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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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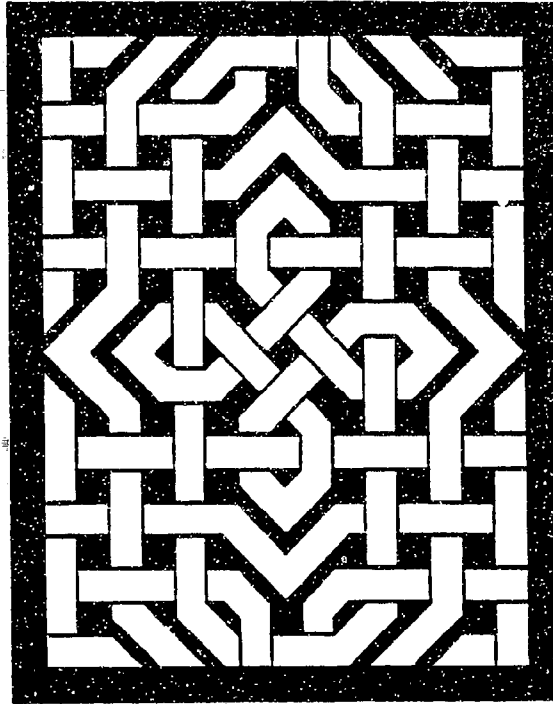
ED 402 755

PEACE CORPS
TUNISIA



COMPETENCY BASED LANGUAGE EDUCATION

CURRICULUM GUIDE



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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.

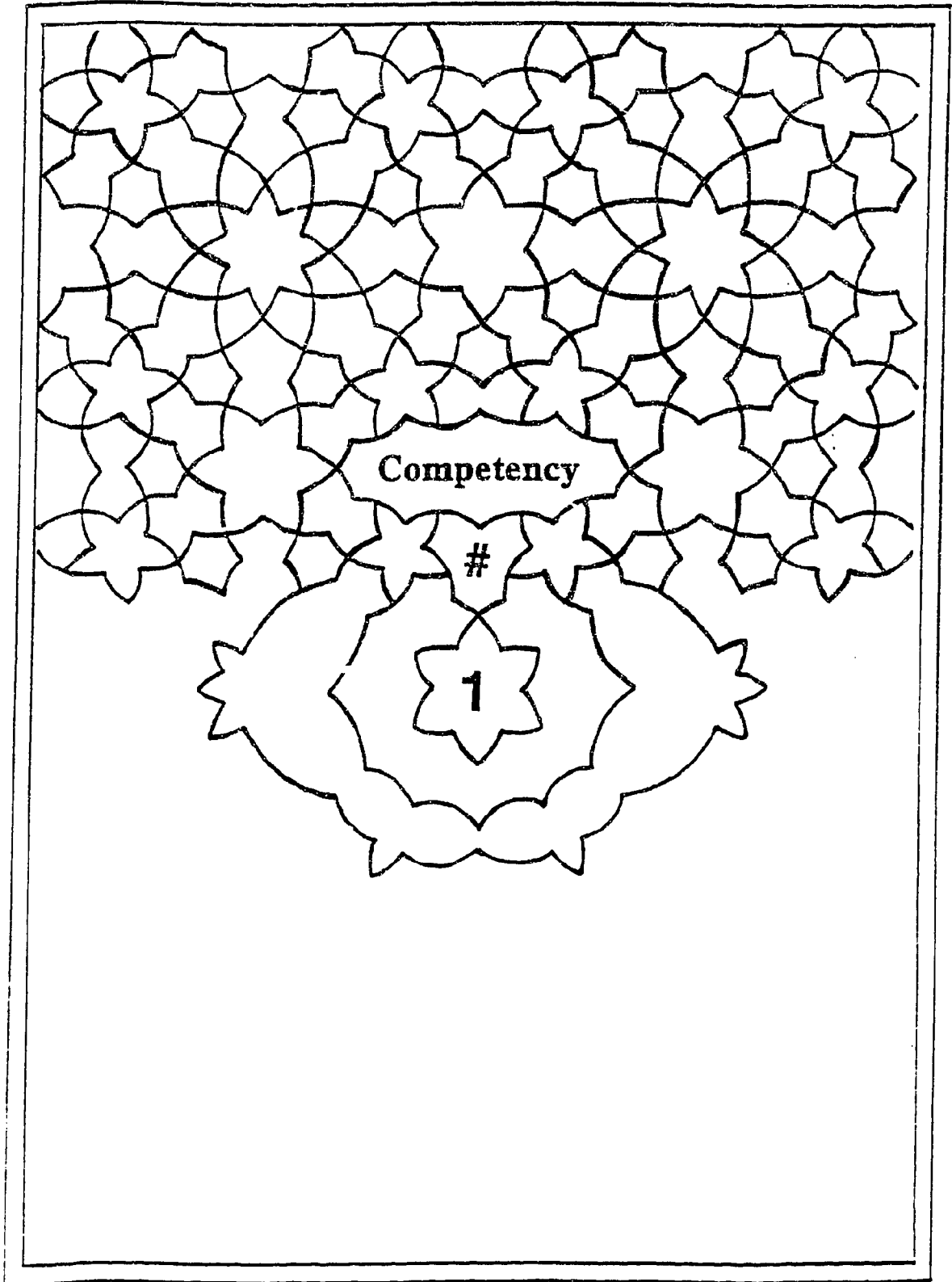
The following section will include the full list of competencies that emerged from a variety of needs assessment techniques and their correspondent grammatical points.

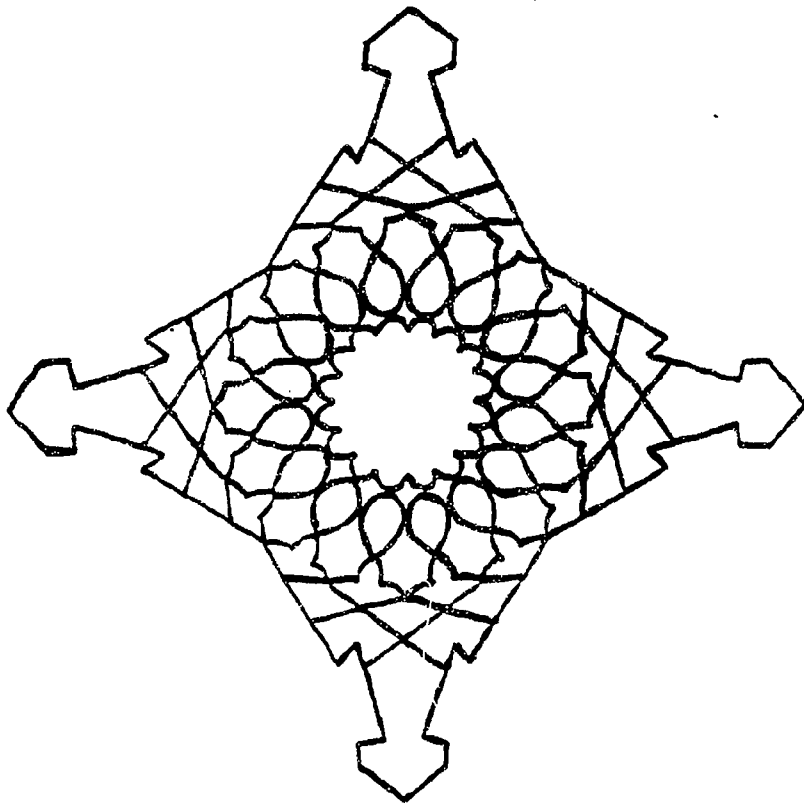
LANGUAGE COMPETENCIES AND THEIR CORRESPONDING GRAMMATICAL POINTS.

- Exchange appropriate ritualistic greetings.
- * Question words (a^{sh}, 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:hfid, wa:hda)
- * 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 عسلامة	3aslāma عسلامة
SbāH il xir حباچ الخیر	SbāH il xir حباچ الخیر
tiSba3 la xir تصبح علی...خیر	tiSba3 laxir تصبح علی...خیر
shnu Hwā:lik? شنو حوالک؟	shwayya شویة la bā:s, Hamduillah لا بلس...حمدا لله
shnu Hwā:l شنو حوال ؟؟	la bā:s, bark allahu fi:k لا بلس...بركة الله فيك la bā:s, y3ayshik لا بلس...يعيشك
shnu / 3andik jdi:d? شنو عندک جدید؟ āsh / آش	Hatta shay حتی...شي
nha:rik Tayyib نهارک طیب	w inti zā:da وانت زادة
nshu:fik / qhudwa نشوفاک خدوة / ijjim3a ijjā:ya للمعة قجامة / la3shiyya / العشية	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

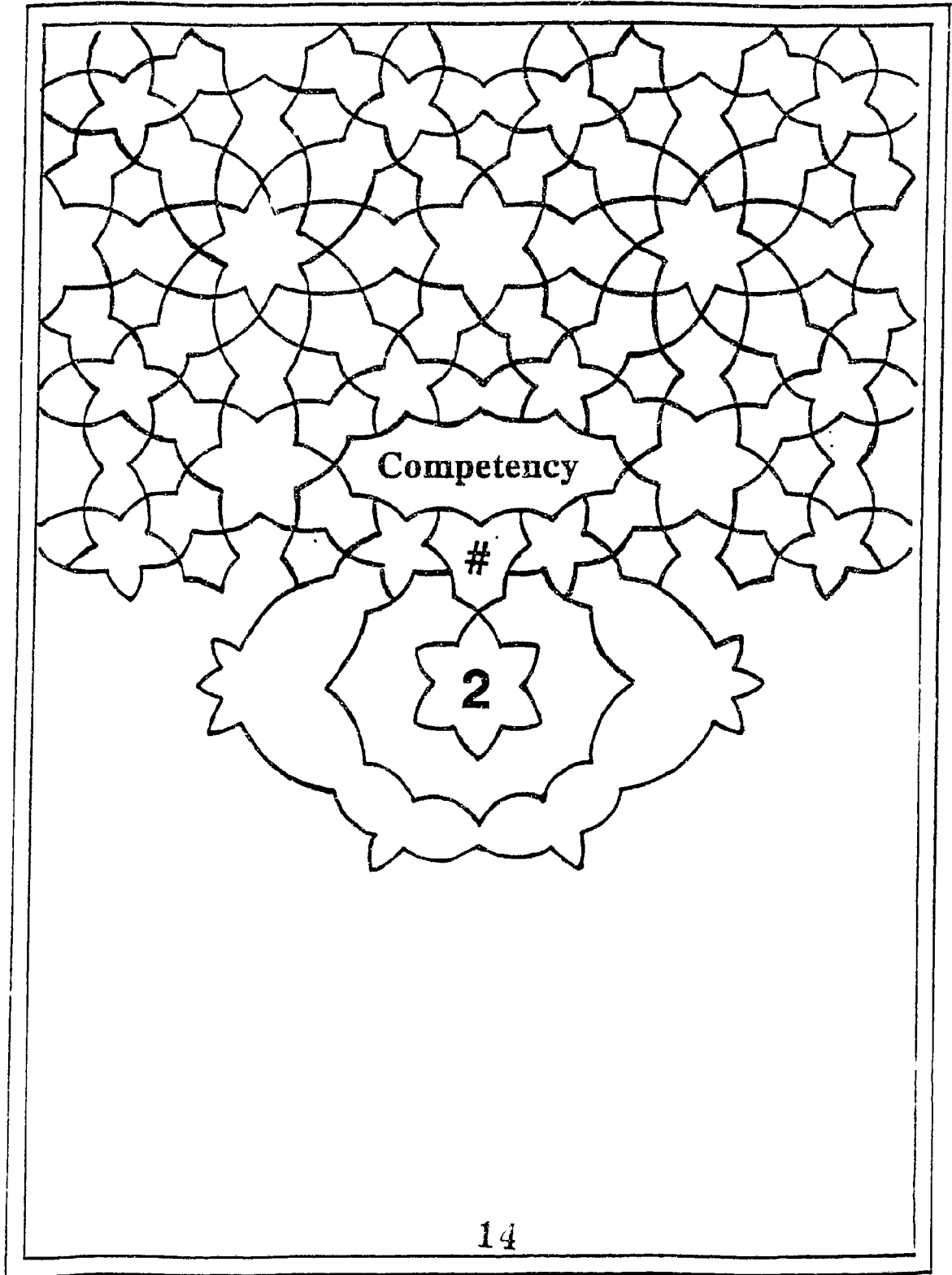
Adjectives are declined according to the gender and number of the preceding noun

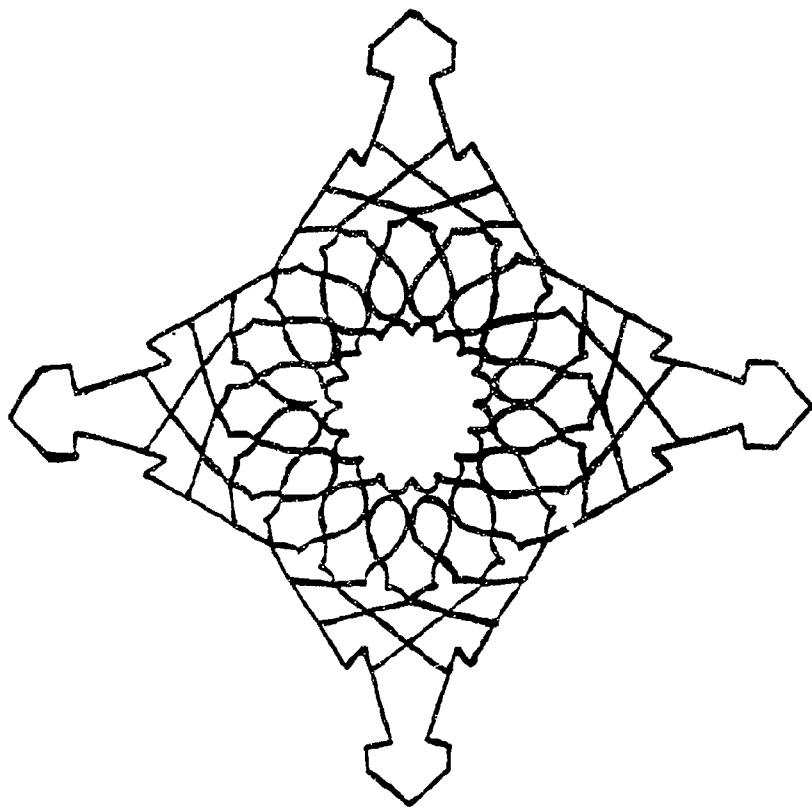
REFERENCE BOOKS

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 الضحّة	y3ayshik يحيشك
READING	WRITING

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GRAMMATICAL FOCUS

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

Nouns

mitTawwa3 متطوع
3a:m عام
amari:kā أمريكي

Verbs

ya3mil يعمل
yuq3ud يقود
yitkallim يتكلم

Adjectives

fransa:wi فرنسايي
amarikāni أمريكياني

Adverbs

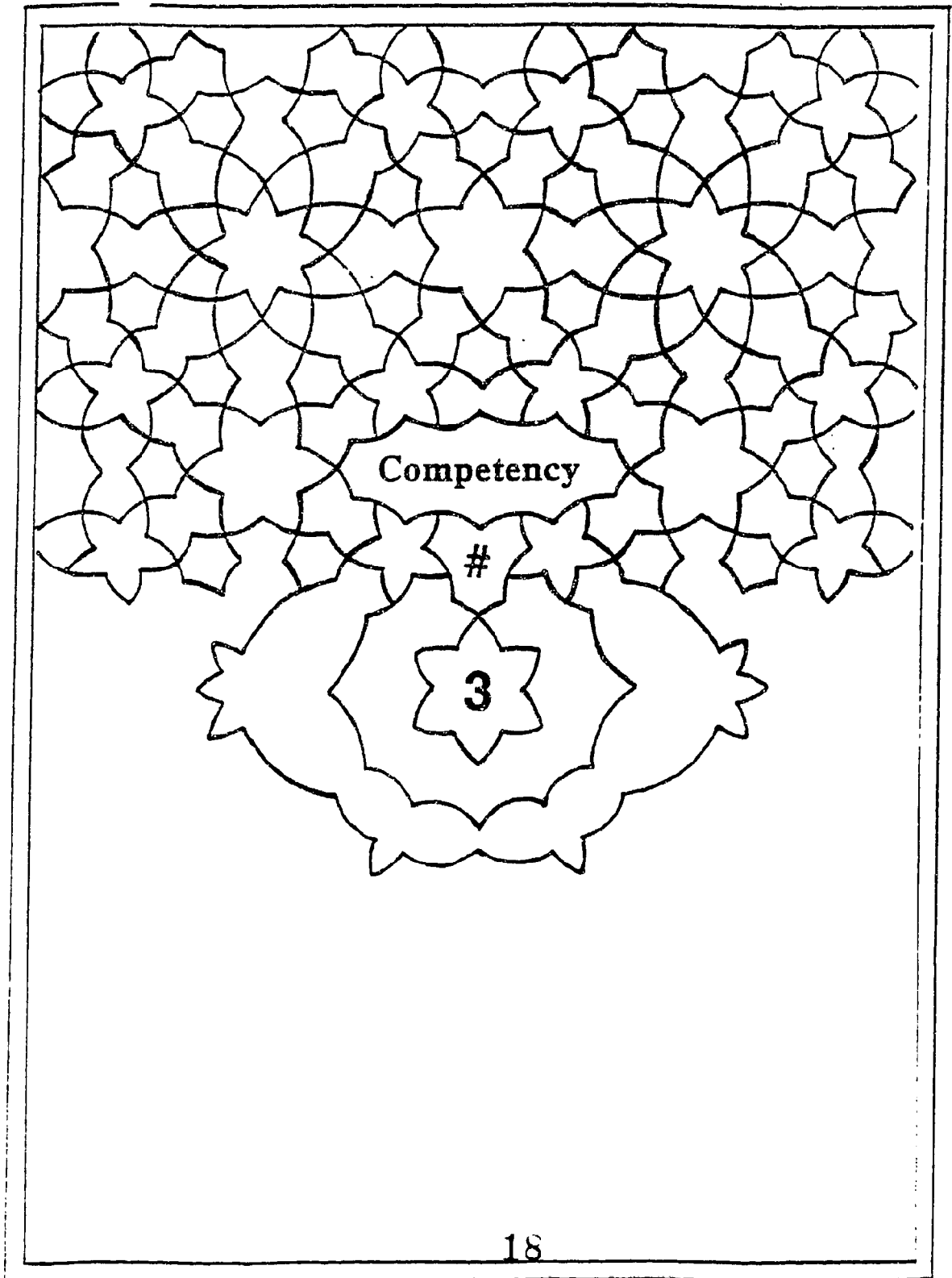
bark برك

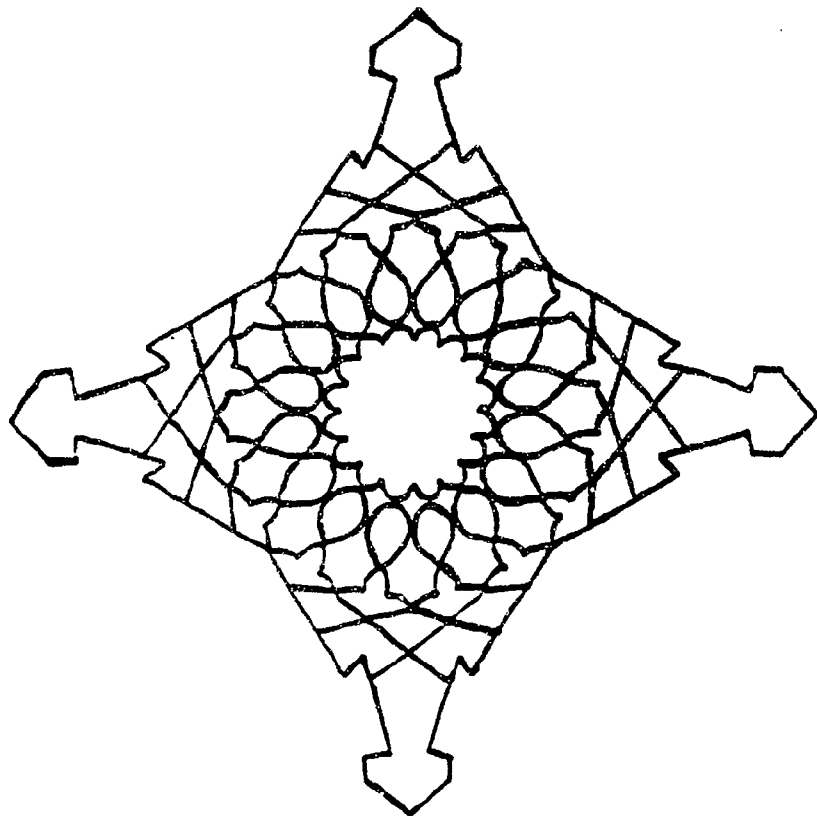
REFERENCE BOOKS

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! علو!!	min fadhlik 3a:wid من فضلك علو!
fhimt? فهمت؟	
yizzi y3ayshik يتي يعيشك	
arja3 I blaStik أرجع لبلاصتك	
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

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"

VOCABULARY

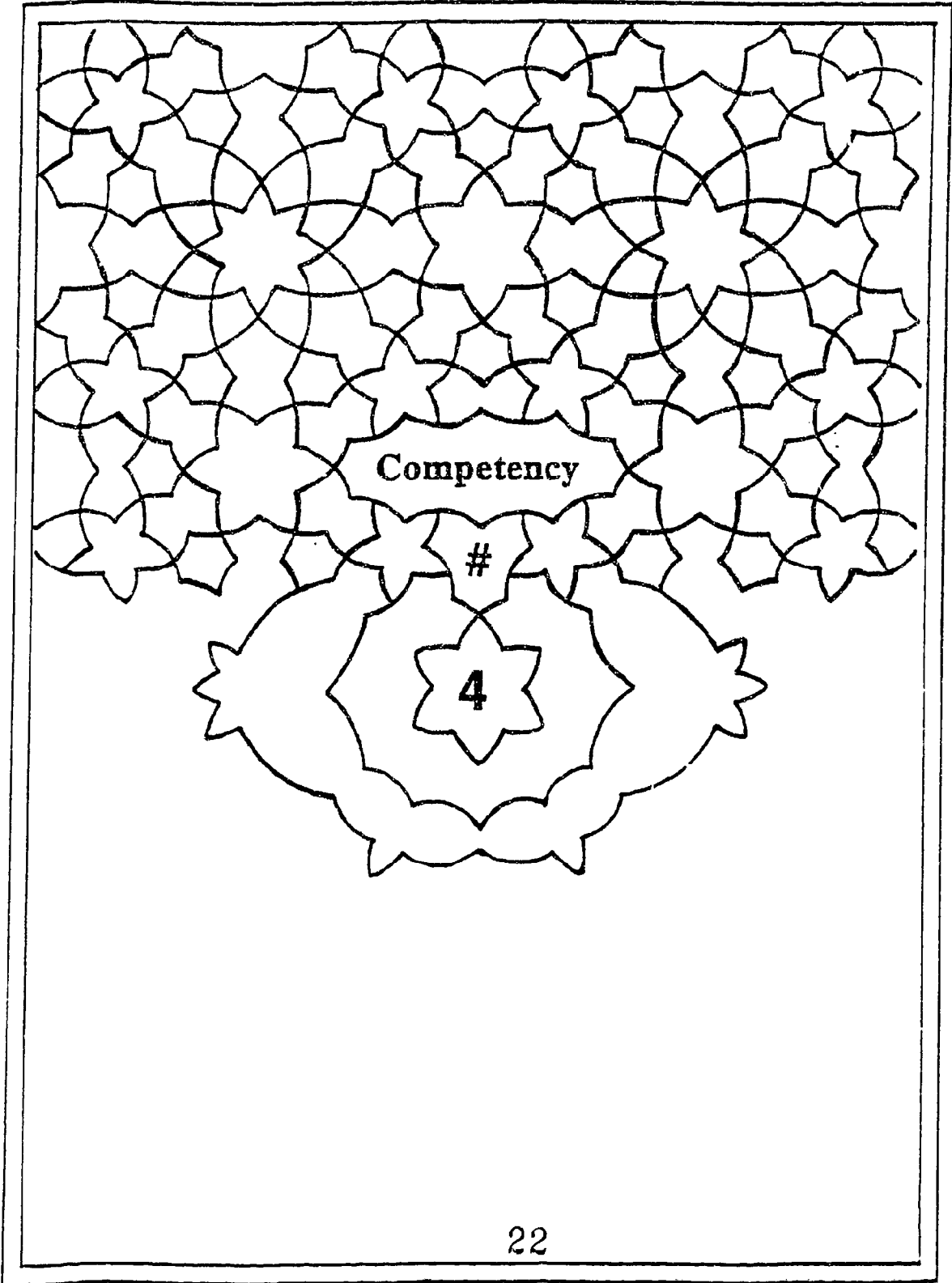
Nouns
blaSa بلصة
suā:l سؤال
ma3na معنى
bā:b باب

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

REFERENCE BOOKS

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	SPEAKING
tfadhil تفخّل	a3Ti:ni timbri أعطينوني... تمجيري... amari:kā, y3ayshik لأمريكا أيديتشك
iwā:b walla ka:r جواب ولا كارت pu:stal ? بويستال...؟	iwā:b ... , b qaddā:sh جواب ... بتكاش ؟
b xams miya خمس... مية	nHibb nib3ath/ iwā:b خب نبعث جواب / kuli: كلّي
I wi:n ? لويين...؟	I amari:kā لأمريكا
I bu:sTa yu:m البوسطة اليوم msakra مسكرة	waqtā:sh tHill bu:sTa وقتاش... كل 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

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 **يعطون**
yHibb **يحب**
yib3ath **يبعث**
yHil **يحل**

Adjectives

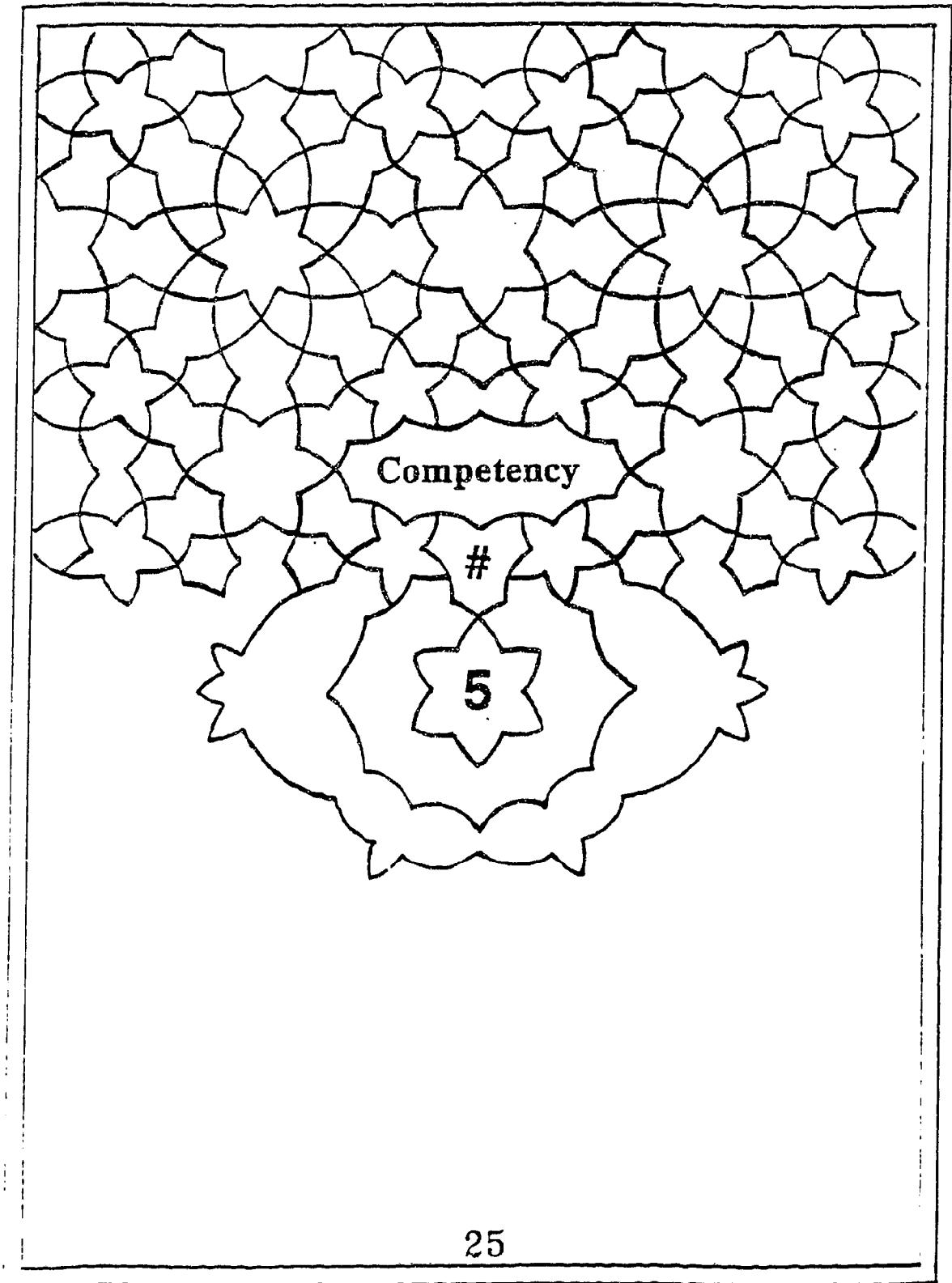
msakra **مسكرة**
qriba **قريبة**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

#

5

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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 أنتون حب نعمل tālifū:n un pcv, y3aysjik تلفون بى يمشك
shnu in numru ? ? شنو النومرو ؟ ؟ shnuwa il ku:d ? شنوة الكود ؟	I / amari:kā لى أمريكا / tu:nis تونس
shniyya il blā:d ? ? شنية البلاد ؟ ؟	3252231 309
wi:n hāDi ? وين حادى ؟	piyu:ria بيوريا
imshi l kabi:n امش لكابين numru tblātha نومرو ثلاثا	fi illinu:y فى الينوى
shu:f kabi:n شوف كابين	ma thammāsh tunalititi ماتماش توناليتي
min ghi:r mziyya من غير مزيية	ma yjā:wibsh ما يجلو بيش bark allahu fi:k بارك الله فيك
jarrib جرب	yimshi it taksifu:n يمشى 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 أخرو

CULTURAL NOTES

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

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
tālfu:n تلفون
tunaliti توناليتي
taksifu:n تكسفون

Verbs

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

Adjectives

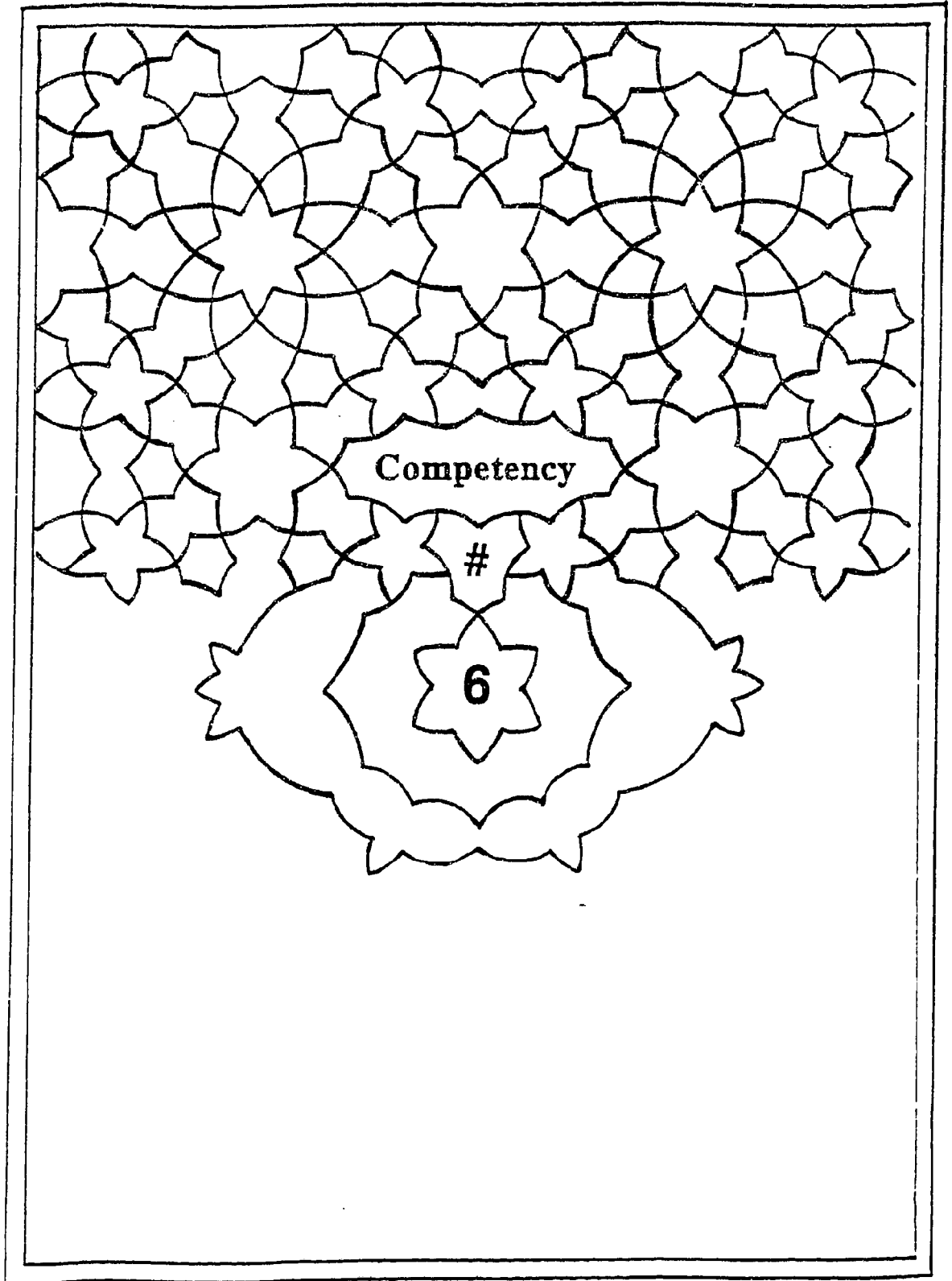
ā:xir/uxra أخير/أخرو

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

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 زبدة
zit zitu:na w Ha:ra 3dham زيت و زيتونة و حارة و حمراء

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

y3ayshik يعيشك

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

frishk il karmus ? ? فرشك الكرمرس ؟

uzin li rTal, yizzi اوتناو برحل عيزو

READING

il aswā:m الاسواق

asā:mi il qhalla, 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

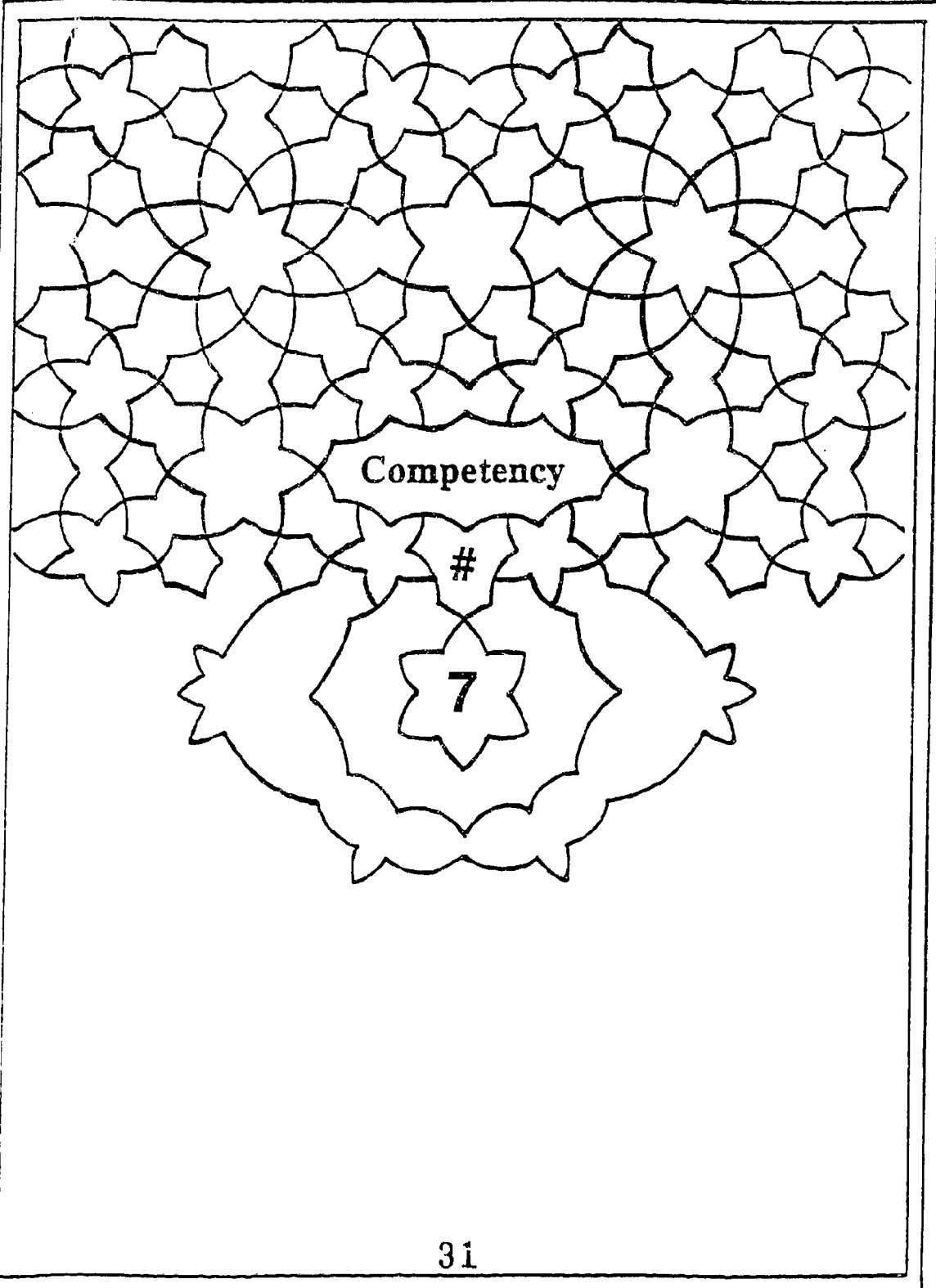
Adjectives
Hlu حلو
frishk فرشك

Adverbs
il kuddām... القدام...

Conjunctions
ama... اما

REFERENCE BOOKS

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



Competency

#

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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_hdhil 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 أيله... حاجه بيلش

SPEAKING

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

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

la:, mu:sh lā:zim لاهموش... ليم

ta3Ti:ni il Hsā:b, y3ayshik تعطيني المسابيحك

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

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 المسابيح
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/يحبني

yā:kul, yushrub ياكل/يشرب

yxallis يخلص

Adjectives

mishwi: مشوي

bn:n بنين

Hlu:/qa:nS حلو/قلبي

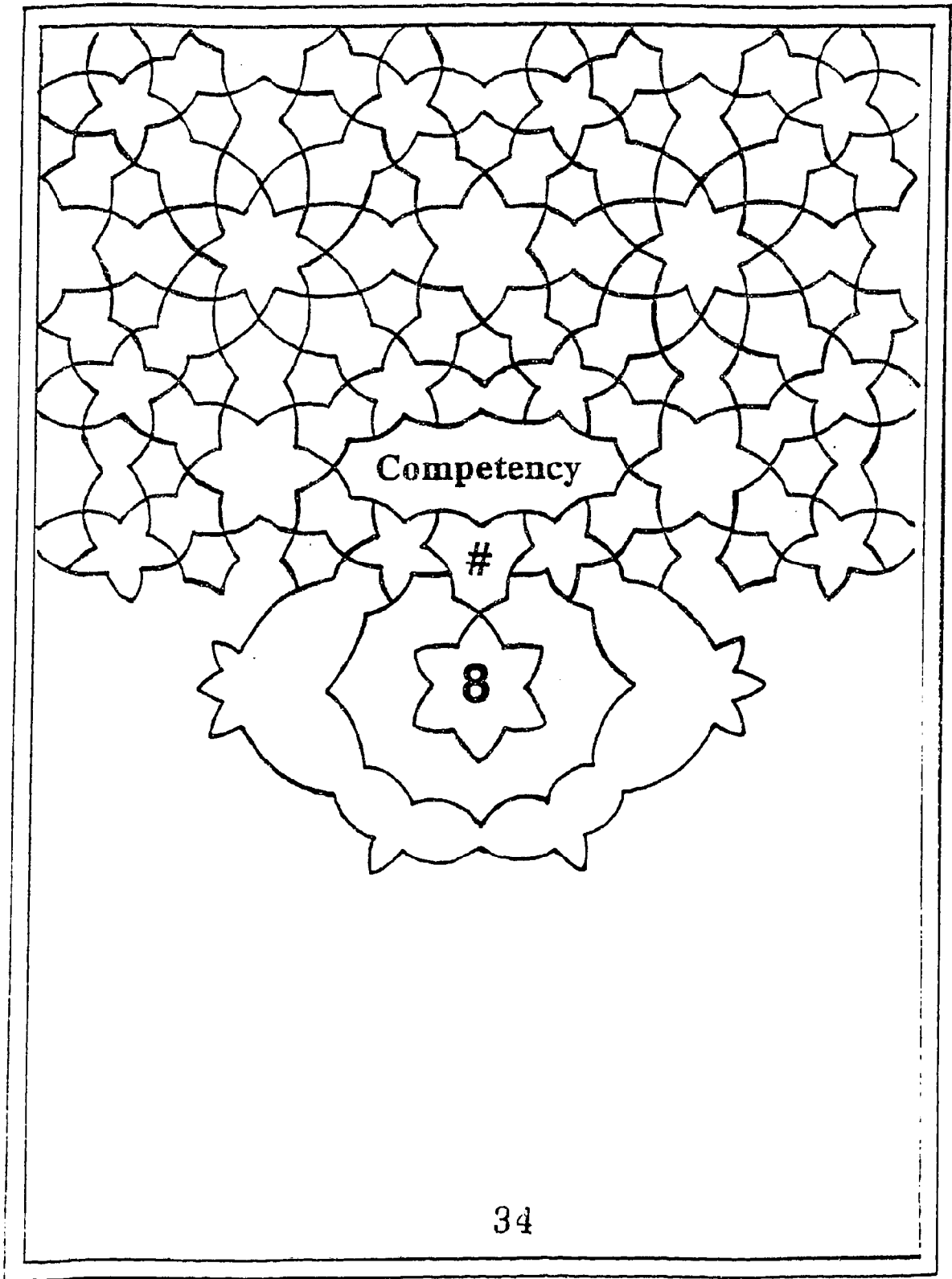
sxu:n/bā:rid سخون/بارد

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

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 ومقرونة
walla marqit baTa:Ta, وراصة بطاطا.
w ghalla. وفتة
w fis sHu:r yā:klu وفي الصحراء ياكلون
masfu:f, w Hli:b مسفوف وحب
walla yu:ghurt, w kull وراصة وبنوعيات
wā:hid ash yHibb. ووجبات 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 تبتة 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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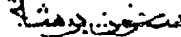
GRAMMATICAL FOCUS

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 & 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 "qaddid" which is a preserved-in-salt meat (like smoked meat)



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

VOCABULARY

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

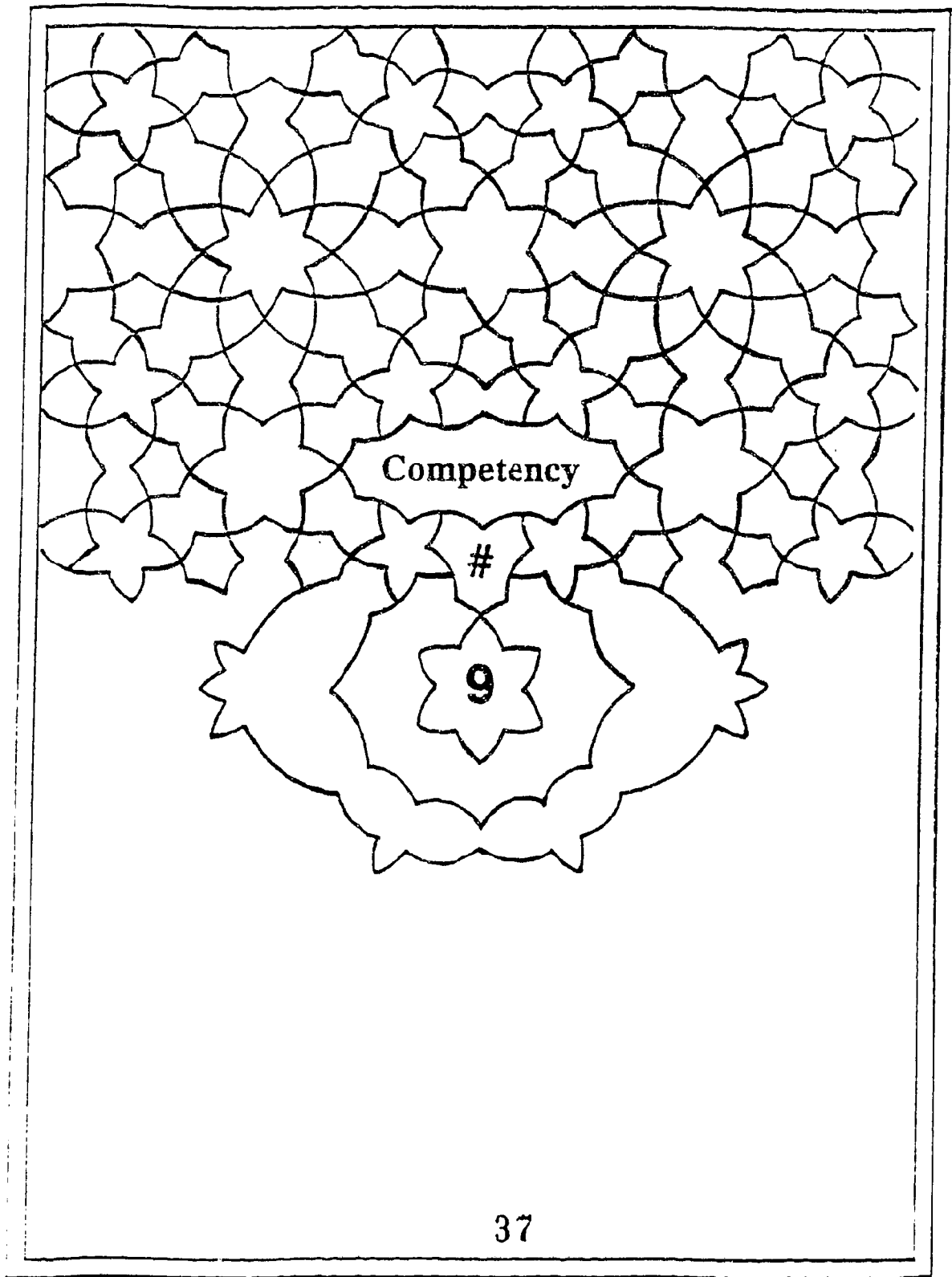
kul wā:Hid 

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

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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? ماكلتة تيجيبك؟

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

tushrub il bi:ma? تشرب البيوت؟

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

tā:kul id djā:j? تاكل الدجاج؟

SPEAKING

aHsan mā:kla أحسن ماكلتة
ti3jbni: hiyya il maqaru:na تيجيبني المقرونات

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

mush di:ma موش ديمًا

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

la, āna vijj:taryān, la نرا أنا وحيثما نرا
nā:kul id djā:j la lHam تاكل الدجاج لحم

nHibb il ghalla barsha حب الغلة بوشة

nushrub il gāzu:z barsha نشرب الغازوز بوشة

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؟/وما؟

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/قانون

Adjectives

vijitaryān عجيتاروان

ghri:b غريب

bāhya باهية

Adverbs

di:ma ديمما

barsha برشة

Conjunctions

walla وا

Verbs

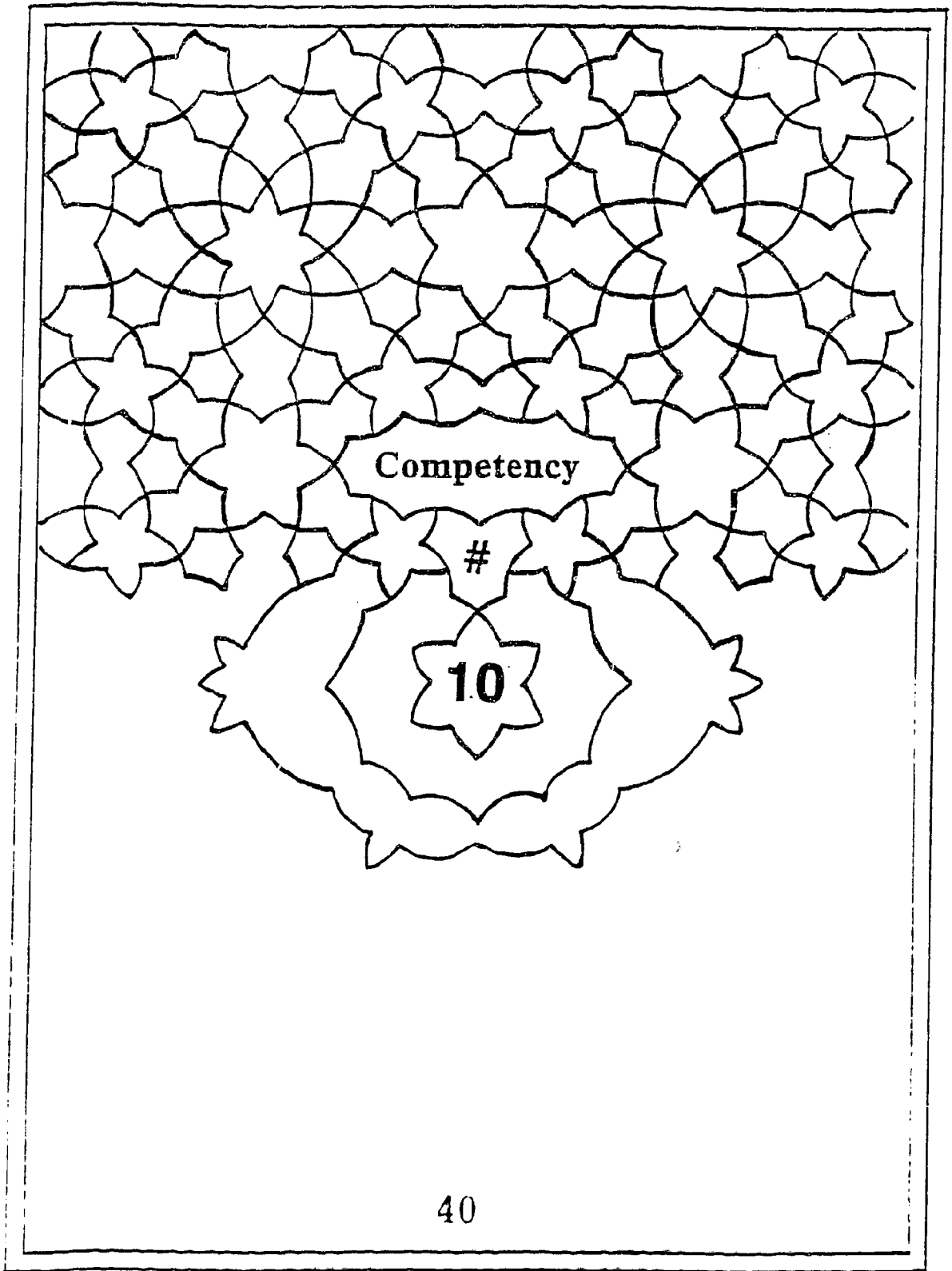
yā:kul/yushrub ياكل/يشرب

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



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 سامحنو 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 النجوات

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 **قديما**
mqa:bil **مقابل**

Adverbs

gha:di **غدا**
baHda **هنا**
bidhhabT **بالخبر**

Pronouns

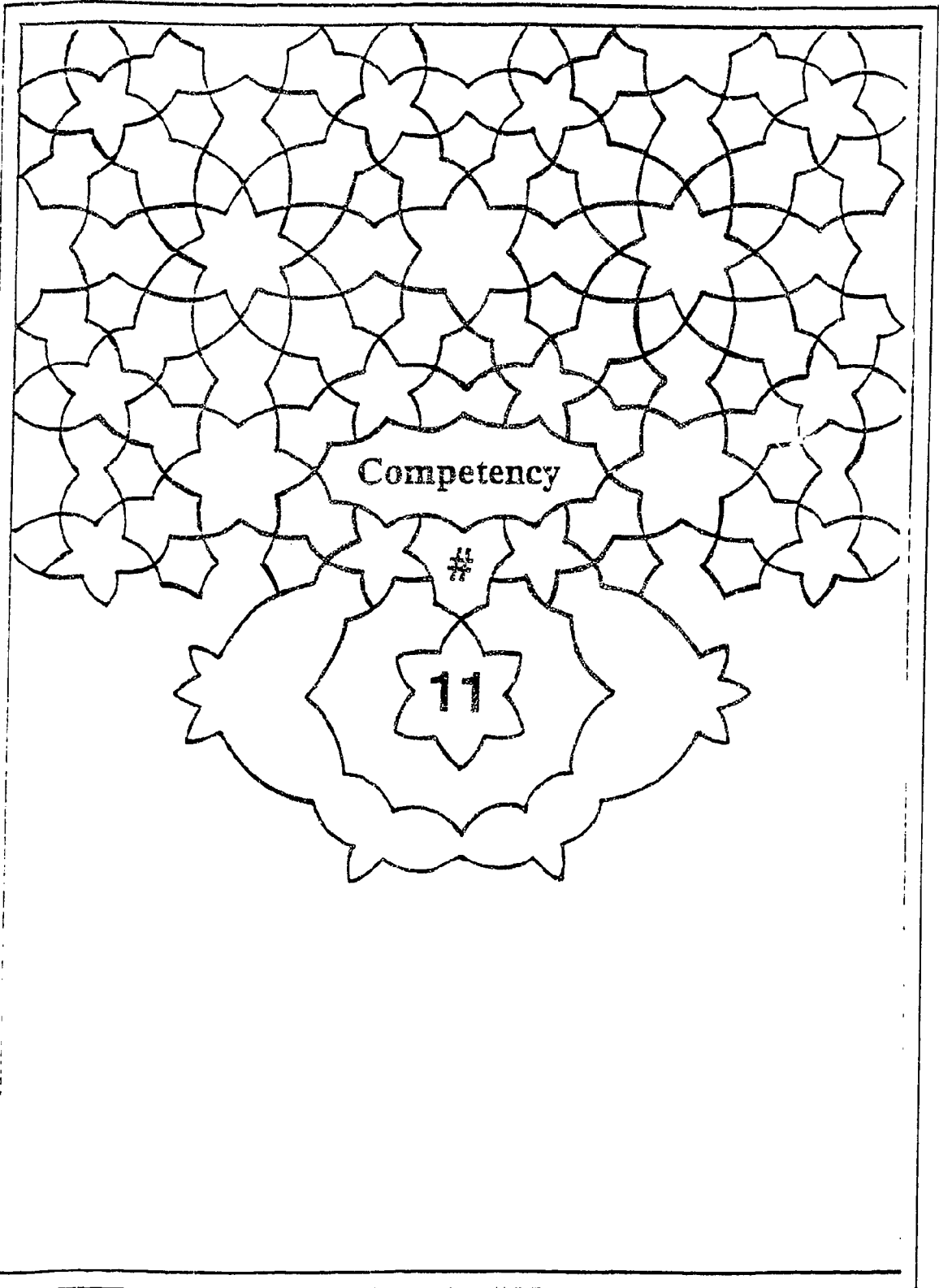
illi **اللي**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

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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:yta? العائلة؟

āsh yixdim bu:k? أش يخدم بوك؟

inti /m3arris? انت /معتز...؟
/xa:Tib? بنا هيب؟

ash ta3mil uxtik? أش تعمل... أختك؟

3andik awla:d? عندك أولاد...؟

tusknu m3a ba3dhkum? تسكنون مع بعضكم؟

SPEAKING

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

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

baba _____ بابا

la:, āna mush _____ لا، أنا مش

uxti: ma zā:lit taqra أختي... ما زالت تقرا
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 ويا بابا يسكن وحتو

READING

WRITING

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GRAMMATICAL FOCUS

Question words

qaddā:sh **قَدَّاشْ**

Prepositions

m3a **مع**

Declension of irregular adjectives (f. & 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**

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

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

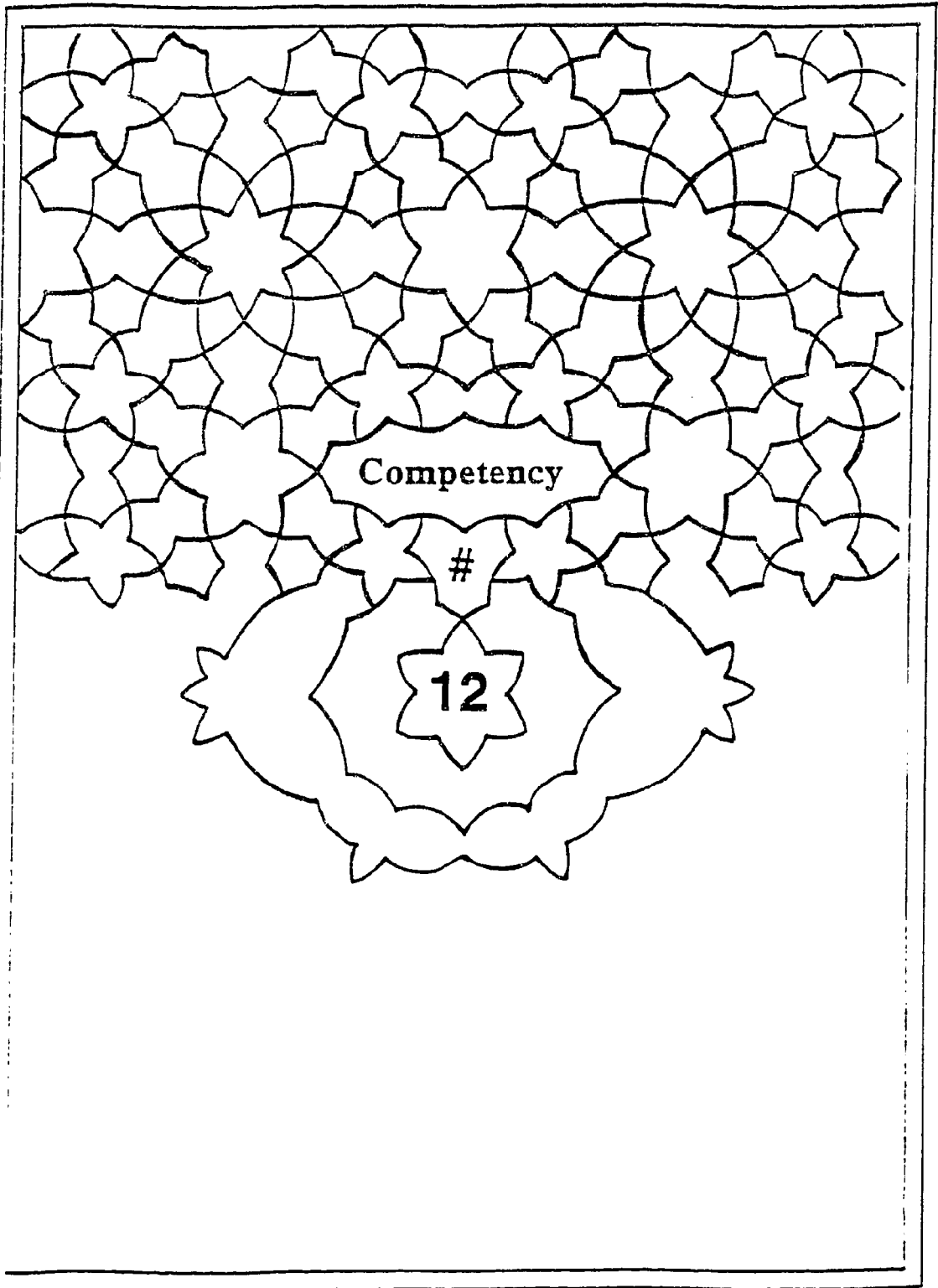
wā:Hid/ṭbn:n **وَاحِد/ثَنِيْن**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



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 مارتو يوسكنو**
m3a:na **معانا**

ummi di:ma timshi **أمي ديما تمشي**
tzu:r umha, w ahiha **تزو ر أمها و أهلكا**

umm baba (ba3gh) sa3a:t **أم بابا (بغ) ساعات**
tji: t3ayyid baHDāna **تجي تبيد بجدانا**

SPEAKING

xu:h yuskun waHdu **خويي يوسكنو و جدو**
3la xa:Tir yixdim b3i:d **على جاهر تلم ببيد**

bu:h ma yixdimsh 3la **بو ه ما يخدمش على**
xa:Tir mri:gh; ummu **خاهر مريغ أمو**
hiyya illi tixdim. **هي التي تخدم.**

3ayiltik kbi:ra; 3andik **عائلتك 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 تزيو*

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 *يزو*
yji: *يجي*
y3ayyid *يعيد*

Adverbs

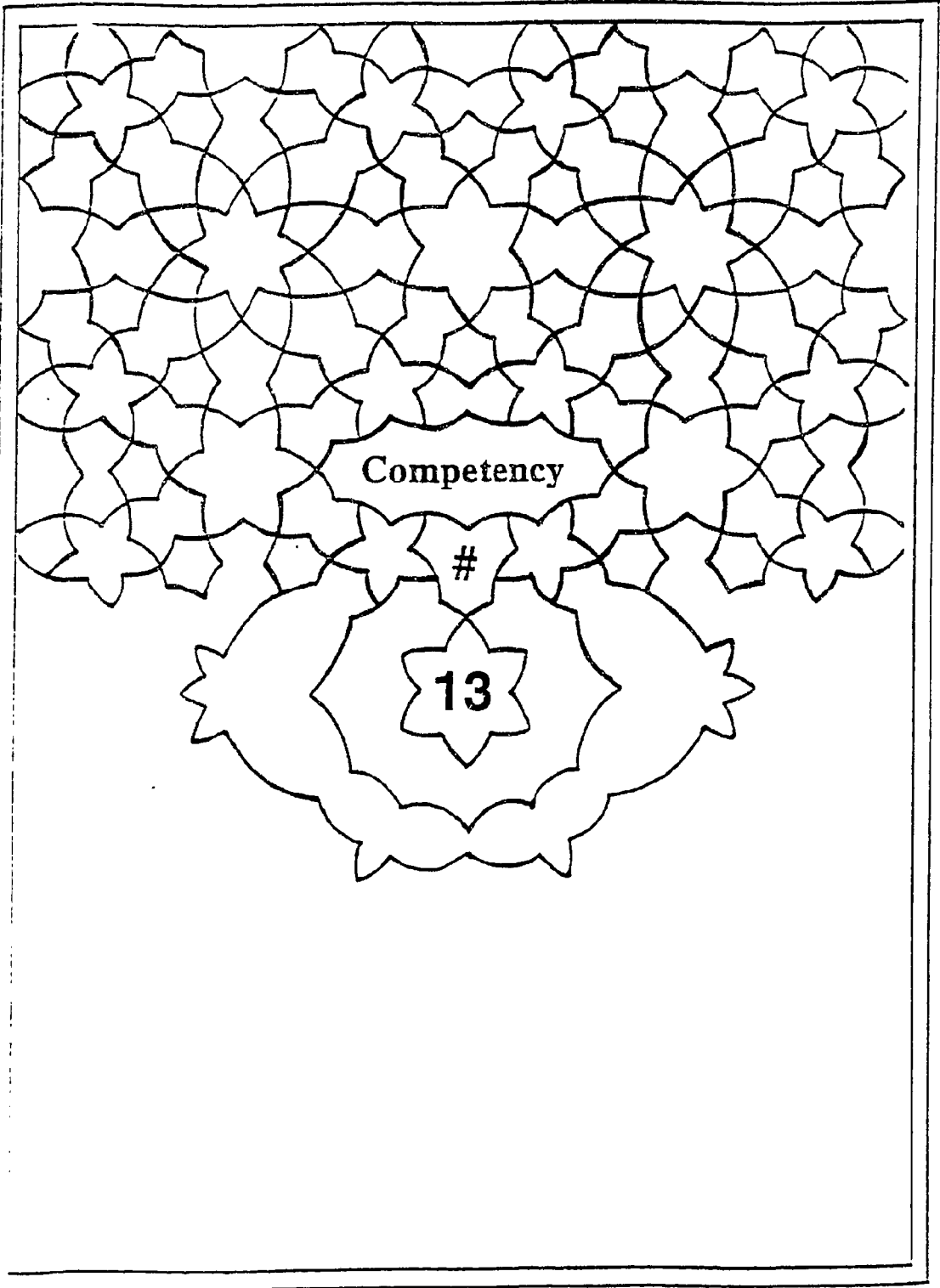
di:ma *ديما*
(ba3dh) sā3ā:t *(بعض) ساعات*
b3i:d *بعيد*

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

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Arabic Phrase Book



Competency

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13

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 كبرون ديمو؟

istanna shwayya, استوتو مشوي
tawwa n3ayyiTlik. توة دعيحك لك

āsh bi:k la bās:s? أش بيك لا جاس؟

warri:ni nshu:f, hizz ورتوني شتوخ، 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 لا جاس، ورد جالك
3la ru:Hik. على روجك

READING

SPEAKING

nHibb nqa:bil iTbi:b خيب نقابل الحبيب

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

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

nha:ri:n نهاريون

bislama, y3ayshik بسلامة، يهيشك

WRITING

GRAMMATICAL FOCUS

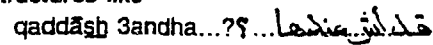
Question words

āsh 
qaddāsh 

Prepositions

3la 

Structures like

qaddāsh 3andha...? 

CULTURAL NOTES

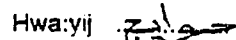




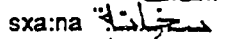


Some people in rural areas still use some traditional treatments because they can not afford to go to a medical practitioner

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

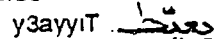



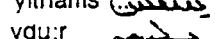

Some people go to the practitioner only in serious cases, but not for a cold or a stomach ache

VOCABULARY

Nouns

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

Verbs

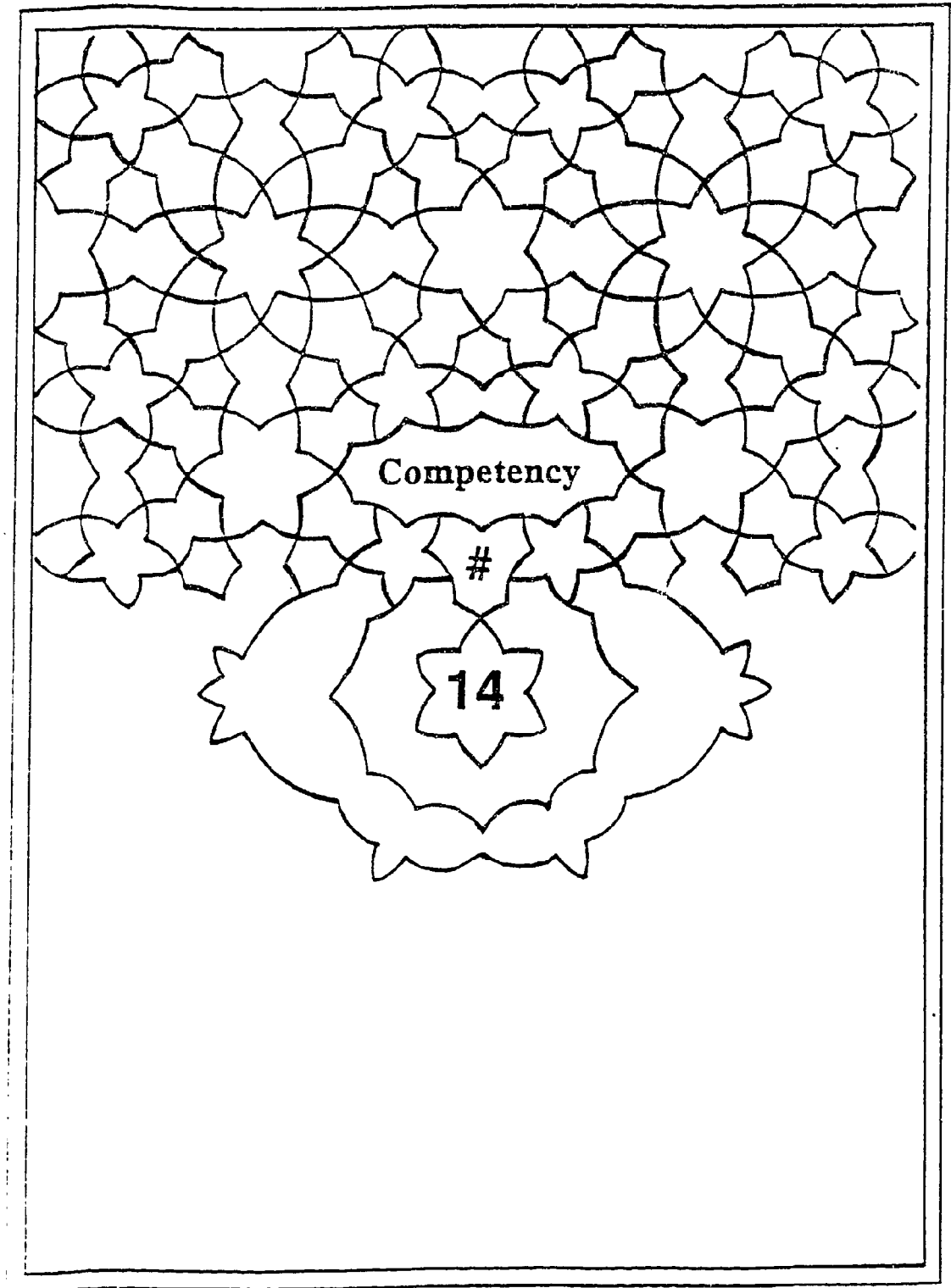
y3ayyit 
ywarr: 
yijri: 
yhizz 
yitnaffis 
ydu:r 

REFERENCE BOOKS

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? لوزغوانت؟
xu:D il luwa:j. خوذ اللواج	mala, kifā:sh nimshi ملا كيفاش يمشي... I zaghwā:n? لوزغوانت؟
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 مالتون 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 الترنا ساعة 3la xa:Tir id dinya sxu:na على خاطر الدنيا سخونا w hu:wa klimatizi وهو كليماتيزي w artaH mil luwa:j ولتخ مالتون
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 riāi".

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

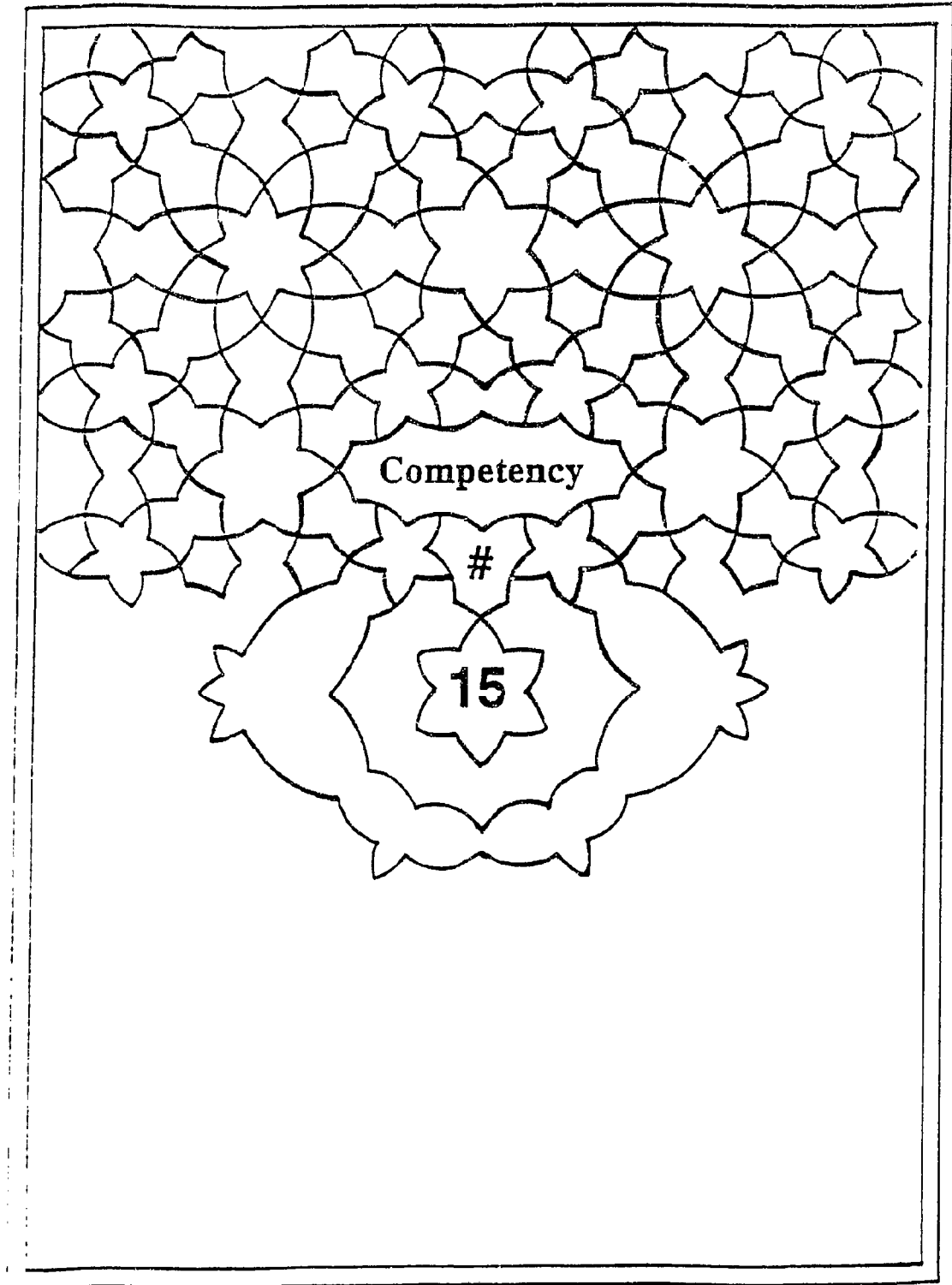
taqn:b تقديب
biǧǧhabT بالخصب
māla مالا

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

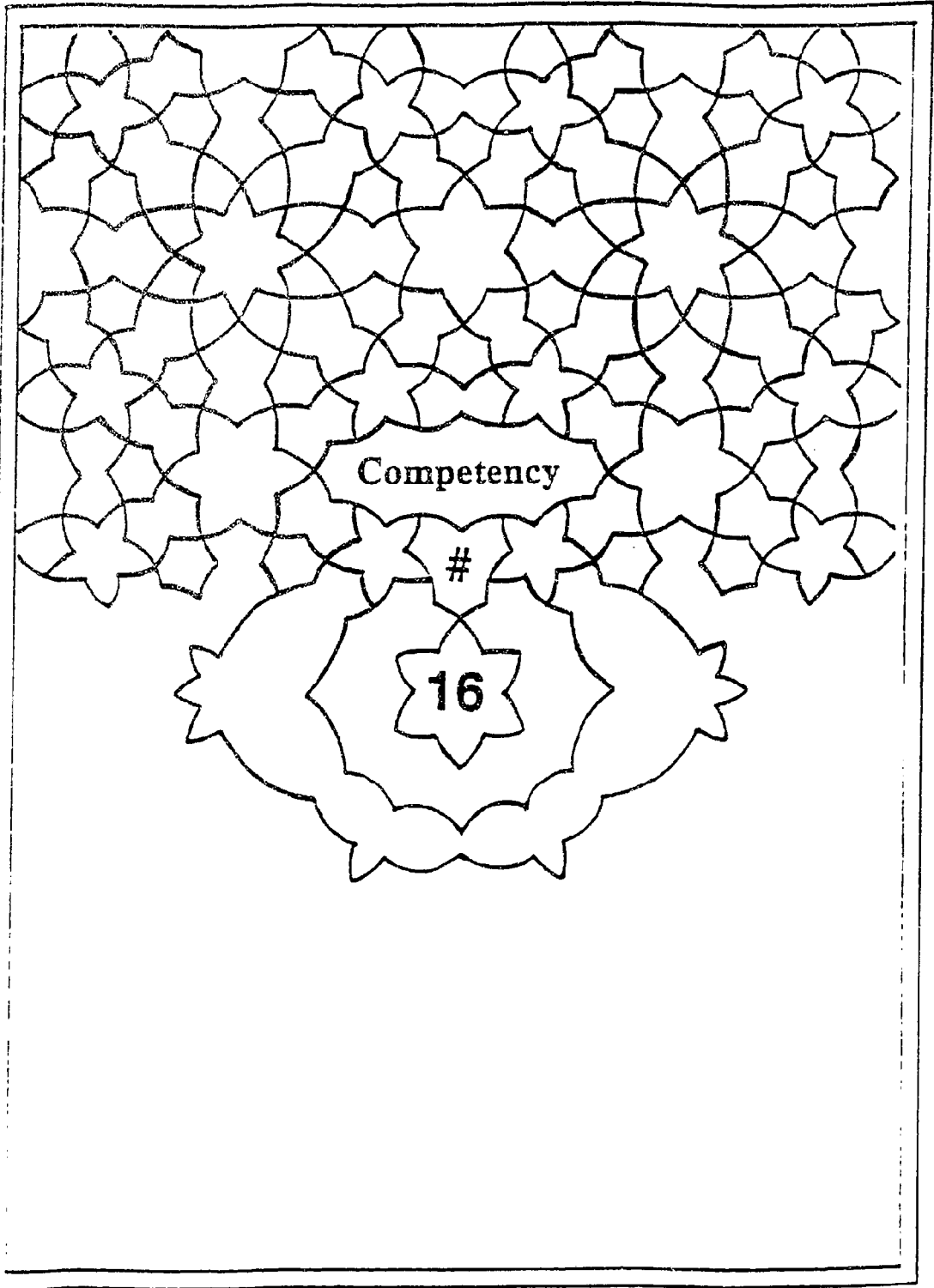
Arabic Phrase Book



Competency

#

15



Competency

#

16

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 munadhmta t3a:win هي منظمًا تعملين
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 الخوانسار في برشا
majā:lāt, kif iriya:dha مجالات، كيف الريادة
wil flā:Ha... والفلاحة

mazā:lit t3a:win مازلت تعملين
it twā:nsa; thamma التوانسة، ثم
asā:tDa fil jā:m3a... أساتذتي جامعة

READING

WRITING

GRAMMATICAL FOCUS

Question words

shku:n شَكُون
āsh أَش

Yes/no questions

3andha barsha ...? عِنْدَهَا بَرَشَة ...؟

The past tense

Conjugation of

mazā:l مَا زَال

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 السَّلَام
munadhma مَنْظَمَة
buldā:n بُلْدَان
asā:tDa أَسَاتِدَة
majā:lāt مجاليت
riya:dha رِيَاضَة

Verbs

ykawwin يَكُون
ya3mil يَعْمَل
y3a:win يَعْلَمُونَ

Adverbs

mazā:l مَا زَال
lawwa لَوَّا

Prepositions

min/fi مِنْ / فِي

Pronouns

barsna بِرَشَة

REFERENCE BOOKS

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 الميترو
nahbiT fi barshalu:na نصحتني في بارشالونا
w ba3d na:xu il mitru وبعدين ناخو الميترو
marra uxra l mHaTTit مرة اخرى ل المهاطيت
il luwa:j min thamma اللواج من ثم
najjim na:xu luwa:j نجيم ناخو اللواج
l su:sa walla l nā:bil لسوية ولا لنايل

issab3a w draj السبعة ودرج

mush lā:zim محش لايم

WRITING

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GRAMMATICAL FOCUS

Question words

waqtāsh? **وقتاش؟**
kifāsh? **كيفاش؟**

Yes/no questions

.....walla la? **والله لا؟**

Present tense**Modals**

ynajjim **ينجيم**
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 **نظاره/سيون**
tran/mitru/luaj **تران/ميترو/لواج**
naql **نقل**
mHaTTa **مخلاة**

Time

drāj **درج**

Verbs

yilzim **يلزم**
yā:xu **ياخو**
yahbiT **يهبج**

Adjectives

lā:zim **الليم**
ā:xir/uxra **أخو/أخرو**

Prepositions

ba3d **بعد**

Adverbs

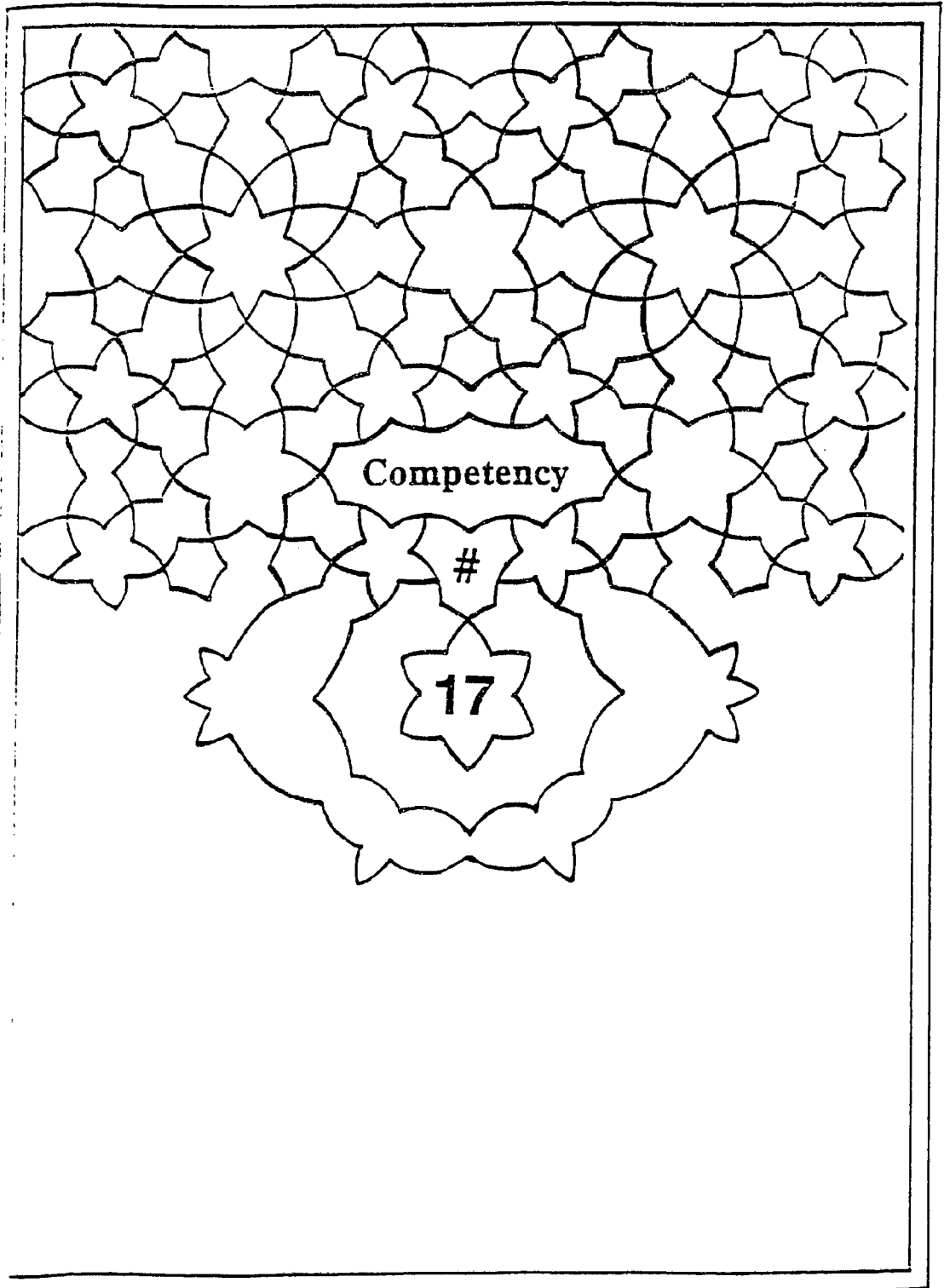
lamma **لما**

REFERENCE BOOKS

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/الكارت

ba3d 3ashra ayyā:m بعد عشر أيام

3ashra ayyā:m عشرة أيام

SPEAKING

nHibb nTalla3 kart فب نطلب كارت
siju:r. shniyya مسجور شنينة
il awra:q illā:zma/ الكوراك اللزما
ash yilzimni? أم 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 **كُنْتْرَاتُو**
ma: **مَا**
dhaw **ذَو**
taSwi:ra **تَصْوِيرَاتٌ**

Adjectives

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

Verbs

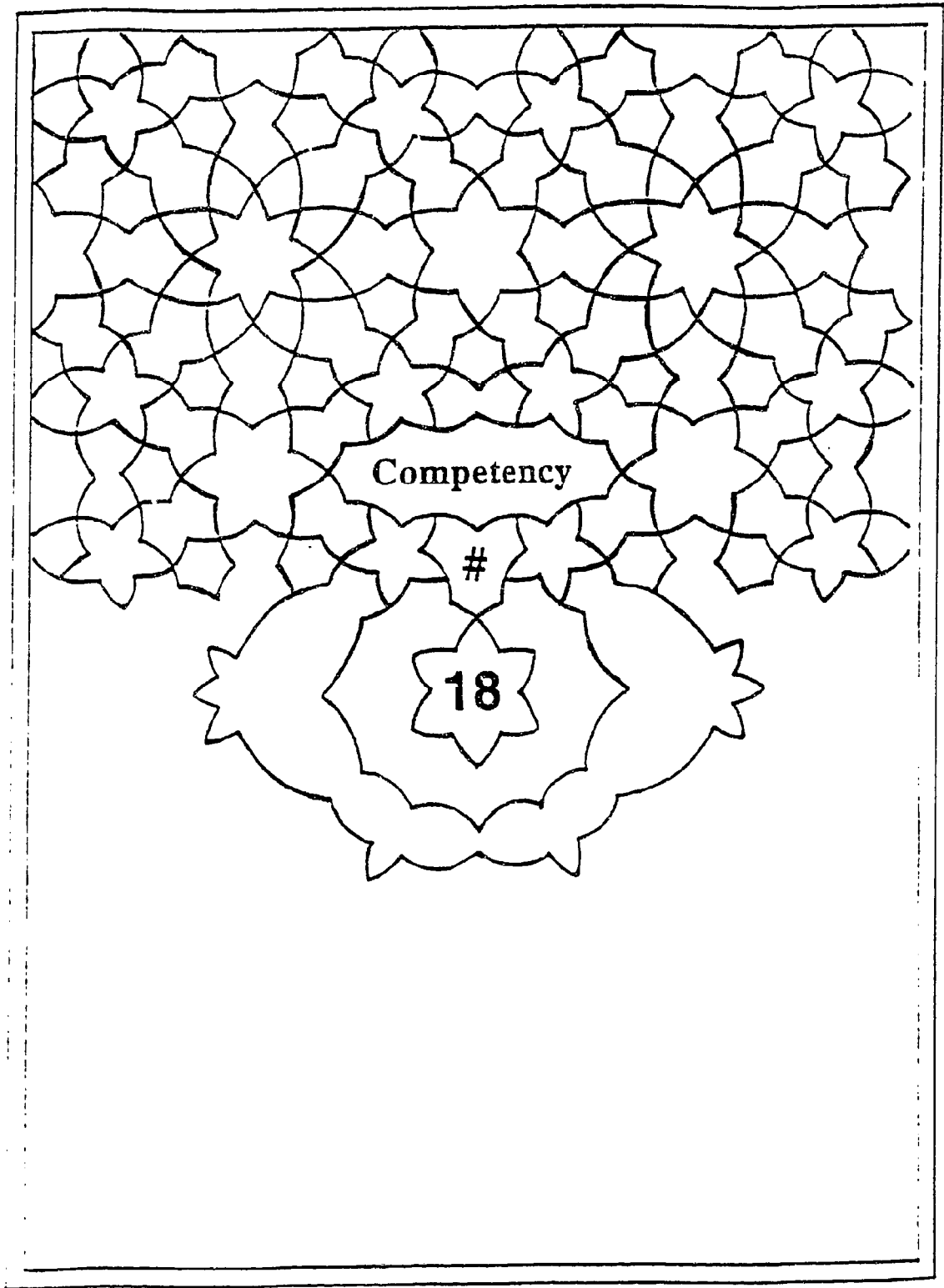
"Ha:ja" **حَاجَاةٌ**
yTalla3 **يَطْلَعُ**
yHibb **يُحِبُّ**
yilzim **يُلْزِمُ**
yuq3ud **يُقَدِّمُ**
yaHdbir **يُحَضِّرُ**

REFERENCE BOOKS

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 عينيكم

SPEAKING

ma 3andi:sh waqt ما عنديش وقت

naHHi yiddik; أنتي بيديك
āsh tHibb? أش تحب؟

yizzi. y3ayshik. يزي. يضحك
aHtram ru:Hik, y3ayshik احترم روحك، يضحك

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

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

READING

WRITING

GRAMMATICAL FOCUS

Question words
qaddāsh قَدَّاشْ
āsh أَشْ

The possessive

Use of personal pronouns after
prepositions

m3a ya معَايَا
m3a: k مَعَاكُ

The imperative

The conjugation of the adjective
yizzi يِزِّي

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 وَقْتْ
3ini:k عِينِيكْ
ydd يَسْدْ
ru:H رُوْحْ
blā:d بِلَادْ
turi:st تُوْرِيْسْتْ
klā:m كَلَامْ

Verbs

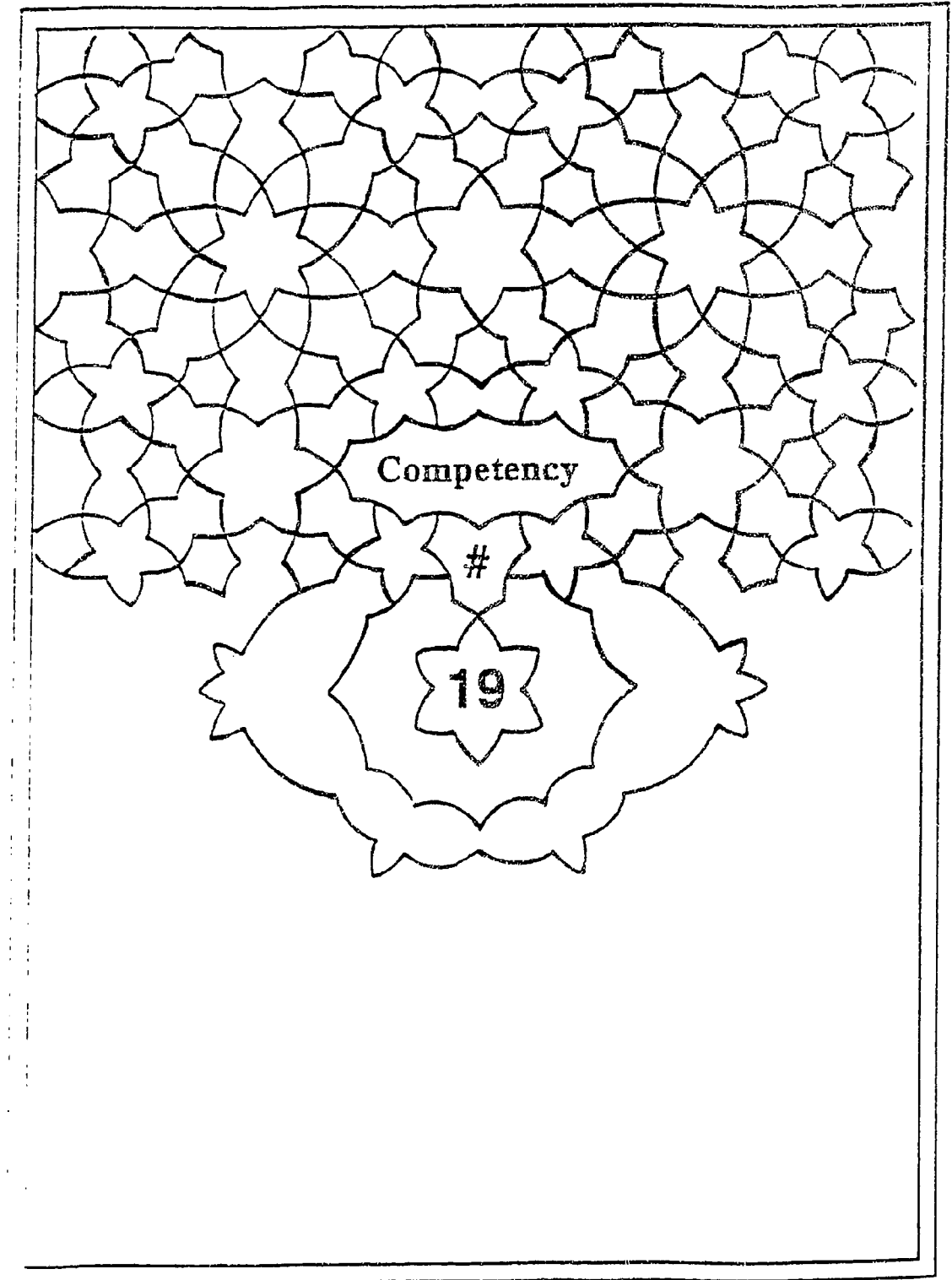
ynaHHi يَنْحَوِي
yHibb يَحْبِبْ
yi3jib يَحْجِبْ
yib3id يَبْجِدْ
yuskun يَسْكُنْ
yixdim يَخْدِمْ
yiHtram يَحْتَرِمْ
yxalli يَخْلِي

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



Competency

#

19

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
tfaḡḡhii, āsh Hashtik? تفضل يا شحاتك؟	nlawwij 3la da:r lilkra نلقو علو دار للكرا
3andi da:r b mya عندي دار بمية w xamsi:n وخمسين	maDa biyya fiha ma sxu:n مدا بيا ينملا ما خمن samaHni ma najjim سماحني ما نجيم nidfa3 kā:n tis3i:n ندفع كلو تسعين
qaddā:sh iHibb min bi:t? قداش جيب من بيت؟	idda:r hā:Di mnidya الدار هاند منديا w āna nHibb da:r fiT وأنا نحب دار فيت Ta:q lu:l التفاق اللول bi:t waHda tizzi:ni بيت وحدة تزييني
	naqiSni _____ ناقصيني Hashti b _____ حاشتي ب a3Ti:ni _____ أعطينيني
READING	WRITING

GRAMMATICAL FOCUS

Question words
qaddāsh **متدالاش**

Expressions of need
Hashti **حاشتي**
naqjSni: **ناقصني**

Expressions of preference
maDa biyya **ماخا بييا**

The imperative

The present progressive
(qa:3id) + na:kul **(تقاعد) + تاكل**
nlawwij **تلقح**

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 **بطانة**
mya/xamsi:n **مئة وخمسين**
ma **ما**
krā **كرا**
alf **الف**
Ta:q **طاق**

Verbs

ysu:f **يشوف**
ylawwij **يلقح**
yikri **يكرى**

Adverbs

kā:n **كان**

Adjectives

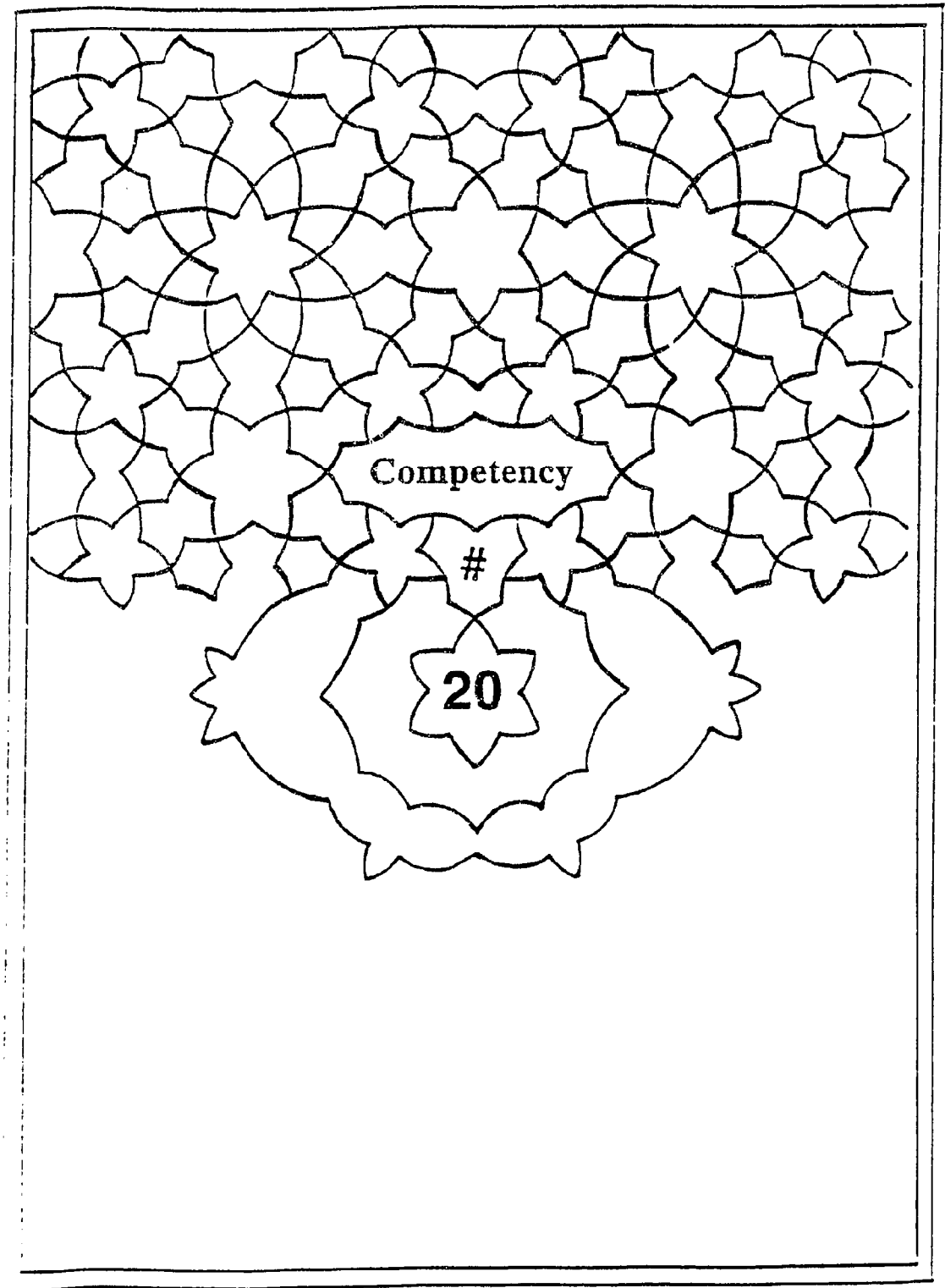
waHda **وحدة**

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 & 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

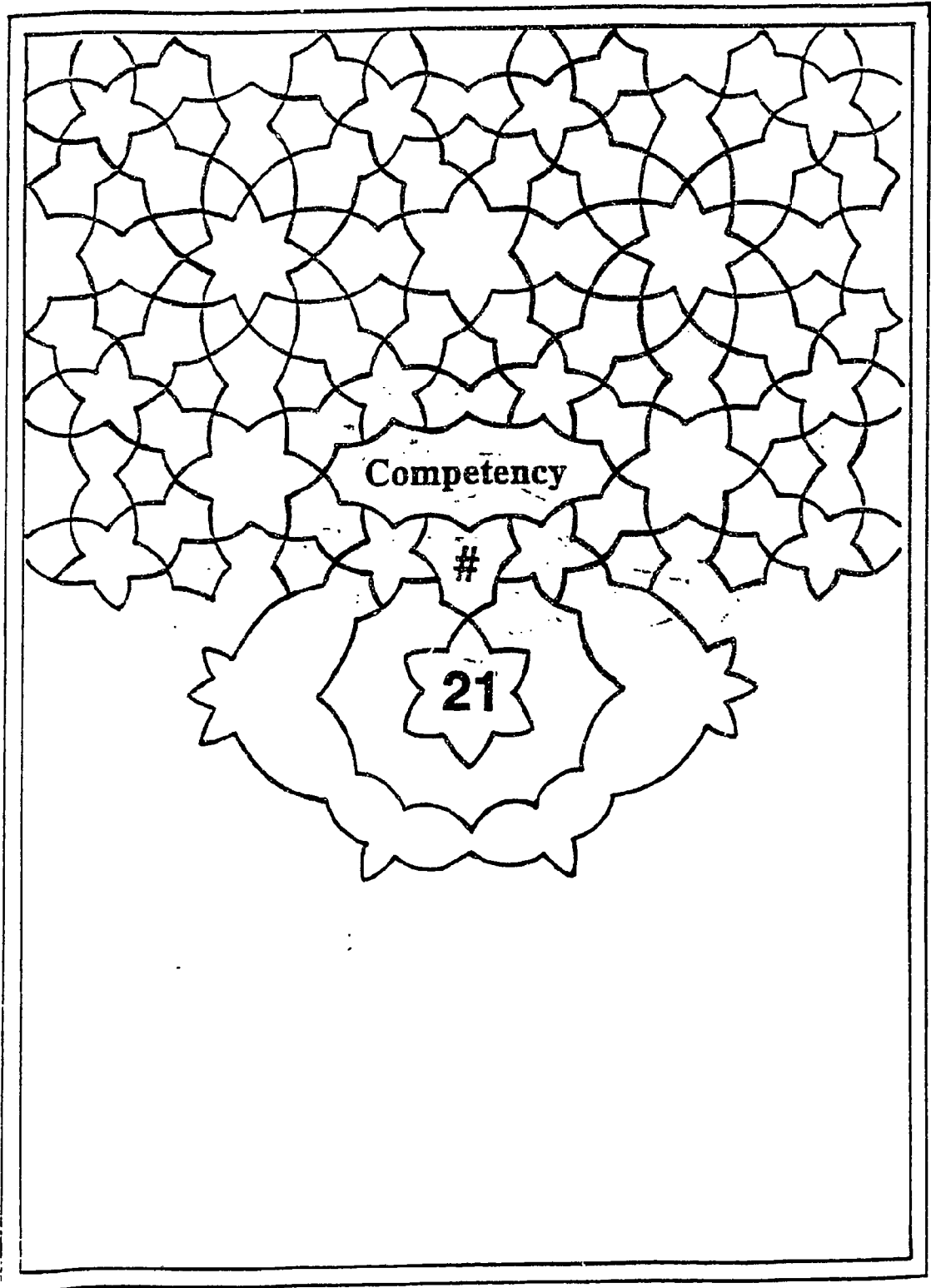
yitashsha
yufTur
yushrub
yxallis
ya3mil
yitfaqhahil
yxalli

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 على يادتي
w ma najjimsh na:qif 3la وما نجمعش تا قف على
sa:qi, y3ayshik uTlub ساقى، يجمعشك اطلب
il ida:ra w qul lhum لي اذارا و قول لهم

lis3itni 3aqrab لستني اقرب

hizni lil bu:sTa, y3ayshik هزني البوس تا، يجمعشك
nHibb na3mil talifu:n حب، تحمل تا فون

da:ri tsarqit, timshi دارى، تسرقى، تمشى
m3aya lil markiz, y3ayshik معايا للمركز، يجمعشك
shi3lit inna:r fi da:ri شعلت النار فى دارى
uTlub il Hima:ya, fi:sa3 اطلب حماية، فى ساع

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
lda:ra دار
da:r دار
markiz مركز
shurTa شرطة

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

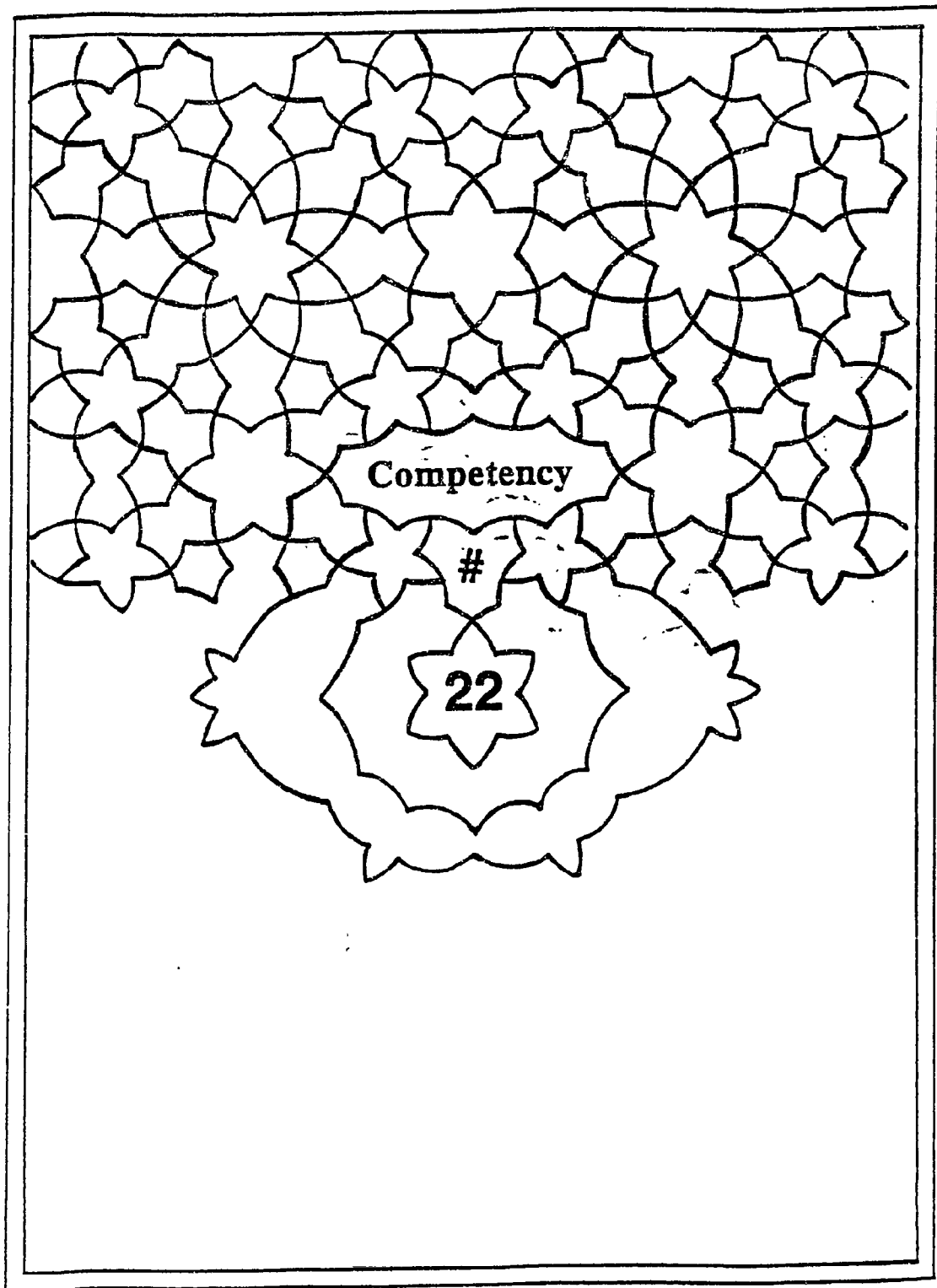
Arabic Phrase Book

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 صديقي
la, ma 3andnā:sh لاء صديقي

azraq fā:taH walla gha:maq? انوقت فانتهم تانامو؟

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

tfadhbil تفطرو

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

la ma 3andnāsh لسا عندنا شنو

biTbi:3a! بالطبيعة!

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

SPEAKING

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

3andkum fil mudal ha:Da عندكم في المدخل هاذ
fil azraq? في الانوقت؟

fā:taH فاتح

arb3i:n اربعين

bqaddā:sh? بقاداش؟

ma 3andkumsh srā:wil ما عندكم مش سواول
Suldi? سولدي؟

najjim nqi:s? نجيم نقيس؟

shnu ra:yik? شنو رايك؟

READING

tikiyā:t il aswa:m تكليات الاسم
Su:ld سولدي
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 **مُدَالِي**
dina:r **دِينَارِي**
ta:y **تَايِي**
ra:y **رَايِي**

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

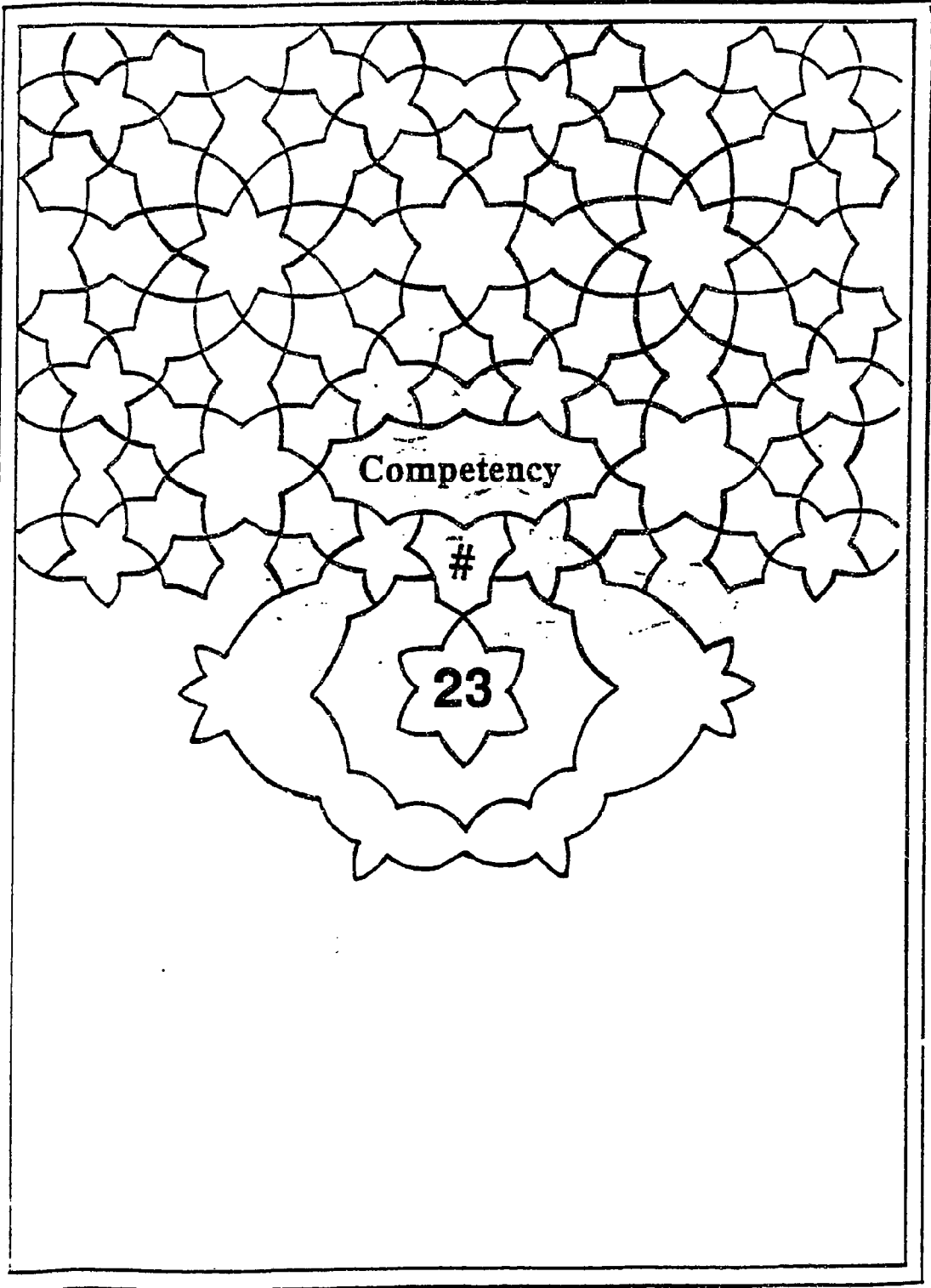
bīTbi:3a **بِالطَّبِيعَةِ**

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? شنو رأيك في سياسة تونس؟

shnu rayik fi /Clinton /Bush? شنو رأيك في /كلنتون /بوش؟

shnu rayik fi syāsī? شنو رأيك 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 ما
thimni:sh, xalli fi blā:dik تتمنيشني، خالله في بلادك

rayi mush muhim رأيي مهم

niHtfagh b rayi نتفق ب رأيي

xallina naHki:w 3la Haja خاللهنا نأخذنا
thimna, ama is syāsa / تتمنيانا، أما السياسة /
id di:n 3andhum mwāli:hum الدين عندهم مواليتهم

READING

READING

WRITING

GRAMMATICAL FOCUS

Question words
3la:sh **عَلَيْهِمْ**

Prepositions
3la **عَلَى**
fi **فِي**

The negative form

The present tense

Structures like
niHfadh b razi **نَتَمَنَّى بِرَازِي**
xalli **خَالِي**

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 **رَأْي**
rabb **رَبِّ**
di:n **دِين**
blā:d **بَلَد**
mula **مَوْلَى**

Verbs

yislim **يَسْلِم**
yahdi: **يَهْدِي**
yaHki: **يَهْكِي**
yhimmm **يَهْمَم**
yiHfadh **يَتَمَنَّى**
yxalli: **يَخَالِي**

Adjectives

muhimm **مُهْمَم**

Conjunctions

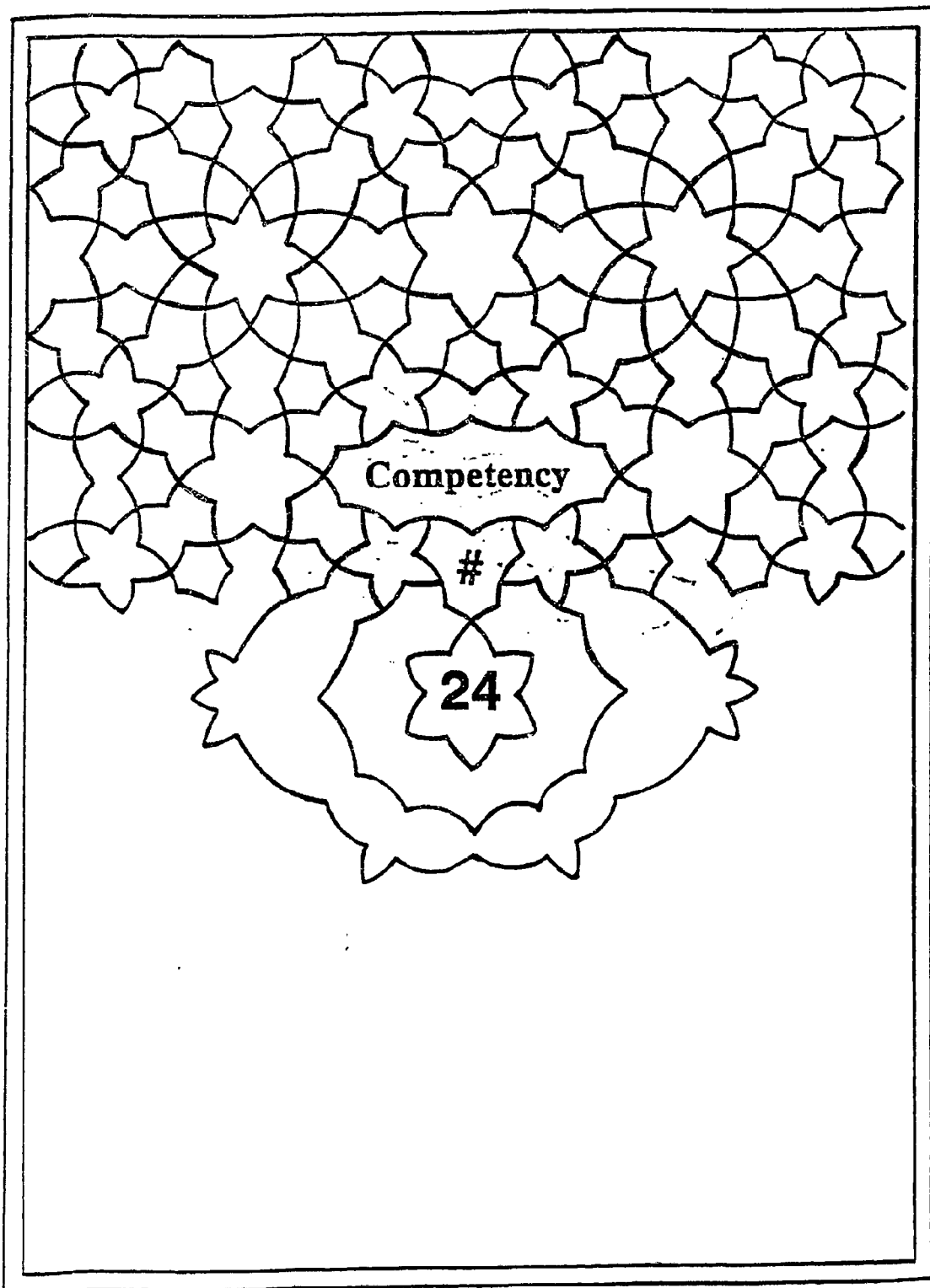
amma: **أَمَّا**

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 لاجلاس؟

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

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

inshallah la bās! ان شاء الله لا لاجلاس!

SPEAKING

xashmi yijri خاشمي يجرى
kirsbi tijri كيرسبي 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 بالذها هير مروخن

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 **توومندي**

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

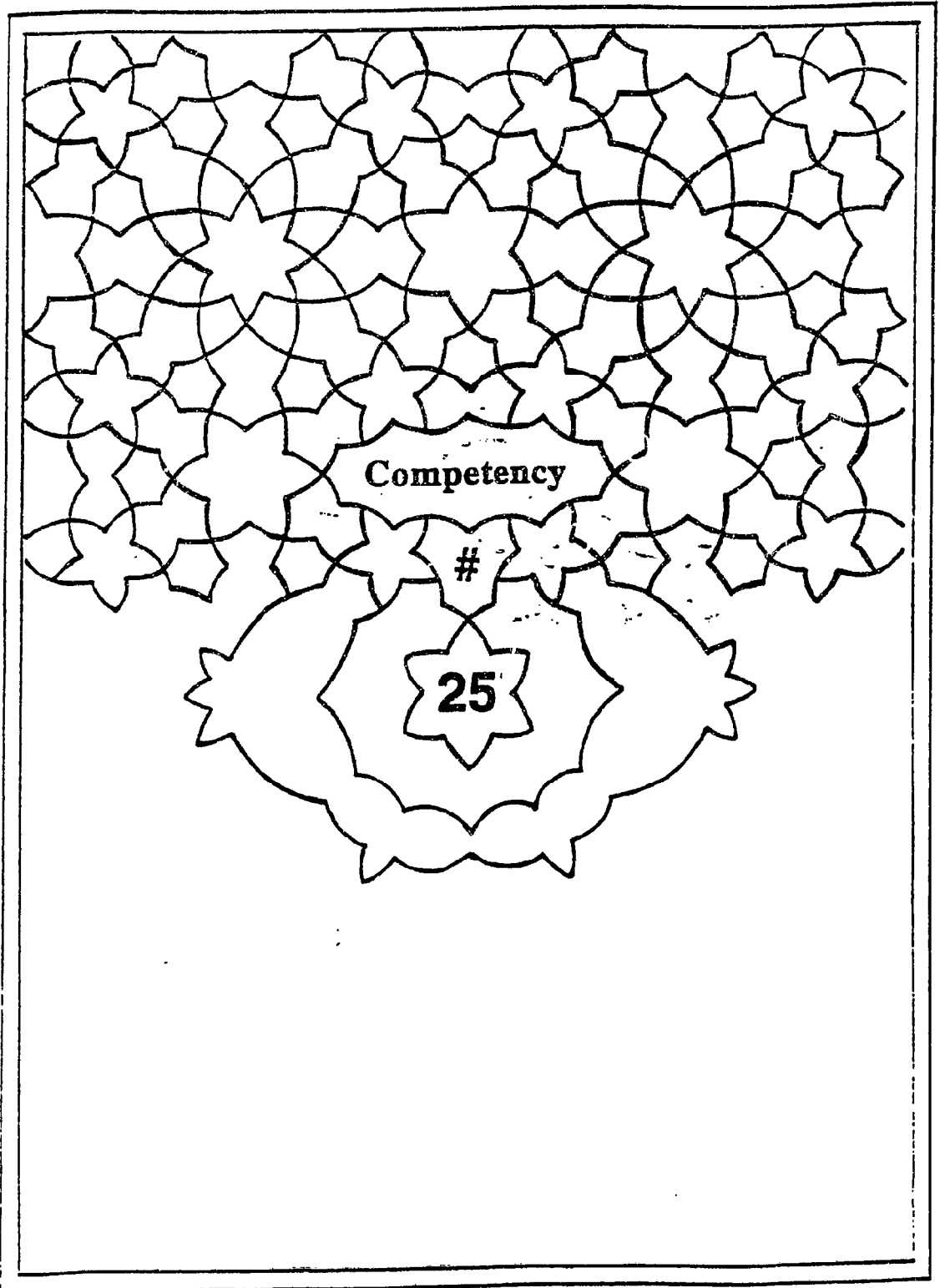
tawwa **تووج**

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: T
يلزمك تقرأ الكنتراكت قبل وتقيم المشورة

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 ايددhaw 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 تخالىS الما و ايددhaw فى الوقت ما كانش يقوسسuhum 3li:

waqt ma t-Hibb fi uxxir ish shhar
وقت ما ت-Hibb فى اخر المشهور

SPEAKING

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

najjim nkassir il Hi:T nāDa? تم نكتو الميخى حلا؟

waqtāsh najjim naqqil? ختاشو نجمع نقل؟

READING

annu:ns dyā:r lil krā
اننوس ديار للكرا

WRITING

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GRAMMATICAL FOCUS

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.

VOCABULARY

Nouns

kuntratu كنتراطة

sharT شارب

krā كرا

dhaw ذوا

mallā:k ملاك

Hi:T حيط

Adverbials

fi (i) | waqt في الوقت

Verbs

ynajjim ينجيم

yHawwii يحوّل

yiqra يقر

yifhim يفهم

yshā:wir يشاور

yquSS يقوِّس

ykassir يكسر

Adverbs

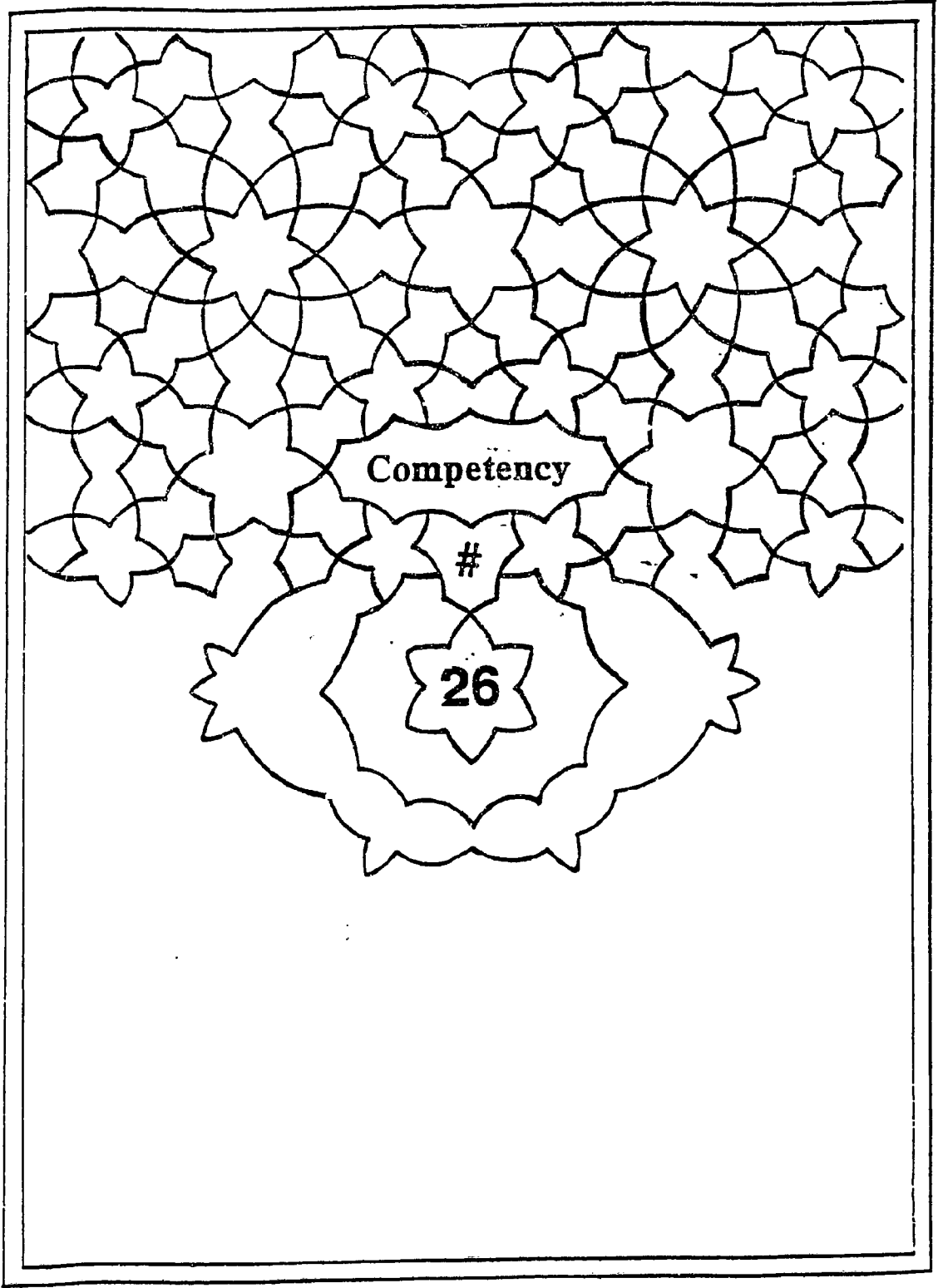
ma kā:nish ماكانش

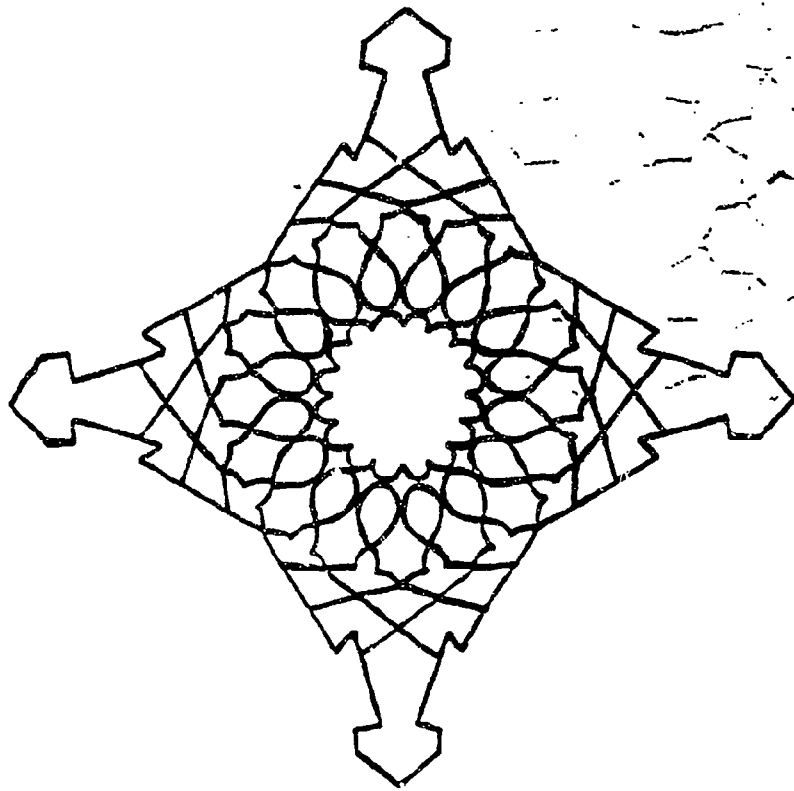
REFERENCE BOOKS

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Arabic Phrase Book





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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 kbira? شقالة كبيرة؟

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

w bāsh tSaffi:ha? دافن تمقباها؟

wi:n iTayyib iTTajin? وين تطيب الطاجين؟

SPEAKING

ih, 3andi ايتمعندي
la, ma 3andi:sh لعماعنديش

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 الاسوام

WRITING

GRAMMATICAL FOCUS

Question words



bā:sh 
wi:n 

The future

The negative

Modals

Prepositions

bi 
fi 

The past tense


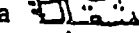







CULTURAL NOTES

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.

VOCABULARY

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

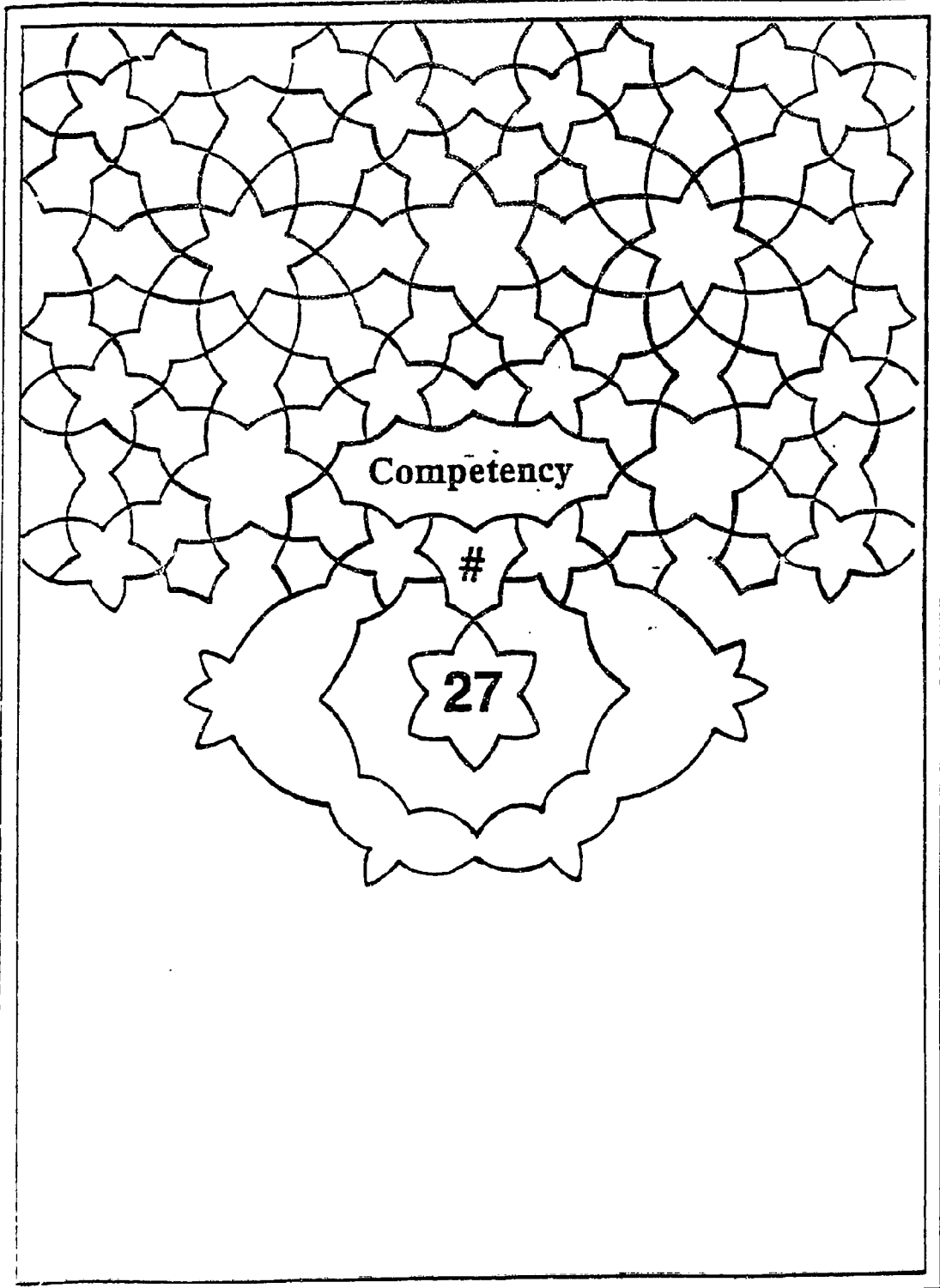
kbi:r 

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, ^{تمطييني اورو اقبك}
min fadhlik? ^{من فضلك؟}

ash ta3mil fi tu:nis? ^{اش تقمل في تونس؟}

wi:n mā:shi? ^{وين ماشي؟}

tfadhghal awra:qik, ^{تفضل اورو اقبك}
Tri:q islama ^{طريق السلامة}

SPEAKING

tfadhghil, hā:Di il kart ^{تفضل حاذ الكارت}
d sijur ^{د سيجور}

āna mitTawwa3 fi havi ^{انا منطوق في هيا}
issalā:m ^{السلامة}

mā:shi l Sa:Hbi fi jirba ^{ماشي ل صا:حبي في جربا}

bark allahu fik ^{بارك الله فيك}

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

ma:3i **متاعوي**
ma: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

ma:shi **ماتشي**

Demonstratives

haDa (m./haDi (f.) **هنا/هنا**
haDaKa (m./ haDiKa (f.) **هناك/هناك**
haDu:ma (pl.) **هناهم**
haDu:kum (pl.) **هناكم**

VOCABULARY

REFERENCE BOOKS

Nouns

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

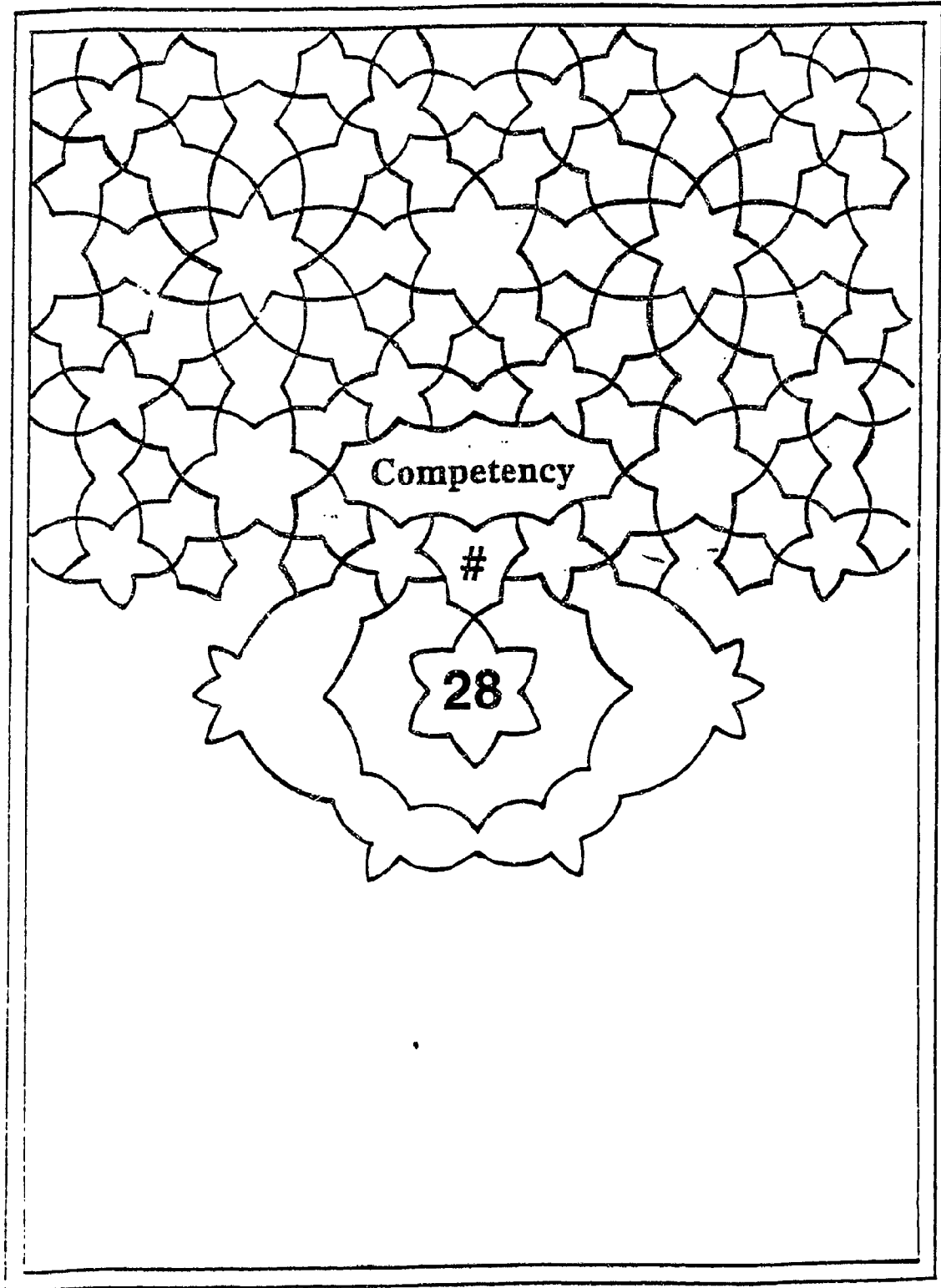
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Arabic Phrase book

verbs

ya3mil **يعمل**



Competency

#

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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 خمس ميات ألف

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

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

la, akahaw لا، اكهو
shu:f fi 3aqlik! شوف في عقلك!

SPEAKING

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

gha:lya barsha/yā:sir عالية برشة/ياسير

thlātha myā:t alf ثلاثة ميات 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 القرائنتي

WRITING

GRAMMATICAL FOCUS

Question words

bqaddāsh **بِقَدَّاشْ**

The imperative

The present

Structures (I am going to) in Arabic
taw(wa) + verb in the present

CULTURAL NOTES

Bargaining is accepted in open markets,
but not in stores or mallsArtisans in the suks may try all possible
ways to sell their goods and insist a lot:
diplomacy is required in such situations

VOCABULARY

Nouns

zarbiyya **زَرْبِيَّة**
mya **مِيَّة**
alf **الْف**
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**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

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.