

COMMUNITY WALKS

DIALOGUE:

Josh: s-salamu alikum

Ali: wa alikum s-salam

Josh: isminu Josh. nkki d imddukalinu nga l-mutatwi in n hay'at s-salam.

Ali: mrHba srun darnġ.

Josh: šukran, is ymkn aġ tmlt tamazirt?

Ali: waxxa, ma tram a tzrm?

Josh: Kulši, lla yrHm l-waldin.

Ali: mrHba, yallah a nbdu s igran.

TRANSLATION:

Josh: Peace be upon you.

Ali: Peace be upon you too.

Josh: My name is Josh. Me and my friends, we are Volunteers with Peace Corps.

Ali: you are welcome.

Josh: Thank you. Would you mind showing us the community?

Ali: Ok. What do you want to see?

Josh: Everything, may God bless your parents.

Ali: Welcome. Let's start with the fields.

STRUCTURE:

• ma yga ġwad? ma tga xttad?	• What's this/who's this?
• nra anzr...	• We want to see...
• mani ġ tlla / illa.....?	• Where is...?
• is illa / is tlla.....?	• Is there...?

VOCABULARY:

igran	Fields
asif	River
adrar	Mountain
l-jm iya	Association
š-šjr	Trees
targa	Water canal/ditch
anu	Well
l-bhaym	Domestic livestock
tuga	Grass
l- in	Spring
igdad	Birds
ibxxušn	Insects
akal	Land/soil
aġaras	Path/ road
l-mdrasa	School
s-sbi ar	Health center
l-jam	Mosque
taHanut	Store
tigmmi	house

CULTURAL POINTS:

What to take into consideration while doing this assignment:

Time: on Fridays people go to the mosque.

Gender: some women feel more comfortable if females approach them.

MAPS AND LANDSCAPE SKETCHES

DIALOGUE:

Laura d Ittu

Laura: Ila y awn

Ittu: Ila ysllm

Laura: nkni nrsm tamazirt gtawriqt ad. zr afakm yak ur nttu kra.

Ittu tbark llah fllawn, walayni t-ttum....

Laura: yah, darm l-Hqq. Šukran

TRANSLATION:

Laura: Hello.

Ittu: Helo.

Laura: We drew the community on this paper. Please see if anything is missing.

Ittu Good job, but you forgot ...

Laura: Oh yes, you're right, thank you.

VOCABULARY:

rsm	To draw
ttu	To forget
zr	To see
tawriqt	Paper
luwn	To color
zayd	To add
ks	To delete/ to omit
tbarkllah fllam	Good job (to a female)

CULTURAL POINTS:

Reading and drawing maps is not common among Moroccans.

People will appreciate what you do and may not to say that something is missing.

COMMUNITY MENTORS

DIALOGUE:

Sfiya d Amanda

Amanda: s-salamu alikum

Sfiya: wa alikum s-salam

Amnada: is tssnt kra n yan issn bahra f uduwar?

Sfiya: ur fhmġ?

Amanda: zund kra n urgaz ixatrġ, neġd kra n tmġart ixatrġ baš aġ sawln f uduwar.

Sfiya: aaah! Ilan: l-mqddm, š-šix, l-murššiH, lalla Hlima d l-Haj Bahim.

Amanda: Ila yrHm l-waldin. nra a tn nżr kra n was.bslama.

Sfiya: Ila y awn.

TRANSLATION:

Amanda: Peace be upon you.

Sfiya: Peace be upon you too.

Amnada: Do you know someone who knows the community?

Sfiya: I don't understand?

Amanda: An old man or woman who can give us some information about the community.

Sfiya: Aah! There is the Moqaddam, the representative (elected), Mrs Hlima and lHaj Brahim.

Amanda: Thank you, I want to meet them one day if possible. See you later.

Sfiya: Bye.

VOCABULARY:

aduwwar	Village
sawl	To talk
zund	Like
Lmqddm, š-šix, l-murššiH	Authority members in the village
lalla	Polite expression addressing a woman
l-Haj	A man who has been to Mecca
Ila yrHm l-walidin	May God bless your parents

CULTURAL POINTS:

"lalla", "sidi", "l-Haj": expressions used to show respect or when we don't know the name of someone.

TRADITIONAL TECHNICAL KNOWLEDGE

DIALOGUE: Jessica d Moha

Jessica: s-salamu alikum

Moha: wa alikum s-salam

Jessica: is llan kra n l- šub lli s tyasn / tuyssan tamazirt ad?

Moha: llan ifkatn rbbi.

Jessica: mad gan?

Moha: illa izri, asir, azuknni, alili, timijja, flayyu...

Jessica: mamu slaHn afakm?

Moha: azuknni islah i wzbbar, alili ar sis tbxxarn middn f š-šqiqa.

Jessica: is a tn st maln middn bahra?

Moha: illa ma tn ist maln, ilin willi yst maln d-dwa n l-frmasyan.

Jessica: barak llah ufik a sidi.

Moha: llah ibark fik a lalla.

TRANSLATION :

Jessica: Peace be upon you.

Moha: Peace be upon you too.

Jessica: are there any herbs endemic to this community.

Moha: There are plenty of them.

Jessica: What are they?

Moha: There is warm wood, rosemary, thyme,... and pepper mint.

Jessica: What are they good for?

Moha: Thyme is good for cramps,

Jessica: Do people use them a lot?

Moha: Some people use them, others use medicines.

Jessica: Thank you so much Sir.

Moha: You are welcome Ma'am.

VOCABULARY:

l- šub	Medicinal plants
ifkatn rbbi	There is a plenty of them
izri	Warm wood
asir /azir	Rosemary
azuknni	Thyme
alili	
timijja	
flayyu	Pepper mint
slaH	Used for
azbbar/ajmmik	Stomache ache /crumps
st ml	To use
d-dwa	medicine

SAFETY:

Don't use traditional medicines offered by host families.

CULTURAL POINTS:

Some people in rural areas believe in the effectiveness of the medicinal plants compared to chemical medicines.

COMMUNITY MENTORS / SOCIO-ECONOMIC SURVEY

Dialogue:

I-Haj Brahim d Linda

Linda: s-salamu alikum

I-Haj: wa alikum s-salam

Linda: ma ygan l-m išt n middn ġ uduwwarad?

I-Haj: tafllaHt

Linda: mad darun ġ tflaHt?

I-Haj llan irdn, tumzin, l-xdrt, š-šjr, l-bhaym, ar ntrbba tizzwa.

Linda: ay zayd rbbi ġ l-xir.

TRANSLATION:

Linda: Peace be upon.

I-Haj: Peace be upon you too.

Linda: What do you do for your living?

I-Haj: Agriculture.

Linda: What do you grow?

I-Haj We grow wheat, barely and trees. We have also animal husbandry and bee keeping.

Linda: May God replenish.

VOCABULARY:

l-m išt	Living
tafllaHt	Agriculture
irdn	Wheat
tumzin	Barely
l-xdrt	Vegetables
š-šjr	Trees
l-bhaym	Domestic livestock

CULTURAL POINTS:

- "tbark llah" is a good phrase said to avoid evil eye.
- People prefer fruit trees.
- People don't say the exact amount of their crops or animals "evil eye".

MARKET SURVEY

DIALOGUE: Mark d uxddar

- Mark:** s-salamu alikum
axddar: wa alikum s-salam
Mark: samHiyyi, is a tsawalt tašlHit?
axddar: yah a sidi, ma yra l-xatr?
Mark: is imkn ak saqsag afak?
axddar: Yah, mrHba, ur iga muškil
Mark: mani ġ di ttawim l-xdrt?
axddar: kra zġ ugadir, d kra illa ġir ġid ġ tmazirt.
Mark: is a ttili l-xdrt ad asggas kullut?
axddar: d-dllaH ar ittili ġ s-sif, l-limun dima d batata d xizzu llan dima.
Mark: is ar tddut s kra n s-suq ya nin?
axddar: yah, as n l-tnin ar tswaqġ, as n tlata ar tswaqġ
- Mark:** man luqt di ttaškat , d man luqt tddut?
axddar: ar d ttaškaġ zik ġ l-jwayh n l-xmsa, ar tddug ġ j-juj ngd tlata.
Mark: lla yjib t-tisir
axddar: amin, i nkni ula kyyi.

TRANSLATION:

- Mark:** Peace be upon you.
axddar: Peace be upon you too.
Mark: Excuse me, do you speak TashlHeet?
axddar: Yes, can I help you?
Mark: Is it possible to ask you some questions?
axddar: Of course, no problem.
Mark: From where do bring these vegetables?
axddar: Some from Agadir, and others are grown here.

Mark: Are these vegetables available around the year?

axddar: Water melon is available every summer, orange; carrots and potatoes are available all year around.

Mark: Do you go to another souk?

axddar: Yes, on Monday I go to ..., on Tuesday, I go to ...

Mark: What time do you go, and what time do you come back from souk?

axddar: I come early around 5 o'clock and come back around 2 or 3 o'clock.

Mark: May God make it easy for you.

axddar: Amen, for me and for you.

VOCABULARY:

axddar	Grocer
ma yra l-xatr?	In this context: "can I help you"
kra	Something
asggas kullut	Around the year
d-dllaH	Water melon
s-sif	Summer
dima	Always
l-jwayh	around
lla yjib t-tisir	May God grant you more fortune
nkni ula kyyi	for you and us (response to the above)

CULTURAL POINTS:

- Try to find a person who is not busy for your interview
- People don't feel comfortable to talk about their incomes
- Some people might expect you to buy something from them
- Ask permission before you take pictures.

SAFETY & SECURITY:

- Be vigilant: your camera, your money...
- Expect to have a lot of people around you.

TIME LINE AND TRENDS

DIALOGUE:

Tia d l-haj Mimoun

- Tia:** s-salamu alikum
- l-Haj:** wa alikum s-salam
- Tia:** is imkn ad aġ tsawlt f t-tarix n uduwar?
- l-Haj:** aškad b da a nsu yan l-kas n watay ar nsawal.
- Tia:** ma ygan l-ašl n ism n "azru"?
- l-Haj:** nnan willi zrinin: adwwar ikkattn gis ġir yat l- a'ila, tbna tigmmins ġ ufla n yan uzru ixatrn baš ad qabln igran nsn.
llig a ttxitir l- a'ila fġn middn bnan tigungma yadni. imik s imik ar itxitir uduwar.
- Tia:** mnšġ ayad s fġn middn ġ tigmmi taxatart?
- l-Haj:** yan tlatin usggas ayad.
- Tia:** is imkn aġ tinit ma ygan l- a'ilat timzwura n-uduwwar?
- l-Haj:** llan ait bassu, ait Hmad, ait baha...
- Tia:** imma l- a'ilat yadni? mani ġ d uškant?
- l-Haj:** ku yan d mani ġd yuška
- Tia:** is jju izri kra n l-fayadan nġd l-jafaf, nġd kra n l-marad?
- l-Haj:** yah, izri l-jafaf ġ 1986.
- Tia:** is ibadl kra ġ l-m išt n middn llig izri l-jafaf?
- l-Haj:** yah, tnaqs lflaht, fġn middn baš ad qlbn s l-xdmt ġ timizar yadni.
- Tia:** lla yrHm l-walidin.
- l-Haj:** amin. akm i awn rbbi.

TRANSLATION:

- Tia:** Peace be upon you.
- l-Haj:** Peace be upon you too.
- Tia:** Is it possible for you to talk about the history of the village?
- l-Haj:** Let's go have a cup of tea and talk.

- Tia:** What is the origin of the word "Azroo"
- I-Haj:** Our ancestors told us that there was a family which built their houses on a big rock in order to control their lands. When the family had extended, people started to move from that house and built other houses.
- Tia:** How long did people move from that house?
- I-Haj:** It's 30 years ago.
- Tia:** He first families in this community?
- I-Haj:** There is Ayt bassou, Ayt Hmad, and Yt Baha.
- Tia:** Where did the others come from?
- I-Haj:** Each family came from a different region.
- Tia:** Was there a flood, drought or diseases in this community?
- I-Haj:** Yes, there was a drought in 1986.
- Tia:** Did drought affect the livelihood of people ?
- I-Haj:** Yes, the agriculture degraded, lots of people moved to work elsewhere.
- Tia:** May God help you, thanks a lot.
- I-Haj:** Not at all.

VOCABULARY:

t-tarix	History
azru	Small village near Kelaat megouna / 'rock'
ini	To say / to tell
Willi zrinin	Pioneers
aflla n	Above/on
ixatar	Big
qabl	To guard
is imkn?	Is it possible?
ayt	People of ... "ayt bassu": e.g. the "smiths"
I-fayadan	Floods
I-jafaf	Drought
Imrd	Disease
badl	impact

CULTURAL POINTS:

- Expect people to go out with people
- People associate dates with events
- Old people are always the best resource of historical events as there is nothing documental.

WATER USE AND LAND OWNERSHIP

DIALOGUE:

Bassu d Andy

Andy: Msa lxir.

Bassu: Msa lxir.

Andy: Is imkn 3fak ad aġ tsawlt f wakal d waman ġ udwwarad?

Bassu: Waxxa mrHba

Andy: Maygan lanwa3 n lmumtalakat n midn lli illan ġ udwwar ad?

Bassu: Illa wakal nudwwar, akal n laHbass d wakal n midn

Andy: is imkn 3afak at tsawalt f kra ygat nnu3?

Bassu: Bassu: akal n tqbilt iga kullu win ayt tmazirt, akal n l-jam iga win laHbas, akal n middn iga winsn sġan t ngd wrtn t.

Andy: dġik ak nsaqsa f waman. Is a tst malm ġir aman n wasif?

Bassu: ar nst mal aman n wasif d win una d win trggiw d win l- yun.

Andy: manwa gisn a tst malm bahra?

Bassu: Asif d targa I tflaHt. Una ġ tgmmi d l- yun I tissi.

Andy: mamnk as a tb ddum aman n tflaHt?

Bassu: ar tn nbddu f aynna n wakal illan dar ku yan. Ku yan issn tawala ns.

Andy: iġ illa kra n l-muškil ġ tibdit n waman ma t itfukkun?

Bassu: illa yan urgaz ikllfn s waman ar as nttini "l-mqddm n waman".

Andy: lla yjazik bixir.

Bassu: bslama.

TRANSLATION:

Andy: Good morning.

Bassu: Good morning.

Andy: Could you please talk to us about soils and water in the community?

Bassu: Yes, with pleasure.

Andy: What are the types of properties that exist in the community?

Bassu: There is the community land, Habous land, and people's land.

Andy: Could you please talk about each type?

Bassu: Community's land is the land of people of the community. The land of the Habous is land which belongs to the mosque, and the people's land is the land which people bought or inherited.

Andy: Now I would like you to ask you about water. Do you use the water of the river?

Bassu: We use the water of the well, the river, the irrigation ditch and spring.

Andy: Which of them do you use the most?

Bassu: The irrigation ditch for agriculture, spring or the well for drinking.

Andy: How do you distribute the water of agriculture?

Bassu: We distribute it according to each person's land, each person knows when his turn is.

Andy: How if there is a problem about distribution of water? Who is in charge of resolving that?

Bassu: There is a person who is in charge of distributing water, we call him " l-mqddm n waman"

Andy: Thank you so much

Bassu: You are welcome.

VOCABULARY:

l-mlk	Property
sg	To buy
wrt	To inherit
Tissi	Drinking
Bdu	Distribute/divide/share
Tawala	Turn
Fukku	Resolve

CULTURAL POINTS:

People don't waste water because of its preciousness. Some people in douars believe that well water is better than tap water. Anything related to water and land use is announced in the mosque after Friday prayer.

E.E (PRIMARY SCHOOL VISIT)

DIALOGUE:

Tim d I-mu llim

Tim: s-salamu alikum

I-mu llim: wa alikum s-salam

Tim: is imkn aġ tsawlt f l-muqrrar lli tssaqram?

I-mu llim: yah mrHba, tlla t-trbiya l'islamy d t-tarix d l-juġrafya, n-našat l- ilmi, r-ryyadyat, tafransist, ta rabt..

Tim: is tlla t-trbya l-bi'iya ġ l-muqrrar?

I-mu llim: Yah tlla, walakin ur tga yat l-madda i zln waHdut, maš tkšm ġ kra n l-mawad yadnin.

Tim: mad gan l-mawadi d l-anšitja l-bi'iya lli tssaqram?

I-mu llim: zund t-tšjir, t-talawut, l-muHafada f waman d tagant...

Tim: is asn itt jab ġayad i t-tlamd?

I-mu llim: yah, bzzaf.

Tim: is imkn a nskr kra n n-našat n t-trbiya l-bi'iya?

I-mu llim: rad mšiwirġ d l-mudir ukan rangak l-xbar.

Tim: waxxa, lla y awn.

I-mu llim: lla y awn.

TRANSLATION:

Tim: Hello

I-mu llim: Hello

Tim: Would you mind talking to us about the curriculum you teach here?

I-mu llim: Sure, there is Islamic Education, History, Geography, Scientific Activities, Maths, French and Arabic.

Tim: Is there any EE in the curriculum?

I-mu llim: No, there is no EE as a main subject but it is included in other

subjects

Tim: What are the topics and activities you teach?

I-mu llim: Tree Planting, Pollution and Forest Conserving

Tim: Do students like these subjects?

I-mu llim: Sure , they do.

Tim: Can we do some EE activities at school

I-mu llim: Ok, but I have to share that with the director and get back to you

Tim: Ok, thank you! See you then.

I-mu llim: Bye

VOCABULARY:

l-muqrrar	Curriculum
sgr/saqra	To teach
t-tarbiya l-'islamiya	Islamic education
t-tarix d l-juġrafiya	History and geography
n-našat l- ilmi	Science
r-riyyadiyat	Maths
t-tarbiya l-bi'iyā	E.E
tkšm	Included
l-mawad	Subjects
l-mawadi	Topics
t-tšjir	Tree planting
t-talawut	Pollution
l-muHafada	Conservation/ protection
tagant	Forest
mšiwir (d)	To consult (with)

CULTURAL POINTS:

- Trash management system is not common.
- The use of religious references about E.E is very effective.

TREE PLANTING

DIALOGUE:

Paul d l-mudir

- Paul:** s-salamu alikum
l-mudir: wa alikum s-salam
Paul: darnġ yan n-našaġ n t-tšġir. is imkn at nskr ġ l-mdrasa?
l-mudir: waxxa, man š-šġr darun?
Paul: darnġ z-zitun.
l-mudir: mnaw n š-šġr a tram a tzzum?
Paul: darnġ 50 n tašġrt. is tlla l-blast mag tnt ntzzu, d waman mas tnt nsswa.
l-mudir: tlla l-blast walaynni illa l-muškil n waman. Is imkn a tnt nawi s yat l-mdrst yadnin
Paul: waxxa, ur gis l-muškil. Is imkn a didnġ šarkn t-tlamd ġ n-našaġ ad?
l-mudir: yah, t-tlamd ar tn tt jabnt bzzaf l-anšiġa ġ brra n l-qism.
Paul: is illa kra n d-duzan ġ l-mdrasa?
l-mudir: uhu, ur illa, walaynni ra tnd awin t-tlamd.
Paul: inaġ kra n l-uqt awnd yusan baš a gis nskr n-našaġ ad.
l-mudir: waxxa, rad mšiwirġ d l-mu llimin rarġ flak l-xbar.
Paul: waxxa a sidi šukran. Ak nżr mn b d.
l-mudir: nša llah.

TRANSLATION:

- Paul:** Peace be up on you
l-mudir: Peace be up on you too
Paul: We have a tree planting project. Can we do it here in the school?
l-mudir: Ok, what kind of tree do you want to plant?
Paul: We have olive trees
l-mudir: How many trees do you have?

- Paul:** We have 50 trees, are there any place where to plant them and water to irrigate them.
- I-mudir:** There is a place but we don't have water. Can we take them to an other school?
- Paul:** Ok, no problem, is it possible for the students to participate in this activity?
- I-mudir:** Yes, of course. Students like these outdoor activities
- Paul:** Is there any tools in the school by which we can plant these trees?
- I-mudir:** No, there is none. But the students can bring them.
- Paul:** Tell us what time is appropriate for this activity?
- I-mudir:** Ok, I will talk to the headmaster and get back to you
- Paul:** Ok, see you later, bye
- I-mudir:** bye

VOCABULARY:

n-našaṭ: activity	Activity
t-tšjir	Tree planting
zzu	To plant
ssu	To irrigate
yadnin	Another
šark	Participate
t-tlamd	Students
brra	Outside
l-qism	Classroom
d-duzan	Tools/materials
l-bala	shovel
ašaqr	Pick axe
amadir	Hoc
r-ratu	Rake
t-tiyyu	Hose
s-sdl	Bucket
awid	To bring
yussa	Appropriate

VILLAGE POLITICAL HIERARCHY

DIALOGUE:

Jeff d š-šix

Jeff : s-salamu alikum

š-šix: wa alikum s-salam

Jeff : is imkn afak ad aġ tsawlt f l-xdmtnk?

š-šix: ar t dalġ š-šawahid n s-sukna, ar tfukkuġ l-mašakil n gr middn. ar t lamġ l-qayd s kullu ma yjrrun ġ uduwar d ar skarġ kullu aynna as iyyi inna lqayd.

Jeff : is ar itwa yyan š-šix nġd ar ituntaxab?

š-šix: ikkattn ġ tizwura š-šix ar ituwrat tašiyxaxt, walakin dġik ar ittwa yyan.

Jeff : is a ytHkam š-šix f yan uduwar nġd f bzzaf n iduran?

š-šix: ar itHkam f bzzaf n iduran. ku aduwar ar gis ittili l-mqddm.

Jeff : barak llah ufik.

š-šix: lla ybark fik.

TRANSLATION :

Jeff : Peace be up on you

š-šix: Peace be up on you too

Jeff : Could you please talk a little bit about your job?

š-šix: Yes, I give residency certificate, resolve issues between people ,I inform the Qayd about thing that happen in the village and I execute Qayds orders

Jeff : Is the š-šix appointed or elected?

š-šix: In the past he used to inherit this job but now he is appointed

Jeff : How many douars does the š-šix governs?

š-šix: He is responsible for many douars and in each douar there is a moqaddam.

Jeff : Thanks a lot.

š-šix: You are welcome

VOCABULARY:

dl	Deliver
š-šawahid	Certificate
s-sukna	Residence
lm	To inform
jru	To happen
yyn	To appoint
ntaxb	To elect
wrt	To inherit
tizwuri	In the begining
ikkatn	Used to

CULTURAL POINTS:

š-šix is a knowledgeable person about the community; it's not appropriate to ask about his salary.

COOK STOVES

DIALOGUE:

Emily / host mother

Emily: ms l-xir

Hadda: ms l-xir

Emily: mas a tssnwat izd l-buta ngd ikššudn?

Hadda: ar ssnuag s ikššudn.

Emily: manig a ttafat ikššudn?

Hadda: ar tn d ttawig zġ tagant d taggug bzzaf. ar tddug as kullut, art n ttasiġ iggi n d-dhrinu. iŝqqa bzzaf.

Emily: mnaw n tikkal ġ s-simana ar tddut s tagant baš ad tawit ikššudn?

Hadda: yan was yah, yan was uhu.

Emily: iŝqqa f s-saHtnm.

tlla yat takat lli itHawaln f ikššudn d ura tskar bzzaf n waggu.

Hadda: is art t tznzam ngd ar tt takkam fabor?

Emily: ar tt nakka fabor.

Hadda: mas tuf takatan xttad llis a nsnwa?

Emily: ar tHtajja ġir imik n ikššudn d ar tsnwa snat l-Hwayj ġ yan d-dur fisa

Hadda: ad awn ifk rbbi l-xir a ylli.

Emily: bla jmil a lalla Hadda.

TRANSLATION:

Emily: Good afternoon

Hadda: Good afternoon

Emily: How do you cook? Do you use fuel wood or Butagaz?

Hadda: I use fuel wood

Emily: Where do you find them?

Hadda: I collect them from the forest, and it's far. I spend the whole day , and I carry them on my back.

Emily: How many times do you go to collect fuel wood from the forest?

Hadda: Day in, day out.

Emily: It's too hard for you. There is a cook stove which saves the fuel wood and it doesn't make a lot of smoke.

Hadda: Do you sell them or do you give them for free

Emily: We give them free.

Hadda: How that is is better than the one we have?

Emily: It needs only a few of the fuel wood. You can use it for cooking two thongs at the same time, and so quick.

Hadda: Thank you so much.

Emily: You are welcome.

VOCABULARY:

aggu	Smoke
takat	Cook stove
l-buṭa	Butagas
d-dhr	Back (body part)
Ṣ-ṣaHt	Health
fabur	For free
Htajja	Need
Hawl f	save
znz	Sell
yuf	Better than
ikššudn	Fire wood
fisa	quickly

CULTURAL POINTS:

- People believe that cooking with wood taste better than with butagaz
- A female wood be the best person to talk to a woman about the cook stove

N.B: Generally people don't know how to install the cook stove. They want someone to show them.

DEFORESTATION

Objective: By the end of this session, trainees will be able to dissuade the population from deforestation

Competency: explain the importance of the forest

Lgabt dars yan ddawr imqurn ašku mind ard gis tawin ikšudn baš ad srġn tigmma nsn d snun lmakla nsn.bzzef n lbhaym ar šttant ifrawn n šjr lli illan ġ tagant.lbhaym gant zund bnam arnt bdda txšša lmakla.ig ur ufin lmakla rad mmutin ddun s kra n lblast yadnin astt sigln.šjr d tuga dayakkan luksijejn d ar snqayn ljuw.

Walakin tagant twrri ar tnaqas ġ mnaw n lbays ašku midn ar tbbin šjr baš ad 3dl n iġarasn d tigmma nsn.ig tfta tagant, midn urasul afn mani ġ ad tawin ikšudn ma s asnwan ula ad srġn.lbhaym Hta ntnti urasul afnt ma rad šnt ula mani ġ rad zdġnt.ukan lmnṭaqa kullut urasul tqqama ġiklli tga ašku izuran n šjr ar tamzn akal ġ lblast ns.

VOCABULARY:

srġ	To heat up
mmuti	To immigrate/move
sigl	To look for
af	To find
snqi	To clean
bee	To cut
3dl	To fix-up
bnu	To build
wrri	To return/become
mnaw	many
ikššudn	Fire wood
tagant	forest
Tuga	grass
midn	people
lbhaym	animals
šjr	Tree
ljuw	Air/climate
area	lmnṭaqa
iġarasn	roads
ifrawn	Leaves
izuran	Roots

NATURAL RESOURCES

Objective: By the end of the lesson, the trainees will be able to identify natural resources

Rbbi ixlq ተ-ታብሳ i lmxluqat ns. adukan nqr ተ-ታብሳ ar gis tntizir mnnaw n lHwayj zund aman, akal, tagant, ig a d lbhaym nna gis ištta d usmmi d tafukt. ukan ixšša ad nHmd i rbbi s gayan ag ifka nHafd fillas.

VOCABULARY:

Xlq	To creat
ixšša	To need/have to
ተ-ታብሳ	Nature
lHwayj	Things
aman	Water
akal	Soil
ig a	birds
asmmi	Cold
tafukt	Sun
fk	To give
Hafd	To preserve

KIND OF TREES

Objective: By the end of this lesson, the trainees will be able to:

- List some kinds of trees
- Ask for the names of trees and their fruits

1-madas ism i tašjrt ad? ism ns iga....

2-tin mit atga tašjrt ad? Tin tffaH.

3-madağ takka tašjrt ad? Ar ag takka tffaH.

4-izd ar ag takka tašjrt ad kra n lfakit nna nštta? Manta?

BENEFITS OF MAINTENANCE

Objective: By the end of this lesson, the trainees will be able to talk about the benefits of trees and their maintenance

Chris: s-salam u 3alaykum

Brahim: wa 3alaykum s-salam.kšm mrHba bik

Chris: barakllah u fik

Brahim: is trit a tsut yan lkas n watay?

Chris: waxxa, samHiyyi a ssi Brahim.rad ak nniġ yan wawal iġ ihna lHal waxxa?

Brahim: yeeh a sidi, ma trit a tnnit?

Chris: tbayni ġayad n lblašt txwa,iġ lliġ ġ lblašt nk ragis zzuġ kra n šjr

Brahim: mamu riġ šjr a sidi

Chris: uhuy a ssi Brahim,šjr ifulki ayilli.ar yakka amalu.tzrit,ar aġ tsHrag tafukt ġilad nit.

Brahim: iġ trit amalu zayd ankšm s tgmmi

Chris: urd ġir amalu a ssi Brahim ;šjr ar aġ yakka ikšu n d lfakit,ar isnqaw ljuw,d izuran n šjr ar tamzn akal ġ lblašt ns.

Brahim: yeeh a sidi dark lHaq,rad bduġ ad zzuġ kra n šjr

Chris: mzyan,iwa iġ tn tzzit ukan tqabltn s kra n umazir ulla langree d waman.luqt nna mqqurn ar tn tzbart iġ a tn tzbarn mind.d yat lHajt yadnin,iġ trit atzzut šjr tfrrqt gr tašjrt d ɣayya 3 ulla 4 metro.

Brahim: llay3tik sHHa, ġayad tnnit iga muhim bzzef.zayd yan lkas n watay

Chris: llayrHm lwalidin,llayxlf.zrbġ šwiya. ġilad ixššayyi adduġ.ak i3awn rbbi

Brahim: ak i3awn rbbi

VOCABULARY:

lblašt	Place/area
txwa	empty
šjr	trees
ikšu n	Fire wood
zzu	To plant
imqqur	Big
iġ a	birds
asmmi	Cold
tafukt	Sun
fk	To give
Hafd	To preserve

NURSERY: PEPINIERE

Objective: By the end of this lesson, the trainees will be able to:

- Ask questions about the nursery
- Learn about the services of the nursery

DIALOGUE:

James: s-salam u 3alaykum

Moha: wa 3alaykum s-salam

James: samHiyyi rig ak saqsag

Moha: Yeeh, waxxa

James: ism inu James. mad ak ism kyyi? izd ajardini atgit?

Moha: isminu Moha. yeeh ajardini ad gig ar txdamg g jrda yad

James: man luqt atbda gayad n jrda?

Moha: zund xms sniyn ayad/zund xmsa n isggasn ayad

James: man lanwa3 n šjr nna darun illan gid?

Moha: illa šjr n zitun d win tffaH, win lkaliptus d larz

James: izd ar tznzam gayad n šjr ulla uhu?

Moha: uhu asidi. ar t nakka i midn fabor baš atn nšjj3 ad zzun bahra n šjr g tmazirt

James: waxxa, man mind lli istafadh g šjr ad?

Moha: ifrxan n lmdrasa lli id itmun d lmu3allimin nsn baš ad asn s3llmn mamnk skarn ad zzun šjr, mnb3d ar tawin kra n šjr s lmdrsa nsn ar t tzzun luqtna Htafln s: 'yawm lmdrasa'

James: mzyan. mad sul istafadh g šjr ad?

Moha: zund ljm3yat. d baš ad nšjj3 midn g iduran ad zzun šjr, ar nfttu s laswaq ar asn nsawal f l'ahamiya n šjr, ar asn akka kra n šjr fabor.

James: tbarkllah fllawn, gayad lli tskarm ifulki bzzef. llayrHm lwalidin f lm3lumatad iyyi t fkit kullu. ak i3awn rbbi

Moha: mrHba a sidi. llay3awn

VOCABULARY:

Ajardini	The gardener
Bdu	To start/begin
Lanwa3	kinds
Znz	To sell
Fkk	To give
Stafd	To benefit

Šjj3	To encourage
Iduran	towns
Fttu	To go
Laswaq	Souk(s)
Fabor	For free
L'ahamya	importance

SOIL EROSION AND REFORESTATION

Objective: By the end of this lesson, trainees will be able to talk about the causes of erosion and remedies

Text:

kulluyag nsn izd izuran n šjr d tuga ar tamzn akal g lblašt ns.ig ur illi šjr g lblašt irxa ad itlaša/injarf.ig txwa lblašt ur gis illi šjr sabab ns anzar d uzuzwu d lbhaym d bnadm.baš a nHafd f wakal a gis yilli šjr ixšša:
 -a nfkk r qbl ad nbee šjr d tuga g kraygat lblašt
 -adur nkssa ulli g tagant
 -ad nzzu šjr g lblayš ixwan d taman wasif

VOCABULARY:

kulluyag	All of us
isin	To know
irxa	easy
Txwa/ixwa	To be barren/empty
zzu	To plant
azuzwu	wind
akal	land
sabab	cause
anzar	rain
fkk r	To think
kss	To herd

PARKS AND RESERVE

Objective: By the end of this lesson, trainees will be able to:

- 1-Learn about the history and the role of the parks
- 2-Learn about how people's conception of the park had changed

DIALOGUE:

Emy: s-salam u 3alaykum

Ba ali : wa 3alikum s-salam

Emy: SamHiyyi riġ ak saqsaq,mani ġ tzdġt?

Ba ali: gudwar

Emy: izd adwar nnun illa ġ ammas n lpark?

Ba ali: yeeh a lalla

Emy: lpark ad izd iqdm ulla ljdid ?

Ba ali: uhu ur bahra iqdm

Emy: lliġ ibda lparkad mad fllas tinnin midn?

Ba ali: midn s izwar ksudn ad asn tawi wizarat lfilaHa akal nsn ukan ʔ-ʔaytn s brra n lpark

Emy: ima ġilad ?

Ba ali: ġilad bdan midn ar tfhamn ddawr n lpark walakin llant sul bzzef n lmašakil

Emy: maygan lmašakil ad ?

Ba ali: qbl lpark kkanttinn midn ar tbeen ikšudn ġ tagant baš ad snun lmakla d ad rġin ġ tagrst.ar kssan ulli nsn d lb3d n tikkal ar tsya n tiskureen d awtiln

Emy: ġilad maybadln ?

Ba ali: midn n lpark ar tmunun d midn n iduran ar asn sfhamn maygan lpark d mamnk rad staġllan tagant blla agis frriġn

VOCABULARY:

iri	To want
zdġ	To settle
ammas	The middle
bdu	To start/begin
ksu	To be afraid/scared
wizarat lfilaHa	Ministry of agriculture
ʔ-ʔay	To expel

bnu	To build
fhm	To understand
lmařakil	problems
ikřřudn	Fire wood
Kkanttin	Used to
snu	To cook
rġ	To warm
tagrst	winter
Lb3 n tikkal	Some times
siyy	To hunt
badl	change
sfhm	To explain
stagll	To exploit
frrt	Not take care

WILDLIFE AND PROTECTED AREAS

Objective: By the end of this lesson, trainees will be able to:

Talk about wild life and protected areas in Morocco

g lmgrib laH bzzef n luHuš d ig a d igrzamn d tan3imeen. gilad ibda ar dax ifttu laṭr n luHuš ya nin. gayan af tfkkir lidara n lmyah u lgabat atskr kra n 'lmHmiyat' baš atHmu luHuš d šjr zund lmHmiya n "tazga" lli illan g taman taza. gayad n 'lmHmiya' ar tHafad f tagant n larz d idrarn.ukan ar tskar lHimaya i kra n luHuš ya nin zund iznka .

VOCABULARY:

laH	To disappear
igrzamn	lions
Fttu	To go/disappear
luHuš	animals
Lmiyah u lgabat	Water and forests
taman	Near/close to
lmHmiya	reserve
Hafd	protect
lHimaya	protection

WATER RESOURCES

Objective: By the end of this lesson, trainees will be able to learn about water resources in Morocco

DIALOGUE:

Sara: s-salam u 3laykum

Moha: wa3laykum salam

Sara: mani ġd uškan wamanad nna s tswat ?

Moha: uškanđ ġ lbaraj

Sara: izd ar tssam aman ns?

Moha: uhuy

Sara: waxxa,mani ġadttawim aman n tissi?

Moha: sg l3in walakin llan midn lli dar llan una ġ tgmma nsn

Sara: waxxa,amanad n l3in izd midn ar tn ġir ssan ulla ar isn swan Htta igran nsn ?

Moha: ar tn ssan d ar isn swan igran nsn

Sara: mani ġ ar tswam lbhaym nnun d wulli nnun ?

Moha: ġ wasif,ig ġis urqqaman waman ar tn nswa ġ tgmmi s waman n

'lmṭfya' ġilad nit aman drusn šwiya.yat luqt kkattin isafn 3mmrn ašku ar bahra itili utfl d unzar.tsnt lblašt an tkkatin ġis yat aya tslaH bahra i tmazirt

Sara: mad yiwin allig tqgur aya an?

Moha: ašku idrus unzar ursul iqqama ġiklli iga ula šaṭṭu nwaman ixwa.iwa ad yawi rbbi anzar

Sara: ameen.waxxa llayrHm lwalidin,ak i3awn rbbi

Moha: llay3awn

VOCABULARY:

ašk	To come
su	To drink
ssu	To irrigate
lbaraj	Dam
awi	To bring
l3in	spring

una	Well(s)
igran	Fields/orchards
Ulli	sheep
Ur qqaman	No more
Imṭfiya	cistern
drusn	Rare(rain)
3mmrn	They are full(rivers)
atfl	Snow
anzar	Rain
aya	Lake
tslaH	Useful
tqqur	Dry
šaṭtu	Reservoir
3awn	To help

Additional VOCABULARY:

ljafaf	Drought
lfaya an	Flood
nda	Dew
tagut	Frost
tbruri	Hail
iggig	Thunder
Usm/usman	Lightning
l3jaj/ijawan	Dust storm
L3fit	Fire
amdlu	Clouds
tagut	Fogs
lHma	Heat
lHal/ljuw	Weather/climate

INTRODUCING ONESELF TO THE BOSS

Objective: By the end of this lesson, trainees will be able to introduce oneself to the boss and find out possible projects in his/her site

DIALOGUE:

John: SbaH l xir

Omar: SbaH l xir.ggiwr mrHba

John: barakllah u fik.nkki isminu John giġ mutatawi3 n hay'at s-salam ra darun xdmġ ġid

Omar: mrHba,yallah nit umzġ yat tbrat dar lmkta n 'lmiyah u lgabat' illa gis is rad taškt ad didnġ txdmt

John: mzyan. ġilad riġ ak saqsaq ma s imkn akn is 3awnġ a ssi Omar?

Omar: mas imkn atskrt?

John: ma giġi tram atskrg?

Omar: man diplom nna dark illan?

John: txrjaġ g l jami3a n Columbus g Ohio,dari license g lbee'a

Omar: managu atxrt?

John: krad isggasn ayad

Omar: is tin tkkit txdmt?

John: yiih,xdmġ ġ lmuxyamat n ifrxan,ar asn ns3llem mamnk rad Hafdn f lbee'a

Omar: ifulki, ġ lblašt ad darnġ yan lmuškil ġ yan wasif,ar gis ssiridnt tmġarin d ar n gis tluHn midn zbel d lmuškil llan midn lli gis issan aman.ġilad nra a nHawl an sw3a midn f nqa n wasifad.is tz art a didnġ txdmt ġ lmsru3ad?

John: 3laš lla,ra kn 3awnġ ġ aynna ukan tram

Omar: ur ak tfaqġ yat,Htta nkni iġ aġ tHtajjat i kra mrHba

John: llayrHm lwalidin,ak sul zrg, ġilad ak i3wan rbbi

Omar: waxxa ay3awn rbbi

VOCABULARY:

ggiwr	To sit
amz	To recieve
skr	To do/make
Lbee'a	environment
managu	when

Imuxyamat	camps
Sird/ssirid	Wash/laundry
luH	throw
zbel	trash
Sw3a	To inform
Imšru3	project
Htajja	To need
zr	To see/meet
z ar	To be able

COOPERATIVES

Objective: By the end of this lesson, trainees will be able to understand and use vocabulary items related to cooperatives

DIALOGUE:

Marcia: s-salam u 3alaykum

Lghazi: wa3alaykum s-salam

Marcia: samHiyyi, izd kyyi aygan 'rais' n ta3awunya n "Imustqbal" n lHlib

Lghazi: yiih a lalla

Marcia: nkki giġ mutatawi3 dar hay'at s-salam ar txdamġ ġid, ukan riġ ak saqsaq šwiya ,is ihna lHal ?

Lghazi : waxxa ihna lHal

Marcia : man luqt a tbda ta3awunya ad ?

Lghazi : zund xmsnin ayad

Marcia : mnšk a gis illan n lmunxariġ ?

Lghazi : darnġ 173 n lmunxariġ

Marcia : izd kullutn gan irgazzn ?

Lghazi : uhuy, tlla taqriban kra n 70 n tmġart

Marcia : waxxa, maygan l'ahdaf n ta3awunya ?

Lghazi : dars bzzef n l'ahdaf, ar tsmunu lHlib taznt s suq mani ġ aynzza, ar tsw3a ikssabn tšjj3tn

Marcia : mad sul tskarm ġ ta3awunya nun?

Lghazi : ar nssaġ l3lf ukan n3awdas lbi3 i ifllaHn s t-taman ifulkin

Marcia: is llant darun kra n lmašakil?

Lghazi: darnġ snat lmašakil walakin ar ukan ntHawal ad asnt naf kra n lHl

Marcia: ma tnt igan?

Lghazi: tsnt ukan mnšk ayad illa lġafaf ġ lmġrib, ukan ar aġ itxšša bzzef n l3lf baš ad n3awn ifllaHn. lmuškil wissin iga transpor ;darnġ ġir yat tomobil taqdimt lli s ansmun lHlib walakin uraġ tqadda

Marcia : max allig awn ur tqadda ?

Lghazi : ašku iduran lli yaggugn ar tafan lmuškil baš ad aġd slkmn lHlib ġ luqt

Marcia: manik s ar tzrram lmustqbal n ta3awunya?

Lghazi: ar ntmna ad nawi midn ya nin s ta3awunya ukan nbdu ad ntntaj

lfrmaj d kullu kra ygat lHajt illan ġ lHlib

Marcia: rad fkkriġ ġ kullu ġayad tnnit ukan Hawlġ akn 3awnġ s kullu mami zdarġ

Lghazi: šukran bahra a lalla, iwa taškad s darnġ kra n tikkal. mrHba bikm

Marcia: barakllah u fik
 Lghazi: bla jmil.akm i3awn rbbi
 Marcia: bslama

VOCABULARY:

rais	The president
lmunxariṭ	The member
taqriban	almost
l'ahdaf	goals
azn	send
znz	sell
ikssabn	Breeders/farmers
sġ	To buy
l3lf	feed
3awd lbi3	To re-sell
t-taman	price
Hawl	To try
Af	To find
lHl	The sollution
ljafaf	drought
transpor	transportation
tomobil	car
taqdimt	old
tqadda	Its enough
smun	gather
yaggug	Its far
slkm	To make arrive
lmustqbal	future
tmnna	To wish
awi	To take
ntj/tntaj	To produce