

# *Peace Corps*

## *Tunisian Arabic Competency Based Language Education Curriculum Guide*



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ARSTRACT

This curriculum guide is designed for the Arabic language training of Peace Corps workers in Tunisia, and reflects daily communication needs in that context. An introductory section describes the materials' organization and competency-based approach, and lists the 28 specific competencies targeted and the constructions taught within each competency. Subsequent sections address the competencies individually, listing the lesson topic, competency, specific constructions (in Arabic) for the lesson in each language skill area (listening, speaking, reading, writing), vocabulary list, cultural notes, and additional references. Topics include greetings and introductions, self-identification, classroom communication, postal services, telephone use, shopping, food and restaurants, describing preferences, requesting directions, family and family life, seeking medical assistance, transportation, describing work, travel, obtaining needed papers, responding to incidents, housing, invitations, emergency assistance, clothing, appropriate response in political and religious discussions, health, kitchen utensils and cooking, responding to police identity checks, and bargaining. Brief notes on trainee evaluation are appended. (MSE)

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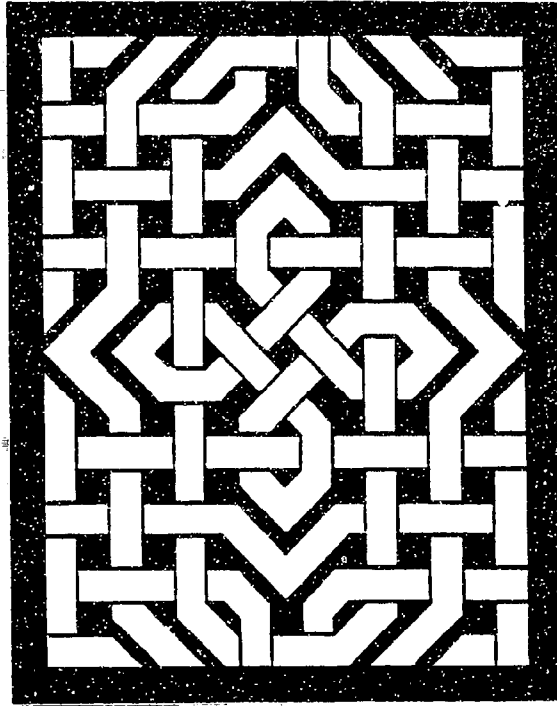
ED 402 755

PEACE CORPS  
TUNISIA



# COMPETENCY BASED LANGUAGE EDUCATION

## CURRICULUM GUIDE



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PEACE CORPS TUNISIA

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## INTRODUCTION

This Curriculum would not have seen the day without the great work atmosphere of Peace Corps Tunisia; I have been having a constant support from all Peace Corps staff, and especially our Country Director John E. Roberts to whom I would like to express my deep respect. I would like also to extend my sincere gratitude and respect to all Volunteers I worked with since Fall 1991, they have provided me with invaluable advice and feedback.

I should not forget Peace Corps instructors who have always been an excellent resource for me in reviewing and updating this Curriculum based on their observations of Volunteers' interactions, needs and interests.

Ridha Labidi who did not spare an effort to help finalize this curriculum, i.e. in copying, adjusting, binding and reduplicating merits a pat on the back.

To all those who contributed to this newly born reference I feel very indebted.

This curriculum is merely a blueprint: an educational plan. It gets its power from the teachers who shape and implement it and from the learners equally who act upon it. Needless to say that the more creative and experienced language teachers are, the more effective and successful this curriculum will be in achieving its desired goals. That is certainly competent Volunteers both in communication and culture of the target language.

The following Sections include a design rationale, a list of competencies and their correspondent grammatical points, as well as, single outlines of each competency.

## DESIGN RATIONALE

It is true that learning a second/foreign language is not as easy as learning one's first language; learning a first language is considered by some people as part of one's natural growing. This does not mean, however, that adults can not learn or excel in learning a new language. What changes with age is how and where learning is performed.

Peace Corps' Prospective Volunteers represent a wide range of age, professional experiences and backgrounds. They also represent an enormous variety of educational experiences, including previous foreign language learning. This in itself facilitates the learning process because these learners are linguistically competent, i.e. they make comparisons and generalizations, in addition to being independent, which implies knowing exactly what they are supposed to learn and how to learn it. It is also of a great help to the instructor because adult learners will give input and make the class more active and teaching more fun.

Contrary to the positive points adult learners may bring to teaching, some of them may find difficulty in learning and this is due health reasons or personal ones. With hearing loss and visual acuity decline, understanding of words and production of new sounds become difficult. If one finds some difficulty adjusting to the new environment and/or thinks about one's relatives whom he/she left behind, this could become a hinder from learning the language too. Understanding the adult learner and adjusting to the learning environment are crucial to successful language learning. Needless to say that strategies and techniques of teaching should always be remembered. Techniques that do not match or fit with adult learners should not be taken wholeheartedly, i.e. those that rely on rote learning, speed, etc. . A long explanation about grammar or visual and auditory acuity should be avoided too. In contrast, techniques that facilitate and enhance learning should be reinforced, i.e. games (this should not turn, as a matter of fact, into a competition either), activities, role plays and experiential learning.

It is no wonder that there is a big overlap between the characteristics of adult learning and the Competency-Based Approach.

The language program should respond to the language learning needs of a range of participants. The Competency-Based Approach has been

adopted in part because it seems well-suited to older learners. Rather than focusing on an arbitrary sequence of academic material (which might appeal most to recent college graduates), the Competency-Based curriculum puts the learners' real-life needs at the center of the program. For example, one of the participants may be an environmental engineer with over 20 years of professional experience and no previous foreign language study, and with a learning style that favors experimentation and participation rather than analysis and memorization. This participant would probably have less success in a program which emphasized grammar than in one which included roleplays and assignments in the community.

Competency-Based language teaching is flexible in terms of time, learning style and instructional techniques. Learners are not supposed to master all aspects of the language before starting practice, they are immersed and practice while learning. One point to remember is that there are no failures in a Competency-Based language classroom; learners have the possibility to practice a competency as aspects of the language are recurrent through the topics, visits and everyday practice. What counts most is what one says and not how to say it, as long as there is no break of communication.

The following section will include the full list of competencies that emerged from a variety of needs assessment techniques and their correspondent grammatical points.

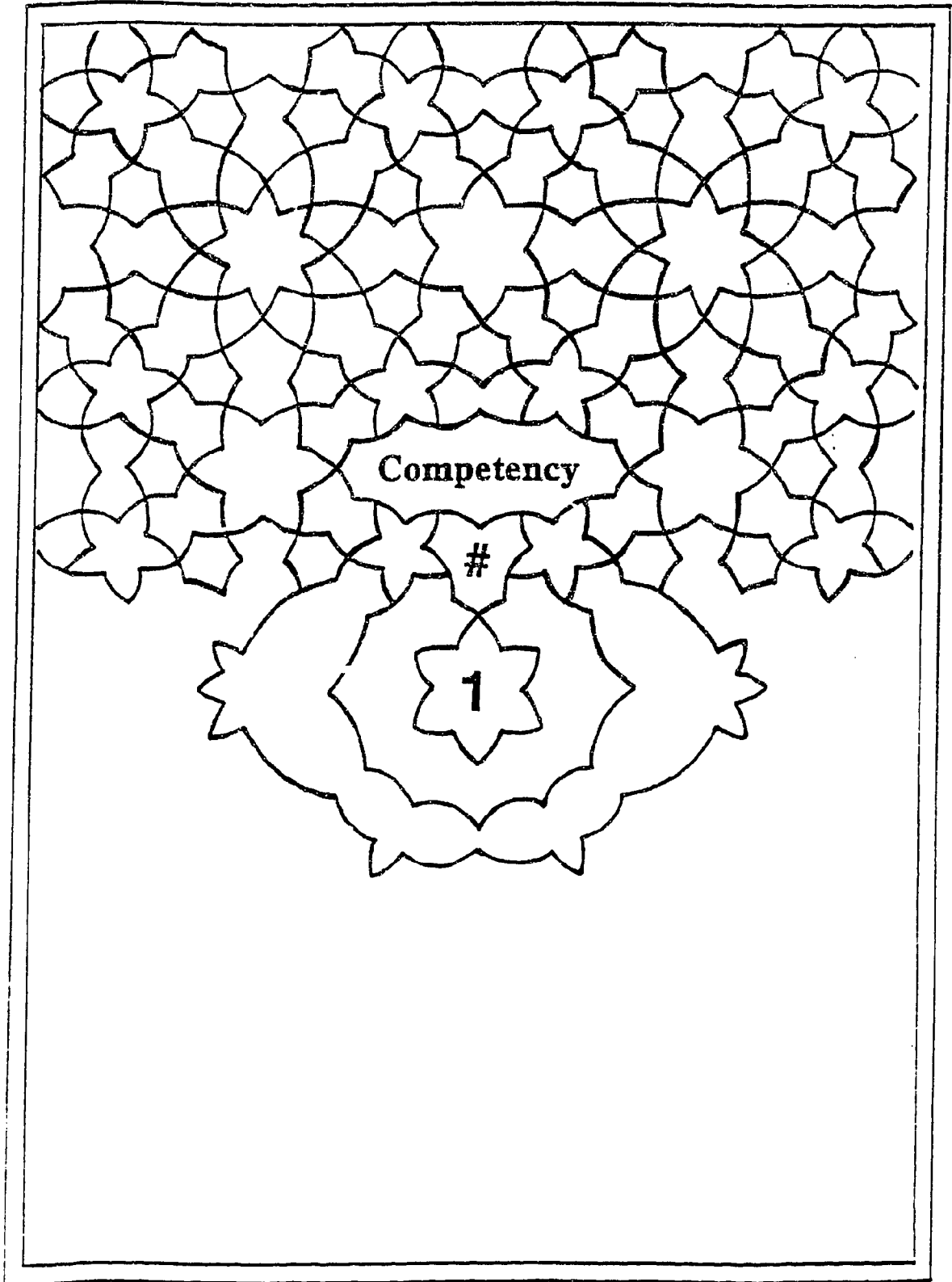
## LANGUAGE COMPETENCIES AND THEIR CORRESPONDING GRAMMATICAL POINTS.

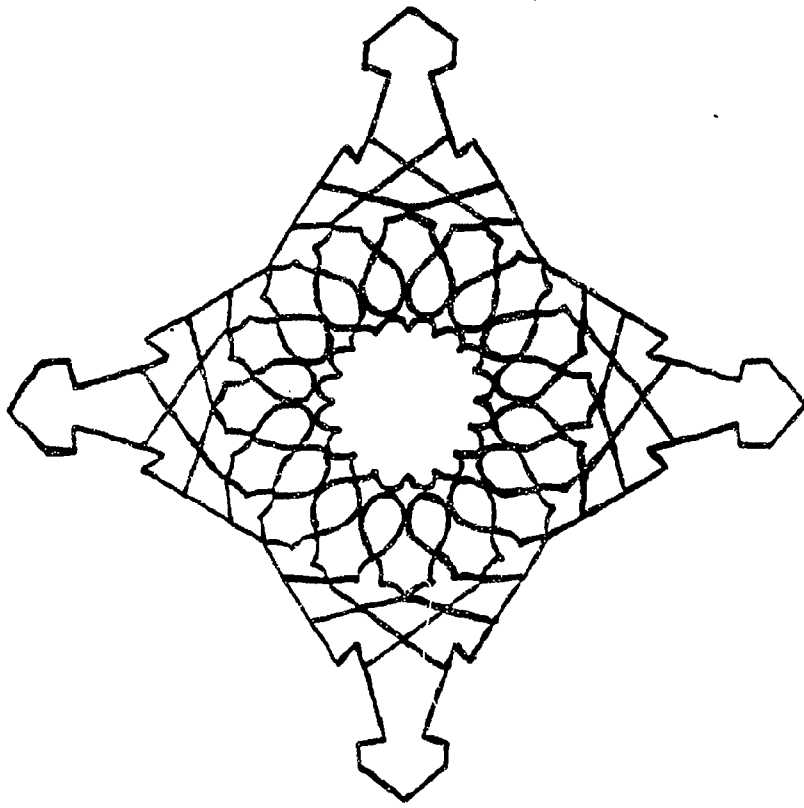
- Exchange appropriate ritualistic greetings.
- \* Question words (a<sup>sh</sup>, shnu).
- \* Possessive pronouns (i/ya, (i)k, h/u ...).
- \* Personal pronouns (ana, inti ...).
- Identify self and others.
- \* Question words (mni:n, qadda:sh).
- \* Declensions of Nouns and Adjectives (mas. & fem.).
- \* Prepositions (min, l...).
- \* The future.
- Respond to classroom instructions.
- \* The imperative of some verbs (Hill, sakkir, a:qif, etc.).
- \* The present tense.
- \* The negative form of the verb.
- Send and receive mail/telegrams.
- \* Declension of numerals (wa:fid, waHda)
- \* Conjunctions (walla).
- \* Questions words (l wi:n, bqadda:sh).
- \* Conjugation of all verbs given - in the imperative- followed with object pronouns.
- Make local and long distance telephone calls.
- \* Conjugation of some verbs in the present (ya3mil, yHibb, yib3ath).
- \* Declension of question words (shnu, shniya).
- Purchase food and personal items.
- \* Use of the interrogative with no question words (yes/no questions).
- \* The structure (I need).
- \* Countables and non-countables (zi:t, 3dham, etc.).
- \* Singular and plural of some nouns
- Order food at a restaurant and order drinks at a café.
- \* Use of some adjectives and their opposites (sxu:n, ba:rid, ba:hi, xa:yib, etc.).
- \* Some complex transitive verbs and their conjugation in the imperative (a3Ti:ni, ji:bli, zi:dni).
- \* Review of the present with those verbs.
- Describe Tunisian eating habits and characteristic foods.
- \* Concord between nouns and adjectives (feminine adjectives with feminine nouns, etc.).
- \* Use of opinion expressions like (fi ra:yi).
- \* Intensifiers and their position (placed before nouns and after adjectives).
- Describe eating and drinking preferences.
- \* Use of the distributive (la ... la ...)
- \* The comparative and the superlative.
- \* Alternative questions (ama xi:r ... walla ...).
- Ask for and follow directions.
- \* More question words (kifa:sh).
- \* Relative pronouns (illi).
- \* Preposition of location (wra, mqa:bil, etc.).



- **Exchange information about families.**
- \* Declensions of irregular adjectives (fem. & mas.).
- \* Conjugation of (ma za:l).
- \* Negation of adjectives.
- **Describe Tunisian family life and relationships.**
- \* Use of frequency adverbs (sa3a:t, di:m, etc.).
- \* Use of the causal conjunction (3la xa:Tir).
- \* Use of reflexive personal pronouns (waHdi, waHdu, etc.).
- **Seek medical advice and help.**
- \* Introduction of the structure (qaddash 3andha.).
- \* Use of the imperative and its plural.
- **Select means of transportation considering time, distance and availability.**
- \* Use of *thamma* to mean there is.
- \* Reviewing the comparative form.
- \* Reviewing the future.
- **Describe Peace Corps mission in Tunisia.**
- \* Introduction of the past tense (verbs of the first type).
- \* The two different ways of using the dual (xubza/xubzti:m).
- **Design a travel plan to specific locations.**
- \* Introduction of modal auxiliaries (ynajjim, yilzim, etc.).
- \* The present tense of verbs related to time (yuxruj, yuSil, etc.).
- **obtain a *carte de sejour*.**
- \* Use of the demonstratives and their declension.
- \* Use of *bash* meaning to/in order to.
- **Respond to "hassling" incidents.**
- \* Conjugation of object pronouns after prepositions (m3aya, m3a:k, etc.).
- \* The negative form of the verb to have.
- \* Review of the imperative.
- **Describe housing preferences & purchase housing needs.**
- \* Use of the expressions of need *naqisni* and *Hashiti*.
- \* Introduction of the present progressive.
- \* Use of some expressions of preference (maDa biyya).
- \* The present form of the impersonal verb *yizzi* with all object pronouns.
- **Proffer/accept/decline invitations.**
- \* Idiomatic expressions.
- \* Introduction of the expression (hayya).
- \* Review object pronouns and their connection to adverbs (baHDaya).
- **Request and get emergency help.**
- \* The passive voice.
- \* Introduction of the past tense (verbs of the second type).
- \* Use of interjections like (ijri:w li).
- **Purchase clothing.**
- \* More question words (bqaddash).
- \* Use of the interronegative.
- \* More verbs in the imperative form.
- \* The plural of colors and some items of clothing.
- **Respond appropriately in political & religious discussions.**
- \* Expressions like (xalli, niHtfadh b ra:yi/let alone, keep one's thoughts to oneself, etc.).
- \* Use of expressions of wish (rabbi yahdi).
- \* Review of the imperative combined with object pronouns.

- **Describe common ailments.**
- \* Introduction of the present perfect (tawwa 3andi).
- \* Introduction of the past tense (verbs of the third type).
- \* Sentence openers (yudhirli. bidhahir).
- **Maintain a house/apartment (contracts, moving in, paying rent, and bills).**
- \* Review of modal auxiliaries.
- \* Introduction of the expression (fil waqt).
- \* Review of the relative pronoun (illi).
- **Describe basic kitchen utensils and their use.**
- \* Introduction of the past tense (verbs of the fourth type).
- \* Expansion of prepositions.
- \* Use of structures (kifa:sh ta3mil bash ...?).
- \* The impersonal pronoun after verbs in the present (masculine and feminine forms).
- **Respond to police identity checks.**
- \* Introduction of the present participle of some verbs (ma:shi. ra:qid. etc.).
- \* Review of the demonstrative pronouns.
- \* Review of the past tense of verbs of the fourth type.
- **Bargain appropriately.**
- \* Review of the imperative with some verbs.
- \* Review of the present tense.
- \* Introduction of the structure (tawwa + verb in the present)





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TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: EXCHANGE APPROPRIATE RITUALISTIC GREETINGS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
3aslāma عسامة	3aslāma عسامة
SbāH il xir صباح الخير	SbāH il xir صباح الخير
tiSba3 la xir تصبح على خير	tiSba3 laxir تصبح على خير
shnu Hwā:lik? شنو حوالك؟	shwayya شوية la bā:s, Hamduillah لا بأس... حمد الله
shnu Hwā:l شنو حوال ؟؟	la bā:s, bark allahu fi:k لا بأس... بركة الله فيك la bā:s, y3ayshik لا بأس... يعيشك
shnu / 3andik jdi:d? شنو عندك جديد؟ āsh / آش	Hatta shay حتى شيء...
nha:rik Tayyib نهارك طيب	w inti zā:da وانت زادة.
nshu:fik / qhudwa نشوفك غداوة. / ijjim3a ijjā:ya الجمعة قادمة / la3shiyya / العشيّة	in shallah! انشاء الله!
READING	WRITING

## GRAMMATICAL FOCUS

Question words.

āsh, shnu *أش، شنو*

Possessive pronouns

i/ya *ي/يا*

(i)k *ي/ك*

h/u *ه/و*

ha *ها*

na *نا*

kum *كم*

hum *هم*

Personal pronouns

āna *أنا*

inti *انت*

huwa *هو*

hiya *هي*

a-hna *نحن*

Intu:ma *انتم*

hu:ma *هم*

Declension of adjectives (mas. & fem.)

## VOCABULARY

Nouns

*Family members*

umm *أم*

xu *خو*

uxt *أخت*

bu *بو*

3amm *عم*

*Times of the day*

Sbā:H *صباح*

3shiya *عشية*

nhā:r *نهار*

li:l *ليل*

Adjectives

ta3bā:n *تعبان*

mr:r:dh *مريض*

mitqallaq *متقلق*

jdi:d *جديد*

## CULTURAL NOTES

Tunisian-Arabic is a right to left language, i.e. word order in sentences is different from other languages

Tunisians use many religious and euphemistic words

"To be" does not have a conjugated form in the present like in other languages

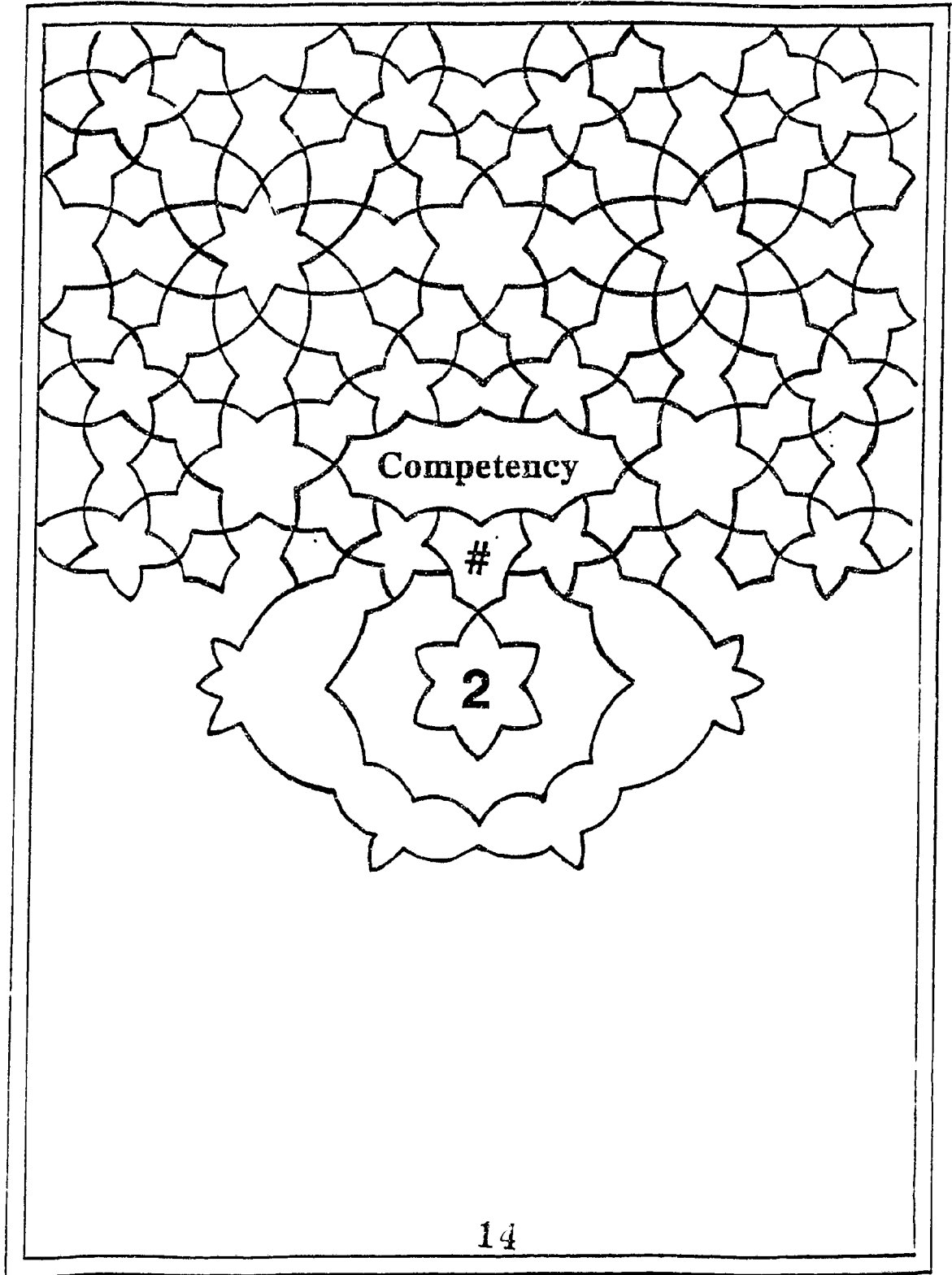
Adjectives are declined according to the gender and number of the preceding noun

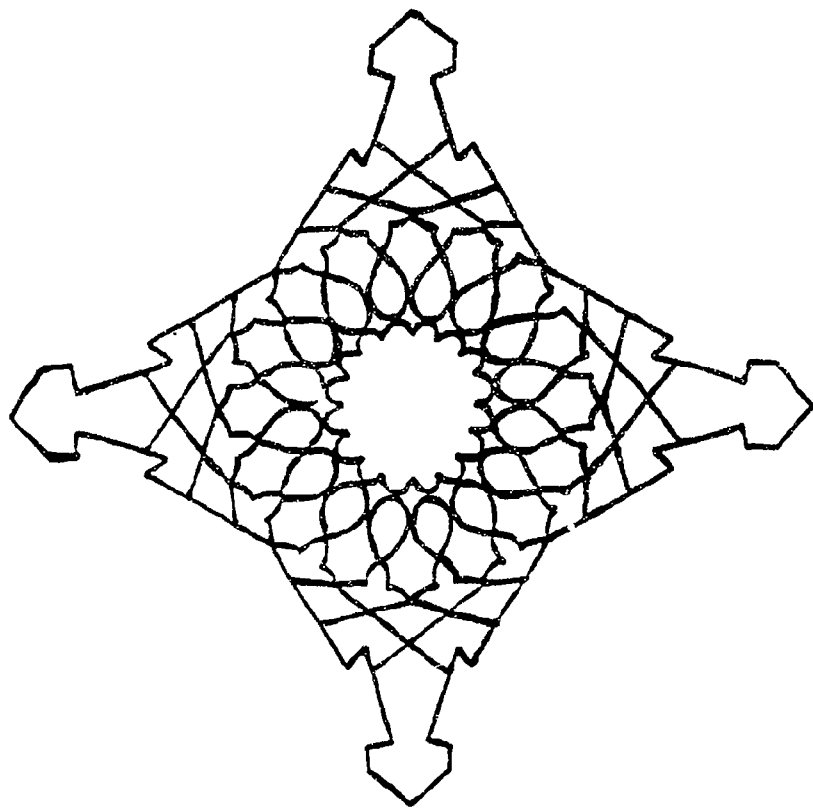
## REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





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TOPIC: PERSONAL INFORMATION

COMPETENCY: IDENTIFY SELF AND OTHERS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
shnu / ismik ? ? شنو / إسمك... āsh / أش /	ismi: _____ إسمي
mn:n inti ? ? منين انت... inti / fransa:wi ? ? انت / فرنساوي... / fransawiya / فرانسوية	ā:na min _____ أنا من la, ā:na / amarikāni / أنا / أمريكاني / amarikāniya / أمريكانية
āsh ta3mil fi tu:nis ? ? أش تعمل في تونس qaddāsh bāsh قداش باش tuq3ud fi tu:nis ? ? تقعد في تونس	āna mitTawwa3 / mitTaw3a / أنا متطوع / متطوعة fi hayit issaiā:m / في هيئة السلام
wi:n / tuskun ? ? وين / تسكن / tixdim ? ? / لخدم	3ā:mi:n عاميون nuskun / fi _____ نسكن في nixdim / / لخدم
nqaddim lik _____ نقدم لك	nitsharfu نتشرفو
titkallim bil3arbi ? ? تتكلم بالعربي	shwayya bark شوقة برك
ya3Ti:k iSSaHHa ! ! يحطرك الصحة	y3ayshik يحيشك
READING	WRITING

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**GRAMMATICAL FOCUS**

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**Question words**

mni:n منين  
qaddā:sh قداش  
wi:n وين

**Prepositions**

li لـ  
fi في  
min من

**The dual**

3ami:n عامين  
nhari:n نهارين

**The future**

ba:sh+ verb in the present

**Declension of nouns (mas. & fem.)**

---

**CULTURAL NOTES**

---

Tunisians are always impressed with foreign people who speak their language

Arabic is associated with Islam

Only a few Tunisian people know about Peace Corps

---

**VOCABULARY**

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**Nouns**

mitTawwa3 متطوع  
3a:m عام  
amari:kā أمريكي

**Verbs**

ya3mil يعمل  
yuq3ud يقعد  
yitkallim يتكلم

**Adjectives**

fransa:wi فرنساي  
amarikāni أمريكياني

**Adverbs**

bark برك

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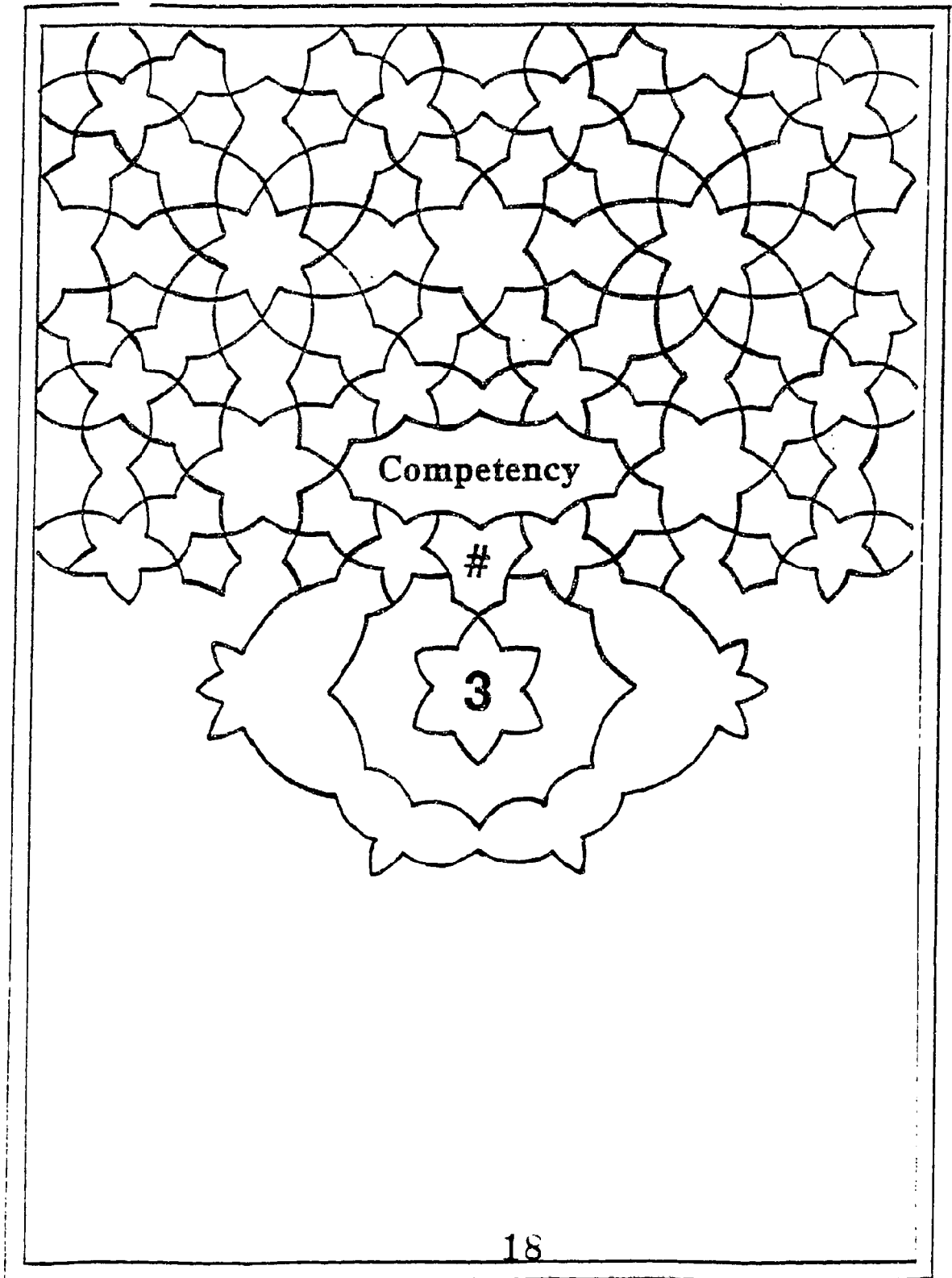
**REFERENCE BOOKS**

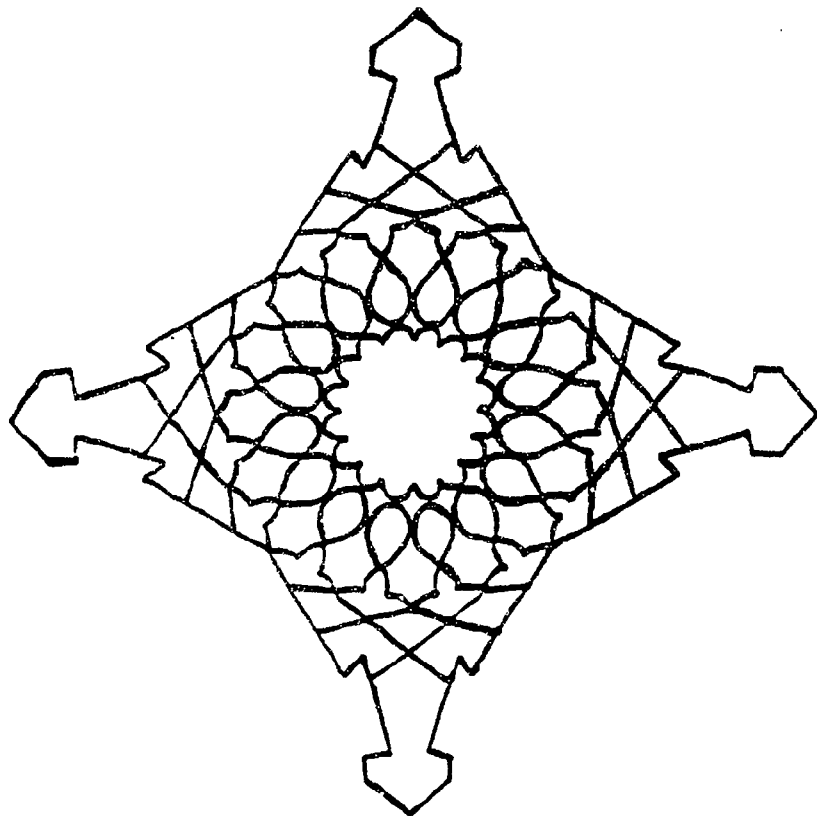
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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: RESPOND TO CLASSROOM INSTRUCTIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
tfadhdhal/udxul تفحص...! أدخل... /uxruj...! أخرج...!	bishwayya y3ayshik بالشوية يعيشك
uq3ud أقعد... ā:qif/u:qif أوقف / أوقف	sā:maHni 3andi suā: سامعني عندينا!
sakkir/ il bā:b سكر... الباب HiV جلي	mā fhimtish ما فهمتشي...
i:ja I /hu:ni أيجد... / هو في / hna هنا	ki fā:sh nqulu ..... bil3arbi? كيفاش نقولو... بالعربي؟
isma3 qbal اسمع قبل...	ā:sh ma3nā:hā? آشي معناها؟
3a:wid! علمو! / علمو!	min fadhlik 3a:wid من فضلك عاود.
fhimt? فهمت؟ / فهمت؟	
yizzi y3ayshik يتي يعيشك	
arja3 I blaStik أرجع لبلادك	
READING	WRITING

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**GRAMMATICAL FOCUS**

---

Question words

kifā:sh كيفاش

The Imperative

3a:wid (sing.) عاود

3a:wdu (pl.) علودو

The Present Tense

3andi عندوني

3andik عندك

3andu عندو

3andha عندها

3andna عندنا

3andkum عندكم

3andhum عندهم

Prepositions

bi .. بـ

The Negative Form

mā+verb+ish ما+...+ش

---

**VOCABULARY**

---

Nouns

blaSa بلاصة

suā:l سؤال

ma3na معنى

bā:b باب

Verbs

yudxul يدخل

yuq3ud يقعد

yqu:l يقول

y3a:wid يعاود

yā:qif ياقف

yji: يجيب

yisma3 يسمع

yifhim يفهم

Adverbs

hu:ni هون

bishwayya بالشوية

---

**CULTURAL NOTES**

---

Tunisian-Arabic does not have a verb for "to have". Instead, people use the preposition "3and" conjugated with all pronouns

Tunisians frequently use the imperative without using the magic word "please" in their discourse. As a matter of fact, one should not take it as an offense

Notice the use of borrowed words from Italian such as "blaSa"

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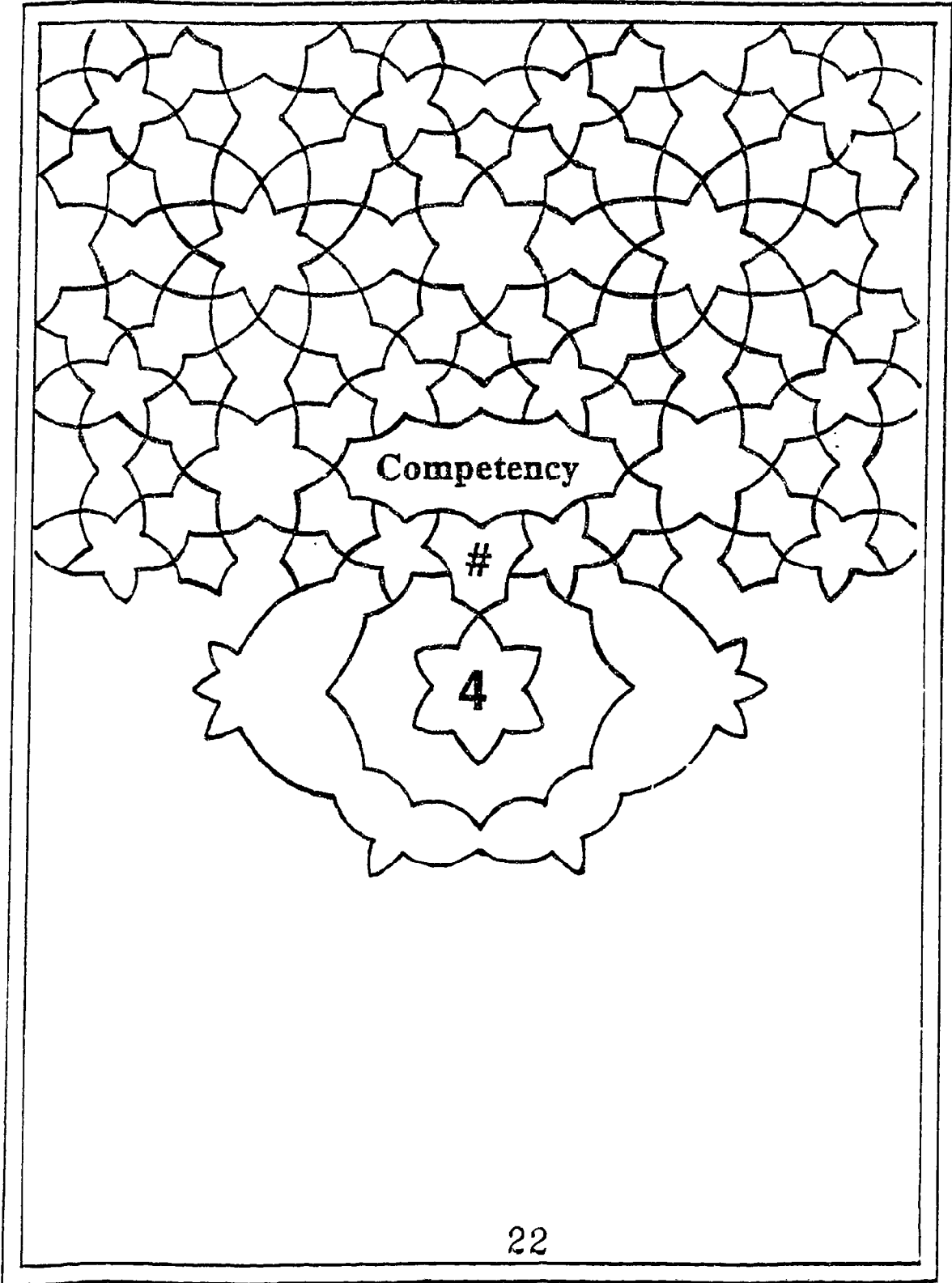
**REFERENCE BOOKS**

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A beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POSTAL SERVICE

COMPETENCY: SEND AND RECEIVE MAIL/TELEGRAMS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadhil تفخّل

iwā:b walla ka:r جواب ولا كارت  
pu:stal ? بوسطال ... ؟

b xams miya خمس... مية

I win ? لوين ؟

I bu:sTa I yu:m البوسطة اليوم  
msakra مسكرة

SPEAKING

a3Ti:ni timbri I أعطيني... تمبري  
amari:kā, y3ayshik لأمريكا أيديشك

iwā:b ... b qaddā:sh جواب ... بقداش ؟

nHibb nib3ath/ iwā:b حب نبعث جواب  
/ kuli اكلني

I amari:kā لأمريكا

waqtā:sh tHill I bu:sTa وقتاش... هل البوسطة ؟

tHamma bwat a lātir ثم بوات الأتر  
qri:ba ? قريبة ؟

READING

WRITING



---

**GRAMMATICAL FOCUS**

---

**Question Words**

I win **لمحين**  
b qaddash **بقدائش**

**Conjunctions**

walla **ولا**

**Personal Pronouns (ind. obj.)**

ni **ني**  
h **ه**  
na **نا**  
na **نا**  
hum **هم**

**Declension of Numericals**

wā:Hid (m.) **واحدة**  
waHda (f.) **واحدة**

---

**CULTURAL NOTES**

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Packages might be opened for a usual check-up by customs. It should not be shocking if it ever occurs

Sometimes it takes a long time to get a letter to the States; this depends essentially on overseas services

To make sure one gets his/her letters and not have them misrouted, it is advisable to write on the envelope "North Africa"

---

**VOCABULARY**

---

**Nouns**

iwā:b **جواب**  
kart **كارت**  
miya **مينة**  
busTa **بوسطة**  
il yum **اليوم**  
timbri **تمبري**  
bwat **بوات**  
kuli: **كولي**

**Verbs**

ya3Ti **يعطي**  
yHibb **يحب**  
yib3ath **يبعث**  
yHil **يحل**

**Adjectives**

msakra **مسكرة**  
qriba **قريبة**

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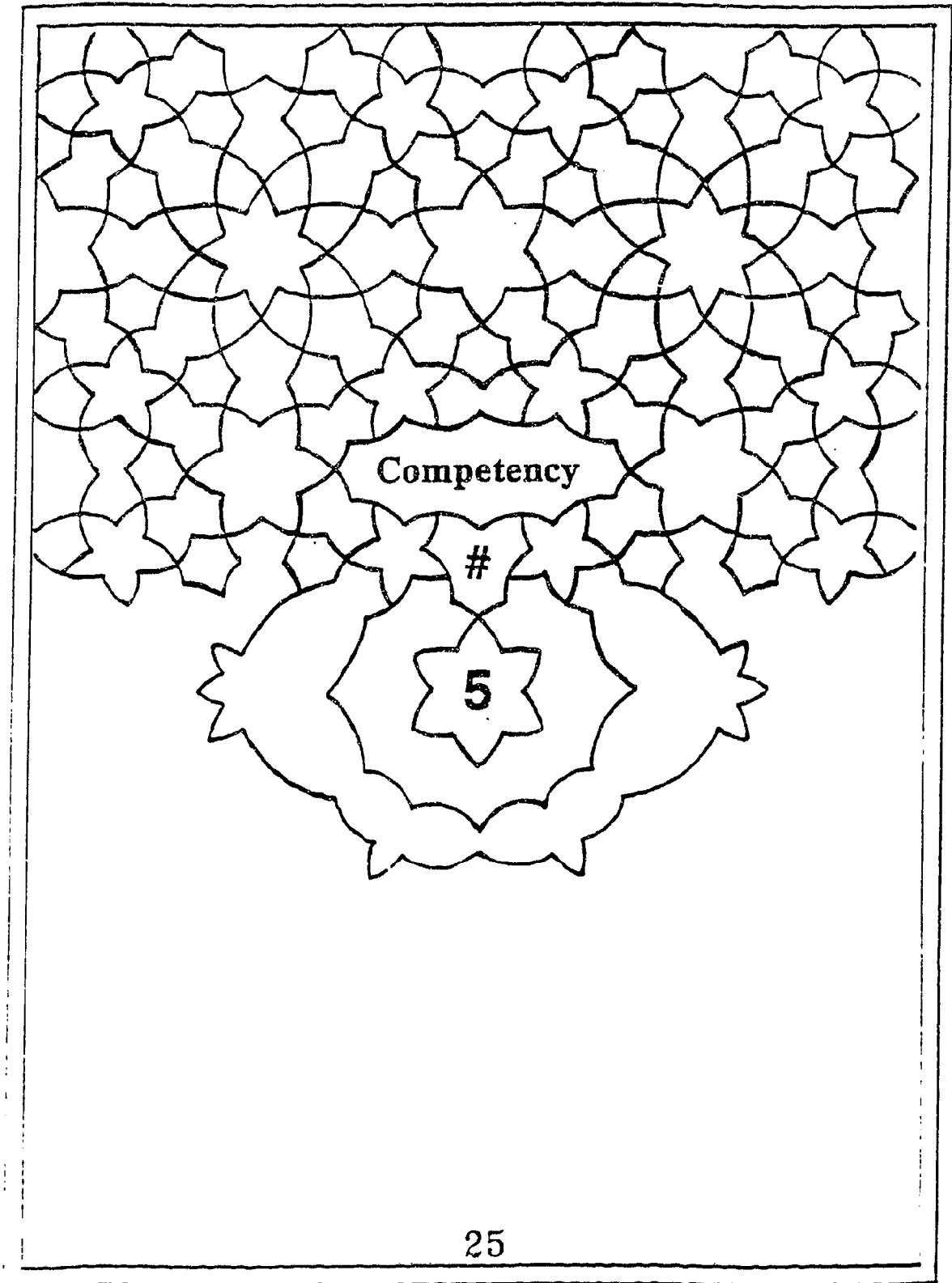
**REFERENCE BOOKS**

---

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

#

5

25

TOPIC: POSTAL SERVICE

COMPETENCY: MAKE LOCAL AND LONG DISTANCE TELEPHONE CALLS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
I win ? ? لوين ؟ ؟	uxti: nHibb na3mil تلفون لى يمشك أنتون هيب نعمل
shnu in numru ? ? شنو التومرو ؟ ؟ shnuwa il ku:d ? شنو الكود ؟	I / amari:kā / tu:nis أمريكا تونس
shniyya il blā:d ? ? شنيئة البلاد ؟ ؟	3252231 309
wi:n hāDi ? وين حادى ؟	piyu:ria بيوريا
imshi l kabi:n numru tblātha امش لكابين نومرو ثلاثا	fi illinu:y في الينوي
shu:f kabi:n شوف كابين	ma thammāsh tunalititi ما تماش توناليتي
min ghi:r mziyya من غير مزيئة	ma yjā:wibsh bark allahu fi:k ما يجلو يش بارك الله فيك
jarrib جرب	yimshi it taksifu:n ? يمشي التاكسيفون ؟
READING	WRITING

---

**GRAMMATICAL FOCUS**

---

Question words  
shniya شنية

The Present Tense

Declension of:

Question words  
shnu شنو  
shniya شنية

Adjectives  
ā:xir أخير  
uxra أخرة

---

**CULTURAL NOTES**

---

A polite way of asking for help from a person is to address a man as "xuya" and a woman as "uxti"

The rate per minute is the same in making phone calls, whether calling at night or during the day

Tunisian Arabic does not have a pronoun for the neutral; objects are either masculine or feminine

---

**VOCABULARY**

---

Nouns

numru نومرو  
ku:d كود  
blā:d بلاد  
kabi:n كابين  
uxt أخت  
tāifu:n تلفون  
tunaliti توناليتي  
taksifu:n تكسفون

Verbs

yjarib يجرب  
yHibb يحب  
thamma ثم  
yǝ:wib يجاوب  
yimshi يمشي

Adjectives

ā:xir/uxra أخير/أخرة

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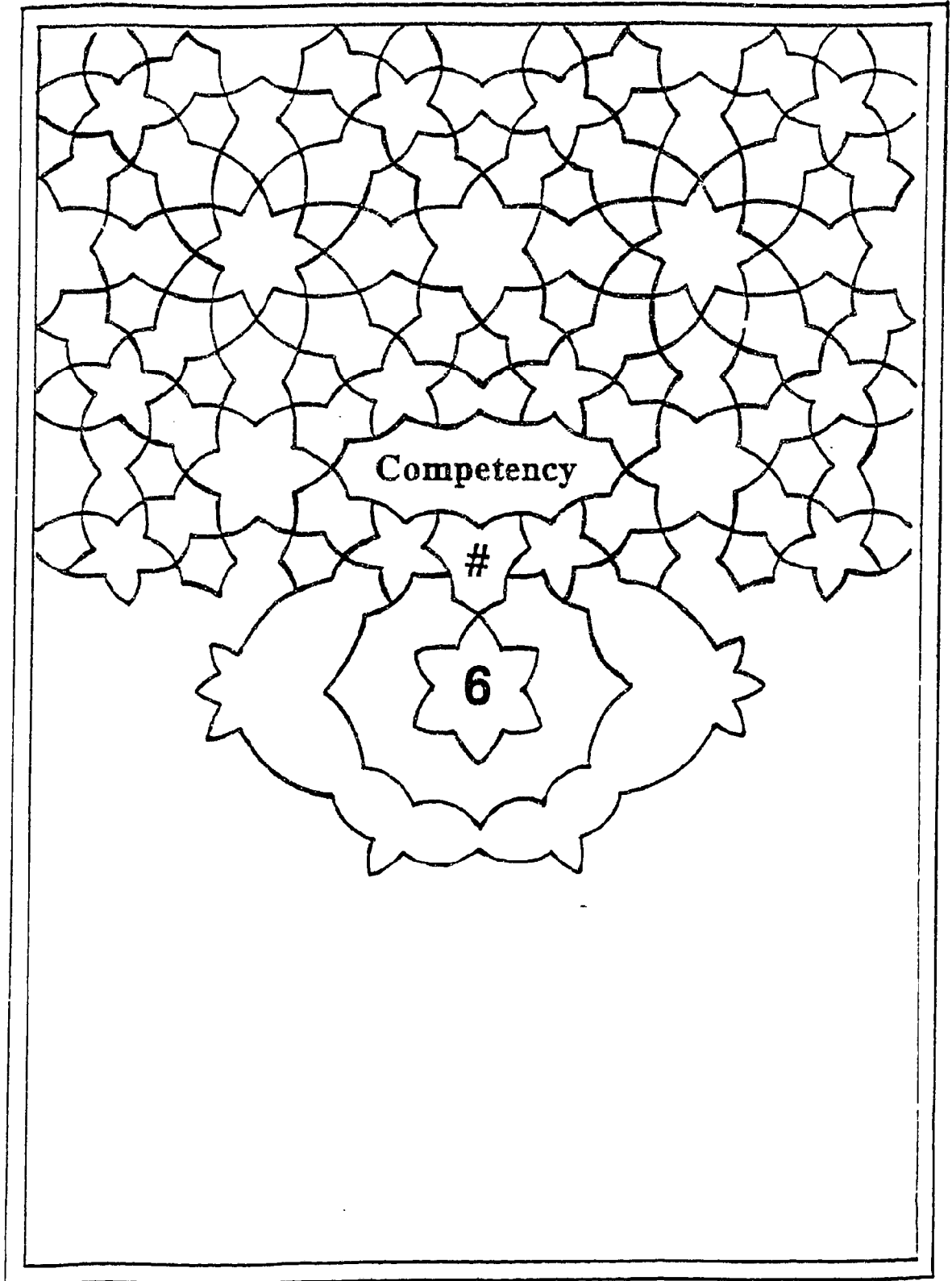
**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

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Arabic Phrase book



TOPIC: SHOPPING

COMPETENCY: PURCHASE FOOD AND PERSONAL ITEMS  
GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadhil āsh Hashtik ? ? تفصل آتش جاشتک ؟

la, ma 3andi:sh, ama لا ماعنديش... اما  
thamma xadhhar il quddā:m ثم خضار القدام

mtā:3 il yu:m, w Hlu: مثل اليوم و حلو  
ki:(f) is sukkur كيف.. الشكر

Hadhir bāsh حاضر جافش

SPEAKING

a3Ti:ni kilu sukkur اعطيني كيلو سكر  
w bakku Hli:b w dabbu:za و باكو حليب و زينة  
zit zitu:na w Ha:ra 3dham زيت و زينة و حارة و حام

3andik Tma:Tim k3ab ? ? عنك تماالم كعب ؟

y3ayshik يعيشك

xuya, u:zin li rTal Tma:Tim خويا او زيني رطال  
w kilu 3nib w kilu lu:z و كيلو عنيب و كيلو لوز

frishk il karmus ? ? فرشك الكرمرس ؟

uzin li rTal, yizzi ازين لي رطال، يزي

READING

il aswā:m الاسواق

asā:mi il ghalla, اسامي القلابة  
wil xudhra والخضرة

WRITING

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---

**GRAMMATICAL FOCUS**

---

Comparison  
Expressing resemblance  
ki(f) كَيْ(ف)

Sing. & Pl. of Nouns

Countables & Non-Countables

The Present Tense of:  
Hashit حاشيت

---

**CULTURAL NOTES**

---

In Tunisia now, the date of expiration at which food spoils is indicated on the package

In rural areas people have a weekly market day where a variety of products are displayed

Like the West, one can find all kinds of products in big stores in major cities

---

**VOCABULARY**

---

Nouns  
Groceries  
sukkur سكر  
Hli:b حليب  
zi:t زيت  
Fruits & Vegetables  
Tma:Tim طماطم  
3nib عنب  
karmus كرموس

Verbs  
yuzin يوزن

Adjectives  
Hlu حلو  
frishk فرشك

Adverbs  
il kuddām... القدام...

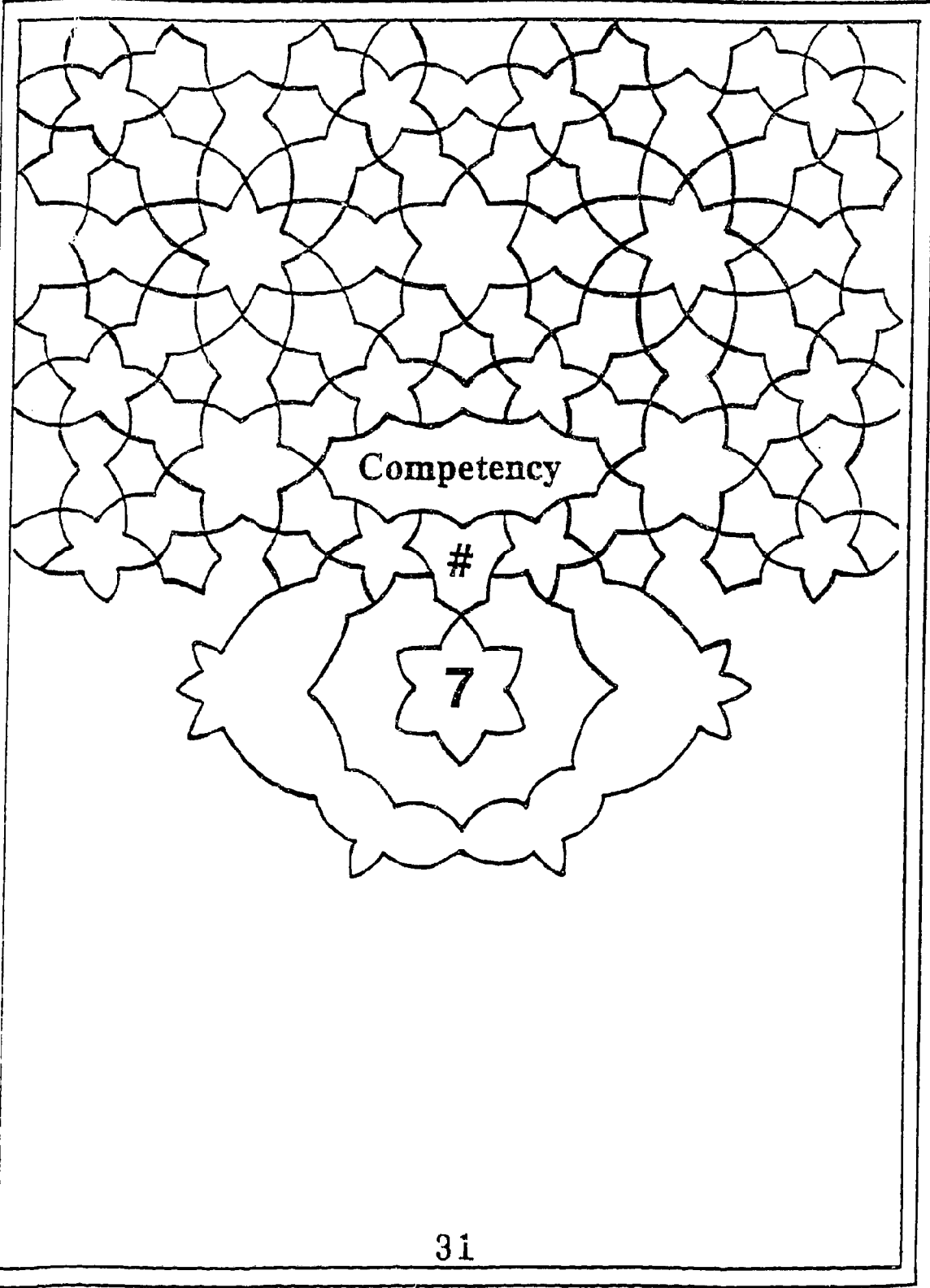
Conjunctions  
ama... اما

---

**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic  
English Tunisian-Arabic Dictionary  
Arabic Phrase Book



Competency

#

7

31



TOPIC: FOOD AND DRINK

COMPETENCY: ORDER FOOD AT A RESTAURANT AND ORDER DRINKS AT A CAFE

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadh<sub>h</sub>dhil تفضل

3andna djā:j ruti: عندنا دجاج وتيب  
w kusksi: bil 3allu:sh وكسكسي بالعلوش  
w kammuniyya وكمونيشة

tHibb ma Sa:fyā? تيب ما حافية؟

i:h/ Ha:dhir bāsh أيه... حاجه يلاش

SPEAKING

āsh 3andkum fil mini?? آشن عندكم في المني??  
ta3Ti:ni I mini, y3ayshik تعطيني المني بجيشك

a3Ti:ni Sla:Ta اعطيني صلاطة  
mishwiyya, w rbu3 djā:j مشوية تونسية دجاج  
w waHda ku:ka ووجدة كوكا

la:, mu:sh lā:zim لاهموش... لزم

ta3Ti:ni il Hsā:b, y3ayshik تعطيني الحساب بيصير شك

a3Ti:ni wa:Hid sitruna:d اعطيني واحد مستر زاد  
y3ayshik يجيشك

nHibb zu:z kapi:sān, خب فونت كيبسان  
w waHda ku:ka, ووجدة كوكا  
w thlā:tha gatu: وثلاثة قاتو

READING

il mini المني

il Hsā:b الحساب  
itti:kā التيسك

WRITING

---

**GRAMMATICAL FOCUS**

---

Use of some adjectives & their opposites

sxu:n/bā:rid سخون/بارد  
Hlu:/murr حلو/لمر

Difference in conjugation between  
jt:b w awTi: in the imperative

Prepositions

bi .بـ  
fi .فـ

The definite article, i.e. sun letters &  
moon letters and contraction.

Il mini المنى  
id djā:j الدجاج

---

**CULTURAL NOTES**

---

Tips are not included in the price of meals  
and it is up to the customer whether or  
not to give a tip

Most, if not all, restaurants offer both meat  
and fish; vegetarians can have salads

A friendly way of calling a waiter is by  
addressing him as xu:ya (m.)/uxti (f.)

---

**VOCABULARY**

---

Nouns

rbu3/nuS ربح/أمن

Beverages

qahwa Hli:b/kapisā:n قهوة/حليب/كيسان  
ku:ka/sitruna:d كوكا.../ليموناد

Food

Sla:Ta سلاطة

djā:j دجاج

kusksi: كسكسي

Snacks

gatu قاتو

Verbs

yHibb/ya3Ti يحب/يحب

yā:kul, yushrub ياكل/يشرب

yxallis يخلص

Adjectives

mishwi: مشوي

bn:n بنين

Hlu:/qa:nS حلو/قلبي

sxu:n/bā:rid سخون/بارد

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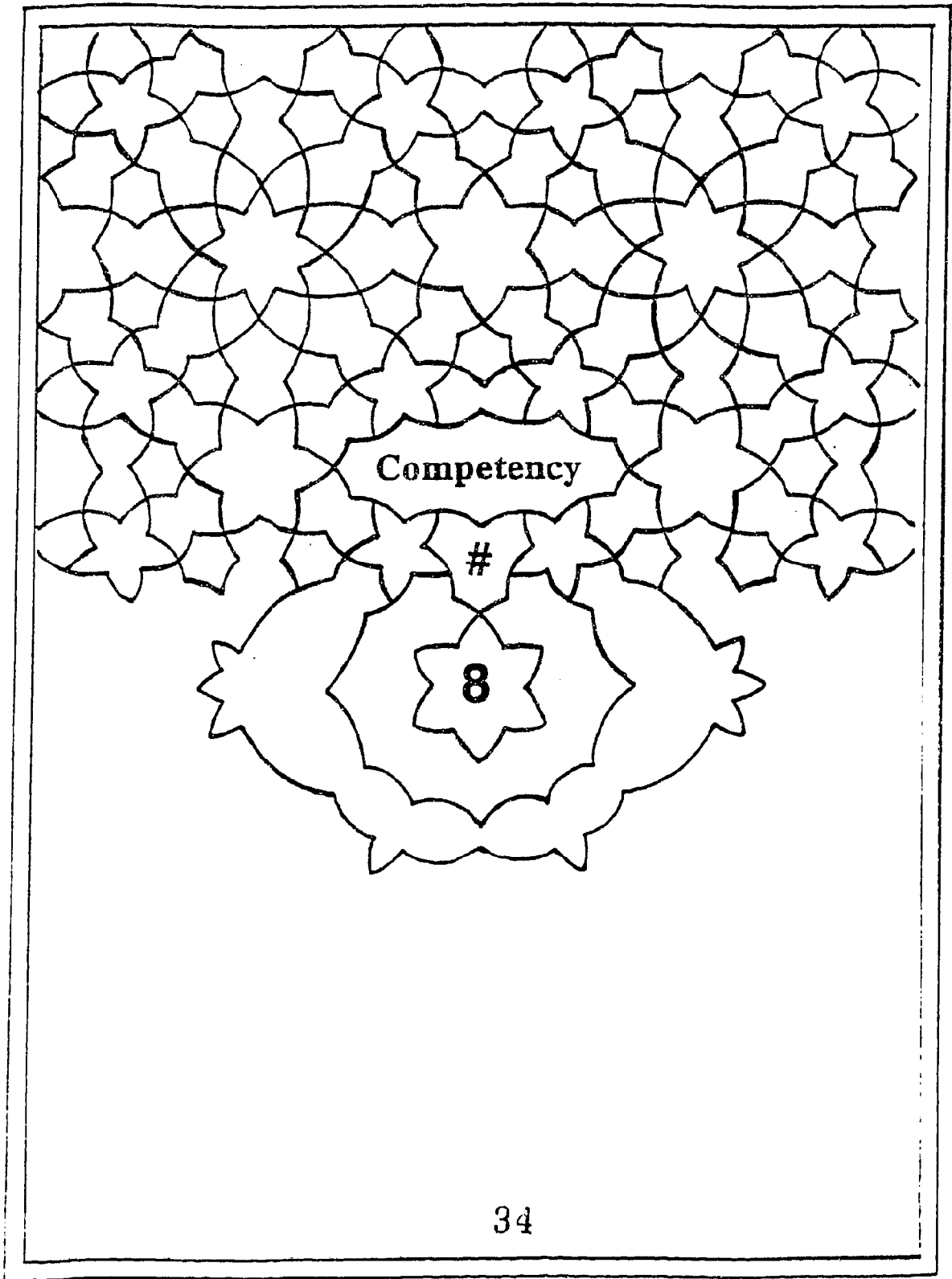
**REFERENCE BOOKS**

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Arabic Phrase Book



TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE TUNISIAN EATING HABITS AND CHARACTERISTIC FOODS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

yā:klu shurba, w bri:k. ياكلون شوربة وبريد  
w Sla:Ta, w maqaru:na. صلحمة ومقربنة  
walla marqit baTa:Ta, وراصة بطاطا.  
w ghalla. مغسلية  
w fis sHu:r yā:klu وفي الصحراء ياكلون  
masfu:f, w Hli:b مسفوف وجليب  
walla yu:ghurt, w kull وراصة وبنوعيات وكول  
wā:hid ash yHibb. واجمالتش حسب

shnuwwa ra:yik fil شنو ورايك في  
mā:kla it tunsiiya? المأكلة التونسية؟

kusksi: bil laru:sh كسكسي بالعلوش

SPEAKING

shnu yaklu ittawā:nsa شنو ياكلون التوانسة  
fi: rumdha:n? في رمدان؟

bā:hya barsha, ti3jibni بلهية تبيشة متعجيني  
3la xa:Tir Ha:ra yā:sir علو خالو حارة يلمس  
ki:f il mā:kla كيف المأكلة  
il māksikiyya المكسكية

it twā:nsa yTaybu التوانسة يطيبو  
bil lHam di:ma, w āna بالحم ديماء وأنا  
ma nakulsh il lHam ما ناكلش الحم

shniyya il mā:kla شنية المأكلة  
il mashhu:ra fi: tu:nis المشهورة في تونس؟

READING

WRITING

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**GRAMMATICAL FOCUS**

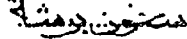
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Conjugation of:



yi3jib + object pronoun

shnu ra:y + possessive pronoun

Use of intensifiers

*Before nouns*barsha xubz *After adjectives*sxu:n barsha 

Use of opinion expressions, like

shnu ra:yik...? ash qawlik...? 

---

**CULTURAL NOTES**

---

Tunisian people eat the head, legs &amp; tripe of sheep and cows

In certain regions, people still use their hands to eat certain types of food

It is still a common practice to eat "qaddi:d" which is a preserved-in-salt meat (like smoked meat)

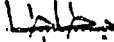


There is a tendency to eat similar dishes in the holy month of Ramadhan

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
**VOCABULARY**

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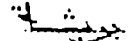
Nouns

ba:Ta:Ta lHam *dishes*sla:Ta maqaru:na shurba bri:k 


Adjectives

māksikiyya Ha:rra bā:hya mashhu:ra tunsiyya 

Adverbs

barsha yā:sir 

Pronouns

kul wā:Hid 

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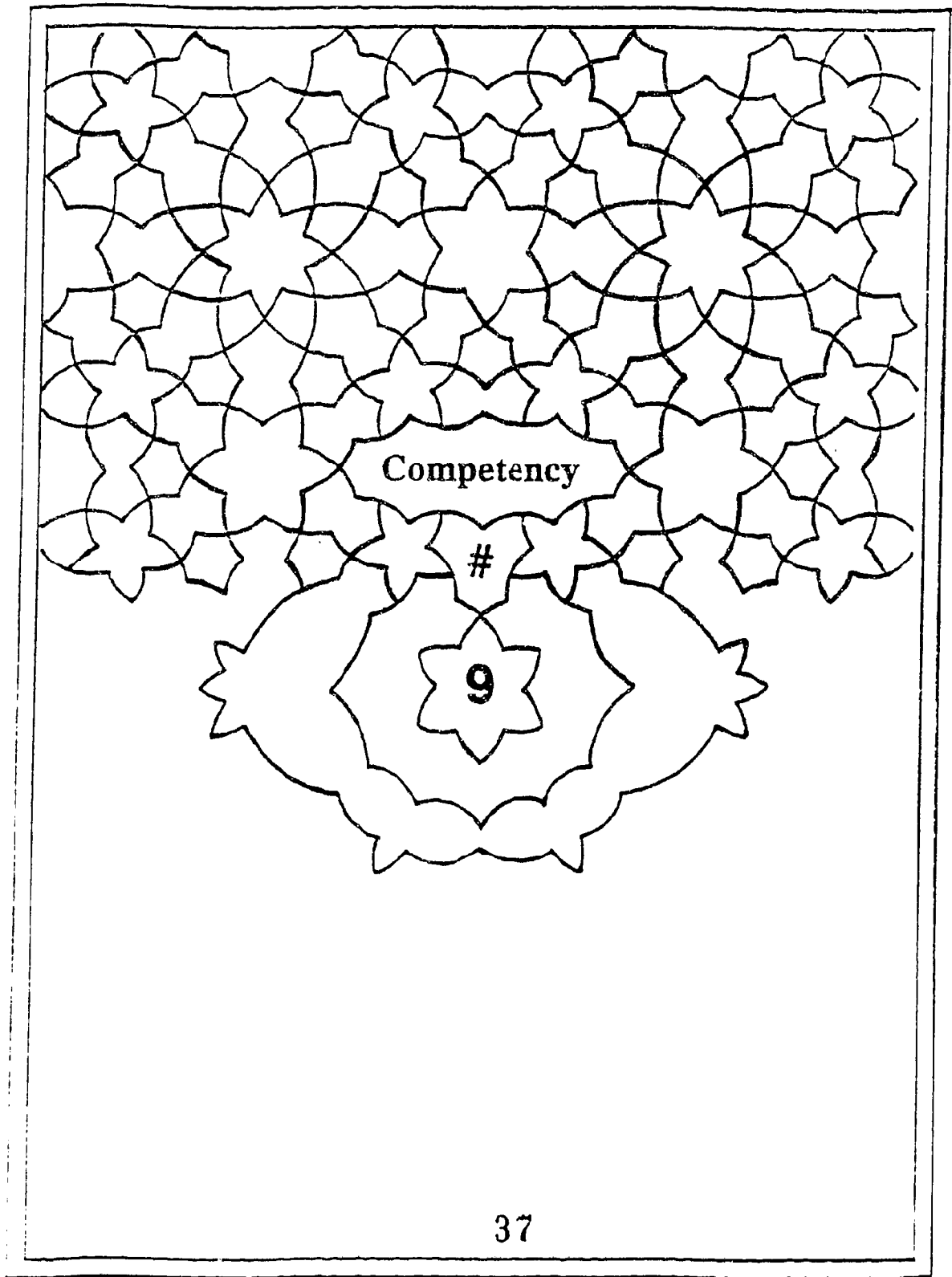
**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

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37

TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE EATING AND DRINKING PREFERENCES

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

shniyya aHsan شنيقة أحسن  
mā:kla ti3jbik? ماأكلتة تحببكيك؟

iHibb il mlu:xiyya حب الملوخية  
walla la:? ولت...؟

tushrub il bi:ma? تشرب البيوت؟

ama xi:r il kusksi: أما خبز الكسكي:  
walla il maqaru:na? ولت المقرونات؟

tā:kul id djā:j? تاأكل الدجاج؟

SPEAKING

aHsan mā:kla أحسن ماأكلتة  
ti3jbni: hiyya il maqaru:na تحببني هي المقرونات

bā:hya, ama lu:nha باهية أما لونها  
ghri:b shwayya غريب شوية

mush di:ma موش ديم

il maqaru:na 3andi: xi:r المقرونات عندي خبز

la, āna vijj:taryān, la لاء أنا وحيق تاريان  
nā:kul id djā:j la lHam نأكل الدجاج لاء هم

nHibb il ghalla barsha نحب الغلة برشة

nushrub il gāzu:z barsha نشرب الغازوز برشة

READING

WRITING

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**GRAMMATICAL FOCUS**

---

The comparative and the superlative

Use of the distributive

la... la... لا... لا...

Yes/No questions

tHibb ..... walla لا؟/لا؟

Alternative questions

ama xi:r.... walla .....؟/وماخير؟

---

**CULTURAL NOTES**

---

Most Tunisians have no idea of what a vegetarian is

Most Tunisians do not drink wine or eat pork even though both are available in the market

Just as language is a mix, food and drinks also represent a mix, e.g. Turkish pastries, Berber and Italian dishes, viz. Kuskus and Spaghetti respectively, etc.

---

**VOCABULARY**

---

Nouns

dishes

mluxiyya ملحوية  
kusksi: كسكسي

colors

drinks

bi:rra/gāzu:z بيتر/قانونوز

Adjectives

vijitaryān عجيتاريان  
ghri:b غريب  
bāhya باهية

Adverbs

di:ma ديمما  
barsha برشة

Conjunctions

walla واذا

Verbs

yā:kul/yushrub ياكل/يشرب

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**REFERENCE BOOKS**

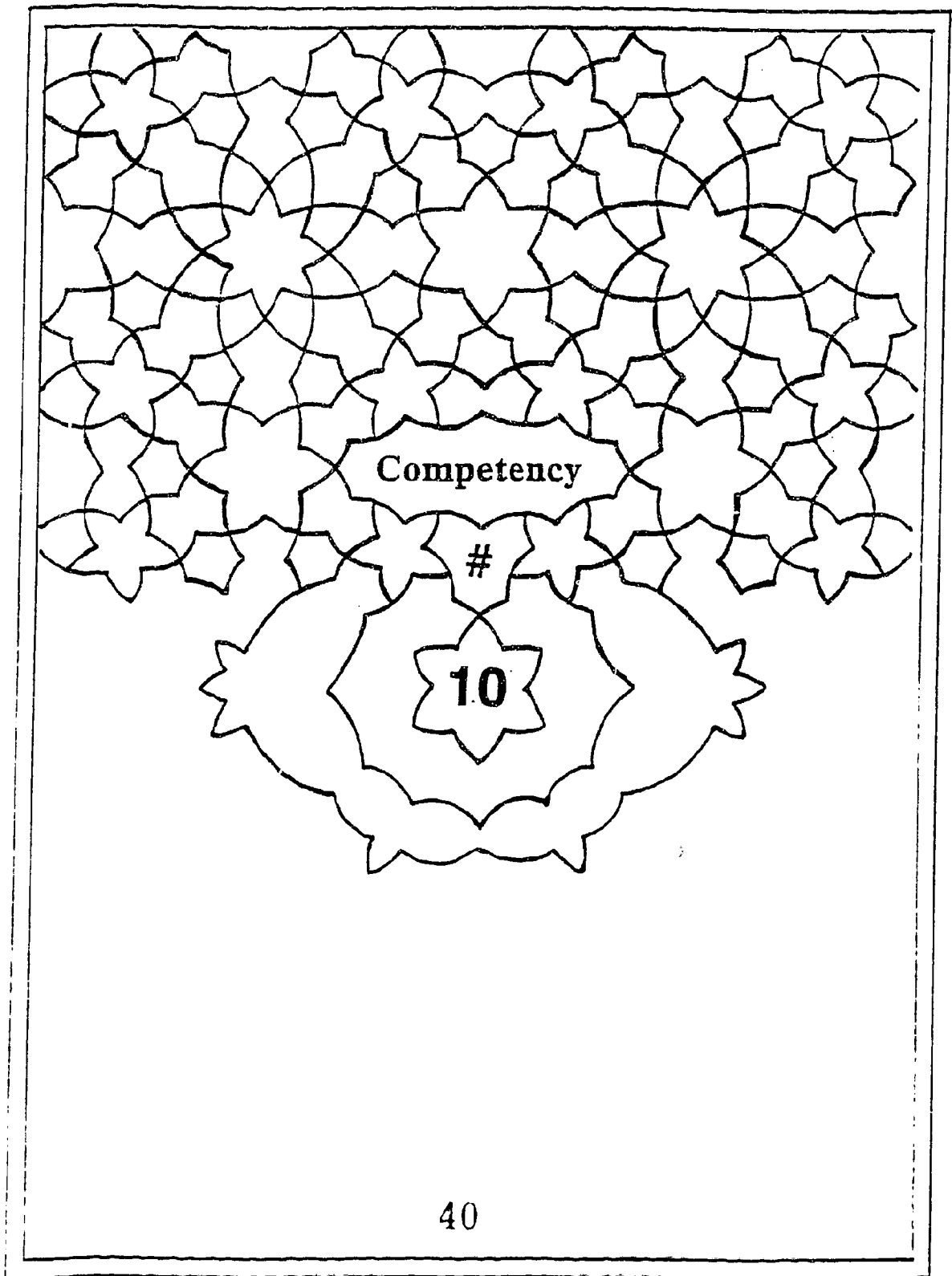
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Competency

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10

40

TOPIC: DIRECTIONS

COMPETENCY: ASK FOR AND FOLLOW DIRECTIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

imsbi Tu:l, w dur: امش حول... واور  
3al /limi:n ع/التعيين  
/lisa:r للتسار

sā:maHni, ma na3rafsh ما نحنو بما نعرفش  
istanna shwayya, ta3rat استنى... شوية...  
il bu:sTa...? il markiz...؟ المركز...  
bij nabha bidhdhabT بجنبها بالضبط

i:n3am, il mHaTTa اينم... المحطة  
il qudda:m للتقدم

SPEAKING

xu:ya, wi:n jā:t خويا... ووزن جات  
il bu:sTa, y3ayshik? البوسطة... ديميشك؟

xu:ya, kifā:sh nimshi: خويا... كيفاش... نمشي:  
I markiz ishshurTa? لمركز الشرطة...؟

xu:ya, hā:Da hu:wa خويا... هانجو  
iT Tri:q illi yhizz الطريق... التي... يهز  
I mHaTTit il kira:n? لمحطة... الكيران؟

READING

blā:yik in nhu:jā:t بلايك النصوصات

asā:mi il ida:rat أسامي الإدرايات

asā:mi il mHaTTa:t أسامي المحطات

mughlaq/maftu:H مغلق... /مفتوح

mamnu:3 id duxu:l ممنوع الدخول

WRITING

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**GRAMMATICAL FOCUS**

---

Question words

wi:n **حيث**  
kifa:sh **كيفاش..**

Relative pronouns

illi **اللي**

Building the plural of certain nouns

Preposition of location

---

**CULTURAL NOTES**

---

Road names and numbers do not count much for Tunisians in giving directions. They always use one building or location as a reference.

Tunisians, unlike Westerners, do not use maps and find difficulty in reading or pointing to a place on the map.

---

**VOCABULARY**

---

Nouns

busTa **بوسطة**  
markiz **مركز**  
shurTa **شريطة**  
mHaTTa **مخاطبة**

Adjectives

qri:b min **قريب من**  
b3i:d 3la **بعيد عن**

Prepositions

wra **عند**  
qudda:m **قدام**  
mqa:bil **مقابل**

Adverbs

gha:di **غدا**  
baHDa **هنا**  
bidhhabT **بالخبير**

Pronouns

illi **اللي**

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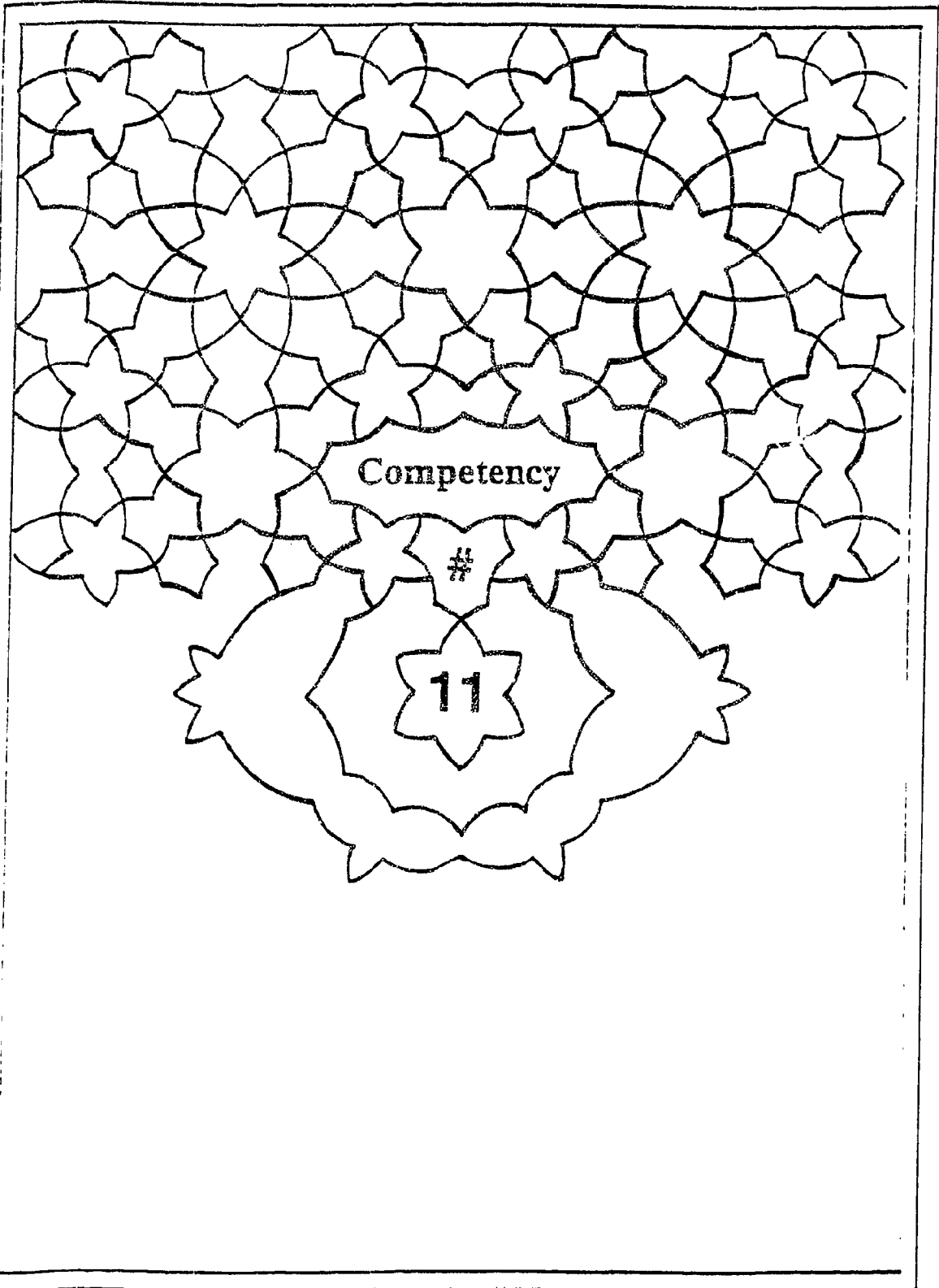
**REFERENCE BOOKS**

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Competency

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11

TOPIC: FAMILY

COMPETENCY: EXCHANGE INFORMATION ABOUT FAMILIES

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

intu:ma qaddā:sh fil لنتوم قداش... في  
3a:yīa? العائلة؟

āsh yixdim bu:k? أش يخدم بوك؟

inti /m3arris? انت /معتز...؟  
/xa:Tib? بجانب؟

ash ta3mil uxtik? أش تعمل... أختك؟

3andik awlā:d? عندك أولاد...؟

tusknu m3a ba3dhkum? تسكنون مع بعضكم؟

SPEAKING

aHna xamsa fil 3a:yīa, أنا خمسة في العائلة  
ummi:, w baba, w xu:ya, أمي... ووالدي وختي  
w uxti:, w āna وأختي وأنا

aHna zu:z bnā:t, أنا زوجة بنت  
w thla:tha awlā:d, w ummi: وثلاثة أولاد وامي

baba \_\_\_\_\_ بابا

la:, āna mush \_\_\_\_\_ لأنا موش

uxti: ma zā:lit taqra أختي... ما زالت تقرأ  
fil jā:m3a في الجامعة

āna b awlā:di, w awlā:d أنا ب أولدي وأولاد  
awlā:di أولادي

nusknu m3a ummi, نسكن مع أمي  
w baba yuskun waHdu ووالدي يسكن مع والدي

READING

WRITING

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**GRAMMATICAL FOCUS**

---

Question words

qaddā:sh **قَدَّاشْ**

Prepositions

m3a **مع**

Declension of irregular adjectives (f. &amp; m.)

3a:zib **عَازِب**Sbiyya **حَبِيْبَة**

Present tense (more verbs)

yuskun **يَسْكُن**yaqra **يَقْرَأ**

Negation of adjectives

mush + adj.

Conjugation of maza:l **مَازَال**

Declension of the reflexive pers. pronoun

waHd **وَاحِد**

---

**VOCABULARY**

---

Nouns

*Family tree relatives & in-laws*xu: **خَوْن**uxt **أَخْت**nsi:b **نَسِيْب**

Verbs

yixdim **يَخْدِم**ya3mil **يَعْمَل**yuskun **يَسْكُن**yaqra **يَقْرَأ**

Adverbs

mazā:l **مَازَال**waHd **وَاحِد**

Adjectives

m3arris **مَعْرَب**3a:zib/xa:Tib **عَازِب/خَاطِب**

Numbers

wā:Hid/ṭbn:n **وَاحِد/ثَنِيْن**

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**CULTURAL NOTES**

---

Non-Muslims are not eligible for adopting Muslim children

Tunisian family members still live with close ties

It is still not totally accepted that single men or women live alone in the same area their families live in

Divorce is common, however, polygamy is forbidden by law

The concept of half-brother or sister does not exist; it is actually brother or sister on either the mother or the father's side

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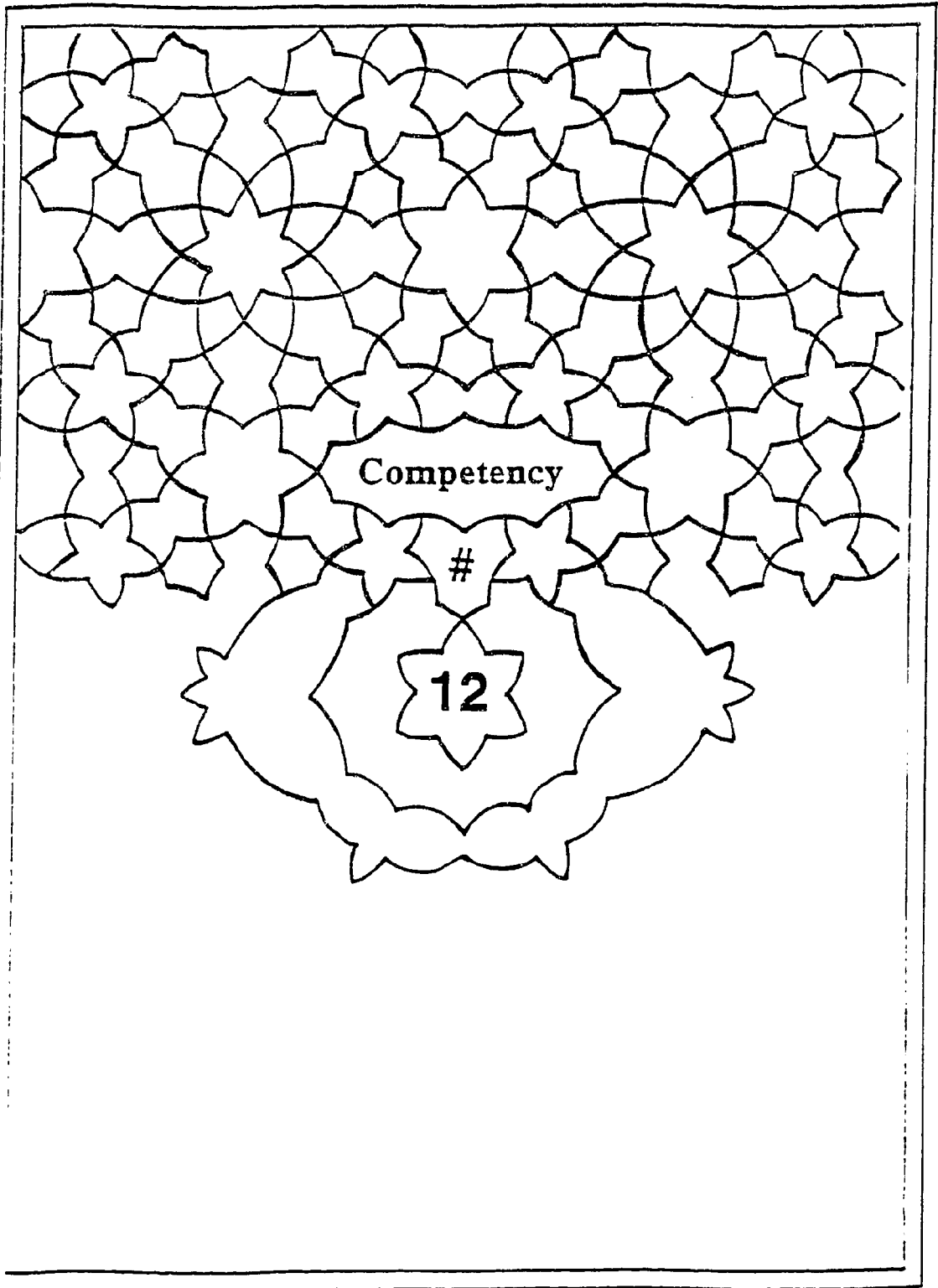
**REFERENCE BOOKS**

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TOPIC: FAMILY

COMPETENCY: DESCRIBE TUNISIAN FAMILY LIFE AND RELATIONSHIPS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

xu:ya w martu yusknu خويي مورتو يسكنو  
m3a:na معانا

ummi di:ma timshi أمي ديما تمشي  
tzu:r umha, w ahiha توري أمها و أهلكها

umm baba (ba3qdh) sa3a:t أم بابا (الجد) سماعات  
tji: t3ayyid baHDāna تجي... تجيد بحفنا

SPEAKING

xu:h yuskun waHdu خويي يسكنو و جدو  
3la xa:Tir yixdim b3i:d علي جاهر تلم بجميد

bu:h ma yixdimsh 3la بوهما يخدمش علي  
xa:Tir mri:dh; ummu خاهر مري:dh; أممو  
hiyya illi tixdim. هيي التي... تخدم.

3ayiltik kbi:ra; 3andik كبيرة عندك  
barsja axwa/axwa:t برشة أخوة... أخوات

READING

WRITING



---

**GRAMMATICAL FOCUS**

---

**Present tense**

Two conjugated verbs one next to the other to express a wish/request or Describe an event: no infinitive

timshī: tzu:r *تمشي تزيور*

**Frequency adverbs**

di:ma *ديما*  
(ba3dh) sā3ā:t *(بعض) ساعات*

**Causal conjunction**

3la xa:Tir *على خاطر*

---

**CULTURAL NOTES**

---

One may still find two or three families living together, i.e. sharing the same house

There is much more control of child birth and families are becoming more and more nuclear

The elderly are taken care of by their children most of the time

---

**VOCABULARY**

---

**Nouns**

mra *مرأة*  
ahl *أهل*  
bu *بو*  
umm *أم*  
xu *خو*  
3a:yla *عائلة*  
uxt *أخت*

**Verbs**

yzu:r *يزور*  
yji: *يجي*  
y3ayyid *يعيد*

**Adverbs**

di:ma *ديما*  
(ba3dh) sā3ā:t *(بعض) ساعات*  
b3i:d *بعيد*

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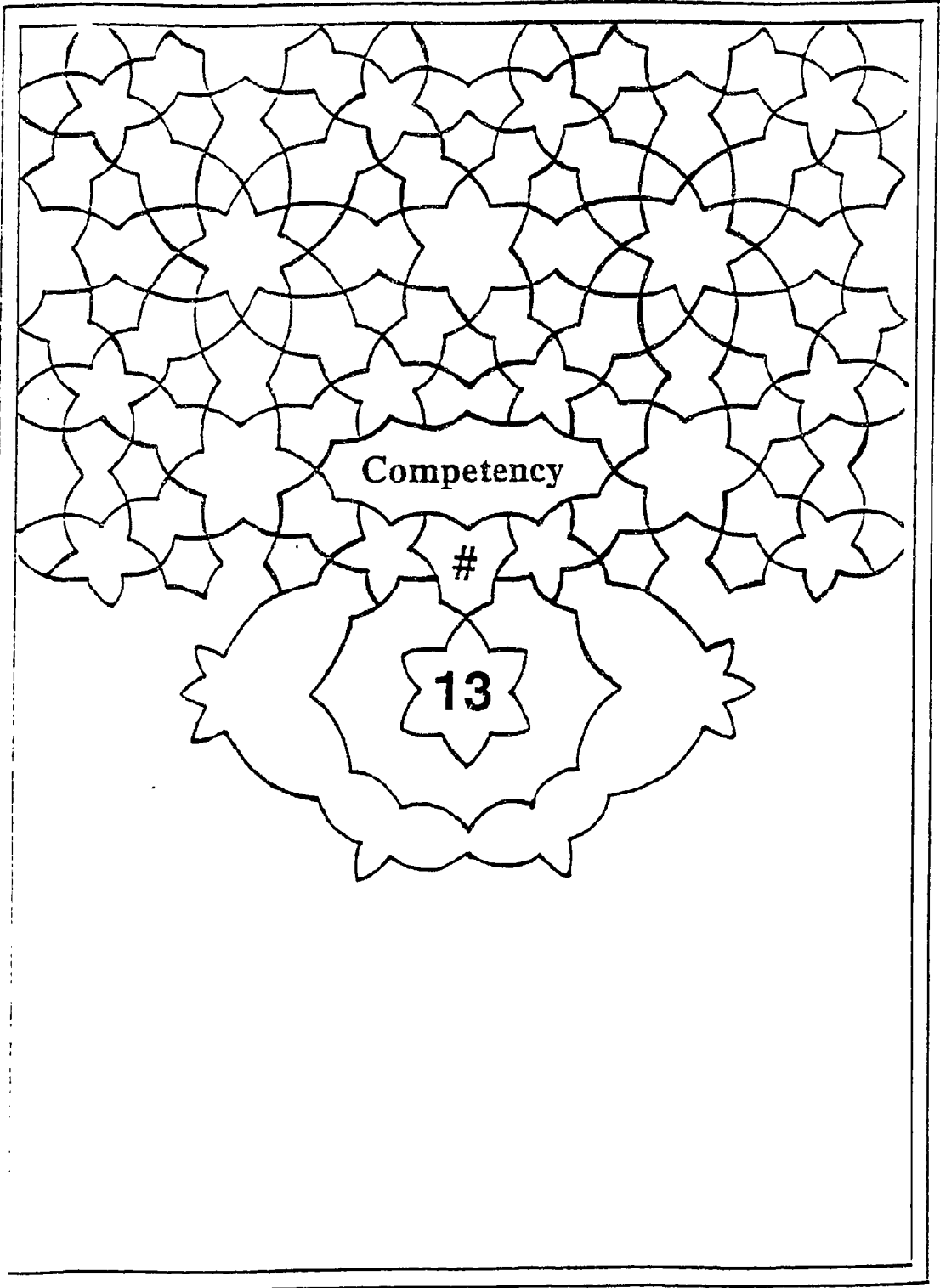
**REFERENCE BOOKS**

---

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HEALTH AND ANATOMY

COMPETENCY: SEEK MEDICAL ADVICE AND HELP

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

3andik rundivu:? عندك كبريت ديمو؟

istanna shwayya, استوت مشوي  
tawwa n3ayyiTlik. توة دعيحك لك

āsh bi:k la bās:s? أش بيك لجاوس؟

warri:ni nshu:f, hizz ورتوني شوح، هز  
Hwā:yjik, itnaffis, du:r! جوايك، اتفق، دهر!

qaddāsh 3andha قداش عندها  
il Hkā:ya? الكايسة؟

haw bāsh na3Ti:k حانواش، نهطيك  
dwa, w inshallah دوا عوان، شاء الله  
la bās:s, w rudd bā:lik لجاوس، ورد جالك  
3la ru:Hik. على روجك

SPEAKING

nHibb nqa:bil iTbi:b خيب نقابل الحبيب

i:h 3andi/ ليه عندوي  
la ma 3andi:sh لما عند ديش

ma3idti tu:ja3 yā:sir/ معدتي توجع بلسا  
3andi sxa:na/ عنيني معانسة  
kirshi tijri: كوشني تجروني

nha:ri:n نهاريون

bislama, y3ayshik بسلامة، يهيشك

READING

WRITING

---

**GRAMMATICAL FOCUS**

---

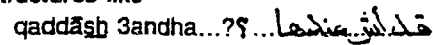
## Question words

āsh   
qaddāsh 

## Prepositions

3la 

## Structures like

qaddāsh 3andha...? 

---

**CULTURAL NOTES**

---

Some people in rural areas still use some traditional treatments because they can not afford to go to a medical practitioner

Practically everyone benefits from the National Health Service and are treated for a symbolic contribution if not for free

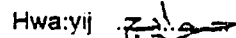







Some people go to the practitioner only in serious cases, but not for a cold or a stomach ache

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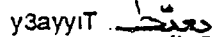





**VOCABULARY**

---

## Nouns

Hwa:yij   
dwa   
ru:H   
bā:l   
Tbi:b   
ma3da   
sxa:na   
kirsh 

## Verbs

y3ayyit   
ywarr:   
yijri:   
yhizz   
yitnaffis   
ydu:r 

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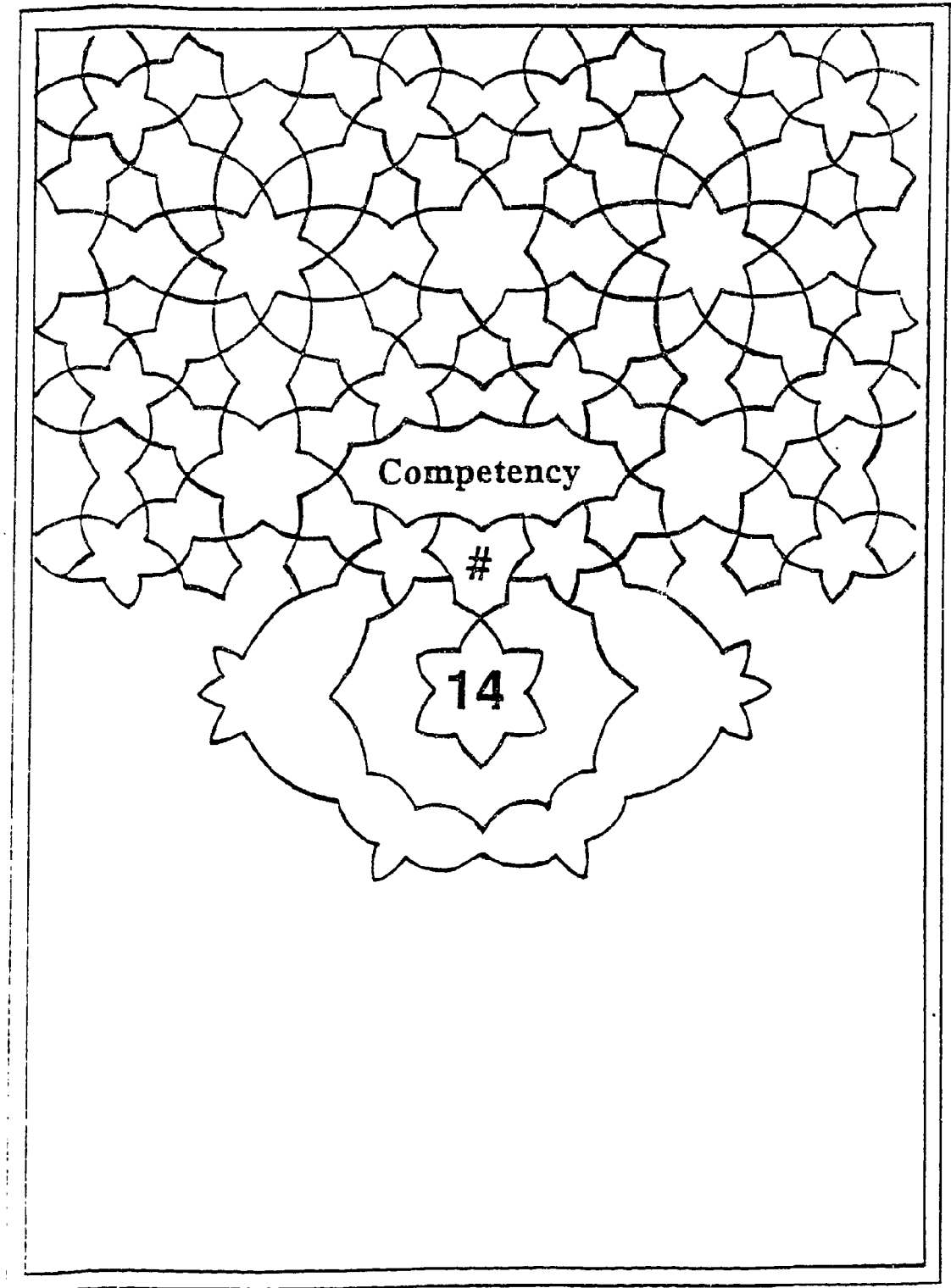
**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



**TOPIC:** TRANSPORTATION

**COMPETENCY:** SELECT MEANS OF TRANSPORTATION CONSIDERING TIME.

**GOAL:** DISTANCE AND AVAILABILITY

**OBJECTIVE:** UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

**LANGUAGE AREAS**

LISTENING	SPEAKING
la ma thammā:sh لمانتاش	thamma trān yimshi تمة تران يمشي I zaghwā:n? لوزغوان؟
xu:D il luwa:j. خوذ اللواج	mala, kifā:sh nimshi ملا كيفاش يمشي I zaghwā:n? لوزغوان؟
ma na3rafsh bqaddāsh ما نعرفش بقداش bidhdhabT بالخبيط	bqaddāsh za3ma? بقداش زعمامة؟
mumkin kul nuSS sā:3a ممكن كل واحد ساعة	waqtāsh tuxruj? وقتاش تخرج؟
taqri:b sā:3a تقريب ساعة	w qaddāsh tuq3ud? وقداش تقعد؟
il luwa:j xi:r mit trā:n اللواج خيد ما لتراين 3la xa:Tir asra3 على خاطر اسرع wii wāHid Murr til waqt والواحد موري الوقت	bāsh nāxu it trān I su:sā:3a باش ناخو التراين ساعة 3la xa:Tir id dinya sxu:na على خاطر الدنيا سخونا w hu:wa klimatizi وهو كليماتيزي w artaH mil luwa:j ولتخ مس اللواج
READING	WRITING
blā:yik il mHaTTa:t بلايك المجلات	
maHaTTit tu:nis مجلة تونس	
il janu:biyya الجنوبية	
maHaTTit il luwa:ja:t مجلة اللواجات	
il awqa:t السوقات	
Dahā:b ذهاب	
Iyyā:b ايياب	

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**GRAMMATICAL FOCUS**

---

## Question words

kifā:sh كيفاش  
qaddā:sh قداش

## The comparative

bā:hi → xir ← خير بلحي

## The future

## The expression

za3ma زعمة

---

**CULTURAL NOTES**

---

There are special means of transportation in Tunisia, which are used to link remote areas with towns: they are called "naql riā"

It is always safer to travel by train: this does not mean that other means are not reliable

In travelling by van, one has to use his/her own force to get a seat as there is no order of first come first served

---

**VOCABULARY**

---

## Nouns

lua:ǰ لواج  
trān تران  
dinya دنيا  
waqt وقت  
sā:3a ساعة

## Verbs

yuq3ud يقعد  
yuxruǰ يخرج  
ya3raf يعرف

## Adjectives

klimatizi كليماتيزي  
sxu:na سخونة  
Hurr حر  
kull كل

## Adverbs

taqn:b تقديب  
biǧǧhabT بالخصب  
māla مالا

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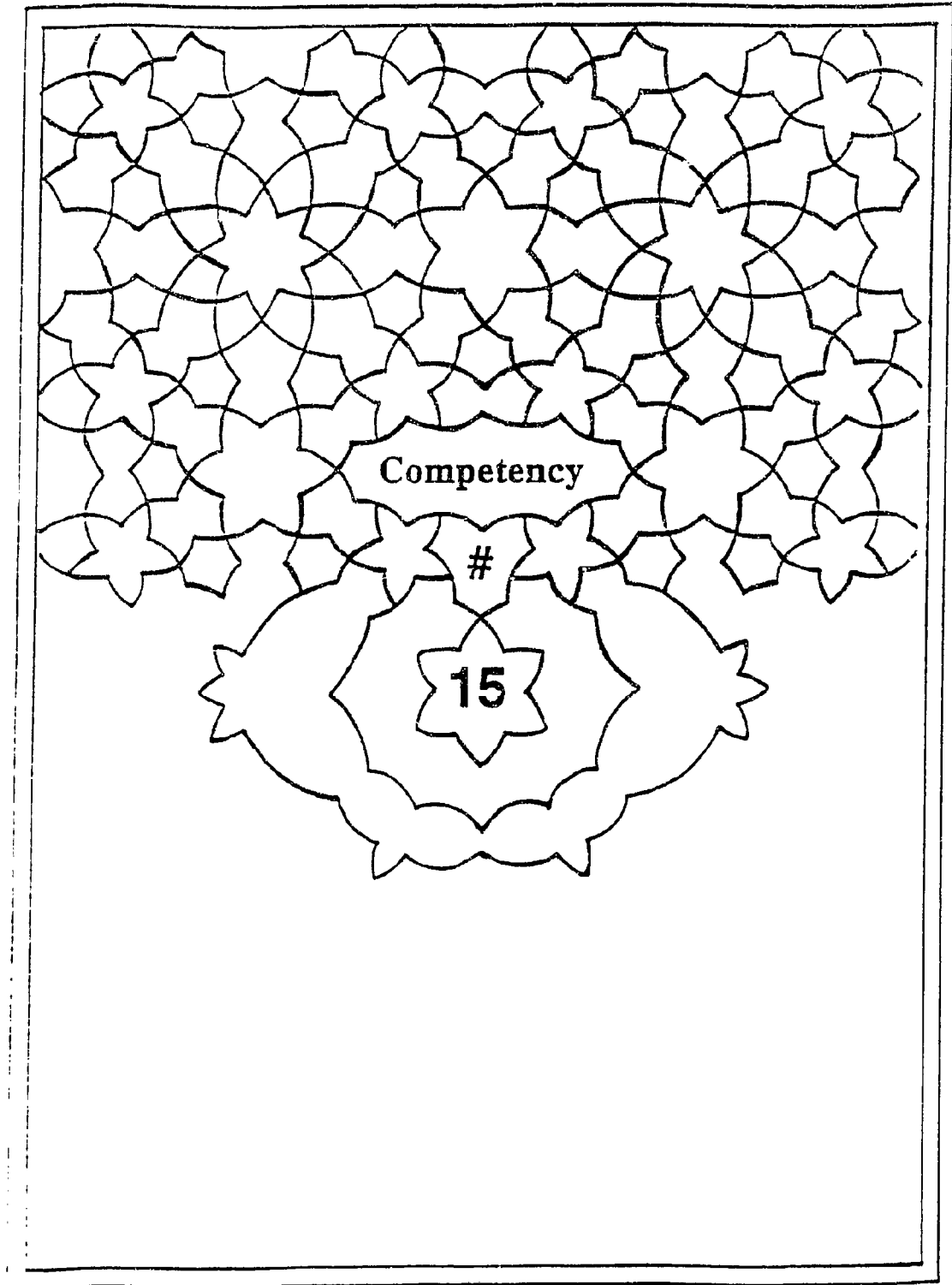
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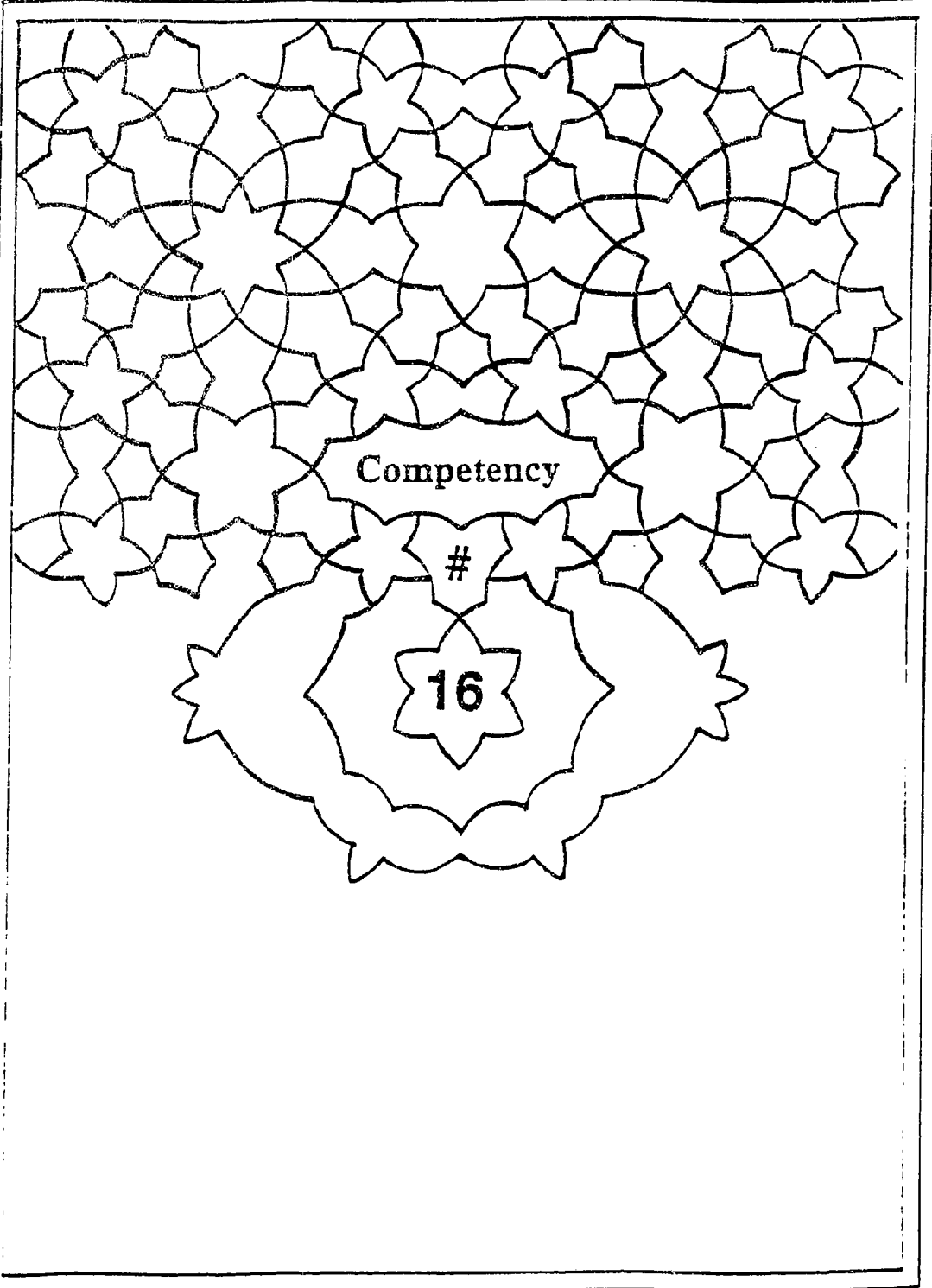


Competency

#

15





TOPIC: POLICE

COMPETENCY: DESCRIBE PEACE CORPS MISSION IN TUNISIA  
GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

ash ta3mil munadhimt أش تعمل منظمًا؟  
hayit issalā:m? حيثما السلام؟

w shku:n kawwinha? وشكون كونها؟

w 3andha barsha fi وعندها برشا في  
tu:nis? تونس؟

w tawwa. āsh ta3mil? وتوّة، أش تعمل؟

SPEAKING

hiyya munadhma t3a:win هي منظمًا تعمل  
il bukdā:n in na:mya البلدان النامية

kawwinha Kennedy كونها كينيدي  
3a:m 1961. عام... 1961.

min 3a:m 1962; 3a:wnit من عام 1962؛ عملت  
it twā:nsā fi barsha الخوانسنة في برشا  
majā:lāt, ki:f iriya:dha مجالات، كيف الريافة  
wil flā:Ha... والفلحة

mazā:lit t3a:win مازلت تعملون  
it twā:nsa; thamma التوانسنة، ثم  
asā:tDa fil jā:m3a... أساتذتيو جامعة

READING

WRITING

---

**GRAMMATICAL FOCUS**

---

Question words

shku:n شَكُون  
āsh أَش

Yes/no questions

3andha barsha ...?؟ عندنا بارشة

The past tense

Conjugation of

mazā:l مازال

---

**CULTURAL NOTES**

---

Very few Tunisians know about voluntary Organizations like Peace Corps, the Japanese or Swedish ones

Some people still think that all Americans are rich, including volunteers

---

**VOCABULARY**

---

Nouns

is saiā:m السلام  
munadhma منظمة  
buldā:n بلدان  
asā:tDa أساتذة  
majā:lāt مجاليت  
riya:dha رياضة

Verbs

ykawwin يكونون  
ya3mil يعملون  
y3a:win يعلمون

Adverbs

mazā:l مازال  
lawwa توة

Prepositions

min/fi من/في

Pronouns

barsna برشة

---

**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic phrase Book

TOPIC: TRANSPORTATION

COMPETENCY: DESIGN A TRAVEL PLAN TO A SPECIFIC LOCATION

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

kifā:sh bāsh ta3mil كيفاش باش تعمل  
bāsh timshi l xangit باش تمشي الخنشة  
il jā:zya/su:sa/ الجازية / المسوية  
sidi buzi:d? سيدي جوزيد؟

waqtāsh yuxruj awwil وقتاش تخرج أول  
trā:n? تخرج...؟

yilzmik ta3mil يلزمك تعمل  
nzārvasyun fit trān زار واسيون في التران  
walla la? ولا لا؟

READING

il awqat: التوقيتات

il inTilā:q الانطلاق  
il wuSu:l الوصول  
3abr عبور

SPEAKING

bāsh na:xu il luwa:j باش ناخو اللواج،  
w ba3d na:xu in naql وبعدين ناخو النقل  
ir ri:fi الريفي

na:xu it tra:n walla ناخو التران ولا  
il luwa:j اللواج

yilzimni: na:xu il mitru يلزمني ناخو المترو  
nahbiT fi barshalu:na نصحتني في بارشالونا  
w ba3d na:xu il mitru وبعدين ناخو المترو  
marra uxra l mHaTTit مرة اخرى ل محطة  
il luwa:j min thamma اللواج من ثم  
najjim na:xu luwa:j نجمع ناخو اللواج  
l su:sa walla l nā:bil لسوية او لنابل

issab3a w draj السبعة ودرج

mush lā:zim محوش لازم

WRITING

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**GRAMMATICAL FOCUS**

---

**Question words**

waqtāsh? وقتاش?  
kifāsh? كيفاش?

**Yes/no questions**

.....walla la? والله لا؟

**Present tense****Modals**

ynajjim ينجم  
yilzim يلزم

---

**CULTURAL NOTES**

---

Tunisians do not make maps of how to get to their houses nor even make travel plans

The concept of time is meaningless to some Tunisians; they do not, as such, ask for schedules to get the right bus or metro. They go to the stop and spend a long time waiting.

---

**VOCABULARY**

---

**Nouns**

nzā:rvasyu:n نزاريا سيون  
tran/mitru/luaj: تران/ميترو/لواج  
naql... نقل...  
mHaTTa محلة

**Time**

drāj دراج

**Verbs**

yilzim يلزم  
yā:xu ياحو  
yahbiT يهبط

**Adjectives**

lā:zim لائم  
ā:xir/uxra آخر/أخري

**Prepositions**

ba3d بعد

**Adverbs**

lamma ثم

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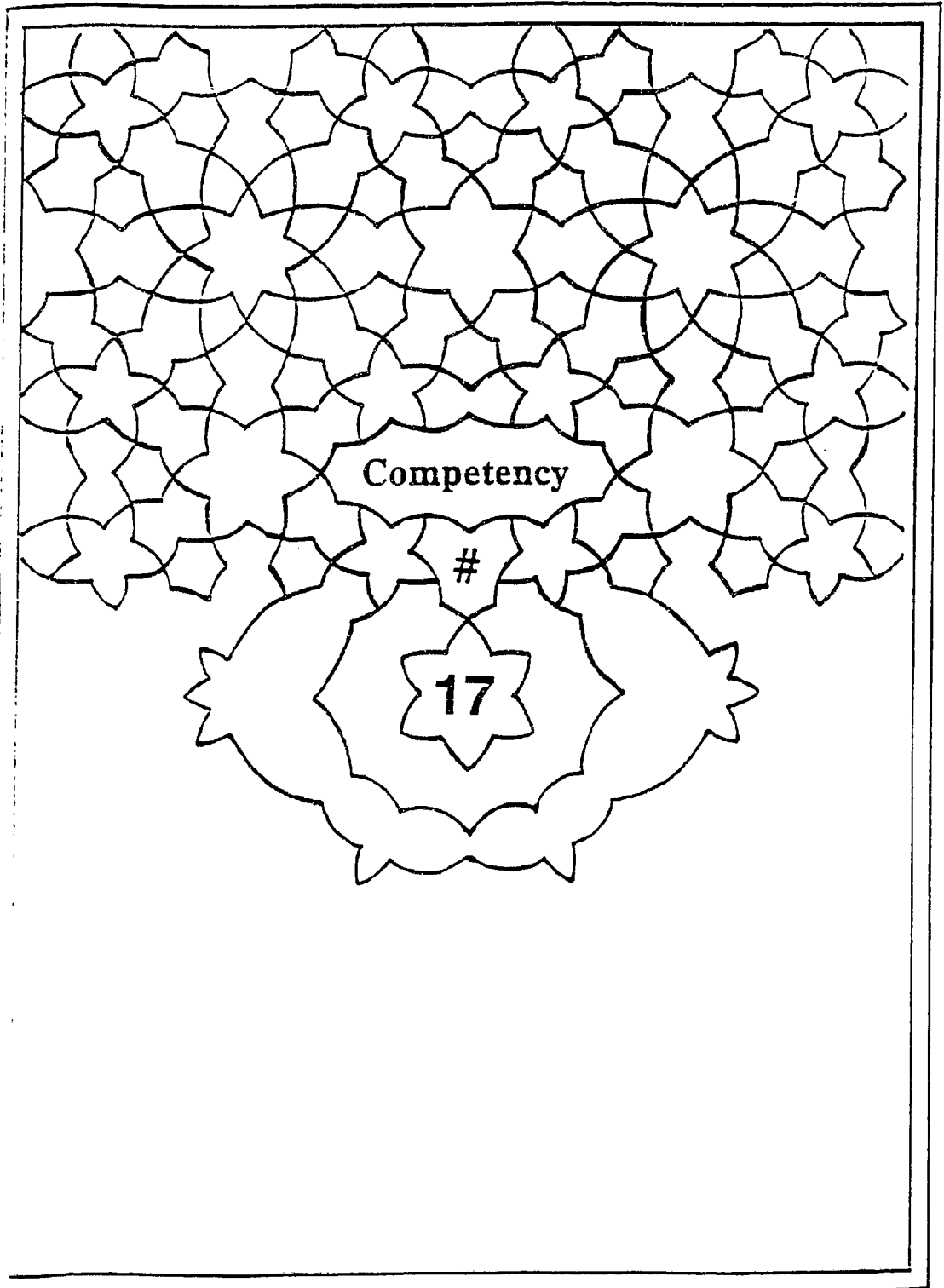
**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: OBTAIN "CARTE DE SEJOUR"

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

āsh/ 3andik? /آش/ عندك؟  
/Hashtik? /هاشتك؟

ji:b il kuntra:tu walla جيب الكنترا:تو ولا  
warqit il ma walla ورقة الما ولا  
idbdhaw w thlātha الحشو وثلاثه  
!Sa:wir w 3ammir تصاور وعمر  
il warqa/maTbu:3a hā:Di الورقة/مطبوعة

ba3d 3ashra ayyā:m بعد عشر أيام

3ashra ayyā:m عشرة أيام

SPEAKING

nHibb nTalla3 kart فب نطالع كارت  
siju:r. shniyya مسجور شنيية  
il awra:q illā:zma/ الكوراق اللزما  
ash yilzimni? آش يلزمني؟

waqtāsh taHdhar? وقتاش تحضر؟

qaddāsh tuq3ud bāsh قداش تقعد باش  
taHdhar? تحضر؟

READING

maTbu:wit il kart مطبوعة الكارت  
d siju:r د مسجور

WRITING

ta3mi:r il maTbu:3a تعبير المطبوعة

---

**GRAMMATICAL FOCUS**

---

## Question words

āsh **أَشْ**  
qaddāsh **قَدَّاشْ**  
waqtāsh **وَقْتِاشْ**

## Demonstratives

hā:Da (m.) **هَذَا**  
hāDā:ka **هَذَاكَ**  
hā:Di (f.) **هَذِهِ**  
haDi:ka **هَذِيكَ**  
haDu: kum (pl.) **هَٰؤُلَاءِكُمْ**

## Infinitive with

bāsh **بِاشْ**

## The imperative

## The dual and plural of some nouns

nha:r/nha:ri:n **نَهَارَيْنِ / نَهَارِيْنِ**  
thiāthā ayyā:m **ثَلَاثَةَ أَيَّامٍ**

---

**CULTURAL NOTES**

---

Deadlines are not carved in stones; they are not always respected by administrations. Sometimes it takes a month for paperwork, that needs only one week, to get processed. As a matter of fact, the enquirer ends up coming and going without any previous notice.

---

**VOCABULARY**

---

## Nouns

kar **كَارْت**  
awra:q **أَوْرَاقٌ**  
kuntratu **كُنْتَرَاتُو**  
ma: **مَا**  
dhaw **ذَو**  
taSwi:ra **تَصْوِيرَاتٍ**

## Adjectives

lā:zim (m.)/lā:zma (f.) **لَازِمٌ / لَازِمَةٌ**

## Verbs

"Ha:ja" **حَاجَاةٌ**  
yTalla3 **يَطْلَعُ**  
yHibb **يُحِبُّ**  
yilzim **يُلْزِمُ**  
yuq3ud **يُقَدِّمُ**  
yaHdbir **يُحَضِّرُ**

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**REFERENCE BOOKS**

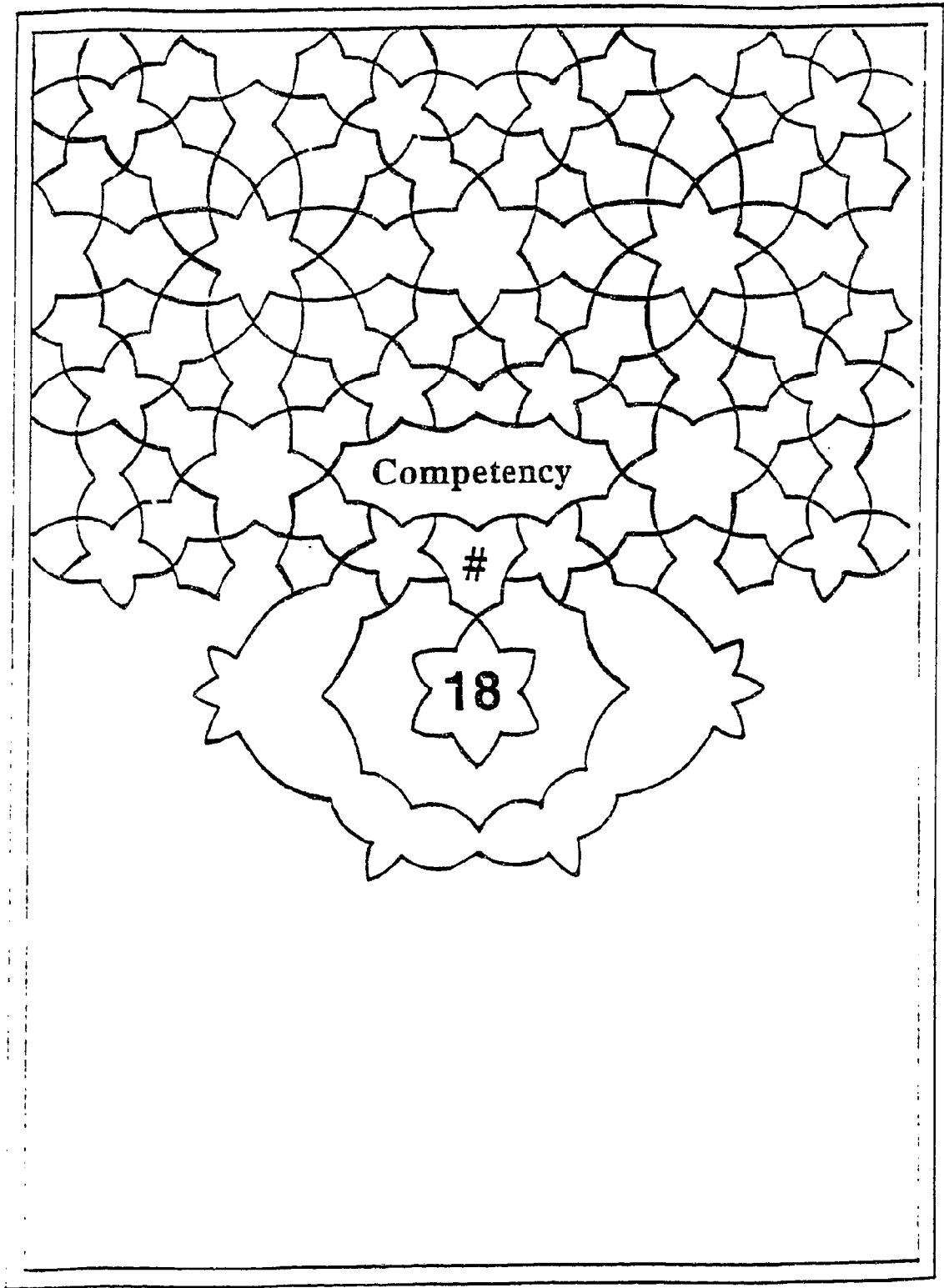
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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





TOPIC: EVERYDAY LIFE

COMPETENCY: RESPOND TO "HASSLING" INCIDENTS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

**LANGUAGE AREAS**

**LISTENING**

qaddāsh il waqt? قدأش... الوقت؟

nHibb naHki m3a:k نحب نكي معاك

3ijbu:ni 3inr:k عجبوني عينيكي

**SPEAKING**

ma 3andi:sh waqt ما عنديش وقت

naHHi yiddik; أنتي بيديكي  
āsh tHibb? أش تحب؟

yizzi. y3ayshik. يزي. يزي معي  
aHtram ru:Hik, y3ayshik احترام رو:هيك، يزي معي

ana nuskun w nixdim أنا نسكن ونخدم  
fi blā:dik في بلادك  
āna mush turi:st أنا موش توريست

xalli klām:ik 3andik خالي كلامك عندك  
wib3id 3liyya min fadhlik وبعدي عنك من فضلك

**READING**

**WRITING**

---

**GRAMMATICAL FOCUS**

---

Question words

qaddāsh قَدْ أَتَيْتُ  
āsh أَتَيْتُ

The possessive

Use of personal pronouns after prepositions

m3a ya مَعًا يَا  
m3a: k مَعًا كَ

The imperative

The conjugation of the adjective

yizzi يَتَّيَّبُ

---

**CULTURAL NOTES**

---

Hassling is much more frequent in big cities

Tunisia is a tourist country, some of the tourists are loose, so the simple fact of having western features can lead to hassling, however, a diplomatic and fluent use of Arabic can minimize it.

---

**VOCABULARY**

---

Nouns

waqt وَقْتٌ  
3ini:k عَيْنِيكَ  
ydd يَسَدٌ  
ru:H رُوحٌ  
blā:d بِلَادٌ  
turi:st تُونِسِيَّةٌ  
klā:m كَلَامٌ

Verbs

ynaHHi يَنْجُو  
yHibb يَحِبُّ  
yi3jib يَحْجِبُ  
yib3id يَبْجِدُ  
yuskun يَسْكُنُ  
yixdim يَخْدِمُ  
yiHtram يَحْتَرِمُ  
yxalli يَخْلِي

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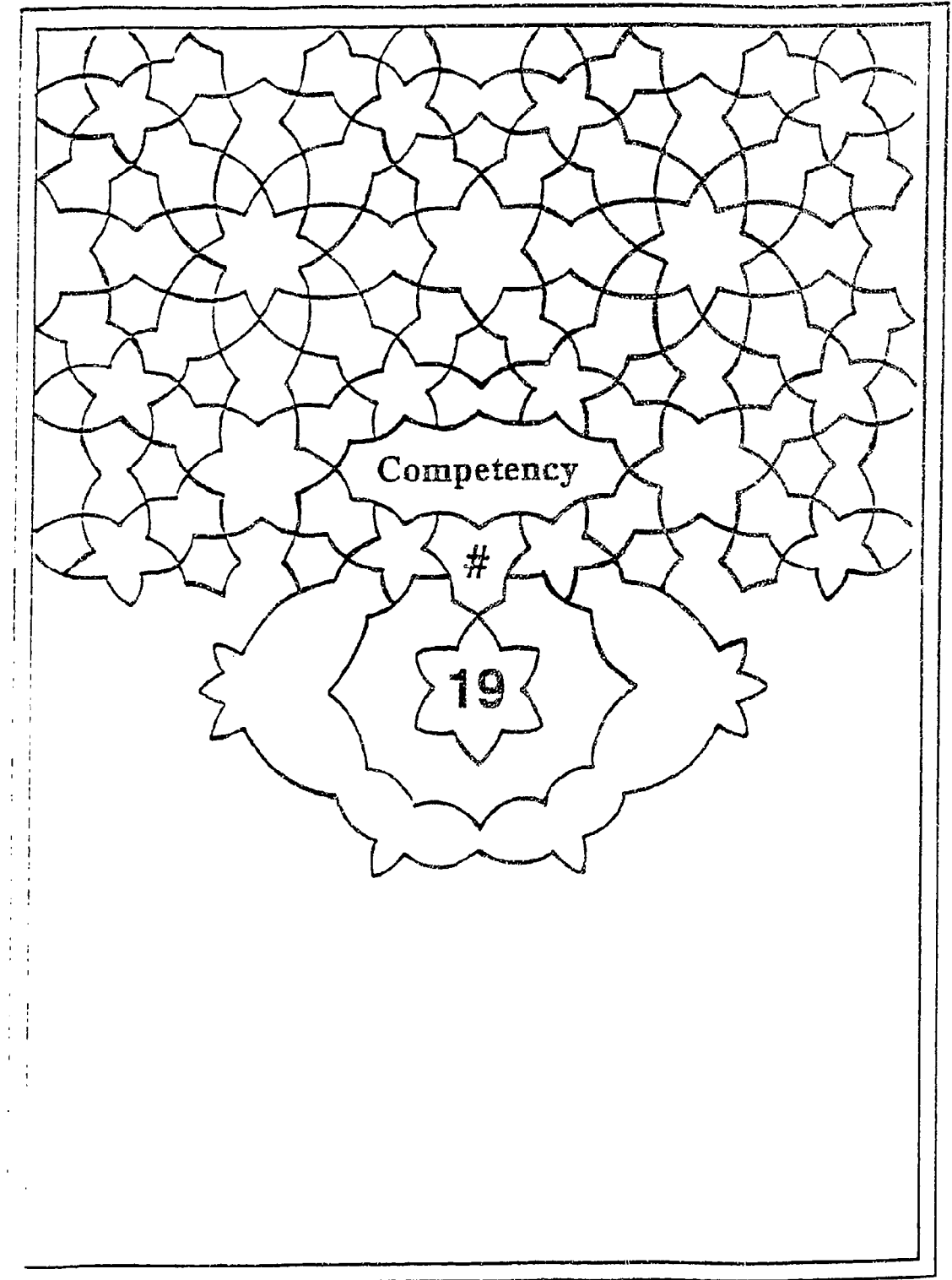
**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



**TOPIC:** HOUSING  
**COMPETENCY:** DESCRIBE HOUSING PREFERENCES AND PURCHASE HOUSING NEEDS  
**GOAL**  
**OBJECTIVE:** UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
tfadhil, āsh Hashtik? فضل يا شحاتك؟	nlawwij 3la dar lilkra نلقو علو دار للكرا
3andi dar b mya عندي دار بمية w xamsi:n وخمسين	maDa biyya fiha ma sxu:n ما دايا ينم ما مخن samaHni ma najjim ملحنني ما بنيم nidfa3 kā:n tis3i:n ندفع كلن تسعين
qaddā:sh iHibb min bi:t? قد اش جيب من بيت؟	idda:r hā:Di mnidya الدار هاند منديا w āna nHibb dar fiT وانا نحب دار فيت Ta:q lu:l الصفاق اللول
	bi:t waHda tizzi:ni بيت وحدة تزييني naqiSni _____ ناقيسني Hashti b _____ حاشتي ب a3Ti:ni _____ اعشيتيني
READING	WRITING

---

**GRAMMATICAL FOCUS**

---

Question words

qaddāsh **متداش**

Expressions of need

Hashti **حاشتي**  
naqjSni: **ناقصني**

Expressions of preference

maDa biyya **ماخا بييا**

The imperative

The present progressive

(qa:3id) + na:kul **(تقاعد) + ناكل**  
nlawwij **نلويج**

---

**CULTURAL NOTES**

---

The first floor for Tunisians is not the ground floor

Even though some Tunisian landlords do not want to make a contract, it is very important to have one. Without a contract, it is very difficult to get a 'carte de séjour'

Unless one speaks French, it is good to be accompanied with someone who understands the language because almost all contracts used are in French.

Some landlords ask for a down payment/ guarantee of one or two months rent, or some will coach you on how to get around having to have a housing contract

---

**VOCABULARY**

---

Nouns

da:r **دار**  
sn:r **سنة**  
bi:t **بيت**  
Ta:wla **طاولة**  
baTTaniyya **بطانية**  
mya/xamsi:n **مئة وخمسين**  
ma **ما**  
krā **كرا**  
alf **الف**  
Ta:q **طاق**

Verbs

ysnu:f **يشوف**  
yiawwij **يلويج**  
yikri **يكرى**

Adverbs

kā:n **كان**

Adjectives

waHda **وحدة**

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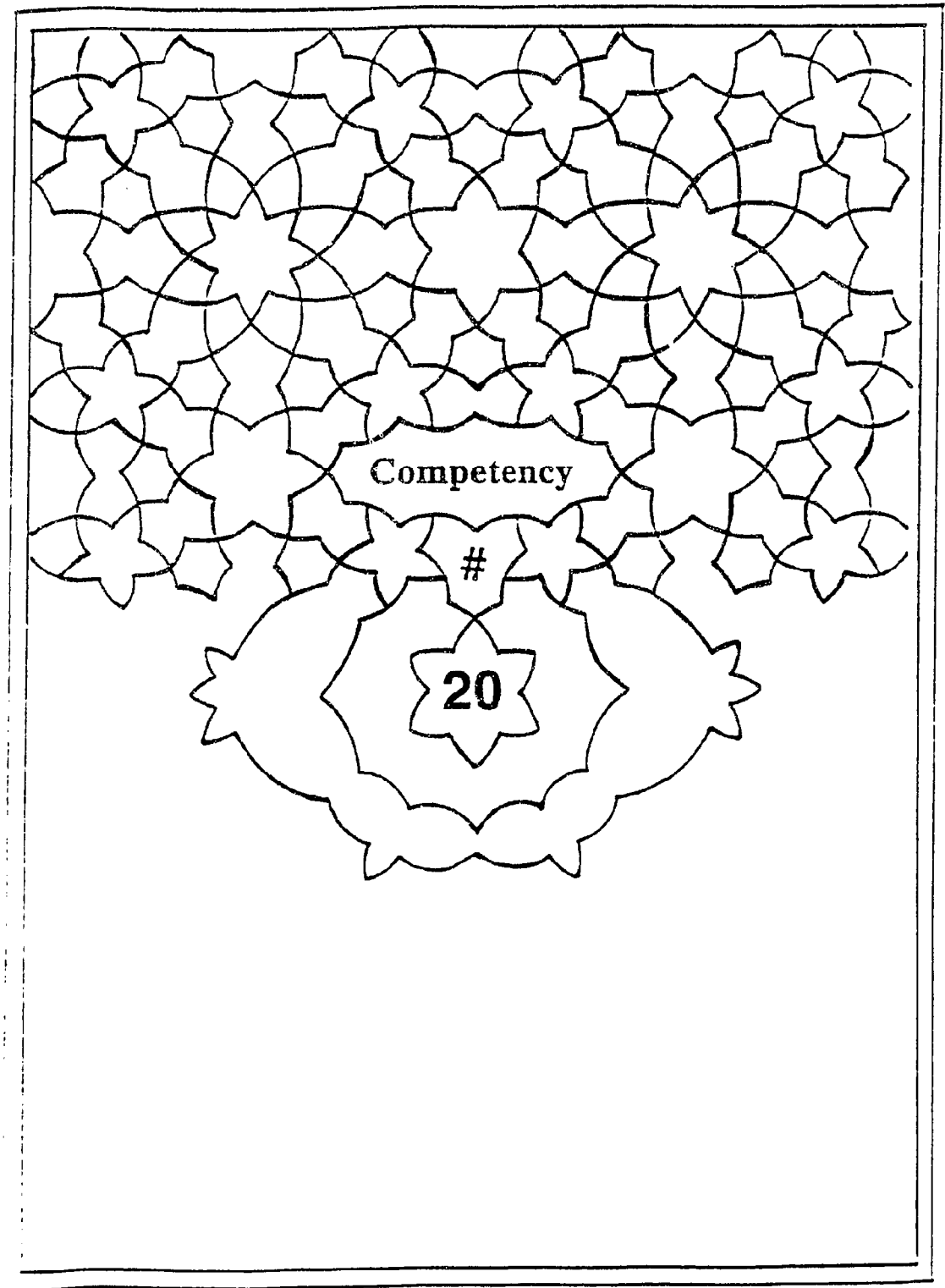
**REFERENCE BOOKS**

---

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FAMILY

COMPETENCY: PROFFER/ACCEPT/DECLINE INVITATIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

illi:la bash tiffadhdhil  
tit3ashsha baHDā:yal

il yu:m bāsh timshi  
tufTur m3aya

hayya nimshi:w nushrbu  
Haja!

āsh ta3mil?

hu:wā yji: minnu:  
inti dhi:fi

inshallah!

SPEAKING

bahi, bark allahu fi:k

maDa biyya, ama 3andi  
ma na3mil: xalli marra  
uxra inshallah:

samaHni, tawwa ma  
najjimsh

bāsh nxallaS

tnajjim tji: m3a  
issitta w nuSS?

READING

WRITING

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---

**GRAMMATICAL FOCUS**

---

Question words

ash

The future

Structures like

hayya   
huwa yji: 

Declension of prepositions &amp; adverbs

---

**CULTURAL NOTES**

---

When invited, some Tunisians take some fruits or cakes to their host families.

Tunisians often offer to treat friends; it is not customary for each to pay for himself/herself.

One should expect hosting families to insist that their guests eat from everything, even food they do not like. Diplomacy in finding a way out should always be remembered.

Some families still eat from the same dish and drink from the same glass.

One is expected to wait for tea to be served before leaving.

---

**VOCABULARY**

---

Nouns

fTur:   
3sha   
sitta   
nuSS   
dhi:f 

modal

ynajjim

Verbs

yitashsha   
yufTur   
yushrub   
yxallis   
ya3mil   
yitfaqhahil   
yxalli 

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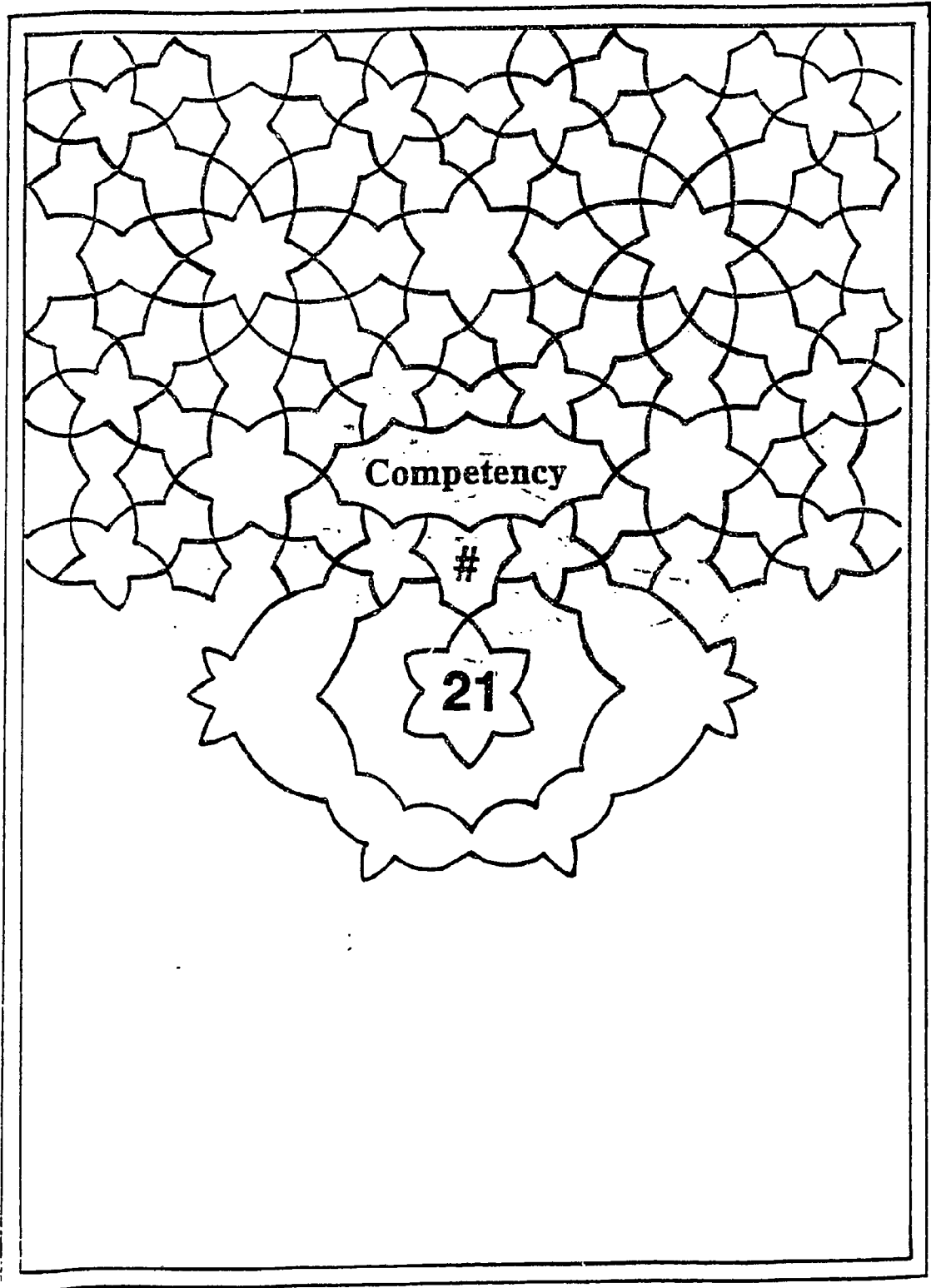
**REFERENCE BOOKS**

---

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: REQUEST AND GET EMERGENCY HELP

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

ash bi:k? آفت بيك؟

ma txa:fish! ساتخافش!

shbi:k la bā:s? شبيك لاجلس؟

SPEAKING

ijri:wil /Sa:Hbi dax اجري ولي احط بي داخ  
/Sa:Hbi dharbu احط بي دهر بو  
il kurun/dhdhaw الكورن / الدحو

ta3mil mziyya nhuzzuh تعلم وتعلمون  
li ist3ja:li الاستعجال

Ta:Hit 3liyya madriyya طاحت علي يدك  
w ma najjimsh na:qif 3la وما نجمعش تا قف على  
sa:qi, y3ayshik uTlub ساقى، يثايشك اطلب  
il ida:ra w qul lhum لي الادارة وقول لهم

lis3itni 3aqrab لستعجلني اقرب

hizni lil bu:sTa, y3ayshik هزني الي البيت  
nHibb na3mil talifu:n حب، تحمل تاخون

da:ri tsarqit, timshi دارون، تسرقين، تمشي  
m3aya lil markiz, y3ayshik معايا لل مركز، يثايشك  
shi3lit inna:r fi da:ri شعلت النار في الدار  
uTlub il Hima:ya, fi:sa3 اطلب حماية، في:سا3

READING

WRITING

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**GRAMMATICAL FOCUS**

**CULTURAL NOTES**

Question words

أش  
أش

The imperative

The passive

t-Harqit توقيت

tsarqit تسوقت

The past tense

Prepositions

Interjections

Firemen do not leave their department before making a check-up call of the number they were given.

It is always good to have one's ID when going to the police station or the Emergency

Even at the Emergency, one sometimes has to wait.

A first aid common practice in rural areas is to cut the scorpion sting out with a knife to get the poison out.

**VOCABULARY**

**REFERENCE BOOKS**

Nouns

Sa:Hib حاسب  
madiyya مادية  
sa:q ساق  
busTa بسطة  
talifu:n تلفون  
ida:ra ادارة  
da:r دار  
markiz مركز  
shurTa شرطة

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

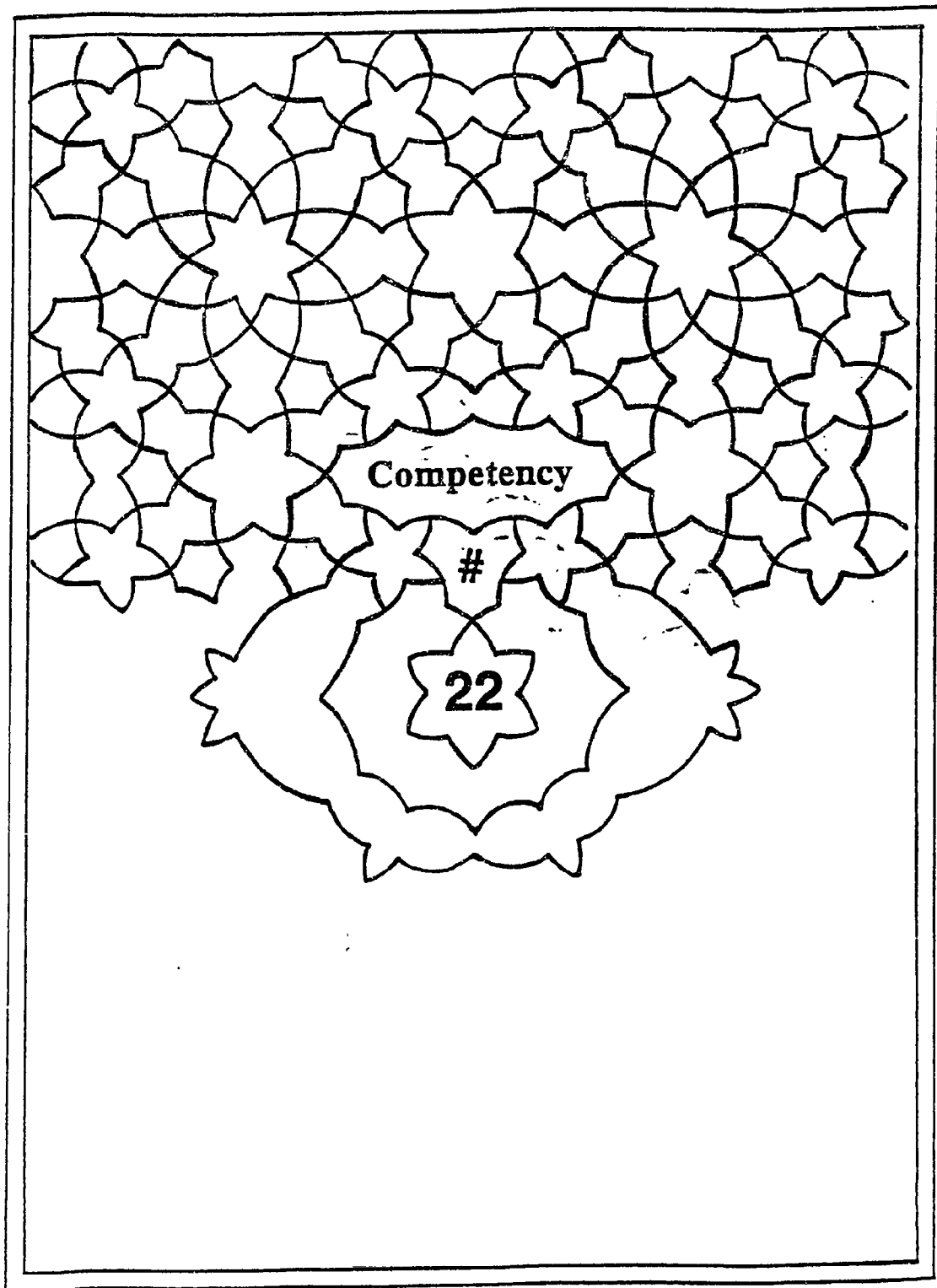
Arabic Phrase Book

Verbs

yhizz يحجز  
yxa:f يخاف  
yTi:H يطبخ  
yilsa3 يلعب  
yuTlub يطالب  
yqu:l يقول  
yisraq يسرق

Adverbs

fi:sa3 فيساع



TOPIC: SHOPPING

COMPETENCY: PURCHASE CLOTHING

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

i:h, 3andna ايها مندينا  
la, ma 3andnā:sh لاء ما عندناش

azraq fā:taH walla gha:maq? ازرق فانتا هالو غامو؟

3andna, shnuwwa itta:y عندنا شنو اتالي  
illi thibb? التي تيب؟

tfadhbil تفذبل

thn:n w 3ishr:n dina:r ثنين وعشرون دينار

la ma 3andnāsh لاء ما عندناش

biTbi:3a! بالظبيعة!

warr:ni nshu:fl حوزوني نشو فل!  
Hlu, ja qaddik حلو، جا قاديك

SPEAKING

3andkum/swā:ri? عندكم ولا حارسين؟  
/arā:wil? لسواولن؟

3andkum fil mudal ha:Da عندكم في المدخل هالدا  
fil azraq? في الأزرق؟

fā:taH فانتا ه

arb3i:n أربعين

bqaddā:sh? بقاداش؟

ma 3andkumsh srā:wil ما عندكمش سراويل  
Suldi? حويلي؟

najjim nqi:s? نجيم نقيس؟

shnu ra:yik? شنو رايك؟

READING

tikiyā:t il aswa:m تكليات الاسم  
Su:ld حويلد  
rimi:z ريميذ

WRITING

lista mtā:3 ilHwā:yij ليستة متاع الحوايج

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**GRAMMATICAL FOCUS**

Question words  
bqaddāsh **بِقَدَّاشْ**  
shnu **شْنُو**

Yes/No questions

The internegative

The present tense

The plural

Declension of  
qad **قَدَّ**

**CULTURAL NOTES**

Prices in stores include (VAT) tax; it is not like the States where tax is added to the prices of items purchased. Prices in stores can not be negotiated.

Sizes all over the country are European (continental) not American, and only imported items have both.

**VOCABULARY**

Nouns

sirwā:l **سِرْوَالِي**  
suriyya **سُورِيَّةِي**  
mudā:l **مُدَائِلِي**  
dina:r **دِينَارِي**  
ta:y **تَائِي**  
ra:y **رَائِي**

Verbs

ywari **يَجْرِي**  
yshu:f **يَسُوقِي**  
yqi:s **يَقِيَسِي**

Adjectives

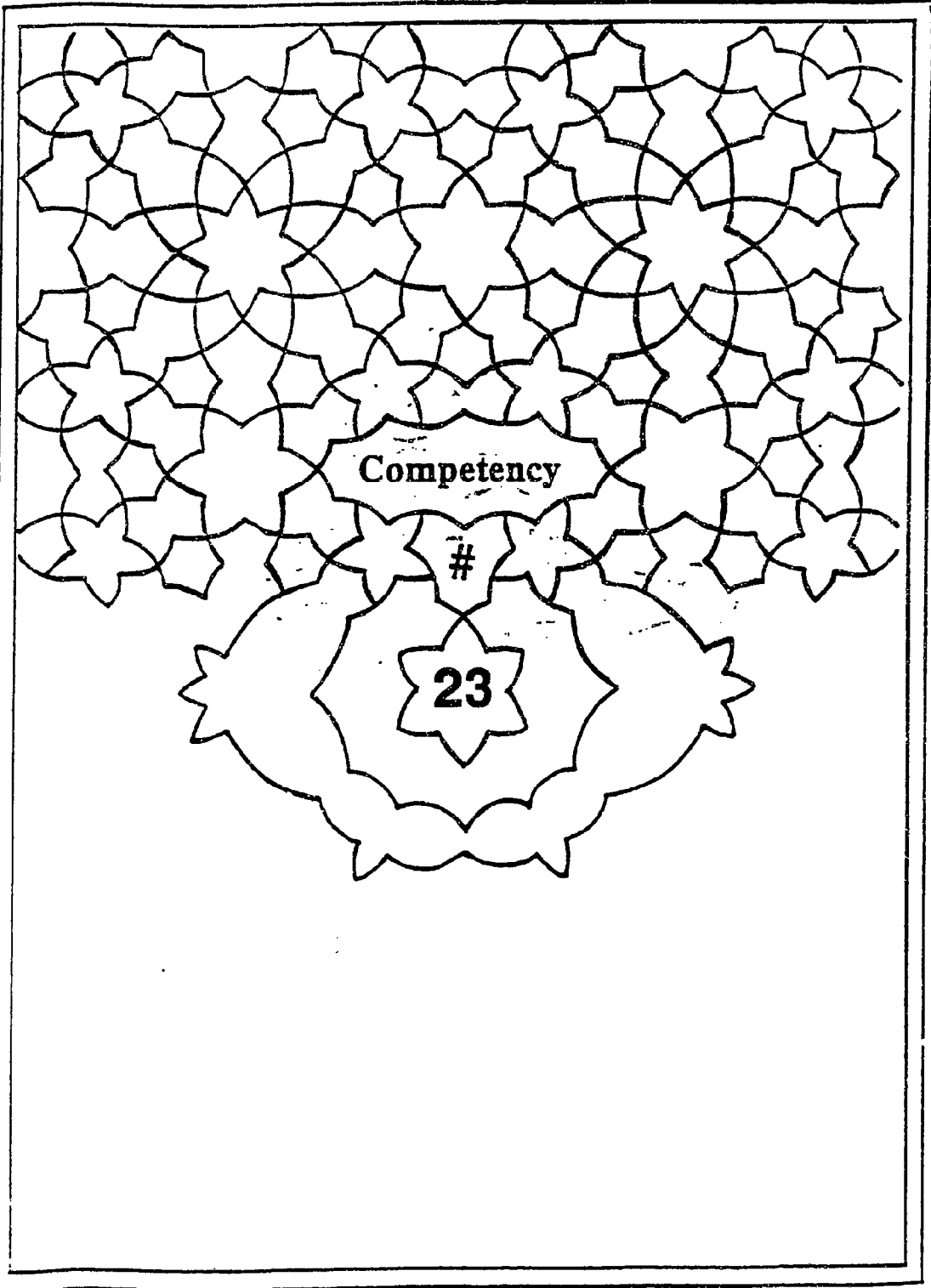
azraq **أَزْرَاقِي**  
gha:maq/fā:taH **غَامِقِي، غَامَقِي**  
Suldi **سُولْدِي**  
Hlu **حَلْوِي**  
qad **قَدَّ**

Adverbs

bīTbi:3a **بِالطَّبِيعَةِ**

**REFERENCE BOOKS**

A Beginners' Course in Tunisian-Arabic  
English Tunisian-Arabic Dictionary  
Arabic Phrase Book





TOPIC: OPINION TALK

COMPETENCY: RESPOND APPROPRIATELY IN POLITICAL AND RELIGIOUS DISCUSSIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

3la:sh ma tislamsh? عاش ما تيسلمش؟

shnu rayik fi syāsī? شعورايك في سياسة تونس؟

shnu rayik fi /Clinton /Bush? شعورايك في كلنتون / بوش؟

shnu rayik fi syāsī? شعورايك في سياسة  
amarika fil 3a:lam? أمريكا في العالم؟

SPEAKING

rabbi yahdi, w kull ربي يهديني ولكل  
wā:hid w di:nu واهدني ودينني

is syāsa fi blā:di ma السياسة في بلادنا  
thimni:sh, xalli fi blā:dik تتمنيشها، خالله في بلادك

rayi mush muhim راي مهم

niHtfagh b rayi نتفق براي

xallina naHki:w 3la Haja خالفنا انكنا  
thimna, ama is syāsa/ تتمناها، أما السياسة  
id di:n 3andhum mwāli:hum لاؤ عندهم والديهم

READING

WRITING

**GRAMMATICAL FOCUS**

Question words  
3la:sh **عَلَيْش**

Prepositions  
3la **عَلَى**  
fi **فِي**

The negative form

The present tense

Structures like  
niHfadh b rayi **نَتَمَنَّى بِرَايِي**  
yxalli **يَخَالِي**

**CULTURAL NOTES**

Arabic is the language of Islam and it is no wonder that people will ask anyone speaking that language to convert to Islam

Some people are inclined to talk about politics in general and the American policy vis-à-vis Arabs in particular.

**VOCABULARY**

Nouns

3a:lam **عَالَم**  
siya:sa **سِيَاَسَة**  
ra:y **رَاي**  
rabb **رَبِّ**  
di:n **دِين**  
blā:d **بَلَد**  
mula **مَوْلَى**

Verbs

yislam **يَسْلِم**  
yahdi: **يَهْدِي**  
yahki: **يَهْكِي**  
yhimmm **يَهْمَم**  
yiHfadh **يَتَمَنَّى**  
yxalli: **يَخَالِي**

Adjectives

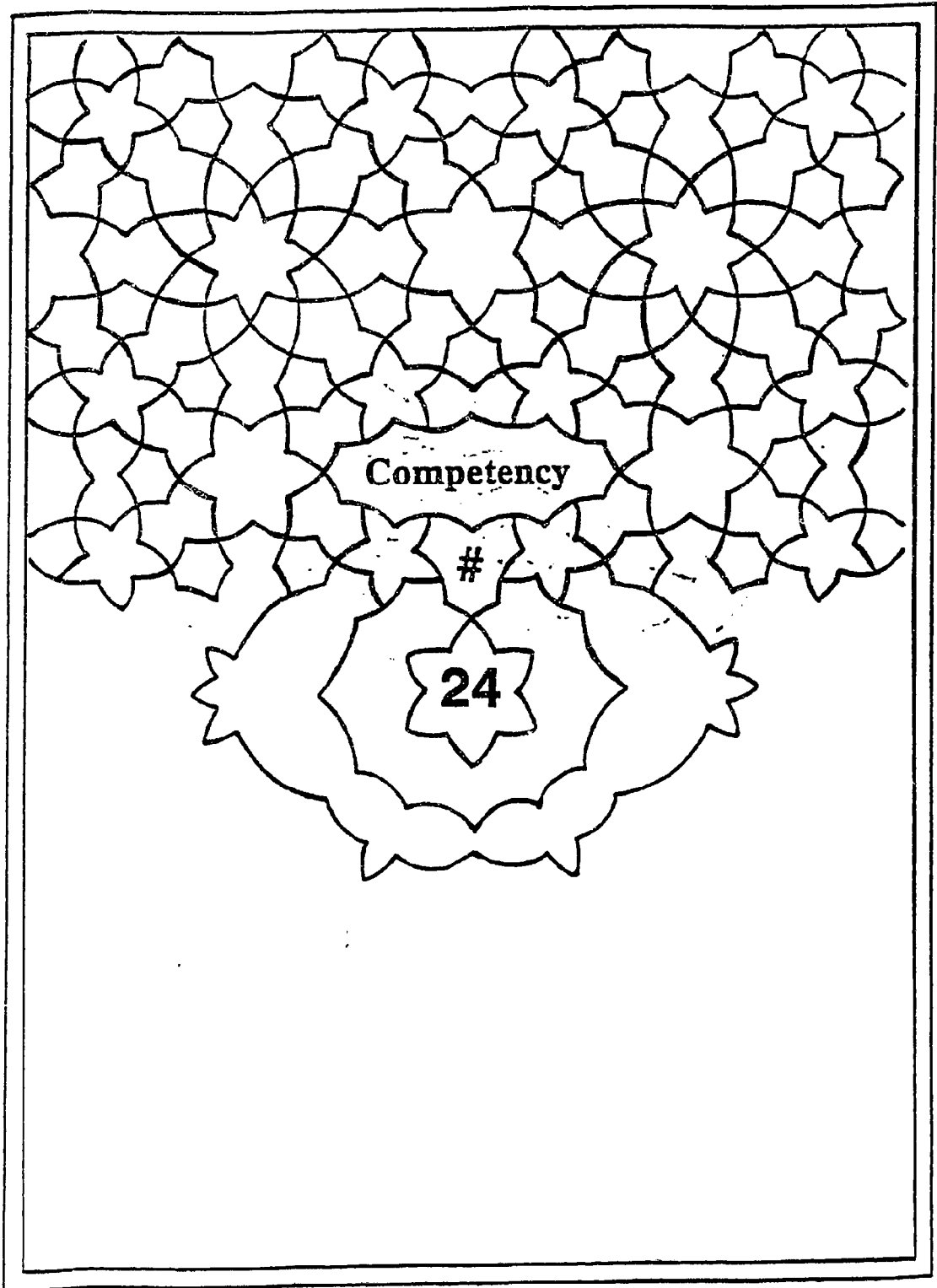
muhimm **مُهْمَم**

Conjunctions

amma: **أَمَّا**

**REFERENCE BOOKS**

- A Beginners' Course in Tunisian-Arabic
- English Tunisian-Arabic Dictionary
- Arabic Phrase Book



TOPIC: HEALTH AND ANATOMY

COMPETENCY: DESCRIBE COMMON AILMENTS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

shbirk la bās:s? شبيكة لابس؟

mā rī:tsh fatHī ll yu:m?? ملو ريش فتحي اليم??

3andik barsħa mri:dh?? عندك بروتة مروخن??

inshallah la bās! ان شاء الله لابس!

SPEAKING

xashmi yjri خاشمي يجرى  
kirsbi tijri كرشبي تجري

grā:jmi yaHrqu غراجمي يهرق

ra:si yu:ja3 راسي يوجع

la, ma jā:sh; yudbhuri/ لا ما جاش يذموري/  
bidhdha:hir mri:dh بالذمار مروخين

tawwa 3andi thlātha ayyā:m تو عندك ثلاث ايام  
w āna na3Tas w nkuH وانا ناقص و نكح

READING

WRITING

**GRAMMATICAL FOCUS**

Question words

ash **أش**

Structures like

dba:iri/bidhdha:hir **بالظلم**

The past tense

The internegative

The present perfect

3andik barsna **عندك بارشنا**

tawwa 3andi **تومني**

**CULTURAL NOTES**

Tunisians use euphemistic language when enquiring about someone's health or talking about diseases

Quite a lot of people do not go to a practitioner unless they are very sick

**VOCABULARY**

Nouns

yu:m **يوم**

*Parts of the body*

ra:s **رأس**

sā:q **ساق**

kirsh **كفوف**

3l:n **عين**

grā:jim **فراجم**

Verbs

yra **يرون**

yu:ja3 **يوجع**

ya3Tis **يعطون**

ykuHH **يكح**

yaHraq **يحرق**

yijri: **يجري**

Adjectives

mr:dh **مرح**

Adverbs

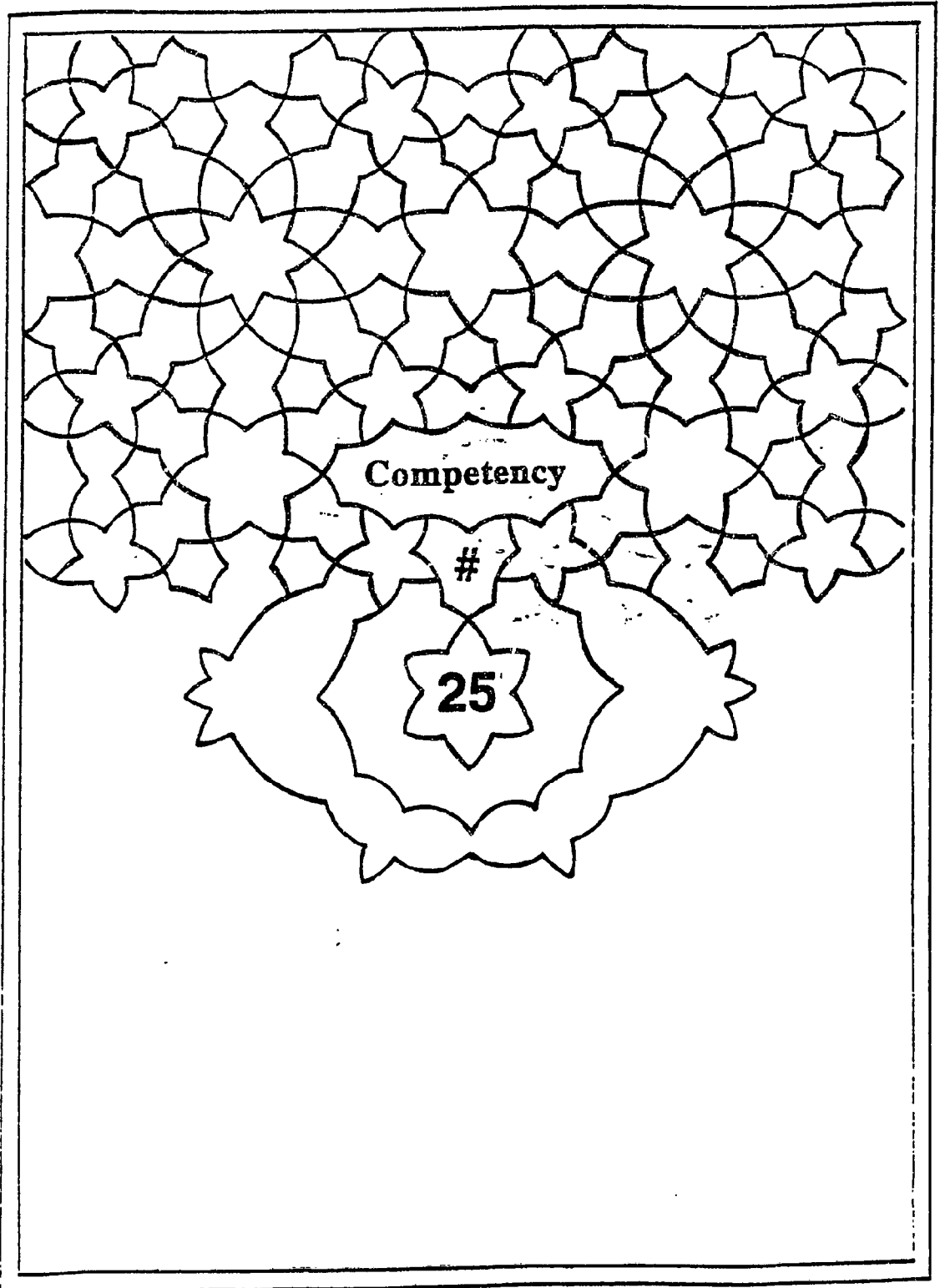
tawwa **توة**

**REFERENCE BOOKS**

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HOUSING

COMPETENCY: MAINTAIN A HOUSE/APARTMENT AS RELATES TO CONTRACTS, MOVING IN.

GOAL: PAYING RENT AND BILLS

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

yilzmik tiqra il kuntratu w tiffim ish shuru:  
يلزمك تقرأ الكنتراكت قبل فهم المشروطات

yilzmik tidfa3 il kra Hasb ish sharT illi fil kuntratu  
يلزمك تدفع الكرا حسب الشارط اللى فى الكنتراكت

il ma w idhdhaw mush dāxli:n fil krā  
الما و ايدhaw mush داخلىن فى الكرا

la, yilzmik tshā:wir il mallā:k qbal  
لا، يلزمك تشا:وير الملاك قبل

yilzmik txalliS il ma w idhdhaw fil waqt ma kānsh yquSSuhum 3li:  
يلزمك تخالىس الما و ايدhaw فى الوقت ما كانش يقوسسهم على:

waqt ma t-Hibb fi uxxir ish shhar  
وقت ما ت-حبب فى اخر ايش شهر

SPEAKING

il ma dā:xil fil krā?  
الما داخلىن فى الكرا؟

najjim nkassir il Hi:T nāDa?  
تقدنكمو الهميط حلا؟

waqtāsh najjim naqqil?  
وقتاش تقدنكمو نقل؟

READING

annu:ns dyā:r lil krā  
انوس ديار للكرا

WRITING

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**GRAMMATICAL FOCUS**

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**Question words**

waqtā:sh وقتاش

**Structures like**

āna أنا

xalli خالي

**Relative pronouns**

illi اللى

**Demonstrative pronouns****Modals****The present tense**

---

**CULTURAL NOTES**

---

One should be home the day the man from the electric or water company comes to do the meter reading, otherwise the amount of money will be approximate to the previous one.

Rents are more expensive in big cities than smaller towns. In rural areas it is very cheap to rent a house.

An unmarried couple sharing a house is not a common practice in Tunisia; in fact it is not accepted.

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**VOCABULARY**

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**Nouns**

kuntratu كنتراطة

sharT شترط

krā كرا

dhaw ذوا

mallā:k مالدك

Hi:T حيط

**Adverbials**

fi (i) l waqt في الوقت

**Verbs**

ynajjim ينجيم

yHawwii يحوّل

yiqra يقر

yifhim يفهم

yshā:wir يشاور

yquSS يقهر

ykassir يكسر

**Adverbs**

ma kā:nish ماكانش

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**REFERENCE BOOKS**

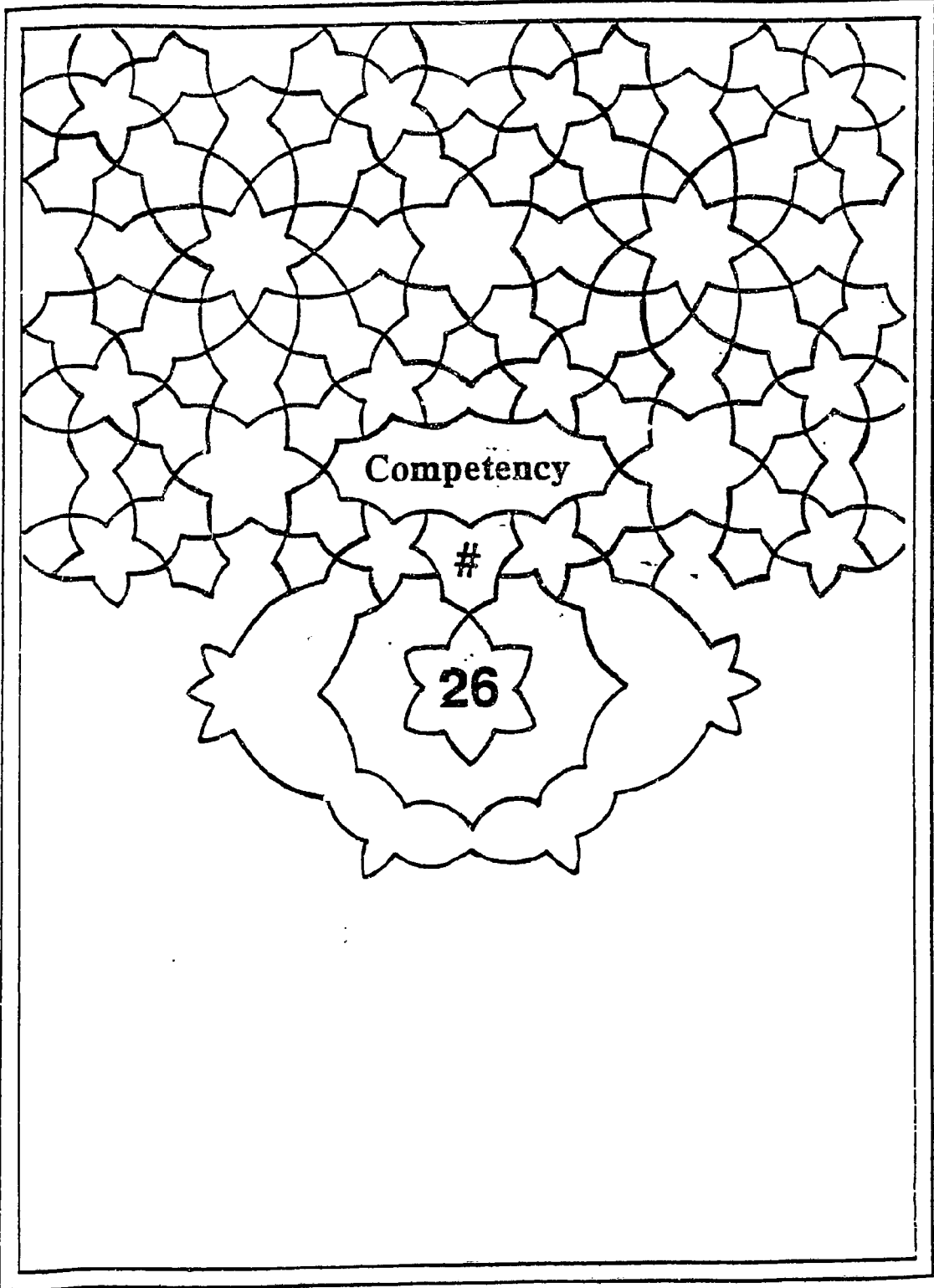
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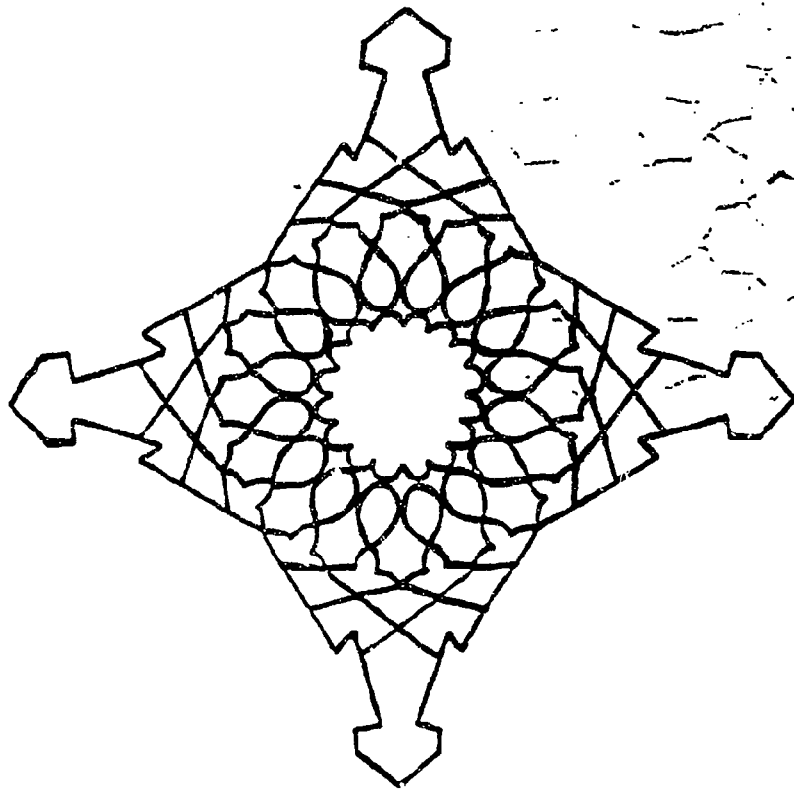
A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book







89

TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE BASIC KITCHEN UTENSILS AND THEIR USE

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

3andik /kuku:t? عندك كوكبوت؟  
/sbqa:la kbi:ra شقالة كبيرة

wi:n bāsh tghalli وين باش تغلي  
il maqaru:na? المقرونات؟

w bāsh tSaffi:ha? دافن تمقباها؟

wi:n iTayyib iTTajin? وين تطيب الطاجين؟

SPEAKING

ih, 3andi ايدي عندني  
la, ma 3andi:sh لمار عندنيش

fil maqfu:l في المقفول

bil kiskā:s بالكسكاس

fil fu:rma في الفورما

yilzimni: shawwā:y يلزمني شواوي  
w kisā:n وكيسان

READING

il aswā:m الاسواق



WRITING

---

**GRAMMATICAL FOCUS**

---

Question words



bā:sh   
wi:n 

The future

The negative

Modals

Prepositions

bi   
fi 

The past tense

---

**CULTURAL NOTES**

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Typical dishes have their typical pots, e.g. kuskus


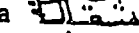







It is still a common practice in certain regions of the country that engaged women buy a lot of kitchen utensils as their contribution to the marriage.

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**VOCABULARY**

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Nouns

kuku:t   
shqa:la   
maqaru:na   
Taji:n   
maqfu:l   
kisk:s   
fu:rma   
kā:s   
shawwā:y 

Verbs

yqhalli:   
ySaffi:   
ytayyib   
yilzim 

Adjectives

kbi:r 

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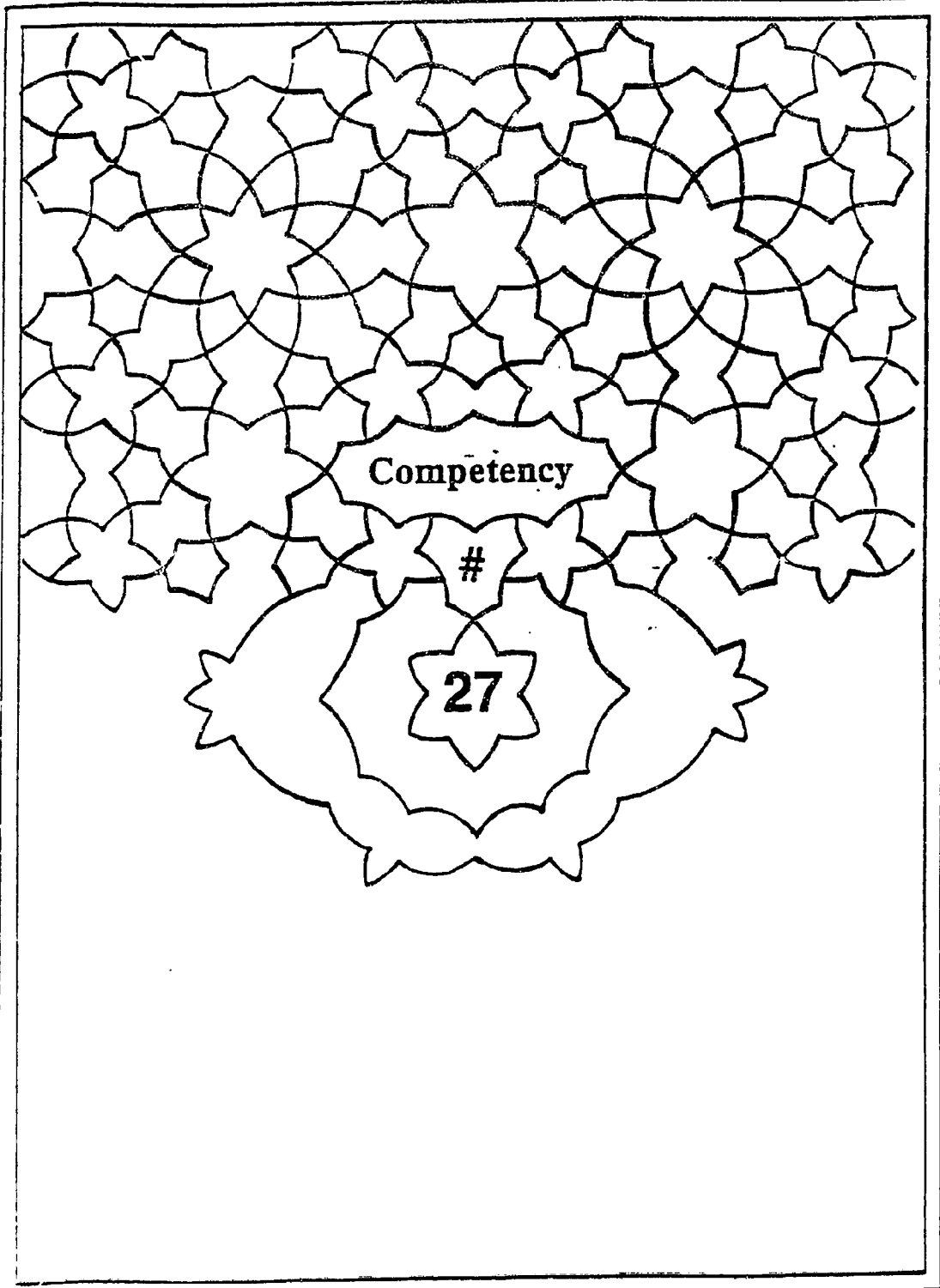
**REFERENCE BOOKS**

---

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: RESPOND TO POLICE IDENTITY CHECKS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

ta3Ti:ni awra:qik, <sup>تمطييني اورو اقبك</sup>  
min fadhlik? <sup>من فضلك؟</sup>

ash ta3mil fi tu:nis? <sup>اش تقمل في تونس؟</sup>

wi:n mā:shi? <sup>وين ماشي؟</sup>

tfadhghal awra:qik, <sup>تفضل اورو اقبك</sup>  
Tri:q islama <sup>طريق السلامة</sup>

SPEAKING

tfadhghil, hā:Di il kart <sup>تفضل حادة الكارت</sup>  
d sijur <sup>د سيجور</sup>

āna mitTawwa3 fi havi <sup>انا منطوق في هيا</sup>  
issalā:m <sup>السلامة</sup>

mā:shi l Sa:Hbi fi jirba <sup>ماشي ل صا:حبي في جربا</sup>

bark allahu fik <sup>بارك الله فيك</sup>

READING

WRITING

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**GRAMMATICAL FOCUS**

**CULTURAL NOTES**

**Question words**

ash **أش**  
wi:n **وين**

The police ask for ID cards to check those who have not done their military service and engage them

**Polite question forms**

ta3Ti:ni \_\_ y3ayshik? **تخطيني - صيغتك؟**

ID cards check ups are also done with drivers to verify that they have paid car tax

**Possessive pronouns**

mtā:3i **متاعوي**  
mtā:3ik **متاعك**

In situations like a fight, or a skirmish at the stadium, the police may ask for ID cards

**Present participle of some verbs**

mā:shi **ماتشي**

**Demonstratives**

hāDa (m./)hāDi (f.) **هذه/هاذه**  
hāDaka (m./) hāDika (f.) **هذاك/هاذيك**  
haDu:ma (pl.) **هؤلاء**  
haDu:kum (pl.) **هؤلاءكم**

**VOCABULARY**

**REFERENCE BOOKS**

**Nouns**

warqa **ورقة**  
ka:rt **كارت**  
siju:r **سجور**  
Sa:Hib **صاحب**  
hayia **هيا**  
mutTawwa3 **متطوع**

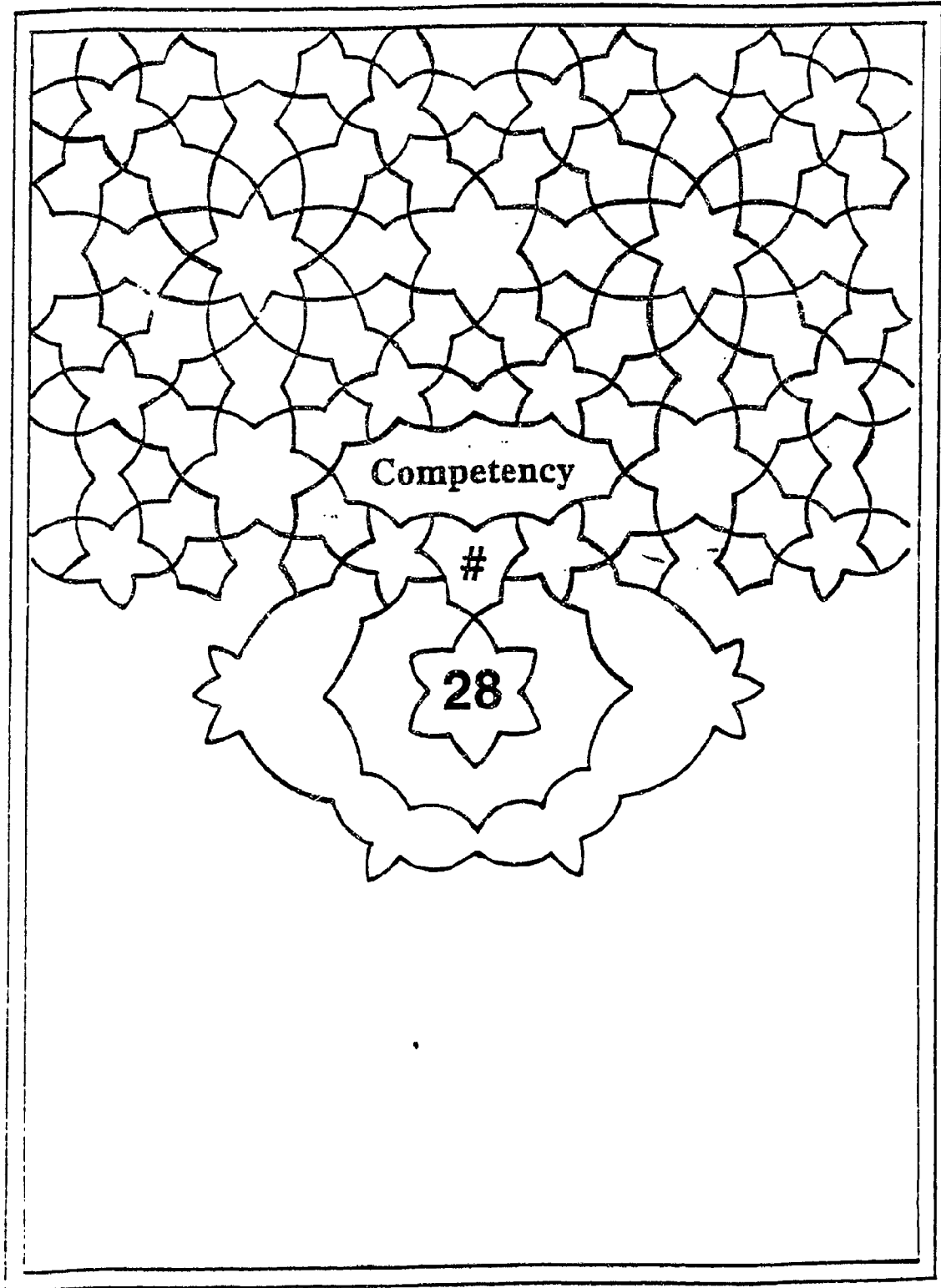
A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase book

**verbs**

ya3mil **يعمل**



Competency

#

28



TOPIC: SHOPPING

COMPETENCY: BARGAIN APPROPRIATELY

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

b xams miyā:t alf خمسة مائة ألف

la mush gha:lya, 3la لمعش عالية على  
xa:Tir sil3a bāhya خاطره سلعة باهية  
hayya b qaddāsh هيا جفت الفوش  
tsā:3dik? تساعدك؟

la shwayya, nxalli:hā: لا شوية خالها  
lik b arb3a myā:t alf لك با ربع مائة ألف

la, akahaw لا، اكهو

shu:f fi 3aqliki شوف في عقلك!

SPEAKING

xu:ya, b qaddāsh خوي بقداش  
haz zarbiyya? ها الزربية؟

gha:lya barsha/yā:sir غالية برشة/ياسر

thlātha myā:t alf ثلاثة مائة ألف

zi:d Tayyah li: shwayya زيد طيح لي شوية

tawwa na3mil du:ra تو نعمل دورة  
w nshu:f ونشوف

READING

Ta:ba3 il garanti طابع الضمانتي

WRITING

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**GRAMMATICAL FOCUS**

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Question words

bqaddāsh **بِقَدَّاشْ**

The imperative

The present

Structures (I am going to) in Arabic

taw(wa) + verb in the present

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**CULTURAL NOTES**

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Bargaining is accepted in open markets, but not in stores or malls

Artisans in the suks may try all possible ways to sell their goods and insist a lot: diplomacy is required in such situations

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**VOCABULARY**

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Nouns

zarbiyya **زَرْبِيَّة**mya **مِيَّة**alf **أَلْف**thiatha **ثَلَاثَة**du:ra **دَوْرَة**sil3a **مِلْحَة**arb3a **أَرْبَعَة**

Verbs

yTayyaH **يَطْبِخُ**yshu:f **يَشْتَرِفُ**ysā:3id **يَسَاعِدُ**yxalli **يَخْلِي**

Adjectives

gha:li **عَالِي**bā:hi **بَاهِي**

Intensifiers

yā:sir/barsha **يَاْسِرْ/بَرْشَة**shwayya **شَوِيَّة**

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**REFERENCE BOOKS**

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A Beginners' Course in Tunisian-Arabic

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Arabic Phrase Book

## EVALUATION OF TRAINEES' PROGRESS

Accurate evaluation and self-assessment are essential in any educational program. It is hence very important to assess trainees in the Competency Language program as the performance of competencies is observable.

For example the competency: "Exchange Appropriate Ritualistic Greetings". One could ask: "can the trainee exchange greetings during appropriate times of the day?" The critical question in teaching competencies is to what extent can the trainee succeed. That question may be answered by language instructors, Language and Technical Coordinators as well as trainees themselves. The following techniques (both formal and informal, formative and summative) represent a variety of ways to gather data on trainee progress:

### Daily evaluation

Based on their observation of trainees' participation, instructors evaluate Trainees daily after each language competency. This evaluation is put on record in each trainee's file for follow-up and future reference.

### Scavenger Hunt

The idea behind this technique is to observe the performance of competencies, as well as, to have fun. Trainees are given a list of concrete tasks and questions meant to encourage them to review competencies. Sample questions might be:

- a) Find out from the grocer what time he closes.
- b) Ask the maid how many children she has.

Trainees share answers when they return to class and the instructor serves as a facilitator.

### Conference

The purpose of this technique is to give the opportunity for language instructors and/or Coordinators and trainees to talk privately. Coordinators and/or instructors can meet with trainees to discuss progress, strategies and techniques or feelings about the new language.

### Interviews

Weekly interviews of trainees are made by their correspondent instructors and records are kept in trainees' files. These interviews help in weekly group assignment of trainees and future follow up, i.e. tutoring.