

LEARNING DARIJA الدارجة

B1

MOROCCAN ARABIC FOR ENGLISH SPEAKERS

Lessons 41 to 64

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A town below the hills David Roberts, Picturesque Views in Spain and Morocco (London, 1838)

DOUBLE IT TO MAKE IT HAPPEN

English says “the car stopped” and “I stopped the car” with the same verb. Darija doesn't: wqef, stop; weqqef, stop something. Double the middle consonant and the verb makes someone else do it. B1 starts here, and so does unvowelled Arabic in the exercises.

- Recognise and form a Form II verb.
- Say you make something happen: take out, bring in, explain, heat up.
- Use Form II to intensify: smash, chop up.
- Read practical tips about phones.

1 TWENTY-FOUR WORDS

B1 notice: from here on, gap-fills and sentence-building exercises are written **without vowel marks**, as on the street. Word lists stay vowelled so you learn the pronunciation.

Making someone do

3ellem عَلَّمْ
to teach

From *3lem*, know: “make know”.

Doing hard or thoroughly

kesser كَسَّرْ
to smash

Intensive of *kser*, break.

fehhem فَهّْمْ
to explain; make understand

From *fhem*. *fehhemni*, explain it to me.

---

kherrej خَرّْجْ
to take out

From *khrej*, go out: “make go out”.

---

dekhkhel دَخّْلْ
to bring in; put in

From *dkhel*, go in.

---

qerreb قَرّْبْ
to bring closer

From *qrib*, near.

---

sekhkhen سَخّْنْ
to heat up

From *skhun*, hot.

---

weqqef وَقّْفْ
to stop (something)

From *wqef*, stand, stop.

---

qette3 قَطّْعْ
to chop up

Intensive of *qte3*, cut.

---

kemmel كَمّْلْ
to finish; complete

---

selle7 صَلّْحْ
to repair; fix

---

wejjed وَجّْدْ
to prepare

wejjed rasek, get ready.

---

jerreb جَرّْبْ
to try; test

---

sherrej شَرّْجْ
to charge (a battery)

French *charger* in an Arabic Form II mould.

The phone

l-portabl الْبُورْطَابْلْ
mobile phone

French *portable*.

---

sh-sharjur الشَّارْجُورْ
charger

French *chargeur*.

---

l-batri الْبَاطْرِي
battery

French *batterie*.

---

l-aplikasyun الْأَبْلِيكَاسْيُونْ
app

French *application*.

---

l-antirnit الْأَنْتِرْنِيتْ
internet

State of the device

3in mika عَيْنْ مِيكَة
streetwise; no fool

“Plastic eye”. Very Moroccan.

---

mqad مْقَاضْ
working; in order

---

khesran خْسْرَانْ
broken

Participle of *tkhesser*, lesson 39.

---

sh-shasha الشَّاشَة
screen

l-kod الْكُودْ
code; PIN
French *code*.



THIS LESSON ONLINE
learningdarija.com/en/course/41/

2 FORM II

Four sentences where a verb appears with its middle consonant doubled. In two, the undoubled form is right next to it.

1

مَا فْهَمْتْشْ. فَهَّمْنِي عَافَاكْ

ma fhemtsh. fehhemni 3afak

2

خْرَجْتْ مْنْ الدَّارْ وْ خَرَّجْتْ الطُّومُوبِيلْ

khrejt mn d-dar w kherrejt t-tomobil

3

الدَّرّي كَسَّرْ الْبُورْطَابْلْ

d-derri kesser l-portabl

4

شْكُونْ عَلَّمَكْ الدَّارِجَة؟

shkun 3ellmek d-darija?

WHAT'S THE DIFFERENCE BETWEEN *FHEMT* AND *FEHHEM*, BETWEEN *KHREJT* AND *KHERREJT*? WHO DOES WHAT?

The rule

Almost any three-consonant verb can **double its middle consonant**: *fhem* → *fehhem*. This is **Form II**. It conjugates like the doubled verbs of lesson 21: *kanfehhem*, *fehhemt*, *fehhmu*.

It mostly does two jobs:

Causative, "make someone or something do": *khrej*, go out → *kherrej*, take out; *dkhel*, go in → *dekhkhel*, bring in; *3ref*, know → *3erref*, introduce.

Intensive, "do hard or thoroughly": *kser*, break → *kesser*, smash; *qte3*, cut → *qette3*, chop up.

Adjectives can feed it too: *skhun*, hot → *sekhkhen*, heat up.

Form I and Form II

Form I → Form II	Say it	Means
فْهَمْ ← فَهَّمْ	*fhem* → *fehhem*	understand → explain
خْرَجْ ← خَرَّجْ	*khrej* → *kherrej*	go out → take out
دْخَلْ ← دَخَّلْ	*dkhel* → *dekhkhel*	go in → bring in
عْرَفْ ← عَرَّفْ	*3ref* → *3erref*	know → introduce
كْسَرْ ← كَسَّرْ	*kser* → *kesser*	break → smash
قْطَعْ ← قَطَّعْ	*qte3* → *qette3*	cut → chop up
كَنْفَهَّمْ، فَهَّمْتْ	*kanfehhem, fehhemt*	I explain, I explained
غَادِي نْفَهَّمْكْ	*ghadi nfehhmek*	I'll explain it to you

Form II almost always takes a direct object: you take *something* out, explain *something* to *someone*.

What English gives you, and what it costs

Free: rise / raise, fall / fell, sit / set. English has a few pairs where a vowel change makes a causative. Darija does it systematically, with a double consonant.

Free: "make" + verb. "Make him understand" is the meaning of *fehhmu*.

Costly: ergative verbs. “The car stopped / I stopped the car”, “the door opened / I opened the door”: one English verb, two Darija ones.

Your mistake, not someone else's

English lets you say “I stopped the car”, “I moved the table” with the same verb as “the car stopped”. So you use the plain Darija verb with an object. For many verbs, that's wrong.

دَخّْلْتْ الطُّومُوبِيلْ لْلْكَرَاجْ

“I put the car in the garage”. Form II.

* دْخَلْتْ الطُّومُوبِيلْ لْلْكَرَاجْ

“I went-in the car to the garage”: Form I with an object.

And the double has to be heard: *kesser* is not *kser*, as *ʔell* isn't *ʔel* (lesson 21).

3 MAKING THE BATTERY LAST

A short tips article, in the style of ary.wikipedia's technology entries, written for this lesson. Look for the Form II verbs: there are six.

الْبُورْطَابْلْ: كِيفَاشْ تْطَوّْلْ عْمْرْ الْبَاطْرِي

الْبُورْطَابْلْ وَلَّا جْهَازْ لِّي كَنْخْدْمُو بِيهْ فْكُلّْشِي: كَنْخَلّْصُو، كَنْتْعَلّْمُو، كَنْهْضْرُو مْعَ الْعَايْلَة.

وَلَكِنْ الْبَاطْرِي كَتْخْوَا بْالزّْرْبَة. هَادُو شِي نْصَايْحْ بَاشْ تْطَوّْلْهَا:

نَقّْصْ الضّْوْ دْيَالْ الشَّاشَة. الشَّاشَة هِيَ لِّي كَتَاكُلْ كْتَرْ.

سَدّْ الْأَبْلِيكَاسْيُونَاتْ لِّي مَا كَتْخْدَمْشْ بِيهُمْ.

مَا تْخَلِّيشْ الْبُورْطَابْلْ فْالشّْمْسْ: السّْخُونِيَّة كَتْخَسّْرْ الْبَاطْرِي.

وْ شَرّْجُو بْالشَّارْجُورْ دْيَالُو. الشَّارْجُورْ الرّْخِيصْ يْقْدَرْ يْسَخّْنُو بْزَّافْ.

The phone: making the battery last

Did you follow?

1. What do we use the phone for, according to the text?
2. What uses the most battery?
3. Why not leave it in the sun?
4. What's the problem with a cheap charger?

4 CHECK

1 Match

Each verb with its Form II.

1	فْهَمْ	a	دَخَّلْ
2	خْرَجْ	b	فَهَّمْ
3	دْخَلْ	c	عَرَّفْ
4	عْرَفْ	d	خَرَّجْ

2 Fill in

With the Form II verb each sentence needs.

خرجت فهمني سخني علماتني كسرو

1. ___ الزبل قبل ما نخرج
2. ما فهمتش الدرس، ___ عافاك
3. الماكلة باردة، ___ها شوية
4. مي ___ نطيب
5. الدراري ___ الشرجم بالكورة

3 Sort

Causative or intensive?

فَهَّمْ كَسَّرْ خَرَّجْ قَطَّعْ دَخَّلْ وَقَّفْ

Make someone do	Do hard

4 True or false?

According to the article.

1. The screen uses the most battery.
2. It's best to leave all apps open.
3. Heat damages the battery.
4. Any charger is as good as another.

5 Put in order

Build the sentence. No vowels, as on the street.

1. شكون علمك الدارجة؟

2. من خرج الكراج الطوموبيل

3. كلشي نفهمك غادي