

DIALOGUES

FOR

LEARNING

TAMAZIGHT

تَمَازِيْغْت

ⵜⴰⴳⴷⵓⴷⴰⵜ ⵜⴰⴷⵣⴰⵢⵔⵉⵜ

شّوي ، ولايْنّي
ريخ اَدِيسِيْنخ
وڭار.

إِس تَسْنَد
تَمَازِيْغْت؟

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ⵜⴰⴳⴷⵓⴷⴰⵢⵜ

(Middle Atlas or Central Moroccan Tamazight)

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Introductory Note

This booklet is made up of numerous dialogues to help the language student learn Middle Atlas or Central Moroccan Tamazight. It is designed to be used in conjunction with the *Abrid* course in Tamazight. Although there is already plenty of material in the *Abrid* course, some students may want more, so these dialogues provide that.

Before using these dialogues, the student should be near the end of the *Abrid 1* book. With a few exceptions, most of these dialogues contain grammar that assumes the student is at least around the end of *Abrid 1* and into the beginning of *Abrid 2*. Each dialogue contains a short list of vocabulary definitions, a cross reference to the *Abrid* course for the major grammar points contained in the dialogue, and an English translation.

The dialogues are short (only 1 page at the most), and many of them could be memorized. In any case, the student can use these dialogues with a language helper and do many different activities with them. A Tamazight language teacher would also find these useful and may be able to use them to supplement existing material. Possible dialogue activities include:

1. memorization (which aids in fluency and vocabulary retention, among other things)
2. acting out the dialogues with other students or with a language helper
3. listening exercises (read by a language helper or a teacher), including blanking out a number of words and having the students fill in the blanks as they listen
4. rewriting the dialogue, changing the speakers from masculine to feminine or from singular to plural, for example
5. rewriting the dialogue, changing the verb tenses from past to future, for example
6. using the dialogue to have students discover certain items of grammar
7. using the dialogue to illustrate certain items of grammar
8. asking and answering questions about the dialogue
9. mixing up the order in which the sentences appear and having the students put the dialogue into the correct order (involves photocopying the dialogue and cutting it into strips)
10. keeping the sentences in their correct place but mixing up the word order of each sentence and having the students put each sentence into its correct word order (involves rewriting the sentences in a different word order)
11. using the dialogue to build vocabulary categories (by removing a word and putting a blank in its place. The students must then fill in the blank with as many words as they can that make sense. This can be done especially with nouns, but it can also be done with verbs for those students at a more advanced level.)
12. and many others!

These dialogues have been taken and adapted from the *Peace Corps Course* on Central Moroccan Tamazight. All the vocabulary lists, grammatical comments, and translations are new material.

It is my hope that this booklet of dialogues will be very useful both to students and teachers of this language.

Bruce Rathbun
December, 2005

1. At the Market

لڻ سَوَق

- بوب : صَباح لخير
اَخْدَار : صَباح لخير
بوب : ريخ سين كيلو¹ ن خيزو د كيلو ن مَضيشا
د نصّ كيلو ن تَفّاح د رَبّع ن اُزاليم.
خَتار اَيْنّا اِغودان² صَحّا.
اَخْدَار : مَرَحَبّا اَ سِيدي.
بوب : مَشْتا³ تِفْلَفَلْت؟
اَخْدَار : سَبْعين. تا توجْديت. هون⁴ تين رَبْعين.
بوب : وَخّا. عَبَر نصّ كيلو ن توجْديت.
اَخْدَار : صافي اَ سِيدي؟
بوب : صافي. شَحال اَيّ غوري؟
اَخْدَار : غورَش سَبْع مية و خَمْسِين واريال⁵.
بوب : اَغاش. اَلله اِعلَوَن.
اَخْدَار : اَلله اِخْلَف اَ سِيدي.

¹ Some areas use the plural of كيلو and say اِد كيلو.

² This is a participle (past) because the relative pronoun اَيْنّا is the subject of the verb.

³ Or مَشْحال or شَحال.

⁴ The ن is the ن of farness.

⁵ Some regions say the dependent form as واريال and some as اُريال. Both are correct.

Expressions and vocabulary:

grocer, fruit and vegetable seller	—	إِخْدَارِنْ	أَخْدَارْ (u)
a quarter (kilo)	—		رَبَّعْ
there (as opposed to “here”)	—		هون
to choose	—	إِخْتَارْ \ وَرْ إِخْتَارْ	تَخْتَارْ خْتَارْ
to weigh	—	إِعْبَرْ \ وَرْ إِعْبِرْ	تَعْبَارْ عِبَرْ

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	past participle	<i>Abrid 4</i> , lesson 11
Direction particles		<i>Abrid 3</i> , lessons 7-10

(If you treat the one participle as an expression and just ignore the direction particle, this is a good *Abrid 1* dialogue. It can be used as early as lesson 9.)

Translation

Bob :	Good morning.
Grocer :	Good morning.
Bob :	I want two kilos of carrots and a kilo of tomatoes and a half kilo of apples and a quarter (kilo) of onions. Choose good ones [lit: that which is good] please.
Grocer :	Welcome, sir.
Bob :	How much are the peppers?
Grocer :	Seventy [3.5 dirhams]. These [lit: “this,” since the word for “peppers” is a collective singular, that is, a plural that acts grammatically like a singular] (are) new. There (are) the ones for forty [2 dirhams].
Bob :	Okay, weigh (me out) half a kilo of the new ones.
Grocer :	Is that all, sir?
Bob :	That’s all. How much is it [lit: How much do I have?]??
Grocer :	It’s [lit: You have...] 750 rials [37.5 dirhams].
Bob :	Here you go [lit: Take to you.]. Good-bye [lit: May God help.].
Grocer :	Good-bye [lit: May God pay back], sir.

2. Bargaining

آشَطَر

- سوزان : صَبَاح لَخِير.
بو تَحانوت : صَبَاح لَخِير.
سوزان : إِدْ¹ غورْش تِغْلَای؟
بو تَحانوت : لَانت. شَحال آي تَرید؟
سوزان : رِیخ خَمْسَة. إِخْصَايِ آوُد تَید د صَابون.
بو تَحانوت : وَخَا. تِغْلَای، تَید، صَابون.
سوزان : ور رِیخ صَابونا. بَدَلْت صَحَا.
بو تَحانوت : وَخَا. إِلَا وین رِیخت.
سوزان : وان صَحَا. مَشْتَا تَمَنَنْس؟
بو تَحانوت : مِیة ن واریال².
سوزان : ناقس شا صَحَا.
بو تَحانوت : هات إِغودا وا. آوید غاس تَسْعَین.
سوزان : وَخَا. شَحال آي غوري قَاح؟
بو تَحانوت : غورْم تَلْت مِیة و خَمْسَین واریال.

¹ إِس is the yes/no question word used before verbs and إِد before non-verbs, but not everyone respects this rule.

² Some regions say the dependent form as واریال and some as أریال. Both are correct.

Expressions and vocabulary:

bargaining	—	أَشْطَر (u)
Tide soap (masc.)	—	تَيْد
soap (masc.; from French <i>savon</i>)	—	صَابُون
perfume	—	رِيْحَت
to reduce	—	نَاقَسَ \ وَرَ إِنْاقَسَ

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
The verb “to need”		<i>Abrid 3</i> , lessons 1-3
Direct object pronouns		<i>Abrid 1</i> , lesson 22
Indirect object pronouns		<i>Abrid 2</i> , lessons 10, 15

(If you treat the verb “to need” as an expression, this is a good *Abrid 1* dialogue.)

Translation

Susan	:	Good morning.
Shopkeeper	:	Good morning.
Susan	:	Do you (m.s.) have eggs?
Shopkeeper	:	Yes [lit: There are.]. How many do you want?
Susan	:	I want five. I also need Tide and soap [lit: Tide and soap are also needful to me.].
Shopkeeper	:	Okay. Eggs, Tide, soap.
Susan	:	I don't want this soap. Please change it.
Shopkeeper	:	Okay. There is scented [lit: There is that of perfume.].
Susan	:	That one please. What's its price?
Shopkeeper	:	A 100 rials [5 dirhams].
Susan	:	Come down some please.
Shopkeeper	:	Here this one is good. Give (me) only 90 [4.5 dirhams].
Susan	:	Okay. How much is everything [lit: How much do I have (in) all?]??
Shopkeeper	:	It's [lit: You have...] 350 rials [17.5 dirhams].

3. Food and Drink

وتشي د تيسي¹

إِطَو	:	إِسَامِ إِعْجَبْ أَغَو؟
إِيمِي	:	وهو.
إِطَو	:	ماخ؟
إِيمِي	:	إِسَمَّوم. مَتَّا ويا؟
إِطَو	:	أَفْتَال. أَرَم. أَتَّرَاعَاد.
إِيمِي	:	إِغودا. ياطْفوت.
إِطَو	:	إِسَامِ إِعْجَبْ واتاي؟
إِيمِي	:	إِغودا شيْكَان. يوف أَغَو.
إِطَو	:	أَويد أَمَان عافام.
إِيمِي	:	أَغَام.
إِطَو	:	وهو، ورید وي. أَويد ² وين. ژیلتن وامان ن
		تَمَازیرت. وفن وين رَوْبيني.

¹ For pronunciation, the conjunction د “and” assimilates into the following ت: وتشی تِیسِی.

² The د is the د of direction or nearness.

Expressions and vocabulary:

food	—	وتشيتن (wu)	وتشي (wu)
a drink	—	تيسيوين (ti)	تيسي (ti)
buttermilk	—		أَغُو (u)
couscous	—		أَفْتَال (u)
tap, faucet (from French <i>robinet</i>)	—		رَّوْبِينِي
to please, to like	—	إِعْجَب \ ور إِعْجِب	تَعْجِب عَجَب
to be sour	—	إِسْمُوم \ ور إِسْمُوم	تَسْمُوم سَمُوم
to taste	—	يُورَم \ ور يورم	تَارَم أَرَم
to be delicious	—	يَاطْفُوت \ ور ياطْفُوت	تَاطْفُوت أَطْفُوت
to be better	—	يُوف \ ور يوف	تَاف آَف

General grammar used:

Verb tenses:	past tense form
	future tense
Indirect object pronouns	
Direction particles	

Abrid 1, lesson 20
Abrid 2, lesson 8
Abrid 2, lessons 10, 15
Abrid 3, lessons 7-10

Translation

Itto : Do you like buttermilk [lit: Does buttermilk please you?]?
Amy : No.
Itto : Why?
Amy : It's sour. What's this?
Itto : Couscous. Taste. You'll see.
Amy : It's good. It's delicious.
Itto : Do you like tea [lit: Does tea please you?]?
Amy : It's very good. It's better than buttermilk.
Itto : Bring the water please.
Amy : Here you go [lit: Take to you.].
Itto : No, not this [lit: these, since "water" is plural in Tamazight]. Bring that [lit: those]. Natural water [lit: water of the country, the *bled*; most likely from a spring or a well] is good. It's better than that of the tap.

4. Renting a House

لَکَرَا ن تَدَارَت

- دُجُون : صَبَاح لَخِير.
بُو تُحَانَوَت : صَبَاح لَخِير.
دُجُون : اِس تَسْنَد مَآغَر تَلَا شَا ن تَدَارَت ن لَکَرَا؟
بُو تُحَانَوَت : دُو غَر مَوَحی اُ حَمَاد¹، اَکْزَار.
دُجُون : اِس تَغُودَا تَدَارَتَنَس؟
بُو تُحَانَوَت : تَخَاتَار، وَلَایَنَتِی وَر دِیْکَس بَیت لَمَا.
دُجُون : رِیخ اَت اَنَایِخ.
بُو تُحَانَوَت : عَايْدَ تَدَغَات²، اَنَمُون غَر مَوَحی اُ حَمَاد.
دُجُون : وَخَا. اَللّٰه اِعاوَن.
بُو تُحَانَوَت : اَللّٰه اِعاوَن.

¹ Moha the son of Hmad.

² The ڳ is said with rounded lips: "tadegg^wat."

Expressions and vocabulary:

at whose place; <i>chez qui</i>	—	ماغَر
rent	—	لَكْرَا ³
toilet room	—	بيت لُما
to rent	—	إِكْرَا \ وَر إِكْرِي ⁵ كَرَو ⁴

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	two-verbs-together form	<i>Abrid 2</i> , lesson 6
	future tense	<i>Abrid 2</i> , lesson 8
Direct object pronouns		<i>Abrid 1</i> , lesson 22; <i>Abrid 2</i> , lesson 2
Direction particles		<i>Abrid 3</i> , lessons 7-10
Prepositions plus pronouns		<i>Abrid 3</i> , lessons 11-12
Complex question words		<i>Abrid 4</i> , lesson 17

Translation

John	:	Good morning.
Shopkeeper	:	Good morning.
John	:	Do you know where [lit: <i>chez qui</i> , or someone who has] there is a house for rent?
Shopkeeper	:	Go see Moha u Hmad [lit: Go to Moha u Hmad's place], the butcher.
John	:	Is his house nice?
Shopkeeper	:	It's big, but there's no toilet room in it.
John	:	I'd like to see it.
Shopkeeper	:	Come back in the afternoon (and) we'll go together to Moha u Hmad's.
John	:	Okay. Good-bye [lit: May God help.].
Shopkeeper	:	Good-bye [lit: May God help.].

³ Ayt Seghroushen says لَشْنَرِي.

⁴ Ayt Seghroushen uses the following regional variations:

شَرَو	إَشْرَا \ وَر إَشْنَرِي
شْنَرِي	إَشْنَرِي \ وَر إَشْنَرِي

⁵ Some regions use تَكْرَو as the continuous imperative.

5. Susan's Work لَهُمْ ن سوزان

سوزان تَضْبِيبَتْ ن لَبْهَائِم¹ آي تَغَا. دَتَخْدَم كُو يَاسْ
 كْ صَبَاح. تَدَكُّات دَتْدُو غَر سَوَق. آدَاي تَعَايْد² غَر تَدَارْت،
 دَتَسْنُو إِمْنَسِي. شَا ن تِكَال دَتْفَغ أَتْحَوُص³، نَتَات د
 تَسْمُونْتَنَس⁴. مَش وَر تَسَافَر خَف لَهْمَنَس، دَتَكَا رِيَاضَا
 كْ صَبَاح آرْتَدُو غَر لَحْمَام آرْتَفْطَر⁵ كْ لَقْهَوَا. تَدَكُّات⁶
 دَتَارو تَبْرَاتِين. مَش وَالو مَآي تَغَا، تَفَغ أَتَاوِي إَخْف. كْ إِيض⁷
 دَتَقَار دَات⁸ أَتْدُو أَتَكُن.

إِسْقَسَاتِن:

مَآي تَغَا سوزان؟ إِس دَتَخْدَم تَدَكُّات؟
 مَآي دَتَكَا كُو يَاسْ؟ مَتَا لَوَقْت آي دَتَارو تَبْرَاتِين؟
 مَآي دَتَكَا دَات أَتْدُو أَتَكُن؟

¹ Some regions assimilate the ن into the ل and say: تَضْبِيبَتْ لَبْهَائِم.

² The *shedda* on the initial ت is from the د of direction which has assimilated into it.

³ Even though the subject of the verbs is plural, the conjugation of the Tamazight verb follows only the first subject in a series (when the series is placed after the verb). If the series comes before the verb, the verb will be conjugated in the plural.

⁴ For pronunciation, the conjunction د "and" assimilates into the following ت. تَسْمُونْتَنَس.

⁵ Notice the sentence connection tense indicator for the present continuous tense: آر. Some regions say آل.

⁶ The كْ is said with rounded lips: "tadegg"at."

⁷ When these two words "at night" are said together, they sound like كُيُض "gqid."

⁸ One of the ways to say "before doing something" is: conjugated verb in the two- + آد + دَات. verbs-together format

Expressions and vocabulary:

work	—	نَهَمَ
woman doctor	—	تَضْبِيبَتْ (td) تَضْبِيبِينَ ⁹
farm animal (fem.)	—	لَبْهَيْمَتْ لَبْهَائِمَ
dinner	—	إِمْنَسِي إِمْنَسِيُونَ
time	—	تِكَلْت (ti) تِكَال (ti)
friend, companion (female)	—	تَسْمُونَتْ (ts) تَسْمُونِينَ
sports	—	رِيَاضَا
if she doesn't have anything to do	—	مَشْ وَالْو مَائِي تَغَا
to go out for a stroll	—	أَوِي إِخْفَ
question	—	أَسَقْسَا (u) إِسَقْسَاتِنَ
to cook sthg.	—	سَنُو سَنُوا إِسَنُوا \ وَر إِسَنُوِي
to go for a walk	—	حَوَّصَ حَوَّاصَ تَحَوَّاصَ إِحَوَّصَ \ وَر إِحَوَّصَ
to eat breakfast	—	فَضَرَ فَطَّرَ إِفْضَرَ \ وَر إِفْضَرَ
to take	—	أَوِي تَاوِي يَيُوِي \ وَر يَيُوِي
to read	—	غَرَّ قَارَ إِرْغَرَا \ وَر إِرْغَرِي
to sleep	—	غَنَّ ¹⁰ غَّانَ إِرْغَنَّ \ وَر إِرْغَنِي

⁹ Some people make no change for the dependent form, using (ta) for the singular and (ti) for the plural.

¹⁰ Some regions conjugate the verb in the past with the irregular conjugation pattern:

غَنَّ \ وَر إِرْغَنِي

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	two-verbs-together form	<i>Abrid 2</i> , lesson 6
	present continuous tense	<i>Abrid 2</i> , lessons 24-25
Sentence connection with present continuous tense		<i>Abrid 3 Workbook</i> , p. 110 ¹¹
Causative verbs		<i>Abrid 3</i> , lesson 22
Use of <i>أَذاي</i> "when"		<i>Abrid 4</i> , lesson 12
"Before doing something"		<i>Abrid 4</i> , lessons 14-15
Direction particles		<i>Abrid 3</i> , lessons 7-10

Translation

Susan is a veterinarian [lit: a doctor of animals]. She works every day in the morning. (In) the afternoon she goes to the market. When she comes back to the house, she cooks dinner. Sometimes she goes out for a walk, she and her friend. If she doesn't travel for her job, she jogs [lit: she does sports] in the morning, and she goes to the public bath and eats breakfast at the café. (In) the afternoon she writes letters. If she doesn't have anything to do [lit: if there is nothing that she does], she goes out for a stroll [lit: she goes out to take herself]. At night she reads before she goes to sleep.

Questions:

1. What is Susan?
2. Does she work in the afternoon?
3. What does she do every day?
4. At what time does she write letters?
5. What does she do before she goes to bed?

¹¹ Supplementary Material lesson 14.

6. She Invited Me

تَغْرَايِي

- عیشه : ماخ أَلَيْكَ وَرْ دَجِين تَزْرِيد غوري؟
- سوزان : ور دَتْسولاخ. تَنُودِي غوري لَخْدَمَت.
- عیشه : آوَدَ آسَ ن سَبْت تَدَكَّتَات¹ ور دَتْسولاد؟
- سوزان : إوا، تَسْنَدَ آسَ ن سَبْت دَتِيرِيخ آَدَسْكَونفاخ،
ولَايْنِي وريت² إِكْغِي لِحَال. هان تَرْدَا، هان سَوَق، دَو
غَر دَا، دَو غَر دِين، أَل تَغْلِي تَفَوْشْت³. مَش
والو مايْ كُيخ، دَتَدَوخ غَر تَمَدَاكْلَتِينو.
- عیشه : هيا وراخ تَرِيد؟
- سوزان : لا، غاس ور غوري لوقت.
- عیشه : ماينداخ إِكْغَان⁴ دُغِي. دُون⁵ آَتْمَنْسود غورَنَخ آَسَ ن
سَبْت دِيدَان⁶.
- سوزان : خيار، مَش إَشْتَاب.

¹ The كُي is said with rounded lips: "tadegg"at."

² Notice the indirect and direct object pronouns together and how they have moved to in front of the verb because of the negative.

³ Some regions say تَفَوْكَّت, and others say تَفَوَيْت.

⁴ This is a participle (past) because the question word مايْ is the subject of the verb.

⁵ The ن is the ن of farness.

⁶ This is a past participle with the د of direction having moved to the front of the word. The phrase is really (آَيْ or نَا) "Saturday which is coming." Whenever a relative pronoun (آَيْ or نَا) is the subject of the following verb, that verb takes its participle form. The relative pronoun also causes moveable items to move to in front of the verb.

Expressions and vocabulary:

invitation	—	تَغوري (te)	تَغوريون (te)
I'm not able.	—	وریت اِکِی لُحال.	

ور + indirect object pronouns + ت (a direct object pronoun, which is invariable) + اِکِی لُحال⁷

لُحال is the subject of the negative verb اِکِی: “the situation doesn't do it to me.”

We're not able.	وراخت اِکِی لُحال.	I'm not able.	وریت اِکِی لُحال.
You're not able.	وراوَنَت اِکِی لُحال.	You're not able.	وراشت اِکِی لُحال.
You're not able.	وراوَنَت اِکِی لُحال.	You're not able.	ورامت اِکِی لُحال.
They're not able.	وراسَنَت اِکِی لُحال.	He's not able.	وراست اِکِی لُحال.
They're not able.	وراسَنَت اِکِی لُحال.	She's not able.	وراست اِکِی لُحال.

washing	—	تَرْدیوین (ta)	تَرْدَا (ta)
if I don't have anything to do	—	مَش والو مایِ گِیخ	
so (as in drawing a conclusion)	—	هیا	
We don't mind.	—	ماینداخ اِگان.	

مای⁸ + direct object pronouns + اِگان (a past participle)

مای is the subject of the verb اِکِی (a participle): literally “what does me.” The form of مای varies slightly (ماید, مای, and ما – all are equivalent), as shown in the chart on the next page.

⁷ Other regions say وری یوذجی لُحال “I'm not able” or “the situation doesn't allow me.” In this case the structure is: وری یوذجی لُحال + direct object pronouns. Thus, “they (m.) are not able” is ورتَن یوذجی لُحال.

⁸ Other regions say ماس اِلتان “he doesn't mind.” These regions use the verb اِلی instead of اِکِی in this expression, and they also use indirect object pronouns instead of direct object pronouns:

مای + indirect object pronouns + اِلتان (a past participle).

Other regions say ماینت اِدان “he doesn't mind.” These regions use the verb دَو instead of اِکِی in this

expression, but they still use direct object pronouns: مای + direct object pronouns + اِدان (a past participle).

We don't mind.	ماينداخ ¹⁰ إرگان.	I don't mind.	مايندي ⁹ إرگان.
You don't mind.	ماکُن إرگان.	You don't mind.	ماش إرگان.
You don't mind.	ماکُنْت إرگان.	You don't mind.	ماشَم إرگان.
They don't mind.	مايْتَن إرگان.	He doesn't mind.	مايْت إرگان.
They don't mind.	مايْتَنْت إرگان.	She doesn't mind.	مايْت إرگان.

okay —

خيار

to relax	—	إِسْكَوْنِفَا وَر إِسْكَوْنِفَا	سْكَوْنِفَا ¹¹ سْكَوْنِفَا
to set (sun)	—	إِرْغَلِي وَر إِرْغَلِي	غَلِي غَلِي
to eat dinner	—	إِمْنَسُو وَر إِمْنَسُو	مَنْسُو ¹² تَمْنَسَاوْ
to be written	—	إِرْشْتَاب وَر إِرْشْتَاب	شْتَاب ¹³ تَشْتَاب

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
	past participle	<i>Abrid 4, lesson 11</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direct and indirect object pronouns together		<i>Abrid 3, lesson 6</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>

⁹ Some say مایي.

¹⁰ Some say ماخ.

¹¹ Some regions use سْكَوْنِفُو as the simple imperative.

¹² Some regions pronounce this (and the past form) as مَنَسُو. The difference is between “mensu” and “mensew,” a fairly subtle difference to English ears.

¹³ Some regions pronounce this verb in all its forms with a ك (a hard or fricative “k”) instead of a ش.

Translation

- Aisha : Why don't you ever stop by [lit: pass by] my place?
Susan : I'm not free. I have a lot of work [lit: Work is a lot to me.].
Aisha : Even Saturday afternoon you're not free?
Susan : Well, you know Saturday I like to relax, but I can't [lit: the situation doesn't do it to me]. There's the washing, the market, go here, go there, until the sun sets. If I don't have anything to do [lit: if there isn't anything what I do], I go to my friend's (place).
Aisha : So you don't like us?
Susan : No, just I don't have time.
Aisha : We don't mind now. Go¹⁴ eat dinner at our place (this) coming Saturday.
Susan : Okay, if it's written [that is, written by God in his plan].

¹⁴ We would normally say "come eat at our place," except that since the two are talking far away from Aisha's house, the direction is not toward the speaker ("come") but rather away from the speaker and toward the far away house ("go there").

7. The Wedding (1)

تَمَغْرَا

بوب : إَغْرَايِي يُون أُمْدَاكُلْ أَسَا غَر تَمَغْرَا ن

تَرْبَاتْنَسْ، وَلَايْنِي وَر سَنَخ مَاسْت¹ أَوِيخ.

موحي : آيْنَا تَرِيد. نُكْنِي، دَنْتَاوي سَكْر².

بوب : مَايِي إَخْصَا أَذْلَسَخ؟

موحي : آيْنَش إَعْجَبَن³.

بوب : إِسِي إَخْصَا أَذْقِيمَخ آل⁴ تَفُوكَا تَمَغْرَا؟

موحي : إَخْصَاش أَتَّقِيمَد آل تَمَنْسُود. أَسَّ ن تَمَغْرَا

دَتْعَطَارُن مِدَّن إِمَنْسِي.

¹ Notice the indirect and direct object pronouns together and how they have moved to in front of the verb because of the question word (used in an affirmative way). The direct object pronoun ت refers to the مَا and sounds redundant to English ears: "I don't know what to take it to her."

² The ك is said with rounded lips, so that it sounds like سَكْر "sskk'er."

³ This is a participle (past) because the relative pronoun آيْنَا is the subject of the verb.

⁴ Some regions say آر for "until."

Expressions and vocabulary:

wedding, wedding celebration	—	تَمَغْرَا (tm)	تِمَغْرِيوين (tm)
dinner	—	إِمْنَسِي	إِمْنَسِيُون
to finish	—	فوكّا ⁵	تَفوكّا
to eat dinner	—	مَنْسَو ⁶	تَمَنْسَاو
to be late	—	عَطَّر	تَعَطَّار
to do sthg. late	—	إِعْطَّر	وَر إِعْطَّر

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
	past participle	<i>Abrid 4, lesson 11</i>
The verb “to need”		<i>Abrid 3, lessons 1-3</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direct and indirect object pronouns together		<i>Abrid 3, lesson 6</i>

Translation

Bob :	A friend invited me today to his daughter's wedding, but I don't know what to take [lit: I don't know what to take it to her].
Moha :	Whatever you want. Us, we take sugar.
Bob :	What should I wear?
Moha :	Whatever you like [lit: Whatever pleases you.].
Bob :	Should I stay until the wedding finishes?
Moha :	You should stay until you eat dinner. The day of the wedding people eat dinner late [lit: people late dinner, people do dinner late].

⁵ Some regions use as the simple and continuous imperatives : فوكّو تَفوكّو .

⁶ Some regions pronounce this (and the past form) as مَنْسَو . The difference is between “mensu” and “mensew,” a fairly subtle difference to English ears.

8. Plowing

تَكَرَّرَ¹

بوب : صَبَاح لْخَيْر.

موحي : صَبَاح لْخَيْر.

بوب : إِس دَتَكَرَّرْزْد؟

موحي : إِوَا، دَنكَرَّرْز يُون إِغَّر دَا.

بوب : مَائِ تَرِيدَ أَتَكَرَّرْزْد؟

موحي : إِرْدَن مَش إِشْتَاب².

بوب : إِس تَسْغِيدَ إِفْسَان؟

موحي : سَغِيخْتَن كْ سَوَقَ إِرْزِين³.

بوب : مِلْمِي آغَا⁴ تَمْكَرْد؟

موحي : زِي دَا يُون تَلْت شَهْور نَشَاعَ اللّٰه⁵.

بوب : إِس دَنسَرَوَاتَمَ آدَائِي تَمْكَرْم؟

موحي : دَنسَرَوَات آدَائِي إِقَارَ⁶ إِمَنْدِي. مَش إِرْزِيل صَيِّف،
أَنَاسِي لْخَيْر ن إِمَنْدِي.

¹ Some regions say تَحَرَّات (tc). The plural is تَحَرَّاتِين (ti). Other regions say أَكْرَار (u).

² Some regions pronounce this verb in all its forms with a كْ (a hard or fricative “k”) instead of a ش.

³ This is a participle (past) because the relative pronoun نَا is the (unspoken) subject of the verb.

⁴ The phrase is آغَا + آيْ, where the يْ has dropped out. In many regions after a relative pronoun (نَا and آيْ), the future tense indicator آد cannot be used. Instead آغَا (or some others, according to the region) is used.

⁵ This is a very common pronunciation: “nša‘allah.” The classical Arabic pronunciation is إِنْ شَاءَ اللّٰه : “in ša’ allah.” Others pronounce the phrase as نَشَا اللّٰه : “n šallah” (without the hamza).

⁶ After the word آدَائِي, the verb takes the form of the simple imperative plus regular conjugation prefixes and suffixes.

بوب : ماس دَتَسَرَوَاتَم؟

موحي : دَنَسَرَوَات س إِسَرَدَان نَغَد إِغِيَال شَا ن تِكَال.

Expressions and vocabulary:

plowing	—	تِكَرَزَا (tk)	تِكَرَزِيوين (ti)
wheat (plural)	—	إِرْدَن	
seed	—	إِفَس	إِفَسَان
grain (a collective singular)	—	إِمَنَدِي	
time	—	تِكَلَت (ti)	تِكَال (ti)
to plow	—	كَرَز ⁷	إِكْرَز \ ور إِكْرَز
to be written	—	شَتَاب	تَشَتَاب \ ور إِشَتَاب
to harvest	—	مَغَر	إِمَغَر \ ور إِمَغَر
to thresh	—	سَرَوَت ⁸	سَرَوَات \ ور إِسَرَوَات
to dry	—	قَار	تَغَارَا \ ور إِقْوَر

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
	past participle	<i>Abrid 4, lesson 11</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Use of “أَدَايْ” “when”		<i>Abrid 4, lesson 12</i>
Complex question words		<i>Abrid 4, lesson 17</i>

⁷ Some regions say كَرَز.

⁸ Some regions say : سَرَوَات \ ور إِسَرَوَات سَرَوَات.

Translation

- Bob : Good morning.
Moha : Good morning.
Bob : Are you (s.) plowing?
Moha : Well, we're plowing a field here.
Bob : What do you (s.) want to plow?
Moha : Wheat, if it is written [that is, written by God in his plan].
Bob : Did you (s.) buy seed?
Moha : I bought it [lit: them, since "seed" is plural in Tamazight] at the last market [lit: the market which passed].
Bob : When will you harvest?
Moha : In about three months [lit: from here to a three months], God willing [lit: if God wills].
Bob : Do you (m.pl.) thresh when you harvest?
Moha : We thresh when the grain is dry. If the summer is good, we will take up a lot of grain.
Bob : What do you (m.pl.) thresh with [or: With what do you thresh?]?
Moha : We thresh with mules or donkeys sometimes.

9. I Need Butter and Honey

إِخْصَايِي وُودِي د تَمِيمْت¹

Mina wants to borrow some butter and honey from a neighbor who keeps bees. She asks a young girl, Tuda, to go look for the neighbor's daughter Rqia so that Rqia can convey the request to her mother.

- مينة : دَو غُرَاسْند² إِر رُقِيَة.
- تودا : مَينْد إِس تَرِيد³؟
- مينة : رِيخ أَتْ أَزْنَحْ غَر⁴ مَينْس. [تَفْعْ تودا.]
- تودا : [فَيْر ن⁵ شَا ن لَوْقْت⁶، تَعَايْدْ تودا.] وَرْتْ وَفِيخ.
- مينة : دَو رَاعَا إِس تَلَا غَر تَذْجَارْتَنْس. [تَفْعْ تودا دِيخ.]
- تودا : [تَعَايْدْ تودا دِيخ أَلْتَو.] تَنْام تَفْعْ.
- مينة : أَدَايْ تَكْجَم، إِنْيَاس تَنْام مِينَة زَرِين⁷ غُورَس.
- تودا : إِس تَهْنَا؟
- مينة : تَهْنَا. غَاس رِيخ شَا ن⁸ وُودِي د تَمِيمْت. وَالْو غُورَنْخ تَزِيْزُوا.
- تودا : آدَام دَا زَنْخ شَا ن وُودِي؟
- مينة : وَخَا. صَحَائِم.

¹ For pronunciation the د assimilates into the ت, and so the phrase sounds like وُودِي تَمِيمْت.

² The د is the د of direction or nearness. This occurs four times in the dialogue.

³ Other regions would say for this phrase مَينْتْ تَرِيدْ؟. But the meaning is still "Why do you want her?"

⁴ Some regions use س as the preposition of movement "to."

⁵ Some dialects use a ن after the preposition فَيْر and others don't.

⁶ Some regions assimilate the ن into the ل and say لَوْقْتْ.

⁷ The ن is the ن of farness.

⁸ Some regions would not pronounce the ن here and would say instead شَا وُودِي.

Expressions and vocabulary:

butter ⁹	—	وديتن (wu)	ودي (wu)
honey	—		تَمِيمَت ¹⁰ (ta)
bee	—	تيزوزوا (tz)	تيززويت (tz)

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
Prepositions plus pronouns		<i>Abrid 3, lessons 11-12</i>
Reported speech		<i>Abrid 4, lesson 22</i>

Translation

Mina :	Go call Rqia.
Tuda :	Why do you want her? [lit: What do you want with her?]
Mina :	I want to send her to her mother. [Tuda went out.]
Tuda :	[After a while, Tuda returned.] I didn't find her.
Mina :	Go see if she is at her neighbor's (place). [Tuda went out again.]
Tuda :	[Tuda returned again.] She said she went out [lit: She said to you...].
Mina :	When she comes in, tell her Mina said to you stop by her (place).
Tuda :	Is (everything) okay?
Mina :	It's okay, I just need some butter and honey. We don't have any bees.
Tuda :	Shall I send you some butter?
Mina :	Okay. Thanks [to a woman].

⁹ Depending on the region, ودي can refer to regular butter or to rancid butter. Some areas use just the Arabic word for regular butter زُبْدَا.

¹⁰ Regional variations include تَمَامَت and تَمْنَت.

10. I Like Your Sweater

إِعْجَبِي تَرِيكُونَم

- مُنَى : إِحْلا¹ تَرِيكُونَم.
- جُولِي : خَذَمَخْت س تَضُوطْ.
- مُنَى : أَدِي تَشَدَّ يُون أُسْرَوَال² نَغَد يُون تَرِيكُو.
- جُولِي : وَالُو مَاس³ سَنَغِيخ شَا. وَر دَتَامَرْخ شِيْغَان ن لَفْلُوس⁴.
تَذَرُوس لَمُونَانُو.
- مُنَى : مَاخ إِلَيْكَ تَذَرُوس لَمُونَانَم؟
- جُولِي : أَيْنَا أَيَّ تَنَّا⁵. أَذْج آل⁶ دَوخ غَر⁷ مَرِيكَان. أَذَائِ
أَمَرْخ شَا ن لَوَضِيْف أَخَاتَار دِينَاغ، مَش تَرِيد،
سَغَام⁸ يُون تَرِيكُو.

¹ Some regions use إِغُودَا or إِزِيل.

² Other regions say just سَرَوَال. Some other regions also use the plural إِسْرَاوَل or إِسْرَاوَلْتَن to mean "a pair of pants."

³ From: (the preposition) مَآيْ + س "with which."

⁴ Common synonyms include إِذْرِيْمَن and إِقَارِيْدَن.

⁵ The feminine conjugation here refers to لَمُونَا.

⁶ Some regions use آَر instead of آل.

⁷ Some regions use س as the preposition of movement "to."

⁸ This comes from أَدَام سَغَخ. Since the أَد is not expressed, the indirect object pronoun اَم remains after the verb. Also, different regions deal differently with conjugating a verb ending in غ in the first person singular. This dialect does: غ = خ + غ. Others do: غَخ = خ + غ or غ = خ + ق.

Expressions and vocabulary:

sweater (masc., from French: <i>tricot</i>)	—	تَريكو	تَريكويا ⁹
wool	—	تَضوط	
pants, pair of pants	—	إِسْرَوال	(u) أَسْرَوال
monthly (regular) salary	—	لَمونا	لَمونات
a job (often in public service sector)	—	لَوَظيف	

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Direct object pronouns		<i>Abrid 1, lesson 22</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Complex question words		<i>Abrid 4, lesson 17</i>
Use of أَدَايَ “when”		<i>Abrid 4, lesson 12</i>

Translation

Muna :	Your sweater is nice.
Julie :	I made it out of wool.
Muna :	Will you give me a pair of pants or a sweater? [lit: You will give me..., but here with the force of a request.]
Julie :	I don't have anything to buy something with [lit: There is nothing with which to buy anything.]. I don't earn a lot of money. My salary is small.
Muna :	Why is your salary small?
Julie :	It's (just) like that. [lit: That (is) what it (f.) is.] Wait [lit: leave (it)] until I go to America. When I get a good job there, if you want, (then) I will buy you a sweater.

⁹ Some regions say إد تَريكو.

11. Living in the Village

لَعِيشَتُ كُ إِغْرَمَ

- زَهْرَة: مَاحَ أَلَيْكُ تَرِيدُ أَتَزْدَعْدُ كُ وَامَّاسُ نَ يِغْرَمُ؟
- نَانْسِي: رِيخُ أَدِيسِينَخُ تَمَازِغْت. رِيخُ أَدِيسِينَخُ تَوْتَمِين.
نَكِينُ تَمَطُوطٌ أَيْ كُيخ.
- زَهْرَة: مَاحَ أَلَيْكُ وَرَ تَغِيدُ أَتَزْدَعْدُ غَاسُ شَمَّ؟
- نَانْسِي: دَتَكَّذَخُ¹ كُ إِضْ².
- زَهْرَة: هَانُ³ إِغْرَمَ دِيكْسُ سَدَاعُ⁴ دَ إِغْوِيَّانُ نَ لَوَاشُونُ⁵
دَ لَبْهَائِم.
- نَانْسِي: وَرَ إِلَيَّ لَمْشَكِل.

¹ The كُ is said with rounded lips: dategg"ede.

² When these two words "at night" are said together, they sound like كُيَضُ "gqid."

³ A warning word expressing "watch out," "beware," or "be careful."

⁴ Some regions pronounce this word with a ص, which is how it is pronounced in Arabic. But many regions do say ا س.

⁵ Some regions assimilate the ن into the ل and say لَوَاشُون.

Expressions and vocabulary:

	life, living	—	لَعِيشْت
	noise, commotion	—	سَدَاع
	a yell, scream, cry	—	إِغْوِيَان (u)
	farm animal (fem.)	—	لَبْهَيْمَت لَبْهَايَم
to know	—	إِسْن \ وَر إِسْن	تَّيْسِين إِسِين
to be able	—	إِغِي \ وَر إِغِي	تَّيْغِي غِي ⁶
to be afraid	—	إِغْد \ وَر إِغْد	تَّغْد غْد ⁷

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Warning words		<i>Abrid 4, lessons 20-21</i>

Translation

- Zahra : Why do you want to live in the middle of the village?
 Nancy : I want to know Tamazight. I want to know the women. Me, I'm a woman.
 Zahra : Why can't you live by yourself?
 Nancy : I'm afraid at night.
 Zahra : You should know the village is noisy, and the children and animals are noisy. [lit: Watch out, the village is (full of) noise and the cries of children and (farm) animals.]
 Nancy : There's no problem.

⁶ Many areas pronounce this verb with a consonant "y" sound at the end:

إِغِي \ وَر إِغِي	تَّيْغِي	غِي
ur iɣiy iɣiy	ttiɣiy	ɣiy

⁷ The ڭ is said with rounded lips in all the verb forms.

12. I Spent the Night at Ali's House نسيخ غر علي

- عَسَو: غَر مي آي تَنسِيد اَسَنَط¹؟
 بيل: نسيخ غر علي.
 عَسَو: ماخ اَلِيك ور تَدِيد غر تَدَار تَنَش؟
 بيل: لَانَت تِلَّاس شِيْغَان² اَسَنَط.
 عَسَو: مِلْمِي آي تَكْرَد³ تِفاوت؟
 بيل: كَرخ زِيك. تَنَغايي تَغوفي ن لَهَلِينو⁴.
 عَسَو: ور تَدُود⁵ غورَسَن؟⁶
 بيل: اِسولي اُسْكَاس⁷.

¹ Others say اِضَلِّي. Some areas also say اِضْغَام for "last night."

² Synonyms for شِيْغَان include بَزَاف, عَنوْگَا, and قَبالا (q^wbala). The last two are restricted to certain regions.

³ Some regions pronounce this verb with a ن: نَكْر. For the meaning of "wake up," some regions always use the د of direction with this verb.

⁴ Some regions assimilate the ن into the ل and say لَهَلِينو.

⁵ This is a negative future tense. The structure is the negative ور followed by the continuous form (without a tense indicator), which in this case is تَدُ conjugated in the 2nd person singular, hence the shedda on the ت.

⁶ Note that at times questions can be asked without using question words. It's the tone of voice that matters.

⁷ The اِسْ is said with rounded lips: usegg^was.

Expressions and vocabulary:

darkness (plural word)	—	تِلَّاس	
dawn; here, morning	—	تِفَاوْت	
early	—	زِيك	
missing someone	—	تَغُوفِي (١٤)	
I miss someone (lit: missing someone is killing me)	—	تَنْغَايِي تَغُوفِي ن شَا	
to spend the night	—	نَسَا \ وَرِ إِنْسِي	نَسَا نَسْ

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	future tense	<i>Abrid 2, lesson 8</i>
	negative future tense	<i>Abrid 4, lesson 28</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Complex question words		<i>Abrid 4, lesson 17</i>

Translation

Assou :	At whose (house) did you spend the night yesterday?
Bill :	I spent the night at Ali's.
Assou :	Why didn't you go to your house?
Bill :	It was very dark yesterday.
Assou :	When did you get up (in) the morning?
Bill :	I got up early. I miss my family.
Assou :	Won't you go (back) to them (m.)?
Bill :	Not for another year. [lit: I still have a year.]

13. Friendship تَدَّوَكْلا

- بَسَّو : مای دَتَارود؟
 بَرُوس : دَتَاروخ تَبَرَاتِ ۱ اَمَدَاكُل.
 بَسَّو : مای تَرید آداس تینید؟
 بَرُوس : ریخ آدی دِیازَن ۱ یون لَشْتَاب.
 بَسَّو : مانِگَن ۲ اِلَا اَمَدَاكُلَنَش؟
 بَرُوس : اِلَا ك رَبَاض.
 بَسَّو : مای دِیخَدَم؟
 بَرُوس : اَفَرْمَلِ اَكَا ۳.
 بَسَّو : سَلَم غِیْفَس شِیْگَان.
 بَرُوس : قَاداس بَلَّغ ۴ سَلَامَنَش.

¹The د is the د of direction or nearness.

²The ن is the ن of direction or farness. Other regions ask this question with مانِگَن.

³Other regions say اَیْد اِكَا, adding a "d" sound for pronunciation in order to avoid the two "i" sounds from coming together to form a hard اِی sound.

⁴Different regions deal differently with conjugating a verb ending in غ in the first person singular. This dialect does: غ = خ + غ. Others do: غَخ = خ + غ or ق = غ + غ.

Expressions and vocabulary:

friendship	—	تيد وكنلا
a future tense indicator like	آد —	قاد
to write	— يارو \ ور يارو	تارو ⁵
to transmit	— إبلاغ \ ور إبلاغ	تبلاغ

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>

Translation

Bassou:	What are you writing?
Bruce :	I'm writing a letter to a friend.
Bassou:	What do you want to tell him?
Bruce :	I want him to send me a book.
Bassou:	Where does your friend live?
Bruce :	He's in Rabat.
Bassou:	What does he do? [lit: What does he work?]
Bruce :	He's a nurse.
Bassou:	Send him my warmest greetings. [lit: Greet him a lot.]
Bruce :	I will pass on to him your greetings.

⁵ For this verb some regions use: ياري \ ور ياري آري تاري.
Other regions, especially in the south, use: يارو \ ور يارو ورو تورو.

14. I Want to Learn Tamazight

ريخ اَذْلَمْدَخ تَمَازيغْت

ريخ اَذْلَمْدَخ تَمَازيغْت.	:	سام
ماخ؟	:	حَمَو
ريخ اَد اِسَّ سَوَالِخ.	:	سام
هان ¹ تَمَازيغْت تَوَعَر.	:	حَمَو
توهَن.	:	سام
اَتَّقِيْمْد غَر اِمَازيغَن؟ ²	:	حَمَو
اَذَقِيْمَخ.	:	سام
اِرَّاي وَاوَالِنَّش س تَمَازيغْت.	:	حَمَو
دُغِي اَدِيسِيْنَخ اَد اِسَّ سَوَالِخ.	:	سام
شَحَال لَوَقْت ³ اَيَّ تَزْرِيْد دِيْدَس؟	:	حَمَو
يُون اُسْكَاس ⁴ .	:	سام
صَحَانَّش. تَشْوِيْد.	:	حَمَو

¹ A warning word expressing “watch out,” “beware,” or “be careful.”

² Note that at times questions can be asked without using question words. The tone of voice is what is important.

³ Other regions would say شَحَال ن لَوَقْت.

⁴ The *سْ* is said with rounded lips: usegg^was.

Expressions and vocabulary:

soon; (also “now” in other contexts)	—	دُغِي
Congratulations! Very good!	—	صَحَا + possessive + pronoun endings
to learn	إِلْمَد \ ور إِلْمَد —	تَلْمَد
to be difficult	إِوَعَر \ ور إِوَعَر —	تَوَعَر
to be easy	يُوَهَن \ ور يُوَهَن —	تَوَهِن ⁵
to be heavy	إِرَّاي \ ور إِرَّاي —	تِيرِّي
to be smart; to be sharp (literally and figuratively)	إِشْنُوا \ ور إِشْنُوِي —	تَشْنُوو

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
Prepositions plus pronouns		<i>Abrid 3, lessons 11-12</i>
[This dialogue is used in the <i>Abrid 2 Workbook</i> , Supplementary Material lesson 9.]		

Translation

Sam	:	I want to learn Tamazight.
Hammou	:	Why?
Sam	:	I want to speak it.
Hammou	:	Watch out, Tamazight is difficult.
Sam	:	It's easy.
Hammou	:	Are you going to live [lit: Will you stay] with Berbers?
Sam	:	I am. [lit: I will stay.]
Hammou	:	You have trouble in Tamazight. [lit: Your word is heavy in Tamazight.]
Sam	:	Soon I'll know how to speak it.
Hammou	:	How long [lit: how much time] have you spent on [lit: with] it?
Sam	:	One year.
Hammou	:	Congratulations! You're smart.

⁵ Some regions pronounce the continuous imperative as تَوَهِن “tewhin” instead of “tuhin.”

15. Preparing for Guests

أَوْجَدَ إِنْبِياوَنَ

إِطَو : مَائِ دَتَّكَاد؟

تَدَجَارْتَنَس : وَر سَوَلَاخَ أَسَّا.

إِطَو : مَاخ؟

تَدَجَارْتَنَس : قَادُون¹ شَا نَ إِنْبِياوَنَ.

إِطَو : مَتَّا أَيْنَا تَّكَاد؟

تَدَجَارْتَنَس : رِيخَ آدَسُوخَ أَكْرَتِيلَ دَ أَبْرَاشَنُو. فَاضْمَةَ،
دَو سَحْمُو أَفْرَانَ أَتْسَنُودَ أَغْرُومَ. زَايْنِدَ، دَو
أَتْرَرْدَ دَوَجَ. لَحُسَيْنَ، دَو غَرَّاسْدَ إِنْبِياوَنَ.

¹Some regions pronounce this as قَادُ دُون , from: دُون + (the “d” of direction) د ,

Expressions and vocabulary:

preparation, preparing	—	أَوْجَدَ (u)
guest	—	إِنْبِيَاوَنَ أَنْبِي (u)
a future tense indicator like	أَدَ —	قَادَ
reed mat	—	إِكَرْتِيلَ إِكْرَتِيلَنَ (u)
a big, heavy (usually black) wool carpet	—	أَبْرَاشَنُو إِبْرَوشَنَا (u)
walnuts	—	دُوجَ
to spread out	—	سَوَ تَسَوَ إِسَا \ وَرَ إِسِي
to heat sthg.	—	سَحْمُو سَحْمُو إِسَحْمَا \ وَرَ إِسَحْمِي
to cook sthg.	—	سَنُو سَنُو إِسَنُوا \ وَرَ إِسَنُوِي
to break, crack	—	رَزَّ رَزَّا \ وَرَ إِرْزِي

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Causative verbs		<i>Abrid 3, lesson 22</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>

Translation

Itto	:	What are you doing?
Her neighbor	:	I'm not free today.
Itto	:	Why?
Her neighbor	:	Some guests are coming [lit: will come].
Itto	:	What's that you're doing?
Her neighbor	:	I want to spread out the reed mat and the carpet.
		Fadma, go warm up the oven to cook bread. Zayd, go crack walnuts. Lhousain, go call your father.

16. Where's the Flashlight?

ماني لپیل؟

- حَمَو : ماني لپیل¹؟
لُحو : تَسْمَاراس لَحَجْرًا نَغْدَ إِغُوساس لُبِيك.
حَمَو : إِس إِلَّا شَتْمَع؟
لُحو : إِلَّا، وَلَايْنِي زَايْدَ² يوت.
حَمَو : تَخَاتَارْت مَادَ³ تَمْرِيَانْت⁴؟
لُحو : تَمْرِيَانْت. خِيرَاش أَتُود لُوقِيد.
حَمَو : مَاغَرَّ⁵ تَدِيد شَكَّ؟
لُحو : دِيخ غَر تَحَانُوت أَدْسَغَ⁶ لَحَجَر.
حَمَو : آدُور تَعَطَّار. هَانِ⁷ آَنْزَار دِيكَّات.

¹ The letter پ represents a "p" sound.

² The extra د (noted by the *shedda*) is the د of direction or nearness, which has assimilated into the final د of the verb. Some dialects say زَايْدَ.

³ Some dialects say مِيد.

⁴ Some dialects say تَمْرِيَانْت.

⁵ The regions which use س as the preposition of movement "to" ask this question with the word مَاس.

⁶ Different regions deal differently with conjugating a verb ending in غ in the first person singular. This dialect does: غ = غ + خ. Others do: غَخ = غ + خ or ق = غ + خ.

⁷ A warning word expressing "watch out," "beware," or "be careful."

Expressions and vocabulary:

flashlight (from French for "battery": <i>pile</i>)	—	لڀڀل (lppil)
battery (fem.; individually and countable)	—	لڄڄرا لڄڄرات
batteries (a collective singular; grammatically masc. sing.)	—	لڄڄر
lightbulb in a flashlight (not elsewhere)	—	لڻبيڪ
candles (a collective singular; grammatically masc. sing.)	—	شڻمڻع
candle (individually and countable)	—	تَشَمَعَت (tṣ) تَشَمَعِين (tṣ)
a warning phrase: be careful, watch out, beware. When followed by a verb, the verb is affirmative; thus, the English translation is similar to "Beware <u>lest</u>"	—	خير ⁸ + indirect object pronouns
matches (a collective singular; grammatically masc. sing.)	—	لوقيڊ
match (individually and countable)	—	لوقيڊ (u) اَللوقيڊن
to run out	—	سڻمار تَسْمَار اِسْمَار ور اِسْمَار
to burn (intran.)	—	غوس تَغوس اِغوس ور اِغوس
to be late	—	عَطَّر تَعَطَّار اِعْطَّر ور اِعْطَّر
to hit	—	وَت كَات اَوَّت ور اَوَّت

⁸ This phrase has a lot of regional variations, such as غير, غور, and خار.

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	two-verbs-together form	<i>Abrid 2</i> , lesson 6
	present continuous tense	<i>Abrid 2</i> , lessons 24-25
	negative imperative	<i>Abrid 3</i> , lesson 17
Indirect object pronouns		<i>Abrid 2</i> , lessons 10, 15
Direction particles		<i>Abrid 3</i> , lessons 7-10
Warning words		<i>Abrid 4</i> , lessons 20-21

Translation

Hammou	:	Where is the flashlight?
Lhou	:	The battery ⁹ ran out or the bulb is burnt. [lit: The battery finished to it or the bulb burned to it.]
Hammou	:	Are there (any) candles?
Lhou	:	(Yes) there are, but get another one [lit: but add one here].
Hammou	:	Big or small?
Lhou	:	Small. Make sure you don't forget matches [lit: Beware lest you forget matches.].
Hammou	:	You, where are you going?
Lhou	:	I'm going to the <i>hanut</i> [shop] to buy batteries.
Hammou	:	Don't be late. Be careful, it's raining out [lit: Rain is hitting.].

⁹ Some flashlights have just one large battery.

17. Bled Work لَخْدَمْت كُ تَمَازِيرْت

- کیم : ماغَر¹ تَدِيد؟
 توگّا : دِيخ اَدَاگَمَخ اَطّاس ن وامن.
 کیم : ماخ؟
 توگّا : رِيخ اَدَسَوخ نَعْناع د شَيِّبا د اِسْکَلَا².
 کیم : مَانِيك³ دَتَاگَمَد اَمَان؟
 توگّا : دَتَن تَاگَمَخ اَك⁴ واسيف.
 کیم : ما غَا⁵ تَغَد اَدَاي تَفوگَاد؟
 توگّا : اَدُوخ⁶ اَذَرُگَخ تَفوناست.

¹ The regions which use س as the preposition of movement "to" ask this question with the word ماس .

² The ك in this word is said with rounded lips: "isk"la."

³ Some regions would use the question phrase مَانِيك instead of مَانِيك , both meaning "where." If you wanted to ask in a more nuanced way "from where," the question phrase would be مَانِي زِي .

⁴ Instead of "at," the response could also be "from": زِي or زَك or سَك , depending on the region.

⁵ In many regions after a question word the future tense indicator اَد cannot be used. Instead غَا (or some others, according to the region) is used.

⁶ Some areas pronounce this اَدَدُوخ .

Expressions and vocabulary:

		bucket	—	أَطَّاسَن (wa)	أَطَّاس (wa)
to draw water	—	يُوڭِم ور يُوڭِم		تَّأڭِم	أَڭِم
to water	—	إِسْتَوَا ور إِسْتَوِي		سَّوَا	سَّو
to finish	—	إِفُوكَّا ور إِفُوكَّا		تَّفُوكَّا	فُوكَّا ⁷
to milk	—	إِرَّكْ ور إِرَّكْ		تَرَّكْ	رَّكْ ⁸

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
	future tense after question words	<i>Abrid 4, lesson 28</i>
Causative verbs		<i>Abrid 3, lesson 22</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>

Translation

Kim :	Where are you going?
Tugga :	I'm going to draw a bucket of water.
Kim :	Why?
Tugga :	I want to water the mint, absinthe, and the trees.
Kim :	Where do you draw water?
Tugga :	I draw it [lit: "them," since "water" is plural in Tamazight] at the river.
Kim :	What will you do when you finish?
Tugga :	I will go milk the cow.

⁷ Some regions use as the simple and continuous imperatives: تَفُوكُّو . قُوكُّو .

⁸ Many areas pronounce the "g" as a "y" in all the forms of the verb.

18. Slaughtering the (young/baby) Goat

تَغْرِسَا نِ إِرْغَجْد

إِبَّاس نِ رَشِيد :	رَشِيد، مَائِي أَجَنُوي؟
دِ يَمَّنَا	
رَشِيد :	أَدَاشْت شَخ. مَائْت تَرِيد؟
إِبَّاتْسَن :	رِيخ أَدَاس غَرَسَخ ¹ إِرْ يِغْجَد.
رَشِيد :	إِد ² أَدَاش دَامَرُخ ³ إِرْغَجْد؟
إِبَّاتْسَن :	دَو. [إِسِرْس إِبَّاتْسَن أَجَنُوي خَف يِغْجَد.] بِسْمِ اللّٰه. خَيْرَاوَن إِدَامَن!
رَشِيد :	نَك، رِيخ أَذْتَشَخ تَاسَا.
إِبَّاتْسَن :	إِرْ شَم، آ يَمَّنَا، مَائِي تَرِيد أَتْتَشْد؟
يَمَّنَا :	رِيخ أَذْتَشَخ وَل.

¹ This verb always takes indirect object pronouns. You always slaughter "to" something.

² إِد is used as the question word here by certain regions because the following word آد is not a verb.

However, some regions consider the whole phrase that follows to be a verb, and so they use إِس .

³ The د is the د of direction or nearness.

Expressions and vocabulary:

slaughtering, slaughter, sacrifice	—	تَغْرَسَا (tḡ)	تَغْرَسَا (tḡ)
young or baby goat, a kid	—	إِغْجَدَن (yi)	إِغْجَدَن ⁴ (yi)
large knife, butcher knife	—	إِجْنَوِيْن	أَجْنَوِي (u)
a warning phrase: be careful, watch out, beware (of/for something)	—	indirect object pronouns	+ خَيْر ⁵
liver	—	تِيسَاتِيْن (ti)	تَاسَا (ta)
to slaughter	—	إِغْرَسَ \ وَرَ إِغْرَسَ	غَرَّسَ غَرَّسَ

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direct and indirect object pronouns together		<i>Abrid 3, lesson 6</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
Warning words		<i>Abrid 4, lessons 20-21</i>

Translation

Rachid and Yemna's father	:	Rachid, where's the (big) knife?
Rachid	:	I will give it to you. Why do you want it [lit: What do you want it?]?
Their father	:	I want to slaughter the (young/baby) goat.
Rachid	:	Shall I catch the goat for you?
Their father	:	Go. [Their father put the knife on the goat.] In the name of God. Watch out (m.pl.) for the blood!
Rachid	:	Me, I want to eat the liver.
Their father	:	And you, Yemna, what do you want to eat?
Yemna	:	I want to eat the heart.

⁴ Some regions say : إِغْيَدَن (yi) إِغْيَد (yi) .

⁵ This phrase has a lot of regional variations, such as غَرَّسَ , غَرَّسَ , and غَرَّسَ .

19. Weaving

أَزَضَّا

- سَنَفِيَا : مَتَا وَيَا ؟
عَيْشَةُ : تَبَارُدا نِ أَغْيُول. رِيخَ آتَ سَكْتَرَخ.
سَنَفِيَا : مَاخَ أَلْيَكْ وَر تَيُودِ¹ أَسَرْدُون؟
عَيْشَةُ : يَيُوتِ مَوْحَى أَدِ إِسَّ إِكْرَز.
سَنَفِيَا : إِ مَاخَ أَلْيَكْ وَرْذَجِين تَضْهَرْدُ؟
عَيْشَةُ : كُورَخَ أَزَضَّا. دَرَطَاخَ أَزْنَار. أَسَّا أَذْفُوكَاخ
نَشَاعَ اللّٰه².

¹ The reason for the *shedda* on the ت is that the د of direction has assimilated into it.

² This is a very common pronunciation: “nšaʿallah.” The classical Arabic pronunciation is إِنْ شَاءَ اللّٰه : “in ša’allah.” Others pronounce the phrase as نَشَا اللّٰه : “n šallah” (without the *hamza*).

Expressions and vocabulary:

loom; also: weaving	—	إَزْضَوَان	أَزْضَا ^(u)
saddle (for a donkey)	—	تَبَارْدِيَوِين ^(tb)	تَبَارْدَا ^(tb)
never (negative); ever (positive)	—		وَرْدَجِين
cape	—	إَزْزَنَارَن	أَزْزَنَار ^(u)
to put on	—	إِسْكَتَر وَر إِسْكَتَر	سْكَتَر سْكَتَار
to plow	—	إِكْرَز وَر إِكْرَز	كْرَز ³ كْرَز
to appear, show up	—	إِضْهَر وَر إِضْهَر	ضْهَر تَضْهَار
to throw here: to set up	—	إِغْر وَر إِغْر	غَر غَار
to weave	—	إِزْضَا وَر إِزْضَا	زَض زَطَا
to finish	—	إِفُوكَا وَر إِفُوكَا	فُوكَا ⁴ تَفُوكَا

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
Prepositions plus pronouns		<i>Abrid 3, lessons 11-12</i>

³ Some regions say كْرَز.

⁴ Some regions use as the simple and continuous imperatives: تَفُوكُو فُوكُو.

20. Dad is Back from the Market

إِعايْدَ بابا زي سَوَق

إِشِرِّي : إِس وَرْتَا دِيعايْد¹ بابا زي سَوَق؟

مايْس : إِعايْدَ.

إِشِرِّي : ماي ذِيوي؟

مايْس : يِويِد أَكْسوم، تِيني د يوت ن تَرَبَّاطْ. خِراش،
قَن تِفلوت.

إِشِرِّي : ماخ؟

مايْس : حَما ور إِتَتَشَا² مُشْ أَكْسوم.

إِشِرِّي : وري ذِيوي بابا أَلَوْن؟³

مايْس : إِناش إِتَو.

إِشِرِّي : س تِيتْ.

¹ Notice that the د of direction appears six times in this dialogue, including the title.

² Negating a purpose clause requires a special form. The affirmative is حَما أَد إِناش. In most regions you cannot negate the verb form used here after أَد. Instead, the أَد is dropped, and the continuous form without a tense indicator is used. This is the same as negating the future.

³ Note that at times questions can be asked without using question words. The tone of voice is what is important.

Expressions and vocabulary:

hat	—	تِرَبَاضِين (tr)	تَرَبَاطْ (tr)
a warning phrase: be careful, watch out, beware	—	indirect object pronouns	+ خَيْرٌ ⁴
hand drum, drum	—	أَلَّوْن (wa)	أَلَّوْن (wa)

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	negative future	<i>Abrid 4, lesson 28</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
Warning words		<i>Abrid 4, lessons 20-21</i>

Translation:

Boy	:	Hasn't dad come back from the market yet?
His mother	:	He's come back.
Boy	:	What did he bring?
His mother	:	He brought meat, dates, and a hat. Be careful, close the door.
Boy	:	Why?
His mother	:	So the cat won't eat the meat.
Boy	:	Dad didn't bring me back a hand drum?
His mother	:	He told you he forgot.
Boy	:	That's right.

⁴ This phrase has a lot of regional variations, such as غَيْر, غور, and خار.

21. Your Clothes are all Dirty

وضَرَن إِعْبَانَنَش س واشال

Halima is Ali and Brahim's mother. She is getting ready to prepare dinner.

حَلِيْمَة : عَلِي، مَانِي كُماش؟

عَلِي : إِذَا أَدِيلْعَب تَكُورَت.

حَلِيْمَة : سَكْسَوُ¹ مَاي دَيْتَذَرَان² تِفْلُوت.

عَلِي : بُرَاهِيم، كُما.

حَلِيْمَة : سَكْسَوُ! إِعْبَانَنَش وَضَرَن س واشال. أَغْيُول آي

تَنَكِّيد. دَو أَتْسَرْدَ حَمَا آدَاش سَلَسَخَ إِعْبَان

وَجَنْدِيدَن. أ عَلِي، أَمْرَاس لَغَلَايَ إ كُماش

أَدِيسَرْد. نَكْ، دِيخ أَذْسَمَرَخَ إ إِمْنَسِي³.

¹ Synonyms for the word "look" or "see" vary quite a bit by region. Other words that could be used here include راعا and علو.

² Note the present participle here. That's why there is a ن at the end of the word. A participle is used when question words or relative pronouns are the subject of the verb. In this case, the question word مَاي is the subject of the verb "is knocking."

³ Because of the way the two "i" sounds combine, the last two words sound like "i ymensi."

Expressions and vocabulary:

	water kettle	—	لَغَلَّاي ⁴	
	dinner	—	إِمْنَسِيُون	إِمْنَسِي
	hand drum, drum	—	أَلَوْن (wa)	أَلَوْن (wa)
to look	—	إِسْكَسُوْ \ ور إسْكَسِيُوْ	سَكْسُوْ	سَكْسِيُوْ
to knock	—	إِذْزَا \ ور إِذْزِي	تَذْزَا	دَز
to be dirty	—	يُوْضِر \ ور يُوْضِر	تَاضِر	أَاضِر
to wash	—	إِسْرَد \ ور إِسْرَد	سَرِيد	سَرْد
to dress so.	—	إِسْلَسَا \ ور إِسْلَسِي	سَلَسَا	سَلَس
to prepare (a meal)	—	إِسْمَر \ ور إِسْمَر	تَسْمَار	سَمَر

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
	present participle	<i>Abrid 4, lesson 11</i>
Causative verbs		<i>Abrid 3, lesson 22</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
[This dialogue is used in the <i>Abrid 3 Workbook</i> , Supplementary Material lesson 22.]		

Translation

Your Clothes are all Dirty
[lit: Your clothes are dirty with dirt.]

Halima :	Ali, where's your brother?
Ali :	He went to play soccer.
Halima :	See who's knocking at the door.
Ali :	(It's) Brahim, my brother.
Halima :	Look! Your clothes, they are all dirty. [lit: Your clothes, they are dirty with dirt.] You're such a donkey! [lit: It's a donkey that you are.] Go wash (yourself) so that I can dress you (with/in) new clothes. Ali, take the kettle for your brother so he can wash. Me, I'm going to prepare dinner.

⁴ Some areas make this Arabic word more Berber and say: إَغَلَّايْن (u) .

22. I Want to Wash Clothes

ريخ آذسرْدَخِ إرْعَبَانْ

كَنْزَة	:	ماغَر ¹ تَدَّيد؟
تَيْطُوطْ	:	ريخ آذْوَخ ² غَرِ آغْبَالُو.
كَنْزَة	:	ماخ؟
تَيْطُوطْ	:	ريخ آذْسرْدَخِ إرْعَبَانْ. إِرَا مَمِّي آدِيلْس لَقَمِيْجَايَا آسَكَا.
كَنْزَة	:	إِس تَوْسِيْد صَابُون؟
تَيْطُوطْ	:	إِه، وَسِيخْنَتْ.
كَنْزَة	:	ذَغِي آذْوَخ ³ آوْد نَكَّيْن.
تَيْطُوطْ	:	ماخ؟
كَنْزَة	:	ريخ آذْسرْدَخِ إِخْفِينُو.

¹ The regions which use س as the preposition of movement "to" ask this question with the word مَاس.

² Some areas pronounce this آذْوَخ.

³ The construction is future: "I will go there." The ن is the ن of farness, hence the "there."

Expressions and vocabulary:

spring	—	إِغْبُولَا	أَغْبَالُو (u)
shirt (fem.)	—	لَقَمِيَّات	لَقَمِيَّات
soap (masc.; from French <i>savon</i>)	—	إِد صَابُون	صَابُون
soon; (also “now” in other contexts)	—		ذَغِي
to wash	—	إِسْرَد \ وَرِ إِسْرَد	سَرِيد سَرَد

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	future tense	<i>Abrid 2, lesson 8</i>
Causative verbs		<i>Abrid 3, lesson 22</i>
Direct object pronouns		<i>Abrid 1, lesson 22</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
[This dialogue is used in the <i>Abrid 2 Workbook</i> , Supplementary Material lesson 7.]		

Translation

Kenza	:	Where are you going?
Tayttott	:	I want to go to the spring.
Kenza	:	Why?
Tayttott	:	I want to wash clothes. My son wants to wear this shirt tomorrow.
Kenza	:	Did you take [lit: pick up] soap?
Tayttott	:	Yes, I took it [lit: picked it up].
Kenza	:	Soon I'll go there, too [lit: Soon I'll go there, me too.].
Tayttott	:	Why?
Kenza	:	I want to wash my hair [lit: head, but the meaning is “hair”].

23. The Truck Broke Down

تَخْسَر لَكَامِيَّو

بوعَزَّة : صَبَاح لَخِير.

عَسَّو : صَبَاح لَخِير.

بوعَزَّة : أَتَدَّوَد غَر سَوَّو؟¹

عَسَّو : رِيخ أَدَّوْخ²، وَلَايْنِي تَخْسَرِي لَكَامِيَّو. إ شَكَّ؟

بوعَزَّة : وِرْسْ، وَلَايْنِي إِمَكْن. عَنِيخ³ أَدَّوْخ آسَّ ن سَبْت.
أَنَّمِيَانِّي دِين، نَشَاع اللّٰه⁴؟

عَسَّو : نَشَاع اللّٰه.

بوعَزَّة : مَاي تَرِيد أَتَكْد ك سَوَّو؟

عَسَّو : رِيخ أَدَّسَغ⁵ شَا لَحْوَانِج⁶.

بوعَزَّة : أَش إِعَاوَن رَبِّي.

عَسَّو : أَي رَبِّي إِسْتَر.

¹ Note that at times questions can be asked without using question words. The tone of voice is what is important.

² Some areas pronounce this أَدَّوْخ.

³ Others pronounce this عَنِيخ.

⁴ This is a very common pronunciation: "nša'allah." The classical Arabic pronunciation is إِنْ شَاءَ اللّٰه: "in ša' allah." Others pronounce the phrase as نَشَا اللّٰه: "nšallah" (without the *hamza*).

⁵ Different regions deal differently with conjugating a verb ending in غ in the first person singular. This dialect does: غ = خ + غ. Others do: غَخ = خ + غ or ق = غ + غ.

⁶ Others don't assimilate the ن and say شَا ن لَحْوَانِج.

Expressions and vocabulary:

truck (fem. ⁹ ; from French <i>camion</i>)	—	لُكَامِيَّوَيَات ⁸	لُكَامِيَّو ⁷
thing (fem.)	—	لُحَوَايَج	لُحَاجَت ¹⁰

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	two-verbs-together form	<i>Abrid 2</i> , lesson 6
	future tense	<i>Abrid 2</i> , lesson 8
Reciprocal verbs		<i>Abrid 3</i> , lesson 23
Direct object pronouns		<i>Abrid 1</i> , lesson 22; <i>Abrid 2</i> , lesson 2
Indirect object pronouns		<i>Abrid 2</i> , lessons 10, 15
[This dialogue is used in the <i>Abrid 2 Workbook</i> , Supplementary Material lesson 9.]		

Translation

Bouazza	:	Good morning.
Assu	:	Good morning.
Bouazza	:	Are you going [lit: Will you go] to the market?
Assu	:	I want to go [or: I was going to go], but my truck broke down [lit: the truck broke down to me]. And you (m.s.)?
Bouazza	:	I don't know, but maybe. Maybe I'll go Saturday. Will we see each other there, God willing [lit: if God wills]?
Assu	:	God willing [lit: If God wills].
Bouazza	:	What do you want to do at the market?
Assu	:	I want to buy some things.
Bouazza	:	Good-bye. [lit: May God help you.]
Assu	:	Good-bye. [lit: May God protect.]

⁷ Some say this word as لُكَامِيُون لُكَامِيُونَات .

⁸ Some people say for the plural لُكَمِيَّوَات , using “wat” at the end instead of “yat.”

⁹ Although some people treat the word for “truck” as masculine. Thus, you will hear both being used.

¹⁰ Some people pronounce the singular as لُحَاشَت .

24. Hassan is Sick

ياغ شا حسن

This is a dialogue between Mouna, Hassan's mother, and Itto, Mouna's neighbor who stops by.

- إِطَو : مُسا لخير.
 مُنى : مُسا لخير.
 إِطَو : إِس إِلّا شا ن إِمَنسي؟
 مُنى : إِلّا. قَيم. مَرَحَبائِم.
 إِطَو : ماني لَواشون؟ ور رين آذَتَشَن؟¹
 مُنى : سولَن بَرّا.
 إِطَو : ماكُكَن² دين؟
 مُنى : حَسَن آيا. ياغَت شا. إِكَن زي صَبّاح.
 إِطَو : ورت تيويم غَر سَبيطار؟
 مُنى : إِرا إِبّاس آت يايي آس لَتَنين.
 إِطَو : نسات كُ لمان.
 مُنى : تَموند د وايض.

¹ Note that at times questions can be asked without using question words. The tone of voice is what is important.

² Note the past participle here. That's why there is an extra ن (shown by the *shedda*) at the end of the word. A participle is used when question words or relative pronouns are the subject of the verb. In this case, the question word ماني is the subject of the verb "is sleeping." The whole phrase comes from: (of the participle) ماني + إِكَن + ن. To avoid the two "i" sounds from coming together to form a hard كُ sound, some regions insert a "d" sound for pronunciation: مايد إِكَن.

Expressions and vocabulary:

dinner	—	إِمْنَسِيُون	إِمْنَسِي
to sleep	—	إِثْن \ ور إِثْن	ثَن ³ ثَن

General grammar used:

Verb tenses:	plural simple imperative	<i>Abrid 1, lesson 18</i>
	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	past participle	<i>Abrid 4, lesson 11</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
[This dialogue is used in the <i>Abrid 2 Workbook</i> , Supplementary Material lesson 7.]		

Translation

Itto :	Good evening.
Mouna:	Good evening.
Itto :	Is there any dinner?
Mouna:	There is. Sit down. Welcome.
Itto :	Where are the kids? Don't they want to eat?
Mouna:	They're still outside.
Itto :	Who's sleeping there?
Mouna:	That's Hassan. He's sick. He's been sleeping since the morning.
Itto :	You (m.pl.) didn't take him to the hospital?
Mouna:	His father wants to take him (on) Monday.
Itto :	Good night. [lit: Pass (m.pl.) the night in peace.]
Mouna:	Good night. [lit: Go with another one, that is, another peace.]

³ Some regions conjugate this verb following the irregular past conjugation:

ثَن \ ور إِثْنِي ثَن ثَن.

25. Dad Wants to Cut Down a Tree

إِرا بابا آديبِّي شَا ن اُسْكَلو

Aziz and his father and mother are eating breakfast and getting ready for the day's work. Although Aziz should go to school, he ends up helping his dad work.

إِبَّاس ن عَزِيز :	إِس إِدَا عَزِيز غَر لِيَكُول؟
مَائِس :	إِسُول.
إِبَّاس :	سَدَرَفَاس لَفَضُور. مَائِي أَقْرَابِينو؟
مَائِس :	هُوتِين ¹ أَفَلَا ن طَبَّلَا.
إِبَّاس :	[إ عَزِيز] خِيرَاش أَتَنَاعِد د آوَد يُون.
عَزِيز :	آدُور تَغَّد ² ، آ بابَا.
إِبَّاس :	مَائِي أَكْلَنَزِيم؟
عَزِيز :	مَآخ؟
إِبَّاس :	رِيخ آذَبِّيخ شَا ن اُسْكَلو.
عَزِيز :	آتَمُون؟ ³
إِبَّاس :	سَدَرَف ⁴ .

¹ From: (the "n" of farness) ن + (for pronunciation) ÷ + (3ms dir. obj. pronoun) ت هو + . In some regions the word هَا is used to indicate "here" and the word هُو to indicate "there."

² The تِي is said with rounded lips: "tegg"ed."

³ Note that at times questions can be asked without using question words. The tone of voice is what is important.

⁴ There are many different ways to say "Hurry up!" It is important to find out what the people around you say. Other possibilities include: هُنَاشِي , هُنَاش , حَرُش , فِيسَاع , سَرَبِي , and others.

Expressions and vocabulary:

school (fem.; from French <i>l'école</i>)	—	إِد لِيكول ⁵	ليكول ⁵
breakfast	—	إِد لَفْضور	لَفْضور
bag	—	أَقْرَابَن (wa)	أَقْرَاب (u/wa)
a warning phrase: be careful, watch out, beware. When followed by a verb, the verb is affirmative; thus, the English translation is similar to "Beware <u>lest</u>"	—	indirect object pronouns	+ خَيْر ⁷
axe	—	إِغْلَزَام ⁹	أَغْلَزِيم ⁸ (u)
to hurry	—	إِسْدَرْف \ ور إِسْدَرْف	سْدَرْف ¹⁰ سْدَرْف
to fight	—	إِنَاغ \ ور إِنَاغ	تَنَاغ \ نَاغ
to be afraid	—	إِغْد \ ور إِغْد	تَغْد \ غْد ¹¹

General grammar used:

Verb tenses:	first person imperative	<i>Abrid 1, lesson 18</i>
	past tense form	<i>Abrid 1, lesson 20</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
	negative imperative	<i>Abrid 3, lesson 17</i>
Indirect object pronouns		<i>Abrid 2, lessons 10, 15</i>
Warning words		<i>Abrid 4, lessons 20-21</i>
[This dialogue is used in the <i>Abrid 2 Workbook</i> , Supplementary Material lesson 7.]		

⁵ Some people also say لِمْدَرْسَات or سَكْنَوِيَلَات سَكْنَوِيَلَات

⁶ Some people also say لِيكولات

⁷ This phrase has a lot of regional variations, such as غِير, غور, and خَار

⁸ Numerous regional pronunciations for this word exist, including:

إِغْلَزِيمَن	أَغْلَزِيم
إِغْزَام	أَغْزِيم
إِزْمَا	أِزْمِيم

⁹ Some also say إِغْلَزِيمَن

¹⁰ Some regions pronounce this as سْدَرْف and others as سْدَرْف

¹¹ The غِي is said with rounded lips in all the verb forms.

Translation:

Aziz's father : Has Aziz gone to school?
His mother : Not yet. [lit: He is still.]
His father : Hurry up and serve him breakfast [lit: Hurry up to him breakfast.].
Where is my bag?
His mother : There it is on the table.
His father : [to Aziz] Be careful not to fight with any one. [lit: Be careful lest
you fight with some one.]
Aziz : Don't worry, Dad [lit: Don't fear, Dad.].
His father : Where is the axe?
Aziz : Why?
His father : I want to cut down a tree.
Aziz : Can we go together? [lit: Shall we go with (each other)?]
His father : Hurry up.

26. The Wedding (2)

تَمَغْرَا

- سَنَتِيَا : اللّٰهَ إِعْلَوْنَ.
 بَجَا : اللّٰهَ إِسَلِّمْ.
 سَنَتِيَا : مَائِ دَيْتَكَّان¹ تَمَغْرَا؟
 بَجَا : أَيَّتَ لِيحَا.
 سَنَتِيَا : مَاكِّيُولَن²؟
 بَجَا : رَابْحَة.
 سَنَتِيَا : مِلْمِي أَيَّ تَزَمَّامَن³؟
 بَجَا : أَسَّ نَ لَجُمْنَة⁴.
 سَنَتِيَا : مَائِ دَيْخَدَّم أَرْيَا زَنَسْ؟
 بَجَا : أَعْسَكَّرِي أَكْثَا⁵.
 سَنَتِيَا : أَتَدَّودَ غَرَّ أَحِيدُوسْ؟

¹ Notice the habitual participle (with a present participle meaning). This explains the ن at the end of the word. A participle is used when question words or relative pronouns are the subject of the verb. In this case, the question word مَائِ is the subject of the verb “is doing.”

² Notice the past participle. The question word مَائِ is the subject of the verb “is getting married.” The whole phrase comes from: (of the participle) ن + يُولَ + مَائِ. To avoid the two “i” sounds from coming together to form a hard كِي sound, some regions insert a “d” sound for pronunciation:

مَائِدَ يُولَن.

The difference between the past participle and the habitual participle is that the formation of the past participle is based on the past tense form (even though it has a present meaning here), whereas the habitual participle is formed from the habitual or continuous form of the verb, including the tense indicator.

³ This is a future form used after the relative pronoun أَيَّ. After relative pronouns the future tense indicator أَد cannot be used. Instead, the continuous form without the tense indicator is used to give a future meaning.

⁴ Some regions say أَسَّ لَتَجْمُنَة.

⁵ Other regions say أَئِدَ رَكْثَا, adding a “d” sound for pronunciation.

بَجَا : آدَوخ. هات غرانيد⁶.

سَنَتيا : آود نَك.

Expressions and vocabulary:

wedding, wedding celebration	—	تَمَغْرا (tm) تَمَغْريوين (tm)
soldier	—	أَعْسَكْري (u) إَعْسَكْرين
type of dance called <i>Ahidous</i>	—	أَحيدوس (u) إَحيداس
a word used for emphasis here; Sometimes it can't easily be translated.	—	هات
to get married	—	يُول \ ور يُول تاول أول
to register (in this case for the marriage license)	—	زَمَم \ ور إَزَمَم تَزَمَم ⁷ زَمَم

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1</i> , lesson 20
	future tense	<i>Abrid 2</i> , lesson 8
	present continuous tense	<i>Abrid 2</i> , lessons 24-25
	past participle	<i>Abrid 4</i> , lesson 11
	habitual participle	<i>Abrid 4</i> , lesson 11
	other forms of the future	<i>Abrid 4</i> , lesson 28
Indirect object pronouns		<i>Abrid 2</i> , lessons 10, 15
Direction particles		<i>Abrid 3</i> , lessons 7-10

⁶ From: (the "d" of direction) د + (first person singular indir. obj. pronoun) ي + غران .

⁷ People often pronounce a "tz" combination as "dz": دَزَمَم .

Translation:

Stia : Hi! [lit: May God help.]
Bajja : Hi! [lit: May God greet.]
Stia : Who is having [lit: doing] the wedding?
Bajja : Ayt Liha.
Stia : Who is getting married?
Bajja : Rabha.
Stia : When are they getting the license?
Bajja : Friday.
Stia : What does her husband do?
Bajja : He's a soldier.
Stia : Are you going [lit: Will you go] to the folk dance?
Bajja : I'm going [lit: I will go.]. They (m.) invited me.
Stia : Me, too.

27. Sorting Wheat

أَفَرَّن ن يِرْدَن

جيل : ماي دَتَّكَّاد، أ فاضمة؟

فاضمة : دَتَفَرَّانَخ إِرْدَن.

جيل : إِد¹ أَشَم عاونَخ؟

فاضمة : أَدود، صَحيت. تَكُودي غوري لَخْدَمَت أَيْدَغ

ن ووسان. هان أَحشاش، لواشون، أَشَطَّب ن

تَدَارَت. إ شَمِين؟

جيل : أَوْد نَكَّين.

¹ إِد is used as the question word here by certain regions because the following word أَد is not a verb.

However, some regions consider the whole phrase that follows to be a verb, and so they use إِس.

Expressions and vocabulary:

sorting	—	إِفْرِن (u)
this/these	—	أَيْدَغ ن noun
cutting alfalfa	—	إِحْشَاشَن ² (u)
sweeping	—	إِشْطَبَّيْن (u)
to sort	—	إِفْرِن \ وَر إِفْرِن تَفْرَان
to be a lot, to be numerous	—	إِغْودِي \ وَر إِغْودِي تَغْودِي ³

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	future tense	<i>Abrid 2, lesson 8</i>
	present continuous tense	<i>Abrid 2, lessons 24-25</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>

Translation:

Jill	:	What are you doing, Fadma?
Fadma	:	I'm sorting wheat.
Jill	:	Can I help you? [lit: Shall I help you?]
Fadma	:	Come, please. I have a lot of work [lit: work is plenty to me] these days. There's cutting the alfalfa, the children, sweeping the house. And you?
Jill	:	Me, too.

² Some regions say أَحْشَا (u), and others say أَحْتَش (u).

³ A synonym used in many regions is: إِعْدَا \ وَر إِعْدِي

تَعْدُو عَدُو.

28. My Aunt is Back from a Trip تاغولّد خالتي زي سافر

- نَكّين : خالتي، تَهْنَأ؟ وَهلي آيا ورْذَجِينشَمْ¹ أَتَايْنَح.
- خالتي : سافَرَخ شَوِي.
- نَكّين : ماي تَكْكِد²؟
- خالتي : كَيخْد³ رَّبَاض، آسْفِي، فاس.
- نَكّين : ماغَر تَكْكِد؟
- خالتي : كَيخ غَر إِشِرَانِينو.
- نَكّين : آخَش⁴ وَر تَوَحْلَنْد؟
- خالتي : وَحَلَخ شِيْغَان.
- نَكّين : ماشَمْ إِسْوَحْلَنْ⁵؟
- خالتي : إِسْوَحْلِي أَبْرِيد. إِغَزَيَف!
- نَكّين : قَيِم دَغِي أَتْسَنْغُونْفَاد.
- خالتي : صَحَانَمْ.

¹The word ورْذَجِين means "never," but here it doesn't mean "I've never seen you before." Rather, it is used as a stronger negative than just the normal وَر . Thus, it is a strong way to emphasize that "I haven't seen you in a long time."

² The مَ of direction assimilates into the initial ت: تَكْكِد + د + مَ .

³ The د is the د of direction or nearness.

⁴ Other regions say آخَس . This functions as a way to ask a question to make sure of something. It can be translated "So you're not tired?" or "Are you sure you're not tired?" The implication when you ask this is that you suspect that the person is tired. This same inquiry phrase would apply to asking if someone is hungry, thirsty, or had some other kind of need. In Moroccan Arabic this is equivalent to a question like ياك ما عنييتي؟

⁵ Note the past participle here. That's why there is a ن at the end of the word. A participle is used when question words or relative pronouns are the subject of the verb. In this case, the question word مَا is the subject of the verb "made tired."

Expressions and vocabulary:

to be tired	—	يُوحِلْ \ وَر يُوْحِلْ	تُوْحَال ⁷	وَحَلْ ⁶
to tire so.	—	إِسْتُوْحِلْ \ وَر إِسْتُوْحِلْ	سْتُوْحَال ⁸	سُوْحَلْ
to be long	—	إِغْزَيْفْ \ وَر إِغْزَيْفْ	تَغْزَيْفْ	غْزَيْفْ
to relax	—	إِسْغُونْفَا \ وَر إِسْغُونْفَا	سْغُونْفَا ⁹	سْغُونْفَا

General grammar used:

Verb tenses:	past tense form	<i>Abrid 1, lesson 20</i>
	negative past tense form	<i>Abrid 1, lesson 25</i>
	two-verbs-together form	<i>Abrid 2, lesson 6</i>
Causative verbs		<i>Abrid 3, lesson 22</i>
Direct object pronouns		<i>Abrid 1, lesson 22; Abrid 2, lesson 2</i>
Direction particles		<i>Abrid 3, lessons 7-10</i>
Complex question words		<i>Abrid 4, lesson 17</i>
How long...? questions		<i>Abrid 4, lesson 26</i>
[This dialogue is used in the <i>Abrid 3 Workbook</i> , Supplementary Material lesson 22.]		

⁶ Some regions pronounce the و as a vowel “u” and others as a consonant “w.” In the following verb سُوْحَلْ the pronunciation is always as a vowel “u.”


⁷ The continuous imperative has a number of regional variations, including تُوْحِيلْ , تُوْحِيلْ , and تُوْحُولْ .

⁸ The continuous imperative has a number of regional variations, including سُوْحِيلْ and سُوْحُولْ .

⁹ Some regions use سْغُونْفُو as the simple imperative.

Translation

- Me : Aunt [maternal], are you okay? I haven't seen you for a long time.
[lit: A long time that I haven't ever seen you.]
- My aunt : I've been travelling a little [lit: I travelled a little.]
- Me : Where have you been¹⁰?
- My aunt : I've been to Rabat, Asfi, Fez.
- Me : Who did you stay with? [lit: At whose place or *chez qui* did you stay?]
- My aunt : I stayed with my children [lit: at my children's (place)].
- Me : Are you tired? [lit: So you're not tired? or Are you sure you're not tired?]
- My aunt : I'm very tired.
- Me : What made you tired?
- My aunt : The road ["way" or "trip"] made me tired. It's long!
- Me : Sit/stay now to get some rest.
- My aunt : Thank-you [to a woman].

¹⁰ The verb  has many translations depending on the context. It generally means "to pass by" or "to visit," but it can be translated in this sentence "Where have you been?" or "Where did you go?" In the next question it can be translated "At whose place did you stay?" or "To whose place did you go?"

29. The Cow will Cause a Problem

آتّاڭ تَفوناست لَمْشَكِل

توڭا : آ عيشة، ور تانايد تَفوناست؟¹

عيشة : آتايخت ك واسيف.

توڭا : هان آسيف إنڭي. خان

وامان. ور تري آتسو.

عيشة : سذرَف²، هات داتْدو³ غر

إڭران ن مِدَن.

توڭا : والو غورم شا ن اُڭاطو؟

عيشة : س تاويل، آذرَرخ.

توڭا : يالله إد⁴ آدي تعاوند؟

عيشة : دُون⁵ ذغي، آندوخ⁶ تَفيرام⁷.

¹ Note that at times questions can be asked without using question words. The tone of voice is what is important.

² There are many different ways to say "Hurry up!" It is important to find out what the people around you say. Other possibilities include: هَناشي, هَناش, حَرَش, فِماع, سَرَبِي, and others.

³ This comes from تَدُو + داد, the داد being a future tense indicator expressing certainty or insistence.

⁴ إد is used as the question word here by certain regions because the following word آد is not a verb.

However, some regions consider the whole phrase that follows to be a verb, and so they use إَس.

⁵ The ن is the ن of farness.

⁶ The construction is future: "I will go there." The ن is the ن of farness, hence the "there."

⁷ Certain prepositions of spatial and temporal relationships take indirect object pronouns when they combine with pronouns. However, when they are followed simply by a noun, the preposition ن goes before the noun (as in تَدَارَت ن تَفِير "behind the house"), or some areas have the noun follow directly with nothing in between (as in تَفِير تَدَارَت).

Expressions and vocabulary:

a future tense indicator like “ad,” except that Taifi (p. 49, col. 2, under “D”) says that the initial “d” is the predicative “d” and adds the nuance of certainty and insistence

داد

rope

إِثْطَا (u) إِثْطَا

to overflow

إِنْغِي \ وَرْ إِنْغِي

نَغِي نَغِي

to hurry

إِسْدَرْف \ وَرْ إِسْدَرْف

سَدَرْف⁸ سَدَرْف

to see

إِزْرَا \ وَرْ إِزْرِي

تِيْزِرْ زَر

General grammar used:

Verb tenses:

past tense form

Abrid 1, lesson 20

negative past tense form

Abrid 1, lesson 25

two-verbs-together form

Abrid 2, lesson 6

future tense

Abrid 2, lesson 8

Direct object pronouns

Abrid 1, lesson 22; Abrid 2, lesson 2

Indirect object pronouns

Abrid 2, lessons 10, 15

Spatial and temporal prepositions

Abrid 3, lessons 4-5

Direction particles

Abrid 3, lessons 7-10

[This dialogue is used in the *Abrid 2 Workbook*, Supplementary Material lesson 9.]

Translation

- Tugga : Aisha, you didn't see the cow (did you)?
 Aisha : I saw it at the river.
 Tugga : (Be careful!) The river there is flooded. The water is bad.
 It [the cow] doesn't want to drink.
 Aisha : Hurry or (watch out!) certainly it will go into people's fields.
 Tugga : Don't you have a rope?
 Aisha : Wait, I'll see/look.
 Tugga : Let's go, will you help me?
 Aisha : Go (there) now. I'll go (there) after you.

⁸ Some regions pronounce this as سَدَرْف and others as سَدَرْف.