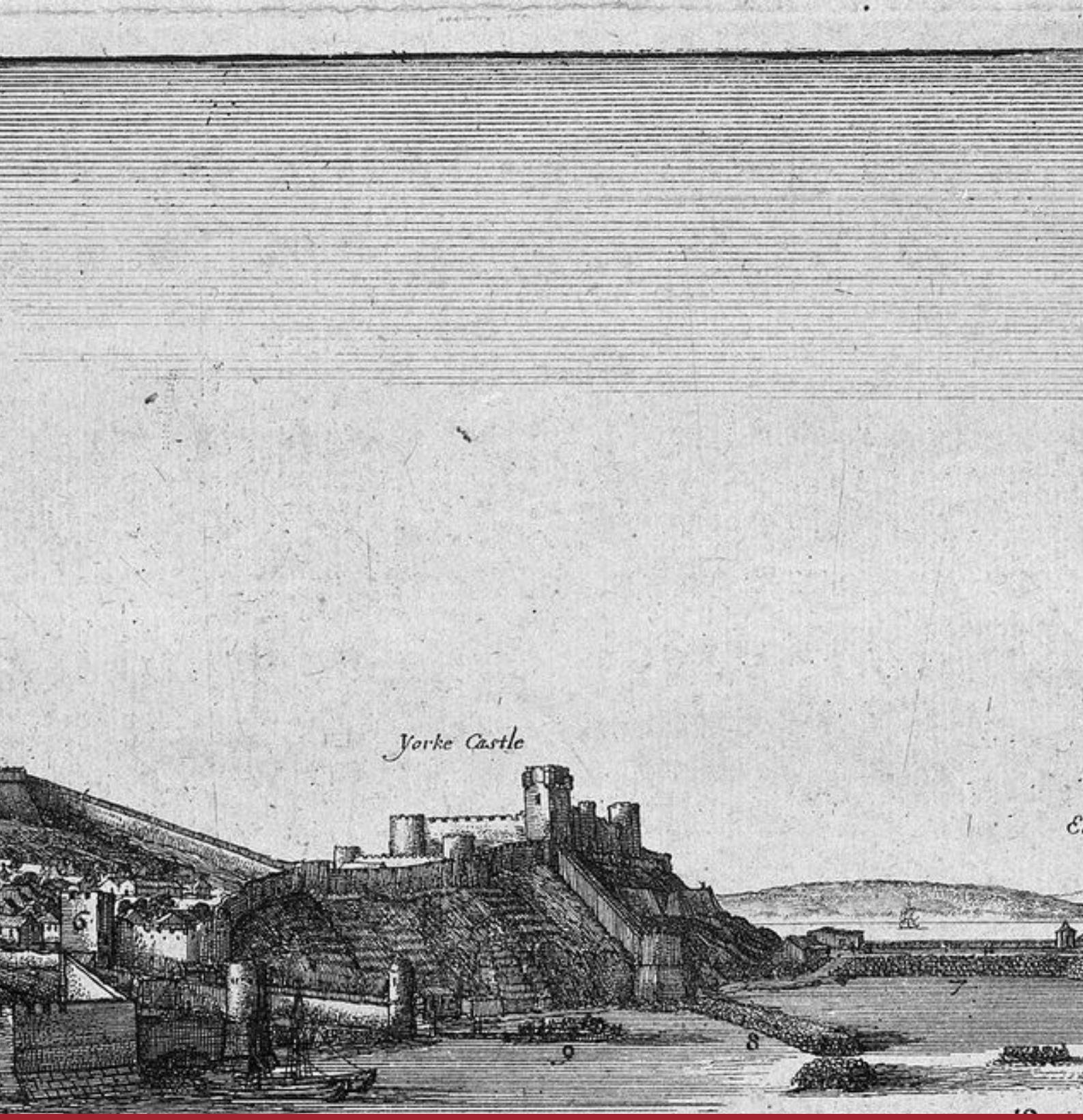


LEARNING DARIJA الدارجة

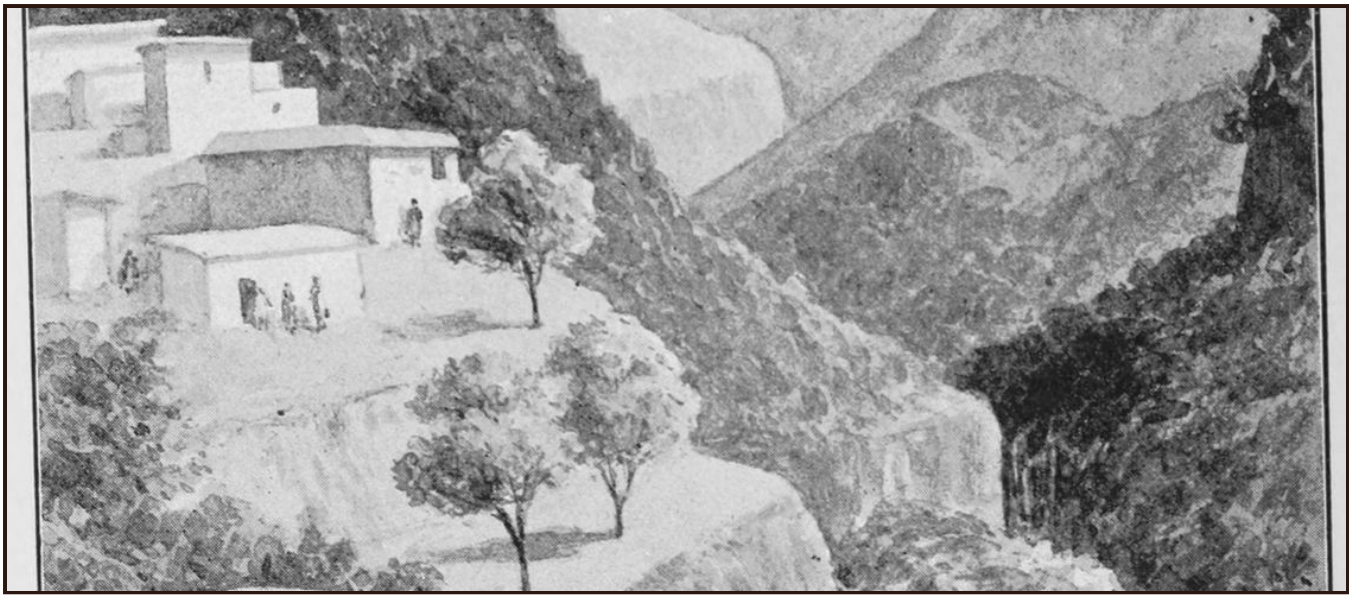
C1

MOROCCAN ARABIC FOR ENGLISH SPEAKERS

Lessons 85 to 100

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Houses on the hillside Walter B. Harris, Tafilet (London, 1895)

THE MONKEY AND THE CARPENTER

C1 begins with the morphology B2 left aside: four-consonant verbs that sound like what they do (zelzel, shake; ferfer, flutter) and colour verbs (7mar, go red). And with a monkey who pokes his nose where it doesn't belong.

- Conjugate four-consonant verbs.
- Form their reflexive with t-.
- Use Form IX for colours and changes in appearance.
- Read a Kalila wa Dimna fable without pre-teaching.

1 TWENTY-FOUR WORDS

Quadriliterals, colour verbs and the vocabulary of the fable. Several words imitate the sound of what they name.

Four consonants

terjem
to translate
تَرْجَمْ
Four consonants: t-r-j-m.

kerkeb
to roll (something)
كَرْكَبْ

With t-

tzelzel
to tremble; be shaken
تْزَلْزَلْ
Reflexive t-.

tkerkeb
to roll
تْكَرْكَبْ

zelzel زَلْزَلْ
to shake
Reduplicated: z-l-z-l.

ferfer فَرْفَرْ
to flutter; wag

weswes وَسْوَسْ
to whisper; obsess

z-zelzal الزَّلْزَالْ
earthquake

l-weswas الْوَسْوَاسْ
obsession; nagging worry

Form IX: colours

7mar حْمَارْ
to go red
Form IX.

sfar صْفَارْ
to go pale; turn yellow

byad بْيَاضْ
to go white; grey

k7al كْحَالْ
to go black

khdar خْضَارْ
to turn green

The fable

l-qerd الْقَرْدْ
monkey

n-nejjar النَّجَّارْ
carpenter

l-khshba الْخَشْبَة
plank; log

l-wted الْوَتْدْ
wedge

sh-shqq الشَّقّْ
split; crack

sh-shetba الشَّطْبَة
tail

Poking your nose in

dekhkhel rasu دَّخَّلْ رَاسُو
to poke one's nose in
“To put one's head in”.

ma-shghlush مَا شْغْلُوشْ
none of his business

l-fudul الْفُضُولْ
nosiness

tt3aqeb تْعَاقْبْ
to be punished

THIS LESSON ONLINE
learningdarija.com/en/course/85/

2 FOUR CONSONANTS AND A COLOUR

Four lines of the fable in Darija. Find the odd verbs: how many consonants do they have?

1

الْقْرْدْ دَّخَّلْ رَاسُو فْشِي حَاجَة مَا شْغْلُوشْ

l-qerd dekhkhel rasu f shi ʔaja ma-shghlush

2

زَلْزَلْ الْوْتْدْ حْتَّى خْرَجْ

zelzel l-wted ʔtta khrej

3

صْفَارْ وْجْهُو مْلّي تْشَدّْ

sfar wejhu mlli ttshedd

4

الْكَلْبْ كَيْفَرْفَرْ بْشْطْبْتُو

l-kelb kayferfer b shetbtu

WHICH VERB REPEATS A SYLLABLE? HOW DOES DARIJA SAY "HIS FACE WENT PALE"?

The rule

Quadriliterals: four consonants, conjugated like Form II: *terjem, kayterjem, mterjem.*

Many are **reduplicated** and sound like what they do: *zelzel*, *ferfer*, *weswes.*

With **t-** in front: reflexive or passive: *tzelzel*, "tremble"; *tterjem*, "be translated".

Form IX: colours and visible change, one verb: *ʔmar*, "go red"; *sfar*, "go pale". Past: *ʔmarit, ʔmart.* Present: *kayʔmar.* Usual subjects: face, hair: *ʔmar wejhu, byad rasu.*

Rare forms

Form	Say it	Means
تَرْجَمْ ← كَيْتَرْجَمْ ← مْتَرْجَمْ	*terjem → kayterjem → mterjem*	translate → translates → translated
زَلْزَلْ ← تْزَلْزَلْ	*zelzel → tzelzel*	shake → tremble
الطّْيَارَة تْزَلْزْلَاتْ فْالسْمَا	*t-tiyara tzelzlat f s-sma*	the plane shook in the air
الطّْيْرْ كَيْفَرْفَرْ	*t-teyr kayferfer*	the bird is fluttering
كَرْكْبْ الْكُورَة	*kerkeb l-kura*	roll the ball
حْمَارْ وْجْهُو بْالْحْشْمَة	*ʔmar wejhu b l-ʔeshma*	he went red with embarrassment
صْفَارْتْ مْلِّي سْمْعَاتْ الْخْبَرْ	*sfart mlli sem3at l-khbar*	she went pale when she heard the news
رَاسُو بْيَاضْ	*rasu byad*	his hair's gone white

Rows 6–8: one Form IX verb where English uses “go” + colour.

What English gives you, and what it costs

Free: “redden”, “whiten”, “blacken”: English has one-word colour verbs too, just used less.

Free: “zigzag”, “flip-flop”, “tick-tock”: English reduplicates for sound and motion too.

Costly: “go red”. *wella ʔmer* is understood but sounds translated.

Your mistake, not someone else's

Looking for “went”, you find *wella*, “become”. For colours, Darija has its own verb.

حْمَارْ وْجْهُو	* وْلَّى حْمَرْ وْجْهُو
“He went red”.	“He became red”, with wella.

Only for colours and physical traits. Elsewhere, *wella* is still fine.

3 THE MONKEY AND THE CARPENTER

A complete fable from Kalila wa Dimna, told by the jackal Kalila as a warning to his brother: meddle in what isn't yours and you'll end up like the monkey. At the end, the next sentence of the text, with a classical quadriliteral: *yubasbisu*, "wags its tail".

مَنْ تَكَلَّفَ مِنَ الْقَوْلِ وَالْفِعْلِ مَا لَيْسَ مِنْ شَأْنِهِ، أَصَابَهُ مَا أَصَابَ الْقِرْدَ مِنَ النَّجَّارِ.

قَالَ دِمْنَةُ: وَكَيْفَ كَانَ ذٰلِكَ؟ قَالَ كَلِيلَةُ: زَعَمُوا أَنَّ قِرْدًا رَأَى نَجَّارًا يَشُقُّ خَشَبَةً بَيْنَ وَتِدَيْنِ، وَهُوَ رَاكِبٌ عَلَيْهَا، فَأَعْجَبَهُ ذٰلِكَ.

ثُمَّ إِنَّ النَّجَّارَ ذَهَبَ لِبَعْضِ شَأْنِهِ، فَقَامَ الْقِرْدُ وَتَكَلَّفَ مَا لَيْسَ مِنْ شُغْلِهِ، فَرَكِبَ الْخَشَبَةَ، وَجَعَلَ ظَهْرَهُ قِبَلَ الْوَتِدِ، وَوَجْهَهُ قِبَلَ الْخَشَبَةِ.

فَتَدَلَّى ذَنَبُهُ فِي الشَّقِّ، وَنَزَعَ الْوَتِدَ، فَلَزِمَ الشَّقُّ عَلَيْهِ، فَخَرَّ مَغْشِيًّا عَلَيْهِ.

فَكَانَ مَا لَقِيَ مِنَ النَّجَّارِ مِنَ الضَّرْبِ أَشَدَّ مِمَّا أَصَابَهُ مِنَ الْخَشَبَةِ.

[...] أَلَا تَرَى أَنَّ الْكَلْبَ يُبَصْبِصُ بِذَنَبِهِ حَتَّى تُرْمَى لَهُ الْكِسْرَةُ.

Kalila wa Dimna: the monkey and the carpenter

Ibn al-Muqaffa‘, Kalīla wa-Dimna (s. VIII), «El mono y el carpintero» y la frase siguiente del mismo capítulo. Texto de ar.wikisource.org con cortes marcados [...]; vocalización de Learning Darija. dominio público

Did you follow?

1. What was the carpenter doing?
2. What did the monkey do when he left?
3. What happened to him?
4. What was worse for him?

4 CHECK

1 Conjugate

The verb in the form asked for.

1. زَلْزَلْ (هِيَ، تْ-، مَاضِي)

2. تَرْجَمْ (مَفْعُولْ)

3. فَرْفَرْ (هُوَ، حَاضِرْ)

4. حْمَارْ (أَنَا، مَاضِي)

2 Match

Verb to what usually goes with it.

1	حْمَارْ	a	الشْعَرْ مْعَ الْكْبَرْ
2	ضْفَارْ	b	بْالْحْشْمَة
3	بْيَاضْ	c	الْأَرْضْ
4	تْزَلْزَلْ	d	بْالْخُوفْ
5	فَرْفَرْ	e	الطْيْرْ

3 True or false?

According to the fable.

1. The carpenter was sitting on the plank.
2. The monkey helped the carpenter.
3. The monkey's tail got trapped.
4. The carpenter did nothing when he came back.

4 Fill the gap

With a quadriliteral or Form IX verb.

ترجم كركب صفار كيوسوس

1. ليا هاد البراوة للفرانساوية ____
2. البرميل حتى للباب ____
3. وجهها ملي شافت الدم ____
4. باين عليه ____، ما نعسش

5 Tell it

Retell the fable in Darija in six sentences, with two verbs from the lesson.

دَّخَّلْ رَاسُو زَلْزَلْ ضْفَارْ تْعَاقْبْ مَا شْغْلُوشْ