
8. ʔuxt tawiila	a tall sister
9. jamal samiin	a fat camel
10. bneyya samiina	a fat firl

PS 10

Transcription

- |              |                  |
|--------------|------------------|
| 1. tuyuur    | 8. šawwaafaat    |
| 2. buyuut    | 9. yadaat        |
| 3. šadar     | 10. dakaakiin    |
| 4. jumaal    | 11. dukuur/dukur |
| 5. rujaal    | 12. guluub       |
| 6. ?ummahaat | 13. ?ayyaam      |
| 7. ?abbahaat | 14. ?awlaad      |

PS 11

Transcription

- |              |              |
|--------------|--------------|
| 1. teereen   | 6. yadateen  |
| 2. beeteen   | 7. humaareen |
| 3. ?iideen   | 8. rijleen   |
| 4. marrateen | 9. rajuleen  |
| 5. jamaléen  | 10. rukbeen  |

PS 12

Transcription

Meaning

- |                                       |                  |
|---------------------------------------|------------------|
| 1. teer kabiir                        | a big bird       |
| 2. teereen kubaar                     | two big birds    |
| 3. tuyuur kubaar                      | big birds        |
| 4. buyuut wusa? or<br>buyuut wasi?iin | spacious houses  |
| 5. rujaal tuwaal                      | tall men         |
| 6. humaareen sumaan                   | two fat donkeys  |
| 7. kulaab baatiliin                   | thin dogs        |
| 8. muftaaheen tugaal                  | two heavy keys   |
| 9. alwledeen alkubaar                 | the two big boys |
| 10. al?ayyaam attuwaal                | the long days    |

PS 13

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. beetkum	your (pl) house	6. galamak	your (m s) pencil
2. jamalna	our camel	7. wleedki	your (f s) son
3. wleedum	their son	8. jamala	his camel
4. galami	my pencil	9. galanhum	<b>their</b> pencil
5. beetha	her house	10. beetum	their house

PS 14

<u>Transcription</u>	<u>Meaning</u>
1. beetak assaxayyar	your (m s) small house
2. kitaabna al?ahmar	our red book
3. wleedi asseme	my good son
4. jamalkum albaatil	your (pl) thin camel
5. humeara alkabiir	her big donkey
6. šawwaafita annadiif	his clean mirror
7. muftaahum attagiil	their heavy key
8. beetak algariib	your (m s) close house
9. wleedki alkabiir	your (f s) big boy
10. galami attawiil	my long pencil

Test 2

<u>Transcription</u>	<u>Meaning</u>
1. mara semha	a good woman
2. rajul kariim	a generous man
3. albneyya alkariima	the generous girl
4. beeteen kubaar	two big houses
5. attuyuur assuxaar	the small birds
6. kulaab baatiliin	thin dogs

Test 2 (cont'd)

- |                       |                      |
|-----------------------|----------------------|
| 7. humaareen sumaan   | two fat donkeys      |
| 8. muftaahi attagiil  | my heavy key         |
| 9. wledkum assaxayyar | your (pl) little boy |
| 10. ?axtina alkariima | our generous sister. |

PS 15

Transcription

Meaning

- |                    |                        |
|--------------------|------------------------|
| 1. beet arrajul    | the man's house        |
| 2. ?axt alwleed    | the boy's sister       |
| 3. galb alxanamaay | the heart of the sheep |
| 4. ?um albneyya    | the girl's mother      |
| 5. ?abu ajjamal    | the camel's father     |
| 6. muftaah albaab  | the key of the door    |
| 7. baab albeet     | the door of the house  |
| 8. galam almara    | the woman's pencil     |
| 9. beet alwleed    | the boy's house        |
| 10. kitaab arrajul | the man's book         |

PS 16

Transcription

Meaning

- |                      |                   |
|----------------------|-------------------|
| 1. aljamal assamiin  | the fat camel     |
| 2. ajjamal samiin.   | The camel is fat. |
| 3. muftaah tagiil    | a heavy key       |
| 4. galam tawiil      | a long pencil     |
| 5. alwleed saxayyar. | The boy is small. |
| 6. bneyya semha      | a good girl       |
| 7. albneyya kabiira. | The girl is big.  |
| 8. beet wesii        | a spacious house  |

PS 17

<u>Transcription</u>	<u>Meaning</u>
1. ?inta kariim.	You (m s) are generous.
2. hii kabiira.	She is big.
3. huu wleed.	He is a boy.
4. human baatiliin.	They are thin.
5. ?aniina kubaar.	We are big.
6. hinna banaat.	They (f) are girls.
7. ?ana wleed.	I am a boy.
8. ?inti bneyya.	You (f s) are a girl.
9. ?intu rujaal.	You (pl) are men.

PS 18

1. N - beeti maa kabiir.	6. N - hinna maa kubaar.
2. P - ?ana saxayyar.	7. P - almara semha.
3. N - galamak maa tagiil.	8. P - arrajul tawiil.
4. P - ?inti bneyya.	9. N - humaarna maa samiin.
5. N - human maa jumaal.	10. P - wleedkum seme.

PS 19

1. Q - ?inta kabiir walla?	6. S - ?inti maa wleed.
2. S - beetkum maa saxayyar.	7. Q - arrajul kariim walla?
3. S - ?aniina banaat.	8. S - alhumaar baatil.
4. Q - algalam tawiil walla?	9. S - ?axuuha seme.
5. Q - beetak wesii walla?	10. Q - hii semha walla?

PS 20

<u>Transcription</u>	<u>Meaning</u>
1. addukkaan maa faatih walla?	Isn't the shop open?
2. alwleed samiin walla?	Is the boy fat?
3. almuftaah maa tagiil.	The key isn't heavy.
4. galamak ?ahmar.	Your (m s) pencil is red.
5. alxanamaay samiin.	The sheep is fat.
6. jamalkum maa kabiir.	Your (pl) camel is not big.
7. beeti maa wesii walla?	Isn't my house spacious?
8. attajir ?abuuk walla?	Is the merchant your (m s) father?
9. juwaadum maa baatil.	Their horse is not thin.
10. kitaab ?axti saxayyar walla?	Is my sister's book small?

PS 21

1. Present - arrajul kariim.	6. Past - albeet maa kaan wesii.
2. Past - attajir kaan kariim.	7. Past - assuuk zamaan kabiir.
3. Past - alwleed zamaan seme.	8. Present - ?abuuk maa mardaan.
4. Past - jamali zamaan samiin.	9. Present - ?inta wleed lekool.
5. Past - kelbak kaan baatil.	10. Past - baabkum kaan ?ahmar.

Test 3

<u>Transcription</u>	<u>Meaning</u>
1. kitaab arrajul	the man's book
2. alkitaab kabiir.	The book is big.
3. albneyya semha.	The girl is good.
4. ?ana wleed.	I am a boy.
5. hii mara.	She is a woman.
6. huu maa kariim.	He is not generous.
7. alkursi ?ahmar walla?	Is the chair red?

Test 3 (cont'd)

- |                              |                           |
|------------------------------|---------------------------|
| 8. ?inta mas saxayyar walla? | Aren't you (m s) small?   |
| 9. ?inti zamaan semha.       | You (f s) were beautiful. |
| 10. huu zamaan kariim.       | He was generous.          |

PS 22

<u>Transcription</u>	<u>Meaning</u>
1. min albeet	from the house
2. le lekool	to school
3. fii beeti	in my house
4. ma?a ?abuuy	with my father
5. foog attirbeeze	on the table
6. tihit assariir	under the bed
7. ?usut alhille	in the middle of town
8. jamb albeet	beside the house
9. fii beetum	in their home
10. ma?a ?amma	with his mother

PS 23

1. in you (m s)	11. from them	21. to them
2. in you (f s)	12. from them (f)	22. with me
3. in her	13. to/for me	23. with you (m s)
4. in her	14. to you (m s)	24. with you (f s)
5. in us	15. to you (f s)	25. with him
6. in you (pl)	16. to him	26. with her
7. in them	17. to her	27. with us
8. from me	18. to us	28. with you (pl)
9. from him	19. to you (pl)	29. with them
10. from her	20. to them	30. on you (m s)



PS 23 (cont'd)

- |                     |                          |                      |
|---------------------|--------------------------|----------------------|
| 31. on him/her      | 38. under them           | 45. beside you (f s) |
| 32. on us           | 39. in/through you (f s) | 46. beside him/her   |
| 33. on you (pl)     | 40. in him/her           | 47. beside us        |
| 34. under me        | 41. in us                | 48. beside you (pl)  |
| 35. under you (m s) | 42. in you (pl)          | 49. beside them      |
| 36. under you (f s) | 43. beside me            |                      |
| 37. under you (pl)  | 44. beside you (m s)     |                      |

PS 24

<u>Transcription</u>	<u>Meaning</u>
1. kitaab daa ?ahmar walla?	Is this book red?
2. bneyya dii semha.	This girl is good.
3. humaar daak samiin walla?	Is that donkey fat?
4. hamiir dool maa kubaar.	These donkeys are not big.
5. banaat deel ?axwaati.	These girls are my sisters.
6. buyuut doolaak kubaar.	Those houses are big.
7. bneyya diik ?axtak walla?	Is that girl your sister?
8. banaat deelaak semhiin.	These girls are good.
9. galam daa ?azrag.	This pencil is black.
10. jumaal dool baatiliin.	These camels are thin.

PS 25

<u>Transcription</u>	<u>Meaning</u>
1. ?unu ?usmak?	What is your (m s) name?
2. ?usumki yaatu?	What is your (f s) name?
3. yaatu minnum ?ali?	Who among them is Ali?
4. ween suuk?	Where is the market?
5. mata arrajul jaa?	When did the man come?

PS 25 (cont'd)

- |                        |                                     |
|------------------------|-------------------------------------|
| 6. weenu beetak?       | Which is your (m s) house?          |
| 7. keef jildak?        | Hou are you?                        |
| 8. yaatu assaafar?     | Who is the one who left?            |
| 9. kam ?iyaal ?indkum? | How many children do you (pl) have? |
| 10. kam marra sa?alt?  | How many times did you ask?         |

PS 26

Transcription

Meaning

- |                      |                           |
|----------------------|---------------------------|
| 1. alkelib albeatil  | the dog which is thin     |
| 2. alwleed assafar   | the boy who left/traveled |
| 3. alhille alkabiir  | the town which is big     |
| 4. aššawwaafa alhine | the mirror which is here  |
| 5. alwleed al?axuuy  | the boy who is my brother |
| 6. almara aljaat     | the woman who came        |
| 7. alkabiš almaša    | the ram which went away   |
| 8. alyoom attawiil   | the day which is long     |

PS 27

Transcription

Meaning

- |                      |                           |
|----------------------|---------------------------|
| 1. kitaab hana wleed | a boy's book              |
| 2. markuub hana ?ali | Ali's shoes               |
| 3. galam hanaay      | my pencil                 |
| 4. jumaal hanaakum   | your (pl) camels          |
| 5. humaar hanaak     | your (m s) donkey         |
| 6. beet hana ?abuuki | your (f s) father's house |
| 7. suuk hanaahum     | their market              |
| 8. hille hanaana     | our town                  |
| 9. baab hana beetna  | the door of our house     |
| 10. bneyya hanahii   | her daughter              |

Test 4

<u>Transcription</u>	<u>Meaning</u>
1. fii beeti	in my house
2. tihit aššadaraay	under the tree
3. arrajul daa kabiir.	This man is big.
4. almara dii kabiira.	This woman is big.
5. ween ?inta?	Where are you (m s)?
6. alwleed al?axuuy	The boy who is my brother.
7. aššadaraay hana arrajul	the man's tree
8. alkitaab hanahii	her book

PS 28

1. širib	6. daxal
2. darab	7. libis
3. katab	8. marag
4. fihim	9. dihik
5. ragad	10. zagal

PS 29

1. širibt	8. dihiko
2. širibta	9. daxalat
3. katab	10. daxal
4. katabti	11. ragadna
5. fihimtu	12. ragadtu
6. fihimna	13. ragado
7. dihikat	

PS 30

<u>root</u>	<u>with suffix</u>	<u>without suffix</u>
1. d-r-b	d-V-rb	dr-V-b
2. f-h-m	f-V-hm	fh-V-m
3. r-g-d	r-V-gd	rg-V-d
4. m-r-g	m-V-rg	mr-V-g
5. d-h-k	d-V-hk	dh-V-k
6. z-g-l	z-V-gl	zg-V-l
7. l-b-s	l-V-bs	lb-V-s
8. d-x-l	d-V-xl	dx-V-l

PS 31

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. našrab	I drink	6. yadhaku	they laugh
2. naktub	I write	7. daxal	he entered
3. nafham	I understand	8. tadkul	you (m s) enter
4. nafhamu	we understand	9. yargud	or she enters
5. nadahaku	we laugh	10. narugdu	he sleeps
			we sleep

PS 32

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. ?aktub	write - M	10. ?albas	wear - M
2. ?aktubi	write - F	11. ?albisi	wear - F
3. ?aktubu	write - P	12. ?albasu	wear - P
4. ?afham	understand - M	13. ?adhak	laugh - M
5. ?afhami	understand - F	14. ?adahki	laugh - F
6. ?afhamu	understand - P	15. ?adahku	laugh - P
7. ?argud	sleep - M	16. ?amrug	pass - M
8. ?arugdi	sleep - F	17. ?amurgi	pass - F
9. ?arugdu	sleep - P	18. ?amurgu	pass - P

PS 33

<u>Transcription</u>	<u>Meaning</u>
1. ?ana maa katabt.	I did not write.
2. maa tadxul.	Do not enter.
3. hii maa širibat walla?	Didn't she drink?
4. ?inta maa daxalt.	You did not enter.
5. ?intu maa ragadtu.	You did not sleep.
6. human maa ragado.	They did not sleep.
7. maa našarbu.	We do not drink.
8. ?inti maa fihimti.	You did not understand.
9. ?ana maa katabt walla?	Didn't I write?
10. ?aniina dihiikna.	We laughed.

PS 34

<u>Transcription</u>	<u>Suffix</u>	<u>Transcription</u>	<u>Suffix</u>
1. wasal	he	6. wilidat	she
2. wasalt	you (m s)	7. wagad	he
3. wasaltu	you (pl)	8. wagadna	we
4. wilid	he	9. wagadtu	you (pl)
5. wilidna	we		

PS 35

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. ?awsal	arrive (m s)	6. wilidtu	you (pl) were born
2. ?awsalu	arrive (pl)	7. ?awgid	light (m s)
3. yawsalu	they arrive	8. wagadna	we lit
4. ?awlid	be born (m s)	9. wagido	they lit
5. wilidna	we were born		

PS 36

<u>Transcription</u>	<u>Suffix</u>	<u>Transcription</u>	<u>Suffix</u>
1. gaal	he	8. taar	he
2. gaalu	they	9. taerat	she
3. gaalat	she	10. tirna	we
4. saar	he	11. šaal	he
5. sirna	we	12. šilna	we
6. sirtu	you (pl)	13. šaalo	they
7. saaro	they		

PS 37

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. naguul	I say	12. nisiir	I walk
2. taguul	you (m s) say	13. tisiir	you (m s) walk
3. taguuli	you (f s) say	14. tisiiri	you (f s) walk
4. yaguul	he says	15. yisiir	he walks
5. taguul	she says	16. tisiir	she walks
6. naguulu	we say	17. nisiiru	we walk
7. taguulu	you (pl) say	18. tisiiru	you (pl) walk
8. yaguulu	they say	19. yisiiru	they walk
9. guul	say (m s)	20. siir	walk (m s)
10. guuli	say (f s)	21. siiri	walk (f s)
11. guulu	say (pl)	22. siiru	walk (pl)

PS 38

<u>Transcription</u>	<u>Suffix</u>	<u>Transcription</u>	<u>Suffix</u>
1. badeet	I, you (m s)	9. ramat	she
2. badeeti	you (f s)	10. rameena	we
3. badeena	we	11. rameetu	you (pl)
4. badat	she	12. ramo	they
5. šareet	I, you (m s)	13. garat	she
6. šara	he	14. gareetu	you (pl)
7. šaro	they	15. gareena	we
8. šareena	we	16. gareet	I, you (m s)

PS 39

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. našri	I buy	6. tarmi	you (m s)/she throws
2. yašri	he buys	7. yarmu	they throw
3. našru	we buy	8. tarmu	you (pl) throw
4. yašru	they buy	9. ?aşri	buy (m/f s)
5. narri	I throw	10. ?armu	throw (pl)

PS 40

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. lammeet	I gathered/met	7. habbo	they loved
2. lammeeti	you (f s) gathered	8. habbat	she loved
3. lammat	she gathered	9. daggeena	we knocked
4. lammo	they gathered	10. daggeeti	you (f s) knocked
5. habbeet	I/you (m s) loved	11. daggat	she knocked
6. habbeena	we loved	12. daggo	they knocked

PS 41

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. nilimma	I gather/meet	7. nisiddu	we close
2. yilimma	he gathers	8. yisiddu	they close
3. tilimma	you (m s)/she gathers	9. niduggu	we knock
4. tilimmu	you (pl) gather	10. nidugga	I knock
5. nisidda	I close	11. tidugga	you (m s)/she knocks
6. yisidda	he closes	12. tiduggi	you (f s) knock

PS 42

<u>Transcription</u>	<u>Affix</u>	<u>Transcription</u>	<u>Affix</u>
1. kassar	he	10. laglagtu	you (pl)
2. kassarna	we	11. laglago	they
3. kassartu	you (pl)	12. laglagti	you (f s)
4. kassarti	you (f s)	13. laglagta	you (m s)
5. kassrna	we	14. šaglabta	you (m s)
6. nagnagtu	you (pl)	15. šaglabti	you (f s)
7. nagnago	they	16. šaglabna	we
8. nagnagti	you (f s)	17. šaglabo	they
9. nagnagna	we		

PS 43

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. ?akalt	I ate	7. ?akaltu	you (pl) ate
2. ?akalta	you (m s) ate	8. ?akalo	they ate
3. ?akalti	you (f s) ate	9. naakul	I eat
4. ?akal	he ate	10. taakul	you (m s) eat
5. ?akalat	she ate	11. taakuli	you (f s) eat
6. ?akalna	we ate	12. yaakul	he eats



PS 43 (cont'd)

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
13. taakuł	she eats	26. sa?altu	you (pl) asked
14. naakulu	we eat	27. sa?alu	they asked
15. taakulu	you (pl) eat	28. nas?al	I ask
16. yaakulu	they eat	29. tas?al	you (m s) ask
17. ?aakuł	eat (m s)	30. tas?ali	you (f s) ask
18. ?aakułi	eat (f s)	31. yas?al	he asks
19. ?aakulu	eat (pl)	32. tas?al	she asks
20. sa?alt	I asked	33. nas?alu	we ask
21. sa?alta	you (m s) asked	34. tas?alu	you (pl) ask
22. sa?alti	you (f s) asked	35. yas?alu	they ask
23. sa?al	he asked	36. ?as?al	ask (m s)
24. sa?alat	she asked	37. ?as?ali	ask (f s)
25. sa?alna	we asked	38. ?as?alu	ask (pl)

Test 5

<u>Transcription</u>	<u>Meaning</u>
1. ?ana ?akalt.	I ate.
2. ?aniina naguulu.	We say.
3. huu maša.	He left.
4. human yitiiru.	They fly.
5. alwled ?akal.	The boy ate.
6. albneyya tas?al.	The girl asks.
7. ?aniina našrabu/našarbu.	We drink.
8. ?inta badeeta.	You began.
9. ?as?al.	Ask (m s)!
10. kassiru.	Break (pl)!

PS 44

<u>Transcription</u>	<u>Meaning of verb</u>
1. ?ana namši ?ambaakir.	I shall go
2. sanaljaay namšu fii ?amriik.	we shall go
3. ?ana gaa?id nagri.	we are reading
4. ?axti gaa?ide tamši.	she is going
5. ?axwaati gaa?idiin yas?aluuni.	they are asking
6. sanalfaat gaa?id yašrab gahwa.	he was drinking
7. ba?d ?ambaakir tas?alni su?aal.	you shall ask
8. ?ummak gaa?ide taakul.	she is eating

PS 45

<u>Transcription</u>	<u>Meaning</u>
1. ?indi galam.	I have a pencil.
2. ?indak muftaah.	You (m s) have a key.
3. ?indik kitaab.	You (f s) have a book.
4. ?inda humaar.	He/She has a donkey.
5. ?indina jamal.	We have a camel.
6. ?indukum juwaad.	You (pl) have a horse.
7. ?indum dukkaan.	They have a shop.

PS 46

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. kaatib	writer	6. laabis	one who wears
2. šaari	buyer	7. maaši	one who walks
3. gaari	reader	8. faatih	one who opens
4. ?aarif	one who knows	9. kaddaab	liar
5. nagnaag	one who mutters	10. saa?il	one who asks

PS 47

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. maktuub	written, a letter	6. masduud	blocked
2. mukassar	broken up, smashed	7. maftuuh	open
3. maksuur	broken	8. mulabbas	dressed, coated
4. ma?ruuf	known	9. murabbat	tied, entangled
5. mawjuud	found, existing	10. marbuut	tied

PS 48

<u>Transcription</u>	<u>Suffix</u>
1. ?axuuk darabaak.	you (m s)
2. ?abuuki darabaaki.	you (f s)
3. ?abuukum darabaakum.	you (pl)
4. human šaafook fii ssuuk.	you (m s)
5. huu šifnaa fii lbeet.	him
6. hii darabaata.	her
7. ?aniina šifnaahu.	him
8. hii darabatni.	me

PS 49

<u>Transcription</u>	<u>Suffix</u>
1. ?axuuuy katabley.	to me
2. ?abuuk jaabaleek galam.	to you (m s)
3. ?abuuki rassalaleeki kitaab.	to you (f s)
4. wleed ba?ataleehu jamal.	to him
5. bneyta katabaleeha jawaab.	to her
6. gaalaleem yamsu.	to them
7. yaatu gaalaleena?	to us
8. ?axta fatahatleehi albaab.	to her.

<u>Transcription</u>	<u>Meaning</u>
1. tudoorā tišīifni.	You (m s) want to see me.
2. jaa katab.	He came and wrote.
3. yudooru yunuumu.	They want to sleep.
4. xalliina nišīifum.	Let us see them.
5. badeet nagri.	I started to read.
6. maša yuroox.	He went to walk.
7. badena nikallumu.	We started to talk.
8. nudoora namši.	We want to walk.

Test 6

<u>Transcription</u>	<u>Meaning</u>
1. ?ana namši ?ambaakir.	I shall go tomorrow.
2. ?aniina ga?idiin našrabu.	We are drinking.
3. ?indak kitaab.	You (m s) have a book.
4. ?indum wled walla?	Do they have a boy?
5. huu kaatib.	He is a writer.
6. huu maa kaddaab.	He is not a liar.
7. hii katabat maktuub.	She wrote a letter.
8. ?aktubley maktuub.	Write me a letter.
9. xaliina naakulu.	Let us eat.
10. human šaafooni.	They saw me.

PS 51

<u>Transcription</u>	<u>Meaning</u>
1. namšī bišēēš.	I walk slowly.
2. yamšī ʔajala.	He walks fast.
3. wisilna fajur.	We arrived in the morning.
4. maat ʔamis.	He died yesterday.
5. ʔaakulu fii ʔašiyya.	Eat in the evening.
6. mašēetu beʔiid.	You (pl) went far.
7. kabiir katiir	very big
8. seme šwiyya	a little good

PS 52

<u>Transcription</u>	<u>Conjunction</u>
1. ʔana wa ʔaxuuy.	and
2. maasi beet walla xidme?	or
3. ʔindi wala jamal wala juwaad.	neither ... nor
4. maa širibt gahwaa laakin širibt šaay.	but
5. ʔana wleed wa ʔinti bneyya.	and
6. daa kitaabi walla kitaabak?	or
7. huu wala ʔakal wala sirib.	neither ... nor
8. hii maa ʔakalat walaakin širibat.	but

PS 53

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. waahid	one	6. sitte	six
2. tineen	two	7. sabʔa	seven
3. talaata	three	8. tamaanya	eight
4. ʔarba	four	9. tisʔa	nine
5. xamse	five	10. ʔašara	ten

PS 54

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. wihdaašar	eleven	13. xamsiin	fifty
2. ?atnaašar	twelve	14. sittiin	sixty
3. talattaašar	thirteen	15. sab?iin	seventy
4. ?arbataašar	fourteen	16. tamaaniin	eighty
5. xamistaašar	fifteen	17. tis?iin	ninety
6. sittaašar	sixteen	18. miyya	one hundred
7. sabataašar	seventeen	19. miiteen	two hundred
8. tamantaašar	eighteen	20. ?alf/?alif	one thousand
9. tisataašar	nineteen	21. ?alfeen	two thousand
10. ?išriin	twenty	22. milyoon	one million
11. talaatiin	thirty	23. milyooneen	two million
12. ?arba?iin	forty		

PS 55

<u>Transcription</u>	<u>Meaning</u>	<u>Transcription</u>	<u>Meaning</u>
1. ?awwal	first	6. saadis	sixth
2. taani	second	7. saabi	seventh
3. taalit	third	8. taamin	eighth
4. raabi	fourth	9. taasi	ninth
5. xaamis	fifth	10. ?aašir	tenth

PS 56

<u>Transcription</u>	<u>Meaning</u>
1. nuss saaʔa	half an hour
2. tilit kiilu	a third of a kilo
3. ʔašara filmiyya	ten percent
4. talaata wa rubu	three and a quarter
5. xamsa wa tilt	five and one third
6. nuss riyaał	half a riyal
7. ʔišriin filmiyya	twenty percent
8. xamsa wa nuss	five and a half
9. tineen wa nuss filmiyya	two and a half percent
10. talaatiin wa rubu	thirty and a quarter

PS 57

<u>Transcription</u>	<u>Meaning</u>
1. saaʔa tamanya wa nuss	8:30
2. saaʔa xamsa ʔilla ʔišriin	4:40
3. saaʔa talaata wa rubu	3:15
4. saaʔa waahid wa xamistaašir dagaayig	1:15
5. saaʔa tineen wa nuss	2:30
6. saaʔa waahid ʔilla xamsa	12:55
7. saaʔa ʔarba wa ʔašara dagaayig	4:10
8. saaʔa tisʔa wa nuss	9:30
9. saaʔa tisʔa	9:00
10. saaʔa wihdaašir	11:00

PS 58

<u>Transcription</u>	<u>Meaning</u>
1. ?ašara graam	ten grams
2. talaatiin kiilu	thirty kilograms
3. talaata toon	three tons
4. xamistaašir yarda	fifteen yards
5. yardateen	two yards
6. xamistaašir yardaat	fifteen yards
7. miyya sentimitr	one hundred centimeters
8. xamsa mitr	five meters
9. miiteen kilumitr	two hundred kilometers
10. sitte litr	six liters

PS 59

<u>Transcription</u>	<u>Meaning</u>
1. beeti gariib le beetkum.	My house is close to yours.
2. suuk gaa?id giddaamak.	The market is in front of you.
3. beeta be?iid min suuk.	His house is far from the market.
4. almuuzee fii ?iidak azzeenaay.	The museum is to your left.
5. al?uuteel gaa?id kaarib.	The hotel is west.
6. alkitaab foog atterbeeze.	The book is above the table.
7. ?amši fii ?iidak al?israay.	Go left.
8. ?axuuk maša sabaah.	Your brother went east.
9. human gaa?idiin tihit aššadaraay.	They are under the tree.
10. šiif waraak.	Look behind you.



<u>Transcription</u>	<u>Meaning</u>
1. salaamaleek ?ahmad.	Hello, Ahmad.
2. salaamaleeki maryam.	Hello, Miriam.
3. salaamaleekum ?ahmad wa ?ali.	Hello, Ahmad and Ali.
4. taybiin muusa.	Hello, Moses.
5. ?aafya haruun.	Hello, Haroun.
6. keefak muusa?	How are you, Moses
7. keefik haliima?	How are you, Halima?
8. keefkum haruun wa muusa?	How are you, Haroun and Moses?
9. ?ahlan wa sahlān muusa.	Welcome, Moses.
10. ma?a salaamak ?ali.	Good bye, Ali.
11. šukran, yuusuf.	Thank you, Joseph.

Test 7

<u>Transcription</u>	<u>Meaning</u>
1. ?axuuy wa ?axti	my brother and sister
2. huu maša walaakin ma wasal.	He went but did not arrive.
3. ?ašra xamsa.	fifteen
4. xamsa watalaatiin	thirty-five
5. ?alfeen u miyya	two thousand one hundred
6. sitte rujaal	six men
7. nuss saa?a	half an hour
8. saa?a ?arba wa nuss.	It is 4:30.
9. ?išriin graam	twenty grams
10. ma?a salaamak.	Good bye.

A 1

C1. Listen to the following comprehension text and answer the questions in your book. Give your answers in Arabic.

?ali ma?zuum fii beet ašseex. ašseex gaa?id yisammi wleeda. beet ašseex fii ?usut alhille wa giddaam aljaanye. ?al?azuuma fii ?usur.

C2. Listen to the following dialog and answer the questions in your book in English.

A. mata ?inti ma?zuuma fii beet ašseex?

B. ?ana ma?zuuma fii fajur.

A. fii fajur walla ?usur?

B. laa, ?ana ma?zuuma fii fajur.

A 2

C1. Listen to the following comprehension text and answer the questions in your book.

humaar hana xaali ?azrag. wa humaar hanaay ?abyat. tagiyya hana muusa kabiir wa tagiyya hana ?abuuy-maa kabiir. albeet al?abyat hana ?ali wa lbeet al?ahamar hana maryam.

C2. Listen to the following dialog and answer the questions in your book.

A. albeet alkabiir hana xaali.

B. wa lbeet al?ahmar?

A. albeet al?ahmar hana xaalti.

B. beet xaaltak seme.

A 3

Listen to the following dialog and answer the questions in your book.

- A. salaamaleek.
- B. salaamaleeki. keefik?
- A. hamdulillah kwayse.  
wa ?inta keef haalak?
- B. hamdulillaah kwayyis.  
wa naas beetik?
- A. kullum kwaysiin.  
ma?asalaamak.
- B. ma?asalaamik.

A 4

C1. Listen to the following comprehension text and answer the questions about it in your book.

xaali ?inda bagar wa xanam katiir. xaalti ?inda bagar kulla. maryam ?inda ?aglaam wa dafaadir wa kutub. ?ana ?indi kutub bes. jiiraanak ?indum buyuut tineen wa ?inta ?indak beet waahid bes.

C2. Listen to the following dialog and answer the questions in your book.

- A. ?iyaal kam ?indak?
- B. ?indi ?iyaal tineen.
- A. kam sana ?indum?
- B. alwalad ?inda arba sana wa lbneyya ?inda sanateen.
- A. ?usmum yaatu?
- B. alwalad ?usma muusa wa lbneyya ?usma faatime.

A 5

Listen to the following dialog and answer the questions about it in your book.

- A. salaamaleek.
- B. salaamaleeki. Šunu tudoori?
- A. nudoora markuub seme.
- B. ʔindi markuubeen bes. waahid ʔazrag wa waahid ʔabyat.
- A. ʔindak markuub ʔahmar walla?
- B. laa, ʔindi ʔazrag wa ʔabyat bes.
- A. Šukran, nudoora ʔilla ʔahmar.
- B. maʔasalaamik.

A 6

Answer the questions in your book about the following text:

ʔana mašeet fii ssuuk wa biita kitaab kabiir wa galameen tuwaal. ʔaxti alkabiira ʔinda kutub katiir wa ʔaglaam wa dafaadir. rafiigi fii lekool ʔinda maal katiir wa ʔabuu ʔinda xanam wa jumaal wa bagar wa buyuut wasiʔiin. beetna maa kabiir walaakin nadiif wa gaaʔid ʔusta alhille gariib min alʔuteel alʔasfar.

A 7

Listen to the following dialog and answer the questions about it:

- A. salaamaleekum siyaad albeet.
- B. salaamaleek muusa. tawwal maa šifnaak.
- A. gaaʔid laakin mašxuul.
- B. xeer inšaaʔallaah. keef jildak?
- A. handulillaah. ʔarugdu biʔaafya.
- B. ʔamsi biʔaafya.

A 8

C1. Listen to the text and answer the questions in your book:

jiibaley kitaabi al'ahmar. 'ana 'indi kutub katiir walaakin waahid minnum bes 'ahmar. alkitaab alkabiir daa maa kitaabi. kitaab 'arti jamba seriira al'abyat. kitaaba 'azrag.

C2. Listen to the following dialog and answer the questions in English.

- A. nudoora jawaad 'azrag.
- B. jawaad 'azrag maa 'indi. 'indi jawaad 'abyat.
- A. be kam jawaadak al'abyat?
- B. be alfeen riyaal.
- A. daa gaasi katiir.
- B. walaakin daa jawaad kwayyis.

A 9

Listen to the following dialog and answer the questions in your book.

- A. ween 'inta saakin?
- B. saakin fii beet 'axuuy.
- A. beet 'axuuk kabiir walla?
- B. 'ayye, kabiir. walaakin 'axuuy 'inda 'iyaal katiir.
- A. kam 'iyaal 'inda?
- B. 'inda tamaanya. 'awlaad xamsa wa banaat talaata.
- A. banaat 'axuuk 'axado walla?
- B. laa maa 'axado lissa. lissaahum saxayyariin.
- A. 'iyaal 'axuuk yamsu lekool?
- B. 'ayye, kullum yamsu lekool.

A 10

C1. Listen to the following text and answer the questions in your book.

beetak seme wa wesii wa fadaayta kabiir wa nadiif. beet rafiigi  
ʔahmad maa kabiir katiir wa laakin gariib min alhille. marti tudoora beet  
kabiir miṣil beetak wa gariib min alhille miṣil beet ʔahmad.

C2. Listen to the following dialog and answer the questions in your book.

- A. salaamaleek ʔahmad.
- B. salaamaleek ʔali.
- A. daa watiir hana yaatu?
- B. daa watiiri. ʔinta watiirak ween.
- A. watiiri maʔa rafiigi ʔumar.
- B. mata yigabbila leek?
- A. ʔambaakir ʔaṣiyya.

A 11

Listen to the following text and answer the questions in your book.

ʔana taajir wa marti taxdim fii ddukaan fajur wa ʔaṣiyya. ʔabuuy  
wa ʔammi saakiniin fii hille saxayyar gariib minni. xaali yaxdim fii  
zere wa xaalti tibiiya xanam fii ssuuk. wleed hana xaali wa wleed hana  
xaalti yamsu lekool. banaat xaalti maaxidiin wa gaaʔidiin fii buyuut  
rujaalum. ʔaxuuy wa ʔaxti saakiniin maʔa ʔammi wa ʔabuuy fii lhille  
assaxayyar.

A 12

Listen to the following dialog and answer the questions in your book.

- A. ?axuuk ?akal walla maa ?akal?  
B. maa ?akal alyoom. huu saayim.  
A. damman mata maa ?akal?  
B. damman yoom al?ahad.  
A. kam yoom assiyaam?  
B. talaatiin yoom.  
A. daa gaasi katiir.  
B. laa, maa katiir. assubuu al?awwal gaasi bes.

A 13

Listen to the following dialog and answer the questions about it.

- A. taybiin ?ali.  
B. taybiin ?ahmad.  
A. ?inta wa martak ma?zuumiin fii beeti yoom alxamiis.  
B. šukran. šunu al?udur?  
A. ligiit wleed.  
B. daa wleedak al?awwal walla?  
A. laa, ?indi bneyya kulla.  
B. al?azuuma fii ?ašiyye walla?  
A. ?ayye, sa?a tamaanya ?ašiyye.  
B. ma?asalaamak.  
A. ma?asalaamak.

A 14

Listen to the following dialog and answer the questions in your book.

- A. salaamaleek ?ali.  
B. taybiin ?ahmad.  
A. yoom attalaat šiftak fii sinema.  
B. ?ayye, walaakin alfilm maa kwayyis katiir.  
A. ?inta maa fihimta alfilm walla?  
B. laa, fihimta, walaakin maa katiir.  
A. ?ana maa fihimta katiir kulla.  
B. šunu tisawwi alyoom fii alleel?  
A. maasi fii beet xaalti.  
B. kwayyis. farhaan šiftak.  
A. ma?asalaamak.  
B. ma?asalaamak.

A 15

Listen to the following text and answer the questions about it.

albeet alkabiir daa bigi beetna min ?isriin sana. ?abuuy baa?a min rajul kaan taajir kabiir. arrajul daa zamaan ?inda maal katiir walaakin hassa miskiin maa ?inda ?illa dukkaan saxayyar fii lhille. ?abuuy kaan wleed miskiin wakit kaan saxayyar. walaakin hassa ?inda maal wa bagar wa xanam katiir. ?ana wa ?axuuy wa ?axti namsu fii lekool wa ?ammi ?inda xaddaami.



A 16

Listen to the following dialog and answer the questions in your book.

- A. yoom al'arba nisaafir.  
B. maašye ween?  
A. maašye fii 'abešee.  
B. be tayyaara walla be wa watiir?  
A. maašye be watiir.  
B. mata tigabbili?  
A. sana ljaay.  
B. 'alla yiwassilik be 'aafya.  
A. šukran. ma'asalaamak 'ahmad.  
B. ma'asalaamik hawwa.

A 17

C1. Listen to the following text and answer the questions about it in your book.

'ahmad jaari wa yaxdim ma'aay fii post. walaakin 'ahmad muxabban minni fiišaan maa rassalta lehu jawaab wakt mašeet fii 'amriik. walaakin 'ana rassalta jawaabeen le 'axuu wa maa rassala ley šey. 'axuu kidib foogi wa warra huu rassala ley jawaabeen.

C2. Listen to the following dialog and answer the questions in your book.

- A. katabti jawaab le rajulki walla?  
B. 'ayye, katabta lehu yoom al jumma.  
A. yaatu kataba leeki?  
B. wleed hana jaarti.  
A. ween saakine jaartik.  
B. maa be'iid minni.

A 18

Listen to the following dialog and answer the questions about it in your book.

- A. biita attaabl daa fii ssuuk.
- B. bekam biita?
- A. xamsa wa tis'iin riyaal.
- B. daa gaasi katiir.
- A. laakin daa taabl seme.
- B. fii taablaat ?aaxariin fii bakaan daa walla?
- A. ?ayye, fii taablaat nafar katiir.
- B. tagdar tšawwifni bakaan daa walla?
- A. ?ayye, nwaddiik ?ambaakir.

A 19

Listen to the following dialog and answer the questions about it.

- A. saa?a kam gaa?id tamsi fii foor lamii?
- B. saa?a ?asara wa nuss fii ?asiyya.
- A. tamsi tisawwi šunu?
- B. laazim namsi fii lbeet.
- A. maala?
- B. ?azzamta ruŕgaeni fii ?asa.
- A. nwaddiik hinaak fii watiiri walla?
- B. laa, šukran katiir.

A 20

Answer the questions in your book about this dialog.

- A. taybiin 'abdalla.
- B. taybiin 'umar, faddal.
- A. šukran katiir.
- B. keefak alyoom daa?
- A. hamdulillaah, wa 'iyaalak keefum?
- B. kwaysiin. 'iyaalak 'inta weenum.
- A. 'iyaali saafaru.
- B. tašrab šaay walla gahwa?
- A. šaay min fadlak.
- B. murr walla 'asal?
- A. 'asal min fadlak.

A 21

Listen to the dialog and answer the questions in your book.

- A. min fadlak nas'alak su'aal.
- B. faddal.
- A. ween nagdar nibii sigreet?
- B. fii ddukkaaan algaa'id hinaak.
- A. dukkaan alween?
- B. addukkaan aljamb. 'uteel de park.
- A. nagdar nibii 'almeet kulla walla?
- B. 'ayye.
- A. šukran yaa seyyid.
- B. 'ahlan wa sahlän.

A 22

Listen to the dialog and answer the questions in your book.

- A. keef haalak?
- B. handulillaah, kwayyis.
- A. dool ?iyaalak walla?
- B. laa, dool ?iyaal hana ?axuuy.
- A. ?iyaalak weenun?
- B. ?iyaal hanaay fii ?orooop.
- A. ?iyaal hana ?axuuk yamsu fii lekool walla?
- B. ?ayye, kullum yamsu fii lekool.
- A. bneyya hana ?axti maa tamsi fii lekool.
- B. maala?
- A. hii lisse bneyya saxayra.

A 23

Listen to the following dialog then answer the questions in your book.

- A. nudoora laham xanamaay min fadlak.
- B. laham xanamaay kamal.
- A. mata kamal?
- B. kamal gabul saa?a. tudocora laham bagar walla?
- A. ?ayye, ?antiini kiilu hana laham bagar.
- B. be ?udaam walla bala?
- A. bala ?udaam min fadlak.
- B. daa huu lahmak. ?isriin riyaal.
- A. daa ?isriin riyaal.
- B. sukran.

A 24

Listen to this dialog and answer the questions about it in the book.

- A. salaamaleekum siyaad albeet.  
B. salaamaleek ʔusta. faddal ʔasrab funjaal gahwa.  
A. šukran, širibta hasa bes fii lbeet.  
B. xalli niwassifak alxiome. nudoora dardur hine.  
A. kwayyis, daa midme hana subuu waahid.  
B. daa wakit tawiil.  
A. tundoora bannaay ʔaaxar walla?  
B. ʔayye, šiiila maʔaak bannaay ʔaxar.  
A. seme, nabda xidme ʔambaakhir.  
B. šukran yaa ʔusta.

A 25

Listen to the following dialog then answer the questions in your book.

- A. yaa ʔali ʔamsi ʔajala fii ssuuk.  
B. nudoora nalbas maraakiibi.  
A. ʔalbas maraakiibak ʔajala.  
B. ʔayye, šunu tundoora nisawwi leek?  
A. ʔamsi fii dukkaan ʔahmad wa šiiila kiilo laham.  
B. laham xanam walla bagar?  
A. laham xanam.  
B. šunu tundoora kulla?  
A. nudoora tineen kiilo riz.  
B. haadir. namši niijiiba ʔajala.

A 26

Listen to this dialog and answer the questions in your book.

- A. taybiin ?ali.
- B. taybiin ?ahmad. keefak.
- A. hamdulillaah. nudoora na?arrifak le rafiigi muusa.
- B. farhaan šiftak, seyyid muusa. ?inta gaa?id fii tšaad walla?
- A. laa, maa gaa?id fii tšaad. gaa?id fii ?amriik.
- B. jiit be ttayyara walla?
- A. laa jiit be markaba.
- B. tudoora funjaal gahwa walla?
- A. laa, maa nudoora gahwa. nudoora šaay min faclak.
- B. ?ahlan wa sahlán. daa funjaal šaay.

A 27

Listen to the following dialog and answer the questions about it in your book.

- A. nudoora na?arrifak le rafiigi ?abdalla.
- B. ?ahlan wa sahlán. farhaan šiftak.
- A. ?inta min tšaad walla?
- B. ?ayye, wa ?inta?
- A. ?ana min tšaad walaakin zamaan musaafir.
- B. mata wisilt fii tšaad?
- A. wisilt gibeel yoomeen.
- B. wigift ween fii derbak?
- A. wigift fii madriid.
- B. tawwalt hinaak walla?
- A. laa, ga?adt subun waahid.

A 28

Listen to the following dialog and answer the questions in the book.

- A. maaṣi fii ween?  
B. maaṣi fii ʔamriik?  
A. mata attayyaara hanaak yamṣi.  
B. ʔambaakir saaʔa ʔaṣara.  
A. wa mata laazin tamṣi fii mataar.  
B. saaʔa tamaanya wa nuss.  
A. massi ʔadiil fii ʔamriik?  
B. laa, nagif fii parii yoomeen.  
A. mata tawsal fii ʔamriik?  
B. yoom alkamiis fii lleel.  
A. maʔasalaamak.  
B. maʔasalaamak.

A 29

Listen to this dialog and answer the questions in your book.

- A. mabruuk alʔiid seyyid muusa.  
B. ʔalla yibaarik fiik yaa ʔahmad.  
A. ʔalla yiziid maalak.  
B. ʔalla yiziidak fii xidimtak.  
A. ʔalla yixalli leek ʔiyaalak.  
B. ʔalla yixalli hanaak kulla. faddal.  
A. ṣukran.  
B. tudoorra funjaal gahwa walla?  
A. ʔayye, min fadlak.  
B. faddal ṣiil kaak kulla.

- A. šukran, ʔiid bixeer.
- B. xeer ʔinšaʔallaah.

A 30

Listen to the following dialog then answer the questions in your book.

- A. taybiin ʔumar.
- B. taybiin ʔali.
- A. ʔinta gaaʔid fii lhille walla?
- B. wallaahi gaaʔid.
- A. laakin tawwal maa šiftak.
- B. mašuuł katiir, wa maa namrug min albeet.
- A. šunu šaxalak kee?
- B. gaaʔid nabni beeti gabul xerif.
- A. ʔalla yiʔaawinak.
- B. šukran katiir.

A 31

Listen to the following dialog and answer the questions in your book.

- A. ʔaddiini namsu fii suuk.
- B. šunu tudoori tisawwi?
- A. nudoora nibiiya xanamaay.
- B. walaakin ʔindik xanam katiir.
- A. nudoora nalga xanamaay maa xaali.
- B. bekam biiti xanamay subuu alfaat?
- A. biita be miyya riyaal.
- B. ligiiti xanamaay be taman seme.
- A. ʔayye, albaaʔa ley ʔinda katiir.
- B. kwayyis, xalliina namsu.



A 32

Listen to the dialog then answer the questions in your book.

- A. tagdar taktub ley jawaab walla?
- B. haadir, walaakin hasse mašxuul.
- A. mata talga wakit?
- B. ta'aali ?ambaakir ?ašiyya.
- A. seme, nišiiifak ?ambaakir.
- B. ?indik timbeer walla?
- A. laa, nibiiya fii post ?ambaakir.

A 33

Listen to this dialog and answer the questions in your book.

- A. beet daa kabiir min beetak al'awwal.
- B. maa kabiir bilheen walaakin seme.
- A. beetak daa wesii wa nadiif.
- B. marti gaššata wa raššata alyoom.
- A. šunu sawweet le beetak al'awwal?
- B. ?ajjarta le wleed hana xaalti.
- A. kaffeeta taman beetak aljadiid walla?
- B. lissa maa kaffeeta. tamana gaasi katiir.

A 34

Listen to the following dialog and answer the questions in your book.

- A. šunu tisawwi alyoom fii lleel?
- B. lissa maa na'raf.
- A. xalliina namsu fii ?azuuma.
- B. ?ana maa ma'zuum.

- A. tiʔaddiini hinaak be watiirak walla?
- B. watiiri zamaan biita.
- A. kaan kee xalliina mulumru maʔa ʔahmad wa namṣu fii sinema.
- B. ṣiifa ṣunu alfilm wa warriini.
- A. seme, niṣiifak fii ʔaṣiyya.

A 35

Listen to this dialog and answer the questions in your book.

- A. maala muusa muxabban minnak?
- B. fiisaan dawwasta maʔa.
- A. maala dawwasta maʔa?
- B. ʔayyaraani fiisaan maa sallanta.
- A. maala maa sallanta?
- B. fiisaan maa ṣifta.
- A. damman mata maa kallanta maʔa.
- B. damman subuu alfaat.
- A. huu warraani yudoora yikallinak.
- B. seme, namsi niṣiifa.

A 36

Listen to the following dialog and answer the questions in your book.

- A. mata yigabbil ʔaxuuki min fraans?
- B. yigbbil sanaljaay.
- A. walaakin tawwal hinaak ketiir.
- B. ʔayye, tawwal.
- A. yirassil leekum jawaabaat walla?
- B. ʔayye, yaktub kulla subuu.

- A. ?allam kalaam faransee kwayyis walla?
- B. ?ayye yikallim faransee seme.
- A. sallimii ley kaan katabti luu.
- B. šukran.

A 37

Listen to the following text and answer the questions about it in your book.

?abu wa ?am hana ?umar mašo fii beet hana ?abdirrahmaan yas?alu ?iideen hana bneyta faatime le wleedum ?umar.

"jiina bixeer le tantiina bneytak, wa šunu fikrak fii su?aalna? "

?abdirrahmaan gaal, "xeer ?inša?allaah. ?ana maa šifta ?eeb fii wleedkum, wa ?ana farhaan le nantiikum bneyti."

?abu ?umar gaal, "naškuruukum katiir, wa xalliina nikallimu fii almuhur."

?abdirrahmaan gaal, "?intu naasna wa bneyti kulla bneyyitkum. muhra ?arba ?alif riyaal wa ?asara jinee." (Continued A 38)

A 38

Following is a continuation of the comprehension text in the previous lesson. Answer the questions about it in your book.

min waafago fii kulla šey, yoom attaani naado fakiih. ?ahal hana albneyya wa ?ahal hana alwleed lammo le lfaatya. human waafago fii ?alfeen riyaal mugaddam wa ?alfeen mu?axxar. ba?deen alfakiih gara suura hana xuraan wa wadda l?axiide fii subuu attaani. min alyoom alwarroo jaa, rufgaan wa ?ahal hana l?ariis mašo fii beet al?aruus wa šaaloocha wa raaxo fii watiiraat fii lhille, wa ba?deen waddoocha fii beet hana ?umar. sab?a yoom fii li?ib wa ?akul wa farah fii beet al?ariis.

A 39

Listen to the following text and answer the questions in your book.

nudoora naʔajjira beet wa maʔeet maʔa rafiigi le niʔiifa kaan nalga beet sene. min wisilta daralta fii beet waahid ʔinda fadaaya wasii wa biir wa beet ladaaya. saʔalta le siida taman alʔijaar wa gaala ley xamsa miyya. gulta luu, "yaa rajil daa gaasi, ʔaamil maʔruuf wa xallii ley be ʔarba miyya." waafagna fii ttaman wa gulta luu nihawwil kaan ʔahir daa maat. gaala ley, "kwayyis, albeet leek ʔawwal yoom fii ʔsahr aljaay." sallanta wa ʔakarta wa maʔeet.

A 40

Listen to this text and answer the questions in your book.

muusa wa ʔana maʔeema fii lʔuteel, wa min wisilna alxaddaami jaa wa saʔalaana ʔunu nudooru naakulu. ʔana saʔalta kaan ʔindum kisaar be muula darraaba wa muusa saʔala riz be muula tumaatum. ʔalxaddaami gaala, "ʔayye, laakin ʔarju ʔaʔara dagaayig" wa jaaba leena karta kadar alʔakul yiji. ʔiyyakee, alxaddaami jaaba lʔakul wa badeena naakulu. wa min kammalna, alxaddaami jaa saʔalaana kaan nudoora ʔaay walla gahwa. saʔalnaa funjaaleen hana gahwa wa gabbalna fii lliʔib hana karta ʔalbadeenaa gubul alʔakul. wakit xalaas le namʔu saʔalnaa attaman wa gaala leena, "xamsiin le lʔakul wa ʔarba riyaal le lgahwa." ʔakarnaa wa maʔeena.

A 41

Listen to the following text and answer the questions in your book.

ṭsaad ʔabadan maa šaafa juu, fii kulla lbalad ʔakul katiir. naas hana januub yazru riz wa bangaw, wa fii minšax alnaas yazru kalla wa gemeh. wa fii ʔafriik, ṭsaad waahid min albalad alʔinda laham katiir, ʔinda bagar wa jumaal. ṭsaad yirassila laham wa farwa le jiiraana.

laham kadaadi kulla katiir. fii kadaadi hana ṭsaad min januub le minšax talga kulla nafar hana hayawaanaat min duud, xazaal, fiil, jamal wa jaamuus le hadda ʔarnab.

fii bahar hana foor lamii wa laak ṭsaad huut malaan. wa fii ssuuk talga kulla yoom huut leyyin wa yaabis. wa fii bahar fooga tumsaah annaas yaktuluu le farwita alxaali. (Continued A 42)

A 42

Following is a continuation of the comprehension text in the previous lesson. Answer the questions about it in your book.

ṭsaad bigi jamhuuriyya min tamaanya wa ʔišriin šahir wihdaʔsar sanat ʔalf wa tisʔa miyya wa xamsiin wa tamaanya. wa ṭsaad ligiya hurriyya fii yoom wihdaʔsar šahir tamaanya sanat ʔalf wa tisʔa miyya wa sittiin.

Kulla ṭsaadiyyiin yitdarriju aldepuutee, wa human xamsa wa tamaaniin, le xamsa sana. wa ḷṭsaadiyyiin yitdarriju kulla raʔiis aljamhuuriyya le sabʔa sana.

ʔalam hana ṭsaad ʔinda ʔalwaan talaata -- ʔazrag wa ʔahmar wa ʔasfar. talaata malyoon naas saakiniin fii ṭsaad. fii minšax albalad kullum muslimiin wa fii januub albalad katiir minnum masiihiin. wata haami fii nnahaar wa fii lleel fii sseef, walaakin fii šsita wata bardaay fajur wa fii lleel.

ziraaʿa lkabiir fii ṭsaad gutun wa fuul, walaakin naas yezru kamaan xalla, riz, luubya wa gemeh. wa fii ṭsaad sinaaʿa hana mileh, sukkar, ʿatroon wa dihin hana fuul.

A 43

Listen to the following text and answer the questions in your book.

haliime maṣat fii ddakaakiin wa baaʿata gitya le txayyita lubaas hana ʿiid. maṣat le lxayyaat ʿumar wa gaalat luu tudoorra yxayyita leeha roob, surwaal wa farde. ʿumar gaal seme wa gamma min makaanta wa be mitra ṣaala gyaasa alyudoora wa be magassa gassama lgitya be talaata.

min fassala lgityaat gaala le haliime tarja baʿid ʿayyaam fiiṣaan ʿinda xidme katiir hassa. walaakin ʿakkada kadar ykammila gubul alʿiid. Haliime gaalata seme wa maṣat. leelit alʿiid haliime jaat le tiṣiila xumaama wa ʿumar lissa maa kammala. haliime xabbanat wa haarajat maʿa ʿumar wa gaalata maa tamṣi beet ʿilla kaan xumaama kammal. ʿumar sabbara haliime wa gaala kadar fajur daa xumaama ykammil. ʿumar le yamrug min ʿeeb sahar wa xallas arroob, assurwaal wa lfarde hana haliime wa waddaahum fii beeta. haliima ṣakkarata ʿumar wa kaffata taman alxiyaata wa ʿumar gabbal fii beeta.

A 44

Listen to the following texts and answer the questions in your book.

fii jjumʿa lfaat ʿimaam bada ssalaa ʿakkada kadar ramadaan baʿiid yoomen wa kulla nnaas waajib yifattiṣu gamar. min yoom daa kulla ʿaṣiyya kulla lmuslimiin yamurgu min buyuutum wa yifattiṣu fii ssama le yalgu lgamar, miṣil alʿimaam warra. fii yoom attaani gamar halla, wa kabar jaa min hillaal alkubaar hana ṭsaad kadar ramadaan ʿambaakir. wa be mutfa wa banaadik

ʔalhukuuma xabbara nnaas. hiya nnaas bado siyaam hana talaatiin yoom. fii ʔawwal leel assiyaam katiir min annaas maa yisahhiru, laakin yilummu wa yisallu. daa human assalawaat fii ramadaan: assabaah, adduhur, alʔusur, almuxrub, attarawiyye, wa alʔiše.

assiyaam yabda min saaʔa ʔarba wa nuss hana fajur la hadd assaaʔa sitte wa nuss hana ʔašiyya, wakit alʔazzaani yiʔazzin le salaata almuxrub. min alʔazzaani yiʔazzin, naas alsaayimiin yašarbu lmeē walla jeni hana mediide wa yisallu, wa baʔid daa yafturu ʔadiil. (Continued A45)

A 45

This is a continuation of the text in the previous lesson. Listen to it and answer the questions in your book.

fii futuur katiir min annaas ʔindum almme baarid, mediide, wa šarba. annaas almaa yisuumu: fii lʔawwal ʔayaalaat, attaani ʔawliin alxalbaaniin gariib yiwildu, wa fii ttaalit naas alyisaafiru safar gaasi. fii ramadaan aljaamiye malyaan naas kull ajjumʔa le ysannitu ʔimaam yagri xuraan. wa fii wakt assiyaam, katiir min annas alyisuumu, min marago min xidme, yigayyilu fii buyuutum walla yilummu ʔarba walla sitte yalʔabu karta le yfawwutu wakit. wa min faddal ʔayyaam le ramadaan ykammil, annaas yamsu suuk wa yubuu xanam le lʔiid. wa yoom alʔiid annaas yamsu yʔayyidu le rufgaanum wa ʔahlum. wa le lduyuuf yantum kaak, siroop, ʔitir, wa le lʔiyaalaat halaawa wa gurus. talaata yoom kulla ʔašiyya liʔib hana kulla nafar. wa fii ʔaaxir yoom annaas yabdu xidimtum wa yšiilu faatiha le yhaadru ramadaan assana alʔaaxar.

LANGUAGE LABORATORY



ARABIC

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BASIC CHAD ARABIC

The

Active Phase

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## INTRODUCTION

The aim of this basic course in Chad Arabic is to help the student speak the language and understand it when spoken by natives. The course is divided into two main parts: the Pre-Speech Phase and the Active Phase. The Comprehension part (which is a separate booklet) is to be used only as a teacher's handbook, since the purpose of comprehension may be defeated if the texts are available to the student.

The Pre-Speech Phase consists of sixty units numbered PS1, PS2, PS3, etc. A typical Pre-Speech unit has two parts: Notes and Comprehension. The Notes deal with brief grammatical explanations and illustrations of the point under consideration. The Comprehension involves listening to an instructor or a tape and writing down the information asked for. In this phase the comprehension consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course.

The Pre-Speech Phase emphasizes the passive recognition of the language rather than active participation in it. This gives the student some feel of the language as a whole, which is a desirable background for active participation in it. It is suggested that the Pre-Speech Phase be covered quickly in no more than three weeks of intensive study. However, it is up to the teacher's discretion to use it or not, to use it as a whole before starting on the Active Phase, or to use it in parts before a group of Active units. The plan of the course is flexible enough to allow for different approaches.

The Active Phase forms the main bulk of the course. It contains forty-five units numbered A1, A2, A3, etc., and two appendices. Appendix A contains thirty-five supplementary dialogs (SD) dealing with situations which the student is likely to encounter among native speakers of Chad Arabic. These dialogs are arranged under a variety of situational topics, and no attempt was made at controlling the presentation of their grammatical structures. Consequently, it is assumed that these dialogs will be most useful if studied after covering the Active Phase and hopefully gaining insight into the basic system of the language. Appendix B contains eight stories recorded as told by a Chad Arabic speaker. They can be read by the students on their own or by the instructor in class. Some notes are provided at the end of each story to give the meaning of new vocabulary items or to explain idioms and structures not encountered before. The English translation of these stories (as well as other texts in this course) is literal enough to keep the linguistic flavor of Chad Arabic and free enough to render a readable English text. Such a compromise is difficult to achieve and the result may be awkward at times, but the emphasis here was placed on helping the student understand the Arabic structure as well as the general meaning of the stories. Hence, the literary merit of the translation had to be sacrificed.

A typical Active unit consists of the following four parts:

- I. Dialog
- II. Notes
- III. Dialog Variations
- IV. Comprehension

The Dialog in each unit consists of four or five lines in which new vocabulary and structures are introduced. This basic dialog is to be drilled in class and memorized by the students. The dialog contains the basic grammatical point or points to be dealt with in the unit.

The Notes are usually based on the dialog, but they draw on other examples to illustrate and explain certain grammatical points. These notes are brief and cover only the important structures which are thought to be basic to learning Chad Arabic.

The Dialog Variations, as the name implies, are variations on the basic dialog which is the first part of each unit. New vocabulary and grammatical structures related to the unit are introduced in the first three dialogs of this section: D1, D2 and D3. D4 is an "open-ended" dialog which serves the purpose of drilling the patterns under consideration. Here the instructor is free to add to the list of words which fit into the blanks provided, thus allowing for a maximum amount of practice of certain structures.

The last part of each unit is the Comprehension part. Here the students listen to a text or a dialog and answer questions about it in English or in Chad Arabic. The ability to understand a language is a very important part of learning it. Thus the comprehension texts become longer and more difficult as progress is made through the course.

The Active Phase, unlike the Pre-Speech Phase which precedes it, emphasizes active participation in the language. This active participation involves two major activities: imitation and induction of the structure.

Imitation is a series of attempts at approaching a model which, in the case of language learning, is the speech of a native. The main aim of imitation is forming the articulatory habits of the language to be learned. This is a task which is more difficult for adults to accomplish than for children, who are more receptive to forming new habits. But since all the sentences of a language cannot be memorized, or even counted, the system of the language must be induced by the learner. A knowledge of the system is what enables a speaker of a language to produce new sentences and understand sentences never heard before. This creativity in the use of language is possible only to people who have induced and internalized the structure of a certain language. Children possess an extraordinary ability to induce the structure of their language even when it is thrown at them at random. For a number of reasons, people seem to lose this ability as they grow older. Hence, adults need to be given the rules according to which the system of a language operates. The units in this phase provide an imitation model through dialogs, and a model of the structure to be induced through grammatical explanations and comprehension exercises.

Learning a new language is an exciting but difficult task which requires much time and practice. We hope that this course will at least provide a solid basis in Chad Arabic upon which the student can build toward a mastery of the language.

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Indiana University  
July, 1968

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### The Active Phase

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Appendix B: Supplementary Texts

THE DEFINITE ARTICLE

I. DIALOG:

ʔana	I
maʔzuum	invited (m s)
fii	in, at, to
beet	house
beet ʔali	Ali's house
A. ʔana maʔzuum fii beet ʔali. I am invited to Ali's house.	
šunu	what
ʔudur	occasion
B. šunu alʔudur? What is the occasion?	
gaaʔid	Progressive particle (m s)
yisammi	to name (3 m s)
wleed	boy, son
A. gaaʔid yisammi wleeda. He is naming his son.	
ʔazuuma	invitation
saaʔa	hour, time
saaʔa kam	what time
B. alʔazuuma fii saaʔa kam? What time is the invitation?	

II. NOTES:

- |          |              |
|----------|--------------|
| 1. ʔudur | occasion     |
| alʔudur  | the occasion |

The most common form of the definite article in Chad Arabic is /al/, as in the above example.

- |    |      |          |                       |
|----|------|----------|-----------------------|
| 2. | šunu | alʔudur? | What is the occasion? |
|    | šunu | lʔudur?  | What is the occasion? |

Both of the above are used and are correct. Following a vowel /al/ may become /l/.

- |    |        |           |
|----|--------|-----------|
| 3. | šeex   | chief     |
|    | alšeex | the chief |
|    | aššeex | the chief |

Before certain consonants, the /l/ of /al/ may become identical to the consonant that follows it as in the above example. The consonants with which this may happen are: /t,d,s,š,j,z,r,n/.

### III. DIALOG VARIATIONS:

#### D 1

- |    |                                |                                       |
|----|--------------------------------|---------------------------------------|
|    | ʔinta                          | you (m s)                             |
|    | šeex                           | chief, "sheik"                        |
| A. | ʔinta maʔzuum fii beet aššeex. | You are invited to the chief's house. |
| B. | šunu lʔudur?                   | What is the occasion?                 |
| A. | aššeex gaaʔid yisammi wleeda.  | The chief is naming his son.          |
|    | ween                           | where                                 |
| B. | ween beet aššeex?              | Where is the chief's house?           |

#### D 2

- |          |               |
|----------|---------------|
| ʔinti    | you (f s)     |
| maʔzuuma | invited (f s) |
| bakaan   | place         |

A. ?inti ma?zuuma fii bakaan aššeeex. You are invited to the chief's place.

gaa?id

situated (m s)

B. ween beet aššeeex gaa?id?

Where is the chief's place (situated)?

?usut

middle, center

hille

village, town

A. gaa?id fii ?usut alhille.

It is situated in the center of the

village.

gayle

afternoon

walla

or

?usur

evening

B. al?azuuma fii ?usur walla gayle? Is the invitation in the evening or

in the afternoon?

D 3

A. ?ana ma?zuuma fii beet maryam.

I am invited to Miriam's house.

B. ween albeet gaa?id?

Where is the house situated?

giddaam

in front of

jaamy

mosque

A. albeet gaa?id giddaam aljaamy.

The house is in front of the mosque.

yitawwil

to last long (3ms)

B. al?azuuma yitawwil walla?

Will the invitation (party) last long?

D 4

FREE DIALOG PRACTICE

A. ?ana 1 fii 2 3 .

1

2

3

ma?zuum

bakaan

?ali

ma?zuuma

beet

aššeeex

Maryam



B. ween 1 gaa?id?

1

albeet

beet asseex

beet ?ali

A. albeet gaa?id 1 .

1

fii ?usut alhille

giddaam aljaanye

B. al?azuuma fii 1 ?

1

saa?a kam

?usur walla gayle

#### IV. COMPREHENSION:

C1. Listen to the comprehension text and answer the following questions in Arabic:

1. ween ma?zuum ?ali?
2. sunu al?udur?
3. ween gaa?id beet asseex?
4. sunu gaa?id giddaam aljaanye?
5. al?azuuma fii saa?a kam?

C2. Listen to the dialog and answer the following questions in English:

1. What do you think /mata/ means?
2. Can you tell from the dialog whether speaker A is a male or a female?
3. Is speaker B a male or a female?  
How can you tell?
4. Where is B invited?
5. Is the invitation in the morning or in the evening?

MODIFIED NOUNS

I. DIALOG:

humaar	donkey
daa	this
hana	of
yaatu	who, whom
hana yaatu	whose

A. humaar daa hana yaatu?      Whose donkey is this?

?azrag	black
hanaay	mine

B. alhumaar al?azrag hanaay.      The black donkey is mine.

wa	and
?abyat	white

A. wa alhumaar al?abyat?      And the white donkey?

xaali	my uncle
-------	----------

B. alhumaar la?abyat hana xaali.      The white donkey is my uncle's.

II. NOTES:

1. beet kabiir      a big house  
humaar saxayyar      a little donkey

Unlike English, adjectives in Chad arabic follow the nouns they modify. Notice how in the above examples we have a noun followed by an adjective. The indefinite article 'a' in English has no equivalent in Chad Arabic. The absence of the definite article /al/ means that the noun is indefinite.

- |                     |                   |
|---------------------|-------------------|
| 2. albeet alkabiir  | the big house     |
| alhuhaar assaxayyar | the little donkey |

Notice how in the above examples the adjective takes a definite article if the noun is definite.

- |                 |                       |
|-----------------|-----------------------|
| 3. alkabiir     | the big one           |
| assaxayyar      | the little one        |
| al'abyat hanaay | the white one is mine |

In a context where the reference is clear definite adjectives, as in the above examples, can be used without a preceding noun.

### III. DIALOG VARIATIONS:

#### D 1

- |                                |                          |
|--------------------------------|--------------------------|
| A. beet daa hana yaatu?        | Whose house is this?     |
| kabiir                         | big                      |
| B. Albeet alkabiir hana muusa. | The big house is Moses'. |
| saxayyar                       | small                    |
| A. wa ssaxayyar?               | And the small one?       |
| B. albeet assaxayyar hanaay.   | The small house is mine. |

#### D 2

- |                                  |                            |
|----------------------------------|----------------------------|
| jamal                            | camel                      |
| A. jamal daa hana yaatu?         | Whose camel is this?       |
| samiin                           | fat                        |
| B. aljamal assamiin hana maryam. | The fat camel is Miriam's. |
| baatil                           | thin                       |
| A. wa lbaatil?                   | And the thin one?          |
| B. albaatil daa hana 'ali.       | This thin one is Ali's.    |

D 3

- |    |                                 |                           |
|----|---------------------------------|---------------------------|
|    | tagiyya                         | hat                       |
| A. | tagiyya daa hana yaatu?         | Whose hat is this?        |
|    | ʔasfar                          | yellow                    |
| B. | attagiyya alʔasfar hanaay.      | The yellow hat is mine.   |
|    | ʔahmar                          | red                       |
| A. | wa attagiyya alʔahmar?          | And the red hat?          |
|    | ʔabuuy                          | my father                 |
| B. | attagiyya alʔahmar hana ʔabuuy. | The red hat is my father. |

D 4

FREE DIALOG PRACTICE

- |    |                                         |            |          |          |
|----|-----------------------------------------|------------|----------|----------|
| A. | <u>1</u> daa hana yaatu?                | <u>1</u>   |          |          |
|    |                                         | humaar     |          |          |
|    |                                         | jamal      |          |          |
|    |                                         | beet       |          |          |
|    |                                         | wleed      |          |          |
| B. | al <u>1</u> al <u>2</u> hana <u>3</u> . | <u>1</u>   | <u>2</u> | <u>3</u> |
|    |                                         | beet       | kabiir   | aṣ̣seex |
|    |                                         | tagiyya    | saxayyar | ʔabuuy   |
|    |                                         | humaar     | ʔabyat   | xaali    |
| A. | wa <u>1</u> ?                           | <u>1</u>   |          |          |
|    |                                         | alʔahmar   |          |          |
|    |                                         | assaxayyar |          |          |
|    |                                         | alkabiir   |          |          |
|    |                                         | albeet     | alʔabyat |          |
|    |                                         | alʔazrag   |          |          |

B. al 1 al'azrag 2 .

1

2

tagiyya

hanaay

beet

hana 'abuuy

jamal

hana xaali

humaar

hana muusa

IV. COMPREHENSION:

C1. Listen to the comprehension text and answer the following questions in Arabic:

1. humaar hana yaatu 'azrag?
2. tagiyya hana muusa kabiir walla saxayyar?
3. albeet hana maryam 'abyat walla 'ahmar?
4. albeet al'abyat hana xaali walla hana maryam?
5. beet 'abuuy kabiir walla maa kabiir?

C2. Listen to the dialog and answer the following questions in English:

1. Whose house is the big house?
2. Whose house is the red house?
3. Whose house is nice?
4. What is the color of the nice house?
5. Can you tell the sex of the speakers from the dialog?

GENDER

I. DIALOG:

- |                                     |                                |
|-------------------------------------|--------------------------------|
| salaamaleek                         | greetings! (2 ms)              |
| A. salaamaleek ?ali.                | Greetings, Ali!                |
| keef                                | how                            |
| keef haalak                         | how are you (2 ms)             |
| B. salaamaleek ?ahmad, keef haalak? | Greetings, Ahmad! How are you? |
| ?illa                               | but, only                      |
| ?aafya                              | health                         |
| ?illa l?aafya                       |                                |
| ?illaafya                           | fine, good health              |
| A. ?illa l?aafya, wa ?inta?         | I am fine, and you?            |
| hamdulillaah                        | thank God                      |
| kwayyis                             | fine (m s)                     |
| B. hamdulillaah, ?ana kwayyis.      | Thank God, I am fine.          |

II. NOTES:

1. Arabic nouns can be either masculine or feminine in gender. This distinction has nothing to do with sex, since it applies to animate as well as inanimate nouns. There is no neuter gender in Arabic.

- |               |             |
|---------------|-------------|
| 2. wleed seme | a nice boy  |
| bneyya semha  | a nice girl |

The masculine-feminine distinction applies to adjectives only when they modify animate nouns. Inanimate nouns generally take the masculine form of the adjective.

3. (a) kabiir	big (m)
kabiira	big (f)
(b) kwayyis	good, nice (m)
kwayse	good, nice (f)
(c) seme	nice (m)
semha	nice (f)

There is no simple rule for predicting the feminine form of the adjective from its masculine form. But in general the feminine form is derived by suffixing /a/ or /e/ to the masculine form.

Notice how the stem of the masculine form is sometimes changed when the feminine suffix is added: for instance (b) above.

When the masculine form of the adjective ends with a vowel: e.g. (c), the feminine form is derived by suffixing /ha/. Notice in this example too how the masculine stem has been changed with the addition of the suffix.

### III. DIALOG VARIATIONS:

#### D 1

	salaamaleeki	greetings! (2 fs)
A.	salaamaleeki faatime.	Greetings, Fatimah!
	keefak	how are you (2 ms)
B.	salaamaleek ʔumar.	Greetings, Omar.
	keefak?	How are you?
A.	ʔillaafya, wa ʔinti?	I am fine, and you?
	kwayse	fine (fs)
B.	hamdulillaah, ʔana kwayse.	Thank God, I am fine.

D 2

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| taybiin                              | hello                           |
| A. taybiin faatime.                  | Hello, Fatimah!                 |
| keef jildik                          | how are you (2 fs)              |
| B. salaamaleeki maryam, keef jildik? | Greetings, Miriam! How are you? |
| keefik                               | how are you (2 fs)              |
| A. hamdulillaah, wa ?inti keefik?    | Thank God, and how are you?     |
| B. hamdulillaah, ?ana kwayse.        | Thank God, I am fine.           |

D 3

- |                                  |                              |
|----------------------------------|------------------------------|
| A. taybiin muusa.                | Hello, Moses!                |
| B. taybiin hawwa, keefik?        | Greetings, Eve! How are you? |
| keef jildak                      | how are you (2 ms)           |
| A. kwayse, wa ?inta keef jildak? | Fine, and how are you?       |
| B. hamdulillaah, ?ana kwayyis.   | Thank God, I am fine.        |

D 4

FREE DIALOG PRACTICE

- |                                      |          |                 |
|--------------------------------------|----------|-----------------|
| A. salaamaleeki <u>1</u> .           | <u>1</u> |                 |
|                                      | hawwa    |                 |
|                                      | maryam   |                 |
|                                      | faatime  |                 |
| B. salaamaleek <u>1</u> , <u>2</u> ? | <u>1</u> | <u>2</u>        |
|                                      | ?ahmad   | keefak          |
|                                      | ?ali     | keef haalak     |
|                                      | muusa    | keef jildak     |
|                                      | ?umar    | keef min jildak |



A. 1, wa ?inti 2.

1

2

hamdulillaah

keefik

kwayyis

keef haalik

?ana kwayyis

keef jildik

B. hamdulillaah, 1

1

kwayse

?ana kwayse

#### IV. COMPREHENSION:

Listen to the dialog and answer the following questions about it.

Give you answers in English.

1. Is speaker A a male or a female?
2. Is speaker B a male or a female?
3. What does speaker B ask speaker A?
4. What does speaker B want to know about A's family?
5. What is the meaning of /naas beetak/?
6. What is the plural form of /kwayyis/?
7. Can you tell which word in the dialog means "good-bye"?
8. Which is the masculine form of "good-bye"? Which is the feminine form?

THE PLURAL

I. DIALOG:

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| ʔinda                              | have (3 s)                        |
| rizig                              | possessions                       |
| walla                              | or, question marker               |
| A. muusa ʔinda rizig walla?        | Does Moses have possessions?      |
| ʔayye                              | yes                               |
| jumaal                             | camels - /jamal/ (s)              |
| B. ʔayye, muusa ʔinda jumaal.      | Yes, Moses has camels.            |
| bagar                              | cattle - /bagaraay/ (s)           |
| kulla                              | also, too                         |
| A. ʔinda bagar kulla walla?        | Does he also have cattle?         |
| laa                                | no                                |
| xanam                              | sheep - /xanamaay/ (s)            |
| bes                                | only                              |
| B. laa, ʔinda jumaal wa xanam bes. | No, he has camels and sheep only. |

II. NOTES:

1. <u>singular</u>		<u>Plural</u>
jamal	'camel'	jumaal
beet	'house'	buyuut
bagaraay	'cow'	bagar
yoom	'day'	ʔayyaam

As shown in the above examples, there is no easy way to predict the plural of a noun from its singular form or vice versa. The way to learn the plurals of nouns is to memorize them as you memorize their singular forms.

2. (a)	<u>Singular</u>		<u>Plural</u>
	teer	'bird'	tuyuur
	beet	'house'	buyuut
	šeex	'chief'	šuyuux
(b)	jamal	'camel'	jumaal
	rajul	'man'	rujaal
	kelib	'dog'	kulaab

The more Chad Arabic you get to know, the more you will discover that there are certain patterns after which the plural is formed. For example, (a) shows that a noun containing two consonants with a long vowel in between forms its plural after a certain pattern. (b) shows further that another pattern is used for a noun containing three consonants with short vowels in between.

3. (a <sup>1</sup> )	<u>Singular</u>		<u>Plural</u>
	yoom	'day'	?ayyaam
(b <sup>1</sup> )	dakar	'male'	dukuur

From the above examples, we notice that rule 2. is not an absolute rule, for (a<sup>1</sup>) forms its plural in a way different from (a) and (b<sup>1</sup>) is different from (b). There are many exceptions in the language for each of the plural patterns.

### III. DIALOG VARIATIONS:

#### D 1

maal

money, possessions

A. faatime ?inda maal walla?

Does Fatimah have any possessions?

- B. ?ayye, faatimeh ?inda beet. Yes, Fatimah has a house.
- A. ?inda jumaal kulla walla? Does she have camals, too?  
hamiir donkeys - /humaar/ (s)
- B. laa, ?inda xanam wa hamiir. No, she has sheep and donkeys.

D 2

- jiiraan neighbors - /jaar/ (s)  
?indum have (3 p)  
buyuut houses - /beet/ (s)
- A. jiiraanak ?indum buyuut walla? Do your neighbors have houses?  
tineen two
- B. ?ayye, ?indum buyuut tineen. Yes, they have two houses.  
wataayir cars
- A. ?indum wataayir kulla walla? Do they have cars, too?  
watiir car  
waahid one
- B. ?ayye, ?indum watiir waahid. Yes, they have one car.

D 3

- ?iyaal children  
kutub books - /kitaab/ (s)
- A. al?iyaal ?indum kutub walla? Do the children have books?  
katiir many
- B. ?ayye, ?indum kutub katiir. Yes, they have many books.  
?aglaam pens, pencils - /galam/ (s)
- A. ?indum ?aglaam kulla walla? Do they also have pencils?

dafaadir

notebooks - /dafdar/ (s)

B. ?ayye, ?indum ?aglaam wa dafaadir. Yes, they have pencils and notebooks.

D 4

FREE DIALOG PRACTICE

A. 1 ?inda 2 walla?

1

2

muusa

rizig

faatime

maal

xaalek

buyuut

jaarak

?aglaam

B. ?ayye, ?inda 1 kulla.

1

watiir

beet

kitaab

galam

dafdar

B. laa, ?inda 1 wa 2 bes.

1

2

xanamaay

watiir

xanam

wataayir

bagraay

kitaab

bagar

kutub

beet

galam

buyuut

?aglaam

dafdar

jaar

dafaadir

jiiraan

IV. COMPREHENSION:

C1. Listen to the text and answer the following questions about it:

1. yaatu ?inda bagar wa xanam?
2. xaalti ?inda šunu?
3. yaatu ?inda ?aglaam wa dafaadir?
4. yaatu ?inda kutub bes?
5. kam beet jiiraanak ?indum?

C2. Listen to the dialog and answer the following questions in English:

1. /?iyaal/ is a plural noun to which the singular is either /walad/ or /bneyya/. What does /?iyaal/ mean?
2. How many children does B have?
3. Is A a male or a female? Is B a male or a female?
4. What are the names of B's children?
5. How old is the boy? How old is the girl?

THE DUAL

## I. DIALOG

- |                          |                             |
|--------------------------|-----------------------------|
| kam                      | how many                    |
| maraakiib                | shoes - /markuub/ (s)       |
| ʔindak                   | have (2 m s)                |
| A. kam maraakiib ʔindak? | How many shoes do you have? |
| ʔindi                    | have (1 s)                  |
| B. ʔindi markuubeen.     | I have two shoes.           |
| saraawiil                | pants - /sirwaal/ (s)       |
| A. wa kam saraawiil?     | And how many pants?         |
| B. ʔindi sirwaaleen.     | I have two pants.           |

## II. NOTES:

1. <u>Singular</u>		<u>dual</u>
teer	'bird'	teereen
beet	'house'	beeteen

The plural in Chad Arabic applies to number three and above. The dual, which refers to number two is expressed by the dual form as shown in the above examples. The dual of masculine nouns is formed by adding the suffix /een/ to the singular.

2. <u>Singular</u>		<u>dual</u>
marra	'once'	marrateen
yarda	'yard'	yardateen
bneyya	'girl'	bneyteen

The dual of feminine nouns ending in /a/ is formed by suffixing /teen/ to the singular form. Notice, however, that sometimes the stem of the

singular undergoes some changes: e.g. /bneyya/ - /bneyt en/.

- |               |            |
|---------------|------------|
| 3. beeten     | two houses |
| buyuut tineen | two houses |

The dual form in Chad Arabic is optional. Notice from the above example that you can use either the dual form or the plural form followed by the number 'two' - /tineen/.

### III. DIALOG VARIATIONS:

#### D 1

- |                                 |                                    |
|---------------------------------|------------------------------------|
| roob                            | dress                              |
| ʔindik                          | have (2fs)                         |
| A. kam roob ʔindik?             | How many dresses do you have?      |
| mindiiil                        | scarf                              |
| B. ʔindi roobeen wa mindiileen. | I have two dresses and two scarfs. |
| suwaar                          | bracelet                           |
| A. wa kam suwaar?               | And how many bracelets?            |
| B. ʔindi suwaareen.             | I have two bracelets.              |

#### D 2

- |                                                        |                                    |
|--------------------------------------------------------|------------------------------------|
| ʔinyaal                                                | children                           |
| A. kam ʔiyaal muusa ʔinda?                             | How many children does Moses have? |
| ʔawlaad                                                | boys - /wleed/ (s)                 |
| B. ʔinda ʔawlaad tineen.                               | He has two boys.                   |
| banaat                                                 | girls - /bneyya/ (s)               |
| A. wa kam banaat?                                      | And how many girls?                |
| B. ʔinda banaat tineen (or bitteen). He has two girls. |                                    |



D 3

- |                            |                             |
|----------------------------|-----------------------------|
| A. kam wataayir ?indum?    | How many cars do they have? |
| B. ?indum watiireen.       | They have two cars.         |
| beskleet                   | bicycle                     |
| A. wa kam beskleet?        | And how many bicycles?      |
| B. ?indum beskleet tineen. | They have two bicycles.     |

D 4

FREE DIALOG PRACTICE

- |                                 |               |                |
|---------------------------------|---------------|----------------|
| A. Kam <u>1</u> ?indak?         | <u>1</u>      |                |
|                                 | jumaal        |                |
|                                 | buyuut        |                |
|                                 | ?iyaal        |                |
|                                 | banaat        |                |
|                                 | ?aglaam       |                |
| B. ?indi <u>1</u> wa <u>2</u> . | <u>1</u>      | <u>2</u>       |
|                                 | jamaleen      | humaareen      |
|                                 | beeteen       | jiiraan tineen |
|                                 | ?iyaal tineen | xaaleen        |
|                                 | banaat tineen | ?awlaad tineen |
|                                 | galameen      | kitaabeen      |
| A. wa kam <u>1</u> ?            | <u>1</u>      |                |
|                                 | saraawiil     |                |
|                                 | maraakiib     |                |
|                                 | roob          |                |
|                                 | suwaar        |                |

B. ?indi 1 bes.

1

sirwaaleen

markuubeen

maraakiib tineen

roobeen

suwaareen

#### IV. COMPREHENSION:

Listen to the following dialog which takes place in the market.

Answer the following questions in English:

1. Is A a male or a female?
2. Can you tell whether B is a male or a female?
3. What does B want to buy?
4. What does /nudoora/ mean?
5. How many pairs of shoes does B have?
6. What color shoes does A want?
7. Does B have what A wants?
8. What is the Chad Arabic word for "thanks"?

NUMBER: MODIFIED NOUNS

## I. DIALOG:

- |                            |                                       |
|----------------------------|---------------------------------------|
| biita                      | bought (2 ms)                         |
| albiita                    | which you bought (2 ms)               |
| A. xanmaay albiita samiin. | The sheep which you bought is fat.    |
| suuk                       | market                                |
| alyoom                     | today                                 |
| kullum                     | all of them                           |
| sumaan                     | fat (p)                               |
| B. xanam fii ssuuk alyoom  | All the sheep in the market today are |
| kullum sumaan.             | fat.                                  |
| subuu alfaat               | last week                             |
| baatiliin                  | thin (p)                              |
| A. subuu alfaat xanam fii  | Last week all the sheep in the market |
| ssuuk kullum baatiliin.    | were thin.                            |
| kaan                       | if                                    |
| tudoora                    | want (2 ms)                           |
| ?anši biya                 | go buy (2 ms)                         |
| B. kaan tudoora xanamaay   | If you want a fat sheep go buy it     |
| samiin ?anši biya          | today.                                |
| alyoom.                    |                                       |

## II. NOTES:

- |                |             |
|----------------|-------------|
| 1. beet kabiir | a big house |
| buyuut kubaar  | big houses  |

Adjectives in Chad Arabic agree according to number. Thus an adjective modifying a plural noun takes the plural form: e.g. /kabiir/ is /kubaar/ in the plural

- |    |                |                |
|----|----------------|----------------|
| 2. | beet kabiir    | a big house    |
|    | beeteen kubaar | two big houses |

Notice that the adjective has no dual form. Dual nouns are modified by plural adjectives.

- |    |                |            |
|----|----------------|------------|
| 3. | bneyya kabiira | a big girl |
|    | banaat kubaar  | big girls  |

There is no distinction in gender in the plural form of the adjective. The plural of the masculine /kabiir/ as well as the feminine /kabiira/ is /kubaar/.

- |    |                   |                |
|----|-------------------|----------------|
| 4. | jumaal kubaar     | big camels     |
|    | aljumaal alkubaar | the big camels |

Plural adjectives agree with the nouns they modify in definiteness. Thus if the modified noun is definite, the adjective must take the definite article.

- |    |        |           |
|----|--------|-----------|
| 5. | wesii  | waasi?iin |
|    | kabiir | kubaar    |
|    | ?ahmar | humur     |

The plural of adjectives, like that nouns, cannot be easily predicted from their singular forms. The best way is to memorize both the singular and the plural forms of adjectives.

### III. DIALOG VARIATIONS:

#### D 1

- |                          |                                    |
|--------------------------|------------------------------------|
| wesii                    | big, spacious (s)                  |
| A. albeet albiita wesii. | The house which you bought is big. |

- |                                                 |                                                                |
|-------------------------------------------------|----------------------------------------------------------------|
| derib                                           | road, street                                                   |
| waasi?iin                                       | big (p)                                                        |
| B. albuyuut fii dderib daa kullum<br>waasi?iin. | The houses on this street are all<br>big.                      |
| barra                                           | outside                                                        |
| dayyixiin                                       | small (p)                                                      |
| A. buyuut barra min hille kullum<br>dyyixiin.   | The houses outside the town are<br>all small.                  |
| maa                                             | not                                                            |
| dayyix                                          | small (s)                                                      |
| jambi                                           | beside me                                                      |
| B. kaan tudoora beet maa dayyix<br>biya jambi.  | If you want a house which is not<br>small buy (one) beside me. |

D 2

- |                                                    |                                               |
|----------------------------------------------------|-----------------------------------------------|
| seme                                               | good, nice (s)                                |
| A. markuub albiita seme.                           | The shoes you bought are nice.                |
| semhiin                                            | nice (p)                                      |
| B. maraakiib fii ssuuk kullum<br>semhiin.          | The shoes at the market are all<br>nice.      |
| gawi                                               | strong                                        |
| katiir                                             | very                                          |
| A. markuubi maa gawi katiir.                       | My shoes are not very strong.                 |
| ?ajala                                             | fast, soon                                    |
| B. kaan tudoora markuub gawi<br>?amsi biya ?ajala. | If you want strong shoes go buy<br>them soon. |

D 3

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| jaa                                  | came (2 ms)                        |
| tawiil                               | tall, long (s)                     |
| A. arrajul aljaa tawiil.             | The man who came is tall.          |
| nafar                                | tribe                              |
| tuwaal                               | tall, long (p)                     |
| B. arrujaal fii nafara kullum        | The men in his tribe are all tall. |
| tuwaal.                              |                                    |
| human                                | they                               |
| garaagiid                            | strong, courageous (p)             |
| A. wa human kullum garaagiid.        | And they are all strong.           |
| girgiid                              | strong, courageous (s)             |
| fattiš                               | look for (2 ms)                    |
| B. kaan tudoora rajul girgiid fattiš | If you want a strong man look in   |
| fii nafarum.                         | their tribe.                       |

D 4

FREE DIALOG PRACTICE

- |                                      |           |          |
|--------------------------------------|-----------|----------|
| A. <u>1</u> albiita <u>2</u> .       | <u>1</u>  | <u>2</u> |
|                                      | beet      | kwayyis  |
|                                      | markuub   | seme     |
|                                      | jamal     | kabiir   |
| B. <u>1</u> alyoom kullum <u>2</u> . | <u>1</u>  | <u>2</u> |
|                                      | buyuut    | kwaysiin |
|                                      | naraakiib | semhiin  |
|                                      | jumaal    | kubaar   |

A. 1 maa 2 .

1

2

kulaabi

sumaan

hamiiri

baatiliin

tuyuuri

saxayyariin

B. kaan tudooraa 1 2 biyu.

1

2

kelib

samiin

humaar

baatil

teer

saxayyar

#### IV. COMPREHENSION:

Listen to the comprehension text and answer the following questions:

1. ?inta mašeet fii ween?
2. šunu biita fii ssuuk?
3. ?axtak ?inda šunu?
4. ween rafiigak?
5. ?abu rafiigak ?inda šunu?
6. yaatu ?inda maal katiir?
7. beet hana yaatu nadiif?
8. beetkum kabiir walla?
9. ween gaa?id beetkum?
10. beetkum be?id min al?uteel walla?

POSSESSIVE SUFFIXES

I. DIALOG:

ʔusm	name
A. ʔusmak yaatu?	What is your (ms) name?
B. ʔusmi muusa, wa ʔinta?	My name is Moses, and you?
A. ʔana ʔusmi yuusuf.	My name is Joseph.
farhaan	happy (ms)
šiftak	I saw you (ms)
B. ʔana farhaan šiftak.	I am happy to see you.
A. šukran.	Thank you.

II. NOTES:

1. Review the possessive suffixes listed in PS 13.
2. a) ʔabuuy                    my father  
      kitaabi                    my book  
      b) ʔabuuk                    your (ms) father  
      kitaabak                    your (ms) book  
      c) ʔabuuki                    your (fs) father  
      kitaabik/kitaabki            your (fs) book  
      d) ʔabuu                    his father  
      kitaaba                    his book  
      e) ʔabuuha                    her father  
      kitaaba/kitaabha            her book  
      f) ʔabuuna                    our father  
      kitaabna                    our book



g) ?abuukum	your (p) father
kitaabkum	your (p) book
h) ?abuumum	their (m) father
kitaabum/kitaabhum	their (m) book
i) ?abuuminna	their (f) father
kitaabhinna	their (f) book

Some possessive suffixes change their form when attached to nouns which end with a vowel. Notice, however, that in some cases c), e) and h) two varieties are possible for nouns ending with a consonant.

3. The suffix /-hinna/ 'their (f)' is not very common. Usually /-hum/ or /-um/ is used for both masculine and feminine third person plural.

### III. DIALOG VARIATIONS:

#### D 1

- |                             |                             |
|-----------------------------|-----------------------------|
| A. ?usunki yaatu?           | What is your (fs) name?     |
| B. ?usni hallime, wa ?inti. | My name is Halima, and you? |
| A. ?usni maryam.            | My name is Miriam.          |
| B. keef haalik?             | How are you.                |
| A. handulillaah, kwayse.    | Thank God, I am fine.       |

#### D 2

- |                             |                                 |
|-----------------------------|---------------------------------|
| A. ?usma yaatu?             | What is his name?               |
| B. ?usma yuusuf.            | His name is Joseph.             |
| ma?a                        | with him.                       |
| A. wa lbenaat alma?a?       | And the girls who are with him? |
| B. ?usmum faatime wa hawwa. | Their names are Fatima and Eve. |

D 3

- |                                    |                                               |
|------------------------------------|-----------------------------------------------|
| A. ween beetkum?                   | Where is your (p) house?                      |
| B. beetna jamb assuuk, wa beetkum? | Our house is beside the market,<br>and yours? |
| A. beetna barra min hille.         | Our house is out of town.                     |
| B. maala beetkum barra min hille.  | Why is your house out of town?                |
| fii šaan                           | because                                       |
| ʔawwa                              | noise                                         |
| maa fii                            | there is not                                  |
| A. fii šaan barra ʔawwa maa fii.   | Because out (there) there is no<br>noise.     |

D 4

FREE DIALOG PRACTICE

- |                            |              |
|----------------------------|--------------|
| A. ween <u>  1  </u> ?     | <u>  1  </u> |
|                            | ʔaxuuk       |
|                            | xaalak       |
|                            | ʔabuuki      |
|                            | xaalkum      |
|                            | ʔabuuhum     |
|                            | ʔabuuha      |
| B. <u>  1  </u> fii tšaad. | <u>  1  </u> |
|                            | ʔaxuuy       |
|                            | xaali        |
|                            | ʔabuuy       |
|                            | xaalna       |
|                            | ʔabuuhum     |
|                            | ʔabuuha      |

A. šunu ʔusum 1 ?

1  
rafiigak  
rafiigi  
ʔabuuha  
xaala  
wleedna  
wleedum  
ʔabuukum  
xaalik

B. 1 ʔusma 2 .

<u>1</u>	<u>2</u>
rafiigi	yuusuf
rafiigak	muusa
ʔabuuha	ʔahmad
xaala	ʔumar
wleedkum	
wleedum	
ʔabuuna	
xaali	

#### IV. COMPREHENSION:

Listen to this dialog between Moses and some friends at their house in the evening. Answer the following questions:

1. /siyaad albeet/ means 'the lords of the house'. How does Moses greet his hosts?
2. How do the people of the house greet Moses?
3. /tawwal/ means 'it has been a long time'. How long has it been since the people of the house saw Moses?

4. /gaaʔid/ means 'I am here'. Can you think of other meanings you know for the word? Do you see the relationship between the different meanings?
5. Moses tells his hosts he is busy. What is the word for 'busy' in Arabic? What is the feminine form of 'busy'?
6. /xeer/ means 'good' and /inšaaʔallah/ means 'if God wills'. What is the meaning of /xeer inšaaʔallaah/?
7. /ʔarugdu/ means 'sleep'. Can you tell what the Arabic equivalent of 'good night' is?
8. To whom would you say:  
     /ʔargud biʔaafya/?  
     /ʔarugdi biʔaafya/?
9. Can you tell from the dialog what the Arabic equivalent of 'good bye' is?
10. To whom would you say:  
     /ʔamsu biʔaafya/?

POSSESSED NOUNS

I. DIALOG:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| jiiba                              | bring (2 ms)                     |
| jiibaley                           | bring me                         |
| A. jiibaley maraakiibi al'azrag.   | Bring me my black shoes.         |
| gaa'idiin                          | they are (situated)              |
| fii ween                           | where                            |
| B. gaa'idiin fii ween?             | Where are they?                  |
| seriir                             | bed                              |
| A. jamba seriiri alkabiir.         | Beside my big bed.               |
| B. tudoora tagiytak al'axdar kulla | Do you also want your green hat? |
| walla?                             |                                  |
| min fadlak                         | please (2 ms)                    |
| A. 'ayye, min fadlak.              | Yes, please.                     |

II. NOTES:

- |    |          |          |
|----|----------|----------|
| 1. | kitaab   | a book   |
|    | alkitaab | the book |
|    | kitaabi  | my book  |

Possessed nouns in Chad Arabic cannot take the definite article. For example one cannot say alkitaabi. Possessed nouns are considered to be definite.

- |    |                   |              |
|----|-------------------|--------------|
| 2. | alkitaab alkabiir | the big book |
|    | kitaabi alkabiir  | my big book  |

Since possessed nouns are considered to be definite, adjectives which modify them must take the definite article. It is incorrect to say kitaabi kabiir 'my big book'.

### III. DIALOG VARIATIONS:

#### D 1

- |                                   |                           |
|-----------------------------------|---------------------------|
| jiibi                             | bring (2 fs)              |
| busaat                            | rug, mat                  |
| A. jiiibiley busaati al'ahmar.    | Bring me my red rug.      |
| B. gaa?id fii ween?               | Where is it?              |
| kursi                             | chair                     |
| A. jamba kursik alkabiir.         | Beside your big chair.    |
| saxxaan                           | pot                       |
| B. tudoora saxxaanak kulla walla? | Do you want your pot too? |
| šukran                            | thanks                    |
| A. laa, šukran.                   | No, thanks.               |

#### D 2

- |                                    |                               |
|------------------------------------|-------------------------------|
| A. nudoora kitaabi alkabiir.       | I want my big book.           |
| B. gaa?id fii ween?                | Where is it?                  |
| foog                               | on, above                     |
| terbeeze                           | table                         |
| A. foog atterbeeze.                | On the table.                 |
| B. tudoori gamamik attawiil walla? | Do you want your long pencil? |
| min fadlik                         | please (2 fs)                 |
| A. 'ayye, min fadlik.              | Yes, please.                  |

D 3

xulgaan

clothes

nudaaf

clean-/nadiif/ (s)

A. nudoora xulgaani annudaaf.

I want my clean clothes.

B. gaa'idiin fii ween?

Where are they?

sanduug

box

A. fii sanduugi assaxayyar.

In my small box.

B. tudoora tagiytak annadiif walla?

Do you want your clean hat?

A. laa, maa nudoora.

No, I don't want it.

D 4

FREE DIALOG PRACTICE

A. nudoora 1 al'ahmar.

1

kitaabi

markunbi

galami

tagiyti

sirwaali

B. 1 gaa'id fii ween?

1

kitaabak

markuubak

galamak

tagiytak

sirwaalak

A. jamba 1 2.

1

2

seriira

alkabiir

sanduugik	al'abyat
kursiihum	attagiil
bisaatkum	al'axdar
xulgaani	annadiif
baabna	al'azrag

IV. COMPREHENSION:

C1. Listen to the comprehension text and answer the following questions:

1. šunu tudoora?
2. kutub kam ?indak?
3. alkitaab alkabiir hana yaatu?
4. ween gaa?id kitaab ?axtak?
5. alkitaab al'azrag hana yaatu?

C2. Answer the following questions about the dialog:

1. What does A want to buy?
2. Does B have what A wants?
3. What is the price of the white horse?
4. A thinks that the horse is very expensive. How do you say "This is very expensive" in Chad Arabic?
5. Why is the horse expensive?



THE CONSTRUCT PHRASE

I. DIALOG:

- |    |                            |                                        |
|----|----------------------------|----------------------------------------|
|    | galam ?abuuk               | your father's pencil                   |
| A. | daa galam ?abuuk.          | This is your father's pencil.          |
|    | ligiita                    | found (2 ms)                           |
| B. | ween ligiita galam ?abuuy? | Where did you find my father's pencil? |
|    | watiir xaali               | my uncle's car                         |
| A. | fii watiir xaali.          | In my uncle's car.                     |
| B. | šukran.                    | Thanks.                                |

II. NOTES:

- |       |                   |                |
|-------|-------------------|----------------|
| 1. a) | kitaab alwleed    | the boy's book |
|       | b) kitaab kabiir  | a big book     |
|       | alkitaab alkabiir | the big book   |

Example a) above is a possessive construction referred to as the "construct phrase". The first noun in a construct phrase is indefinite, and it is the possessed noun. The second noun is definite, and it is the possessor. Notice the difference in the use of the definite article between the construct phrase a) and the noun phrases b). When nouns are modified, their definiteness is carried over to the adjectives modifying them.

- |    |              |                 |
|----|--------------|-----------------|
| 2. | kitaab xaali | my uncle's book |
|----|--------------|-----------------|

The second noun in a construct phrase can have either a definite article 1. a) or a possessive suffix as in the above example. The possessor cannot be an indefinite noun.

III. DIALOG VARIATIONS:

D 1

dool

these--/daa/ (s)

A. dool xulgaan ?ahmad.

These are Ahmad's clothes.

B. ween ligiiti xulgaan ?ahmad?

Where did you find Ahmad's clothes?

A. jamba seriir ?axuuy.

Beside my brother's bed.

B. šukran.

Thanks.

D 2

mindiiil

scarf

?amm

mother

A. daa mindiiil ?ammik.

This is your mother's scarf.

B. ween ligiiti mindiiil ?ammi?

Where did you find my mother's scarf?

?axt

sister

A. ligiita fooga sanduug ?axtik.

I found it on your sister's box.

B. šukran.

Thanks.

D 3

A. daa beet ?axuuy.

This is my brother's house.

B. ween gaa?id beet ?axuuk?

Where is your brother's house?

hine

here

?iid

hand

?israay

left

fii ?iidak al?isray

to your left

A. hine fii ?iidak al?israay.

Here, to your left.

geriib

close

B. daa geriib min beet xaali.

This is, close to my uncle's house.

D 4

FREE DIALOG PRACTICE

A. daa 1 2 .

1

2

galam

?ahmad

dafdar

arrajul

markuub

alwleed

jamal

almara

?abuuk

surwaal

?ammik

suwaar

?extak

muftaah

xaalkum

B. ween ligiita 1 2 ?

1

2

watiir

arrajul

kitaab

?abuuy

humaar

?ammy

mindiiil

?axtna

kelib

xaalna

A. ligiita fii 1 2 .

1

2

beet

wleedak

daar

xaalum

watiir

?abuuki

?amma

?axtkum

?axruuy

?ammi

IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. Where does A live?
2. How do you ask the question "Where do you live?" in Arabic?
  - a) speaking to a man
  - b) speaking to a woman
3. Is the house where A lives small?
4. Who lives in the same house with A?
5. How many children does A's brother have?
6. How many among the children are boys, and how many are girls?
7. How many children go to school?
8. How do you say in Arabic "They go to school"?
9. How many of the girls are married?
10. Why are the girls not married?



The subject of a nominal sentence can be either a) a noun with a definite article, b) a possessed noun, or c) a construct phrase.

### III. DIALOG VARIATIONS:

#### D 1

- |                                    |                                    |
|------------------------------------|------------------------------------|
| A. kitaabki seme.                  | Your book is nice.                 |
| giraaya                            | reading                            |
| hayyin                             | easy                               |
| B. ?ayye, seme wa giraayta hayyin. | Yes, it is nice and its reading is |
|                                    | easy.                              |
| suwar                              | pictures-/suura/ (s)               |
| A. wa suwara kulla kwaysiin.       | And its pictures are also good.    |
| B. ?ayye, suwara kwaysiin katiir.  | Yes, its pictures are very good.   |

#### D 2

- |                               |                              |
|-------------------------------|------------------------------|
| A. watiirkum kabiir.          | Your car is big.             |
| B. ?ayye, kabiir wa wesii.    | Yes, it is big and spacious. |
| loon                          | colour                       |
| A. wa loona kulla seme.       | And its colour is nice too.  |
| B. ?ayye, loon al?ahmar seme. | Yes, the red colour is nice. |

#### D 3

- |                                |                                  |
|--------------------------------|----------------------------------|
| muxayyat                       | sewn                             |
| A. surwaalak muxayyat kwayyis. | Your pants are well sewn (made). |
| gawi                           | strong                           |
| B. ?ayye, kwayyis wa gawi.     | Yes, it is good and strong.      |

A. wa loona seme.

And its colour is nice.

B. ?ayye, loon al?azrag seme.

Yes, the black colour is nice.

D 4

FREE DIALOG PRACTICE

A. 1 seme.

1

beetak

watiirak

markuubkum

galamki

beetna

watiirum

B. ?ayye beeti seme wa 1.

1

kabiir

wesii

kwayyis

A. wa loona 1.

1

kwayyis

seme

?ahmar

?abyat

B. loon al 1 seme katiir.

1

?azrag

?axdar

?asfar

?ahmar

?abyat

IV. COMPREHENSION:

C1. Listen to the text and answer the following questions:

1. beetak 'inda fadaaya saxayyar walla?
2. beet 'ahmad saxayyar walla?
3. ween gaa'id beet 'ahmad?
4. marti tudoora šunu?
5. marti tudoora beet mišil beet 'ahmad walla?

C2. Listen to the dialog and answer the following questions:

1. Where is Ahmad's car?
2. Where is Ali's car?
3. When does Omar return the car?
4. How do you say in Arabic:  
"He returns it to you".
5. How do you say in Arabic:  
"When does he return it to you?"
  - a) speaking to a man.
  - b) speaking to a woman.
  - c) speaking to a group.



PERSONAL PRONOUNS

I. DIALOG:

- A. ?inta ?usmak yaatu?                      What is your (ms) name?  
B. ?ana ?usmi ?ahmad.                      My name is Ahmad.  
A. wa ?usum ?abuuk?                      And your father's name?  
B. ?abuuy ?usma yuusuf.                      My fathers name is Joseph.

II. NOTES:

1. Review the personal pronouns listed in PS 17.

2. ?ana wleed.                      I am a boy.

      ?ana šiftak.                      I saw you.

The independent personal pronouns in this unit function as subjects only. Object pronouns are different and are suffixed to the verb.

3. a) ?ana ?usmi ?ali.                      My name is Ali.

      ?usmi ?ali.                      My name is Ali.

      b) ?ana šift ?abuuk.                      I saw your father.

      šift ?abuuk.                      I saw your father.

Subject personal pronouns can be omitted from a sentence when the reference is clear as shown in the above examples. In a) /?usmi/ 'my name' contains a possessive suffix which identifies a first person singular. In b) the verb /šift/ contains a subject marker, and hence the independent pronoun can be omitted.

III. DIALOG VARIATIONS:

D 1

- |                            |                         |
|----------------------------|-------------------------|
| A. ?inti kitaabik weenu?   | Where is your book?     |
| B. ?ana kitaabi fii lbeet. | My book is at home.     |
| A. wa kitaab ?axtik?       | And your sister's book? |
| lekool                     | school                  |
| B. kitaabha fii lekool.    | Her book is at school.  |

D 2

- |                               |                                 |
|-------------------------------|---------------------------------|
| yaatum                        | what (p)                        |
| ?isaam                        | names                           |
| A. ?intu ?isaamkum yaatum?    | What are your (p) names?        |
| B. ?isaamna ?ahmad wa mariam. | Our names are Ahmad and Miriam. |
| A. wa ?usum ?abuukum yaatu?   | And what is your father's name? |
| B. ?abuuna ?usma ?ali.        | Our father's name is Ali.       |

D 3

- |                        |                             |
|------------------------|-----------------------------|
| min                    | from                        |
| A. human min ween?     | Where are they from?        |
| B. min ?amriik.        | From America.               |
| A. wa ?intu min ween?  | And where are you (p) from? |
| B. ?aniina min ṭsaad. | We are from Chad.           |

D 4

FREE DIALOG PRACTICE

A. 1 2 weemu?

1

2

?inta

kitaabak

?inti

galamki

huu

dafdara

hii

mindiiila

?intu

kitaabkum

human

galamhum

B. 1 fii 2 .

1

2

kitaabi

albeet

galami

assuuk

dafdara

adderib

mindiiila

kitaabna

galamna

A. wa kitaab 1 ?

1

rufgaanak

?abuuki

xaala

?ammi

jaankum

rafiigna

B. kitaab   1   fii le kool.

  1    
rufgaani  
?abuuy  
xaala  
?ammak  
jaarna  
rafiigkum

IV. COMPREHENSION:

Listen to the following text in which the speaker talks about his family and relatives. Answer the following questions:

1. What is the speaker's occupation?
2. When does his wife help him in his work at the shop?
3. Can you tell what the Arabic word for "work" is?
4. Where do the speaker's parents live?
5. The speaker says his uncle works on a farm. What is the word for "farm"?
6. What does his aunt do?
7. What do his male cousins do?
8. His female cousins are married and live with their husbands.  
Can you tell what the word for "married" is? What is the singular form of the word?
9. There is no word for "cousin" in Chad Arabic. However, there are four ways of talking about different kinds of cousins. Give the Arabic equivalents for the English word "cousin".
10. With whom do the speaker's brother and sister live?

NEGATION OF NOMINAL SENTENCES

I. DIALOG:

kabiir min

bigger than

A. beetak kabiir min beeti.

Your house is bigger than my house.

B. laakin beeti maa wesii katiir.

But my house is not very spacious.

hooṣ

yard, garden

A. hoošak kulla kabiir min hooši.

Your garden is also bigger than  
my garden.

mišil

like, as

B. ʔayye, walaakin maa nadiif mišil  
hanaak.

Yes, but not as clean as yours.

II. NOTES:

1. ʔana maa kabiir.

I am not big.

albineyya maa semha.

The girl is not pretty.

Nominal sentences are made negative by adding the particle /maa/ 'not' before the predicate and after the subject.

2. alkitaab alʔahmar hana ʔabuuy

My father's red book is not big.

maa kabiir.

Notice that the negative particle is added after the noun phrase which contains the subject.

III. DIALOG VARIATIONS:

D 1

- A. fadaaytik seme min fadaayti.      Your (fs) yard is nicer than my  
yard.
- B. laakin fadaayti maa nadiif.      But my yard is not clean.  
wasax      dirt
- A. alwasax minnik.      The dirt is from you.
- B. alwasax maa minni walaakin min      The dirt is not from me, but  
jiiraani.      from my neighbors.

D 2

- jineena      garden
- tamaatum      tomatoes
- A. jineenitkum ?inda tamaatum kubaar.      Your (p) garden has big tomatoes.  
sanalfaat      last year
- B. ?ayye, laakin maa katiir mišil      Yes, but not as much as last year.  
sanalfaat.
- basal      onions
- A. assana daa ?indukum basal kwayyis.      This year you have good onions.
- B. ?ayye, walaakin maa seme mišil      Yes, but not as good as last year.  
sanalfaat.

D 3

- saa?a      watch
- A. saa?tak seme min saa?ti.      Your watch is nicer than my watch.

xaali

B. laakin maa xaali min saaʔtak.

xaatim

dahab

A. xaatimak dahab kwayyis.

bišaabi

B. laa maa dahab walaakin bišaabi.

expensive

But not more expensive than  
your watch.

ring

gold

Your ring is (made out of)  
good gold.

looks like, resembles

No, it is not gold but it resembles  
(it).

D 4

FREE DIALOG PRACTICE

A. 1 kabiir min 2.

1

beetak

beeta

beetik

beetkum

2

beeti

beetna

beeta

beetum

B. laakin beeti maa 1 katiir.

1

wesii

seme

kwayyis

A. wa 1 kabiir min 2.

1

hoosak

hoosna

hoosum

jinenti

2

hoosi

hooskum

hoosik

jineentik

	jineentak	jineenta
	jineenitna	jineenitkum
B. ?ayye, walaakin maa <u>1</u>	<u>1</u>	<u>2</u>
misil <u>2</u> .		
	nadiif	hanaay
	wesii	hanaam
	kwayyis	hanahuu
	seme	hanaana

IV. COMPREHENSION:

Answer the following questions about the dialog:

1. Did B's brother eat today?
2. The brother is fasting. What is the Arabic word for "fasting"?
3. The brother has not eaten since Sunday. What is the word for "Sunday"?
4. Can you tell what the word for "since" is?
5. A asks how many days the fast is. Can you tell which the Arabic word for "fast" is?
6. How many days does the fast last?
7. A thinks that the fast is very difficult. How does he say in Arabic "It is very difficult."?
8. Does B think the fast is difficult?
9. B says the first week is difficult. What is the word for "week"?
10. How do you say in Arabic "the first week"?



INTERROGATION OF SENTENCES

I. DIALOG:

- |    |                                      |                               |
|----|--------------------------------------|-------------------------------|
|    | maāši                                | going (ms)                    |
| A. | muusa maāši fii ssuuk walla?         | Is Moses going to the market? |
| B. | laa, huu maāši fii lbeet.            | No, he is going home.         |
|    | xidme                                | work                          |
| A. | huu ?inda xidme alyoom walla?        | Does he have work today?      |
|    | ?ambaakir                            | tomorrow                      |
| B. | laa, walaakin ?inda xidme ?ambaakir. | No, but he has work tomorrow. |

II. NOTES:

- |    |                            |                        |
|----|----------------------------|------------------------|
| a) | alwleed ?axuuy.            | The boy is my brother. |
|    | alwleed ?axuuy walla?      | Is the boy my brother? |
| b) | ?inta ?indak humaar.       | You have a donkey.     |
|    | ?inta ?indak humaar walla? | Do you have a donkey.  |
| c) | huu ?akal.                 | He ate.                |
|    | huu ?akal walla?           | Did he eat?            |

The above example illustrate the process of forming "yes-no" questions out of statements. When /walla/ 'or' is added at the end of a statement, the statement becomes a question. Notice that the only answer you can give to such questions is either "yes" or "no". Other types of questions are formed in a different way.

III. DIALOG VARIATIONS:

D 1

- |                                      |                                |
|--------------------------------------|--------------------------------|
| mašye                                | going (fs)                     |
| sinema                               | cinema                         |
| A. haliime mašye fii sinema walla?   | Is Halima going to a movie?    |
| B. ?ayye, hii mašye fii sinema.      | Yes, she is going to a movie.  |
| A. hii ?inda xidme alyoom walla?     | Does she have work today?      |
| tikammila                            | she finishes                   |
| badri                                | early                          |
| B. ?ayye, wallakin tikammila xidimta | Yes, but she finishes her work |
| badri.                               | early.                         |

D 2

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| A. ?inta ma?zuum fii beet ?ali walla? | Are you invited to Ali's house? |
| mašxuul                               | busy (ms)                       |
| B. ?ayye, laakin ?ana mašxuul katiir. | Yes, but I am very busy.        |
| nafar šunu                            | what kind                       |
| A. xidme nafar šunu ?indak?           | What kind of work do you have?  |
| B. ?indi xidme gaasi katiir.          | I have very hard work.          |

D 3

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| jaaye                                | coming (fs)                       |
| liib                                 | play, dance                       |
| A. ?inti jaaye fii liib walla?       | Are you (fs) coming to the dance? |
| B. ?ayye, wa ?axti kulla jaaye ma?i. | Yes, and my sister is also coming |
|                                      | with me.                          |

gabbal

return

safar

journey, travel

A. ?axtik gabbalat min safar walla?

Did your sister return from her  
journey?

?amis

yesterday

B. ?ayye, gabbalat ?amis.

Yes, she returned yesterday.

D 4

FREE DIALOG PRACTICE

A. 1 2 fii liib walla?

1

2

?inti

maaṣye

?inta

maaṣi

human

maaṣiin

hii

ma?zuuma

huu

ma?zuum

human

ma?zuumiin

?inta

jaay

?aniina

jaayiin

hawwa

jaaye

B. ?ayye, walaakin 1 katiir?

1

maṣxuul

maṣxuula

maṣxuuliin

A. 1 2 kulla walla?

<u>1</u>	<u>2</u>
?ahmad	jaay
?ali	ma?zuum
muusa	maāsi
faatime	jaaye
hawwa	ma?zuuma
mariam	maāsyē
human	jaayiin
?aniina	maāsiin
?iyaalak	ma?zuumiin

B. ?ayye, al?azuuma kabiir.

IV. COMPREHENSION:

C1. Answer the following questions in Arabic:

1. yaatu ma?zuum fii beet ?ali?
2. šunu al?udur?
3. kam ?iyyal ?ali ?inda?
4. al?azuuma fii fajur walla?
5. al?azuuma fii saa?a kam?

C2. Answer the following questions about the dialog:

1. Ahmad is invited to Ali's house on Thursday evening. What is the Arabic word for "Thursday"?
2. /ligiit/ means 'I found'. What do you think the following idiom means: /ligiit wleed/.
3. Was the child Ali's first child?
4. Was the child Ali's first boy?
5. Who is invited with Ahmad?

INTERROGATION PLUS NEGATION

I. DIALOG:

- |                                    |                                            |
|------------------------------------|--------------------------------------------|
| farhaan min                        | happy with                                 |
| A. ?ali maa farhaan minnak walla?  | Isn't Ali happy with you?                  |
| B. ?ayye, ?ali maa farhaan minni.* | No, Ali is not happy with me.              |
| sawweeta                           | did (2 ms)                                 |
| A. ?sunu sawweeta lehu?            | What did you do to him?                    |
| muxabban                           | angry                                      |
| sallamta                           | greeted (1 s)                              |
| B. muxabban fiisaan maa sallamta.  | He is angry because I did not greet (him). |

II. NOTES:

1. a) ?inta maa kabiir walla? Aren't you big?  
b) ?inta maa ?akalt walla? Didn't you eat?

Interrogation and negation can be combined as shown above. The same rules which apply to each of these processes separately (see A 12 and A 13) apply here.

- \*2. a) ?ayye, ?ana maa kabiir. No, I am not big.  
b) laa, ?ana ?akalt. Yes, I ate.

Notice how the English translation of the above examples differs from the literal meaning. In a) /?ayye/ 'yes' is translated as no and in b) /laa/ 'no' is translated as yes. The question 1. a) is a negative question; hence when /?ayye/ is given as an answer it indicates an agreement with a

negative statement. This is why you get sentences like 2. a) /ʔayye, ʔana maa kabiir./ Which literally means "Yes, I am not big." The opposite is true of 2. b) /laa, ʔana ʔakalt/ - literally "No, I ate." The no negates a negative question 1. b) and thus indicates disagreement with a negative statement.

### III. DIALOG VARIATIONS:

#### D 1

- |    |                              |                             |
|----|------------------------------|-----------------------------|
|    | seme maʔa                    | good to                     |
| A. | muusa maa seme maʔaak walla? | Isn't Moses good to you?    |
| B. | laa, muusa seme maʔaay.      | Yes, Moses is good to me.   |
| A. | maalaak muxabban minna?      | Why are you angry with him? |
| B. | ʔana maa muxabban minna.     | I am not angry with him.    |

#### D 2

- |    |                                |                                            |
|----|--------------------------------|--------------------------------------------|
| A. | hawwa maa semha maʔaaki walla? | Isn't Eve good to you?                     |
| B. | ʔayye. hii maa semha maʔaay.   | No, she is not good to me.                 |
| A. | maalaʔ ŧunu sawweeti lehi?     | Why? What did you do to her?               |
|    | ʔazamta                        | invited her                                |
| B. | muxabbana fiiŧaan ma ʔazamta.  | She is angry because I did not invite her. |

#### D 3

- |    |                                    |                              |
|----|------------------------------------|------------------------------|
| A. | human maa farhaaniin minnak walla? | Aren't they happy with you?  |
| B. | laa, human farhaaniin minni.       | Yes, they are happy with me. |
|    | zaʔlaan                            | angry                        |

A. maalum za?laaniin?

Why are they angry?

B. za?laaniin min ?axuuy ?ali.

They are angry with my  
brother Ali.

D 4

FREE DIALOG PRACTICE

A. 1 maa 2 minnak walla?

1

2

?ali

farhaan

huu

za?laan

hii

farhaana

human

za?laaniin

faatime

za?laana

B. ?ayye, maa 1 minni.

1

farhaan

za?laan

farhaana

za?alaaniin

za?laana

A. 1 maa 2 minnak walla?

1

2

?abuuk

muxabban

?ammak

muxabbana

human

muxabbaniin

B. laa, 1 2 minni katiir.

1

2

huu

muxabban

hii

muxabbana

human

muxabbaniin

IV. COMPREHENSION:

Listen to the dialog and answer the following questions about it:

1. Ahmad saw Ali on Tuesday. What is the word for "Tuesday" in Arabic?
2. Where did Ahmad see Ali on Tuesday?
3. Did Ali think the film was good?
4. Ahmad asks Ali if he understood the film. How do you say in Chad Arabic "Did you understand the film?"
5. Did Ali understand the film?
6. Did Ahmad understand the film?
7. Ali asks Ahmad what he was going to do at night. What is the Arabic word for "night" ?
8. Where is Ahmad going?
9. Ali tells Ahmad, "I am happy to see you." How do you say it in Arabic?
10. What is the Arabic equivalent of "good-bye" ?



PAST NOMINAL SENTENCES

I. DIALOG:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| post                              | post office                       |
| A. beet alkabiir daa kaan post.   | This big house was a post office. |
| hassa                             | now                               |
| B. wa hassa šunu?                 | And what is it now?               |
| sawwo                             | they made                         |
| A. hassa sawwo lekool.            | Now they made it a school.        |
| zamaan                            | time, past time                   |
| B. zamaan lekool gaa?id fii ween? | Where was the school?             |

II, NOTES:

1. beet daa kaan post. This house was a post office.  
beet daa zamaan post. This house was a post office.  
The words /kaan/ and /zamaan/ are used when referring to the past. They are equivalent to the English "was" or "used to be".
2. wleedi kaan kabiir. My son was big.  
bneyti kaanat kabiira. My daughter was big.  
?iyaali kaanu kubaar. My children were big.

While /zamaan/ is uninflected, /kaan/ is inflected for gender and number as shown in the above examples.

III. DIALOG VARIATIONS:

D 1

- | bakaan                        | place                              |
|-------------------------------|------------------------------------|
| A. bakaan daa zamaan hanaana. | This place used to be ours.        |
| B. wa hassa hana yaatu?       | And whose is it now?               |
| jidd                          | grandfather                        |
| A. hassa hana jiddi.          | Now it is my grandfather's.        |
| B. ween kaan jiddak saakin?   | Where was your grandfather living? |

D 2

- | traab                          | soil, land                    |
|--------------------------------|-------------------------------|
| A. traab daa kaan hana ?abuuy. | This land was my father's.    |
| B. wa hassa hana yaatu?        | And now whose is it?          |
| A. hass hana muusa.            | Now it Noses'.                |
| B. mata ?abuuk baa?a?          | When did your father sell it? |

D 3

- |                                  |                               |
|----------------------------------|-------------------------------|
| A. ?axti kaan ?inda xidme ?amis. | My sister had work yesterday. |
| B. wa alyoom tisawwi šunu?       | And what is she doing today?  |
| A. alyoom gaa?ide fii lbeet.     | Today she is at home.         |
| B. šunu tisawwi ?ambaakir?       | What will she do tomorrow?    |

D 4

FREE DIALOG PRACTICE

A. 1 daa kaan hana 2 .      1      2  
beet      jiddi  
bakaan      ?axti  
hooš      muusa  
watiir      rafiigi

B. wa hasa hana yaatu?

A. hasa hana 1 .      1  
?abuuy  
?axuuy  
xaali  
wleed hana xaalti

B. ween zamaan saakin 1 ?      1  
?abuuki  
?axuuki  
xaalik  
wleed hana xaaltik

IV. COMPREHENSION:

C1. Listen to the comprehension text and answer the following questions in Arabic:

1. albeet alkabiir hana yaatu?
2. arrajul kaan ?inda maal katiir walla?
3. arrajul ?inda šunu hasa?
4. ?abuuy zamaan ?inda maal katiir walla?
5. hasa ?abuuy ?inda šunu?

C2. Answer the following questions about the text:

1. How long have we had the house?
2. My father bought the house from a man who was a big merchant. How do you say "bought" in Arabic? What is the word for "merchant" ?
3. This merchant was rich, but now he is poor and has only a little shop. What is the Arabic word for "poor" ?
4. My father was poor when he was young. How do you say "when he was young" ?
5. My mother has a servant. What is the word for "servant" in Chad Arabic?

PREPOSITIONS

I. DIALOG:

be	in, with
be šunu	with what
jiit be šunu	how did you come
A. jiit be šunu?	How did you come?
kura	feet
kuraay	my feet
be kuraay	on foot, on my feet
B. jiit be kuraay.	I came on foot.
min ween	from where
A. min ween jiit?	Where did you come from?
B. min xidme.	From work.

II. NOTES:

1. Review PS 22.
2. fii lbeet in/to the house  
baʔd saaʔa after an hour  
giddaam beeti in front of my house  
maʔa ʔamma with his mother  
beet hana muusa Moses' house

Prepositions are used to express a variety of concepts: location, time, direction, possession, etc. Prepositions are used before definite, indefinite and possessed nouns as shown in the examples above.

III. DIALOG VARIATIONS:

D 1

- |                      |                           |
|----------------------|---------------------------|
| A. maašye ween?      | Where are you going?      |
| B. maašye fii ssuuk. | I am going to the market. |
| ma'a                 | with                      |
| A. ma'a yaatu?       | With whom?                |
| jaarti               | my neighbor (fs)          |
| B. ma'a jaarti.      | With my neighbor.         |

D 2

- |                                    |                                          |
|------------------------------------|------------------------------------------|
| le                                 | to                                       |
| judaad                             | new (p)                                  |
| A. maaši le ddakaakiin aljudaad.   | I am going to the new shops.             |
| B. ween addakaakiin dool?          | Where are these shops?                   |
| jadiid                             | new (ms)                                 |
| A. jamba l'uteel aljadiid.         | Beside the new hotel.                    |
| wara                               | behind                                   |
| muuzee                             | museum                                   |
| B. al'uteel alwara almuuzee walla? | The hotel which is behind the<br>museum? |

D 3

- |                          |                      |
|--------------------------|----------------------|
| A. ween gaa'id assuuk?   | Where is the market? |
| B. jamba ljaamye.        | Beside the mosque.   |
| A. ween gaa'id aljaamye? | Where is the mosque? |

giddaam

in front of, before

E. giddaam albeet alkabiir daa. In front of this big house.

D 4

FREE DIALOG PRACTICE

A. 1 ween?

1

maaši

maašye

maašiin

B. 1 fii 2.

1

maaši

maašye

maašiin

2

alʔuteel

lekool

albeet

assuuk

A. ween 1 daa?

1

alʔuteel

lekool

albeet

assuuk

B. 1 2 alkabiir.

1

jamba

wara

giddaam

fooga

2

almuuzee

aljaamye

addukkaan

adderib

IV. COMPREHENSION:

C1. Answer the following questions about the dialog:

1. ween maašye hawwa?
2. hawwa maašye be watiir walla?
3. hawwa maašye be tayyaara walla?
4. mata tigabbil hawwa?

C2. Answer the following questions:

1. Who is going to Abeché on Wednesday?
2. What is the Arabic word for "Wednesday"?
3. What is the gender of speakers A and B?
4. Is Eve traveling by car or plane?
5. What is the word for "plane" ?
6. Ahmad tells Eve, " May you get there in good health".  
How do you express this in Arabic?



PREPOSITIONS PLUS POSSESSIVE SUFFIXES

I. DIALOG:

- |                                         |                                              |
|-----------------------------------------|----------------------------------------------|
| rassala                                 | sent (3 ms)                                  |
| jawaab                                  | letter                                       |
| A. muusa rassala leek jawaab<br>walla?  | Did Moses send you a letter?                 |
| B. laa, lissa maa rassala ley.          | No, he has not sent me<br>(a letter) yet.    |
| A. wa le marta rassala walla?<br>baalik | And did he write his wife?<br>maybe, perhaps |
| B. baalik rassala leehi.                | Maybe he wrote to her.                       |

II. NOTES:

1. Review PS 23.
2. jambi                      beside me  
fooga                        over him  
ma?ak                        with you

Prepositions are used with possessive suffixes, which function as objects of prepositions. The shape of both the prepositions and the suffixes are sometimes changed. Refer to PS 23 for a list of the most common prepositions and their different forms.

III. DIALOG VARIATIONS:

D 1

- |    |                                |                             |
|----|--------------------------------|-----------------------------|
| A. | ʔahmad muxabban minnak.        | Ahmad is angry with you.    |
| B. | maala muxabban minni?          | Why is he angry with me?    |
|    | kidibt                         | lied (2 ms)                 |
|    | kidibt foog                    | lied to                     |
| A. | fiišaan kidibt fooga.          | Because you lied to him.    |
|    | warra                          | told                        |
| B. | yaatu warra ʔana kidibt fooga? | Who told him I lied to him? |

D 2

- |    |                         |                              |
|----|-------------------------|------------------------------|
|    | xatteeta                | put (2 ms)                   |
|    | jizlaan                 | wallet                       |
| A. | ween xatteeta jizlaani? | Where did you put my wallet? |
|    | jeeb                    | pocket                       |
| B. | šifta fii jeebak.       | I saw it in your pocket.     |
| A. | maa gaaʔid fii jeebi.   | It is not in my pocket.      |
|    | gaʔadta                 | sat down (2 ms)              |
| B. | baalik gaʔadta fooga.   | Maybe you sat on it.         |

D 3

- |    |                               |                                 |
|----|-------------------------------|---------------------------------|
| A. | ween saakin haaruun?          | Where does Haroun live?         |
| B. | saakin jambi.                 | He lives beside me.             |
| A. | jambak fii ween?              | Beside you where?               |
|    | mugaabil                      | opposite                        |
| B. | fii beet almugaabil le beeti. | In the house opposite my house. |

D 4

FREE DIALOG PRACTICE

A. ween 1 2 ?

1

2

xatteeta

jizlaani

xatteeti

markuubi

xatteetu

kitaabi

B. 1 alkursi.

1

foog

tihit

jamb

wara

giddaam

A. laa, huu maa 1.

1

fooga

tihta

jamba

waraa

giddaama

B. daa huu 1.

1

giddaamak

waraak

tihtak

jambak

IV. COMPREHENSION:

C1. Listen to the comprehension text and answer the following questions:

1. ?ahmad yaxdim ween?
2. maala ?ahmad?
3. ?ana maa rassalta jawaab le ?ahmad walla?
4. Šunu rassala ley ?axuu?
5. Šunu sawwa ?axuu?

C2. Listen to the dialog and answer the following questions:

1. Can you tell what gender the speakers are?
2. Did A write a letter to her husband?
3. What is the Arabic word for "write" ?
4. Who wrote the letter for speaker A?
5. Where does A's neighbor live?

DEMONSTRATIVES

I. DIALOG:

- |                            |                              |
|----------------------------|------------------------------|
| daa                        | this (m)                     |
| A. kitaab daa hana yaatu?  | Whose book is this?          |
| B. hana ?axuuy.            | My brother's.                |
| dool                       | these (m)                    |
| A. wa maraakiib dool?      | And these shoes?             |
| B. dool hana ?axuuy kulla. | These are my brother's, too. |

II. NOTES:

1. Refer to PS 24 for a list of demonstratives in Chad Arabic.
2. daa ?abuuy. This is my father.  
dool rufgaani. These are my friends.

Demonstratives can be used by themselves as noun phrases as shown in the above examples. In such a case they act like independent pronouns.

3. rajul daa ?abuuy. This man is my father.

Demonstratives can be used with nouns as shown in the above example. In such a case the noun preceding the demonstrative does not have to have the definite article.

III. DIALOG VARIATIONS:

D 1

- |                                  |                              |
|----------------------------------|------------------------------|
| dii                              | this (f)                     |
| A. bneyya dii hana yaatu?        | Whose girl (daughter)        |
|                                  | is this?                     |
| B. dii bneyya hana xaali.        | This is my uncle's daughter. |
| diik                             | that (f)                     |
| A. wa diik almaaŕye ma?a ?abuuk? | And that one walking with    |
|                                  | your father.                 |
| B. diik bneyya hana xaalti.      | That is my aunt's daughter.  |

D 2

- |                                 |                              |
|---------------------------------|------------------------------|
| deelaak                         | those (f)                    |
| A. banaat deelaak maaŕiin ween? | Where are those girls going? |
| B. maaŕiin fii lekool.          | They are going to school.    |
| doolaak                         | those (m)                    |
| A. wa ?iyaal doolaak?           | And those boys?              |
| yalaabu                         | play (3 p)                   |
| kura                            | ball                         |
| B. maaŕiin yalaabu kura.        | They are going to play ball. |

D 3

- |                                |                               |
|--------------------------------|-------------------------------|
| ?awiin                         | women                         |
| deel                           | these (f)                     |
| A. ?awiin deel saakiniin ween? | Where are these women living? |
| B. hinna saakiniin fii beetna. | They are living at our        |
|                                | house.                        |

dool

A. wa rujaal dool?

B. human saakiniin fii beet  
 ?axuuy.

these (m)

And these men?

They are living at my  
 brother's house.

D 4

FREE DIALOG PRACTICE

A. 1 2 hana yaatu?

<u>1</u>	<u>2</u>
kitaab	daa
bneyya	dii
banaat	deel
?iyaal	dool

B. 1 hana 2.

<u>1</u>	<u>2</u>
daa	haaruun
dii	?ammi
deel	xaali
dool	xaalti

A. wa 1 2 ?

<u>1</u>	<u>2</u>
galaam	daak
bagaraay	diik
?awiin	deelaak
kutub	doolaak

B. 1 hana 2.

<u>1</u>	<u>2</u>
daak	?umar
diik	aššeex
deelaak	xaali
doolaak	jaarna

IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. A bought a table. What is the word for " table" in Chad Arabic?
2. Where did A buy the table?
3. How much did he pay for it?
4. Was it a nice table?
5. Did B think it was cheap, expensive, or very expensive?
6. Were there other tables at that place?
7. How do you say in Chad Arabic " There are tables" ?
8. How do you say in Chad Arabic " tables of many kinds" ?
9. Can A show B where he bought the table?
10. A tells B he will take him to the place where he bought his table. How do you say in Chad Arabic " I will take you" ?



INTERROGATIVE PRONOUNS

I. DIALOG:

- |                               |                            |
|-------------------------------|----------------------------|
| A. šunu sawweeta ?amis?       | What did you do yesterday? |
| mata                          | when                       |
| fajur                         | morning                    |
| B. mata, fajur walla ?ašiyye? | When, in the morning or    |
|                               | the evening?               |
| nahaar                        | day                        |
| kull                          | all                        |
| A. annahaar kulla.            | All day.                   |
| B. mašeet fii xidme.          | I went to work.            |

II. NOTES:

1. See PS 25 for a list of the most frequent interrogative pronouns.
2. šunu ?usmak?                   What is your name?  
    keef haalak?                   How are you?

Notice that these interrogative pronouns are used to ask questions for which yes or no cannot be given as an answer. Refer to A 13 for "yes-no" questions.

III. DIALOG VARIATIONS:

D 1

- |                 |                    |
|-----------------|--------------------|
| A. šunu ?usmak? | What is your name? |
|-----------------|--------------------|

B. ?usmi ?ali.

My name is Ali.

A. jaay min ween hassa?

Where are you coming from  
now?

B. jaay min ?amriik.

I am coming from America.

D 2

tisaafir

travel (2 ms)

A. mata tisaafir le fraans?

When do you leave for France?

ba?d

after

B. ba?d yoomeen.

After two days.

(Two days from now.)

A. ma?a yaatu tisaafir?

With whom do you travel?

B. ma?a rufgaani.

With my friends.

D 3

A. keef tisaafir le fraans?

How do you travel to France?

tayyaara

plane

B. be ttayyaara.

By plane.

A. wa keef tisaafir le ?amriik?

And how do you travel to

America.

B. be ttayyaara kulla.

By plane also.

D 4

FREE DIALOG PRACTICE

A. keef   1   ?

  1  

haalak

haalik

haalkum

- |                                |              |
|--------------------------------|--------------|
|                                | jildak       |
|                                | martak       |
|                                | ?iyaalak     |
| B. hamdulillaah <u>  1  </u> . | <u>  1  </u> |
|                                | kwayyis      |
|                                | kwayse       |
|                                | kwaysiin     |
| A. ween <u>  1  </u> ?         | <u>  1  </u> |
|                                | maaši        |
|                                | maašye       |
|                                | maašiin      |
| B. fii <u>  1  </u> .          | <u>  1  </u> |
|                                | assuuk       |
|                                | albeet       |
|                                | addukkaan    |

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. What time is B going to Fort-Lamy?
2. Is he going in the morning or in the evening?
3. A asks B: "What are you going to do?" How do you say that in Chad Arabic?
4. B says he should go home. What is the word for "should" ?
5. Why does B have to go home?
6. Whom did B invite for dinner?

7. How do you say "dinner" in Chad Arabic?
8. How did A offer to take B there?
9. What is the word for "there"?
10. What does /šukran katiir/ mean?



Notice the construction of the above sentences. When the question word is the predicate of a sentence it takes a suffix which agrees with the subject.

### III. DIALOG VARIATIONS:

#### D 1

- |                             |                                     |
|-----------------------------|-------------------------------------|
| A. banaat deel yaatum?      | Who are these girls?                |
| B. deel banaat hana xaali.  | These are my uncle's daughters.     |
| A. wa ?iyaal xaalak weenum? | And where are your uncle's<br>sons? |
| saafaro                     | traveled (p)                        |
| B. saafaro fii ?orooppa.    | They went to Europe.                |

#### D 2

- |                        |                            |
|------------------------|----------------------------|
| kam                    | how many                   |
| A. kam ?inyaal ?indak? | How many sons do you have? |
| xamsa                  | five                       |
| B. ?indi ?iyaal xamsa. | I have five sons.          |
| A. wa kam banaat?      | And how many daughters?    |
| B. banaat tineen.      | Two daughters.             |

#### D 3

- |                        |                                         |
|------------------------|-----------------------------------------|
| biita                  | bought (2 ms)                           |
| bekam                  | how much                                |
| A. biita beetak bekam? | For how much did you buy your<br>house? |

- |    |                              |                                        |
|----|------------------------------|----------------------------------------|
|    | ʔašar ʔalif                  | ten thousand                           |
| B. | biita be ʔašar ʔalif riyaal. | I bought it for ten thousand riyals.   |
|    | taman                        | price                                  |
| A. | wa kam taman watiirak?       | And how much is the price of your car? |
|    | xaali                        | expensive                              |
| B. | tamana xaali katiir.         | Its price is very expensive.           |

D 4

FREE DIALOG PRACTICE

- |    |                                 |            |          |
|----|---------------------------------|------------|----------|
| A. | <u>1</u> <u>2</u> yaatum?       | <u>1</u>   | <u>2</u> |
|    |                                 | ʔiyaal     | dool     |
|    |                                 | banaat     | deel     |
|    |                                 | ʔawiin     | deel     |
| B. | human hana <u>1</u> .           | <u>1</u>   |          |
|    |                                 | xaali      |          |
|    |                                 | jaarna     |          |
|    |                                 | jaarak     |          |
| A. | wa <u>1</u> alʔaaxariin weenum? | <u>1</u>   |          |
|    |                                 | ʔiyaala    |          |
|    |                                 | banaata    |          |
|    |                                 | ʔawiina    |          |
| B. | alʔaaxariin <u>1</u> .          | <u>1</u>   |          |
|    |                                 | mašo       |          |
|    |                                 | fii fraans |          |
|    |                                 | fii lbeet  |          |

#### IV. COMPREHENSION:

Answer the following questions about the dialog:

1. Abdallah asks Omar to come in. How does he say "Come in" ?
2. Can you tell what "come in" would be when talking to:
  - a) a female
  - b) a group of people
3. Who does Abdallah ask about?
4. Who does Omar ask about?
5. Where are Omar's children?
6. What does Abdallah offer Omar?
7. Did Omar want tea or coffee?
8. Omar wanted his tea sweet. How do you say "sweet" in Chad Arabic?
9. The word for coffee or tea with no sugar means "bitter" in Chad Arabic. What is the word?



RELATIVE CONSTRUCTIONS

I. DIALOG:

- |    |                                            |                                                    |
|----|--------------------------------------------|----------------------------------------------------|
|    | saafar                                     | traveled, left                                     |
| A. | alwleed alsaafar daa 'axuuy.               | The boy who left is my<br>brother.                 |
| B. | saafar ma'a yaatu?                         | With whom did he travel?                           |
|    | jaa                                        | came                                               |
| A. | saafar ma'a arrajul aljaa<br>fii beetna.   | He traveled with the man<br>who came to our house. |
| B. | arrajul alrafiig hana<br>'abuuk daa walla? | Is this the man who is a<br>friend of your father? |

II. NOTES:

- |    |                  |                  |
|----|------------------|------------------|
| 1. | arrajul aljaa    | the man who came |
|    | alwleed alsaafar | the boy who left |

There is only one relative pronoun in Chad Arabic /al/.  
Even though this has the same form as the definite article,  
the /l/ does not assimilate to the following consonant.

- |    |                  |                           |
|----|------------------|---------------------------|
| 2. | albneyya al'axti | the girl who is my sister |
|    | albanaat almašo  | the girls who left        |

The relative pronoun is used with nouns, adjectives and  
verbs and modifies all nouns regardless of number and gender.

III. DIALOG VARIATIONS:

D 1

- |    |                                             |                                                                      |
|----|---------------------------------------------|----------------------------------------------------------------------|
| A. | alkitaab albiita alyoom daa<br>xaali.       | This book which I bought<br>today is expensive.                      |
| B. | biita fii dukkaan alween?                   | Which shop did you buy it<br>at?                                     |
| A. | biita fii dukkaan alwara<br>alpost.<br>siid | I bought it at the shop which<br>is behind the post office.<br>owner |
| B. | siid addukkaan aljambi daa<br>walla?        | Is this the owner of the<br>shop which is beside me?                 |

D 2

- |    |                             |                                     |
|----|-----------------------------|-------------------------------------|
| A. | albneyya almašat dii ʔaxti. | This girl who left is my<br>sister. |
| B. | almašat fii ween?           | The one who went where?             |
| A. | almašat fii ssuuk.          | Who went to the market.             |
| B. | ʔindak ʔaxut waahid walla?  | Do you have one sister?             |

D 3

- |    |                                             |                                         |
|----|---------------------------------------------|-----------------------------------------|
|    | lammeena                                    | met                                     |
|    | xawaal                                      | uncles                                  |
| A. | arrujaal allammeena maʔaam<br>dool xawaali. | These men whom we met are<br>my uncles. |

min ammak

on your mother's side

min 'abuuk

on your father's side

B. dool xawaalak min 'ammak

Are these your maternal or

walla min 'abuuk?

paternal uncles?

A. attineen attuwaal min 'abuuy.

The two tall ones are on

my father's side.

kaan kee

if so

B. kaan kee, al'aaxariin min

If so, the others are on

'ammak.

your mother's side.

D 4

FREE DIALOG PRACTICE

A. 1 2 'axuuk walla?

1

2

alwleed

alsaafar

arrajul

almaša

aljaa

B. 1 ma'a yaatu?

1

aljaa

almaša

alsaafar

A. ma'a 1 2 fii beetna.

1

2

almara

aljaat

albneyya

almašat

alwleed

aljaa

B.	_____	_____	jambak walla?	<u>  1  </u>	<u>  2  </u>
				almara	alsaakine
				albneyya	algaa?ide
				alwleed	alsaakin

IV. COMPREHENSION:

Answer the following questions about the comprehension dialog:

1. /min fadlak/ means if you (ms) please. How would you say "if you please" to:
  - a) a female
  - b) a group of people
2. A tells B: "Please, I would like to ask you a question". What are the Chad Arabic words for:
  - a) question
  - b) I ask
3. In answer to A's request, B says "go ahead". What is the word for "go ahead"? In the previous lesson the word meant something different. Can you remember what?
4. A wants to know where he can buy cigarettes. How do you say "cigarettes" in Chad Arabic?
5. Where can A buy cigarettes?
6. Where is the shop located?
7. A asks if he can buy matches at the shop. What is the word for "matches"?



POSSESSIVE CONSTRUCTIONS

I. DIALOG:

- A. kutub dool hanaana walla?            Are these books ours?  
B. ?ayye, hanaakum.                    Yes, (they are) yours.  
A. wa ?aglaam dool hana                And whose pencils are these?  
    yaatu?  
B. dool hana ?axwaatkum.                These are your sisters'.

II. NOTES:

1. alkitaab hana ?abuuy.                The book of my father.

One way of showing possession in Chad Arabic is using the preposition /hana/ in front of the noun which functions as possessor.

2. alwleed hanaay                        my son  
    alkitaab hanaak                        your book

/hana/ can be used with possessive suffixes as shown in the above examples. Refer to PS 27 for /hana/ as used with different suffixes. Notice that there are alternate forms which are used and equally acceptable. For instance 'his' can be /hanaaw/, /hanaahu/ or /hanahuu/, 'theirs' can be /hanaam/, /hanaahum/ or /hanaahuman/.

III. DIALOG VARIATIONS:

D 1

- A. kitaab daa hana maryam walla? Is this book Miriam's?  
B. 'ayye, kitaab daa hanahii. Yes, this book is hers.  
A. wa alkursi daa? And this chair?  
B. kursi daa hana hawwa. This chair is Eve's.

D 2

- A. albeet alkabiir hana yaatu? Whose house is the big house?  
B. daa hana yuusuf wa maryam. This is Joseph's and Miriam's.  
A. wa hooš daa hanaam walla? As is this yard theirs?  
B. 'ayye, hooš daa hanaam kulla. Yes, this yard is theirs,  
too.

D 3

- A. kursi daa hanaaki walla? Is this chair yours (f)?  
B. laa, kursi daa hanahuu. No, this chair is his.  
A. wa kutub dool hanaay walla? And are these books mine?  
B. 'ayye, kutub dool hanaak. Yes, these books are yours.

D 4

FREE DIALOG PRACTICE

- A. kutub dool 1 walla? 1  
hanaak  
hanaaki  
hanaakum

B. 'ayye,   1  .

  1  

hanaay

hanaay

hanaana

A. wa   1   dool hana yaatu?

  1  

'aglaam

buyuut

dafaadir

B. dool   1  .

  1  

hanahii

hanahuu

hanaam

#### IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. A asks B if the children are his. How did he say "Are these your children?" ?
2. Is there another way to ask the question "Are these your children?" ?
3. Whose children were the children in question?
4. Where are B's children?
5. How do you ask the question "Where are your children?" ?
6. Is there another way to ask the question in 5. above?
7. A says his niece did not go to school. Why doesn't she go to school?
8. There are two ways of saying "niece" in Chad Arabic. What are they?



PAST C-C-C VERBS

## I. DIALOG:

- |                             |                              |
|-----------------------------|------------------------------|
| marag                       | went out                     |
| A. yaatu marag min albeet?  | Who went out of the house?   |
| B. jamiil marag min albeet. | Jamil went out of the house. |

- |                            |                        |
|----------------------------|------------------------|
| libis                      | wore                   |
| A. libis maraakiiba walla? | Did he wear his shoes? |
| B. 'ayye, libisaam.        | Yes he wore them.      |

## II. NOTES:

- |          |          |
|----------|----------|
| 1. širib | he drank |
| darab    | he hit   |

Arabic verbs are made out of a root containing consonants and of vowels. The roots of the examples above are /š-r-b/ and /d-r-b/ and they give the general meaning of "drinking" and "hitting" respectively. The vowels inserted between the consonants, usually /i/ or /a/ carry the grammatical meaning of the word. For instance, the vowels /-i-i-/ in /širib/ tell us that the subject is a third person singular.

- |           |                |
|-----------|----------------|
| 2. širibt | I drank        |
| širibta   | you (ms) drank |
| širibti   | you (fs) drank |
| širib     | he drank       |
| širibat   | she drank      |
| širibna   | we drank       |
| širibtu   | you (p) drank  |
| širibo    | they drank     |

Verbs in the past tense have to show the person, the number, and the gender of the subject. This is done by suffixing subject markers to the verb in the third person singular: i.e. /širib/ 'he drank'.

- |            |          |
|------------|----------|
| 3. širibta | I drank  |
| širiba     | he drank |

These are common variations to what was listed above in Note 1. The first person singular suffix can be either /-t/ or /-ta/, and third person masculine singular suffix can be either "zero" or /-a/.

### III. DIALOG VARIATIONS:

#### D 1

- |                                 |                                               |
|---------------------------------|-----------------------------------------------|
| fihim                           | understood                                    |
| kalaam                          | speech                                        |
| A. ʔinta fihimta kalaama walla? | Did you understand what he said (his speech)? |
| B. ʔayye, fihimta seme.         | Yes, I understood it well.                    |
| dihik                           | laughed                                       |
| dihik foog                      | laughed at                                    |
| A. maala dihikt fooga?          | Why did you laugh at him?                     |
| B. dihikta walaakin maa fooga.  | I laughed, but not at him.                    |

#### D 2

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| A. mata maragti ʔamis?              | When did you (fs) go out yesterday?  |
| gayle                               | afternoon                            |
| B. maragta gayle wa mašeet fii      | I went out in the afternoon and went |
| ʔazuuma.                            | to the party.                        |
| farde                               | dress                                |
| A. libisti farditki aljadiid walla? | Did you wear your new dress?         |
| B. ʔayye, libista.                  | Yes, I wore it.                      |

D 3

- |                                       |                                           |
|---------------------------------------|-------------------------------------------|
| širib                                 | drank                                     |
| laban                                 | milk                                      |
| A. ʔali širib labana walla?           | Did Ali drink his milk?                   |
| ragad                                 | slept                                     |
| B. ʔayye, širib labana wa maša ragad. | Yes, he drank his milk and went to sleep. |
| tawwal                                | took a long time                          |
| A. ragad hassa walla tawwal?          | Did he sleep now or some time ago?        |
| gibeel                                | before                                    |
| B. širib labana min gibeel wa ragad   | He drank his milk before and slept        |
| hasa.                                 | now.                                      |

D 4

FREE DIALOG PRACTICE

- |                                        |          |          |
|----------------------------------------|----------|----------|
| A. <u>1</u> <u>2</u> min albeet walla? | <u>1</u> | <u>2</u> |
|                                        | ʔinta    | maragt   |
|                                        | ʔinti    | maragti  |
|                                        | huu      | marag    |
|                                        | hawwa    | maragat  |
|                                        | ʔintu    | maragtu  |
| B. ʔayye, <u>1</u> .                   | <u>1</u> |          |
|                                        | maragt   |          |
|                                        | maragt   |          |
|                                        | marag    |          |
|                                        | maragat  |          |
|                                        | maragna  |          |

A. fii ween 1 ?amis?

1

ragadt

ragadti

ragad

ragadat

ragadtu

B. 1 fii beet 2 .

1

2

ragadt

rafiigi

ragadt

rafiigti

ragad

rafiiga

ragadat

xaala

ragadna

xaalna

#### IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. A goes to a butcher's shop and asks for "lamb", which is literally translated "sheep meat". What is "lamb" in Arabic?

2. The butcher says that lamb is finished. What is the word for "finished"?

3. When did the butcher run out of lamb?

4. The butcher asks A if he wants beef instead. Literally, "beef" is "cow meat". How do you say "beef" in Chad Arabic?

5. Did A want to buy beef?

6. How much beef did he buy?

7. Did he want his beef with or without bones?

8. What is the Arabic word for "bones"?

9. How much did A pay for the beef?

10. What is the price of one kilogram of beef?

A 24

PRESENT C-C-C VERBS

I. DIALOG:

tamrug go out (2 ms)

kulla all, each, every

tamšī go (2 ms)

A. tamrug kulla fajur tamšī ween? You go out every morning and you go where?

naftur I eat (breakfast)

B. namšī fīi beet ʔaxuuy naftur. I go to my brother's house to eat breakfast.

futuur breakfast

A. wa baʔd alfutuur tamšī ween? And where do you go after breakfast?

našrab I drink

gahwa coffee

šaay tea

B. namšī našrab gahwa walla šaay. I go to drink coffee or tea.

II. NOTES:

1. a) yašrab he drinks

yašarbu they drink

b) yadrub he hits

yadurbu they hit

The pattern of C-C-C verbs in the present tense is -CCVC when no suffix is present and -CVCC- when a suffix is present, as shown in the above examples. Here V stands for "vowel", which may be /i/, /a/ or /u/ depending on the verb.

2. našrab I drink

tašrab you (ms) drink

tašarbi	you (fs) drink
yašrab	he drinks
tašrab	she drinks
našrab	we drink
tašarbu	you (p) drink
yašarbu	they drink

A set of affixes are attached to the verb in the present to indicate the subject. Prefixes usually tell us about the person and suffixes about the number or gender. (Refer to PS 31 for a list of subject affixes.) Thus /-i/ stands for the feminine form of the second person singular, and /-u/ for the plural form.

3. tašarbi	you (fs) drink
tašrabi	you (fs) drink

Notice the rule about the CVCC form when a suffix is attached to the verb is not absolute. The above examples are both acceptable.

### III. DIALOG VARIATIONS:

#### D 1

tafhami	understand (2 fs)
kalaam ʿarab	Arabic
A. tafhami kalaam ʿarab walla?	Do you understand Arabic?
B. ʿayye nafham, laakin maa katiir.	Yes, I understand, but not much.
A. wa rafiigitki tafham walla laa?	And does your friend understand or not?
šwiyya	a little
B. hii kulla tafham šwiyya.	She also understands a little.

D 2

- |                                       |                                           |
|---------------------------------------|-------------------------------------------|
| duruus                                | lessons, homework                         |
| A. ga'idiin taktubu duruuskum walla?  | Are you writing your lessons?             |
| B. 'ayye, gaa'idiin nakutbu duruusna. | Yes, we are writing our lessons.          |
| tarugdu                               | sleep (2 p)                               |
| A. mata tarugdu?                      | When will you sleep?                      |
| kammalna                              | we finished                               |
| B. nargud kaan kammalna duruusna.     | We will sleep when we finish our lessons. |

D 3

- |                                                 |                                         |
|-------------------------------------------------|-----------------------------------------|
| kalaam 'ingliiz                                 | English                                 |
| A. 'inta tafham kalaam 'ingliiz walla?          | Do you understand English?              |
| B. 'ayye, nafham 'swiyya.                       | Yes, we understand a little.            |
| 'allanta                                        | learned (2 ms)                          |
| A. keef 'allanta kalaam 'ingliiz?               | How did you learn English?              |
| safaara                                         | Embassy                                 |
| B. 'ana gaa'id naxdim fii safaara hana 'amriik. | I am working at the embassy of America. |

D 4

FREE DIALOG PRACTICE

- |                                      |          |
|--------------------------------------|----------|
| A. <u>1</u> fii dukkaan muusa walla? | <u>1</u> |
|                                      | tamrug   |
|                                      | tamurgi  |
|                                      | tamurgu  |
|                                      | yamrug   |
| A. 'ayye, <u>1</u> kulla yoom.       | <u>1</u> |
|                                      | namrug   |
|                                      | namrug   |

namurgu

yamrug

B. šunu l hinaak?

l

tašrab

tašarbi

tašarbu

yašrab

A. l gahwa walla šaay.

l

našrab

našrab

našarbu

yašrab

#### IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. The mason (person A in the dialog) visits a house on business. How does he greet the people of the house?
2. The mason's greeting is answered and a title is used. This title is used for people of different professions and means "master". What is this title?
3. What was the mason offered to drink?
4. Did he drink it?
5. The mason says he has just drunk coffee at home. What are the two Arabic words which mean "have just" in the context of this dialog?
6. The owner of the house tells the mason he will describe the job. What is the word for "describe"?



7. The owner of the house wants a wall built. What is the word for "wall"?
8. How long does it take for the wall to be built?
9. The owner of the house asks the mason to bring with him another mason. What is the Chad Arabic word for "mason"?
10. When does the mason intend to start his work?

IMPERATIVE C-C-C VERBS

## I. DIALOG:

xalag

clothes

namšũ

we go, let us go

A. ʔalbas xalagak wa namšũ fii  
sinema.

Put your clothes on and let us go to  
the movies.

B. mudoora naktub jawaab gabul maa  
namšũ.

I would like to write a letter before  
we go.

ʔajala

hurry, fast

A. ʔaktub ʔajala jawaabak.  
musaajil

Write your letter fast.  
in a hurry

B. maalaak musaajil?

Why are you in a hurry?

## II. NOTES:

1. ʔašrab

drink (2 ms)

ʔadrub

hit (2 ms)

The imperative of C-C-C verbs has the same form as the present: -CCVC or -CVCC-, the prefix which is always used with the imperative is /ʔv-/.

2. ʔašarbi

drink (2 fs)

ʔašarbu

drink (2 p)

The suffixes which are used for the imperative are: "zero" for the second person masculine singular; /-i/ for the second person feminine singular; and /-u/ for the second person plural.

III. DIALOG VARIATIONS:

D 1

- |                                       |                                           |
|---------------------------------------|-------------------------------------------|
| ʔaftah                                | open (2 ms)                               |
| diifaan                               | guests, /deef/ (s)                        |
| A. ʔaftah albaab le ddiifaan.         | Open the door for the guests.             |
| muftaah                               | key                                       |
| B. maa ʔindi muftaah.                 | I do not have a key.                      |
| ʔasʔal                                | ask (2 ms)                                |
| A. ʔasʔal muusa kaan ʔinda almuftaah. | Ask Moses if he has the key.              |
| gaal                                  | he said                                   |
| B. muusa kulla gaal maa ʔinda.        | Moses also said that he does not have it. |

D 2

- |                                      |                                        |
|--------------------------------------|----------------------------------------|
| ʔafham                               | understand (2 ms)                      |
| yuwarri                              | says (3 ms)                            |
| A. ʔafham kalaam alʔabuuk yuwarriik. | Understand what your father tells you. |
| B. gaaʔid nafham.                    | I am understanding.                    |
| A. maa tamrug kulla yoom fii lleel.  | Do not go out every night.             |
| namrug ʔilla                         | I shall not go out except              |
| sabit                                | Saturday                               |
| B. namrug ʔilla yoom assabit fii     | I shall not go out except Saturday     |
| lleel.                               | at night.                              |

D 3

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| saaʔa tisʔa                         | nine o'clock                         |
| A. ʔamsu ʔarugdu gabul saaʔa tisʔa. | Go to sleep before nine o'clock.     |
| B. ʔayye, laakin nudooru nikammilu  | Yes, but we want to finish our work. |
| xidmitna.                           |                                      |

A. kammilu xidmitkum wa ?a<sup>ṣ</sup>su                      Finish your work and go to sleep.  
       ?arugdu.

B. narugdu kaan kammalna.                      We shall go to sleep when we finish.

D 4

FREE DIALOG PRACTICE

- |    |          |          |                     |              |           |           |
|----|----------|----------|---------------------|--------------|-----------|-----------|
| A. | <u>1</u> | <u>2</u> | albaab le addifaan. | <u>1</u>     | <u>2</u>  |           |
|    |          |          |                     | min fadlak   | ?aftah    |           |
|    |          |          |                     | min fadlik   | ?aftahi   |           |
|    |          |          |                     | min fadilkum | ?aftahu   |           |
| B. | ?ayye,   | <u>1</u> | <u>2</u>            | albaab.      | <u>1</u>  | <u>2</u>  |
|    |          |          |                     |              | ?aktub    | duruusak  |
|    |          |          |                     |              | ?akutibi  | duruusik  |
|    |          |          |                     |              | ?akutbu   | duruuskum |
| B. | hassa    | <u>1</u> | <u>2</u>            | jawaab.      | <u>1</u>  | <u>2</u>  |
|    |          |          |                     |              | gaa?id    | naktub    |
|    |          |          |                     |              | gaa?ide   | naktub    |
|    |          |          |                     |              | gaa?idiin | nakutbu   |

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Ali's father calls Ali and asks him to go to the market. When a person is called, a vocative particle is used in front of the person's name. What is this particle?
2. How does Ali's father want his son to go to the market?
3. What does Ali have to do before going?
4. Does Ali obey his father's orders?

5. What does the father tell Ali to do?
6. Where is Ali told to go?
7. What kind of meat is Ali told to buy?
8. Did Ali's father want anything else beside meat? How much?
9. How does Ali promise to go?

NEGATION OF VERBS

## I. DIALOG:

- A. taktib le muusa walla?                      Do you write to Moses?  
 B. laa, maa naktib le muusa.                      No, I do not write to Moses.  
 A. maala maa taktib lehu?                      Why don't you write him?  
 B. fii šaan huu maa yaktib ley.                      Because he does not write me.

## II. NOTES:

1. maa širib                                              he did not drink  
       maa yašrab                                              he does not drink

The negation of verbs is accomplished by adding /maa/ in front of the verb.

2. maa tašrab                                              you (ms) do not drink  
       maa tašrab                                              do not drink

The negation of the imperative is accomplished by adding /maa/ in front of the present form of the verb. Thus we do not say /maa ʔašrab/, but rather /maa tašrab/ which could either be an imperative or a present statement.

## III. DIALOG VARIATIONS:

D 1

- gahwa                                              coffee  
 šaay                                              tea

- A. tašrab gahwa walla šaay?                      Would you like to drink coffee or tea?  
 B. našrab gahwa.                                      I would like to drink coffee.  
 A. maala maa tašrab šaay?                      Why don't you drink tea?  
       niriid                                              I like  
 B. fiisaan maa niriida.                              Because I do not like it.

D 2

- A. taftah duktaanak alyoom walla? Do you open your shop today?  
B. laa, maa naftaha alyoom. No, I do not open it today.  
A. maala maa taftaha? Why don't you open it?  
?iid holiday  
B. fii šaan alyoom ?iid. Because today is a holiday.

D 3

- fatar eat breakfast  
A. lissa maa fatart. I have not had breakfast yet.  
B. maalaaki lissa maa fatarti? Why haven't you had breakfast yet?  
badri early  
A. maragt min beet badri. I left the house early.  
B. ?aniina lissa maa fatarna kulla. We have not had breakfast yet either.

D 4

FREE DIALOG PRACTICE

- A. 1 2 ?ajala. 1 2  
?ašrab labanak  
?ašrebi labanki  
?ašrabu labankum  
B. maa 1 laban. 1  
niriida  
niriida  
niriidu  
A. 1 gahwa kaan maa 1 laban. 1 2  
tudoora tiriida  
tudoori tiriidi  
tudooru tiriidu

B. laa   1   almee min faḍlak.

  1  

našrab

našrab

našarbu

#### IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. Whose friend is Moses?
2. Ahmad introduces Moses to Ali. What is the word for introduce?
3. How would you say in Chad Arabic "I would like to introduce you to my friend." ?
4. How do you say "I am glad to see you."?
5. Is Moses staying in Chad?
6. Where does Moses live?
7. Did Moses go to Chad by plane or by ship?
8. What is the Arabic word for "ship" ?
9. What does Moses want to drink?



PAST W-C-C VERBS

## I. DIALOG:

- |                               |                                     |
|-------------------------------|-------------------------------------|
| wisil                         | reach, arrive                       |
| A. mata wisilt beet ?amis?    | When did you reach home yesterday?  |
| mišil                         | like, around                        |
| hana fajur                    | in the morning                      |
| B. wisilt mišil saa?a waahid  | I arrived around one o'clock in the |
| hana fajur.                   | morning.                            |
| A. wa ?inta mata wisilt?      | And when did you arrive?            |
| B. wisilt gabul saa?a waahid. | I arrived before one o'clock.       |

## II. NOTES:

- |          |                      |
|----------|----------------------|
| 1. wagad | he lit               |
| yibis    | it dried             |
| wilidat  | she delivered a baby |

This class of verbs contain what is called a "weak" consonant as its first consonant. Weak consonants are /w/ and /y/.

- |            |             |
|------------|-------------|
| 2. wagadna | we lit      |
| wagadtu    | you (p) lit |

The past of W-C-C verbs is the same as that of C-C-C verbs, and the subject affixes they take are also the same.

## III. DIALOG VARIATIONS:

D 1

- |                               |                              |
|-------------------------------|------------------------------|
| wildat                        | gave birth, delivered        |
| A. martak wildat walla lissa? | Has your wife delivered yet? |

- |                                     |                                           |
|-------------------------------------|-------------------------------------------|
| gariib                              | close, near                               |
| B. lissa maa wildat, laakin gariib. | She has not delivered, but (it is) close. |
| tawlid                              | she delivers                              |
| laptaan                             | hospital                                  |
| A. tawlid fii laptaan walla?        | Will she deliver in the hospital?         |
| B. ?ayye, tawlid fii laptaan.       | Yes, she will deliver in the hospital.    |

D 2

- |                                       |                                         |
|---------------------------------------|-----------------------------------------|
| wagad                                 | light (3 ms)                            |
| naar                                  | fire                                    |
| kee                                   | like this, so                           |
| A. maala wagadto naar kabiir kee?     | Why did you light a big fire like this? |
| wata                                  | weather                                 |
| baarid                                | cold                                    |
| wata baarid                           | it is cold                              |
| B. fiiisaan wata baarid katiir.       | Because it is very cold.                |
| ?adxul                                | come in (2 ms)                          |
| A. kaan wata baarid ?aduxlu fii beet. | If it is cold come into the house.      |
| nagdaru                               | we can                                  |
| B. fii beet maa nagdaru nawgudu naar. | In the house we cannot light a fire.    |

D 3

- |                                          |                                          |
|------------------------------------------|------------------------------------------|
| wigif                                    | stood (3 ms)                             |
| A. yaatu alwigifti ma?aa fii dderib?     | With whom did you stand on the road?     |
| B. wigift ma?a wleed hana xaali.         | I stood with my cousin.                  |
| A. maalaakum wigifto fii dderib?         | Why did you stand on the road?           |
| lammeena                                 | we met                                   |
| B. wigifna fiiisaan tawwal maa lammeena. | We stood because we had not met for long |

D 4

FREE DIALOG PRACTICE

A. mata 1 fii beet ?amis?

1

wisilt

wisilo

wisil

wisilat

wisiltu

B. 1 fii 2.

1

2

wisilt

fajur

wisilo

gayle

wisil

?asiyya

wisilat

saa?a waahid

wisilna

saa?a xamsa

A. maala 1 naar kabiir kee?

1

wagadt

wagado

wagad

wagadat

wagadtu

B. 1 naar fiisaan wata baarid.

1

wagadt

wagado

wagad

wagadat

wagadna

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. What is the name of the person being introduced?
2. Where is speaker B from?
3. Where is Abdallah from?
4. Has Abdallah been away for a long time?
5. Who arrived in Chad two days ago?
6. Where did Abdallah stop on his way?
7. Where did Abdallah stay for a week?
8. How do you say in Chad Arabic "Were you there long?"?

PRESENT W-C-C VERBS

## I. DIALOG:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| tawsal                               | arrive (2 ms)                      |
| A. mata tawsal fii ?amriik?          | When do you arrive in America?     |
| B. nawsal ba?d subuu?een.            | I shall arrive after two weeks.    |
| tagif                                | stop (2 ms)                        |
| A. tagif ween fii derbak?            | Where do you stop on your way?     |
| ?inglitterra                         | England                            |
| B. nagif fii fraans wa ?inglitterra. | I will stop in France and England. |

## II. NOTES:

- |           |                    |
|-----------|--------------------|
| 1. tawsal | you (ms) arrive    |
| ?awsal    | arrive (2 ms Imp.) |

The present and imperative forms of W-C-C verbs are the same as those of C-C-C- verbs, and the subject affixes are also the same.

- |            |                    |
|------------|--------------------|
| 2. ?awsali | arrive (2 fs Imp.) |
| nawsalu    | we arrive          |

W-C-C verbs always have the form -CCVC- even when a suffix is present. This is different from C-C-C verbs which become -CVCC- when a suffix is added.

- |                   |               |
|-------------------|---------------|
| 3. tawgaf / tagif | stop (2 ms)   |
| tawsal / tasil    | arrive (2 ms) |

An alternate form of W-C-C verbs is shown above. The weak consonant is dropped and the vowel between the two remaining consonants is /i/. This form is not very common, however.

III. DIALOG VARIATIONS:

D 1

- |                                        |                                         |
|----------------------------------------|-----------------------------------------|
| ʔawgdu                                 | light (2 p)                             |
| nusawwu                                | make, let us make                       |
| A. ʔawgdu naar nusawwu šaay.           | Light a fire, (and) let us make tea.    |
| sawwi                                  | make (2 ms)                             |
| B. kaan tudoorā šaay sawwi naar ʔinta. | If you want tea make the fire yourself. |
| nibii                                  | I buy                                   |
| A. ʔintu sawwu naar.                   | You make the fire.                      |
| ʔana namšī nibii šaay.                 | I am going to buy tea.                  |
| biiya                                  | buy (2 ms)                              |
| sukkar                                 | sugar                                   |
| B. biiya šaay wa sukkar kulla.         | Buy tea and also sugar.                 |

D 2

- |                                    |                                        |
|------------------------------------|----------------------------------------|
| ʔagif                              | stop (2 ms)                            |
| giddaam                            | forward, before                        |
| A. ʔagif fii bakaan daa maa tamšī  | Stop in this place, do not go forward. |
| giddaam.                           |                                        |
| maala kaan                         | what if                                |
| B. maala kaan mašēet giddaam?      | What if I went forward?                |
| taga                               | fall (2 ms)                            |
| nugura                             | hole                                   |
| A. kaan mašēet giddaam taga fii    | If you go forward you will fall in     |
| nugura kabiir.                     | a big hole.                            |
| haffara                            | dug (3 ms)                             |
| B. yaatu haffara nugura fii bakaan | Who dug a hole in this place?          |
| daa?                               |                                        |

naʔarfa	I know
A. maa naʔarfa.	I do not know.

D 3

yibis	dried (3 ms)
A. xulgaani dool maa yibiso walla?	Haven't my clothes dried?
yaybas	dry (3 ms)
damman	till
B. maa yaybasu damman ʔambaakir.	They will not dry till tomorrow.
A. maala maa yaybasu ʔajala?	Why don't they dry fast?
harraay	sun
yamrug	pass (rise)
B. fiiṣaan harraay maa yamrug alyoom	Because the sun will not rise today.

D 4

FREE DIALOG PRACTICE

A. mata <u>1</u> fii <u>2</u> ?	<u>1</u>	<u>2</u>
	tawsal	ʔamriik
	yawsal	tṣaad
	nawsal	beet
	yawsalu	
	tawsalu	
B. <u>1</u> baʔd <u>2</u> .	<u>1</u>	<u>2</u>
	nawsal	subuuʔeen
	yawsal	yoomeen
	tawsal	ṣahreen
	yawsalu	sana
	nawsalu	nuss saaʔa

A. 1 ween fii 2 ?

1

2

tagif

derbak

yagif

derba

nagif

derbi

yagifu

derbum

tagifu

deribkum

B. 1 fii 2 .

1

2

nagif

fraans

yagif

?orooppa

tagif

suuk

yagifu

nagifu

#### IV. COMPREHENSION:

C1. Listen to the dialog and answer the following questions in Arabic:

1. ween B maasi?
2. keef B musaafir?
3. saa'a kam B musaafir?
4. ween yagif B fii derba?
5. mata yawsal B fii ?amriik?

C2. Answer the following questions in English:

1. What day does the plane leave?
2. When does B have to be at the airport?
3. A asks B if he is going straight to America. What is the word he uses for "straight"?
4. How many days will B stay in Paris?
5. What day and what time of the day does B reach America?



PAST C-W-C VERBS

## I. DIALOG:

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| gaala                            | he said, told                     |
| naam                             | he slept                          |
| A. jamiil gaala ley huu maa naam | Jamil told me he did not sleep    |
| ʔamis.                           | yesterday.                        |
| B. maala maa naam?               | Why didn't he sleep?              |
| waja                             | pain                              |
| raas                             | head                              |
| waja raas                        | headache                          |
| gaasi                            | hard, severe                      |
| xalla                            | let (3 ms)                        |
| A. waja raas gaasi maa xallaa    | A severe headache did not let him |
| naam.                            | sleep.                            |
| doktoor                          | doctor                            |
| B. šaaf doktoor walla maa šaafa? | Did he or didn't he see a doctor? |
| A. lissa maa šaafa.              | He has not (seen) yet.            |

## II. NOTES:

- |             |           |
|-------------|-----------|
| 1. a) gulna | we said   |
| b) sirna    | we walked |

This class of verbs, C-W-C, has a weak consonant in the middle. If the weak consonant is /w/ as in /g-w-l/ 'say', the form of the past will be CuC-- as in example a) above. If the weak consonant is /y/ as in /s-y-r/ 'walk', the form of the past will be CiC-- as in b) above.

2. gaalat	she said
saaro	they said
šaal	he picked up

Note 1. above applies only to the first and second persons. The third person, regardless of number and gender, has the form CaaC-- as in the above examples.

### III. DIALOG VARIATIONS:

#### D 1

gulta	I said, told
A. ʔana gulta leek maa tamrug min albeet.	I told you not to go out of the house.
saʔalt	I asked
B. saʔalt ʔabuuy wa mašeet fii beet xaali.	I asked my father and went to my uncle's house.
A. yaatu šifta fii beet xaalak?	Whom did you see at your uncle's house?
lyibta	I played
B. šifta ʔiyaal xaali wa lyibta maʔaam.	I saw my cousins and played with them.

#### D 2

gaam	rose (3 ms)
noom	sleep
gaam min noom	woke up (3 ms)
A. ʔabuuk gaam min noom walla?	Did your father wake up?
B. laa, lissa maa gaam min noom.	No, he did not wake up yet.
taʔarfa	know (2 ms)
A. taʔarfa mata naam ʔamis?	Do you know when he slept yesterday?
sabaah	morning
B. maa naam danman gariib sabaah.	He did not sleep till around morning.

D 3

- |                                  |                                           |
|----------------------------------|-------------------------------------------|
| šaala                            | take                                      |
| deen                             | debt, loan                                |
| šaala ddeen                      | borrow (money)                            |
| A. faatime šaalata ddeen minni.  | Fatimah borrowed money from me.           |
| tikaffi                          | pay, pay back (3 fs)                      |
| B. mata tikaffiik?               | When will she pay you back?               |
| šahar                            | month                                     |
| maat                             | died, passed                              |
| kaan šahar maat                  | when a month has passed, after<br>a month |
| A. gaalata tikaffiini kaan šahar | She said she would pay me after           |
| maat.                            | a month.                                  |
| faddal                           | remain (3 ms)                             |
| B. faddal ?illa xamsa yoon.      | There only remains five days.             |

D 4

FREE DIALOG PRACTICE

- |                                         |          |          |
|-----------------------------------------|----------|----------|
| A. <u>1</u> <u>2</u> min noom walla?    | <u>1</u> | <u>2</u> |
|                                         | ?abuuk   | gaam     |
|                                         | ?ammak   | gaamat   |
|                                         | human    | gaamo    |
| B. laa, <u>1</u> <u>2</u> gariib fajur. | <u>1</u> | <u>2</u> |
|                                         | huu      | naam     |
|                                         | hi       | naamat   |
|                                         | human    | naamo    |

A. 1 ?axuuk fii fraans walla? 1

šaaafa

šaaafat

šaafo

B. 1 ley maa 2 ?axuuy.

1

gaala

gaalta

gaalo

2

šaaafa

šaaafat

šaafo

#### IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Ahmad visits Moses on a holiday and they exchange the traditional greetings. Ahmad says "May the holidays be blessed." How does he say it in Arabic?
2. Moses answers Ahmad by saying "May God bless you." How does he say it in Arabic?
3. /yiziid/ means "to increase". What is the meaning of /?alla yiziid maalak/?
4. Moses answers Ahmad by wishing him something in his work. What does he say in Arabic, and what do you think the expression means?
5. What is the Chad Arabic equivalent of "May God keep your children."?
6. What does Moses offer Ahmad besides coffee?
7. What is the expression which Ahmad uses after he drinks and eats?
8. If /xeer/ means "goodness", can you tell what the meaning of /?iid bixeer/ is?
9. What is the answer to /?iid bixeer/? And what does it mean in English?

PRESENT C-W-C VERBS

## I. DIALOG:

- |    |                                        |                                               |
|----|----------------------------------------|-----------------------------------------------|
|    | guul                                   | tell (2 ms)                                   |
| A. | guul le ?abuuk ?ana jaay fii<br>beet.  | Tell your father I am coming to the<br>house. |
|    | nguula                                 | I tell                                        |
| B. | nguula luu ?inta jaay mata?            | What time shall I tell him you are<br>coming? |
| A. | guula luu ?ana jaay alyoom ?asiyye.    | Tell him I am coming today in the<br>evening. |
| B. | seme, nguula luu kaan wisilta<br>beet. | Good, I will tell him when I get<br>home.     |

## II. NOTES:

- |    |        |          |
|----|--------|----------|
| 1. | naguul | I say    |
|    | yisiir | he walks |

The form of the present and imperative of C-W-C verbs is CuuC- if the medial consonant is /w/ and CiiC- if the medial consonant is /y/. This applies to all persons, and the subject affixes are the same as those studied before.

- |    |        |                  |
|----|--------|------------------|
| 2. | guul   | say (m s Imp.)   |
|    | šiiifi | look (f s Imp.)  |
|    | šiiilu | pick up (p Imp.) |

The imperative of this class of verbs takes no prefix. The suffixes are the same as those used with other verbs studied before.

3. naguul/nguul

I say

yaguul/yguul

he says

The above are variations which can occur in the form of some verbs when subject affixes are present. Notice that the first vowel can be dropped.

III. DIALOG VARIATIONS:

D 1

guumi

rise (2 fs)

A. guumi min noom.

Wake up.

harraay marag.

The sun has risen.

nguum

I rise, get up

jild

body

yooja

it aches, hurts

B. ma nagdar nguum.

I cannot get up.

jildi yoojaani.

My body hurts.

A. guumi namsu fii laptaan.

Get up, (let us) go to the hospital.

B. laa, waja hanaay maa gaasi katiir. No, my pain is not very severe.

D 2

A. guumu ?amsu ?axadmu.

Get up and go work.

?iyiina

we got tired

B. min fajur gaa?idiin naxadmu.

We have been working since morning.

?iyiina.

We got tired.

A. sumu sawweeto?

What did you do?

silna

we lifted

deringeel

brick

B. silna gariib ?alfeen diringeel. We lifted about two thousand bricks.

D 3

- A. maa šiftak min sanalfaaf. I have not seen you since last year.  
B. ?ana kulla maa šiftak. I did not see you either.  
A. ?ana saafart le ?abešee. I went to Abeché.  
sirta I went  
B. wa ?ana sirta fii mongo. And I went to Mongo.

D 4

FREE DIALOG PRACTICE

- A. 1 2 kulla yoom walla? 1 2  
tišiiif rafiigak  
tišiiifi rafiigtik  
tišiiifu rugaankum  
yišiiif rafiiga
- B. laa 1 kulla subuu. 1  
nišiiifa  
nišiiifa  
nišiiifum  
yišiiifa
- A. kaan 1 2 ?indi ?azuuma. 1 2  
tišiiifa guula luu  
tišiiifiha guuli leeha  
tišiiifuum guulu leem  
yišiiifa guula luu
- B. ?ayye, kaan 1 fii lhille. 1  
sirta  
sirna  
saaro

IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. Who are the two speakers in this dialog?
2. Omar is asked if he is still in the village. What is his answer?
3. /wallaahi/ literally means "by God", but is used idiomatically for emphasis or assurance. What does /wallaahi gaa'id/ mean in the context of the dialog?
4. Who tells Omar he has not seen him for a long time?
5. Why hasn't Omar been seen?
6. Where has he been staying?
7. Omar says he is building his house before autumn comes.  
What is the Arabic word for "autumn"?
8. Ahmad tells Omar "may God help you." How does he say it in Chad Arabic?
9. How does Omar say "Thanks a lot"?



PAST C-C-W VERBS

## I. DIALOG:

- |    |                                      |                                          |
|----|--------------------------------------|------------------------------------------|
|    | ligiya jawaab                        | received a letter                        |
| A. | ʔana ligiita jawaab ʔamis min ʔumar. | I received a letter yesterday from Omar. |
| B. | katab leek min ween?                 | From where did he write you?             |
| A. | katab ley min fraans.                | He wrote to me from France.              |
| B. | šumu maša ysawwi fii fraans?         | What did he go to do in France?          |
| A. | maša yšiif ʔaxuu.                    | He went to see his brother.              |

## II. NOTES:

1. For the past form of C-C-W verbs, i.e. verbs containing a weak final consonant, refer to PS 38.

- |    |       |           |
|----|-------|-----------|
| 2. | maša  | he went   |
|    | ligat | she found |

The past form of this class of verbs is usually CVCV- for the third person as shown above.

- |    |         |           |
|----|---------|-----------|
| 3. | ligiit  | I found   |
|    | mašeena | we walked |

Notice that for the first and second persons the vowel before the suffix is long. It is difficult to know whether the vowel should be /ii/ or /ee/ and it has to be learned for different verbs.

- |    |               |            |
|----|---------------|------------|
| 4. | liga/ligiya   | he found   |
|    | ligat/ligiyat | she found  |
|    | ligo/ligiyo   | they found |

Notice that there are two alternate forms for this verb in the third person. Both are correct and acceptable.

III. DIALOG VARIATIONS:

D 1

- | albaarih                           | yesterday                        |
|------------------------------------|----------------------------------|
| A. albaarih mašeeṇa fii sinema.    | Yesterday we went to the movies. |
| B. mašeetu šiftu šunu?             | What did you go to see?          |
| A. šifna film hana <u>Cowboy</u> . | We saw a cowboy movie.           |
| hawaan                             | bad                              |
| B. ligiituu seme walla hawaan?     | Did you find it good or bad?     |
| A. ligiina seme katiir.            | We found it very good.           |

D 2

- | wagat                                | she fell                              |
|--------------------------------------|---------------------------------------|
| A. albneyya wagat min seriir.        | The girl fell off the bed.            |
| B. kikeef wagat?                     | How did she fall?                     |
| dardagat                             | she rolled over                       |
| A. gaaʔide tunuum wa dardagat.       | She was sleeping and she rolled over. |
| ʔaaxar                               | another                               |
| B. xalliya tunuum fii bakaan ʔaaxar. | Let her sleep in another place.       |

D 3

- | gareet                              | read (2 ms)                       |
|-------------------------------------|-----------------------------------|
| A. gareet jawaabak walla lissa.     | Have you read your letter yet?    |
| B. ʔayye, gareeta.                  | Yes, I read it.                   |
| xabar                               | new                               |
| A. ligiita xabar seme walla hawaan? | Did you receive good or bad news? |
| B. xabar seme, handulillaah.        | Good news, thank God.             |

D 4

FREE DIALOG PRACTICE

A. 1 2 jawaab min muusa.

1

2

ʔana

ligiita

huu

liga

hii

ligat

ʔaniina

ligiina

human

ligo

B. katab 1 min ween?

1

leek

luu

leehi

leekum

leem

A. min fraans. maša maʔa 1.

1

xaala

ʔaxta

ʔabuu

ʔamma

B. šunu 1 2 ?

1

2

maša

ysawwi

mašat

tisawwi

mašo

yisawwu

A. 1 2 faatime.

1

2

maša

yšiif

mašat

tišiif

mašo

yišiifu

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Can you tell which speaker is a male and which is a female?
2. Can both speakers be females?
3. A asks B to accompany him/her to the market. How do you say "accompany me"?
4. What does A want to buy?
5. A has plenty of what she wants to buy. Why does she want another one?
6. How much did A pay for what she bought the previous week?
7. Does B think this is a good price?
8. Does B agree to accompany A?

PRESENT C-C-W VERBS

## I. DIALOG:

- A. guum ʔam̃si fii lekool.                      Get up and go to school.
- B. laa, alyoom maa nudoora nam̃si              No, today I do not want to go to  
lekool.                                              school.
- A. maala maa tudoora tam̃si lekool?              Why don't you want to go to school?  
jildi yoojaani                                      I am sick
- B. fiiṣaan jildi yoojaani ṣwiyya.              Because I am a little sick.

## II. NOTES:

1. Review PS 39.
2. talga                                              you (ms) find  
talgi                                                you (fs) find  
talgu                                                you (p) find

The present and imperative of C-C-W verbs is -CCV-, e.g. /talga/, /tam̃si/.  
When a suffix is added, e.g. /-i/ or /-u/ the first vowel in a sequence of  
two vowels is dropped. e.g. /talga/+ /-i/ gives /talga + i/, but since the  
/a/ is dropped, we get /talgi/ 'you (fs) find'.

3. ʔam̃su                                              walk (p Imp.)  
ʔalga                                                find (ms Imp.)

The imperative prefix is used with this class of verbs. The suffixes are  
the same as for other imperatives, and the vowel dropping rule in 2. above  
applies to suffixes. e.g. /ʔam̃si/+ /-u/ gives /ʔam̃su/.

III. DIALOG VARIATIONS:

D 1

- A. nagdar namṣi maʔaak walla? Can I go with you?  
B. tamṣi maʔaay fii ween? Go with me where?  
A. bakaan alʔinta maṣi. The place where you are going.  
B. ʔana maṣi beʔiid. I am going far.

D 2

- min fadlak if you please  
ʔagri read (2 ms)
- A. min fadlak ʔagri ley jawaab daa. Please read this letter for me.  
nagri I read  
B. seme, jiiba nagrii leek. Good, get it and I will read it for you.  
A. tagdar tagri kalaam ʔingliiz Can you read English.  
walla.  
B. ʔayye, nagri kalaam ʔingliiz seme. Yes, I read English well.

D 3

- nabda I begin
- A. nabda xidme fii saaʔa waahid I begin work at one o'clock p.m.  
ʔaṣiyye.  
haami hot  
wata haami it is hot
- B. fii saaʔa waahid wata haami katiir. At one o'clock it will be very hot.  
ʔilla nabda I must start  
nikarmil I finish
- A. ʔilla nabda fii saaʔa waahid I must begin at one to finish fast.  
le nikarmil ʔajala.  
naʔawwin I help  
B. kaan kee naji naʔawwinak. If so I will come and help you.

D 4

FREE DIALOG PRACTICE

A. 1 2 ma'aay fii sinema. 1 2

guum ?am̃si

guuni ?am̃si

guumu ?am̃su

B. alyoom maa 1 2 . 1 2

nudoora nam̃si

nagdar nam̃su

nudooru

nagdaru

A. maala maa 1 ? 1

tam̃si

tam̃su

tudoori

tudooru

tagdar

B. fiiṣaan ?ambaakir 1 xidme. 1

nabda

nabdu

nam̃si

nam̃su

IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. What sex are the two speakers?
2. What does A want B to do for him/her?
3. B is willing to do what A asked, but he cannot do it then. Why?
4. When is B going to have time?
5. /ta'aali/ is the imperative form of the verb "to come". Is this a feminine or a masculine form?
6. What are the two other imperative forms of /ta'aali/ and with what persons are they used?
7. B asks A if she has stamps. What is the word for "stamps"?
8. Does A have stamps?
9. Where are stamps bought?



PAST C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> Verbs

## I. DIALOG:

- |                                    |                             |
|------------------------------------|-----------------------------|
| lammeet                            | met (2 ms)                  |
| A. lammeet ma'a 'ali walla?        | Did you meet Ali?           |
| B. 'ayye, lammeet ma'a fii dderib. | Yes, I met him on the road. |
| sawa                               | together                    |
| A. šunu sawweetu sawa?             | What did you do together?   |
| šey                                | thing                       |
| hajjeena                           | we talked                   |
| B. maa sawweena šey.               | We did not do anything.     |
| hajjeena bes.                      | We talked only.             |

## II. NOTES:

- |          |              |
|----------|--------------|
| 1. madda | he extended  |
| habbat   | she loved    |
| daggo    | they knocked |

C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> verbs contain medial and final consonants which are identical, e.g. /h-b-b/ 'love'. The past tense form of such verbs is C<sub>1</sub>aC<sub>2</sub>C<sub>2</sub> V-. The vowel for the third person is always /a/. Note that the rule about dropping the first vowel applies here, too, e.g. /dagga + o/ gives /daggo/, as in the example above.

- |            |               |
|------------|---------------|
| 2. maddeet | I extended    |
| habbeetu   | you (p) loved |

The vowel before the subject suffixes in the first and second persons is /ee/ as shown above.

III. DIALOG VARIATIONS:

D 1

- A. ṣunu sawweeti alyoom?  
gāsseeta  
rasseeta  
What did you do today?  
I swept  
I sprinkled
- B. gāsseeta albeet wa rasseeta.  
I swept the house and sprinkled it.
- A. wa ṣunu ʔaaxar sawweeti.  
And what else did you do?  
sabbeeta  
I poured  
almeē  
water  
jaraayir  
jugs, jars
- B. sabbeeta almeē fii jaraayir.  
I poured water into jugs.

D 2

- salleetu  
ʔiṣe  
prayed (2 p)  
evening prayer
- A. salleetu ʔiṣe walla lissa?  
Have you prayed the evening prayer yet?  
ʔazzaani  
muezzin (the one who calls for  
prayer)  
ʔazzan  
called for prayer (2 ms)
- B. lissa alʔazzaani maa ʔazzan.  
The muezzin has not called for prayer  
yet.  
tamna  
finished  
alwakit tamna  
it is time
- A. laakin alwakit tamna.  
But it is time.  
yʔazzin  
he calls for prayer
- B. ʔayye, wa alʔazzaani yʔazzin  
Yes, and the muezzin will call for  
geriib.  
prayer soon.

D 3

desseetu

put (2 p)

A. dasseetu ?iyaalkum fii lekool  
walla?

Did you put your children in school?

B. ?ayye, dasseenaam fii lekool.  
yagru

Yes, we put them in school.

A. gaa?idiin yagru seme walla?

read, study (3 p)

Are they studying well?

B. ?ayye, gaa?idiin yagru seme.

Yes, they are studying well.

D 4

FREE DIALOG PRACTICE

A. šunu 1 2 alyoom?

1

2

?ali

sawwa

?inta

saweeta

?inti

sawweeti

?intu

sawweeto

human

sawwo

B. 1 fii aljaamye wa 2.

1

2

maša

salla

mašeet

salleet

mašena

salleena

mašo

sallo

A. wa ma?a yaatu 1 ?

1

lamna

lamneet

lamneeti

lamneetu

lamno

B. 1 ma'a alfakiih

1

lamma

lammeet

lammeena

lammo

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Which house is bigger than B's first house?
2. B says it is not too big, but nice. How does he say "too big"?
3. Does A think the house is small?
4. Does A think the house is dirty?
5. What did B's wife do to the house?
6. What did B do with his first house?
7. A asks B if he paid for his new house. What is the Chad Arabic word for "pay"?
8. Did B pay for his new house?
9. How is the price of the new house?

PRESENT C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> VERBS

## I. DIALOG:

nugušša

I sweep

baʔdeen

afterwards, later

A. nugušša albeet hassa walla baʔdeen? Shall I sweep the house now or afterwards.

gušša

sweep (2 ms)

B. kaan tudoora gušša hassa.

Sweep it now if you want.

A. laa, nudoora nugušša baʔdeen.

No, I want to sweep it later.

B. gušša wakit tudoora.

Sweep it any time you want.

## II. NOTES:

1. nimidda

I extend

nuduggu

we knock

yimiddu

They extend

The present and imperative forms of C<sub>1</sub>C<sub>2</sub>C<sub>2</sub> verbs is -C<sub>1</sub>VC<sub>2</sub>C<sub>2</sub>a-, where V is /i/ or /u/. Notice how the /a/ is dropped when a suffix is added.

2. midda

extend (ms Imp.)

middi

extend (fs Imp.)

duggu

knock (p Imp.)

The imperative follows the same rules as the present. Thus the vowel in /madda/ become /i/ as in /midda/, and in /dagga/ it becomes /u/ as in /dugga/. The vowel dropping rule applies here too, e.g. /dugga+ u/ gives /duggu/.

## III. DIALOG VARIATIONS:

D 1

A. xalliini nisawwi xidimti.

Let me do my work.

B. xidme šunu ʔindak?

What work do you have?

- |    |                                                       |                                                               |
|----|-------------------------------------------------------|---------------------------------------------------------------|
| A. | ʔindi xidme katiir laakin maa<br>ʔindi wakit.<br>nuss | I have a lot of work but I do not<br>have time.<br>half, part |
| B. | kaan kee sawwi nussa hasa wa<br>nussa ʔambaakir.      | If so, do part of it now and part of<br>it tomorrow.          |

D 2

- |    |                                                        |                                                                  |
|----|--------------------------------------------------------|------------------------------------------------------------------|
|    | dussa                                                  | put (2 ms)                                                       |
|    | xumaam                                                 | stuff                                                            |
|    | daaxil                                                 | inside                                                           |
| A. | dussa alkumaam daaxil fii albeet.<br>buruuš<br>karaasi | Put the stuff inside in the house.<br>mats<br>chairs             |
| B. | alburuuš wa alkaraasi kulla walla?<br>lumm<br>daxxil   | The mats and the chairs too?<br>gather (2 ms)<br>bring in (2 ms) |
| A. | lummum wa daxxilum kullum.                             | Gather them and bring them all in.                               |
| B. | ʔayye, nulummum wa nidaxxilum<br>daaxil.               | Yes, I shall gather them and take them<br>inside.                |

D 3

- |    |                                              |                                                       |
|----|----------------------------------------------|-------------------------------------------------------|
| A. | tudoora gahwa walla?<br>subba<br>funjaal     | Would you like some coffee?<br>pour (2 ms)<br>cup     |
| B. | ʔayye, subba ley šwiyya fii<br>funjaal.      | Yes, pour me a little in a cup.                       |
| A. | kaan maa tudoora gahwa nisawwi<br>leek šaay. | If you do not want coffee I will make<br>tea for you. |

kafa

enough

B. laa, gahwa bes kafa.

No, only coffee is enough.

D 4

FREE DIALOG PRACTICE

A. 1 gahwa le addiifaan.

1

subba

subbi

subbu

sawwi

sawwo

B. haadir. 1 šoxol kulla walla?

1

nisawwi

nisawwu

A. ?ayye, 1 albeet kulla.

1

gussa

gussi

gussu

russi

russa

russu

B. 1 albeet ba?deen.

1

nugussa

nurussa

nugussu

nurussu

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Does B know what he is going to do tonight?
2. What does A suggest they do?
3. Why doesn't B want to go to the party?
4. What does A ask B to do for him?
5. Can B do what A asks?
6. What did B sell?
7. What does A finally suggest they do?
8. Who does A want to meet?
9. What does B want A to tell him?
10. When are A and B going to meet again?





D 2

- |                                |                               |
|--------------------------------|-------------------------------|
| nagnag                         | muttered (3 ms)               |
| A. maala haruun nagnag kee?    | Why did Haroun mutter so?     |
| haaraj                         | scolded (3 ms)                |
| B. ?abuu haaraja.              | His father scolded him.       |
| A. maala ?abuu haaraja?        | Why did his father scold him? |
| kassara                        | broke (3 ms)                  |
| B. fiiṣaan kassara aṣṣawwaafa. | Because he broke the mirror.  |

D 3

- |                                              |                                       |
|----------------------------------------------|---------------------------------------|
| kallamt                                      | I spoke                               |
| safiir                                       | ambassador                            |
| A. kallamt ma?a assafiir be kalaam<br>?arab. | I talked to the ambassador in Arabic. |
| ?allam                                       | learned (3 ms)                        |
| B. ween ?allam kalaam ?arab?                 | Where did he learn Arabic?            |
| A. huu tawal fii tṣaad.                      | He has been in Chad for a long time.  |
| B. yikallim seme walla ṣiyya.                | Does he speak well or a little?       |

D 4

FREE DIALOG PRACTICE

- |                                     |          |
|-------------------------------------|----------|
| A. <u>1</u> ma?a assafiir be kalaam | <u>1</u> |
| ?ingliiz.                           | kallamt  |
|                                     | kallam   |
|                                     | kallamat |
|                                     | kallamna |
|                                     | kallamo  |

B. ween   1   kalaam ?ingliiz.

  1  

?allamta

?allam

?allamat

?allamtu

?allamo

A.   1   fii ?amriik fii lekool.

  1  

?allamta

?allama

?allamata

?allamna

?allamo

B.   1   fii ?amriik walla?

  1  

tawwalt

tawwal

tawwalat

tawwaltu

tawwalo

#### IV. COMPREHENSION:

Listen to the dialog and answer the following questions:

1. What is the matter with Moses?
2. B fought with Moses. What is the word for "he fought"?
3. Why did B fight with Moses?
4. Why did Moses insult B?
5. Why didn't B greet Moses?
6. How long has it been since B and Moses talked to each other?
7. What did Moses tell A?
8. Is B ready to talk to Moses?

PRESENT QUADRILITERAL VERBS

## I. DIALOG:

- |                                                         |                                             |
|---------------------------------------------------------|---------------------------------------------|
| sallim                                                  | greet (2 ms)                                |
| A. sallim ley ʔabuuk kaan ma <sup>ˇ</sup> seet<br>beet. | Greet your father for me if you go<br>home. |
| B. ʔabuuy maa gaaʔid fii beet.<br>yigabbil              | My father is not at home.<br>return (3 ms)  |
| A. maa taʔarfa mata yigabbil?                           | Don't you know when he will return?         |
| B. baalik yigabbil sahar aljaay.                        | Maybe he will return next month.            |

## II. NOTES:

- |                         |              |
|-------------------------|--------------|
| 1. nilaglig             | I rattle     |
| ni <sup>ˇ</sup> saglibu | we turn over |

The present form of quadriliteral verbs is -CaCCiC-. The prefixes and suffixes used as subject markers are the same as those studied before.

- |                         |                     |
|-------------------------|---------------------|
| 2. sa <sup>ˇ</sup> glib | turn over (ms Imp.) |
| lagligi                 | rattle (fs Imp.)    |
| kassiru                 | break (p Imp.)      |

The imperative of quadriliteral verbs is the same form as the present. However, this class of verbs takes no imperative prefix as shown in the examples above.

## III. DIALOG VARIATIONS:

D 1

- |                                       |                                          |
|---------------------------------------|------------------------------------------|
| tilagliga                             | rattle, shake (2 ms)                     |
| hatab                                 | wood                                     |
| tikassir                              | break (2 ms)                             |
| A. maa tilagliga hatab daa tikassira. | Don't shake the wood, you will break it. |

- |                                                        |                                                     |
|--------------------------------------------------------|-----------------------------------------------------|
| B. hatab daa gawi maa yikassir.<br>lagligiin           | This wood is strong, it will not break.<br>shaking  |
| A. walaakin be lagligiinak daa<br>yikassir.<br>xalleta | But it will break due to your<br>shaking.<br>I left |
| B. kaan taʔarfa yikassir xalleta.                      | If you know it would break I will<br>leave it.      |

D 2

- |                                            |                                                              |
|--------------------------------------------|--------------------------------------------------------------|
| ʔamrug                                     | take, draw (2 ms)                                            |
| biir                                       | well                                                         |
| barrid                                     | bathe (2 ms)                                                 |
| A. ʔamrug almee min albiir wa<br>barrid.   | Draw water from the well and bathe.                          |
| xalaas                                     | already                                                      |
| B. barradt xalaas gibeel fajur.<br>battaan | I have already had a bath before dawn.<br>also, another time |
| A. barrid battaan.                         | Bathe another time.                                          |
| B. nibarrid battaan gabul nanuum.          | I will bathe again before I sleep.                           |

D 3

- |                                                 |                                                   |
|-------------------------------------------------|---------------------------------------------------|
| A. kassira ley hatab daa nisawwi<br>naar.       | Chop this wood for me, I want to<br>start a fire. |
| B. nikassira be šunu?                           | With what shall I chop it?                        |
| faas                                            | axe                                               |
| ladaaya                                         | cooking                                           |
| beet ladaaya                                    | kitchen                                           |
| A. šiiil faas daa algaaʔid fii beet<br>ladaaya. | Take this axe which is in the kitchen.            |

narfa'a

I lift

B. faas daa tagiil maa nagdar narfa'a. This axe is heavy I cannot lift it.

D 4

FREE DIALOG PRACTICE

- A. 1 mata 2 min safar?      1      2  
ta'arfa      yigabbil  
ta'arfi      tigabbil  
ta'arfu      yigabbilu  
ya'raf  
ta'raf
- B. 1 ba'd sahreen.      1  
yigabbil  
tigabbil  
yigabbilu
- A. 1 ley kaan 2.      1      2  
sallima      gabbal  
sallimum      gabbalat  
gabbalo
- B. šukran katiir.

IV. COMPREHENSION:

Listen to the comprehension dialog and answer the following questions:

1. Can you tell the sex of the speakers? If not, why not?
2. Where is B's brother?
3. When will he return?
4. Has he been there for a long time?
5. Does B's brother send letters to his family?

6. How often does he write?
7. What language did he learn? Does he speak it well?
8. What does A want B to do when he/she writes.

PAST "HAMZA" VERBS

## I. DIALOG:

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| xada                                  | lunch                                 |
| A. ?akaltu xada walla lissa?          | Have you eaten lunch yet?             |
| narju                                 | we wait                               |
| B. lissa gaa?idiin narjuuk.           | We are still waiting for you.         |
| A. ?ana ?akalt xalaas fii beet ?iisa. | I have already eaten at Isa's house.  |
| tixaddi                               | have lunch (2 ms)                     |
| B. walaakin maa warreetna tixaddi     | But you did not tell us you would eat |
| barra.                                | out.                                  |

## II. NOTES:

- |                 |          |
|-----------------|----------|
| 1. sa?al/sa?ala | he asked |
| ?akal/?akala    | he ate   |

This class of verbs contain a "hamza" /ʔ/ as one of its consonants.

In Chad Arabic verbs which contain /ʔ/ as a last consonant are very rare.

- |            |             |
|------------|-------------|
| 2. ?akalna | we ate      |
| sa?alo     | they asked  |
| ?abat      | she refused |

The past tense of these verbs is the same as C-C-C verbs if the verb contains no weak consonant. In the case of /?abat/ 'she refused', the verb behaves like a C-C-W verb since its last consonant is weak.

## III. DIALOG VARIATIONS:

D 1

- |         |        |
|---------|--------|
| ?anteet | I gave |
| gurus   | money  |





D 4

FREE DIALOG PRACTICE

A. 1 walla lissa?

1

?akalt

?akalti

?akaltu

?akalo

B. laa, lissa 1.

1

narjook

yarjook

maa ?akalna

maa ?akalo

A. 1 2 fii dderib.

1

2

?ahmad

?axxarni

maryam

?axxaratni

rufgaani

?axxarooni

B. šunu 1 leek?

1

gaala

gaalat

gaalo

IV. COMPREHENSION:

C1. Notes: Following are some notes which are helpful in understanding the comprehension text in this lesson:

1. yas?alu ?ideen--to ask for the hand of... in marriage.
2. jiina bixeer--we came hoping. literally, we came with goodness.
3. fikrak--your mind, opinion. šunu fikrak--what is your opinion?
4. su?aalna--our request.

5. ?eeb--fault, wrong.
  6. naškuruukum--we thank you.
  7. muhur/muhr--dowery, the total amount which the groom pays and promises to pay the bride.
  8. naas--people.  
?intu naasna--you are our people.
  9. jinee--guinea, gold pound.
- C2. Listen to the comprehension text and answer the following questions:
1. Where did Omar's father and mother go?
  2. Why did they go there?
  3. Whom did Omar want to marry?
  4. Does Abdul Rahman want his daughter to be married to Omar?
  5. Does Abdul Rahman think that Omar has many faults?
  6. Who starts to talk about the dowery?
  7. Was Abdul Rahman hospitable to Omar's parents? What did he say to indicate that?
  8. How much does Abdul Rahman ask for his daughter's dowery?

PRESENT "HAMZA" VERBS

## I. DIALOG:

- |                                 |                              |
|---------------------------------|------------------------------|
| ʔaakul                          | eat (2 ms)                   |
| ʔakil                           | eating, food                 |
| A. ʔaakul ʔakil daa wa kammila. | Eat this food and finish it. |
| B. maa nagdar nikammila.        | I cannot finish it.          |
| jaʔaan                          | hungry (ms)                  |
| A. maalak, maa jaʔaan walla?    | Why, aren't you hungry?      |
| batn                            | belly, stomach               |
| malaan                          | full (ms)                    |
| B. ʔayye, batni malaan.         | No, my stomach is full.      |

## II. NOTES:

- |           |               |
|-----------|---------------|
| 1. nasʔal | I ask         |
| ʔasʔal    | ask (ms Imp.) |

The present and imperative of this class of verbs is the same as that of C-C-C verbs, and the subject affixes used are the same.

- |           |               |
|-----------|---------------|
| 2. naakul | I eat         |
| ʔaakuli   | eat (fs Imp.) |

Verbs which have /ʔ/ as the first consonant drop it in the present and the imperative. Thus if /na-/ is added to /ʔakul/ it becomes /naakul/, 'I eat'. The same is true of the imperative when the prefix is added.

## III. DIALOG VARIATIONS:

D 1

- |                             |                            |
|-----------------------------|----------------------------|
| tiʔammīna                   | trust (2 ms)               |
| A. maa tiʔammīna le haruun. | Do not trust Haroun.       |
| B. maala maa niʔammīna?     | Why shouldn't I trust him? |

galb

A. fiiṣaan galba maa seme.

B. ṣunu sawwa leek?

heart

Because he does not have a good heart.

What did he do to you?

D 2

A. maala ṣahmad maa yaakul?

ṣajab

Why doesn't Ahmad eat?

pleased (3 ms)

B. maa yaakul fiiṣaan ṣakil daa

maa ṣajaba.

He does not eat because he does not

like the food.

A. ṣakil nafar ṣunu yudoora?

laham

What kind of food does he want?

meat

B. yudoora ṣilla laham.

He only wants meat.

D 3

yiṣajjib

pleases (3 ms)

A. markuubak daa yiṣajjibni.

buuti

I like your shoes.

cheap

B. buuti wa katiir fii ssuuk.

It is cheap and common in the market.

A. fii dukkaan alween biita?

talga

In what shop did you buy it?

find (2 ms)

ṣayya

any

B. talгаа fii ṣayya dukkaan.

You will find it in any shop.

D 4

FREE DIALOG PRACTICE

A. 1 maa 2 ?

1

2

maala

yaakul

maalak

taakul

maalum

yaakulu

B. fiiṣaan ṣakul daa maa 1.

1

yiṣajjiba

		yi'ajjibni	
		yi'ajjibum	
A. šunu <u>1</u> ?	<u>1</u>	yudoora	
		tudoora	
		yudooru	
B. <u>1</u> <u>2</u> riz wa laham.	<u>1</u>	<u>2</u>	
	yudoora	yaakul	
	tudoora	taakul	
	nudoora	naakul	
	yudooru	yaakulu	

IV. COMPREHENSION:

Cl. Notes:

1. waafago--they agreed.
2. kulla šey--everything.
3. taani--second, next.
4. fakiih--the Moslem clergyman.
5. faatya--engagement.
6. mugaddam--the money paid to the bride in advance.
7. mu'axaxar--the money paid to the bride later in case of divorce.
8. suura--a chapter of the Koran.
9. xuraan--Koran, the Moslem Holy Book.
10. ?axiide--wedding.
11. warro--they appointed.
12. ?ariis--groom.

13. ?aruus--bride.
14. raaxo--they wandered.
15. li?ib--play, dance
16. farah--joy, merriment.

C2. Listen to the comprehension text, which is continued from the previous lesson, and answer the following questions:

1. After the parents of the bride and the groom agreed, whom did they call?
2. Who came the next day for the engagement?
3. How much was Omar to pay the bride in advance?
4. How much was he to pay her in case of divorce?
5. What did the /fakih/ read for the engagement?
6. For when was the wedding appointed?
7. Who went to the bride's house on the wedding day?
8. Where was the bride taken and how?
9. How long was the wedding celebrated?
10. What did the people do at the groom's house in celebration of the wedding?

THE FUTURE AND THE PROGRESSIVE

I. DIALOG:

- |                                  |                                 |
|----------------------------------|---------------------------------|
| A. mata tamsĩ fii ʔamriik?      | When will you go to America?    |
| B. namsĩ fii ʔamriik sanaljaay. | I will go to America next year. |
| A. wa mata tigabbil?             | And when will you return?       |
| D. nigabbil baʔd sanateen.       | I will return after two years.  |

II. NOTES:

- |                     |                        |
|---------------------|------------------------|
| 1. namsĩ ʔambaakir | I will go tomorrow     |
| naakulu baʔd saaʔa  | We will eat in an hour |

There is no separate form of the verb in the future. To express the future the present form of the verb is used with an adverb of time which refers to the future.

- |                     |                  |
|---------------------|------------------|
| 2. gaaʔid naakul    | I am eating      |
| gaaʔide tamsĩ      | she is going     |
| gaaʔidiin yikallimu | they are talking |

The progressive or continuous action is expressed by using /gaaʔid/ in front of the verb. Notice that /gaaʔid/ is inflected for gender and number as shown in the above examples.

- |                        |                         |
|------------------------|-------------------------|
| 3. gaaʔid yaakul ʔamis | He was eating yesterday |
|------------------------|-------------------------|

The past progressive idea is expressed by using /gaaʔid/ in front of the verb and a time adverb referring to the past.

III. DIALOG VARIATIONS:

- |                                |                                          |
|--------------------------------|------------------------------------------|
| <u>D 1</u>                     |                                          |
| A. baʔd saaʔa namsĩ nibarrid. | After an hour I am going to take a bath. |
| B. maala maa tibarrid hassaʔ   | Why don't you take a bath now?           |



- A. hassa gaaʔid naktub jawaab. Now I am writing a letter.  
 B. nigabbil niṣiifak baʔd saaʔateen. I shall return to see you after two hours.

D 2

- A. tigabbil mata min safarak? When do you return from your journey?  
 B. nigabbil baʔd xamsa yoom. I will return after five days.  
     tugʔud stay (2 ms)  
 A. kaan gabbalt tugʔud walla When you return will you stay or  
     tamsi battaan? leave again?  
     le hadda until  
     ʔaaxir end  
 B. nugʔud le hadda ʔaaxir aṣṣahar. I will stay till the end of the month.

D 3

- A. gaaʔide tamsi mata fii ssuuk? When are you going to the market?  
 B. ʔana maa namsi fii ssuuk alyoom. I will not go to the market today.  
 A. ṣunu tisawwi le xada? What will you do for lunch?  
     riz rice  
 B. nisawwi riz be lahan. I will make rice with meat.

D 4

FREE DIALOG PRACTICE

- A. 1 2 mata fii ssuuk?      1      2  
     gaaʔid      tamsi  
     gaaʔide      tamsi  
     gaaʔidiin      tamsu  
     gaaʔid      yamsi  
     gaaʔide      tamsi

B. 1 maa 2 fii ssuuk alyoom. 1 2

	?ana	namṣ̌i
	?aniina	namṣ̌u
	huu	yamṣ̌i
	hii	tamṣ̌i

A. ṣ̌unu 1 ?ambaakir? 1

tisawwi

tisawu

yisawwi

tisawwi

B. lissa maa 1 . 1

na?raf

na?arfu

ya?raf

ta?raf

IV. COMPREHENSION:

Cl. Notes:

1. na?ajjira--I rent.
2. min--when.
3. ladaaya--cooking.  
beet ladaaya--kitchen.
4. siid--owner.
5. ?ijaar--rent (noun).
6. nihawwil--I move in.
7. maat--died.  
ṣ̌ahir maat-- a month passed.
8. sallamta--I greeted, shook hands.

C2. Listen to the comprehension text and answer the following questions:

1. What kind of house was the speaker looking for?
2. What did the house have besides a yard?
3. How much did the owner of the house ask for rent?
4. Did the speaker think that the rent was reasonable?
5. How much did the speaker pay for rent?
6. When was the speaker going to move into the new house?
7. Did the owner of the house agree to rent the house at the desired date?

MORE NOMINAL SENTENCES

I. DIALOG:

- |    |                                          |  |                                               |
|----|------------------------------------------|--|-----------------------------------------------|
|    | ?axwaan                                  |  | brothers                                      |
| A. | ?indak ?axwaan walla?                    |  | Do you have brothers?                         |
| B. | ?ayye, ?indi ?axu wa ?axut.<br>wa ?inta? |  | Yes, I have a brother and sister.<br>And you? |
| A. | ?ana maa ?indi ?axu wala ?axut.          |  | I have neither a brother nor a sister.        |
| B. | laakin ?indak rufgaan katiir.            |  | But you have many friends.                    |

II. NOTES:

- |                 |                 |
|-----------------|-----------------|
| 1. ?indi kitaab | I have a book   |
| ?inda galam     | He has a pencil |

There is no equivalent for the verb "have" in Chad Arabic. The preposition /?ind/ which denotes possession is used with different possessive suffixes as shown above.

2. Refer to PS 45 for a list of the different forms of /?ind/ used with different persons.

- |                       |                        |
|-----------------------|------------------------|
| 3. ?inda xidme ?amis. | He had work yesterday. |
|-----------------------|------------------------|

To form a past sentence with /?ind/ a time adverbial referring to the past is used.

III. DIALOG VARIATIONS:

D 1

- |                              |                              |
|------------------------------|------------------------------|
| A. kam sana ?indak?          | How old are you?             |
| tamantaaṣar                 | eighteen                     |
| B. ?indi tamantaaṣar sana.  | I am eighteen years old.     |
| A. wa ?axuuk kam sana ?inda? | And how old is your brother? |
| sittaašar                    | sixteen                      |
| B. ?axuuy ?inda sittaašar.   | My brother is sixteen.       |

D 2

- A. ?indiki mindiil ?axar walla? Do you have another scarf?  
manaadiil scarfs
- B. ?indi manaadiil katiir. I have many scarfs.  
nirabbita I tie
- A. ?antiina waahid nirabbita raasi. Give me one to tie (on) my head.
- B. ?siili al?ajabaaki. Take the one you like.

D 3

- A. ?indukum ?iyaal walla? Do you have children?
- B. ?indina talaata. We have three.  
wa ?intu? And you?
- A. ?aniina ?indina wleed waahid. We have one boy.
- B. ?alla yxalli leekum wleedkum. May God keep your boy for you.
- A. ?alla yxalli ?iyaalkum. God keep your children.

D 4

FREE DIALOG PRACTICE

- A. 1 kam sana 2 ?
- |          |          |
|----------|----------|
| <u>1</u> | <u>2</u> |
| ?inta    | ?indak   |
| ?inti    | ?indik   |
| ?ali     | ?inda    |
| maryam   | ?inda    |
| human    | ?indum   |
| ?intu    | ?indakum |
- B. 1 2 sittaasar sana.
- |          |          |
|----------|----------|
| <u>1</u> | <u>2</u> |
| ?ana     | ?indi    |
| ?ali     | ?inda    |
| maryam   | ?inda    |
| human    | ?indum   |
| ?aniina  | ?indana  |

A. wa 1 kam sana 2 ?

1

2

?axuuk

?inda

?artak

?inda

?axwaatkum

?indum

?axuu

?inda

?arta

?inda

B. 1 2 sana bes.

1

2

?inda

xamsa

?indum

sitte

tamaanya

?asara

wihdaasar

#### IV. COMPREHENSION:

##### Cl. Notes:

1. ?uteel--hotel, restaurant.
2. xaddaami--servant, waiter.
3. kisaar--a kind of bread made out of millet.
4. muula--stew, sauce.
5. darraaba-- okra.
6. dagaayig--minutes.  
dagiiga--minute.
7. jaaba--he brought.
8. karta--playing cards.
9. kadar--till, that.
10. šiyakee: after a while.
11. gabbalna: we continued, resumed.
12. wakit xalaas--when it was time.

C2. Answer the following questions about the comprehension text:

1. Where did the speaker and Moses go?
2. What did the speaker order?
3. What did Moses order?
4. How long did the waiter ask them to wait?
5. What did they do while waiting?
6. What did they drink?
7. How much did the food cost?
8. What were they charged four Riyals for?





III. DIALOG VARIATIONS:

D 1

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| maarig                               | going out (ms)                     |
| A. gaa'id fii beet walla maarig?     | Are you staying home or going out? |
| B. gaa'id kulla amhaar.              | I am staying all day.              |
| wa 'inta?                            | And you?                           |
| A. 'ana maarig fajur laakin nigabbil | I am going out in the morning but  |
| gayle.                               | I shall return in the afternoon.   |
| 'axaasa                              | call on (2 ms)                     |
| B. kaan gabbalt 'axaasaani?          | When you return call on me?        |

D 2

- |                                        |                                      |
|----------------------------------------|--------------------------------------|
| naayme                                 | sleeping (fs)                        |
| A. 'ambaakir 'inti naayme damman mata? | Tomorrow you are sleeping till when? |
| B. naayme damman saa'a tamaanye.       | I am sleeping till eight o'clock.    |
| A. mata maasye fii al'azuuma?          | When are you going to the party?     |
| B. 'axaasaani namsu sawa.              | Call on me, we will go together.     |

D 3

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| kaatib                             | writing (ms)                         |
| A. kaatib jawaab le yaatu?         | You are writing a letter to whom?    |
| B. gaa'id naktib le 'abuuy.        | I am writing to my father.           |
| A. katabt le rafiigak walla lissa? | Have you written to your friend yet? |
| B. laa, katab ley huu jaay.        | No, he wrote me that he was coming.  |

D 4

FREE DIALOG PRACTICE

- |                                |          |
|--------------------------------|----------|
| A. ween <u>1</u> subuu aljaay? | <u>1</u> |
|                                | maasi    |
|                                | maasye   |
|                                | maasiin  |

B. 1 2 fii foor laamii.

1

gaa?id

gaa?ide

gaa?idiin

2

na<sup>ˇ</sup>si

na<sup>ˇ</sup>si

na<sup>ˇ</sup>su

A. mata 1 2 hine?

1

?inta

?inti

?intu

2

mugabbil

mugabbile

mugabbiliin

B. 1 ba?d 2.

1

nigabbil

nigabbilu

2

šahreen

šubuu?een

sana

#### IV. COMPREHENSION:

##### Cl. Notes:

1. ?abadan maa--never.
2. juu--hunger.
3. balad--country.
4. januub--the south.
5. yazru--they grow, plant.
6. bangaw--potatoes.
7. minšaax--the north.
8. xalla--millet.
9. gemeh--wheat.
10. farwa--skin, leather.
11. kadaadi--wilderness
12. kulla nafar--all kinds.

13. hayawaanaat--animals.  
hayawaan--animal.
14. min...le hadda--from...to.
15. duud--lion.
16. xazaal--deer.
17. fiil--elephant.
18. jaamuus--buffalo.
19. ?arnab--rabbit.
20. bahar--river, sea.
21. huut--fish.  
huut leyvin--fresh (soft) fish.
22. malaan--full of.

C2. Listen to the comprehension text and answer the following questions:

1. Is Chad a poor country?
2. Where do rice and potatoes grow?
3. Where does grain grow?
4. Does Chad import meat and leather?
5. Are there wild animals in Chad? Name some if the answer is yes.
6. What are the main sources for fish?
7. What are the two kinds of fish one can buy in the market?
8. Why do people kill alligators?

THE PASSIVE PARTICIPLE

I. DIALOG:

- |    |                                  |                                          |
|----|----------------------------------|------------------------------------------|
|    | taji                             | come (3 s)                               |
| A. | taji ʔaʕiyye fii ʔazuuma walla?  | Will you come to the party this evening? |
| B. | maa nagdar. ʔana maʕxuul katiir. | I cannot. I am very busy.                |
| A. | ʕunu ʕaxalak?                    | What keeps you busy?                     |
| B. | ʔindi xidme gaasi.               | I have hard work.                        |

II. NOTES:

- |    |         |      |
|----|---------|------|
| 1. | maftuuh | open |
|    | maʕxuul | busy |
|    | marbuut | tied |

The passive participle denotes something "done". It is used as an adjective or a noun. The form of passive participles for C-C-C verbs is maCCuuC, as in the examples above.

- |    |          |        |
|----|----------|--------|
| 2. | mukassar | broken |
|----|----------|--------|

The passive participle derived from quadriliteral verbs has the form muCaCCaC.

3. Active and passive participles cannot be formed from all the verbs in the language. But these forms are always formed from verbs.

III. DIALOG VARIATIONS:

D 1

- |    |                                      |                                              |
|----|--------------------------------------|----------------------------------------------|
|    | maftuuh                              | open (ms)                                    |
| A. | alpost maftuuh saaʔa sitte walla?    | Will the post office be open at six o'clock? |
| B. | ʔayye, maftuuh le hadda saaʔa sabʔa. | Yes, it is open till seven o'clock.          |

magfuul

closed (ms)

al'ahad

Sunday

A. magfuul yoom al'ahad walla?

Is it closed on Sunday?

B. 'ayye, magfuul yoom al'ahad wa  
yoom al'iid.

Yes, it is closed on Sunday and  
on the holiday.

D 2

musaafire

traveling (fs)

A. 'ana musaafire yoom assabit.

I am traveling on Saturday.

B. maasye le ween?

Where are you going?

A. musaafire fii parii.

I am traveling to Paris.

B. mata tigabbili?

When will you return?

A. nigabbil ba'd sahreen.

I will return after two months.

D 3

jaayiin

coming (p)

A. rufgaanak maa jaayiin ma'aak  
walla?

Aren't your friends coming with you?

B. human maasiin fii sinema.

They are going to the movies.

A. wa 'inta maa maasi ma'aam walla?

And aren't you going with them?

B. laa, 'ana masxuul katiir.

No, I am very busy.

D 4

FREE DIALOG PRACTICE

A. 1 ma'aana fii 'azuuma walla?

1

tamsi

tamsu

B. šukran, walaakin 1 katiir.

1

mašxuul

mašxuule

mašxuuliin

A. šunu 1 ?

1

šaxalak

šaxalki

šaxalkum

B. yoom 1 2 fii parii.

1

assabit

alʔahad

attalaata

2

musaafir

musaafire

musaafiriin

#### IV. COMPREHENSION:

##### Cl. Notes:

1. bigi--has been.
2. jamhuuriyya--republic.
3. min--since.
4. šahir wihdaʔsar--the eleventh month.

Chad Arabic refers to months by number

rather than by name.

5. hurriyya--independence, freedom.
6. tšaadiyyiin--the Chadians.
7. yitdarriju--they elect
8. deputeet--representatives, deputies.
9. raʔiis--president.
10. ʔalam--flag.

11. ?alwaan--colors.  
loon--color.
12. muslimiin--Moslems.  
muslim--Moslem.
13. katiir minnum--many of them.
14. masiihiin--Christians  
masiihi--Christian.
15. wata--weather
16. asseef--summer.
17. a<sup>vv</sup>ssita--winter.
18. ziraa?a--agriculture.
19. gutun--cotton.
20. fuul--peanuts.
21. kamaan--also.
22. luubya--beans.
23. sinaa?a--industry.
24. mileh--salt.
25. ?atroon--natron.
26. dihin--oil.

C2. Listen to this text, which is a continuation of the one in the previous lesson, and answer the following questions:

1. When did Chad become a republic?
2. When did Chad gain independence?
3. Who elects the president?
4. How long is the president's term?

5. How many representatives do the people elect?
6. What three colors does the Chadian flag have?
7. What is the population of Chad?
8. Where do the Moslems live in Chad?
9. Where do the majority of the Christians live?
10. What kind of weather does Chad have?
11. What are the two major agricultural products in Chad?
12. What are some of the industrial products?





III. DIALOG VARIATIONS:

D 1

- A. šifta muusa fii dderib.  
kallanta  
I saw Moses on the road.  
you talked to him
- B. kallanta walla laa?  
sallanta  
Did you talk to him or not?  
I greeted him
- A. laa, maa kallanta laakin  
sallanta.  
No, I did not talk to him but I  
greeted him.
- B. maala maa kallanta?  
Why didn't you talk to him?
- A. gaa?id be?iid minni.  
He was far from me.

D 2

- A. ween ?allamti kalaam ?ingliiz?  
Where did you learn English?
- B. ?allanta fii tšaad.  
?allamaaki  
I learned it in Chad.  
he taught you (fs)
- A. yaatu ?allamaaki?  
Who taught you?
- B. ?axuyy alkabiir ?allamaani.  
My big brother taught me.

D 3

- sa?alookum  
they asked you (p)
- A. šunu sa?alookum?  
sa?aloona  
What did they ask you?  
they asked us
- B. sa?aloona mata nisaafiru.  
?antookum  
They asked us when we leave.  
they gave you (p)
- A. wa šunu ?antookum?  
?antoona  
And what did they give you?  
they gave us
- B. ?antoona gurus.  
They gave us money.

D 4

FREE DIALOG PRACTICE

A. 1 sunu 2 ?

1

2

?abuuk

sa?alak

?ammak

sa?alatak

?abuuki

sa?alki

?abuu

sa?ala

?amma

sa?alata

B. 1 wee 2 .

1

2

sa?alni

maasi

sa?alatni

maarig

sa?alni

maasye

sa?ala

maasi

sa?alata

maarig

A. wa sunu 1 ?

1

?antaak

?antatak

?antaaki

?antaa

?antata

B. 1 2 gurus.

1

2

?abuuy

?antaani

?ammi

?antatni

?abuuy

?antaani

?abuu

?antaa

?amma

?antata

IV. COMPREHENSION:

Cl. Notes:

1. gitya--piece, piece of cloth.  
gityaat--pieces.
2. txayyit--she sews, has something sewn.
3. lubaas--dress. roob--dress.
4. xayyaat-- tailor
5. surwaal--pants.
6. farde--loin-cloth.
7. makaan/bakaan--place.
8. gyaas--measurement.
9. gassam--cut, divide
10. fassala--cut, used specially for cutting material.
11. ba?id 'ayyaam--In a few days.
12. 'aktada--assured.
13. leelit-- a night.
14. xumaam--things, stuff.
15. xabbanat--she got angry.
16. haarajat--she argued.
17. sabbara--told her to be patient.
18. yamrug min 'eeb--correct a mistake.
19. sahar--stayed up at night.
20. xallas--finished.
21. wadda--take.
22. xiyaata--sewing, things sewed.

C2. Answer the following questions about the comprehension text:

1. Who bought a piece of material to make a dress?
2. What did she want the dress for?
3. What is the name of the tailor?
4. When did the tailor promise the dress would be finished?
5. When did the girl come to pick up her dress? Was it finished then?
6. Why did the girl get angry with the tailor?
7. What did the tailor do on the night of the holiday?
8. Did the girl pay the tailor finally?

A 44

INDIRECT OBJECT SUFFIXES

I. DIALOG:

- A. šunu ʔali gaala leek?                      What did Ali tell you?  
B. maa warra ley šey.                              He did not tell me anything.  
A. kikeef šifta gaaʔid yikallim                      How come I saw him talking to you?  
    leek?  
B. saakit gaaʔid yhajji.                              He was just chatting.

II. NOTES:

1. Refer to PS 49 for indirect object suffixes.
2. ʔaktub ley                                              write to me  
    ʔaktub luu                                              write to him

Following the verb the preposition /le/ 'to,for' is used with possessive suffixes to denote indirect objects.

III. DIALOG VARIATIONS:

D 1

- A. šunu warreeta leeki ʔamis?                      What did I tell you yesterday?  
B. warreeti ley maa tamurgi min                      You told me do not leave the house.  
    beet.  
A. maala maragti?                                      Why did you leave?  
B. maragta le naguula leeki diifaa                      I left to tell you that guests came.  
    joo.

D 2

- A. rufgaanak katabo leek walla?                      Did your friends write to you?  
B. ʔayye katabu ley ʔamis.                              Yes, they wrote to me yesterday.  
A. wa ʔinta rassalta leem jawaab                      And did you send them a letter?  
    walla?  
B. ʔayye, katabt leem.                                      Yes, I wrote to them.

D 3

- A. ?abuukum warra ley nisiifkum. Your father told me to see you.  
B. ?unu rassala leena ma?aak? What did he send us with you?  
A. rassala leekum gurus. He sent you money.  
B. rassala lena jawaab kulla walla? Did he also send us a letter?  
A. laa, maa rassala jawaab. No, he did not send a letter.

D 4

FREE DIALOG PRACTICE

- A. 1 2 walla lissa? 1 2  
katab leek  
katabo leekum  
katabat leeki  
katabti luu
- B. laa, lissa maa 1 2 . 1 2  
katab ley  
katabo leena  
katabat ley  
katabta luu
- A. wa 1 2 3 jawaab walla? 1 2 3  
?inta rassalta luu  
?inti rassalti leeha  
huu rassala leekum  
hii rassalat leeki
- B. ?ayye, 1 2 jawaabeen. 1 2  
rassalta luu  
rassalta leeha  
rassala leena  
rassalat ley

#### IV. COMPREHENSION:

##### Cl. Notes:

1. ?imaam--a Moslem clergyman.
2. salaa--prayer.  
salawaat--prayers.
3. ramadaan--the Moslem holy month of fasting.
4. waajib--necessary, must.
5. yifattish--to look for.
6. gamar--moon.
7. sana--sky.
8. halla--rose (used for the moon).
9. xabar--news.
10. hilaal--villages, cities.  
hille--village, city.
11. mutfa--cannon.
12. banaadig--guns.
13. hukuuma--government.
14. xabbara--told.
15. hiya--thus, so.
16. siyaam--fasting.
17. yisahhir--to eat the last meal before a day's fast.  
suhuur--the last meal before the beginning of fast.
18. yisalli--to pray.
19. There are six prayers a day in Islam:  
assabaah--the morning prayer.  
adduhur--the noon prayer.  
al?usur--the afternoon prayer.



almuxrub--the late afternoon prayer before dinner.

attarawiyye--the after dinner prayer.

al'ise--the prayer after mid-night.

20. saayim--fasting person.

saayimiin--fasting persons.

21. jeni--ladle.

22. mediide--broth.

23. yaftur--to break a fast.

02. Listen to the comprehension text and answer the following questions:

1. What did the Imam tell the people to do?

2. Where did the people receive the news about the beginning of Ramadan?

3. How did the government announce the beginning of Ramadan?

4. How long are the Moslems supposed to fast?

5. How many times a day do people pray?

6. When does the daily fast start?

7. When does the fast end?

8. When do people break their fast in the evening?

9. What do the fasting people usually drink?

ADVERBS

## I. DIALOG:

- |    |                                          |                                                              |
|----|------------------------------------------|--------------------------------------------------------------|
|    | musaafiriin                              | leaving (p)                                                  |
| A. | rufgaanak musaafiriin gayle walla fajur? | Are your friends leaving in the afternoon or in the evening? |
| B. | human musaafiriin ?ambaakir fii fajur.   | They are leaving tomorrow in the morning.                    |
| A. | maasiin be?iid walla?                    | Are they going far?                                          |
| B. | ?ayye, maasiin fii ?amriik.              | Yes, they are going to America.                              |

## II. NOTES:

- |    |                     |                      |
|----|---------------------|----------------------|
| 1. | beeti kabiir katiir | my house is very big |
|    | huu ?akal šwiyya    | he ate a little      |

Adverbs are used after a verb or an adjective to say something about them.

- |    |                  |                   |
|----|------------------|-------------------|
| 2. | a) maša ?amis    | he went yesterday |
|    | b) maša be?iid   | he went far away  |
|    | c) maša fii beet | he went home      |
|    | d) maša bišees   | he went slowly    |
|    | e) širib katiir  | he drank a lot    |

The most common types of adverbs in Chad Arabic are: adverbs of time as in example a), adverbs of place as in examples b) and c), adverbs of manner as in example d), and adverbs of degree as in example e).

- |    |                     |                     |
|----|---------------------|---------------------|
| 3. | a) yamsi ?ambaakir  | he will go tomorrow |
|    | ?ambaakir yamsi     | he will go tomorrow |
|    | b) huu ?akal ?ajala | he ate fast         |
|    | huu ?ajala ?akal    | he ate fast         |

Usually adverbs of time and manner can be used before or after the verbs they modify as shown in the examples above.

III. DIALOG VARIATIONS:

D 1

- A. tudoorra gahwa walla? Do you want some coffee?  
niriida I like
- B. laa, maa niriida gahwa katiir. No, I do not like coffee very much.
- A. tiriida šaay walla? Do you like tea?
- B. ʔayye, ʔantiini šwiyya min fedlak. Yes, give me some please.

D 2

- A. maala taakuli ʔajala kee? Why do you eat so fast.  
musaajile in a hurry (fs)
- B. ʔana musaajile katiir. I am in much of a hurry.
- A. maala musaajile kee? Why are you in so much hurry?
- B. fiisaan xidimti badat gibeel saaʔa. Because my work started an hour ago.

D 3

- A. markuubak seme katiir. ween biita? Your shoes are very nice. Where  
did you buy them?
- B. biita fii dukkaan hana rafiigi. I bought it at a friend's shop.
- A. ween addukkaan daa gaaʔid? Where is this shop?
- B. gaaʔid hinaak jamb almuuzee. It is there beside the museum.
- A. šukran katiir. Thanks a lot.
- namši hinaak ʔambaakir. I will go there tomorrow.



8. yfawwutu waktu--to pass the time.
9. faddal--remained.
10. y?ayyid--to give greetings for the /?iid/.
11. duyuuuf/diifaan--guests.  
deef--guest.
12. kaak--cake, cookies.
13. siroop--drinks, cold drinks.
14. ?itir--perfume.
15. halaawa--candy.
16. ?aaxir--last.
17. faatiha--a Moslem prayer.  
ysiil faatiha--to say a prayer.
18. yhaadir--to be present.
19. assana al?aaxar--the next year, the coming year.

C2. Listen to the comprehension text, which is a continuation of the one in the previous lessons, and answer the following questions:

1. What are the three categories of people who do not fast?
2. What day of the week is a Moslem Holiday?
3. What do the fasting people do after work?
4. What do people buy from the market for the Ramadan feast?
5. What do people do on the day of the feast?
6. What do people offer their guests on that day?
7. How long does the celebration last?
8. What kind of dances are used in the celebrations?
9. What is the usual wish on the last day of the holy month?

APPENDIX A

SUPPLEMENTARY DIALOGS

SD1-2	Greetings
SD3-6	Directions
SD7-9	Arrival
SD10-14	The Family
SD15-18	Getting Around
SD19-20	Telling Time
SD21-23	Holidays
SD24	The Carpenter
SD25	The Doctor
SD26-29	The Market
SD30-32	Departure
SD33-34	The Weather
SD35	The Movies



SD1. Greetings

- A. taybiin 'abdalla.  
"Hello, Abdallah".
- B. taybiin se'iid. faddal, 'ahlan wa sahan.  
"Hello, Said. Come in, welcome."
- A. šukran katiir.  
"Thanks a lot."
- B. tašrab šaay walla gahwa?  
"Would you drink tea or coffee?"
- A. šaay min fadlak.  
"Tea, please."
- B. murr walla 'asal?  
"Black or sweet?"
- A. 'asal min fadlak.  
"Sweet, please."
- B. tudora sigreet walla?  
"Would you like a cigarette?"
- A. laa maa našrab sigreet.  
"No, I don't smoke cigarettes."



SD2. Greetings

A. salaamaleek.

"Hello."

B. salaamaleek.

"Hello."

A. min fadlak ?usmak yaatu?

"What is your name, please?"

B. ?usmi yuusuf, wa ?inta?

"My name is Joseph, and yours?"

A. ?usmi muhammat.

"My name is Muhammad."

B. ?ana farhaan minnak.

"Glad to meet you."

A. šukran. ma?a salaamak.

"Thank you. Good bye."

B. ma?a salaamak.

"Good bye."

SD3. Directions

A. min fadlak nas?alak su?aal.

"Please, I would like to ask you a question."

B. haadir.

"Please do. (I am ready)."

A. ta?arfa ween gaa?id safeera hana ?amriik?

"Do you know where the American Embassy is?"

B. ?ayye. ?imši fii ?iidak al?israay, ba?deen fii ?iidak azzeenaay.

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

A. ween min ?iidi azzeenaay?

"Where about from my right?"

B. fii ddirib al'awwal.

"In the first street."

A. šukran katiir.

" Thank you very much."

B. maa fii šey.

"For nothing (Don't mention it)."

SD4. Directions

A. min fadlak ta'arfa ween gaa'id almuuzee?

"Please, do you know where the museum is?"

B. 'ayye. 'amsi 'adiil giddaamak wa fii 'iidak azzeenaay.

"Yes. Walk straight ahead and then to your right."

A. ween? fii ddirib daa walla?

"Where? In this street?"

B. laa, 'almuuzee gaa'id fii ddirib attaani.

"No, the museum is on the second street."

A. sukran yaa seyyid.

" Thank you, sir."

B. maa fii šey?

"Don't mention it."

A. ma'a salaamak.

"Good bye."

B. ma'a salaamak.

"Good bye."

SD5. Directions

A. ndoora nas'alak su'aal.

"I would like to ask you a question."

B. haadir.

"Please do."

- A. ta'arfa restooraan seme gariib min hine?  
 "Do you know a good restaurant close to here?"
- B. 'ayye. restooraan alkabiir daa giddaam hana muuzee.  
 "Yes. This big restaurant in front of the museum."
- A. wa lmuuzee b'iid min hine walla?  
 "Is the museum far from here?"
- B. laa, b'iid laakin maa b'iid katiir.  
 "No, it is far, but not very far."
- A. sukran. ma'a salaamak.  
 "Thanks. Good bye."
- B. ma'a salaamak.  
 "Good bye."

SD6. Directions

- A. sabaah alxeer yaa seyyid.  
 "Good morning, Sir."
- B. sabaah alxeer. nagdar na'aawnak walla?  
 "Good morning. Can I help you?"
- A. min fadlak ween gaa'id post?  
 "Where is the post office, please?"
- B. ta'arfa ween gaa'id al'uteel de park?  
 "Do you know where The Hotel de Park is?"
- A. laa maa na'arfa, laakin na'arfa graant 'uteel.  
 "No I don't, but I know where Grant Hotel is."
- B. ba'd graant 'uteel 'imsi fii 'iidak azzeenaay wa ba'deen kanjir  
 fii ddirib al'awwal.  
 "After Grant Hotel go to your right then turn on the first  
 street."

- A. hassa fihimta. šukran.  
 "Now I understood. Thanks."  
 B. maa fii šey. maʔa salaamak.  
 "For nothing. Good bye."  
 A. maʔa salaamaak.  
 "Good bye."

SD7. Arrival

- A. keef min jildak?  
 "How are you?"  
 B. jildi kwayyis, hamdulillaah.  
 "I am fine, thank God."  
 A. min ween jaay?  
 "Where do you come from?"  
 B. jaay min ʔamriik.  
 "I come from America."  
 A. tikallim kalaam ʔarab seme.  
 "You speak good Arabic."  
 B. šukran katiir.  
 "Thank you very much."  
 A. ween ʔallamt kalaam ʔarab?  
 "Where did you learn Arabic?"  
 B. ʔallamt kalaam ʔarab fii ʔamriik.  
 "I learned Arabic in America."

SD8. Arrival

A. salaamaleek.

"Hello."

B. salaamaleek.

"Hello."

A. ?inta min ween min ?amriik?

"Where are you from in America?"

B. ?ana min New York.

"I am from New York."

A. kikeef jiiit hine?

"How did you come here?"

B. jiiit bittayyaara.

"I came by plane."

A. tawwalt fii tsaad walla?

"Have you been in Chad for long?"

B. laa, šahir waahid.

"No, for one month."

SD9. Arrival

A. min mata ?inta gaa?id hine?

"Since when are you here?"

B. min subuu talaata.

"Since three weeks."

A. ?inta min ?amriik walla?

"Are you from America?"

B. ?ayye, ?ana min California.

"Yes, I am from California."

- A. kikeef safar hanaak?  
 "How was your trip?"
- B. safari kwayyis kalaas.  
 "My trip was very good."
- A. ?ahlan wa sahlān.  
 "You are welcome."
- B. šukran.  
 "Thanks."

SD10. The Family

- A. ?inte ?iindak mara walla?  
 "Do you have a wife?"
- B. ?ayye, ?indi mara.  
 "Yes, I have a wife."
- A. min mata ?axadt mara?  
 "When did you get married?"
- B. ?axadt mara gariib ?asara sana.  
 "I got married about ten years ago."
- A. ?indak ?iyaal walla?  
 "Do you have kids?"
- B. ?ayye, ?indi ?iyaal xamsa.  
 "Yes, I have five kids."
- A. ?awlaad walla banaat?  
 "Boys or girls?"
- B. ?awlaad tineen wa banaat talaata.  
 "Two boys and three girls."
- A. sallimum ley.  
 "Give them my greetings."

B. šukran.

" Thanks."

SD11. The Family

A. ?inta ?axadt walla lissa?

"Are you married, or not yet?"

B. laa lissa maa ?axadt. wa ?inta?

"No I am not married yet. And you?"

A. ?ana ?axadt min sitte sana.

"I have been married for six years."

B. ?iyaal kam ?indak?

"How many kids do you have?"

A. ?indi walad waahid wa bneyya waahid.

"I have one boy and one girl."

B. kam sana ?indum?

"How old are they?"

A. alwled ?inda ?arba sana wa lbneyya ?inda sanateen.

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

B. ?usmum yaatu?

"What are their names?"

A. alwled ?usma ?ahmat wa lbneyya ?usma faatime.

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

SD12. The Family

A. keef haalak?

"How are you?"

B. hamdulillaah. keef martak wa ?iyaalak?

"Thank God. How are your wife and kids?"

A. kwaysiin, handulillaah.

"They are all fine, thank God."

B. wleedak yamsi lekool walla?

"Does your kid go to school?"

A. ?ayye, huu gara talaata sana fii lekool.

"Yes, he has been in school for three years."

B. bineyti maa tamsi fii lekool.

"My daughter does not go to school."

A. maala?

"Why not?"

B. hii lissa bneyya saxayra.

"She is still a young girl."

SD13. The Family

A. keef naas beetak?

"How is your family?"

B. handulillaah, kwaysiin.

"Thank God, they are all fine."

A. min zamaan maa siftak.

"I have not seen you for a long time."

B. ga?adta fii ?orooop sanateen.

"I was in Europe for two years."

A. keef ?axwaanak wa ?axwaatak?

"How are your brothers and sisters?"

B. kullum kwaysiin. wa ?inta keef ?abuuk wa ?ammak?

"They are all fine. And you, how are your father and mother?"



- A. ?abuuy saafar le faransa.  
 "My father went to France."
- B. ?ana ?axuuy yagra fii faransa.  
 "My brother studies in France."
- A. šunu gaa?id yagra?  
 "What is he studying?"
- B. huu yagra le yabga daktoor.  
 "He is studying to become a doctor."

SDL4. The Family

- A. xallini na?arrifak le ?axuuy jamiil.  
 "Let me introduce to my brother Jamil."
- B. salaamaleek seyyid jamiil. ?usmi ?abbakar.  
 "Hello, Jamil. My name is Abbakar."
- A. ?ana farhaan šiftak.  
 "I am glad to see you."
- B. šukran katiir.  
 "Thanks a lot."
- A. tudoora tšiiif daarna?  
 "Would you like to see our house?"
- B. ?ayye.  
 "Yes."
- A. ta?aal faddal.  
 "Please come."
- B. ?indak beet kwayyis wa jinena semha.  
 "You have a nice house and a beautiful garden."
- A. šukran.  
 "Thanks."

SD15. Getting Around

A. ndoora pakeet hana sigreet min fadlak.

"I want a pack of cigarettes, please."

B. nafar šunu?

"What kind?"

A. ?indak sigreet hana ?amriik walla?

"Do you have American cigarettes?"

B. laa, ?illa sigreet hana tšaad.

"No, only Chadian cigarettes."

A. ?antiini pakeet hana bastoor wa ?almeet kulla.

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

B. dool human kullum.

"Here they are."

A. šukran. kam?

"Thanks. How much?"

B. ?ašara riyaal.

"Ten riyals."

A. faddal.

"Here it is."

SD16. Getting Around

A. taksi !

"Taxi !"

B. ?ayye. tudoora ween nwaddiik?

"Yes. Where do you want me to take you?"

A. waddiini fii graant ?uteel.

"Take me to Grant Hotel."

B. al?uteel gaa?id ween? ?ana maa na?arfa.

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

- A. alʔuteel gaaʔid jamb almuuzee.  
 "The hotel is beside the museum."
- B. ʔayye, fihimta.  
 "Yes, I understood."
- A. daa huu, wisilna. kam?  
 "Here it is, we arrived. How much?"
- B. ʔarbiin riyaal.  
 "Forty riyals."
- A. daa huu ʔarbiin riyaal.  
 "This is forty riyals."
- B. ʔukran. maʔa salaamak.  
 "Thanks. Good bye."

SD17. Getting Around

- A. taksi, nudocra namsi fii alpoon.  
 "Taxi, I want to go to the bridge."
- B. ʔayye, laakin gaasi kaan nimsi fii alpoon.  
 "Yes, but it is expensive to go to the bridge."
- A. kam?  
 "How much?"
- B. xamsiin riyaal.  
 "Fifty riyals."
- A. xalaas, namsu.  
 "O.K., we go."
- B. ween gaaʔid alpoon daaʔ?  
 "Where is this bridge?"
- A. jamb assafaara, maa bʔiid min hine.  
 "Near the embassy, not far from here."

B. daa huu walla?

"Is this it?"

A. ʔayye, daa huu xamsiin riyaal.

"Yes, this is fifty."

B. ʔukran.

"Thanks."

SD18. Getting Around

A. saaʔtak kam?

"What time do you have?"

B. saaʔa talaata wa nuss.

"It is 3:30."

maa ʔindak saaʔa walla?

"Don't you have a watch?"

A. laa, laazim nibii waahid.

"No, I should buy one."

B. fii dukkaan seme ʔinda saaʔaat kwaysiin.

"There is a nice shop which has good watches."

A. gaasi walla hayyin?

"Is it expensive or cheap?"

B. attaman maa battaal.

"The price is not bad."

A. laazim namʔsi hinaak alyoom.

"I should go there today."

B. namʔsi maʔaak.

"I will go with you."

naʔarfa bakaan daa.

"I know this place."

SD19. Telling Time

A. saa?a kam min faḍlak?

"What time is it, please?"

B. saa?a ?asara.

"It is ten o'clock."

A. sehii walla?

"Are you sure?"

B. laa xalliini niṣiifa saa?ti.

"No, let me look at my watch."

saa?a ?asara wa ?asara tamaam.

"It is ten past ten, exactly."

A. laazim namṣi fii sinema fii ssaa?a ?asara wa nuss.

"I have to go to the movies at 10:30."

B. ?arja ṣwiyya, namṣi ma?aak.

"Wait a little, I will go with you."

A. niṣiilu taksi walla?

"Shall we take a cab?"

B. laa ssinema gariib hine.

"No, the movie theatre is close."

A. xalliina namṣu.

"Let us go."

SD20. Telling Time

A. maṣi ween alyoom?

"Where are you going today?"

B. maṣi fii ?abeṣee.

"I am going to Abeche."

- A. fajur walla ?asiyya?  
 "In the morning or the afternoon?"
- B. fajur fii ssaa?a ?asara waahid wa nuss.  
 "In the morning at 11:30."
- A. saa?a kam hassa?  
 "What time is it now?"
- B. hassa ssaa?a ?asara waahid ?illa rubu.  
 "Now it is 10:45."
- A. maa fii wakit, laazim nišiiilu taksi.  
 "We don't have time, we should take a cab."
- B. kalaamak ?adiil. salaamaleek.  
 "You are right. Good bye."

SD21. Holidays

- A. ?amis ?iid hana šunu?  
 "What feast was yesterday?"
- B. ?amis ?iid alkabiir.  
 "Yesterday was the big feast."
- A. ?iid bikeer.  
 "Happy feast."
- B. ?alla yantiik alkeer.  
 "Happy feast."
- A. šunu sawweeta?  
 "What did you do?"
- B. mašeena ruxna.  
 "We went for a walk."

A. mašeeṭtu ween?

"Where did you go?"

B. mašeena fii poon.

"We went to the bridge."

A. gaʔadtu lyoom kulla hinaak walla?

"Did you stay there the whole day?"

B. laa, gaʔadna hinaak ʔašiyya bes.

"No, we spent the afternoon there only."

SD22. Holidays

A. faddal šiil kaak.

"Have some cake."

B. šukran. šunu daa?

"Thanks. What is this?"

A. daa kaak hana ʔiid.

"This is the feast cake."

B. ʔiid bixeer.

"Happy feast."

A. xeer ʔinšaʔallah.

"Same to you."

B. kaak seme wa halu.

"The cake is nice and sweet."

A. šiil ziyaada.

"Take some more."

B. kafa. ʔakalt katiir.

"That is enough. I ate a lot."

A. tudoora kubbaaya hana siroop?

"Would you like some syrup?"

B. laa šukran. nudoora gahwa.

"No, thanks. I prefer coffee."

SD23. Holidays

A. ?ambaakir xidme maa fii.

"Tomorrow is a holiday. (there is no work)"

B. maala?

"Why?"

A. fiisaan ?ambaakir ?iid alhurriyya.

"Because tomorrow is Independence Day."

B. šunu tisaawi ?ambaakir?

"What are you going to do tomorrow?"

A. namsi nšiiifa ?ahli.

"I am going to see my parents."

B. ?ahli ga?idiin b?iid min hine.

"My parents are far from here."

A. tudoora taji ma?aay walla?

"Would you like to come with me?"

B. šukran. ?ayye naji ma?aak.

"Thanks. I will go with you."

A. kwayyis. ta?aal n?arrifak ?ahli.

"Good. Come and I will introduce you to my parents."

SD24. The Carpenter

A. maa ?indak xidme fii ?asiyya walla?

"Don't you have anything to do in the evening?"

B. ?indi xidme. laazim namsi fii lbeet.

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

A. maala?

"Why?"



- B. fiiṣaan annajjaar jaay yaʔaddila lbaab hana beeti.  
 "Because the carpenter is coming to fix the door of my house."
- A. ṣunu bigi?  
 "What happened?"
- B. baabi kassar wa laazim naʔaddila.  
 "My door broke and I have to fix it."
- A. yaatu najjaarak?  
 "Who is your carpenter?"
- B. jaarak ʔahmat.  
 "Your neighbor Ahmad."
- A. ʔahmat najjaar kwayyis.  
 "Ahmad is a good carpenter."
- B. ʔayye, kwayyis katiir.  
 "Yes, he is very good."

SD25. The Doctor

- A. ʔambaakir laazim namsi fii daktoor.  
 "Tomorrow I should go to the doctor."
- B. ṣunu jaak?  
 "What is the matter with you?"
- A. ʔiidi yoojaani.  
 "I have pain in my hand (arm)."
- B. ṣunu jaa le ʔiidak?  
 "What is the matter with your arm?"
- A. wageeta, wa ʔiidi kassar.  
 "I fell, and my arm was broken."
- B. ʔindak waja katiir walla?  
 "Does it hurt very much?"

- A. hassa maa katiir, laakin ?awwal yoojaani katiir.  
 "Now it does not hurt much, but at first it did."
- B. ?alla yijiib al?aafya.  
 "God bring you health."
- A. šukran. ?alla yantiik l?aafya.  
 "Thanks. God give you health."

SD26. The Market

- A. ta?arfa ween assuuk gaa?id?  
 "Do you know where the market is?"
- B. ?ayye, šunu tudoora tibii?  
 "Yes, what do you want to buy?"
- A. nudoora nibii markuub.  
 "I want to buy shoes."
- B. tudoora tibii bigaasi walla?  
 "Do you want to buy something expensive?"
- A. laa, nudoora šoxol maa gaasi.  
 "No, I want something not expensive."
- B. na?arfa bakaan yi?ajjibak.  
 "I know a place you will like."
- A. tagdar tuwaddiini bakaan daa walla?  
 "Can you take me to that place?"
- B. ?ayye, nulunmu fii ssaa?a ?arba ?illa rubu.  
 "Yes, we will meet at 3:45."
- A. kwayyis, nišiiifak.  
 "Good, I will see you."
- B. ma?asalaamak.  
 "Good bye."

SD27. The Market

A. salaamaleek.

"Hello."

B. salaamaleek. nagdar na'aawnak?

"Hello. Can I help you?"

A. ?ayye, nudoora markuub seme.

"Yes, I would like a good pair of shoes."

B. da yi?ajjibak walla?

"Do you like this one?"

A. daa seme, laakin maa nudoora loona.

"This is fine, but I don't like its color."

B. loon alveen tudoora?

"What color do you want?"

A. ?aswad walla ?ahmar.

"Black or red (brown)."

B. daa markuub ?aswad wa tamana hayyin.

"This is a black pair of shoes which is cheap."

A. tamana kam?

"What is its price?"

B. miyya riyaal.

"One hundred riyals."

SD28. The Market

A. kam tudoora le ttabl daa?

"How much do you want for this table?"

B. miyya wa ?iŕriin riyaal.

"One hundred and twenty riyals."

A. daa gaasi katiir.

"This is very expensive."

B. nantiik be miyya wa ʔasra.

"I'll give it to you for one hundred and ten."

A. laa, nikaffiik tisʔiin riyaal.

"No, I'll pay you ninety riyals."

B. laa, ʔantiini miyya. daa ʔaxir taman.

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

A. daa lissa gaasi. nantiik xamsa wa tisʔiin.

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

B. kwayyis, siila.

"O.K., take it."

SD29. The Market

A. ʔindak zraa jadiid walla?

"Do you have fresh vegetables?"

B. ʔayye, tudoora sunu?

"Yes, what would you like?"

A. nudoora tamaatum wa basal wa fagguus.

"I want tomatoes, onions and cucumbers."

B. ʔindi manga wa lemuun wa ʔanab kulla.

"I also have mangoes, lemons and grapes."

A. bekam alkiilu hana tamaatum?

"How much is a kilo of tomatoes?"

B. ʔisriin riyaal.

"Twenty riyals."

A. daa gaasi katiir.

"This is very expensive."

B. walaakin daa tamaatum seme.

"But these are good tomatoes."

A. nikaffiik xamista<sup>š</sup>ar niyaal.

"I will give you fifteen riyals."

B. <sup>š</sup>ayye, <sup>š</sup>azzila altudoora.

"O.K., Pick what you want."

SD30. Departure

A. mata ttayyaara hanaak yam<sup>š</sup>si?

"When does your plane leave?"

B. saa<sup>š</sup>a sab<sup>š</sup>a wa nuss fii <sup>š</sup>ašiyya.

"At 7:30 p.m."

A. bi ssaa<sup>š</sup>a kam laazim tam<sup>š</sup>si fii mataar?

"What time do you have to go to the airport?"

B. saa<sup>š</sup>a sitte wa rubu.

"At 6:15."

A. <sup>š</sup>ahsan tam<sup>š</sup>si min beetak fii saa<sup>š</sup>a sitte.

"You'd better leave your house at six."

B. <sup>š</sup>ayye, nabga jaahiz fii saa<sup>š</sup>a xamsa wa nuss.

"Yes, I'll be ready at 5:30."

A. <sup>š</sup>indak šoxol altudoora kulla walla?

"Do you have everything you need?"

B. <sup>š</sup>ayye, <sup>š</sup>indi taskara, paspoor, kart hana daktoor, kulla <sup>š</sup>ey.

"Yes, I have a ticket, passport, medical certificate, everything."

A. ma<sup>š</sup>si <sup>š</sup>adiil fii nuyoor<sup>š</sup>k walla?

"Are you going straight to New York?"

B. laa, nagif fii parii ?ayyaam.

"No, I will stay in Paris for a few days."

SD31. Departure

A. seyyid ?ahmat saafar walla?

"Did Ahmad leave?"

B. laa, yamsi ba?d baakir.

"No, he leaves the day after tomorrow."

A. tuwaddii fii mataar walla?

"Are you taking him to the airport?"

B. ?ayye, tudoora tiji ma?aana walla?

"Yes, would you like to come with us?"

A. baalik namsi.

"Maybe I will go."

tiji bakaani tisiilni walla?

"Will you come to my place to pick me up?"

B. haadir. ween gaa?id beetak?

"With pleasure. Where is your house?"

A. beeti gariib le sinema ryo.

"My house is close to Cinema Rio."

B. niji fii beetak fii ssaa?a ?arba.

"I shall come to your house at four."

A. kwayyis, nulummu hinaak.

"Good, we will meet there."

SD32. Departure

- A. mata tamsi fii baladak?  
"When do you leave for your country?"
- B. baʔd subuuʔeen.  
"Two weeks from now."
- A. kaan wisilta fii ʔamriik ʔaktub ley.  
"Write me when you get to America."
- B. naktub leek, wa ʔinta kamaan ʔaktub ley.  
"I will. And you write me too."
- A. tagri ʔarab walla?  
"Can you read Arabic?"
- B. šwiyya.  
"A little."
- A. naktub leek nuss bi kalaam ʔarab wa nuss bi kalaam ʔingliiz.  
"I will write you half Arabic and half English."
- B. kwayyis, wa ʔana naktub leek bi kalaam ʔarab šwiyya.  
"Good, and I will write you a little Arabic."
- A. ween ʔallanta kalaam ʔarab?  
"Where did you learn Arabic?"
- B. fii lekool fii baladi.  
"In school at home."

SD33. The Weather

A. wata haami katiir alyoom.

"It is very hot today."

B. ?ayye, daayman haami fii sseef.

"Yes, it is always hot in the summer."

A. wata haami fii kull ṭsaad walla?

"Is it hot all over Chad?"

B. laa, wata maa haami fii jjubaal.

"No, it is not hot in the mountains."

A. kam digree fii jjubaal fii sseef?

"What is the temperature in the mountains during the summer?"

B. tagriiban talaatiin digree.

"About thirty degrees."

A. wa wata keef fii foor lamii?

"And how is the weather in Fort-Lamy?"

B. fii sseef tagriiban tamaanya wa talaatiin.

"About thirty-eight degrees in the summer."

A. fii lleel kamaan haami walla?

"Is it also hot at night?"

B. ?ayye, wata haami fii lleel kulla.

"Yes, it is also hot at night."



SD34. The Weather

A. wata baarid alyoom.

"It is cold today."

B. ?ayye, walaakin maa baarid katiir.

"Yes, but not very cold."

A. fii baladak wata baarid min hine walla?

"Is it colder than here in your country?"

B. ?ayye, baarid katiir min hine fii <sup>vv</sup>ssita.

"Yes, it is much colder in the winter."

A. matar ysubb katiir fii baladak walla?

"Does it rain very much at home?"

B. ?ayye, wa ?indana talj kulla.

"Yes, and we have snow too."

A. ?indakur talj kull assana walla?

"Do you have snow all year round?"

B. laa, ?illa fii <sup>vv</sup>ssita.

"No, only in the winter."

A. wakit talj yaga wata baarid katiir.

"When it snows it gets cold."

B. ?ayye, sehii kalaamak.

"Yes, you are right."

SD35. The Movies

A. šunu tsawwi lyoom fii lleel?

"What are you doing this evening?"

B. nudoora namsi fii sinema.

"I want to go to the movies."

A. sinema alveen maasi tisiifa?

"Which movies are you going to see?"

B. maasi fii sinema normandii.

"I am going to Normandi Theatre."

A. alfilm šunu lyoom?

"What is the film today?"

B. film faransee seme. tamsi ma'aay walla?

"It is a good French movie. Would you like to come?"

A. ?akteer daa yaatu?

"Who is the actor?"

B. fernandeel, huu dahhaaki katiir.

"Fernandel, he is very funny."

A. ?ayye, namsi ma'aak.

"O.K., I will go with you."



APPENDIX B

SUPPLEMENTARY TEXTS

- ST1. Juha and His Neighbor
- ST2. Juha and His Creditor
- ST3. The Lion's Law
- ST4. Adam and the Barber
- ST5. Juha and His Son and Their Donkey
- ST6. The Blind Thief
- ST7. The Stepmother
- ST8. Kamoun, Moses' Horse

ST1.

Juha wa jaara

Juha ?inda humaar. wa yoom min al?ayyaam jaara jaa sa?ala, "juha, maa tagdar tantiini humaarak? ?indi xidme šiyye nisawwi. "juha gallu, "wallaahi maa nagdar nantiik, fiisaan jaari al?aaxar jaa šaala gabil fajur wa lissa maa gabbala. wallaahi kaan gaa?id nantiik."<sup>1</sup>

šiyyakee rrajul daa lissa maa maša, alhumaar karra wa l?ašiiir baan. arrajul daa simiya lhumaar awa wa gaal le juha, "maa gulta humaarak maa fii,<sup>2</sup> wa daa šunu? juha gaal, "?inta rafiigi wa tisaddiga lhumaar wa maa tisaddigni ?ana. tuguul kalaam alwarreeta da kidib? ?inta jaar hawaan."

Juha and his Neighbor

Juha has a donkey. And one day his neighbor came and asked him, "Juha, can't you lend me your donkey? I have some work to do." Juha told him, "By God I can't give it to you, for another friend of mine came and took it before dawn and has not returned it yet. By God if it were here I would give it to you."

After a while and before the man left, the donkey made a noise (brayed) and the secret was revealed. The man heard the donkey bray and said to Juha, "Didn't you say your donkey was not here, and what was that?" Juha said, "You are my friend and you believe the donkey but you don't believe me. Do you (mean to) say that what I told you was a lie? You are a bad neighbor."

Notes

1. wallahi

A common way of saying

"believe me". Literally it means

"By God".

2. humarak maa fii

Lit. there is no donkey for you.

ST2.

juha wa siid deena

juha šaala ddeen min rajul waahid wa gaʿad tawwal maa kaffaa. kull yoom wakit yišiiifa rrajul daa yišiiila derib ʿaakar. yoom min alʿayyaam laamo, wa juha maa yaʿarfa alyisawwi, wala yagdar yamši wara wala yagdar yamši giddaam. juha wigif fii bakaana wa gaaʿid yarjif. wa rrajul daa fii fikra, kaan laamma maʿa juha, walla ydawsa walla juha yantii gursa.

juha min šaafa rrajul daa gaal, "lammeena tawwa.<sup>1</sup> šunu nisawwi hasa le namrug min ʿiida?"

šiiyakee juha fakkar wa maša karaba durdur wa koorak, "taʿaalu yaa naas, durdur daa gaaʿid yaga." siid addeen jara jaa wa juha gallu, "kurba ley ddurdur daa kadar namši ninaadi naas yiju yiʿaawinuuna."<sup>2</sup> rrajul daa wala yifakkir wala šunu gamma karaba ddurdur wa xalla juha maša. wa juha ligiya derib wa jara maša wa battaan maa gabbal.

Juha and his Creditor

Juha took a loan from a man and for a long time he did not pay it back. Every time he saw that man he took another road. One day they met, and Juha did not know what to do, he could neither go back nor go forward. Juha stood in his place trembling. And this man had in his mind, if he met with Juha, either to fight with him or Juha give him back his money.

As soon as Juha saw that man he said (to himself), "Now we have met. What can I do now to pass from his hand (escape)?"

Juha thought for a while then went and held a wall and screamed, "Come on people, this wal is falling." The creditor came running and

Juha told him, "Hold that wall for me until I go and call some people to come and help us." The man without thinking (or anything) held the wall and let Juha go. And Juha found a road and went running and never came back.

Notes

1. tawwa

This moment.

2. siid addeen

Lit. the lord of the debt.



ST3.

šeriit adduud

fii hiye, duud raafaga marfa'iin wa lammo maalum le y'iisu sawa.  
duud 'inda toor wa marfa'iin bagaray.

yoom min al'ayyaam almarfa'iin jaa warra le dduud kadar bagaraayta  
wildat. duud gaal le marfa'iin, "qinta kaddaab, 'ijil da hana toori."  
wa hurraaj gamma beenaatum.<sup>1</sup> wa dduud naada hayawaanaat kulla le yaktu  
šeriye.<sup>2</sup>

min joo kullum xaafu min duud wa 'antoo hagg. laakin 'arnab maa  
hadar, wa rassalo naadoo. min wisil gaala huu musaajil maaši beet  
fiišaan ligiya xabar hawaan.<sup>3</sup> duud sa'ala šumu xabara wa 'arnab gaal,  
"abuuy wilid wa 'ana maaši nantii dawa." duud gaal, "šiiifu mušootin daa;  
mata šifta dakar wilid?" 'arnab gaal, "kaan ta'arfa kadar dakar maa  
yawlid, maala tuguul 'ijil da toorak wilda?"

adduud 'eeb sawwa wa tarada wara 'arnab, wa hayawaanaat al'aaxariin  
ligyo derib wa šattato fii kadaadi.

The Lion's Law

In a story, a lion accompanied a hyena, and they put their possessions / together  
to live together. The lion had a bull and the hyena a cow.

One day the hyena came and told the lion that his cow had delivered.  
The lion said to the hyena, "You are a liar, this calf belongs to my bull."  
And an argument took place between them. And the lion called all the  
animals to make a judgement.

When they came they were all afraid of the lion and gave him the  
right. But the rabbit was not present, and they sent to call him.

When he arrived he said he was in a hurry going home because he received bad news. The lion asked him what the news was and the rabbit said, "My father delivered and I am going to give him medicine." The lion said, "Look at this crazy one; when did you ever see a male give birth?" The rabbit said, "If you know that a male does not give birth, why do you say that this calf was delivered by your bull?"

The lion was ashamed and ran after the rabbit, and the other animals found a path and dispersed in the wilderness.

#### Notes

1. yaktu šeriye

Lit. to cut a law.

2. ligiya

He found, he received.

?aduum maša fii ssuuk le yzeyyina raasa.<sup>1</sup> min wisil fii ssuuk ligya wanjaami katiir bešaabu maa ligyo min fajur wala zabuun waahid. kull waahid ynaadii le ?aduum, "ta?aal hine." ?aduum fakkar wa maša ga?ad fii biris hana minnum kulla ššaayib. alwanjaami xassala raas hana ?aduum be saabuun wa bada zziyaana be muus gediim. šsiyyakee muus da gata?a le ?aduum. min hassa lget?iin ma kallam, karaba kalaama fii galba damman ziyaana daa kulla kammal. min xalaas ?aduum sa?ala ttaman. wanjami gaal, "šoxol altantiini kulla yaa wleedi,"<sup>3</sup> fii galba yfakkir ?aduum yantiilu gurus katiir; laakin ?aduum madda ?ille riyaaalen. alwanjaami šaala wa dihik wa gaal, "seme, yoom ?axar kulla fii." ?aduum maa kallam, libisa markuuba wa maša.

Adam and the Barber

Adam went to the market to have his head shaved. When he arrived in the market he found many barbers who seemed as if they had not found since the morning a single customer. Everyone was shouting to Adam, "Come here". Adam thought and went and sat at the mat of one of the oldest of them. The barber washed Adam's head with soap and began to shave with an old razor. After a while the razor cut Adam. When he felt the wound he did not speak, (but) kept his words in his heart till the shaving was finished. When it was finished Adam asked for the price. The barber said, "Whatever you give me my son," thinking in his heart that Adam will give him a lot of money; but Adam handed him only two riyals. The barber took it (the money) and laughed and said, "well, there will be another day." Adam did not speak, he put his shoes on and left.

Notes

- |                   |                         |
|-------------------|-------------------------|
| 1. yzeyyina raasa | Lit. to shave his head. |
| 2. ziyaana        | Shaving.                |
| 3. šoxol          | Whatever, anything.     |

ST5.

juha wa wleeda wa humaarum

yoom waahid juha wa wleeda yudooro yamsu fii ssuuk. juha gaal le wleeda, "ʔarkab fii lhumaar daa namsu." fii dderib maasiin, juha gaaʔid yuguuda lhumaar wa wleeda fooga. wa fii deribhum lammo maʔa naas.<sup>1</sup>

annaas gaalo, "ʔsiifu wleed hawaan daa xalla ʔabuu ʔsaayib yruux bikuraaw wa huu rikib fii lhumaar." juha simiya wa gaala le wleeda, "ʔinte sabi wa ʔindak gudra.<sup>2</sup> dalli min humaar daa yalla."<sup>3</sup> wa juha rikib.

maasiin fii dderib ligyo naas ʔaaxariin gaaʔidiin yiguulu, "ʔsiifu wleed miskiin saxayyar bala gudra wala yigdir yurxx bikuraaw, wa rrajul daa alʔinda gudra gaam rikib fii lhumaar."<sup>4</sup> baʔdeen juha gaal, "seme, kaan kee taʔaal ʔaniina ttineen kulla narkabu."<sup>5</sup>

maasiin wa ligyo naas ʔaaxariin. wa mnaas dool gaalo, "ʔsiifu humaar miskiin baatil wala ʔinda gudra wala ʔunu wa naas tineen rikbo fooga." baʔdeen juha gaal, "seme, kan kee dalli xalli ʔaniina ttineen nisiilu humaar miskiin daa."<sup>6</sup> wa human attineen ʔaaloo, waahid karaba rijleena algiddaam wa lʔaaxar karaba bi rijleena alwara.

battaan maasiin, lammo maʔa naas gaaʔidiin yiguulu, "ʔsuufu naas muʔootiniin dool, ʔindum humaar le yirkabu fooga gammo ʔaaloo foog."

wa juha min simiya gaala le wleeda, "hassa ʔoxol alfaddal nusawwu ʔilla nubuu humaar daa giddaam, fiisaan naas dunya kaan sawweeta ʔunu kulla yʔsuufu fasil."<sup>7</sup> wa juha wa wleeda booʔo humaarum giidaam wa gabbalo bikuraam fii lbeet.

### Juha and His Son and Their Donkey

One day Juha and his son wanted to go to the market. Juha said to his son, "Ride that donkey and let us go." They were going down the road, Juha leading the donkey and his son riding it. And on their way they met some people.

The people said, "Look at that inconsiderate boy who lets his old father walk on his feet while he rides a donkey." Juha heard that and said to his son, "You are young and strong. Get off that donkey right now." And Juha rode.

Going down the road, they met other people who were saying, "Look at the poor little boy who has no strength and who cannot walk on his feet, and that man who has strength is riding the donkey." Then Juha said, "Fine, if it is so let us both ride together."

While going they met other people. And these people said, "Look at the poor thin donkey who has no strength (nor anything) and two people are riding it." Then Juha said, "Good, if so get off let us both carry this poor donkey." And both of them carried it, one holding it by its fore-legs and the other by its hind-legs.

Then while walking, they met some people saying, "Look at these crazy people, they have a donkey to ride (but instead) they carry it."

And when Juha heard he told his son, "Now the only thing which remains to be done is to sell this donkey, for no matter what you do the people of the world are going to think you are wrong." And Juha and his son sold their donkey and returned home on foot.

### Notes

- |                    |                                                 |
|--------------------|-------------------------------------------------|
| 1. lammo ma?a naas | Lit. met with people.                           |
| 2. ?indak gudra    | You have strength.                              |
| 3. yalla           | An interjection meaning<br>'now', 'right away'. |
| 4. bala            | Without.                                        |
| 5. kaan kee        | If so, in this case.                            |
| 6. ?aniina ttineen | Both of us; Lit. we the two.                    |
| 7. fasil           | Mistake, wrong, fault.                          |

ʔamyaaan waahid gaaʔid fii dderib wa maʔruuf huu sarraag kabiir. wa yoom waahid rajul waahid simiya kallamo fooga katiir, walaakin maa šaafa biʔeena wa maša le yiʔakkid leʔanna lʔamyaaan daa sehiikee sarraag.<sup>1</sup> rrajul daa šaala xumaama wa maša ligiyaa. rrajul daa gaala le lʔamyaaan, "ʔana kulla ʔamyaaan mišlak wa jiit be xumaami le niraafigak." ʔalʔamyaaan daa gaal, "seme, ʔana kulla gaaʔid nifattiš rafiig min zamaan wa maa ligiita. ʔana farhaan alyoom ʔalla lammaena." šiyakee, alʔamyaaan gala le rafiiga, "xutta xumaamak aljibta beenaatna le naadum ʔaaxar maa yšiila." rafiiga gaal, "ʔayye, sehii kalaamak." wa lʔamyaaan assarraag min rafiiga xatta xumaama daa šaala wa bišees gamma wa maša gaʔad tihit hana šadaraay

assarraag daa maa yaʔirfa kadar rafiiga maa ʔamyaaan, walaakin jaš raafaga le yišiifa ʔašira.<sup>2</sup> rafiiga naadaa marrateen wa huu maa kallam. wa battaan naadaa kura katiir wa huu maa kallam.

rafiiga šaala hajaraay wa gaal, "naadum alšaala xumaami daa ʔaja luu hajaraay daa yadurba fii raasa." wa huu zagal talaata ʔarba marra wa lhajaraay daraba fii raas hana ssarraag daa. šiyakee lʔamyaaan assarraag gaal, "haay! ʔinte kalbaat, ʔinte maa ʔamyaaan. daa huu xumaamak, šiila."

### The Blind Thief

A blind man on the road was known as a big thief. One day a man heard very much about him, but he did not see him with his own eyes and so he went to make sure that the blind man was really a thief. This man took his stuff and went to meet him. This man said to the thief, "I am also blind like you



and I came with my stuff to accompany you." This blind man said, "Good, I have also been looking for a friend for a long time and couldn't find (one). I am happy today that God has brought us together." After a while the blind man said to his friend, "Put the stuff which you brought between us so that no one will take it." His companion said, "Yes, you are right." And the blind thief, as soon as his companion put down his stuff, took it and slowly rose and went sat under a tree.

The thief did not know that his companion was not blind, but that he came to accompany him to know his secret. His friend called him twice and he did not speak. Then he called him many times but he did not speak.

His companion picked up a stone and said, "Anyone who took my stuff may this stone hit him in his head." And he threw three or four times and the stone hit the thief in the head. Then the blind thief said, "Oh! you are a liar, you are not blind. This is your stuff, take it."

#### Notes

- |                    |                         |
|--------------------|-------------------------|
| 1. kallamo fooga   | Talking about him.      |
| le?anna            | That.                   |
| 2. yisiifa ?asiira | Lit. to see his secret. |

ST7.

darre

zamaan tawwal fii hille waahid saakiniin rajul, marta wa ?iyaalum timaan - wleed wa bneyya. wa human masaakiin, kulla maalum ?illa bagaraay waahid. yoom min al?ayyaam attimaan min gabbiliinum min kadaadi fii beet ligyo ?ammum mardaane ?inda wirde gawi wa ta?baana gariib tumuut.<sup>1</sup> wakit moota garrab naadata lbagaraay, siid ?asiira, wa gaalata luu, "?ana gaa?id numuut wa xalleeta leek ?iyaali fii ?iidak.<sup>2</sup> fakkir foogum maa taxalliim yumuutu be juu wala be ?atas.<sup>3</sup> wa min kammalata kalaama maatat.

ba?d šuħuur al?abu ?axad mara ?inda hii kulla ?ataama tineen. wa lmara bigit darre hawaane le ?iyaal rajula ljadiid.

aldarre tanti le ?iyaal almaa hanahii lxidma lgaasi wa ?akul hawaan. wa l?iyaalaat dool bala ?amm, wakit mašo fii kadaadi yabku min fajur le ?asiyya wa yifakkiru fii ?ammum al maatat. laakin fii kadaadiitum albagaraay gaa?id yrabbi seme al?iyaalaat - yantiin laban wa ?akul seme. wa daa?iman ?iyaalaat attimaan yabgu sumaan, wa ?iyaalaat hana lmara kull yoom baatiliin. aldarre ?ajjabat wa tudoora ta?arfa šoxol al?iyaal timaan yaakulu wa naadum yantiin.<sup>4</sup> yoom waahid rassalata wleeda wara attimaan fii kadaadi, wa wleeda šaafa wakit albagaraay yanti l?akul le l?iyaal. min ?akkad gabbal fii lbeet wa warra le ?amma. al?amm nidilat wa warrata le rajula kaḍar bagar hana hille kulla gaa?idiin yumuutu min marid.<sup>5</sup> wa rrajil xassad wa katalu lbagaraay.

addarre min fusuliita sa'alata rajila xalli yuturda ttimaan min albeet. rajila lhawaan šaala ttimaan wa waddaam fii kadaadi b'iid wa gabbal balaam. fii kadaadiitum attimaan bako kee 'iyo wa naadum waahid kulla maa jaa.<sup>6</sup> himilo wa ga'ado, alwalad yušukka šarak le yakurba teer wa 'axta tirakkiba.<sup>7</sup> wa min 'akalo yanuumu fii geeš. wa yoom waahid min gammo min noomum šaafu giddaamum šoxol 'ajiib, nussa xazaal wa nussa naadum be wijeh hana mara seme. aššoxol makruub fii ššarak wa naada l'iyaal le yfartuguu. al'iyaal xaafu wa ššoxol gaala leem kaan fartagoo yantiim maal katiir.<sup>8</sup> al'iyaalaat gaalo, "'antiina maal gabul maa nifartugak."<sup>9</sup> aššoxol 'antaam bagar, xanam, hamiir wa 'abiid katiir, wa min al'iyaalaat šaafu lmaal fartagoo.

attimaan sawwo daarum alkadaadi, wa be 'abiidum sawwu buyuut. wa min bigo siyaad almaal human yfakkaru 'illa fii 'abuum.

'ašiyya waahid šaayib miskiin xannaay jaa le yšiifum. wa min xinneyta ttimaan 'irifo kadar aššayib daa 'abuum wa bala 'eeb wago fii kuraaw wa sa'aloo musaama wa šaalo 'abuum ma'aan.

### The Stepmother

A long time ago there lived in a village a man, his wife and their twin children - a boy and a girl. And they were poor, all their possessions being but one cow. One day upon the twins' return from the wilderness to their home

they found their mother sick with strong fever and tired, close to die. When her death approached she called the cow, her secret keeper, and told her, "I am dying and leaving my children to your care. Take care of them and don't let them die of hunger or of thirst." And when she finished her talk she died.

After a few months the father married a woman who also had two orphans. And the woman was a bad stepmother for the children of her new husband.

The stepmother gave to the children who were not hers difficult chores and bad food. And those children with no mother, when they went to the wilderness they cried from morning till evening and thought of their mother who died. But in (their) wilderness the cow was raising the children well - giving them milk and good food. And the twin children always stayed fat, and the children of the woman were always thin. The stepmother was amazed and wanted to know what the twin children ate and who provided for them. One day she sent her son after the twins to the wilderness, and her son saw when the cow gave food to the children. When he was sure he returned home and told his mother. The mother was jealous and told her husband that the cows in the village are all dying of some epidemic. And the man agreed and they killed the cow.

The stepmother, out of her wickedness, asked her husband to expel the twins from the house. Her bad husband took the twins and sent them to a far-away wilderness and returned without them. In their wilderness the twins cried till they were exhausted and nobody came at all. They endured (were patient) and stayed, the boy setting traps to catch birds and his

sister cooking them. And when they ate they slept in the hay. One day when they woke from their sleep they saw in front of them a strange object, half of it was a deer and half a human with the face of a beautiful woman. The creature was caught in the trap and it called the children to untie it. The children were afraid and the creature told them if they untied it it will give them a lot of riches. The children said, "Give us the riches before we untie you." The creature give them cows, sheep, donkeys and many slaves, and when the children saw the riches they untied it.

The twins made the wilderness their home, and with their slaves they built houses. And when they became the owners of riches they thought only of their father.

One evening a poor old singer came to see them. And from his singing the twins knew that the old man was their father and without shame they fell at his feet and asked forgiveness and took their father with them.

#### Notes

- |                         |                                                                    |
|-------------------------|--------------------------------------------------------------------|
| 1. ʔinda wirde          | Lit. she has a fever.                                              |
| 2. ʔiyaali fii ʔiidak   | Lit. my children are in your hand.                                 |
| 3. fakkir foogum        | Lit. think about them, keep them<br>in mind.                       |
| 4. šoxol                | What, what thing.                                                  |
| 5. marid                | Illness.                                                           |
| 6. kee                  | Till.                                                              |
| 7. šarak                | Trap.                                                              |
| 8. maal                 | Possessions, riches.                                               |
| 9. gabul maa nifartugak | Before we untie you. The /maa/ here<br>is not a negative particle. |

ST8.

kamuun-jawaad hana muusa

zamaan tawwal fii wakit assalaatiin fii mamlaka hana fitri, sultaan ligya wleed wa sammaa muusa. assultaan yriida katiir alwleed wa ?amma ziyaada battaan. min lissaa saxayyar ?antoo luu jawaad seme. wakit ligya xamasta?sar sana, ?amma maatat. le yifakkir fii marta, sultaan yiwaddi lwleed ma?u fii bakaan alyamsi kulla. wa l?awiin al?aaxaraat nidilo fii?saan assultaan maa yifakkir ?illa fii marta almaatat wa fii muusa. wa lamma raaya le yaktulu lwleed.<sup>1</sup>

yoom waahid sawwo ?ees wa sabbo fooga samm wa ?anto le muusa. wa min muusa bada gata?a lugna l?awwal, jawaada koorak luu. aljawaad gaala le siida, "maa taakul ?illa ?oxol al?abuuk yaakul, wa maa ta?rab ?illa ?oxol al?abuuk ya?rab. maa tisiila ?oxol al?awiin hana ?abuuk yantuuk." alwleed gaal seme, wa ?aba yaakul ?oxol al?awiin yisawwu. wa l?awiin fakkaro wa gaalo naadum waahid gaa?id yamurga ?asiirum. la budda yalgu lhagiigi.<sup>2</sup> wa ?asiyya waahid, waahid min al?awiin simiyata ljawaad gaa?id yuwarri kalaam le lwleed, wa jaat warrata le l?awiin al?aaxaraat.

battaa lamma raayitum le yaktulu ljawaad. ledaa ma?o sa?alo fikir le ssahhaari hana daarum. assahhaari gaala leem, " waahid minkum xalli tisawwi rooha mardaana, wa wakit sultaan ynaadiiha xalli tuguula luu yaktula jjawaad hana muusa kaan yudoora ?afiyta." sawwo misil assahhaari warra, wa sa?alo le ssultaan wa xassad le yaktula jjawaad. battaan aljawaad simiya wa ma?sa warra le muusa ?oxol al?awiin sa?alo le ?abuu, wa muusa ma?sa sa?ala le ?abuu kadar ydoora yarkab fii jawaada marra waahid gabul yaktuluu, wa ?abuu xassad.

alwleed gallab marrateen wa fii ttaalita ljawaad taar wa maša dalla be?iid fii daar ?aaxar. fii bakaan aldallo, aljawaad gaala le muusa, "daa saltana kabiir wa ssultaan ?inda bineyya semha. wa fii ?ayyaam algiddaam yantiha le ?axiide le rajul alhi dawaraata.<sup>5</sup> ?ansi dawwira xidme fii bakaan sultaan wa ?ana ni?aawinak le talga lbineyya." wa ?antaalu suuf wa gaala luu, "tušša suufaay wakit tadoora musaa?ada haneay, wa ?ana naji."

muusa maša fii bakaan assultaan, wa ?antoolu xidme hana jineene. yoom waahid gaa?id yisawwi xidinta wa šaafa bineyya hana sultaan foog fii gusuur. muusa tašša suufaay wa kamuun jaa. ba?deen libis xumaama hana dahab wa rikib fii jaweada wa raax šiyya giddaam albineyya. albineyya hana ssultaan, min šaafata habbata wa gaalata le ?abuuha kadar tadoora taaxuda ?illa muusa alharraati. assultaan xabban wa tarada bineyta wa muusa min albeet. muusa wa lbineyya mašo ga?ado fii beet hana ?ajuuz sahhaari ?usma zireega.

ba?d ?ayyaam assultaan bigi mardaan. fattašo fii hille kulla naadum yidaawii wa maa ligyo. fii l?aaxir naado zireega ssahhaari, wa min jaat gaalata ?illa laban hana xazaal dahaaba wilidat yidaawi ssultaan.<sup>6</sup> assubyaan kullum mašo fii kadaadi le yjiibu llaban. wa muusa sa?ala le sultaan kaan yagdar yamsi yfattiša. assultaan maa ?aba laakin ?antaalu jawaad hawaan wa ma?ruuf ma jarraay. muusa maa kallam wa šaala ljawaad, wa min wisil wara hille rabbata fii šadaraay wa šaala kamuun wa daxal kadaadi. min fajur le ?asiyya maa ligya xazaal wahid kulla. min ?iyi maša le yanjamm fii dduul wa simiya hissa hana zireega, "šiifa giddaamak, daa hum

xazaal nafar nafar."7 wa zireega ?azzalata luu lxazaal addahaaba wilidat wa hallaba. muusa šaala llaban wa jaaba le ssultaan, wa ssultaan ligiya ?aafya wa gamma.

ba?d šuhuur harba gamma fii hille wa muusa rikib fii jawaada wa maša dawwas wa tarada annaas wa nasaro. assultaan naada subyaan alhille kulla le ysakkira minnum alfahl. zireega jaat le ssultaan wa gaalata luu, "naadam alfahal daa gaa?id fii beeti, wa huu wleed hana sultaan kulla." assultaan naadaa, wa naadam daa bigi muusa. min assultaan ?irifa daa sa?alaa musaama wa ?antaalu bineyta wa rassala naas le ?abu hana muusa le yaji yhaadir fii ?axide hana wleeda. wa šuhuur le šuhuur fii daar assultaan li?ib wa farah.8

#### Kamoun-Moses' Horse

Long ago during the time of the sultans in the kingdom of Fitri, a sultan had a child and called him Moses. The sultan liked the boy very much and his mother even more. When he was still young they gave him a beautiful horse. When he became fifteen, his mother died. In order to remember his wife, the sultan took the boy with him to every place he went. And the other wives were jealous because the sultan only thought of his dead wife and Moses. And they agreed to kill the boy.

One day they made bread and poured poison over it and gave it to Moses. And when Moses started to cut the first mouthful, his horse yelled at him. The horse said to his master, "Don't eat except what your father eats, and don't drink except what your father drinks. Don't take anything which the wives of your father give you." The boy said fine, and he refused to eat



anything the woman made. And the women thought and said that someone is giving away their secret. No doubt they will find the truth. And one evening, one of the women heard the horse tell something (words) to the boy, and she came and told the other women.

Afterwards they agreed to kill the horse. Thus they went and asked the opinion of the magician of their land. The magician said to them, "One of you should pretend to be sick, and when the sultan calls her let her tell him to kill the horse of Moses if he wants her to be healthy." They did as the magician said, and they asked the sultan and he accepted to kill the horse. Then the horse heard and went and told Moses what the women asked of his father, and Moses went and requested of his father that he wanted to ride his horse once before they kill him, and his father accepted.

The boy galloped twice and the third time the horse flew and went and got down far away in another land. In the place where they got down, the horse told Moses "This is a big sultanate and the sultan has a beautiful daughter. And in the days ahead he will give her in marriage to the man she wants. Go look for a job at the sultan's place and I will help you to find the girl." And he gave him hair and said, "Burn one hair when you want my help, and I will come."

Moses went to the sultan's place, and they gave him work in the garden. One day as he was doing his work he saw the daughter of the sultan up in the upper floor. Moses burned a hair and Kamoun came. Then he wore his golden vestments and rode his horse and walked a little in front of the girl. The daughter of the sultan, as soon as she saw him loved him and told her father that she would not marry except Moses

the gardener. The sultan got angry and expelled his daughter and Moses from the house. Moses and the girl went and stayed at the house of an old magician called zirega.

A few days later the sultan got sick. They looked in the whole city for someone to cure him and found no (one). At last they called Zirega, the magician, and when she came she said that nothing except the milk of a deer which has just delivered will cure the sultan. All the young men went to the wilderness to bring the milk. And Moses asked the sultan if he could go look. The sultan did not refuse but gave him a bad horse known to be not a fast runner. Moses did not speak and took the horse, and when he got behind the city he tied it to a tree and took Kamoun and entered into the wilderness. From morning till evening he did not find a single deer. When he was exhausted he went to rest in the shade and heard the voice of Zirega, "Look in front of you, these are deer of every kind." And Zirega chose for him the deer which had just delivered and milked it. Moses took the milk and brought it to the sultan, and the sultan found health and rose.

A few months later war started in the city and Moses rode his horse and went and fought and expelled the people and got victory. The sultan called the young men of the whole city to thank the hero among them. Zirega came to the sultan and told him, "The one who is the hero is staying at my house, and he is also the son of a sultan." The sultan called him, and that person was Moses. When the sultan knew this he asked him for forgiveness and gave him his daughter and sent people to

Moses' father to come and attend the wedding of his son. And for month after month in the house of the sultan there was dancing and joy.

Notes

- |                     |                                  |
|---------------------|----------------------------------|
| 1. lammo raaya      | Lit. they gathered an opinion.   |
| 2. laa budda        | No doubt.                        |
| 3. le daa           | For that reason, thus.           |
| 4. daar             | Land, house.                     |
| 5. yanti le ?axide  | Give in marriage.                |
| 6. ?illa laban...   | Nothing but the milk...          |
| dahaaba             | Recently.                        |
| 7. nafar nafar      | Of every kind.                   |
| 8. šuħuur le šuħuur | For months, months after months. |