FUNCTION B: AROUND THE HOUSE

DERIVED VERB FORMS OVERVIEW❖ You should now be familiar with verbs Types I, V and VIII. In fact, there are nine derived verb forms, making a total of ten verb "Types". Each Type follows a fixed pattern into which the verb root is slotted. The simplest pattern and closest to the root itself is Type I. Each subsequent pattern is slightly more complicated and gives a meaning "derived" from the root. Knowing both the root meaning and verb patterns will often allow you to work out the meaning and pronunciation of a new word without referring to a dictionary. Below is a reference table summarising the patterns and semantic implications of all ten verb types (types IV and IX have not been included because they are rarely used in Syrian Colloquial).

Type	Past	Present	Semantic Implications	المضارع	الماضي
I	$C_1aC_2aC_3$	$yéC_1C_2aC_3$	action	يفعل	فعَل
II	$C_1aC_2C_2aC_3$	$yC_1aC_2C_2eC_3$	(I intransitive >) transitive	يفعِّل	فعَّل
			(I transitive >) causative		
			(I transitive >) intensified aciton		
III	$C_1aaC_2aC_3$	$yC_1aaC_2eC_3$	reciprocal action	يفاعل	فاعَل
			(I acquiring >) investing quality		
V	$tC_1aC_2C_2aC_3$	$yétC_1aC_2C_2aC_3$	reflexive of II	يتفعِّل	تفعَّل
			passive of II		
			may involve social activites		
VI	$tC_1aaC_2C_2aC_3$	$yétC_1aaC_2C_2aC_3$	reflexive of III	يتفاعَل	تفاعَل
			passive of III		
			to bear the resemblance of the action		
VII	$nC_1aC_2aC_3$	$yénC_1éC_2eC_3$	reflexive of I	ينفعِل	انفعَل
			passive of I		
VIII	$C_1taC_2aC_3$	$yéC_1téC_2eC_3$	active (often no I)	يتفعِل	اتفَعَل
X	$staC_1C_2aC_3$	$yéstaC_1C_2eC_3$	to seek to do the action	يستفعِل	استفعَل
			attributes quality of action to s.o./th.		

1. **Verb type recognition game. Identify the types of each pair of verbs (listed in past tense) and write their type numeral and common root, for example**

eg *khalaṣ / khallaṣ* > I / II *kh-l-ṣ*   to finish / to finish s.th. خَلَص / خلَّص II / I خ-ل-ص

a. *ɛallam / tɛallam*   to teach / to learn   علَّم / تعلَّم

b. *qaabal / staqbal*   to meet / to receive (ie seek to meet)   قابـل / استـقبـل

c. *nézel / nazzal*   to go down / to let off (a bus)   نزل / نزَّل

d. *raafaq / traafaq*   to accompany / to be accompanied   رافـق / تـرافـق

e. *jaawab / stajwab*   to reply / to interview   جاوب / استـجـوب

f. *twaafeq / ttafaq*   to agree / to be in agreement   تـوافـق / اتـفـق

g. *qatal / nqatal*   to kill / to be killed   قتل / انـقتـل

h. *ṣaraf / tṣarraf*   to spend / to behave   صرف / تصـرَّف

i. *daras / darras*   to study / to teach   درس / درَّس

j. *ɛémel / stɛamal*   to do / to use   عمل / استـعمـل

k. *ɛaamal / tɛaamal*   to treat / to be treated   عامـل / تـعامـل

l. *shaghghal / shtaghal*   to operate (something) / to work   شـغَّل / اشـتـغل

m. *haqqaq / sthaqq*   to acheive / to deserve   حقَّق / استـحـقّ

n. *naqal / ntaqal*   to transport / to move house   نـقل / انـتـقل

o. *shébeh / shtabah*   to resemble / to suspect   شبـه / اشـتـبـه

p. *khanaq / khaanaq*   to choke / to fight s.o.   خنـق / تخـانـق

q. *diiɛ / dayyeɛ*   to become lost / to lose s.th.   ضيـع / ضيِّع

r. *ḥassan / tḥassan*   to improve s.th. / to improve   حسَّن / تحـسَّن

s. *ɛaar / stɛaar*   to lend / to borrow   عار / استـعار

$C_1aC_2aC_3$	$yéC_1C_2aC_3$	I	يفعل	فعل
$C_1aC_2C_2aC_3$	$yC_1aC_2C_2eC_3$	II	يفعّل	فعّل
$C_1aaC_2aC_3$	$yC_1aaC_2eC_3$	III	يفاعل	فاعل
$tC_1aC_2C_2aC_3$	$yétC_1aC_2C_2aC_3$	V	يتفعّل	تفعّل
$tC_1aaC_2C_2aC_3$	$yétC_1aaC_2C_2aC_3$	VI	يتفاعل	تفاعل
$nC_1aC_2aC_3$	$yénC_1éC_2eC_3$	VII	ينفعل	انفعل
$C_1taC_2aC_3$	$yéC_1téC_2eC_3$	VIII	يتفعل	اتفعل
$staC_1C_2aC_3$	$yéstaC_1C_2eC_3$	X	يستفعل	استفعل

2. **Verb type recognition game. Make verbs from these roots and link them to their meaning, for example**

eg	*f-h-m >*	I	ف–ه–م
	féhem	to understand	فهم
a.	*f-h-m*	II	ف–ه–م
b.	*f-h-m*	VI	ف–ه–م
c.	*f-h-m*	X	ف–ه–م
d.	*q-t-ع*	I	ق–ط–ع
e.	*q-t-ع*	II	ق–ط–ع
f.	*q-t-ع*	VII	ق–ط–ع
g.	*ع-r-f*	I	ع–ر–ف
h.	*ع-r-f*	II	ع–ر–ف
i.	*ع-r-f*	VIII	ع–ر–ف

to cut	to inquire	to know
to cut into pieces	to explain, make understand	to introduce
to be cut off	to discuss, reach an understanding with one another	to confess

A VERY HANDY VERB •• One root used very frequently in Syrian in a variety of types and idioms is *ṭ-l-ɛ* طلع . First compare the meanings of the different types:

I

| *ṭéleɛ (a)* | to go out, up | طلع (ـَ) |

II

| *ṭallaɛ, yṭalleɛ* | to take s.o. out | طلّع، يطلّع |
| | to earn | |

V

| *ṭṭallaɛ, yéṭṭallaɛ* | to look | تطلّع، يتطلّع |

A.P.

| *ṭaaleɛ, -a, -iin* | to appear | طالع، ـة، ـين |

Now look at how many idiomatic uses they have:

I

| *huwwe ṭéleɛ maɛi* | he went out with me | هو طلع معي |
| *ṭéleɛ maɛi ٥٠٠ leera b-él-jeebe* | | طلع معي ٥٠٠ ليرة بالجيبة |

I found 500 lira in my pocket

| *sa'alt ᵉktiir w ṭéleɛ maɛi énno muu mnaaseb* | سألت كثير و طلع معي انه مو مناسب |

I asked and asked, and discovered that it wasn't appropriate

| *ṭéleɛ-li malyoon leera b-él-yaanaṣiib* | طلع لي مليون ليرة باليانصيب |

I won a million lira in the lottery

| *ḥaawelt ᵉktiir bass maa ṭéleɛ-li shi* | حاولت كثير بس ما طلع لي شي |

I tried and tried, but nothing happened

maa byéṭlaɛ b-iidi	I can't do it	ما بيطلع بايدي
	(*lit.* it's not within my reach)	
ṭléɛt b-ét-telefézyoon	I was on TV	طلعت بالتلفزيون
ṭéleɛ khélᵉqi ɛaleeh	I lost my temper with him	طلع خلقي عليه
btéṭlaɛ shi khaamse	she is about five	بتطلع شي خمسة

II

la tṭalleɛ-li khélᵉqi	don't make me angry	لا تطلّع لي خلقي
ṭallaɛt ɛyuuni mén ésh-shéghᵉl	I'm fed up with work	طلّعت عيوني من الشغل
ṭallaɛt rooḥi	I tried my hardest	طلّعت روحي
miin ṭallaɛt ha-l-ishaaɛa?	who started this rumour?	مين طلّع هالإشاعة؟

V

| *ḥaaje téṭṭallaɛ fiini!* | stop staring at me! | حاجة تتطلّع فيني! |
| *laa téṭṭallaɛ ɛaleey, muu ana yalli saaweeta!* | لا تتطلّع عليي، مو أنا يلّى ساويتها! |

don't look at me, I didn't do it!

A.P.

| *ṭaaleɛ khélᵉqi* | to be agitated, nervous, angry | طالع خلقي |
| *ṭaaleɛ b-telefizyoon* | to be on TV | طالع بالتلفزيون |

TYPE II VERBS ➡ As you saw in the verb type table, Type II verbs can be the transitive (takes an object) of an intransitive (doesn't take an object) Type I, for example

naddaf, ynaddef	to clean	نظَّف، ينظِّف
ɛazzal, yɛazzel	to spring clean	عزَّل، يعزِّل
lammaɛ, ylammeɛ	to polish	لمَّع، يلمِّع
rattab, yratteb	to tidy	رتَّب، يرتِّب
kannas, ykannes	to sweep	كنَّس، يكنِّس
sallaḥ, ysalleḥ	to mend	صلَّح، يصلِّح
ɛallaq, yɛalleq	to hang up (a picture)	علَّق، يعلِّق
sakkar, ysakker	to close	سكَّر، يسكِّر
ɛabba, yɛabbi	to fill	عبَّى، يعبِّي
shaɛɛal, yshaɛɛel	to light	شعَّل، يشعِّل
ḥaddar, yḥadder	to prepare	حضَّر، يحضِّر
jarrab, yjarreb	to try	جرَّب، يجرِّب
ghayyar, yghayyer	to change	غيَّر، يغيِّر
dayyaɛ, ydayyeɛ	to lose	ضيَّع، يضيِّع
dawwar, ydawwer	to look for	دوَّر، يدوِّر
qarrar, yqarrer	to decide	قرَّر، يقرِّر
ballash, yballesh	to begin	بلَّش، يبلِّش
kammal, ykammel	to complete	كمَّل، يكمِّل
khallas, ykhalles	to finish	خلَّص، يخلِّص

or a causative form of the Type I action, for example

labbas, ylabbes	to dress (s.o.)	لبَّس، يلبِّس
fayyaq, yfayyeq	to wake (s.o.) up	فيَّق، يفيِّق
nashshaf, ynashshef	to dry	نشَّف، ينشِّف
jaddad, yjadded	to renew	جدَّد، يجدِّد
khaffaf, ykhaffef	to lighten, lessen	خفَّف، يخفِّف
qassar, yqasser	to shorten	قصَّر، يقصِّر
qarrab, yqarreb	to bring closer	قرَّب، يقرِّب
baɛɛad, ybaɛɛed	to move further away	بعَّد، يبعِّد

If the Type I verb is already transitive, Type II can express an intensified action, for example

qattaɛ, yqatteɛ	to cut/chop up	قطَّع، يقطِّع
kassar, ykasser	to break into pieces	كسَّر، يكسِّر

IDIOMS ➡ Common expressions using Type II verbs include:

tawwel baalak!	be patient! (to a man)	طوِّل بالَك!
tawwli baalek!	be patient! (to a woman)	طوِّلي بالِك!
tawwlu baalkon!	be patient! (to a group)	طوِّلوا بالكن!
khabberni, khabbriini	let me know	خبِّرني، خبِّريني
bkhabbrak, -ek	I'll let you (m) know	بخبِّرك

☞

3. Listen to the passage, fill in the missing Type II verbs and answer the questions.

هـي اخـذت مـفتـاح الـبـيـت الـجـديـد. لازم ———— ———— البـيـت مـنـيـح
أول شـي و ———— ———— المـفروشـات. بـعـديـن حـ ————
المكـيّـف و ———— ———— التـلفـزيـون و بـعـد مـا ———— كل هـاد،
حـ ———— عـلى دفـتـر الـعـنـاويـن حـتـى اتصـل بـالمكـتـب
الـعـقـاري و اسـأل عـن الـسـتـالايـت و عـن المفـتـاح الاضـافـي لانـي
———— ـه و اطـلـب ———— مـازوت لـلشـوفـاج.

mafruushaat	furnishings	مـفروشـات
daftar él-ʕanaawiin	address book	دفـتـر الـعـنـاويـن
maktab ʕaqaari	real estate agent	مكـتـب عـقـاري
méftah idaafi	spare key	مفـتـاح اضـافـي
maazuut	oil	مـازوت

hayy akhadt méftaah él-beet lé-jdiid. laazem _____ *él-beet mniih*

awwal shi w _____ *él-mafruushaat. baʕdeen ha* _____

él-mukayyif w _____ *ét-telefézyoon w baʕd ma* _____ *kéll*

haad, ha _____ *ʕala daftar él-ʕanaawiin hatta éttéṣel b-él-maktab*

él-ʕaqaari w as'al ʕan és-satelaayt w ʕan él-méftaah él-idaafi la'énno

_____ *o. w étlob* _____ *maazuut lé-sh-shoofaaj.*

él-as'ile: الأسـئلة:

a. *shu béddo yaʕmel awwal shi?* شـو بـده يـعمـل أول شـي؟

_____

b. *leesh hayéttéṣel b-él-maktab él-ʕaqaari?* لـيش حـيتصـل بـالمكـتـب الـعـقـاري؟

_____

c. *eemta haydawwer ʕa-d-daftar él-ʕanaawiin?* ايمتى حـيـدور عـالـدفـتـر الـعـنـاويـن؟

_____

d. *ween él-méftaah él-idaafi?* ويـن المفـتـاح الاضـافـي؟

_____

VERBAL NOUNS OF TYPE II ❖ The easiest verbal noun pattern to recognise is Type II:

$taC_1C_2iiC_3$ تفعيل

Remember a verbal noun is a noun that comes from the action of the verb.

4. **Root recognition game. Make verbal nouns from these verbs and guess their meaning (choose from the words listed below), for example**

eg *darrab > tadriib*   training   درّب ‹ تدريب

a. *naddaf* _____ نظّف

b. *ghayyar* _____ غيّر

c. *sallah* _____ صلّح

d. *rattab* _____ رتّب

e. *haddar* _____ حضّر

f. *sawwar* _____ صوّر

g. *dakhkhan* _____ دخّن

h. *marran* _____ مرّن

i. *ɛallam* _____ علّم

j. *massal* _____ مثّل

k. *darras* _____ درّس

cleaning	smoking	tidying	preparation
education	practice	teaching	training
photography	repairing	representation / acting	

PARTICIPLES OF TYPE II ❖ Active and passive participles of Type II verbs are made by simple adding *m-* م before the stems of the past and present verb forms, for example

yɛallem > mɛallem   he teaches > one who teaches   يعلّم ‹ معلّم

ɛallam > mɛallam   he taught > one who is taught   علّم ‹ معلّم

5. **Root recognition game. Draw a line between matching verbal nouns and participles, for example**

a. *taɛliim*   *msalleh*   مصلّح   تعليم

b. *taswiir*   *mdarres*   مدرّس   تصوير

c. *tadriib*   *msawwer*   مصوّر   تدريب

d. *tadriis*   *mɛallem*   معلّم   تدريس

e. *tasliih*   *mmassel*   ممثّل   تصليح

f. *tamsiil*   *mdarreb*   مدرّب   تمثيل

OBLIGATION AND INTENTION ➡ These words can be used before present tense verbs to express intention and obligation:

naawi, naawye, naawyiin	to intend to...	ناوي، ناوية ناويـين
عala + attached pronoun	to be obliged to...	علـى + ضمـير

The first is an active participle and the second a preposition. Look at these examples:

naawi عmel reejiim	I'm going to go on a diet	ناوي اعمـل ريجيـم
*عaleey shégh*é*l ktiir*	I have lots of work to do	علـي شـغل كثـير

CLARIFYING INTENTION ➡ These expressions are used to clarify intention:

shu qaṣdak?	what do you mean?	شـو قصـدك ؟
qaṣdi...	I mean...	قصـدي...
yaعni...	I mean...	يعنـي...
maعnaata...	I mean...	مـعنـاتها...

IDIOMS ➡

maa biṣiir	impossible, no way	مـا بصـير
yéṣtéflu!	let them do what they want!	يصـطفلـوا!

☐◎

6. **Listen to the conversation, fill in the missing words and circle all the Type II verbs.**

A *shu* _____ *tsaawi b-ha-l-ghérfe?* شـو _____ تساوي بهالغرفة ؟ أ

B *hayy hatroka faaḍye lé-l-ḍyuuf* هي حاتركها فاضيـة للضيـوف ب

lamma yéju mén ostraalya. لما يجـوا من استراليـا.

A *shu* _____ *tétroka heek* شـو _____ تتركيها هيك أ

biduun farésh? بـدون فـرش

A _____ *khalliiha lé-l-akhiir.* leave it خلّيـها للآخـير . _____ ب

ballesh awwal b-ghérfet én-noom بلّش أول بـغرفـة النـوم

w baعd ma khalleṣ و بـعد مـا خلّـص

laazem kammel aghraad él-matbakh, لازم كمّـل اغـراض المطبـخ،

w baعdeen _____ *tartiib* و بـعدين _____ ترتيـب

él-ghérfe le-sghiire lé-l-wlaad. الغرفـة الصـغيـرة للاولاد.

A *bass* _____ *heek* بـس _____ هـيك أ

lé-wlaad yackhdu él-ghérfe lé-sghiire الاولاد يـاخدوا الغرفـة الصـغيـرة

w lé-kbiire btébqa lé-l-ḍyuuf. و الكبيـرة بتبقـى للضيـوف.

B *hénne béddon* _____ هنّ بـدّهن _____ ب

عaṭiihon él-ghérfe lé-sghiire اعطيهـن الغرفـة الصـغيـرة.