



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)

LESSON 41 · B1

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

ʒellem

to teach

From *ʒlem*, know: “make know”.

عَلِّم

fehhem

to explain; make understand

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

فَهِّم

kherrej

to take out

From *khrej*, go out: “make go out”.

خَرِّجْ

dekhkhel

to bring in; put in

From *dkhel*, go in.

دَخِّلْ

qerreb

to bring closer

From *qrib*, near.

قَرِّبْ

sekhkhel

to heat up

From *skhun*, hot.

سَخِّنْ

weqqef

to stop (something)

From *wqef*, stand, stop.

وَقِّفْ

DOING HARD OR THOROUGHLY

kesser

to smash

Intensive of *kser*, break.

كَسِّرْ

qetteʒ

to chop up

Intensive of *qteʒ*, cut.

قَطِّعْ

kemmel

to finish; complete

كَمِّلْ

selleʒ

to repair; fix

صَلِّحْ

wejjed

to prepare

wejjed rasek, get ready.

وَجِّدْ

jerreb

to try; test

جَرِّبْ

sherrej

to charge (a battery)

French *charger* in an Arabic Form II mould.

شَرِّجْ

THE PHONE

l-portabl
mobile phone
French *portable*.

الْبُورْطَابْلْ

sh-sharjur
charger
French *chargeur*.

الشَّارْجُورْ

l-batri
battery
French *batterie*.

الْبَاتْرِي

l-aplikasyun
app
French *application*.

الْأَبْلِيكَاسِيُونْ

l-antimit
internet

الْأَنْتِرْنِيْثْ

sh-shasha
screen

الشَّاشَةْ

l-kod
code; PIN
French *code*.

الْكُودْ

STATE OF THE DEVICE

3in mika
streetwise; no fool
"Plastic eye". Very Moroccan.

عَيْنْ مِيكَةْ

mqqd
working; in order

مُقَاَضْ

khesran
broken
Participle of *tkhesser*, lesson 39.

خُسْرَانْ



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 فَهْمْتَشْ. فَهْمْنِي عَافَاكْ

ma fhemtsh. fehmemni 3afak

2

خَرَجْتُ مِنْ الدَّارِ وَ خَرَجْتُ الطُّومُوْبِيلْ

khrejt mn d-dar w kherrejt t-tomobil

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*, *fehhamu*.

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 → *sekhkhnen*, heat up.

FORM I AND FORM II

FORM I → FORM II	SAY IT	MEANS
فَهْم ← فَهَّمْ	<i>fhem</i> → <i>fehhem</i>	understand → explain
خَرَج ← خَرَّجْ	<i>khrej</i> → <i>kherrej</i>	go out → take out
دَخَلَ ← دَخَّلْ	<i>dkhel</i> → <i>dekhkhel</i>	go in → bring in
عَرَف ← عَرَّفْ	<i>3ref</i> → <i>3erref</i>	know → introduce
كَسَرَ ← كَسَّرْ	<i>kser</i> → <i>kesser</i>	break → smash
قَطَعَ ← قَطَّعْ	<i>qte3</i> → <i>qette3</i>	cut → chop up
كَتَفَّهُمْ · فَهَّمْتُ	<i>kanfehhem</i> · <i>fehhemt</i>	I explain · I explained
غَادِي نَفْهَمُكَ	<i>ghadi nfehhamk</i>	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 *fehhamu*.

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.

×

دَخَلْتُ الطُّومُوَيْيلَ لِلْكَرَاجِ

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

✓

دَخَّلتُ الطُّومُوَيْيلَ لِلْكَرَاجِ

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

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.

البُورْطَابِلْ: كَيْفَاشْ تُطَوِّلْ عُْمُرَ الْبَاطِرِي

البُورْطَابِلْ وَلَا جِهَازَ لِّي كُنْخَدِّمُو بِيهْ فُكْلُشِي: كُنْخَلِّصُو، كُنْتَعَلِّمُو، كُنْهَضُّرُو مَعَ الْعَائِلَةِ.

وَلَكِنْ الْبَاطِرِي كُنْخَوَا بِالزُّرْبَةِ. هَادُو شِي نَصَائِحَ بَاشْ تُطَوِّلُهَا:

تَقْصُ الصَّوْ ذِيَالِ الشَّاشَةِ. الشَّاشَةُ هِيَ لِّي كِتَاكُلْ كَثَر.

سَدُّ الْأَبْلِيكَاسِيُونَاتِ لِّي مَا كُنْخَدَمَشْ بِيْهْم.

مَا تُخَلِّيشْ الْبُورْطَابِلْ فَالْشَّمْشِ: الشُّخُونِيَّةُ كُنْخَشِّرْ الْبَاطِرِي.

وُ شَرُّجُو بِالْشَارْجُوْزِ ذِيَالُو. الشَّارْجُوْزِ الرُّخِيصُ يُقْدَرْ يَسْخُنُو بَرَّاف.

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	فَهْم	a	دَخَلَ
2	خَرَجَ	b	فَهْم
3	دَخَلَ	c	عَرَفَ
4	عَرَفَ	d	خَرَجَ

2 FILL IN

With the Form II verb each sentence needs.

خرجت فهمني سخني علماتي كسرو

1. ____ الزبل قبل ما نخرج

2. ما فهمتش الدرس، ____ عافاك

3. الماكلة باردة، ____ ها شوية

4. مي ____ نطيب

5. الداري ____ الشرجم بالكورة

3 SORT

Causative or intensive?

فَهَّمْ كَسَّرْ خَرَّجْ قَطَّعْ دَخَلَ وَقَفَّ

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. الدارجة؟ علمك شكون

2. من خرج الكراج الطوموبيل

3. كلشي نفهمك غادي

I CAN NOW

☐ Form Form II by doubling the middle consonant.

☐ Say take out, bring in, explain, heat up, stop.

☐ Tell *kser* from *kesser*.

☐ Read practical text with unvowelled exercises.