

# ***DARI BASIC COURSE***



## ***SEMESTER 1 Introductory Lessons A-Z***

***TEACHER COPY***

***VALIDATION EDITION 2005***

***DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER***

***DARI***  
***Basic Course***

***SEMESTER 1***  
***Introductory Lessons A-Z***

***June 2005***

***DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER***

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## Schedule

### Week 1: Introductory Lessons

|                  | Monday                                      | Tuesday  | Wednesday                            | Thursday  | Friday                     |
|------------------|---|--|--------------------------------------|---|----------------------------|
| 0755-0845        | Greetings and Introductions; Sounds of Dari | <b>D</b> Dari Alphabet: [seen] - [qaaf]        | <b>H</b> Common Objects (Loan Words) | <b>L</b> Classroom                                  | Useful Phrases (Classroom) |
| 0855-0945        | <b>A</b> Dari Alphabet: [alef] – [sey]      | <b>E</b> Dari Alphabet: [kaaf] – [yaa]         | <b>I</b> Numbers 0 - 10              | <b>M</b> Personal Belongings                        | Useful Phrases ( TPR )     |
| 1000-1050        | <b>B</b> Dari Alphabet: [jeem] – [khey]     | <b>F</b> Vowels Represented by Letters         | <b>J</b> Colors                      | <b>N</b> Classroom, Personal Possessions and Colors | Alphabet Practice          |
| 1100-1150        | <b>C</b> Dari Alphabet: [daal] – [zhey]     | <b>G</b> Vowels Represented by Diacritic Marks | <b>K</b> Numbers, Objects and Colors | Four- Handed Instruction “Things in My Bag”         | Dictionary Practice        |
| Lunch break      |   |  |                                      |   |                            |
| (1300-1330)      | (Special Assistance)                        | (Special Assistance)                           | (Special Assistance)                 | (Special Assistance)                                | (Special Assistance)       |
| 1340-1430        | Online Tutorial 1                           | Online Tutorial 2                              | Online Tutorial 3                    | Authentic Material A-N                              | Authentic Material H-N     |
| 1440-1530        | Writing Practice 1                          | Writing Practice 2                             | Review H-K                           | Review L-N  | Culture Hour               |
| Daily Assignment | Homework A-C p. 15                          | Homework D-G p. 31                             | Homework H-K p. 45                   | Homework L-N p. 64                                  | Review Homework p. 75      |

#### Objectives of Week 1: Alphabet and Pronunciation

By the end of this week students should be able to:

- Recognize the letter shapes, names, and their corresponding sounds
- Recognize and produce (verbally and in writing) the alphabet
- Give the alphabetical order of the letters
- Find words in the dictionary
- Read, write, and pronounce loan words and Arabic numerals 0-10
- Understand and use simple greetings and classroom expressions.

## Schedule

### Week 2: Introductory Lessons Continued

|                     | Monday                                  | Tuesday  | Wednesday   | Thursday  | Friday                  |
|---------------------|---|--|---|---|-------------------------|
| 0755-0845           | <b>O</b> Home                           | <b>R</b> Numbers<br>11-1,000                   | <b>U</b> Clock<br>Time                              | <b>X</b> Nature                                     | <b>Quiz (written)</b>   |
| 0855-0945           | <b>P</b> Family                         | <b>S</b> The Days<br>of the Week               | <b>V</b> Activities                                 | <b>Y</b> Seasons<br>and Weather                     | <b>Quiz (oral)</b>      |
| 1000-1050           | <b>Q</b> People                         | <b>T</b> Time-<br>Related<br>Expressions       | <b>W</b> Places                                     | <b>Z</b> The<br>Calendar                            |                         |
| 1100-1150           | Four-Handed<br>Instruction<br>“My Home” | Four-Handed<br>Instruction<br>“My<br>Schedule” | Four-Handed<br>Instruction<br>“My Daily<br>Routine” | Four-Handed<br>Instruction<br>“My Place of<br>Work” | Dictionary<br>Practice  |
| Lunch break         |   |  |   |   |                         |
| (1300-1330)         | (Special<br>Assistance)                 | (Special<br>Assistance)                        | (Special<br>Assistance)                             | (Special<br>Assistance)                             | (Special<br>Assistance) |
| 1340-1430           | Authentic<br>Material O-Q               | Authentic<br>Material R-T                      | Authentic<br>Material U-W                           | Authentic<br>Material X-Z                           | Culture Hour            |
| 1440-1530           | Review O-Q                              | Review R-T                                     | Review U-W  | Review X-Z  | Quiz Feedback           |
| Daily<br>Assignment | Homework<br>O-Q<br>p. 93                | Homework<br>R-T<br>p. 109                      | Homework<br>U-W<br>p. 126                           | Homework<br>X-Z<br>p. 142                           | Preview<br>Lesson 1     |

Objectives of Week 2: Alphabet, Pronunciation and Basic Word Groups

By the end of this week students should be able to:

- Spell out words
- Recognize and produce (verbally and in writing) the alphabet with more ease
- Find words in the dictionary
- Read, write, and pronounce select Dari words and Arabic numerals 0-99
- Understand and use greetings and a variety of classroom expressions with ease
- Recall examples from vocabulary groups
- Combine words in two-part constructions.

# **THE DARI ALPHABET**

## **Overview**

The Dari alphabet consists of 33 letters. Three of these letters are used to represent the following vowels and diphthongs: /aa/, /a/, /e/, /u/, /o/, /oo/, /au/, /ey/, /ee/ and /ay/. The remaining 30 letters represent consonants. All consonant sounds are represented in writing by letters. Unlike consonants, vowels are not always represented in writing. Since there has to be a vowel in every syllable, syllables may be shortened in writing if the vowel is not represented. As a result, about 25% of what is spoken and heard does not appear in writing. This turns Dari into a type of shorthand, and it makes reading and writing Dari a more complex task.

To help the learners of Dari, special marks can be used to indicate the sound of the syllables that are shortened due to unrepresented vowels. These marks are called diacritics.

The shape of most Dari letters changes depending on where the letter is located in a word: at the beginning, in the middle, at the end, or free-standing.

## Part 1: Consonants and Vowels

| Notes  | Sound in English | Final Un-joined | Final Joined | Medial | Initial | Name  |
|--|------------------|-----------------|--------------|--------|---------|-------|
| This letter introduces the sounds of /aa/, /a/, /e/ or /u/ in Dari.  | (varies)         | ا               | ا            | ا      | ا       | alef  |
|  | B                | ب               | ب            | ب      | ب       | bey   |
|  | P                | پ               | پ            | پ      | پ       | pey   |
| See also ط below   | T                | ت               | ت            | ت      | ت       | tey   |
| See also س and ص below   | S                | ث               | ث            | ث      | ث       | sey   |
|  | J                | ج               | ج            | ج      | ج       | jeem  |
|  | CH               | چ               | چ            | چ      | چ       | chey  |
|  | H                | ح               | ح            | ح      | ح       | hey   |
| To produce this sound, press the back of the tongue to the back of the palate and try to pronounce it. It is like the /ch/ in 'Ach!' in German and the /ch/ in 'Loch' in Scottish. | KH               | خ               | خ            | خ      | خ       | khey  |
| Cannot be connected with the letters that follow it.   | D                | د               | د            | د      | د       | daal  |
| Cannot be connected with the letters that follow it.<br>(See ز ، ض ، ظ below.)   | Z                | ذ               | ذ            | ذ      | ذ       | zaal  |
| Cannot be connected with the letters that follow it.   | R                | ر               | ر            | ر      | ر       | rey   |
| Cannot be connected with the letters that follow it.   | Z                | ز               | ز            | ز      | ز       | zey   |
| Cannot be connected with the letters that follow it. This letter represents a sound similar to 'pleasure' and 'measure' in English.  | ZH               | ژ               | ژ            | ژ      | ژ       | zhey  |
|  | S                | س               | س            | س      | س       | seen  |
|  | SH               | ش               | ش            | ش      | ش       | sheen |
|  | S                | ص               | ص            | ص      | ص       | saad  |
|  | Z                | ض               | ض            | ض      | ض       | zaad  |

|  |          |   |   |   |   |       |
|--|----------|---|---|---|---|-------|
|  | T        | ط | ط | ط | ط | toy   |
|  | Z        | ظ | ظ | ظ | ظ | zoy   |
|  | -        | ع | ع | ع | ع | ayn   |
| This represents a sound similar to /g/, but it is produced with audible friction to make a gargling sound. To form this sound correctly, the back of the tongue comes into contact with the rearmost part of the soft palate.                        | GH       | غ | غ | غ | غ | ghayn |
|  | F        | ف | ف | ف | ف | fey   |
| This sound is produced similar to /k/, but further back in the throat.   | Q        | ق | ق | ق | ق | qaaf  |
|  | K        | ک | ک | ک | ک | kaaf  |
|  | G        | گ | گ | گ | گ | gaaf  |
|  | L        | ل | ل | ل | ل | laam  |
|  | M        | م | م | م | م | meem  |
|  | N        | ن | ن | ن | ن | noon  |
| Cannot be connected with the letters that follow it. This letter can represent a consonant such as /w/, a vowel such as /o/, /oo/ or a diphthong such as the /au/ sound.   | W        | و | و | و | و | wau   |
| In contrast to all other letters of the Dari alphabet, which have only two long and short forms in writing, the letter [hey] takes four different forms by position. It can represent the consonant /h/ but also the vowel /a/ at the end of a word. | H<br>(A) | ه | ه | ه | ه | hey   |
| The [hamza] is carried by [alef] for initial vowels. It is almost always written over a bearer.  | (varies) | ء | ء | ء | ء | hamza |
| This letter represents the vowel /ee/ and the semi vowel /y/. As a semi vowel it combines with other vowels to produce glides such as /ey/, /ay/, etc.   | Y        | ی | ی | ی | ی | yaa   |

## Part 2: Vowels and Diacritic Marks

| Notes  | Examples |                 | Pronounced | Form | Name  |
|--|----------|-----------------|------------|------|-------|
| Depending on the next letter or the diacritics, [alef] represents the sounds of /a/, /e/, /u/. When it is topped with [madd] it is always pronounced as /aa/.  | dark     | /aab/ ‘water’   | aa         | آ    | alef  |
|  | around   | /asp/ ‘horse’   | a          | ا    |       |
|  | pet      | /esm/ ‘name’    | e          | اِ   |       |
|  | put      | /ur-doo/ ‘army’ | u          | اُ   |       |
| When و represents a vowel, it is pronounced as a long vowel. When [wau] comes at the beginning of a word, it is a consonant. In such cases, it is followed by a vowel or a diacritic mark.   | door     | /top/ ‘ball’    | o          | و    | wau   |
|  | food     | /boot/ ‘shoe’   | oo         | و    |       |
|  | town     | /nau/ ‘new’     | au         | و    |       |
| This letter represents the vowel /ee/ and the semi vowel /y/. As a semi vowel it combines with other vowels to produce glides such as /ey/, /ay/, etc. When [yaa] comes at the beginning of a word, it is followed by a vowel.                         | say      | /meyz/ ‘table’  | ey         | ی    | yaa   |
|  | bee      | /neez/ ‘also’   | ee         | ی    |       |
|  | lie      | /kay/ ‘when’    | ay         | ی    |       |
| These three signs are indicators for the short vowels. They represent the sounds of /a/, /e/, /u/ in the words. These diacritic marks over or under a letter help readers pronounce that syllable properly. (See the examples of [alef] in the chart.) | around   | /asp/ ‘horse’   | a          | اَ   | zabar |
|  | pet      | /esm/ ‘name’    | e          | اِ   | zeyr  |
|  | put      | /ur-doo/ ‘army’ | u          | اُ   | peysh |

**Note:** There are additional diacritic marks in Dari. One of them is [du-za-bar] or [tan-ween] ( َ ), which mostly appears over an [alef] at the end of some borrowed Arabic words. For example, بعضاً /ba’-zan/ ‘sometimes’ or معمولاً /ma’-moo-lan/ ‘usually.’ Another one of such diacritics commonly used is [shadda] or [tashdeed] ( ّ ), which shows that a letter inside a word is written only once but pronounced twice. For example, مدت /mud-dat/ ‘period.’ In this example, the letter د is written only once, but as shown in the transliteration, is pronounced twice.

## GREETINGS AND INTRODUCTIONS

*Learn to greet fellow students and teachers, and to give your name, country and home state. Learn about those of others. Become familiar with the sounds of Dari.*

1. Learn the first words in Dari by repeating after your teacher:

Hi!

How are you?

Fine.

- These are phrases only.
- Practice the spoken but not the written version.

2. Learn the names of your teacher and classmates.

- Exchange names with each other.
- Practice the spoken but not the written version.

3. Learn everybody's home country / home state.

- Exchange this information.
- Practice the spoken but not the written version.

4.  Listen to a series of recorded Dari words.

- Become familiar with the sounds.

خوب، خراب، خواهر، خواهش، قند، قندهار، قندز، قلم، غرب، غروب، غریب،  
غمگین

5.  Listen to a series of Dari statements, questions and exclamations.

- Become familiar with the difference in intonation.

لیلا ده خانه اس. لیلا کجاس؟ لیلا ده خانه اس؟ لیلا ده خانه اس؟

امروز کجا میری؟ امروز کجا میری؟

چه باغ قشنگی! ای باغ از شماس؟ نی، ای باغ از کاکایم اس.

اوووو چه لباس مقبولی! از کجا خریدی؟

6.  Listen to a longer connected passage.

- Become familiar with the flow of the language.

امروز هوا خوب است. لیلا و خواهرش بازار می روند. کابل بازار های کلان دارد.  
مادر لیلا برای دختر و پسر خود چند دست لباس و بوت نو می خرد. روز جمعه،  
روز تولد برادر لیلا است. پدر لیلا یک کیک کلان برای پسر خود درست می کند. او  
دکان کلچه پزی دارد. اطفال جشن روز تولد خود را بسیار خوش دارند. برای اینکه از  
همه کس هدیه می گیرند.

Note: The headset symbol  indicates that there is a recording.

## ALPHABET TABLE

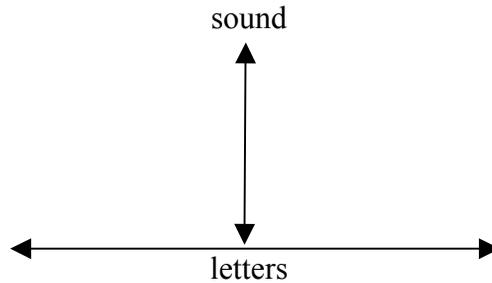
|           |           |            |           |            |           |
|-----------|-----------|------------|-----------|------------|-----------|
| ج<br>jeem | ث<br>sey  | ت<br>tey   | پ<br>pey  | ب<br>bey   | ا<br>alef |
| ر<br>rey  | ذ<br>zaal | د<br>daal  | خ<br>khey | ح<br>hey   | چ<br>chey |
| ض<br>zaad | ص<br>saad | ش<br>sheen | س<br>seen | ژ<br>zhey  | ز<br>zey  |
| ق<br>qaaf | ف<br>fey  | غ<br>ghayn | ع<br>ayn  | ظ<br>zoy   | ط<br>toy  |
| و<br>wau  | ن<br>noon | م<br>meem  | ل<br>laam | گ<br>gaaf  | ک<br>kaaf |
|           |           |            | ی<br>yaa  | ء<br>hamza | ه<br>hey  |

 The alphabet is recorded.

## INTRODUCTORY LESSON A

### The Dari Letters [alef] to [sey]

*Work with the Dari alphabet table. Learn which sounds are represented by these letters.*



|           |       |                |
|-----------|-------|----------------|
| /baab/    | باب   | door           |
| /aab/     | آب    | water          |
| /tab/     | تاب   | shine          |
| /baa-baa/ | بابا  | grandpa        |
| /paa/     | پا    | foot           |
| /bo/      | بو    | smell          |
| /too/     | تو    | you (singular) |
| /boot/    | بوت   | shoe           |
| /top/     | توپ   | ball           |
| /toot/    | توت   | berry          |
| /bee-bee/ | بی بی | grandma        |
| /paa-pee/ | پاپی  | puppy          |
| /taa/     | تا    | until          |
| /saa-bet/ | ثابت  | fixed          |

1. Learn the name of each featured letter and the shape it takes.
2. 🎧 Listen to the words as you look at the highlighted parts and find the corresponding Dari letters.

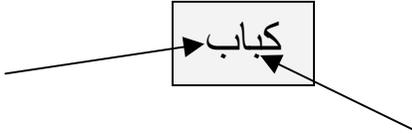
3. In pairs, receive flash cards with letters. Take turns naming the letters. Produce the sound each represents. Put the five cards in sequence.

Example:

پ = [pey] = /p/

4. Look at words taken from printed texts. Find the letters you learned in this lesson.

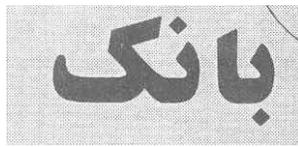
Example:



آفتاب

بهار

سوپر مارکت



5. Time permitting, your teacher will conduct more practice activities.

## INTRODUCTORY LESSON B

### The Dari Letters [jeem] to [khey]

*Work with the Dari alphabet table. Learn which sounds are represented by these letters. Practice these letters in combination with the previous ones.*

|          |      |   |
|----------|------|---|
| /baaj/   | باج  | tax   |
| /taaj/   | تاج  | crown   |
| /kaaj/   | کاج  | pine  |
| /pooch/  | پوچ  | worthless                                     |
| /hoot/   | حوت  | 12 <sup>th</sup> month of the Afghan calendar |
| /khwaab/ | خواب | dream   |
| /bakht/  | بخت  | fortune                                       |
| /takht/  | تخت  | throne  |
| /chob/   | چوب  | wood  |
| /khoob/  | خوب  | good  |
| /chaap/  | چاپ  | print   |
| /beykh/  | بيخ  | root  |
| /haj/    | حج   | pilgrimage to Mecca                           |
| /jaa/    | جا   | place   |
| /chee/   | چی   | what  |
| /joy/    | جوی  | stream  |
| /khoy/   | خوی  | manner  |

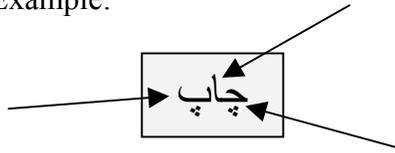
1. Learn the name of each featured letter and the shape it takes.
2.  Listen to the words as you look at the highlighted parts and find the corresponding Dari letters.
3. In pairs, receive flash cards with letters (new and previously introduced ones). Take turns naming the letters. Produce the sound each represents. Put the nine cards in sequence.

Example:

ج = [jeem] = /j/

4. Look at words taken from printed texts. Find the letters you learned so far.

Example:



مجله > درد دل افغان <

چوپان

حمل

چایخانه  
در دوشعبه



5. Time permitting, your teacher will conduct more practice activities.

## INTRODUCTORY LESSON C

### The Dari Letters [daal] to [zhey]

*Learn and practice the letters [daal] to [zhey]. Find out why they are exceptional. Learn which sounds are represented by these letters. Practice these letters in combination with the previous ones.*

#### Explanation

These five letters cannot be connected to those that follow them on the left. This puts them in a group of select letters that we call non-connecting.

|            |      |          |
|------------|------|----------|
| /daar/     | دار  | gallows  |
| /daad/     | داد  | gave     |
| /baar/     | بار  | load     |
| /zaar/     | زار  | weak     |
| /khaar/    | خار  | thorn    |
| /taar/     | تار  | string   |
| /door/     | دور  | far      |
| /dood/     | دود  | smoke    |
| /zood/     | زود  | soon     |
| /bood/     | بود  | was      |
| /zu-ghaal/ | ذغال | charcoal |
| /kaa-ghaz/ | کاغذ | paper    |
| /zor/      | زور  | force    |
| /roy/      | روی  | face     |
| /zaa-ree/  | زاری | begging  |
| /teyz/     | تیز  | fast     |
| /reyz/     | ریز  | pour     |
| /zharf/    | ژرف  | deep     |

1. Learn the name of each featured letter and the shape it takes.
2.  Listen to the words as you look at the highlighted parts and find the corresponding Dari letters.

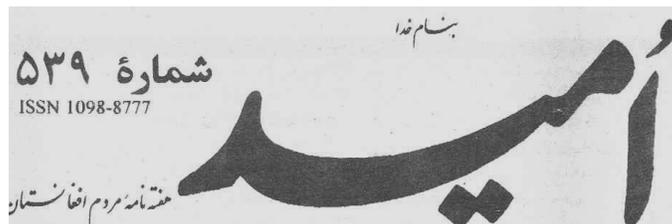
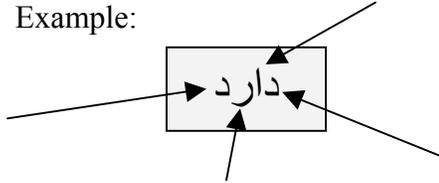
3. In pairs, receive flash cards with letters (new and previously introduced ones.) Take turns naming the letters. Produce the sound each represents. Put the 14 cards in sequence.

Example:

د = [daal] = /d/

4. Look at words taken from printed texts. Find the letters you learned so far.

Example:



بانک صادرات

رستوران ت سالنگ پاس

رستوران

5. Time permitting, your teacher will conduct more practice activities.

## ONLINE TUTORIAL 1

*Explore an educational website. Learn about and practice the Dari alphabet.*

1. Go to the following website: <http://afghanistans.com/Alphabet.htm>. Alternatively, you may be instructed to visit <http://modersmal.skolutveckling.se/daripashto/dari/#>. You may need to download software in order to hear the audio. Your teacher will instruct you.
2. In the list, find the letters that you now know. Try to recall their names before you hear them.
3. Navigate your way through the alphabet.
4. Notice the difference between the Pashto and Dari alphabets.
5. Time permitting, find out what else these websites have to offer.

## WRITING PRACTICE 1

*Practice writing the letters you learned so far.*

1. Review the groups of letters that form words. Copy the words neatly onto the lined paper.

آب بار توپ چوب

2. Dictation: Your teacher pronounces short words from Introductory Lessons A through C. Transliterate them in English.

Example: پدر = /pa-dar/

3. In pairs, dictate to each other the names of Dari letters. Write the corresponding symbol on the lined paper.

Example: [bey] [pey] [alef]

ا پ ب

4. Time permitting, your teacher will conduct additional practice activities.

Blank lined paper for additional practice activities.



## HOMEWORK A-C

 Listen to the audio clips and follow the instructions.

Clip 1: Two Afghans greeting each other. Listen to the clip.

|       |            |
|-------|------------|
| شريف: | سلام       |
| شاکر: | سلام       |
| شريف: | چطور آستی؟ |
| شاکر: | خوب آستم.  |

Clip 2: Contains Dari sounds. Listen to the Dari sounds and memorize how they are pronounced.

خوب، خراب، خواهر، خواهش، قند، قندهار، قندز، قلم، غرب، غروب، غريب،  
غمگين

Clip 3: Contains Dari words. Listen to the words and try to write down the syllables you hear in English transliteration.

بار - تار - خار - تور - پود - ريز - دور - خيز

/baar/    /taar/    /khaar/    /tor/    /pood/    /reyz/    /door/  
/kheyz/

Clip 4: Contains the first 14 letters of the alphabet. Repeat and memorize the names and sequence.

ا - ب - پ - ت - ث - ج - چ - ح - خ - د - ذ - ر - ز - ژ

## INTRODUCTORY LESSON D

### The Dari Letters [seen] to [qaaf]

*Learn and practice the letters [seen] to [qaaf]. Find out which sounds are represented by these letters. Practice these letters in combination with the previous ones.*

|             |       |                    |
|-------------|-------|--------------------|
| /saaz/      | ساز   | musical instrument |
| /shaad/     | شاد   | happy              |
| /qaa-der/   | قادر  | Dari male name     |
| /qaa-sem/   | قاسم  | Dari male name     |
| /faa-el/    | فاعل  | subject            |
| /ze-yaa/    | ضیا   | Dari male name     |
| /so-zesh/   | سوزش  | irritation         |
| /khaa-resh/ | خارش  | itching            |
| /saa-der/   | صادر  | export             |
| /saa-ber/   | صابر  | Dari male name     |
| /seyr/      | سیر   | full (not hungry)  |
| /seer/      | سیر   | garlic             |
| /aa-ber/    | عابر  | pedestrian         |
| /tarz/      | طرز   | style              |
| /sokh-tan/  | سوختن | to burn            |
| /shab/      | شب    | night              |
| /tefl/      | طفل   | child              |
| /zaa-her/   | ظاهر  | Dari male name     |
| /ghaar/     | غار   | cave               |

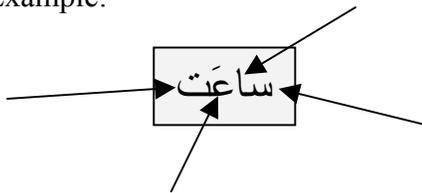
1. Learn the name of each featured letter and the shape it takes.
2.  Listen to the words as you look at the highlighted parts and find the corresponding Dari letters.
3. In pairs, receive flash cards with letters (new and previously introduced ones). Take turns naming the letters. Produce the sound each represents. Put the 24 cards in sequence.

Example:

س = [seen] = /s/

4. Look at words taken from printed texts. Find the letters you learned so far.

Example:



نقل

آریانا  
شیرینی سازی

ساختمان

سازمانها

مراکز عمده فروشی

روانشناسی

5. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON E

### The Dari Letters [kaaf] to [yaa]

*Learn and practice the letters [kaaf] to [yaa]. Find out which letter is special. Learn which sounds are represented by these letters. Practice the letters in combination with the rest of the alphabet.*

#### Explanation

Unlike other letters, [hey] changes its shape quite drastically depending on position. It can represent **H**, but also **A** if at the end of a word.

|              |        |                          |
|--------------|--------|--------------------------|
| /kam/        | کم     | little / less            |
| /ku-mak/     | کُمک   | help                     |
| /narm/       | نَرم   | soft                     |
| /kaa-kaa/    | کاکا   | uncle (father's brother) |
| /gul/        | گل     | flower                   |
| /gar-dan/    | گردن   | neck                     |
| /seg-ret/    | سیگرت  | cigarette                |
| /la-zeez/    | لذیذ   | delicious                |
| /war-zesh/   | ورزش   | sport                    |
| /baa-laa/    | بالا   | up                       |
| /mar-dum/    | مردم   | people                   |
| /yakh-chaal/ | یخچال  | refrigerator             |
| /mey-wa/     | میوه   | fruit                    |
| /khaa-na/    | خانه   | home                     |
| /mu-hem/     | مهم    | important                |
| /har-roz/    | هر روز | everyday                 |
| /ha-mey-sha/ | همیشه  | always                   |
| /ham-ha-ma/  | همه‌مه | mumble                   |
| /ham-raah/   | همراه  | with / companion         |
| /shahr/      | شهر    | city                     |
| /em-zaa'/    | امضاء  | signature                |
| /taa-keed/   | تأکید  | emphasize                |
| /mu-af-faq/  | موفق   | successful               |
| /em-laa'/    | املا   | dictation                |

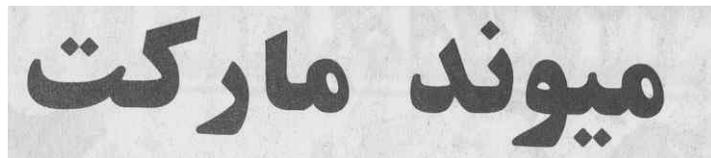
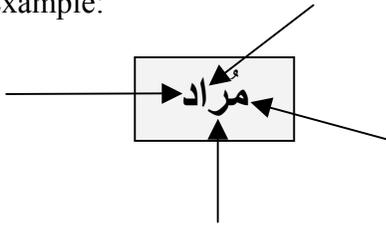
1. Learn the name and shape of each featured letter.
2. 🎧 Listen to the words as you look at the highlighted parts and find the corresponding Dari letters.
3. In pairs, receive flash cards with letters (new and previously introduced ones). Take turns naming the letters. Produce the sound each represents. Put the 33 cards in sequence.

Example:

 = [meem] = /m/

4. Look at words taken from printed texts. Find the letters you learned so far.

Example:



سوپر مارکت

انواع آب میوه تازه

کابل بازار

مدیترانه

سال نو تبریک

5. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON F

### Vowels Represented by Letters

*Learn how some vowel sounds are represented by letters while others are not. Practice working with the represented vowels found in the names of some countries and continents.*

#### Explanation

There are 3 letters in Dari ([alef] ا, [wau] و and [yaa] ی) that represent the following vowels and diphthongs: /aa/, /a/, /e/, /u/, /o/, /oo/, /au/, /ey/, /ee/ and /ay/.

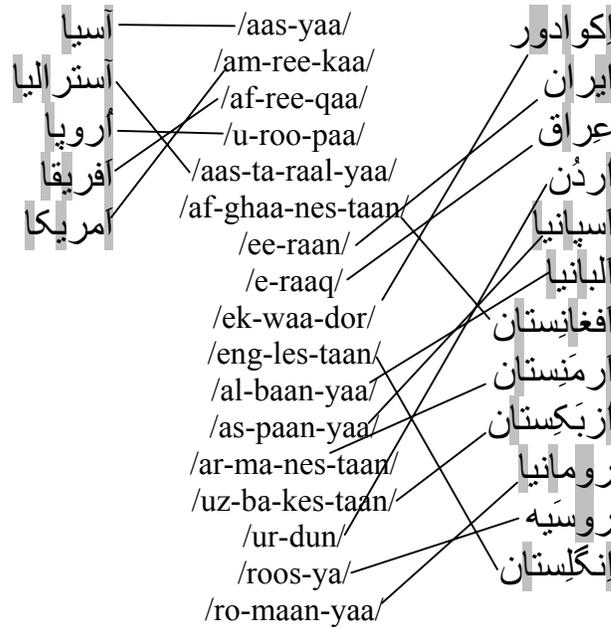
The position of the vowel in a word (beginning, middle, end) makes a big difference in how the vowel is represented. Several vowels are mostly not shown in writing when located in the middle of the word. These will be dealt with in the next lesson.

There are some predictable patterns in vowel representation. For example, the vowel /aa/ is almost always represented by the letter [alef] ا. The letter shape varies slightly according to the position in the word, as in آب /aab/, کار /kaar/ and ما /maa/.

The most predictable pattern in representing vowels:

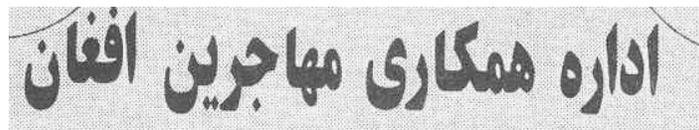
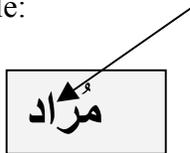
- [alef] to represent /aa/ in all positions, as in آلو /aa-loo/, بادام /baad-aam/ and زهرا /zah-aa/.
- [alef] to represent /a/, /e/ and /u/ at the beginning, as in احمد /ah-mad/, امشب /em-shab/ and اتاق /u-taaq/.
- [wau] to represent /o/, /oo/ and /au/ in the middle and at the end, as in توپ /top/, توت /toot/, دور /daur/, بو /bo/, تو /too/ and نو /nau/.
- [yaa] to represent /ey/, /ee/, /ay/ in the middle and at the end, as in میز /meyz/, کریم /ka-reem/, سیر /sayr/, گاهی /ga-hey/, شادی /shaa-dee/ and گی /kay/.

1. Sound out each name in the transliteration column below. Notice all instances of /aa/. You can expect this sound to be represented by [alef].
2. Find all instances of /a/, /e/, /u/ at the beginning of a name. Again, you can expect these sounds to be represented by [alef].



3. Now study the Dari names in the outside columns. They are in random order. However, the names of continents and countries are placed in separate columns. With a partner, find the corresponding words in the center. Draw connecting lines.
4. Find and highlight the represented vowels in each Dari name.
5. Look at words taken from printed texts. Find the represented vowels in each word or name that you recognize.

Example:





ارسال پول

عکاسی و فیلمبرداری

اطمینان

گوشت حلال

6. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON G

### Vowels Represented by Diacritic Marks

*Learn which vowel sounds are not represented by letters but may be indicated by diacritic marks. Learn what diacritic marks look like. Practice reading and writing diacritics with common Afghan names and places.*

#### Explanation

Several vowels are not written when located in the middle of a word. Example: بَد /bad/ 'bad' is written as **bd**. The reader has no way to figure out which vowel is used in the middle of the word. It could be pronounced /bad/, /bud/ or /bed/. A diacritic mark can indicate the vowel sound. The diacritic is placed over or under the letter representing the consonant, or a represented vowel that precedes it. This helps the reader to sound out the entire syllable correctly.

Examples:

أحمد

/ah-mad/

|   |   |   |              |   |
|---|---|---|--------------|---|
| A | H | M | <del>A</del> | D |
|---|---|---|--------------|---|

زهرا

/zah-raa/

|   |              |   |   |   |   |
|---|--------------|---|---|---|---|
| Z | <del>A</del> | H | R | A | A |
|---|--------------|---|---|---|---|

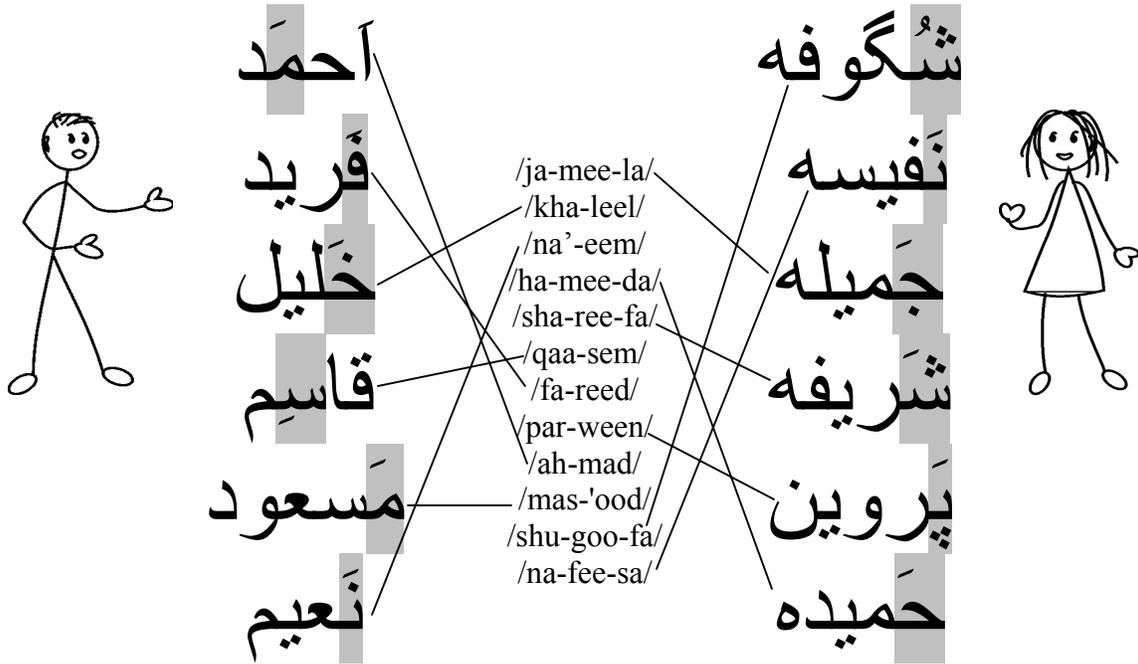
There are three diacritic marks. Two are flat strokes, one appearing above and one below a bearer (consonant or represented vowel.) The third diacritic mark is a rounded symbol looking like a miniature [wau].

When placed above, the ----- indicates the vowel /a/. This diacritic is called *zabar* (meaning 'on top'.)

When placed under, the ----- indicates the vowel /e/. This diacritic is called *zeyr* (meaning 'underside'.)

When placed above, the ----- indicates the vowel /u/. This diacritic is called *peysh* (meaning 'front'.)

1. Sound out each name in the transliteration column below. Notice all instances of /a/, /e/, /u/. You can expect these sounds to be unrepresented.



|          |              |          |
|----------|--------------|----------|
| أَحْمَد  |              | شُكُوفَه |
| فَرِيد   | /ja-mee-la/  | نَفِيسَه |
| زَيْنَل  | /kha-leel/   | جَمِيلَه |
| قَاسِم   | /na'-eem/    | شَرِيفَه |
| مَسْعُود | /ha-mee-da/  | پَرَوِين |
| نَعِيم   | /sha-ree-fa/ | حَمِيدَه |
|          | /qaa-sem/    |          |
|          | /fa-reed/    |          |
|          | par-ween/    |          |
|          | /ah-mad/     |          |
|          | /mas-'ood/   |          |
|          | /shu-goo-fa/ |          |
|          | /na-fee-sa/  |          |

2. Find and highlight the diacritic marks for the unrepresented vowels in each Dari name.
3. Now study the Dari names in the outside columns more closely. They are in random order, sorted only by gender. With a partner, find the corresponding names in the center. Draw connecting lines.

4. Practice sounding out the names of some Afghan cities. Highlight the unrepresented vowel(s) in each transliteration.



|             |          |            |          |
|-------------|----------|------------|----------|
| /balkh/     | بَلَخ    | /zaa-bul/  | زَابُل   |
| /ta-khaar/  | تَخَار   | /par-waan/ | پَرَوَان |
| /bagh-laan/ | بَغْلان  | /ghaz-nee/ | غَزْنی   |
| /fa-raah/   | فَرَاه   | /lo-gar/   | لَوگر    |
| /hel-mand/  | هَلَمَند | /kaa-bul/  | کَابُل   |
| /he-raat/   | هَرَات   | /war-dak/  | وَرَدَک  |

5. Place diacritic marks on the Dari names above to indicate the unrepresented vowels.
6. Become aware of how useful diacritics are for representing different vowel sounds. With a partner, create humorous statements for each pair, in English.

Example: He is out of \_\_\_\_\_ . (breath/tail)

|       |     |         |
|-------|-----|---------|
| /par/ | پَر | feather |
| /pur/ | پُر | full    |

|       |     |        |
|-------|-----|--------|
| /sar/ | سَر | head   |
| /ser/ | سِر | secret |

|        |       |              |
|--------|-------|--------------|
| /naql/ | نَقْل | copy         |
| /nuql/ | نُقْل | almond candy |

|       |     |        |
|-------|-----|--------|
| /dam/ | دَم | breath |
| /dum/ | دُم | tail   |

|       |     |       |
|-------|-----|-------|
| /dar/ | دَر | in    |
| /dur/ | دُر | pearl |

7. Time permitting, your teacher will conduct additional practice activities.

## ONLINE TUTORIAL 2

*Explore an educational website. Learn about and practice the Dari alphabet. Become aware of how letters are connected.*

1. Go to the following website: <http://learn.afghanteens.net/dari/alifba/>
2. Review the sequence of the alphabet.
3. Click on each letter to open up a new window. Pay close attention to how each letter is produced. Practice writing each letter.
4. Notice how each letter is used in a word.
5. Time permitting, revisit <http://modersmal.skolutveckling.se/daripashto/dari/#>.

## WRITING PRACTICE 2

*Practice writing the letters of the Dari alphabet.*

1. Review the groups of letters that form words. Copy the words neatly onto the lined paper.

غار مردم قاسم گردن

2. Dictation: Your teacher pronounces short words from Introductory Lessons D and E. Transliterate them in English.

Example: بالا = /baa-laa/

3. In pairs, dictate to each other the names of Dari letters. Write the corresponding symbol on the lined paper.

Example: [jeem] [sheen] [gaaf]

گ ش ج

4. Time permitting, your teacher will conduct additional practice activities.

Blank lined paper for additional practice activities.



## HOMEWORK D-G

 Listen to the audio clips and follow the instructions.

Clip 1: Listen to the following audio clip where two Afghans greet each other. Listen for any personal names mentioned and write them down in English transliteration.

|              |                    |          |
|--------------|--------------------|----------|
| /shu-goo-fa/ | سَلام شُگوفَه جان. | فَرِيد:  |
| /fa-reed/    | سَلام فَرِيد جان.  | شُگوفَه: |
|              | چَطور آسْتِي؟      | فَرِيد:  |
|              | خُوب آسْتَم.       | شُگوفَه: |
|              | فَامِيل خُوب آس؟   | فَرِيد:  |
|              | نَشْكُر.           | شُگوفَه: |

Clip 2: Listen to a sequence of letters that spell out a name, one male and one female. Write the letters. Can you figure out the two names? Write each name in English transliteration and cross out the unrepresented vowels.

|                        |           |  |
|------------------------|-----------|--|
| <del>/ah-mad/</del>    | ا ح م د   |  |
| <del>/ha-mee-da/</del> | ح م ي د ه |  |

Clip 3: Listen and repeat each geographical name. Write it in transliteration. Think about which Dari letters would spell each syllable, and whether the initial and the second letter are connected. Convert each syllable to Dari.

|                  |                    |                  |                         |
|------------------|--------------------|------------------|-------------------------|
| روسيه            | افريقا             | ايران            | ازبکستان                |
| <u>/roos-ya/</u> | <u>/af-ree-qa/</u> | <u>/ee-raan/</u> | <u>/uz-ba-kes-taan/</u> |

Clip 4: Contains pairs of names, one with and one without [khey] [ghayn] [qaaf]. Listen and identify which name in the pair contains the letter you are asked, the first or the second. Write 1 or 2.

|          |                    |
|----------|--------------------|
| خ /kh/ 1 | خوست ، وحييد       |
| غ /gh/ 2 | قندهار ، افغانستان |
| ق /q/ 2  | كابل ، قندهار      |

Clip 5: Contains the remaining 19 letters of the Dari alphabet. Repeat and memorize the names and sequence.

س - ش - ص - ض - ط - ظ - ع - غ - ف - ق - ك - گ - ل - م - ن  
و - ه - ع - ي

## INTRODUCTORY LESSON H

### Common Objects

*Learn words of Western origin that are common in Dari. Practice their pronunciation and writing.*

#### Explanation

Dari adopted some words from Western languages, specifically English and French. Yet, they are written and pronounced in a Dari way.

|                             |                |               |
|-----------------------------|----------------|---------------|
| /te-le-foon/                | تيلفون         | telephone     |
| /faks/                      | فكس            | fax           |
| /kamp-yoo-tar/              | كمپيوټر        | computer      |
| /raad-yo/                   | راديو          | radio         |
| /tel-vez-yoon/              | تلويزيون       | television    |
| /maa-shee-ne fo-to-kaa-pee/ | ماشين فوتوكاپي | photocopier   |
| /pen-sel/                   | پنسل           | pencil        |
| /teyp-ree-kaar-dar/         | ټيپ ريکارډر    | tape recorder |
| /maa-shee-ne taayp/         | ماشين ټايپ     | typewriter    |
| /stad-yoom/                 | سټيډيوم        | stadium       |
| /fot-baal/                  | فوتبال         | football      |
| /baas-ket-baal/             | باسکټبال       | basketball    |
| /waa-lee-baal/              | واليبال        | volleyball    |
| /tey-nes/                   | ټينيس          | tennis        |
| /bas/                       | بس             | bus           |
| /mee-nee-bas/               | مینی بس        | minibus       |
| /tak-see/                   | ټکسي           | taxi          |
| /jeep/                      | جيب            | jeep          |
| /pe-kap/                    | پيکپ           | pickup truck  |
| /ha-le-kop-tar/             | هليکوپټر       | helicopter    |
| /jet/                       | جت             | jet           |
| /mo-tar-se-kel/             | موټر سيکل      | motorcycle    |

1.  Listen.

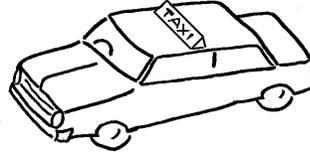
2. Observe as your teacher writes and pronounces each word. Practice Dari pronunciation by repeating, and Dari writing by tracing the words in the air. Notice the difference in Dari pronunciation. For example, راديو 'radio' is pronounced /raad-yo/. Practice with words from the list until you feel ready to move on.
3. Pronounce and write these items in Dari. Try to do this from memory.



گمپیوٹر



فکس



تکسی



تیپ ریکاردر

4. Read the words silently. Circle the name(s) of the object(s) you can find in your classroom.

تلویزیون - گمپیوٹر - راديو - تيلفون - ماشين فوتوکاپی

5. Categorize the following items into three groups by writing **1** for **transportation**, **2** for **sports**, and **3** for **office** below each item. Sound out the words as you do this activity.

|                     |                   |                |
|---------------------|-------------------|----------------|
| ماشين فوتوكاپى<br>3 | سِنْدِيوم<br>2    | تيليفون<br>3   |
| فكس<br>3            | بَس<br>1          | باسكيتبال<br>2 |
| فوتبال<br>2         | هَلِكُوپْتَر<br>1 | جيب<br>1       |
| موٲر سيكل<br>1      | پنسل<br>3         | واليبال<br>2   |

6. Practice pronouncing and spelling these words. With a partner, take turns saying a word. Your partner names the sequence of letters that make up the word.

Example: تينيس 'tennis' = [tey] [yaa] [noon] [seen]

7. Practice writing words by connecting the letters. Your teacher says the individual letters. Write out the words. Remember to indicate the unrepresented vowels by placing diacritic marks.
8. Time permitting, your instructor will conduct additional practice activities.

## INTRODUCTORY LESSON I

### Numbers 0 - 10

*Learn the Dari numerals 0-10. Practice these numbers in different activities.*

#### Explanation

Dari numerals are taken from Arabic, as are English numerals. Although the configuration of these numerals has changed in English, one can still see similarities.

|          |           |          |          |          |          |
|----------|-----------|----------|----------|----------|----------|
| <b>5</b> | <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b> | <b>0</b> |
|          | <b>10</b> | <b>9</b> | <b>8</b> | <b>7</b> | <b>6</b> |

|                  |                  |   |   |   |   |
|------------------|------------------|---|---|---|---|
| ۵ <sub>(٥)</sub> | ۴ <sub>(٤)</sub> | ۳ | ۲ | ۱ | ۰ |
|                  | ۱۰               | ۹ | ۸ | ۷ | ۶ |

|     |      |    |     |     |     |
|-----|------|----|-----|-----|-----|
| پنج | چهار | سه | دو  | یک  | صفر |
|     | ده   | نه | هشت | هفت | شش  |

|        |            |       |         |        |         |
|--------|------------|-------|---------|--------|---------|
| /panj/ | /cha-haar/ | /sey/ | /doo/   | /yak/  | /sefr/  |
|        | /dah/      | /nuh/ | /hasht/ | /haft/ | /shash/ |

1.  Listen.
2. Your teacher pronounces the numbers in order, from 0-10 and backwards from 10-0. Repeat the numbers as you point to the words. Practice this until you feel ready to move on. When the teacher starts to go in random order, continue to point to the corresponding words. The beginning letters can help you find the right words. Finally, switch to pointing out the Dari numerals above, as the numbers are said in random order.

3. Take turns coming to the board and writing the following numbers as letters. Practice their pronunciation.

۰ - ۱ - ۲ - ۳ - ۴ - ۵ - ۶ - ۷ - ۸ - ۹ - ۱۰

4. Write the numerals next to the written numbers.

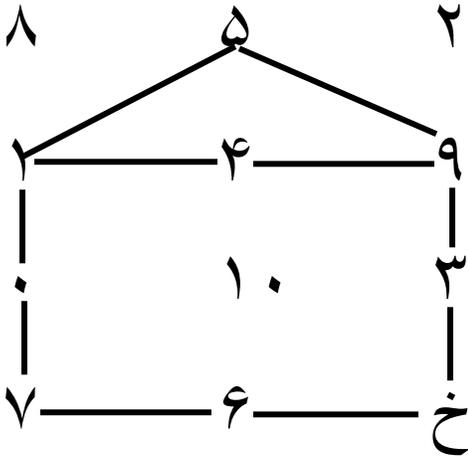
Example: ۱ یَک

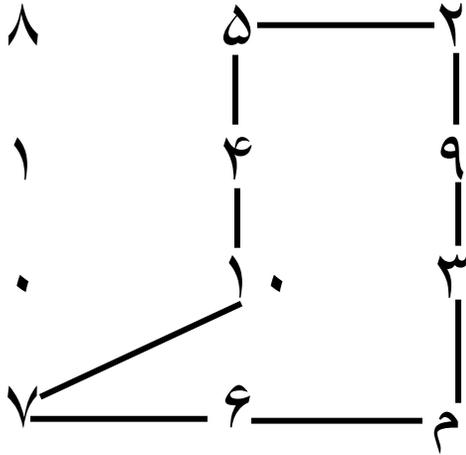
|           |        |
|-----------|--------|
| <u>۵</u>  | پَنج   |
| <u>۲</u>  | دو     |
| <u>۴</u>  | چَهَار |
| <u>۶</u>  | شَش    |
| <u>۱۰</u> | دَه    |
| <u>۸</u>  | هَشْت  |
| <u>۳</u>  | سِه    |
| <u>۷</u>  | هَفْت  |

5. Your teacher dictates two numbers at a time, first one and then the other. Connect the numbers by drawing a line from the first to the second. (Note that one letter is also used to help with this activity.) An image will appear as you continue to draw.

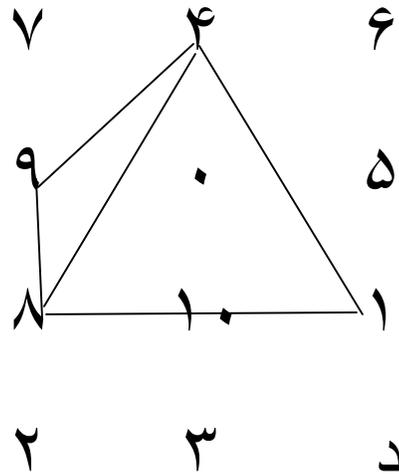
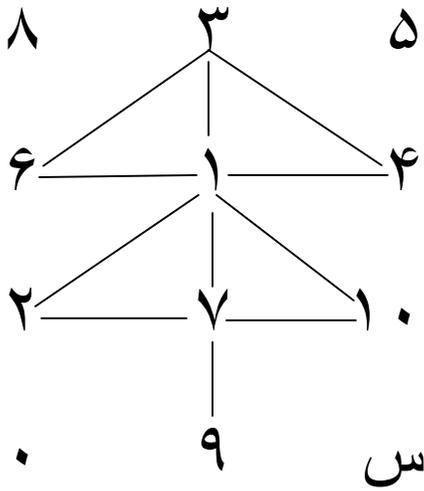
Example: پَنج — یَک، یَک — صَفر، صَفر — هَفْت  
 'five — one,' 'one — zero,' 'zero — seven,' etc.

Your teacher dictates two such images.





6. Do the next number dictation in pairs. One of you receives new numbers to be dictated; the other completes the drawing. Switch roles for the second task.



7. Time permitting, your teacher will conduct additional practice activities.

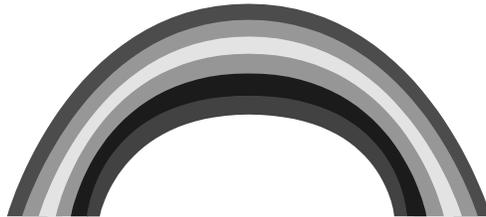
## INTRODUCTORY LESSON J

### Colors

*Learn the Dari words for some colors and practice them in different activities.*

|               |        |   |        |
|---------------|--------|---|--------|
| /see-yaah/    | سیاه   |    | black  |
| /sa-feyd/     | سفید   |    | white  |
| /s abz/       | سبز    |    | green  |
| /surkh/       | سرخ    |    | red    |
| /zard/        | زرد    |    | yellow |
| /ke-ree-mee/  | کریمی  |    | beige  |
| /aa-bee/      | آبی    |    | blue   |
| /nas-waa-ree/ | نصواری |    | brown  |
| /gu-laa-bee/  | گلابی  |    | pink   |
| /naa-ren-jee/ | نارنجی |   | orange |
| /be-nafsh/    | بنفش   |  | purple |
| /fo-laa-dee/  | فولادی |  | grey   |

1.  Listen.
2. Your teacher pronounces the colors in order from top to bottom. Repeat the names. Your teacher then repeats the colors in reverse order. Continue until you are ready to move on. When the teacher pronounces them randomly, repeat the name of each color as you point to it.
3. Say which colors are represented in a rainbow. Spell each one out.

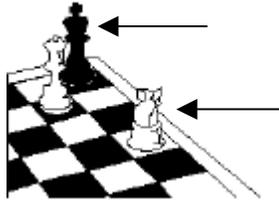
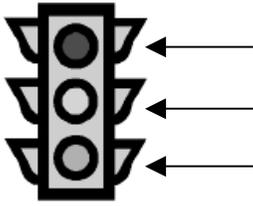


4. Your teacher gives each student an envelope containing colored paper clips. In pairs, take turns guessing which color paper clip your partner took out of the envelope and is hiding from you.

Example: زرد؟ 'Yellow?'

Shake your head for NO and nod for YES.

5. Write the colors represented in these pictures. Connect the letters, according to the rules you learned.



سُرخ  
زَرَد  
سَبَز

سَبَاح  
سَفَید

نَصواری

6. Your teacher pronounces the name of a country. Give the colors of the country's flag, if you know them.

Example: اَبی، سَفَید، سُرخ --- امریکا 'USA --- red, white, blue'

More country names for practice: Japan, France, Germany, Afghanistan, England, Russia, Iraq.

7. Go outside of the classroom with your teacher. Identify as many colors in the environment as you can.
8. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON K

### Numbers, Objects and Colors

*Learn how words are combined in groups of two or three. Practice these combinations in a variety of activities.*

#### Explanation

Numbers precede nouns, as in English.

Example: یک کمپیوٹر 'one computer'

On the other hand, adjectives describing nouns follow the nouns they describe. This is unlike English wherein they precede them.

Example: کمپیوٹر سیاه 'black computer'

When an item is combined with a numeral higher than one (1), the numeral denotes the plural. The noun does not take a plural form, as it would in English.

Example: دو کمپیوٹر 'two computers'

1. As the teacher randomly pronounces loan words selected from this box, find and pronounce them yourself.

راديو - تيليفون - تلویزیون - فکس - فوتبال - پَنسِل  
 تیپ ریکارڈر - والیبال - تَکسی - باسکِتبال - جِت  
 مینی بس - کمپیوٹر - تینس - جیب - سِندیوم - پیکپ  
 هَلیکوپتر

2. Your teacher states the number of items in one of the frames. Point to the frame. Then practice this activity with a partner until all of the frames have been identified.

Example: دو هلیکوپتر 'two helicopters'



3. Your teacher describes one of the items shown among the previous pictures by saying what it is, and naming its (presumed) color. Point out the item that you think best fits the description. Continue with the other pictures until all have been described at least once. Then practice this activity with a partner. Work on your Dari pronunciation.

Example: سَرَوِيس زَرَد ‘yellow bus’

4. Form two groups. One group will pay a quick visit to the administration office, the other will briefly visit the teachers’ office. Take note of the office equipment you find at each location, and report to your teacher what you saw.

Example: تِلْفون كَرِيمِی ‘beige telephone’

5. First read the example. Notice the order in which the elements are arranged. Then describe the two vehicles shown below in the correct order.

Example: دَه هَلِیکوپتَر سَفِید ‘ten white helicopters’



دو موٽر سیکل سیاه

6. Write out two similar combinations of numerals, colors and nouns from this lesson.

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7. Have a classmate read your examples aloud. Read another’s aloud.
8. Time permitting, your teacher will conduct additional practice activities.

## ONLINE TUTORIAL 3

*Explore an educational website. Review the Dari alphabet and learn about Dari numbers. Become more familiar with the way numbers are written and pronounced.*

1. Visit <http://www.afghanteens.net/clock/> to review the Dari numbers 1 to 10. Learn the numbers 11 and 12.
2. Go to [http://homepage.powerup.com.au/~afghans/daricnr/dari\\_alpha.htm](http://homepage.powerup.com.au/~afghans/daricnr/dari_alpha.htm) to review the Dari alphabet. (You will recognize the letters in spite of the different phonetic spelling.) Then go to the Dari number chart. Preview the numbers 13 to 20. Click on each number and learn how it is pronounced.
3. Practice the sequence of the numbers by writing them down.
4. Time permitting, play a card game. Your teacher gives each student a stack of playing cards with Arabic numerals denoting their values. Pair up and say the value of your cards, one at a time, without showing them to your partner. Your partner will do the same for each card. Decide which card is higher, yours or your partner's. The one who holds the higher value wins the opponent's card. In case of a tie, move on to the next card.



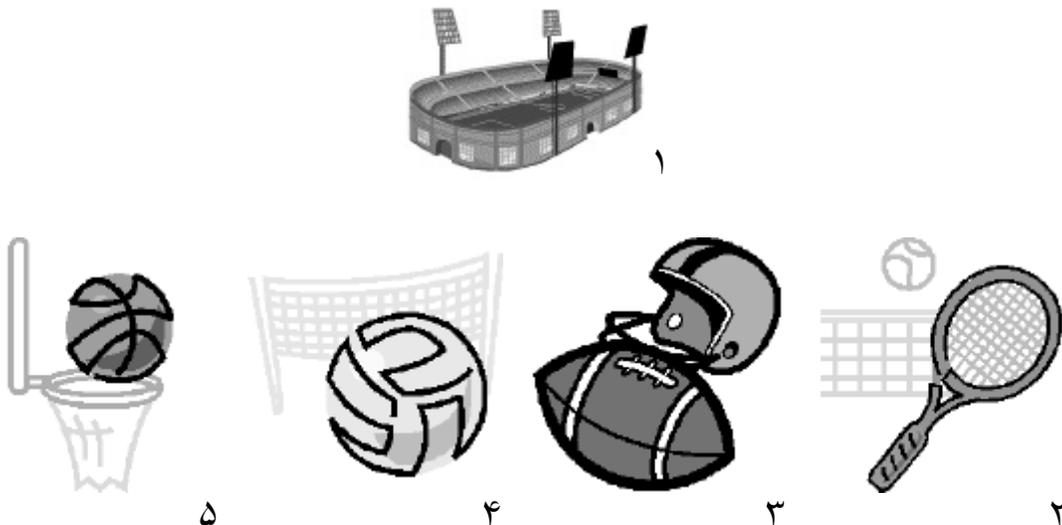
## REVIEW H-K

Review the alphabet, the numbers 0-10, colors and the commonly used loan words.

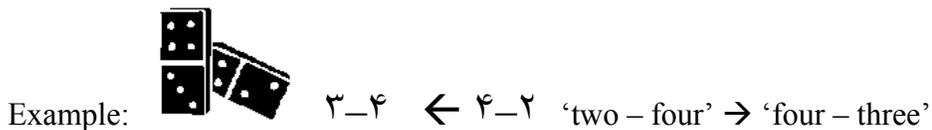
1. Quickly conduct a roll call. The class leader starts as ‘One,’ and the rest of the students continue. Once completed, count backwards.
2. Receive a letter on a card. Identify the letter and then pronounce the two, which immediately follow it in the Dari alphabet.
3. Pronounce a color and spell it in Dari. The next student does the same while avoiding repetition. Each student gets a turn.



4. Label the following pictures in Dari. When the teacher calls a number (from 1-5 at random), say the corresponding word. Work on your Dari pronunciation.



5. Time permitting, play a game of *virtual dominos*. Your teacher gives each student a few domino pieces. One student says the two numbers shown on one piece and turns the piece over. The next student tries to connect to the neighbor’s last number, or loses a turn. Continue around the class until all pieces have been turned over.



## HOMEWORK H-K

 Listen to the audio clips and follow the instructions.

Clip 1: Three Afghans greeting each other. Listen to the clip. Notice the more elaborate greetings. Listen for any personal names mentioned. Write them down in English transliteration.

|          |                           |
|----------|---------------------------|
| رَشِيد:  | سَلَام رَزاق جان.         |
| رَزاق:   | سَلَام رَشِيد جان.        |
| رَشِيد:  | چطور آستی؟                |
| رَزاق:   | خوب آستم.                 |
| رَشِيد:  | اينه برادرَم أَحَمَد جان. |
| رَزاق:   | سَلَام أَحَمَد جان.       |
| أَحَمَد: | از ديدَن شُما خوش شُدم.   |

/ra-zaaq/

/ra-sheed/

/ah-mad/

Clip 2: Contains sequences of letters that form words. Listen and repeat the sequence. Then write the letters as words.

ت-ل-و-ی-ز-ی-و-ن (تلویزیون)  
 م-ا-ش-ی-ن-ف-و-ت-و-ک-ا-پ-ی (ماشین فوتوکاپی)  
 ر-ا-د-ی-و (رادیو)

Clip 3: Contains numbers and nouns (loan words). Listen and repeat each combination. Then write the Dari numerals in each combination.

|           |     |
|-----------|-----|
| ۳ رادیو   | (۳) |
| ۴ پَنسِل  | (۴) |
| ۵ فکس     | (۵) |
| ۲ تیلیفون | (۲) |

Clip 4: Contains four nouns (loan words) combined with adjectives (colors). Listen and repeat each combination. Write in English what you heard.

|                     |                  |
|---------------------|------------------|
| white jeep          | جیپ سفید         |
| grey telephone      | تیلیفون فولادی   |
| yellow taxi         | تکسی زرد         |
| black tape recorder | تیپ ریکاردر سیاه |

Clip 5: Contains six numbers. Write these numbers in Dari numerals.

|     |    |      |     |     |     |
|-----|----|------|-----|-----|-----|
| هفت | نه | چهار | صفر | پنج | هشت |
| ۷   | ۹  | ۴    | ۰   | ۵   | ۸   |

## INTRODUCTORY LESSON L

### Classroom

*Learn words for people and things associated with a classroom. Practice the words in a variety of activities.*

|                |          |              |
|----------------|----------|--------------|
| /meyz/         | میز      | desk / table |
| /chau-kee/     | چوکی     | chair        |
| /takh-ta/      | تخته     | board        |
| /takh-ta-paak/ | تخته پاک | eraser       |
| /naq-sha/      | نقشه     | map          |
| /kel-keen/     | کلکین    | window       |
| /dar-waa-za/   | دروازه   | door         |
| /qa-lam/       | قلم      | pen          |
| /qaa-moos/     | قاموس    | dictionary   |
| /ke-taab/      | کتاب     | book         |
| /ke-taab-cha/  | کتابچه   | notebook     |
| /shaa-gerd/    | شاگرد    | student      |
| /mu-al-lem/    | معلم     | teacher      |
| /saa-at/       | ساعت     | clock        |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. The teacher then makes random selections. Repeat the words and point them out in the list.
3. Your teacher pronounces words from the box. Point to each one as you repeat it. Then switch to pointing out the words that are illustrated in the picture on the next page.

شاگرد - کتاب - دروازه - معلم - کلکین - تخته - میز



4. Walk about the classroom and point out the things your classmates tell you.

Example: قاموس 'dictionary'

5. Read these words aloud and then copy them in the boxes.

کتاب - چوکی - قلم - نقشه - میز - تخته - شاگرد - کتابچه

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

6. Look around the classroom and identify a particular item. Tell your partner only its color(s). Your partner looks around and guesses the item.

Example: (تخته = سفید) 'white' (= 'board')

7. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON M

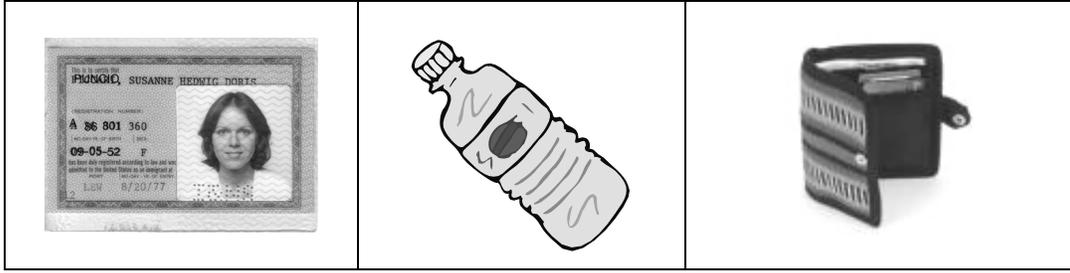
### Personal Belongings

*Learn the words for common items. Learn to use rising intonation as a way to ask a question.*

|                        |             |                 |
|------------------------|-------------|-----------------|
| /pay-sa/               | پيسه        | money           |
| /aks/                  | عكس         | photo / picture |
| /te-le-foo-ne jey-bee/ | تيلفون جيبی | cell phone      |
| /ay-nak/               | عينک        | eyeglasses      |
| /bo-te-le aab/         | بوٽل آب     | water bottle    |
| /maa-shee-ne he-saab/  | ماشين حساب  | calculator      |
| /saa-at/               | ساعت        | watch           |
| /kaar-te hoo-wee-yat/  | کارت هويت   | ID card         |
| /bak-sa-ke jey-bee/    | بکسک جيبی   | wallet          |
| /bak-se push-tee/      | بکس پشتی    | backpack        |
| /dest-kaul/            | دستگول      | purse           |
| /ke-leed/              | کلید        | key             |

1.  Listen.
2. Your teacher pronounces the 12 new words. Listen and repeat them. Then 11 words will be read in random order. Keep track of what you hear. Pronounce the remaining word. Repeat this activity until you are ready to move on.
3. Your teacher names the pictured items, one at a time. Repeat the word, and then point out the item in the box.





4. Your teacher dictates the letters that make up one of the items below. Take dictation on a piece of paper, and then name the item. Write the word in connected letters under the corresponding picture.



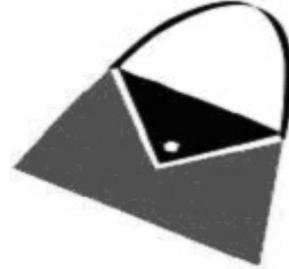
© Rahmatullah Omid

عکس



© sxc

کلید



دستگول



© sxc

پيسه



عينک



© sxc

ساعت

5. Read the following words and circle those items that are containers.

عکس - کلید - ماشين حساب - (بوټل آب) - تيليفون جيبی - کارت هویت -  
پيسه - (دستگول) - ساعت - عينک - (بکسک جيبی) - (بکس پشتی)

6. In pairs, go through the list of items. Take turns asking each other about having these items. You need only to say the word with rising intonation. Your partner will show the item if he/she has it.

Example: You ask: 'عکس؟' (Picture?) (Your partner shows it.)

Your partner asks: 'بکس پشتی؟' (Backpack?) (You show it.)

7. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON N

### The Classroom, Personal Belongings, Colors and Numbers

*Practice combining words in groups of two or three.*

1. Count the number of Afghan teacher(s) and student(s) in the photo. Say how many of each there are.



© Luke Powell

2. Point out each colored item in your classroom as your classmates mention it.

Example: میز نِصواری 'brown desk'

3. Work with a partner. Quiz each other on the names of these items.



© all sxc

4. Select one box below. Tell your partner the number of items in it. Your partner completes your statement as a question. It may or may not be the box you selected.

Example: You say: چہار 'Four'

Your partner says: چہار بکس پُشتی؟ 'Four backpacks?'



5. Identify the items pictured by writing the missing words in the spaces provided.

Example: چهار عینک سیاه 'four black eyeglasses'

|   |  |
|---|--|
|  <p>(red)</p>                      |  <p>(black)</p>  |
|  <p>(blue, green, yellow, red)</p> |  <p>(green)</p>  |
|  <p>(white)</p>                   |  <p>(black)</p> |

۱. سه بوتل آب سفید

۲. چهار کتابچه سرخ زرد سبز آبی

۳. دو دستگول سیاه

۴. یک بکس پشتی سبز

۵. سه چوکی سرخ

6. Time permitting, your teacher will conduct additional practice activities.

## **FOUR-HANDED INSTRUCTION**

### **Things in My Bag**

*Listen to and observe two of your instructors interacting. Practice similar interaction with teachers and peers.*

1. Your instructors stage a short skit, examining the items they have in their bags. Listen and observe. Enjoy the skit.
2. Divide into two groups. Each group practices with one instructor. Be prepared to name some items in your bag.
3. Change partners for additional practice.

## AUTHENTIC MATERIAL A-N

Recognize words in short texts. Practice reading, pronouncing, spelling and writing those words. Learn about the Afghan currency.



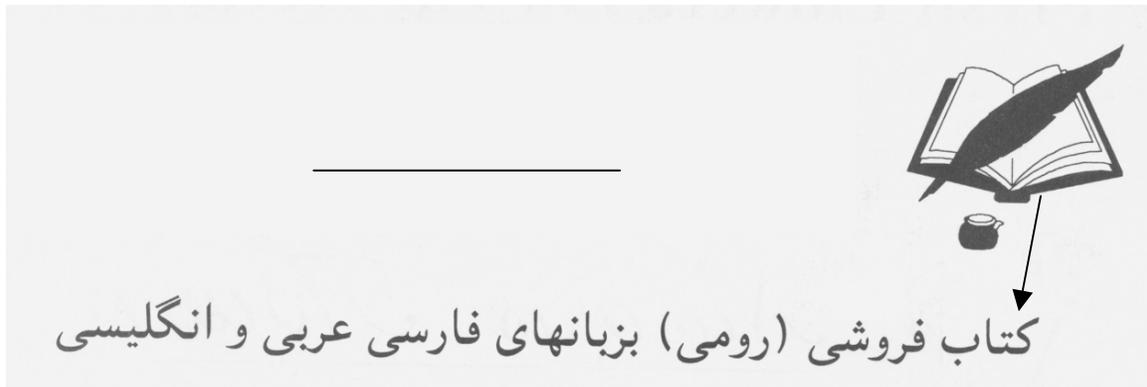
© Z. Obaidi-Teebken

1. Guess which familiar word can be found in this ad. Circle it.
2. Your instructor randomly pronounces one of the remaining Dari words. Spell out the letters.
3. Repeat each of the percentages as your instructor reads them out, in random order. Then point them out.



© Z. Obaidi-Teebken

1. This is the title of a trip report, "From .... to ...." Circle the departure city. Pronounce the name and spell it.
2. What was the destination of the trip? (Hint: sound out the last word.) The name of this city was abbreviated. Your teacher will dictate the missing letters. Add them above to complete the name.
3. Find both cities on the map.



© Ryan Azimi

1. Find the word that is shown in the illustration. Then write it above in the blank space.
2. Look up the meanings of the remaining words in your dictionary. Which three languages are advertised? Farsi Arabic English

## دستگاه زرگری انگشت طلا

ترمیم هر نوع زیورات در اسرع وقت

**خرید و فروش انواع زیورات و طلاهای شکسته**

ترمیم هر نوع زیورات با تخفیف ۵٪ و ساختن هر نوع زیورات توسط دست  
ماشین و دستگاه مجهز

ترمیم هر نوع ساعت بند دستی و دیواری

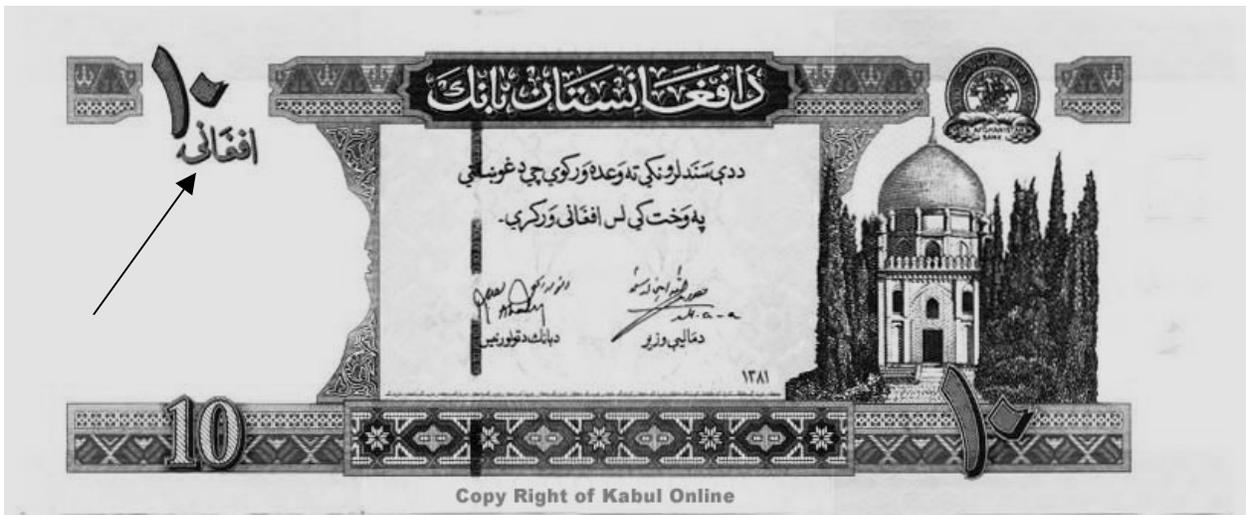
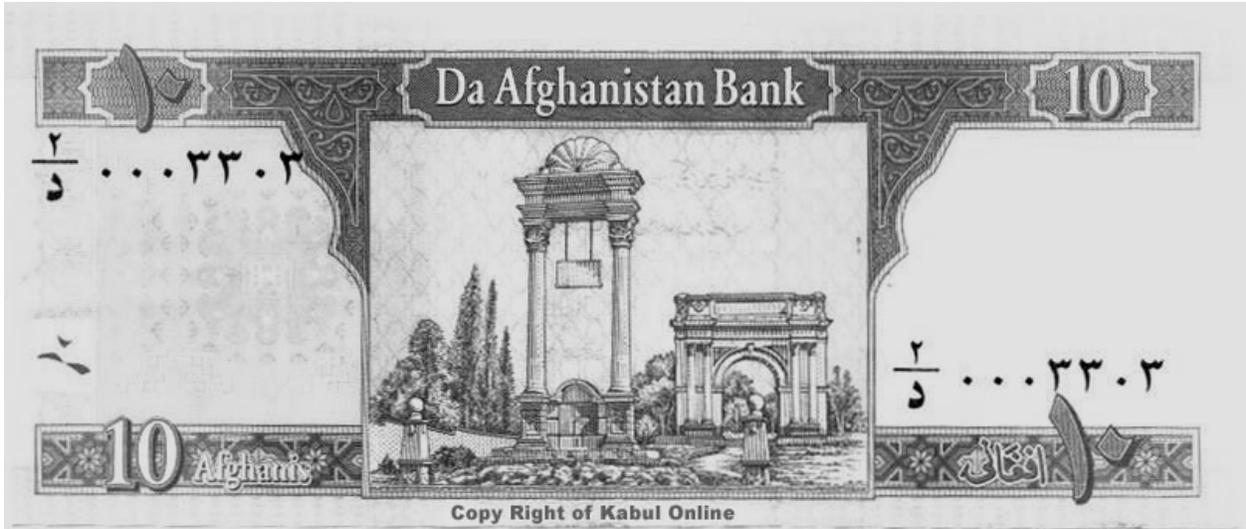
همچنان برای عروس قبه دستمال موجود است .

شکاف نمودن گوش درینجا صورت گرفته ، گوشواره رایگان داده میشود .



© Ryan Azimi

1. Guess what is advertised here. Say what is shown. Find the word for 'timepiece' in the text.
2. Spell out the letters in the boxed headline.



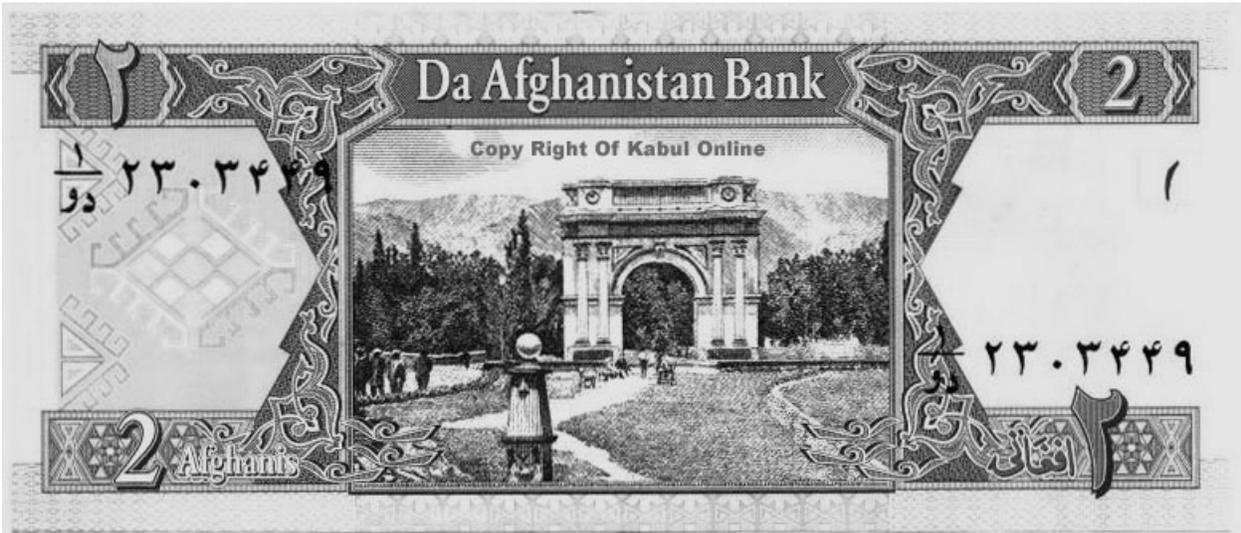
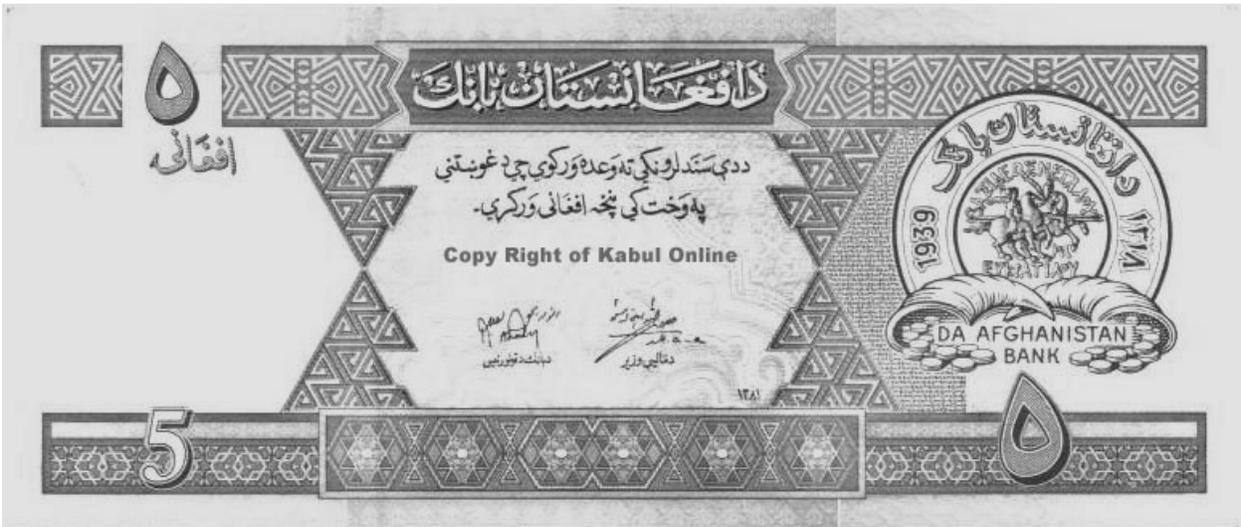
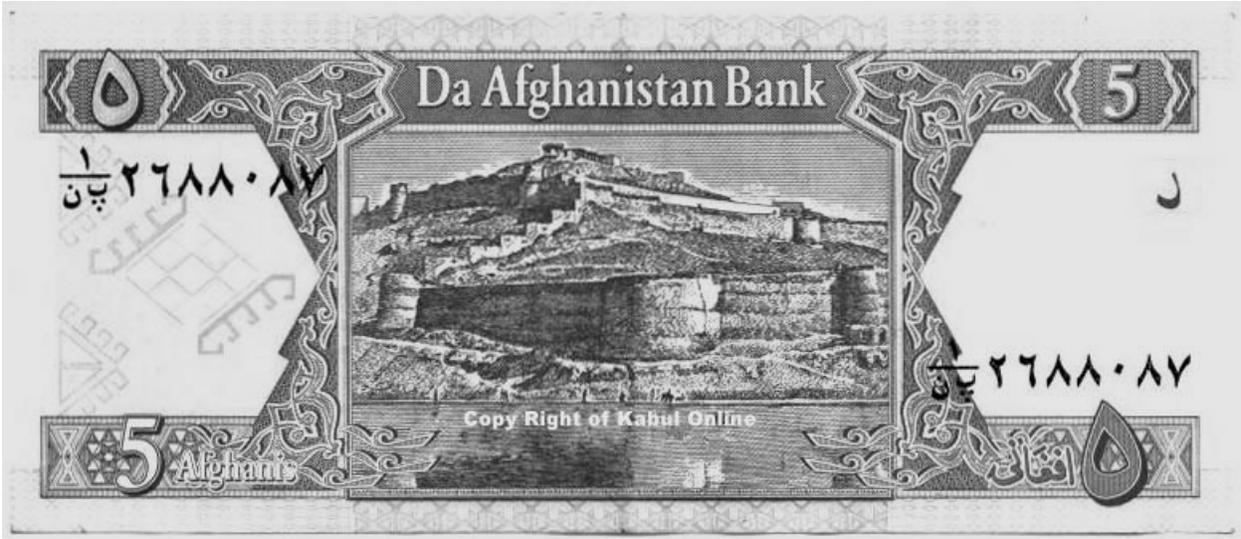
© Sayed Hashemi

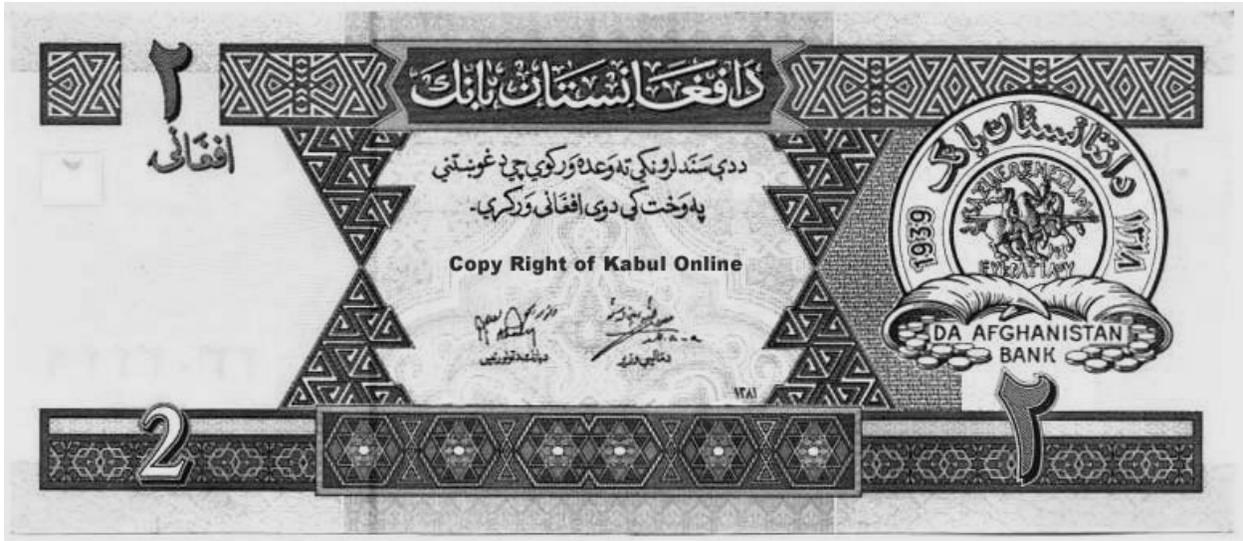
1. Get acquainted with the “Afghani.” Find the Dari name of the currency on each of the banknotes.
2. Study the name of the bank. Which sound is represented by the initial diacritic mark?



3. Which Dari word can you use to describe these bills collectively? Write it.

پیسې





© Kerry Saner

## REVIEW L-N

Review the alphabet, the numbers 0 -10, colors, common loan words, classroom objects and personal possessions.

1. Write the name for each item in Dari.



سیندیوم



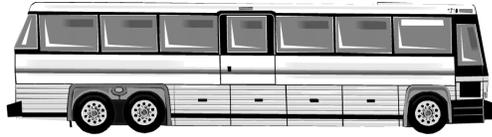
ماشین فوتوکاپی



فکس



تلیفون



بس



باسکتبال



هلیکوپتر



جت



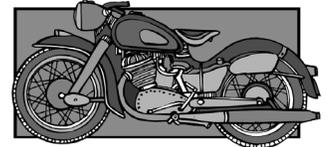
جیپ



والیبال



پنسل



موتورسیکل

2. Play a game of *battleship* with your partner. First copy the battleship into your grid, taking up 3 cells by 3 cells, anywhere you wish. Do not show your grid! Then take turns guessing the coordinates of your opponent's ship.

Example: ؟٧ - ب ' [bay] - 7?'



|     | ٠ | ١ | ٢ | ٣ | ٤ | ٥ | ٦ | ٧ | ٨ | ٩ | ١٠ |
|-----|---|---|---|---|---|---|---|---|---|---|----|
| ١   |   |   |   |   |   |   |   |   |   |   |    |
| ٢   |   |   |   |   |   |   |   |   |   |   |    |
| ٣   |   |   |   |   |   |   |   |   |   |   |    |
| ٤   |   |   |   |   |   |   |   |   |   |   |    |
| ٥   |   |   |   |   |   |   |   |   |   |   |    |
| ٦   |   |   |   |   |   |   |   |   |   |   |    |
| ٧   |   |   |   |   |   |   |   |   |   |   |    |
| ٨   |   |   |   |   |   |   |   |   |   |   |    |
| ٩   |   |   |   |   |   |   |   |   |   |   |    |
| ١٠  |   |   |   |   |   |   |   |   |   |   |    |
| ١١  |   |   |   |   |   |   |   |   |   |   |    |
| ١٢  |   |   |   |   |   |   |   |   |   |   |    |
| ١٣  |   |   |   |   |   |   |   |   |   |   |    |
| ١٤  |   |   |   |   |   |   |   |   |   |   |    |
| ١٥  |   |   |   |   |   |   |   |   |   |   |    |
| ١٦  |   |   |   |   |   |   |   |   |   |   |    |
| ١٧  |   |   |   |   |   |   |   |   |   |   |    |
| ١٨  |   |   |   |   |   |   |   |   |   |   |    |
| ١٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٢١  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٢٩  |   |   |   |   |   |   |   |   |   |   |    |
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| ٣٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٣٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٠  |   |   |   |   |   |   |   |   |   |   |    |
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| ٤٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٤٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٥١  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٥٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٦١  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٦٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٧١  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٧٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٨١  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٨٩  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٠  |   |   |   |   |   |   |   |   |   |   |    |
| ٩١  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٢  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٣  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٤  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٥  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٦  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٧  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٨  |   |   |   |   |   |   |   |   |   |   |    |
| ٩٩  |   |   |   |   |   |   |   |   |   |   |    |
| ١٠٠ |   |   |   |   |   |   |   |   |   |   |    |

3. Take an inventory of the objects in your classroom. Make a list in Dari. Present your inventory (numbers and nouns.)
4. Name the people in this photo. Identify and count them by role.



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مُعَلِّم – شاگرد      یک مُعَلِّم – شش شاگرد

5. Name 5 things you have in your possession today. Listen to everybody's list. Determine if an item is owned by all. If so, name it.
6. Your teacher hands out cards. Find those objects and colors in your classroom. Show your card, say your word and point out where it is.

ساعت – کتابچه – کتاب – تخته پاک – میز – چوکی – گمپیوتر – قلم – نقشه  
عکس – دروازه

7. Working in pairs, ask your partner about the following items. You need only to say the word with rising intonation. Your partner nods if he/she has the item.

پیسه – کلید – کارت هویت – بوتل آب – بکس پشتی – عینک – رادیو  
ساعت – کتابچه – موترسیکل – جیب

8. Time permitting, your teacher will dictate letters. Compete to be the first to compose words from them.

(ساعت – قلم – میز – تخته – سفید – چهار – سُرخ – سیاه – یک – شش)

## HOMEWORK L-N

 Listen to the audio clips and follow the instructions.

Clip 1: Listen and write the letters as words.

|            |                           |
|------------|---------------------------|
| (چوکی)     | چ - و - ک - ی             |
| (تختہ پاک) | ت - خ - ت - ہ - پ - ا - ک |
| (کتاب)     | ک - ت - ا - ب             |
| (شاگرد)    | ش - ا - گ - ر - د         |
| (ساعت)     | س - ا - ع - ت             |

Clip 2: Listen to pairs of words. Decide which of the two items, the first or the second, is more important to take on a trip. Write **1** or **2**.

|          |                           |
|----------|---------------------------|
| <u>1</u> | کارت هویت - ماشین حساب    |
| <u>2</u> | عکس - پیسہ                |
| <u>1</u> | بکسک جیبی - پینسل پاک     |
| <u>1</u> | تیلیفون جیبی - تیپریکارڈر |
| <u>2</u> | تختہ - ساعت               |

Clip 3: Listen to groups of 5 words. Four words fit together logically, but one does not. Write the word that does not fit in each group.

|        |   |
|--------|---|
| (پنسل) | تینس - پنسل - فوٹبال - باسکیتبال - والیبال    |
| (معلم) | کمپیوٹر - ماشین تاپ - فکس - تیپریکارڈر - معلم |
| (بکس)  | جیم - نون - بکس - ہمزہ - الف                  |
| (کلید) | ۷ - ۴ - ۱ - ۹ - کلید                          |

Clip 4: Listen to a series of numbers. Write these numbers as Dari numerals.

|    |       |
|----|-------|
| ۳  | (سیہ) |
| ۶  | (شش)  |
| ۹  | (نہ)  |
| ۲  | (دو)  |
| ۱۰ | (دہ)  |
| ۰  | (صفر) |
| ۸  | (ہشت) |

## USEFUL PHRASES In the Dari Classroom

| <b>Courtesies</b>   |              |
|---------------------|--------------|
| سَلَام.             | Hi.          |
| سَلَامُ عَلَیْكُمْ. | Hello.       |
| چَطُور اَسْتِیْن؟   | How are you? |
| خوب اَسْتَم.        | I am fine.   |
| بُفْر مایِیْن.      | Please.      |
| تَشْكُر.            | Thank you.   |
| خُدَا حَافِظ.       | Good-bye.    |

1.  Listen and repeat.
2. Practice with your teacher and each other.

| <b>Classroom Management</b> |                     |
|-----------------------------|---------------------|
| <b>Singular</b>             |                     |
| فهمیدی؟                     | Did you understand? |
| گوش کو!                     | Listen!             |
| تکرار کو!                   | Repeat!             |
| نوشتہ کو!                   | Write!              |
| سیل کو!                     | Look!               |
| نشان بتی!                   | Show!               |
| بخان!                       | Read!               |
| بگی!                        | Take!               |
| بگو!                        | Say!                |

| <b>Classroom Management</b> |                     |
|-----------------------------|---------------------|
| <b>Plural</b>               |                     |
| فہمیدین؟                    | Did you understand? |
| گوش کُنین!                  | Listen!             |
| تکرار کُنین!                | Repeat!             |
| نوشتہ کُنین!                | Write!              |
| سیل کُنین!                  | Look!               |
| نشان بتین!                  | Show!               |
| بخانین!                     | Read!               |
| بگیرین!                     | Take!               |
| بگوین!                      | Say!                |

1.  Listen.
2. Repeat the teacher's commands, directed first at individuals and then at the whole class.
3. Act out what the teacher instructs you to do, individually and then as a whole class.

## USEFUL PHRASES

### Total Physical Response

#### Singular

|                    |                    |
|--------------------|--------------------|
| استاد شو!          | Get up!            |
| بشی!               | Sit down!          |
| کارتَه بَلند بگی!  | Hold up the card!  |
| کاغذَه بَلند بگی!  | Hold up the paper! |
| قَلَمَه بَلند بگی! | Hold up the pen!   |
| کتابَه بَلند بگی!  | Hold up the book!  |
| کتابَه بَسْتَه کو! | Close the book!    |
| پیش کلکین بُرو!    | Go to the window!  |
| پیش دروازَه بُرو!  | Go to the door!    |
| پیش تَخْتَه بُرو!  | Go to the board!   |

#### Plural

|                        |                    |
|------------------------|--------------------|
| استاد شوین!            | Get up!            |
| بشینین!                | Sit down!          |
| کارتَه بَلند بگیریین!  | Hold up the card!  |
| کاغذَه بَلند بگیریین!  | Hold up the paper! |
| قَلَمَه بَلند بگیریین! | Hold up the pen!   |
| کتابَه بَلند بگیریین!  | Hold up the book!  |
| کتابَه بَسْتَه کُنین!  | Close the book!    |
| پیش کلکین بُرین!       | Go to the window!  |
| پیش دروازَه بُرین!     | Go to the door!    |
| پیش تَخْتَه بُرین!     | Go to the board!   |

1.  Listen.
2. Repeat the teacher's commands.
3. Act out what the teacher instructs you to do, first as a whole class and then individually.

## ALPHABET PRACTICE

Practice the sequence of Dari letters. Recognize each letter. Hone your spelling skills.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ج | ت | ث | پ | ب | ا |
| ر | ذ | د | ځ | څ | چ |
| ځ | څ | څ | ځ | څ | ز |
| ځ | څ | څ | ځ | څ | ط |
| و | ن | ه | ن | گ | ک |
|   |   |   | و | ه | ه |

1. Review the alphabet by naming the letters in order.
2. Take turns at the board. Your teacher dictates short commands from the previous section, one letter at a time. Write the individual letters.
3. Another student rewrites the letters as words, pronounces them and says what the command means.
4. In pairs, tell each other the name of a famous person. Try to write the name in Dari letters.
5. Study the following words. Notice the [hamza], once in the middle of a word, and once at the end. Guess which word means 'Israel,' and which 'signature.' Then break each word into letters and write them out.

امضاء

اسرائیل

6. Time permitting, revisit <http://learn.afghanteens.net/dari/alifba/> to study further examples of [hamza].

## DICTIONARY PRACTICE

*Learn additional words related to the classroom, personal belongings and colors by looking them up in the dictionary. Hone your dictionary skills.*

|           |           |
|-----------|-----------|
| طلا       | gold      |
| نقره      | silver    |
| صنف       | class     |
| کاغذ      | paper     |
| چراغ      | lamp      |
| گمره      | camera    |
| دستمال    | kerchief  |
| کتابچه چک | checkbook |
| مکتوب     | letter    |
| بکس دستی  | briefcase |

1. In pairs, look up the meanings of these words. Enter the English meanings in the grid.

2. Write the Dari word under the corresponding picture.



طلا

---

بکس دستی

---

چراغ

---



نقره

---

مکتوب

---

کتابچه چک

---



صیفا

---

دستمال

---

گمره

---



کاغذ

---

3. Compare in class what you wrote under the pictures by saying the Dari number and Dari word for each item.
4. With a partner, take turns spelling out the letters that make up the words. Your partner pronounces the word you spelled.
5. Timed competition: Look up all 10 Dari words in the grid (on p. 69) and note on which page of the dictionary you found each one. Time your performance.

## AUTHENTIC MATERIAL H-N

Recognize letters and words in short advertisements. Practice reading, pronouncing, spelling and writing those letters and words. Hone your dictionary skills.

### تلویزیون صدا و سیمای افغانستان

1. Identify the word(s) you can pronounce in the above sentence.
2. Point to the letters representing the long vowels in the title of the ad below.

← از سال ۱۹۹۱ تا حال

تلویزیون صدا و سیمای افغانستان شمارا هفته یکبار به آب و هوای وطن میبرد.

نشرات تلویزیون صدا و سیمای افغانستان.

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1. Sound out the title in Dari. In which order do the two words appear? (Pamir Studio)
2. Spell out each word. Which Dari letter appears twice? [yaa]

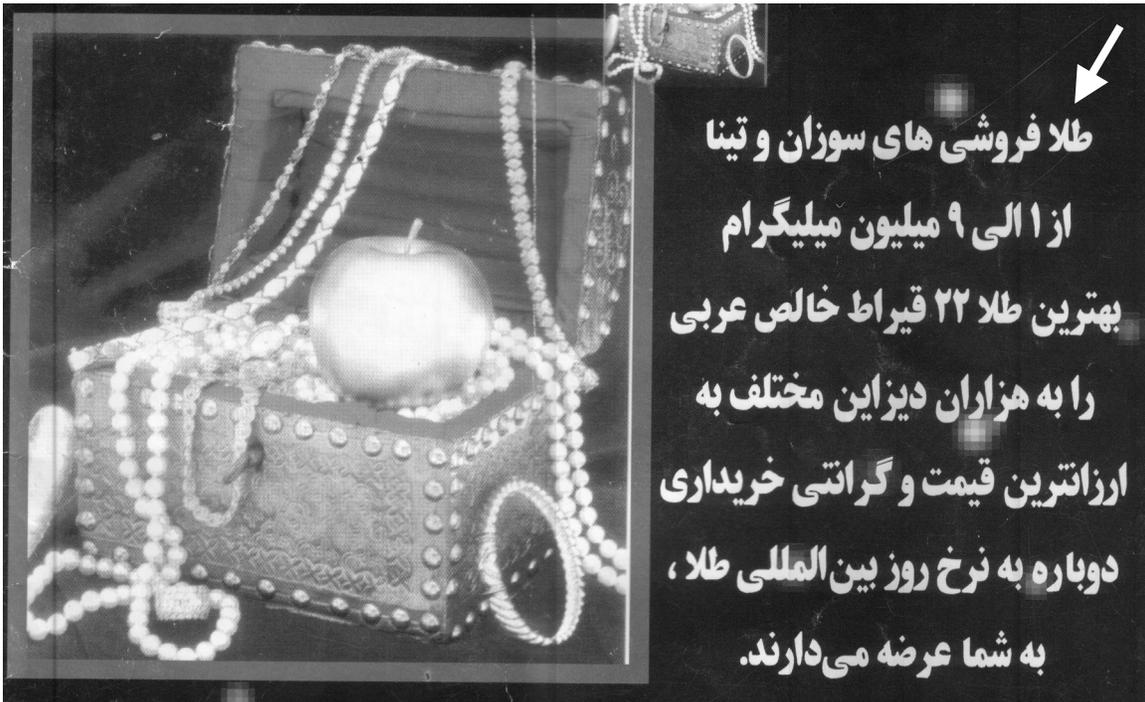
# دستگاه طباعتی

اولین دستگاه طباعتی افغانی در امریکا

کارتهای عروسی، کتاب، مجله، رساله، ورقه های اعلان،  
کتابچه های رسید و غیره امور چاپی را در کوتاه ترین  
فرصت در دسترس شما قرار میدهد.

© Ryan Azimi

1. Circle the words you can read.
2. Spell out one word you know. A classmate pronounces the word.



طلا فروشی های سوزان و تینا  
از ۱ الی ۹ میلیون میلیگرام  
بهترین طلا ۲۲ قیراط خالص عربی  
را به هزاران دیزاین مختلف به  
ارزانتترین قیمت و گرانترین خریداری  
دوباره به نرخ روز بین المللی طلا،  
به شما عرضه می دارند.

© Z. Obaidi-Teebken

1. What do you expect to find advertised here? Look for the word indicating a precious metal. Say what it is. (gold)
2. Spell it out.

## CULTURE HOUR

1. Observe your Dari instructors as they welcome guests to class, greeting each other according to Afghan culture and tradition. You may see any number of these or additional scenarios.
  - Younger teachers greet senior members of the staff very respectfully.
  - Two men greet each other by hugging and kissing and exchanging small talk.
  - Two women kiss each other and carry on a short and simple conversation.
  - A man and a woman shake hands and keep their distance, but they exchange some complimentary words.
2. Ask questions in English about greetings in Afghan culture and discuss your insights. Also find out about Afghans' custom of sitting cross-legged on the floor when socializing or conducting business. Try this custom yourself.

## REVIEW HOMEWORK

Part 1:  Listen to a group of words. Find the meanings of these words in the dictionary. Write the English below.

|                 |   |
|-----------------|---|
| لنگی            | turban                                    |
| چادری           | veil / head covering                      |
| گلاہ            | cap                                       |
| واسگت           | vest                                      |
| پیراھن و تَنبان | shirt and trousers (a traditional outfit) |

Part 2: Now write the words in English transliteration, syllable by syllable. Remember to take any diacritics into account when sounding out the words. Cross out the unrepresented vowels.

چادری - پیراھن و تَنبان - لنگی - واسگت - گلاہ

|  |
|--|
| / <del>chaa</del> - <del>da</del> - <del>ree</del> /                                       |
| / <del>pey</del> - <del>raa</del> - <del>han</del> wa / <del>tun</del> - <del>baan</del> / |
| / <del>lan</del> - <del>gee</del> /  |
| / <del>waas</del> - <del>kat</del> /   |
| / <del>kal</del> - <del>laah</del> /   |

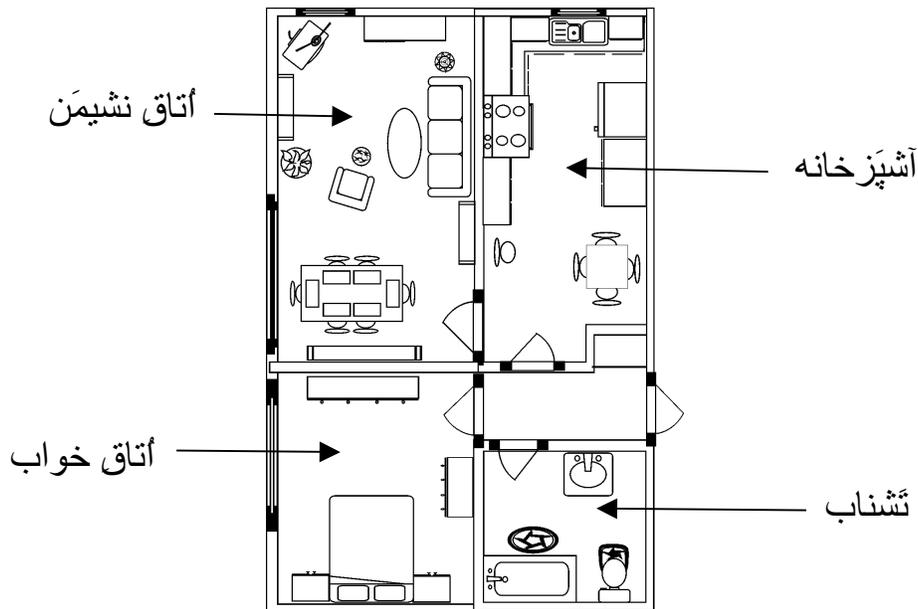
## INTRODUCTORY LESSON O

### Home

*Learn the names for common household items. Practice the words in a variety of activities.*

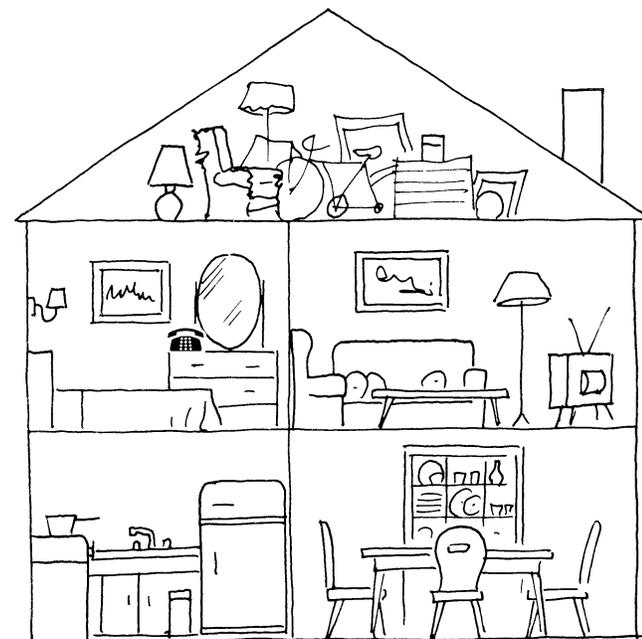
|                        |            |              |
|------------------------|------------|--------------|
| /khaa-na/              | خانه       | home         |
| /u-taaq/               | اتاق       | room         |
| /u-taa-qe khwaab/      | اتاق خواب  | bedroom      |
| /u-taa-qe ne-shee-man/ | اتاق نشیمن | living room  |
| /aash-paz-khaa-na/     | آشپزخانه   | kitchen      |
| /tash-naab/            | تشناب      | bathroom     |
| /takh-te khwaab/       | تخت خواب   | bed          |
| /koch/                 | کوج        | couch        |
| /yakh-chaal/           | یخچال      | refrigerator |
| /aab/                  | آب         | water        |

1. 🎧 Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Label the rooms in this floor plan by copying words from above to the appropriate arrows.



4. Read the list of amenities and cross out any item or room that is not shown in this picture.

تَشَاب - يَخْچال - خانَه - كوچ - اَتاق خواب - اَتاق نَشيمَن - اَشپَز خانَه



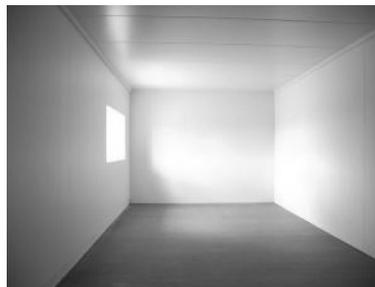
5. Tell your partner what you see in one of the photos. Your partner points out the corresponding photo. Take turns.



© all Nova



© all Pixelquelle



©sxc

6. Your partner says the name of something in the home. Respond by mentioning where it is usually found. Take turns.

Example: آب – تشناب ‘Water – bathroom’

7. Spell out the letters that make up a word related to “home.” Your partner takes dictation and says the completed word. Take turns.
8. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON P

### Family

*Learn basic kinship terms in Dari. Practice these words in a variety of activities.*

|                   |            |             |
|-------------------|------------|-------------|
| /pa-dar/          | پَدَر      | father      |
| /maa-dar/         | مادر       | mother      |
| /be-raa-dar/      | برادر      | brother     |
| /khwaa-har/       | خَوَاهِر   | sister      |
| /pe-sar/          | پسر        | son         |
| /dukh-tar/        | دُخْتَر    | daughter    |
| /pa-dar-ka-laan/  | پَدَر کلان | grandfather |
| /maa-dar-ka-laan/ | مادر کلان  | grandmother |
| /faa-meel/        | فامیل      | family      |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Think about which family members are represented in the following photos. Then read the captions to confirm your guesses.



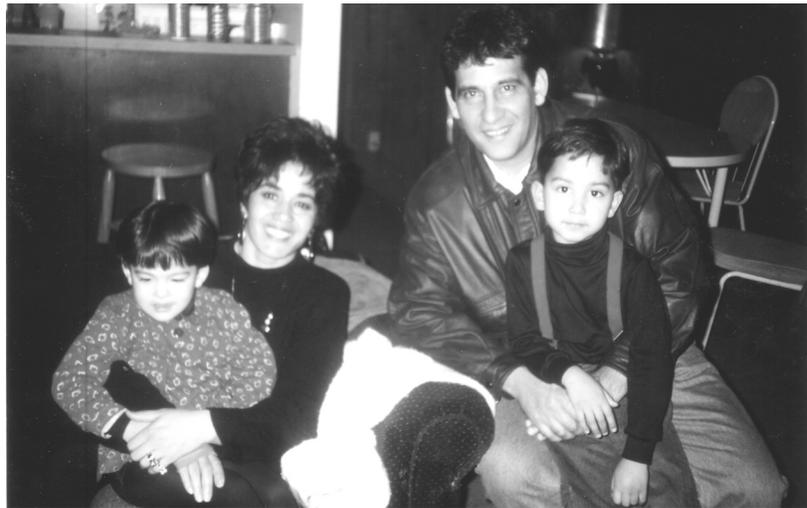
© Rahmatullah Omid

دُخْتَر (۱۵) مادر (۴۱) دُخْتَر (۱۷) پَدَر (۴۸) پسر (۱۰)



© Luke Powell

مادر (۳۲) دختر (۱) پدر (۳۹)

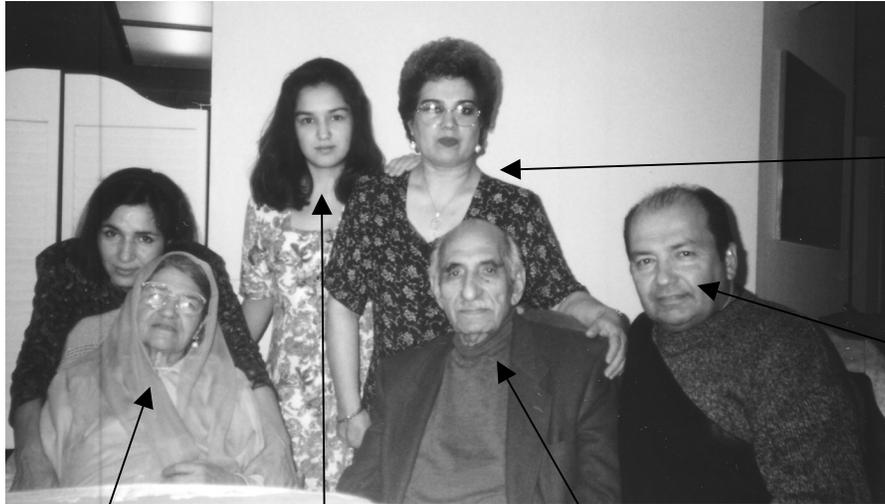


© Rahmatullah Omid

پسر (۶) پدر (۳۴) مادر (۳۱) دختر (۴)

4. Practice spelling out the letters that make up these words. Work with a partner. Dictate the letters. Your partner says the word. Take turns.

5. Three generations of a family are shown in this photo. Who is who? Copy the appropriate words from the box next to the arrows.



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مادر گلان

دختر

پدر گلان

پدر

دختر

مادر

پدر گلان

مادر گلان

6. Think about which siblings are shown in these pictures. Read the captions to confirm your understanding. Practice spelling out the letters that form the words.



© sxc

برادر (۵) برادر (۱۲)



© Luke Powell

خواهر (۱۱) خواهر (۱۴)



© ASC Thome Anderson

خواهر (۸) خواهر (۴) برادر (۹)

7. Label this family photograph with the appropriate caption. Then practice naming the family members and pointing them out to your partner.



© Wida Ahmad

فامیل

## INTRODUCTORY LESSON Q

### People

*Learn to identify people and professions. Practice the words in a variety of activities.*

|                 |            |            |
|-----------------|------------|------------|
| /dost/          | دوست       | friend     |
| /as-kar/        | عَسْكَر    | soldier    |
| /ham-sen-fee/   | هَمَصِيفِي | classmate  |
| /deh-qaan/      | دِهْقَان   | farmer     |
| /daak-tar/      | دَاكْتَر   | doctor     |
| /nars/          | نَرَس      | nurse      |
| /en-geen-yar/   | اِنجِينِير | engineer   |
| /zhor-naa-lest/ | ژورنالِست  | journalist |
| /do-kaan-daar/  | دوكاندار   | shopkeeper |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Work with a partner. Practice spelling out the letters that make up these words. Dictate the letters. Your partner says the word. Take turns.

دوست – داکتر – عَسْكَر – هَمَصِيفِي – دِهْقَان – نَرَس – اِنجِينِير – ژورنالِست – دوكاندار

4. Identify the people in the drawings below. Copy the appropriate word from among the others.

عَسْكَر – دوكاندار – انجینیر



انجینیر

هَمْصِنْفِي – داکتر – انجینیر



داکتر

انجینیر – عَسْكَر – دِهقان



دِهقان

دوست – ژورنالست – نرس



دوست

انجینیر – ژورنالست – دوكاندار



ژورنالست

عَسْكَر – مُعَلِّم – هَمْصِنْفِي



مُعَلِّم

نرس - همصيفي - دوكاندار



همصيفي

داکتر - عسگر - دهقان



عسگر

عسگر - نرس - دوكاندار



دوكاندار

عسگر - دهقان - نرس



نرس

5. Read the list of words silently. Circle the people who are present in your class.

دوست - داکتر - همصيفي - عسگر - انجينير - دوكاندار

6. Break down the words into individual letters.

دهقان - داکتر - همصيفي - انجينير - عسگر - دوكاندار - دوست - نرس - ژورناليست



## **FOUR-HANDED INSTRUCTION**

### **My Home**

*Listen to and observe two of your instructors interact. Practice similar interaction with teachers and peers.*

1. Your instructors stage a short skit, showing each other photos taken at their homes. They point out things and people in these photos. Listen and observe. Enjoy the skit.
2. Divide into two groups. Each group practices with one instructor. Be prepared to name some items related to your home, and some people in photos you have with you. Simple drawings representing people and things will work in lieu of photos.
3. Change partners for additional practice.

## AUTHENTIC MATERIAL O-Q

Recognize letters and words in short advertisements. Practice reading, pronouncing, spelling and writing those letters and words. Hone your dictionary skills.



تکسی «سیر»

برای افغانهای محترم 20% تخفیف در نظر گرفته شده است.  
فریمونت، یونین سیتی، هیوارد، نیوارک

1. Think about what might be advertised here. Circle the related word.
2. Guess what the 20% is. Then look up the word in the dictionary for confirmation. (discount)



## Yacub Mayer

يعقوب ماهر

این دستگاہ هر نوع فرمایشات نجاری، ترمیم فرنیچر و پوش **کوچ**

و **چوکی** شمارا به قیمت خیلی مناسب می پذیرد.

همچنان رنگمالی **میز** و چوکی و ریمادلنگ را نیز انجام میدهم

ما با داشتن تجارب کافی رضائیت شما مشتریان عزیز را حاصل میداریم.

© Ryan Azimi

1. Think about what might be advertised in this text.
2. Find three (3) familiar words in the ad. Circle them.
3. Rewrite the business owner's name with diacritic marks to indicate the unrepresented vowels. یَعقوب ماهر

بیشتر از یازده سال تجربه  
 امور خرید و فروش خانه REALTY WORLD

© Ryan Azimi

1. This ad contains a word you have already learned. Which one? Circle it.
2. Scan the text to find instances of the following letters:
  - [yaa]
  - [wau]
  - [rey]

\* فرنیچر از چوب خالص به دیزاین های انتیک امریکائی و اروپائی .  
 میز نان خوری ، کوچ و میز ، الماری ، میز چای خوری و غیره به قیمت های عمده .

© Ryan Azimi

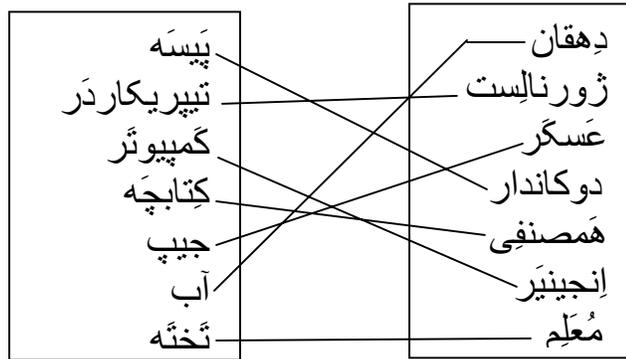
1. 🎧 Listen to a recorded version of this advertisement. Which words do you understand?
2. 🎧 Listen again and circle all the words you recognize in this text.
3. In random order, recite the words to your partner. Your partner points them out in the text.

## REVIEW O-Q

Review the alphabet, the numbers 0-10, colors, common objects, home, family and people.

1. Play a card game. Your teacher gives each student a stack of playing cards with Arabic numerals denoting their values. Pair up and say the value of your cards, one at a time, without showing them to your partner. Your partner will do the same for each card. Decide which card is higher, yours or your partner's. The one who holds the higher value wins the opponent's card. In case of a tie, move on to the next card.
2. Receive a letter on a card. Name the letter and recite the next 5 letters of the alphabet from this letter on.
3. Determine what the following people use for their jobs. Work in pairs. You name a person from the right. Your partner finds a logical completion on the left. Take turns.

Example: teacher-classroom



4. Give the counterparts to the following family members:  
دُختر - پدَرگَلان - پَرادَر - مادَر (پَسَر - مادَرگَلان - خواهر - پَدَر)
5. Your teacher spreads out cards with differently colored numbers. Pick the card your teacher tells you. Example: *red seven*. Turn the card over and pronounce the Dari word printed on the back. Then spell out the individual letters.

Example: فاميل 'family' = [fey] [alef] [meem] [yaa] [laam]

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6. Time permitting, your teacher will conduct additional practice activities.

## HOMework O-Q

👂 Listen to the audio clips and follow the instructions.

Clip 1: Listen to five words. For each word, write the represented vowels.

کوچ – مادر – آب – داکتر – پدر گلان

و  
ا  
آ  
ا  
ا

Clip 2: Listen and write the letters as words.

|         |                   |
|---------|-------------------|
| (خانه)  | خ - ا - ن - ه     |
| (تشناب) | ت - ش - ن - ا - ب |
| (عسکر)  | ع - س - ک - ر     |
| (خواهر) | خ - و - ا - ه - ر |
| (اتاق)  | ا - ت - ا - ق     |

Clip 3: Listen and translate into English.

دهقان – برادر – اتاق نشیمن – دوکاندار – آشپزخانه

farmer – brother – living room – shopkeeper – kitchen

Clip 4: Listen to groups of four words. Three words fit together logically, but one does not. Write the word that does not fit.

|             |  |
|-------------|--|
| (داکتر)     | خانه – تشناب – داکتر – آشپزخانه            |
| (کوچ)       | کوچ – پدر – مادر – فامیل                   |
| (همصنفی)    | تخت خواب – همصنفی – اتاق نشیمن – اتاق خواب |
| (مادر گلان) | نرس – داکتر – ژورنالیست – مادر گلان        |

Clip 5: Listen to a series of numbers. Write the numbers you hear. Then rewrite them in order beginning with the smallest.

چهار - دو - پنج - ده - هفت - شش

۱۰

۷

۶

۵

۴

۲

## INTRODUCTORY LESSON R

### Numbers 11 – 1,000

*Learn the Dari numerals 11-1,000. Practice these numbers in different activities.*

#### Explanation

Two-digit and higher numbers are written from left to right, as in English. Notice that from 21 on, the conjunction و /wa/ ‘and’ in all instances is pronounced /u/, not /wa/.

|           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>16</b> | <b>15</b> | <b>14</b> | <b>13</b> | <b>12</b> | <b>11</b> |
| <b>22</b> | <b>21</b> | <b>20</b> | <b>19</b> | <b>18</b> | <b>17</b> |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| ۱۶ | ۱۵ | ۱۴ | ۱۳ | ۱۲ | ۱۱ |
| ۲۲ | ۲۱ | ۲۰ | ۱۹ | ۱۸ | ۱۷ |

|           |           |        |       |        |       |
|-----------|-----------|--------|-------|--------|-------|
| شانزده    | پانزده    | چهارده | سیزده | دوازده | یازده |
| بیست و دو | بیست و یک | بیست   | نوزده | هزده   | هفده  |

|             |             |              |          |           |          |
|-------------|-------------|--------------|----------|-----------|----------|
| shaanz-dah  | paanz-dah   | cha-haar-dah | seyz-dah | dwaaz-dah | yaaz-dah |
| bees-tu-doo | bees-tu-yak | beest        | nuz-dah  | hazh-dah  | haf-dah  |

1.  Listen.



4. Write the numerals next to the written numbers.

Example: بیست و یک ۲۱

|    |           |
|----|-----------|
| ۱۵ | پانزده    |
| ۲۲ | بیست و دو |
| ۱۴ | چهارده    |
| ۶  | شش        |
| ۱۷ | هفده      |
| ۸  | هشت       |
| ۲۳ | بیست و سه |
| ۷  | هفت       |

5. Practice the following with your instructor by repeating the numbers.

۲۱ بیست و یک  
 ۲۲ بیست و دو  
 ۳۰ سی  
 ۳۱ سی و یک  
 ۳۲ سی و دو  
 ۴۰ چهل  
 ۴۱ چهل و یک  
 ۵۰ پنجاه  
 ۶۰ شصت  
 ۷۰ هفتاد  
 ۸۰ هشتاد  
 ۹۰ نود  
 ۱۰۰ صد  
 ۱۰۱ یک صد و یک، ...  
 ۱۹۹ یک صد و نود و نه  
 ۲۰۰ دو صد  
 ۲۰۱ دو صد و یک، ...  
 ۱۰۰۰ هزار

6. Write the correct numerals next to the words.

|    |        |
|----|--------|
| ۱۲ | دوازده |
| ۱۵ | پانزده |
| ۲۰ | بیست   |
| ۱۸ | هژده   |
| ۱۱ | یازده  |
| ۱۶ | شانزده |
| ۱۹ | نوزده  |
| ۱۳ | سیزده  |
| ۱۴ | چهارده |

7. Dictate to your partner a two- or three-digit number, in Dari. Your partner writes it in numerals. Take turns.
8. Pass around a dice cup with 6 dice. Roll the dice and total up their value. The student with the highest total wins.
9. Time permitting, your instructor will conduct additional practice activities.

## INTRODUCTORY LESSON 5

### The Days of the Week

*Learn to name the days of the week in Dari. Practice the words in a variety of activities.*

#### Explanation

In Afghanistan, Friday is a holy day. Friday is the weekend, not Saturday and Sunday. Thus, the week starts with Saturday. The five weekdays that follow Saturday use the numbers 1 to 5 in sequence. To name a specific day after Saturday, say روز /roz/ + number + Saturday.

Example: روز دوشنبه /ro-ze du-shan-bey/ 'Monday'

|                    |          |           |
|--------------------|----------|-----------|
| /roz/              | روز      | day       |
| /haf-ta/           | هفتۀ     | week      |
| /aa-khe-re haf-ta/ | آخر هفتۀ | weekend   |
| /shan-bey/         | شنبه     | Saturday  |
| /yak-shan-bey/     | یکشنبه   | Sunday    |
| /du-shan-bey/      | دوشنبه   | Monday    |
| /sey-shan-bey/     | سه شنبه  | Tuesday   |
| /chaar-shan-bey/   | چهارشنبه | Wednesday |
| /panj-shan-bey/    | پنجشنبه  | Thursday  |
| /jum-'a/           | جمعه     | Friday    |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.

|             |         |          |         |        |        |      |
|-------------|---------|----------|---------|--------|--------|------|
| <u>جمعه</u> | پنجشنبه | چهارشنبه | سه شنبه | دوشنبه | یکشنبه | شنبه |
|-------------|---------|----------|---------|--------|--------|------|

3. In the week shown above, circle the first day. Underline the weekend.

4.  You will hear 20 words. Listen carefully. When you hear the days of the week, place a check mark in the **Weekdays** columns. If you hear any other word, place a check mark in the **Others** columns.

Example: If you hear **داکتر** you place a check mark in the **Others** column.

مادرگلان – روز – کوچ – فامیل – پنجشنبه – نرس – شنبه – نخنه – چهارقلم  
 دوخواهر – سه شنبه – پنج چوکی – جمعه – هفته – تلویزیون – یکشنبه  
 سه یخچال – چهارشنبه – شنباب – دوشنبه

|     | (Others)                            | (Weekdays)                          |    | (Others)                            | (Weekdays)                          |
|-----|-------------------------------------|-------------------------------------|----|-------------------------------------|-------------------------------------|
| Ex: | <input checked="" type="checkbox"/> |                                     |    |                                     |                                     |
| ۱   | <input checked="" type="checkbox"/> |                                     | ۱۱ |                                     | <input checked="" type="checkbox"/> |
| ۲   | <input checked="" type="checkbox"/> |                                     | ۱۲ | <input checked="" type="checkbox"/> |                                     |
| ۳   | <input checked="" type="checkbox"/> |                                     | ۱۳ |                                     | <input checked="" type="checkbox"/> |
| ۴   | <input checked="" type="checkbox"/> |                                     | ۱۴ | <input checked="" type="checkbox"/> |                                     |
| ۵   |                                     | <input checked="" type="checkbox"/> | ۱۵ | <input checked="" type="checkbox"/> |                                     |
| ۶   | <input checked="" type="checkbox"/> |                                     | ۱۶ |                                     | <input checked="" type="checkbox"/> |
| ۷   |                                     | <input checked="" type="checkbox"/> | ۱۷ | <input checked="" type="checkbox"/> |                                     |
| ۸   | <input checked="" type="checkbox"/> |                                     | ۱۸ |                                     | <input checked="" type="checkbox"/> |
| ۹   | <input checked="" type="checkbox"/> |                                     | ۱۹ | <input checked="" type="checkbox"/> |                                     |
| ۱۰  | <input checked="" type="checkbox"/> |                                     | ۲۰ |                                     | <input checked="" type="checkbox"/> |

5. Which weekdays do you like best? Write your three favorites below, in Dari. Identify the most favorite with a ☺. Share your list with others.

6. Work in pairs. Read a word to your partner. Your partner spells out the word. Take turns until all the words have been spelled.

روز – هفته – آخر هفته – یکشنبه – دوشنبه – سه شنبه – چهارشنبه – پنجشنبه  
 جمعه – شنبه



2004

۱۴۲۵

© Luke Powell

June -July

جمادي الاول

جمادي الاخر -

| جمعه<br>Friday | پنجشنبه<br>Thursday | چهارشنبه<br>Wednesday | سه شنبه<br>Tuesday | دوشنبه<br>Monday | یکشنبه<br>Sunday     | شنبه<br>Saturday |
|----------------|---------------------|-----------------------|--------------------|------------------|----------------------|------------------|
| ۵<br>25 ۷      | ۴<br>24 ۶           | ۳<br>23 ۵             | ۲<br>22 ۴          | ۱<br>21 ۳        |                      |                  |
| ۱۲<br>2 ۱۴     | ۱۱<br>July ۱۳       | ۱۰<br>30 ۱۲           | ۹<br>29 ۱۱         | ۸<br>28 ۱۰       | ۷<br>27 ۹            | ۶<br>26 ۸        |
| ۱۹<br>9        | ۱۸<br>8 ۲۰          | ۱۷<br>7 ۱۹            | ۱۶<br>6 ۱۸         | ۱۵<br>5 ۱۷       | ۱۴<br>4 ۱۶           | ۱۳<br>3 ۱۵       |
| ۲۶<br>16       | ۲۵<br>15 ۲۷         | ۲۴<br>14 ۲۶           | ۲۳<br>13 ۲۵        | ۲۲<br>12 ۲۴      | ۲۱<br>11 ۲۳          | ۲۰<br>10 ۲۲      |
|                |                     | ۳۱<br>21 ۴            | ۳۰<br>20 ۳         | ۲۹<br>19 ۲       | ۲۸<br>18 جمادي الاخر | ۲۷<br>17 ۲۹      |

7. Work in pairs. Use this calendar. You state the date of one day of the month. Your partner states the corresponding weekday.

Example: ۲۶ '26' = جمعه 'Friday'

8. Time permitting, your instructor will conduct additional practice activities.

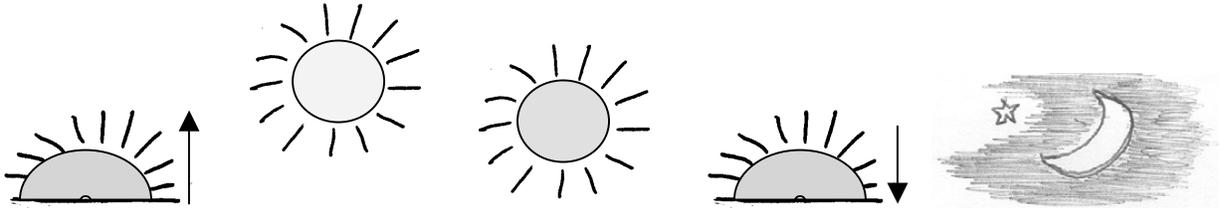
## INTRODUCTORY LESSON T

### Time-Related Expressions

*Learn and practice time-related expressions in a variety of activities.*

|                |                 |                |
|----------------|-----------------|----------------|
| /sub/          | صُبْح           | morning        |
| /zuhr/         | ظَهْر           | noon           |
| /ba'd-az-zuhr/ | بَعْدَ از ظَهْر | afternoon      |
| /shaam/        | شَام            | evening        |
| /shab/         | شَب             | night          |
| /dee-roz/      | دِيروز          | yesterday      |
| /em-roz/       | اِمروز          | today          |
| /em-shab/      | اِمشب           | tonight        |
| /sa-baa/       | صَبَا           | tomorrow       |
| /sa-baa-shab/  | صَبَا شَب       | tomorrow night |

1. Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.



3. Work in pairs. You say a time of day. Your partner will point to the correct illustration. Then you point to one of the illustrations. Your partner will say what time of day it is.
4. Say a day of the week from the following table. Your partner will add a time of day from the given options.

Example: You say دِيروز 'yesterday'

Your partner says دِيروز شَام 'yesterday evening'

|        |       |        |
|--------|-------|--------|
| دِيروز | صَبَا | اِمروز |
|--------|-------|--------|

بَعْدَ از ظَهْر - صُبْح - شَام - ظَهْر



## **FOUR-HANDED INSTRUCTION**

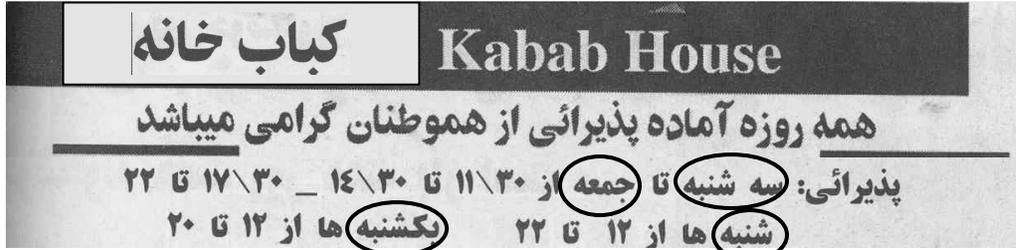
### **My Schedule**

*Listen to and observe two of your instructors interact. Practice similar interaction with teachers and peers.*

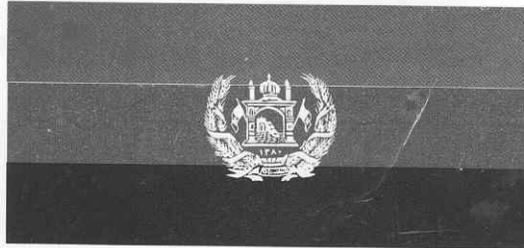
1. Your instructors stage a short skit, showing each other their busy teaching schedules. They point out days and hours they are busy, during work hours and afterwards. Listen and observe. Enjoy the skit.
2. Divide into two groups. Each group practices with one instructor. Be prepared to name the instructors who are on your teaching schedule, Monday through Friday, and mornings and afternoons.
3. Change partners for additional practice.

## AUTHENTIC MATERIAL R-T

Recognize letters and words in short advertisements. Practice reading, pronouncing, spelling and writing those letters and words. Hone your dictionary skills.

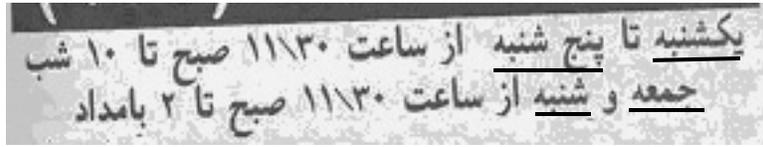


1. When can you patronize this establishment? Circle the days of the week.
2. Check the business hours. Can you have lunch there? Y/N (Y)
3. How many represented vowels can you find in this ad? (at least 20)

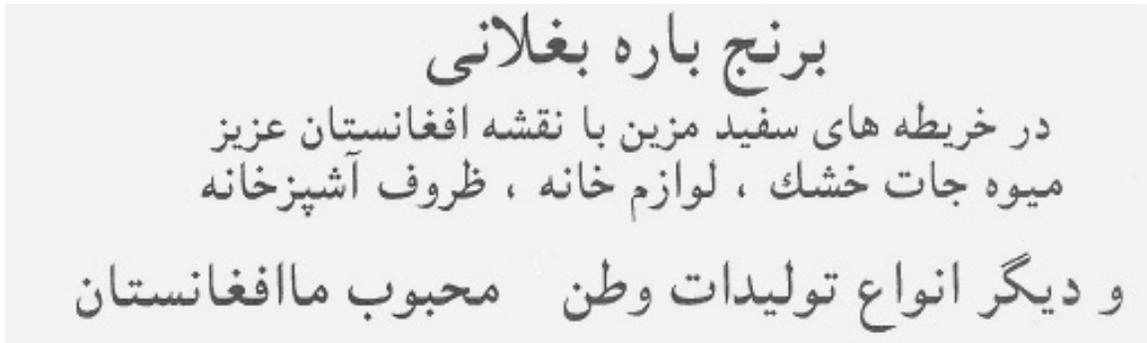


داکتر مسعوده جلال

1. Find and underline the name. Is it male or female? (female)
2. Find and circle the profession.
3. Say and point to the colors represented in the Afghan flag. (green, red, black)



1. Find the general time expressions. How many are there? (4)
2. Underline the weekdays that are mentioned.
3. How many days of the week is the establishment open for business? (7 days)



1. 🎧 Listen to a commercial, advertising Afghan goods. How many words can you recognize? Listen until you can pick out four (4) words.
2. Find and underline the words that you recognized.
3. Look at the title. How many represented vowels can you find? (3)

## REVIEW R-T

*Review the alphabet, the numbers, colors, basic objects, days of the week and times of day.*

1. Count to the pattern of *the third one's out*, skipping every third number and going straight to the next. Do this activity by going in order around the class, or tossing a sponge ball from one student to another.
2. Receive a stack of numerals on cards. With a partner, put the numerals together to form two-and three-digit numbers. Tell each other the numbers. Practice different combinations.
3. Think about the colors associated with the following words. Say the colors in Dari.

Love  
Death  
Sky  
Grass  
Sun  
Coffee  
Snow  
Baby girl

4. Alphabet practice: Form two teams. Going around the group, each team member says one letter of the alphabet until the entire alphabet is recited in order. The faster team wins. Your teacher signals the start.
5. Take a look at your weekly class schedule (there is one on page vi.) Your teacher says a day of the week. Point to it on your schedule. Next, your teacher specifies a time of day. Point it out. Include evenings and weekends.

6. Create a Dari version of your class schedule. Write this schedule from right to left, in the Dari tradition. Write the names of the weekdays on top. Write 'morning,' 'noon,' 'afternoon' and 'evening' in the appropriate spaces.

| دوشنبه | سه شنبه | چهارشنبه | پنجشنبه | جمعه |            |
|--------|---------|----------|---------|------|------------|
|        |         |          |         |      | صبح        |
|        |         |          |         |      |            |
|        |         |          |         |      |            |
|        |         |          |         |      |            |
| چاشت   |         |          |         |      |            |
|        |         |          |         |      | بعد از ظهر |
|        |         |          |         |      |            |
|        |         |          |         |      |            |
| شام    |         |          |         |      |            |

7. Dictation: Your teacher names various objects found in the classroom and home. Write each word in English transliteration. Then rewrite each word in Dari. Indicate the unrepresented vowels with diacritic marks.
8. Time permitting, your instructor will conduct additional practice activities.

## HOMEWORK R-T

 Listen to the audio clips and follow the instructions.

Clip 1: Listen to the sequence of numbers. One number is missing in each sequence.  
Write it.

|      |                        |
|------|------------------------|
| (۱۱) | ۱۳ - ۱۲ - ۱۰ - ۹ - ۸   |
| (۱۴) | ۱۷ - ۱۶ - ۱۵ - ۱۳ - ۱۲ |
| (۵)  | ۸ - ۷ - ۶ - ۴ - ۳      |
| (۲۰) | ۲۳ - ۲۲ - ۲۱ - ۱۹ - ۱۸ |

Clip 2: Listen and translate the words you hear into English.

بَعْدَ اَزْ طَهْرٍ - اٰخِرَ هَفْتَهٗ - اِمْرُوْزٍ - صُبْحٍ - صَبَا شَبِّ

afternoon      weekend      today      morning      tomorrow night

Clip 3: Listen and write the letters as words.

|             |               |
|-------------|---------------|
| (جُمُعَه)   | ج - م - ع - ه |
| (اِمْتِشَب) | ا - م - ش - ب |
| (هَفْتَه)   | ه - ف - ت - ه |
| (پِنَج)     | پ - ن - ج     |

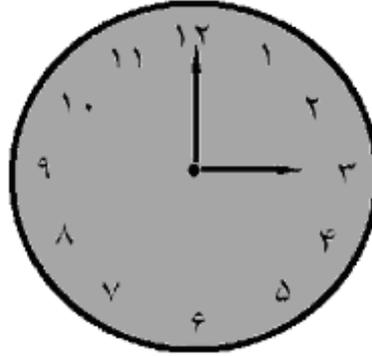
Clip 4: Listen to groups of four words. Three words fit together logically, but one does not.  
Write the word that does not fit.

|                         |   |
|-------------------------|---|
| (شَبِّ چَهَارِ شَنَبِه) | دو شَنَبِه - سه شَنَبِه - شَبِّ چَهَارِ شَنَبِه - چَهَارِ شَنَبِه |
| (يَكْشَنَبِه)           | دِيروز - اِمْرُوْز - صَبَا - يَكْشَنَبِه                          |
| (دَوَازْدَه)            | دَوَازْدَه - رُوْز - هَفْتَه - اٰخِرَ هَفْتَه                     |
| (شَنَبِه)               | هَزْدَه - نُزْدَه - شَنَبِه - بِيَسْت                             |

## INTRODUCTORY LESSON U

### Clock Time

*Learn and practice clock times in a variety of activities.*



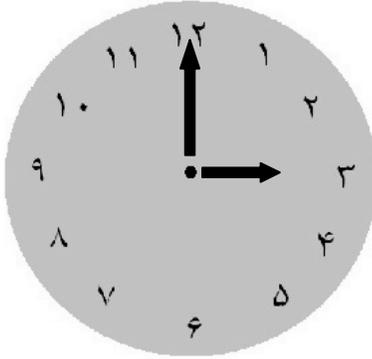
|                   |              |                |
|-------------------|--------------|----------------|
| /yak ba-ja/       | يَك بَجَه    | one o'clock    |
| /du ba-ja/        | دو بَجَه     | two o'clock    |
| /sey ba-ja/       | سيه بَجَه    | three o'clock  |
| /cha-haar ba-ja/  | چهار بَجَه   | four o'clock   |
| /panj ba-ja/      | پنج بَجَه    | five o'clock   |
| /shash ba-ja/     | شش بَجَه     | six o'clock    |
| /haft ba-ja/      | هفت بَجَه    | seven o'clock  |
| /hasht ba-ja/     | هشت بَجَه    | eight o'clock  |
| /nuh ba-ja/       | نه بَجَه     | nine o'clock   |
| /dah ba-ja/       | ده بَجَه     | ten o'clock    |
| /yaaz-dah ba-ja/  | يازده بَجَه  | eleven o'clock |
| /dwaaz-dah ba-ja/ | دوازده بَجَه | twelve o'clock |
| /neem/            | نيم          | half           |
| /da-qee-qa/       | دَقِيقَه     | minute         |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.

3. Break down the following words into individual letters.

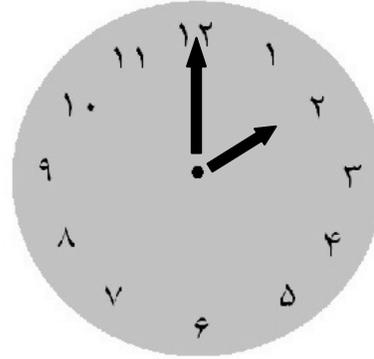
يَك بَجَه - دُو بَجَه - سِه بَجَه - چَهَار بَجَه - پَنج بَجَه - شَش بَجَه  
 هَفْت بَجَه - هَشْت بَجَه - نُه بَجَه - دَه بَجَه - يازْدَه بَجَه - دوازْدَه بَجَه

4. Write the correct time below each picture.



سِه بَجَه

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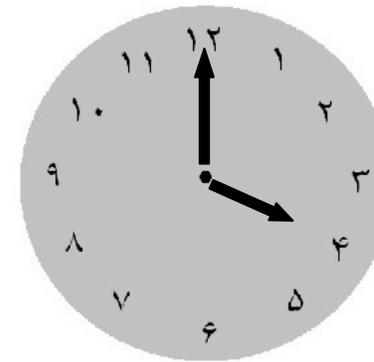
دُو بَجَه

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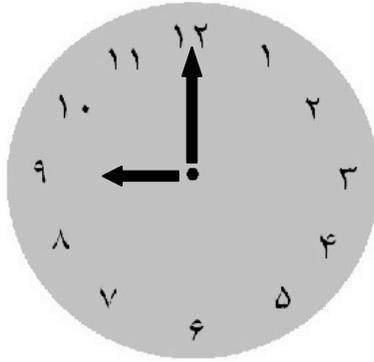
دَه بَجَه

---

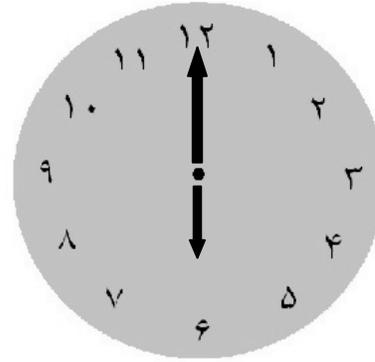


چَهَار بَجَه

---



تُه بَجَه

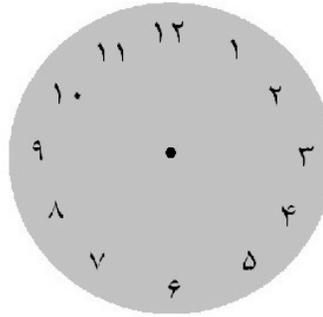


شَس بَجَه

5. SmartBoard activity:

Listen to the audio. Each student gets a turn to draw the clock arms for the given time.

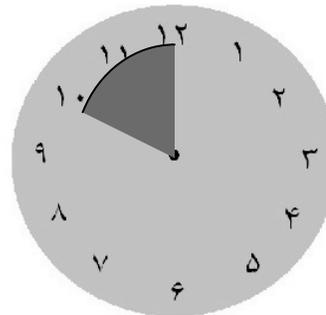
|       |      |      |      |      |
|-------|------|------|------|------|
| ٩:١٠  | ٧:٠٠ | ٥:٢٠ | ٣:٣٥ | ١:٠٠ |
| ١٠:٥٠ | ٨:٠٥ | ٦:٤٥ | ٤:١٥ | ٢:٣٠ |



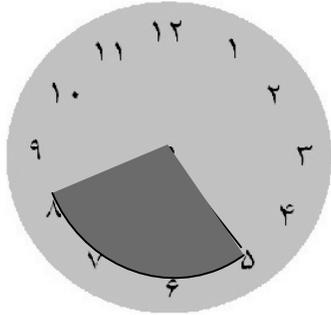
6. Give the shaded portions of the clock in terms of minutes. Write each under the clock.



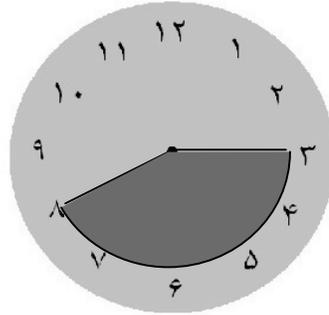
٢٠ دَقِيقَه



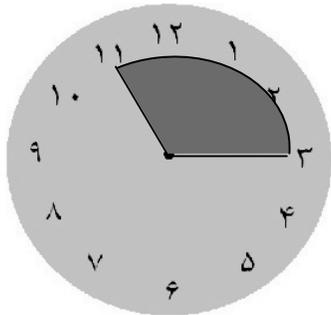
١٠ دَقِيقَه



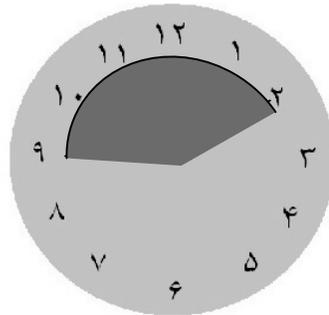
۱۵ دَقِيقَه



۲۵ دَقِيقَه



۲۰ دَقِيقَه



۲۵ دَقِيقَه

7. 🎧 Listen to the audio. Write the clock times you hear in 24-hour format.

Example:

۱۱:۳۰

۱۱:۰۵

۶:۰۵

۹:۱۰

۳:۲۲

۱۰:۱۰

۸:۵۵

۵:۴۷

۷:۲۰

۹:۱۵

۱۲:۰۸

8. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON V

### Activities

*Learn words for some activities and practice them in a variety of exercises.*

|                    |            |                           |
|--------------------|------------|---------------------------|
| /bar-khaas-tan/    | بَرخاستن   | to get up                 |
| /khor-dan/         | خوردن      | to eat                    |
| /no-shee-dan/      | نوشیدن     | to drink                  |
| /bey-roon raf-tan/ | بیرون رفتن | to go out                 |
| /khwaan-dan/       | خواندن     | to study / to read        |
| /khwaa-bee-dan/    | خوابیدن    | to sleep                  |
| /war-zesh kar-dan/ | ورزش کردن  | to exercise / to work out |
| /kha-ree-dan/      | خریدن      | to buy                    |
| /dee-dan/          | دیدن       | to see / to watch         |
| /pukh-tan/         | پختن       | to cook                   |

1. Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Work in pairs. Match the correct number with the corresponding picture. Write the number below the picture.

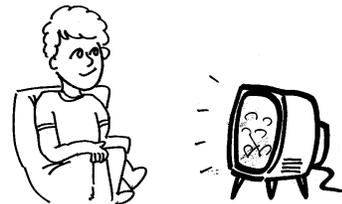
- |               |           |
|---------------|-----------|
| ۴. ورزش کردن  | ۱. خواندن |
| ۵. بیرون رفتن | ۲. خریدن  |
| ۶. برخاستن    | ۳. دیدن   |



۵



۴



۳

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۲



۶



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۱

4. Read the list of words silently. Circle the 4 words you see in the following pictures.

خوابیدن - نوشیدن - بیرون رفتن - ورزش کردن - خوردن - خریدن  
پختن - خواندن - برخاستن



5. Combine the following letters to describe each activity.

(خوابیدن)

خ - و - ا - ب - ی - د - ن

(نوشیدن)

ن - و - ش - ی - د - ن

(خواندن)

خ - و - ا - ن - د - ن

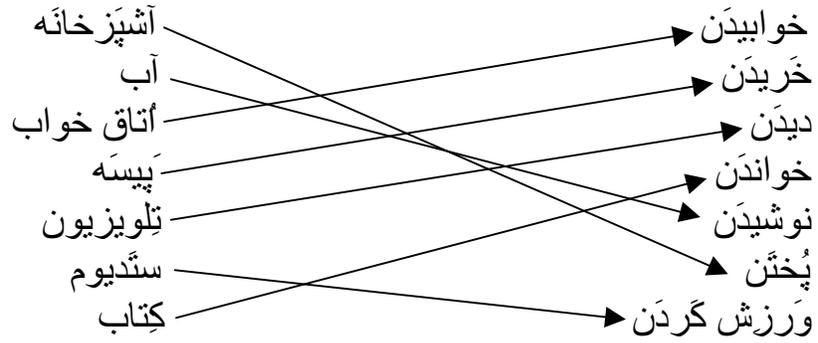
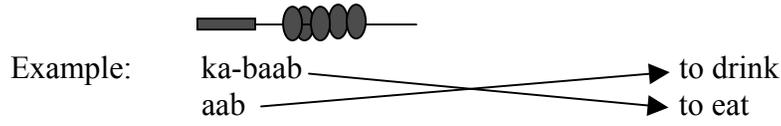
(برخاستن)

ب - ر - خ - ا - س - ت - ن

(پختن)

پ - خ - ت - ن

6. Which activities match the words? Draw an arrow to the corresponding activity.



7. Time permitting, your teacher will conduct additional practice activities.

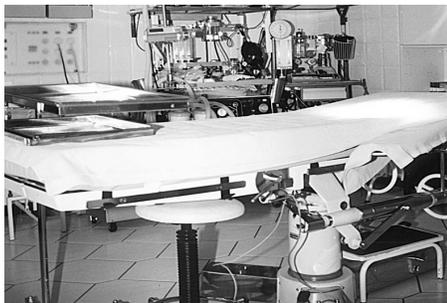
## INTRODUCTORY LESSON W

### Places

*Learn the names of common places and practice them in a variety of activities.*

|                   |           |               |
|-------------------|-----------|---------------|
| /mak-tab/         | مَكْتَب   | school        |
| /daf-tar/         | دَفْتَر   | office        |
| /baa-zaar/        | بازار     | market        |
| /ras-too-raan/    | رَسْتوران | restaurant    |
| /do-kaan/         | دوكان     | shop          |
| /kloop/           | كَلوپ     | club          |
| /paark/           | پارك      | park          |
| /ke-taab-khaa-na/ | كِتابخانه | library       |
| /she-faa-khaa-na/ | شفاخانه   | hospital      |
| /see-na-maa/      | سینما     | movie theatre |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Break down the following words into individual letters:  
 مَكْتَب - دَفْتَر - بازار - رَسْتوران - دوكان - كَلوپ - پارك - كِتابخانه - سینما
4. Read silently. Copy the correct word from each option.



مَكْتَب - شفاخانه - سینما  
شفاخانه



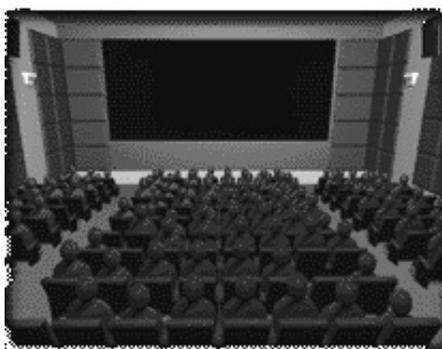
© all photos sxc  
 پارك - دوكان - كِتابخانه  
پارك



کتابخانه - سینما - رستوران  
رستوران



پارک - دوکان - سینما  
دوکان



سینما - دوکان - رستوران  
سینما



گلوب - سینما - کتابخانه  
کتابخانه



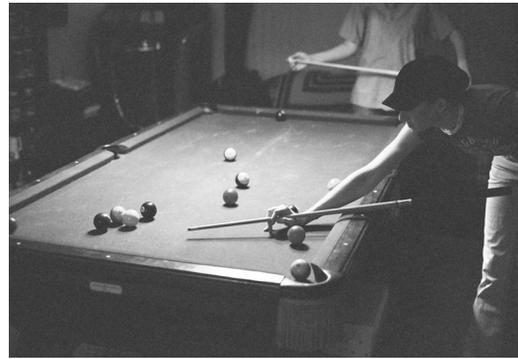
دفتَر - پارک - بازار  
دفتَر



مکتب - دفتَر - بازار  
بازار



مَكْتَب - پارک - بازار  
مَكْتَب



مَكْتَب - دَقْتَر - گُلُوپ  
گُلُوپ

5. 🎧 Listen to the audio. If you think the word you hear is the name of a place, place a check mark in the *Yes* column. If you think it is not the name of a place, then place a check mark in the *No* column.

مَكْتَب - پَنج - دَقْتَر - يَك بَجَه - بازار - صُبْح - شَب - رَسْتوران - سِه شَنِيه - دوکان  
گُلُوپ - پارک - دوست - کِتَابخانَه - عَسْکَر - شَفَاخانَه - جُمعه - پانزده - سِينما - هَشْت

|    | Yes                                 | No                                  |
|----|-------------------------------------|-------------------------------------|
| 1  | <input checked="" type="checkbox"/> |                                     |
| 2  |                                     | <input checked="" type="checkbox"/> |
| 3  | <input checked="" type="checkbox"/> |                                     |
| 4  |                                     | <input checked="" type="checkbox"/> |
| 5  | <input checked="" type="checkbox"/> |                                     |
| 6  |                                     | <input checked="" type="checkbox"/> |
| 7  |                                     | <input checked="" type="checkbox"/> |
| 8  | <input checked="" type="checkbox"/> |                                     |
| 9  |                                     | <input checked="" type="checkbox"/> |
| 10 | <input checked="" type="checkbox"/> |                                     |

|    | Yes                                 | No                                  |
|----|-------------------------------------|-------------------------------------|
| 11 | <input checked="" type="checkbox"/> |                                     |
| 12 | <input checked="" type="checkbox"/> |                                     |
| 13 |                                     | <input checked="" type="checkbox"/> |
| 14 | <input checked="" type="checkbox"/> |                                     |
| 15 |                                     | <input checked="" type="checkbox"/> |
| 16 | <input checked="" type="checkbox"/> |                                     |
| 17 |                                     | <input checked="" type="checkbox"/> |
| 18 |                                     | <input checked="" type="checkbox"/> |
| 19 | <input checked="" type="checkbox"/> |                                     |
| 20 |                                     | <input checked="" type="checkbox"/> |

6. Practice pronouncing and spelling these words. With a partner, take turns saying a word. Your partner names the sequence of letters that make up the word.

Example: پارک 'park' = [pey] [alef] [rey] [kaaf]

دَقْتَر - رَسْتوران - دوکان - پارک - گُلُوپ - کِتَابخانَه - سِينما - مَكْتَب - بازار

7. Time permitting, your teacher will conduct additional practice activities.

## **FOUR-HANDED INSTRUCTION**

### **My Daily Routine**

*Listen to and observe two of your instructors interact. Practice similar interaction with teachers and peers.*

1. Your instructors stage a short skit, finding out from each other at what time they do things. Listen and observe. Enjoy the skit.
2. Divide into two groups. Each group practices with one instructor. Be prepared to state activities, times you routinely do them, and places you go to.
3. Change partners for additional practice.

## AUTHENTIC MATERIAL U-W

*Recognize letters and words in short advertisements. Practice reading, pronouncing, spelling and writing those letters and words. Hone your dictionary skills.*

1. 🎧 Listen to a short commercial. It contains 4 numbers. Write down the numbers.

۸۹

۳

۲

۳۷

2. 🎧 Listen again. Two words are repeated for each number. What are these two words? دقیقه سنت

ارزانتترین و مطمئن ترین طریق تلفون به افغانستان  
 با اقارب و یادوستان تان در داخل افغانستان  
 سریع و با صدای صاف و روشن صحبت کنید.  
 مطمئن ترین طریق با پیشرفته ترین وسایل مخابره  
 به قیمت بعضی نقاط دنیا توجه کنید.

افغانستان هر دقیقه ۸۹ سنت - انگلستان هر دقیقه ۳ سنت  
هالند هر دقیقه ۲ سنت - پاکستان هر دقیقه ۳۷ سنت  
جرمنی هر دقیقه ۳ سنت - آسترالیا هر دقیقه ۳ سنت  
کانادا هر دقیقه ۲ سنت - دنمارک هر دقیقه ۲ سنت

© Aseem Koshan

1. Read the above text silently. Trace an outline around the part you heard in the previous recording.
2. Underline all the country names you can find. How many are there? (8)
3. Practice sounding out all the country names.
4. What is this ad about? Find and circle the related key word in the top line.

ساعات کار دوشنبه تا جمعه  
از ساعت ۱۰ صبح الی ۸ بعد از ظهر

1. Read the announcement. Pronounce all the words you recognize.
2. Make a guess about any unknown word(s).
3. Look up the word(s) in the dictionary. Did you guess correctly?
4. Make your own announcement by writing the day of the week and the time of day.

دوشنبه ها تا جمعه ها از ساعت ۳:۰۹ صبح تا ۶ شام  
شنبه ها از ساعت ۳:۰۹ صبح تا ۲ بعد از چاشت  
با سرویس عالی و قیمت های مناسب مشتریان همیشگی ما خواهید شد

1. Check all the numbers in the text. Do they indicate quantities or times? (times)
2. Find and circle any days of the week.
3. Underline the three (3) time-related expressions that you have learned.

شما در يك دفتر ميتوانيد از دو سرويس استفاده كنيد  
خرید و فروش املاك و دریافت بهترین قرضه ها

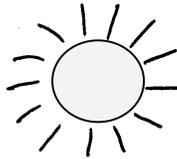
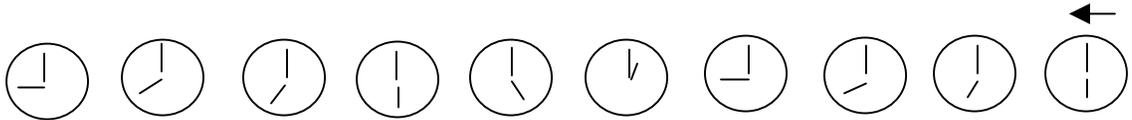
1. The text contains two (2) words indicating numbers. Which ones?
2. Find the word for 'office.' Spell it out in individual letters.
3. The advertisement addresses the reader directly. Find the word /shu-maa/.
4. Look up the meaning of /shu-maa/ in the dictionary. (you)

## REVIEW U-W

Review the alphabet, numbers, clock time, activities, places, times of day and days of the week.

1. Look at the clock and state the current time in Dari. Now check your watches. Everyone in class gives the exact time.
2. 🎧 Listen to the daily routine of Laila who works at a hospital, as you follow the clocks from right to left. Determine if she works the day shift or the graveyard shift. Write her name under the appropriate drawing, in Dari.

خوابیدن - برخاستن - خوردن - بیرون رفتن - خوردن - خریدن - پختن - خوردن -  
تلویزیون دیدن - خوابیدن



لیلا

---



3. Ali is a night watchman. He makes his rounds between 9 p.m. and 6 a.m. He checks on various places every night. Every hour, he logs in his whereabouts. Create a 9-hour route for Ali, mentioning the places where he can be found.

Example: ۱۲ بجہ = کتابخانہ '12 o'clock = library'



9:00 =

10:00 =

11:00 =

12:00 =

1:00 =

2:00 =

3:00 =

4:00 =

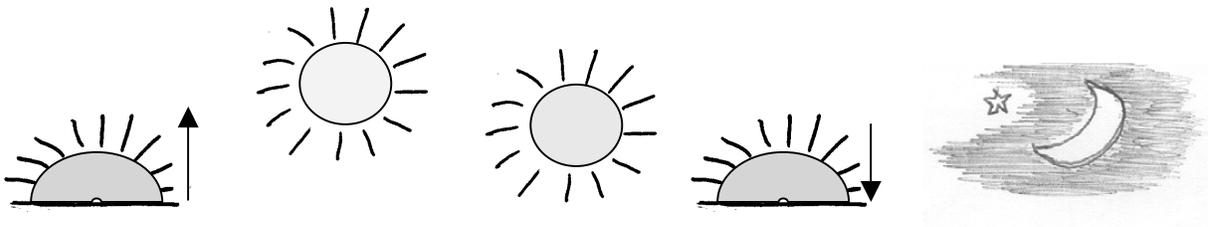
5:00 =

6:00 =

مکتب - جَمنازِیوم - کتابخانہ - رستوران - گلوب - دفتر - کلینیک - خانہ - سینما - پارک

4. Tell the class the route you created, with clock times and corresponding places in Dari.
5. Ali, the watchman, sleeps during the day and works at night. State his activities according to the time of day.

Example: شب دیدن = 'night = to watch'



کارگردن - خوردن - خوابیدن - برخاستن - ورزش کردن

6. Which activities dominate your week and your weekend? Going through the days of the week, dictate to your partner one activity for each day, including Saturday and Sunday. Your partner takes dictation and says the word. Take turns.
7. Time permitting, your teacher will conduct additional practice activities.

## HOMEWORK U-W

 Listen to the audio clips and follow the instructions.

Clip 1: Listen to five words. For each word, write the represented vowels.

کلوپ - پارک - خریدن - پیسه - خوردن  
و    ا    ی    ی    و

Clip 2: Listen and write the letters as words.

|           |                           |
|-----------|---------------------------|
| (دوکان)   | د - و - ک - ا - ن         |
| (شفاخانه) | ش - ف - ا - خ - ا - ن - ه |
| (بازار)   | ب - ا - ز - ا - ر         |
| (دقیقه)   | د - ق - ی - ق - ه         |
| (مکتب)    | م - ک - ت - ب             |

Clip 3: Listen and translate into English.

|                                       |                    |        |      |         |
|---------------------------------------|--------------------|--------|------|---------|
| کتابخانه - خواندن - دفتر - نیم - پختن |                    |        |      |         |
| library                               | to read / to study | office | half | to cook |

Clip 4: Listen to groups of four words. Three words fit together logically, but one does not. Write the word that does not fit.

|            |   |
|------------|---|
| (رستوران)  | خوردن - نوشیدن - پختن - رستوران         |
| (خوابیدن)  | مکتب - خوابیدن - دوکان - بازار          |
| (دیدن)     | سه بجه - چهار بجه - دیدن - پنج بجه      |
| (کتابخانه) | کتابخانه - برخاستن - بیرون رفتن - خریدن |

Clip 5: Listen to four combinations that indicate the number of items and their colors. Translate them into English.

هفت چوکی سیاه  
چهار موترسیکل سُرخ  
نه جیب زرد  
یک قلم سبز

seven black chairs    four red motorcycles    nine yellow jeeps    one green pen

## INTRODUCTORY LESSON X

### Nature

*Learn words related to nature and practice them in a variety of activities.*

|            |         |              |
|------------|---------|--------------|
| /za-meen/  | زَمِين  | earth / land |
| /aas-maan/ | آسْمَان | sky          |
| /dar-yaa/  | دَرِيَا | river        |
| /koh/      | كُوِه   | mountain     |
| /baagh/    | بَاغ    | garden       |
| /sab-za/   | سَبْزِه | grass        |
| /gul/      | گُل     | flower       |
| /da-rakht/ | دَرَخْت | tree         |
| /sang/     | سَنَگ   | stone / rock |
| /gel/      | گِل     | mud          |

1. 🎧 Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Look at what is illustrated. Find and circle the correct word in the list.



سَنَگ - (گِل) - سَبْزِه



© all nature scenes from sxc  
كُوِه - دَرَخْت - (گُل)



©PADIA

سنگ - گل - زمین



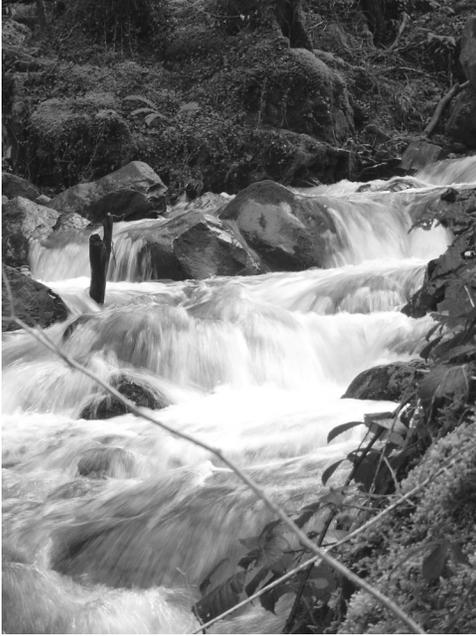
آسمان - گل - کوه



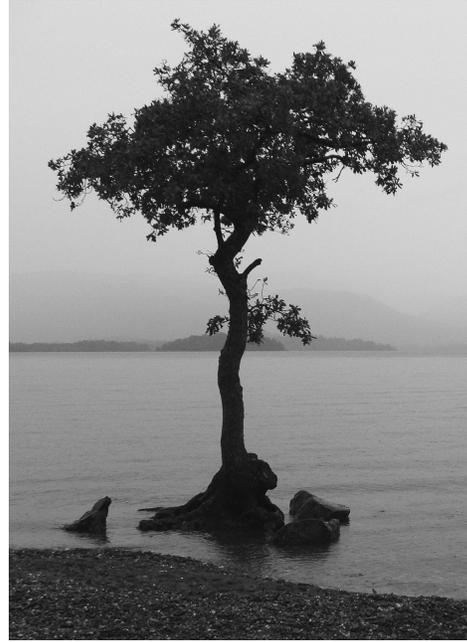
آسمان - زمین - باغ



درخت - سبزه - دریا



دَرِيَا - باغ - زَمِين



گِل - دَرِيخت - كوه



كوه - سَنگ - زَمِين



گِل - دَرِيَا - اَسْمَان

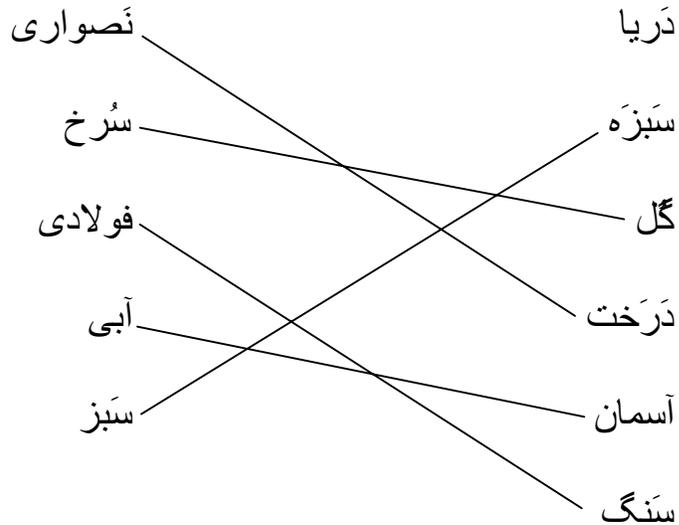
4. 🎧 Listen to the list of 10 words. Five are given with numbers. Write the number next to the word.

زَمین - آسمان - دودریا - یک کوه - چهارباغ - سبزه - دوازده گل - بیست درخت  
- سنگ - گل

|       |    |
|-------|----|
| زَمین |    |
| آسمان |    |
| دَریا | ۲  |
| کوه   | ۱  |
| باغ   | ۴  |
| سبزه  |    |
| گل    | ۱۲ |
| دَرخت | ۲۰ |
| سنگ   |    |
| گل    |    |

5. Listen to the audio and match items with the colors by drawing lines from one to the other.

دَریا - سبزهٔ سبز - گل سُرخ - دَرخت نَصواری - آسمان آبی - سنگ فولادی



6. With a partner, take turns telling each other some items of unusual color found in nature. Decide whether your partner's example is a hoax or not.

Example: آسمان سُرخ 'red sky'

7. Time permitting, your instructor will conduct additional practice activities.

## INTRODUCTORY LESSON Y

### Seasons and Weather

*Learn and practice weather-related expressions in a variety of activities.*

|                |         |         |
|----------------|---------|---------|
| /fasl/         | فصل     | season  |
| /ha-waa/       | هوا     | weather |
| /ba-haar/      | بهار    | spring  |
| /taa-bes-taan/ | تابستان | summer  |
| /kha-zaan/     | خزان    | fall    |
| /ze-mes-taan/  | زمستان  | winter  |
| /abr/          | ابر     | cloud   |
| /aaf-taab/     | آفتاب   | sun     |
| /baa-raan/     | باران   | rain    |
| /barf/         | برف     | snow    |
| /garm/         | گرم     | warm    |
| /sard/         | سرد     | cold    |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Find and circle the correct word for each pictured season.



زمستان – خزان – **بهار**



بهار – **تابستان** – زمستان

© all sxc



7. Poll: What is your favorite season? The entire class and the teacher state their favorite season.
8. Pair up. You name the letters that make up a word from this lesson. Your partner says the word.
9. Time permitting, your teacher will conduct additional practice activities.

## INTRODUCTORY LESSON Z

### The Calendar

*Learn and practice the names of the months in a variety of exercises.*

|              |           |                   |                 |
|--------------|-----------|-------------------|-----------------|
| /maah/       | ماه       |                   | month           |
| /saal/       | سال       |                   | year            |
| /ha-mal/     | حَمَل     | بهار<br>spring    | Mar 21-Apr 19   |
| /saur/       | ثور       |                   | Apr 20-May 20   |
| /jau-zaa/    | جوزا      |                   | May 21-June 20  |
| /sa-ra-taan/ | سَرَطان   | تابستان<br>summer | June 21-July 22 |
| /asad/       | اَسَد     |                   | July 23-Aug 22  |
| /sun-bu-la/  | سُنْبُلَه |                   | Aug 23-Sep 22   |
| /mee-zaan/   | میزان     | خزان<br>fall      | Sep 23-Oct 22   |
| /aq-rab/     | عَقْرَب   |                   | Oct 23-Nov 21   |
| /qaus/       | قَوْس     |                   | Nov 22-Dec 21   |
| /ja-dee/     | جَدِي     | زمستان<br>winter  | Dec 22-Jan 19   |
| /dalw/       | دَلْو     |                   | Jan 20-Feb 18   |
| /hoot/       | حوت       |                   | Feb 19-Mar 20   |

1.  Listen.
2. Your teacher pronounces the new words. Repeat them. Go in order from top to bottom, and in reverse order. Continue until you are ready to switch to random order. Point to the words you hear.
3. Each student picks up a card or two. Your teacher calls out a month. The student who has the card reads it aloud.
4. Your teacher asks one student at random to say the month that is on his/her card. The rest of the students then pronounce them in chronological order.
5. Your teacher posts the pictures of the four seasons on different walls. Collect and shuffle the cards. Each student is dealt one card. As soon as the teacher gives the signal, take your cards to the correct season's poster.
6. Work in pairs. Tell your partner the three Dari months that make up a season. Your partner pronounces the season.

7. Find the word(s) from the box that logically complete(s) each equation below:

حَمَل - ثور - جَوزا  
 يَك ماه  
 بَهار  
 جَدِي - دَلو - حوت  
 خَزان  
 يَك سال  
 سَرَطان - اَسَد - سُنْبُلَه  
 زَمِستان

۱- دوازده ماه = يَك سال

۲- سی روز = يَك ماه

۳- تابستان = سَرَطان اَسَد سُنْبُلَه

۴- میزان - عَقَرَب - قوس = خَزان

8. Time permitting, your teacher will conduct additional practice activities.

## **FOUR-HANDED INSTRUCTION**

### **My Place of Work**

*Listen to and observe two of your instructors interacting. Practice similar interaction with teachers and peers.*

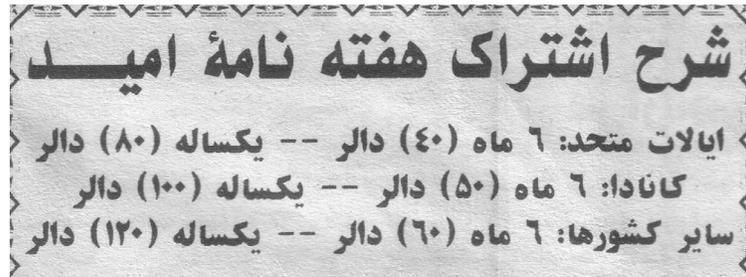
1. Your instructors stage a short skit, telling each other some things they appreciate around the Presidio of Monterey. Listen and observe. Enjoy the skit.
2. Divide into two groups. Each group practices with one instructor. Be prepared to go out of the classroom. Point out in the immediate area those things that you can name. Point in the direction of places and things that are out of view. Name those as well.
3. Change partners for additional practice.

## AUTHENTIC MATERIAL X-Z

Recognize letters and words in short advertisements. Practice reading, pronouncing, spelling and writing those letters and words. Hone your dictionary skills.



1. Look for the 4-digit number in the text. What might it stand for? (the year 1343)
2. Sound out the name inside the special characters. Pronounce the letters that spell the name. (/raad-yo kaa-bul/. [rey] [alef] [daal] [yaa] [wau] [kaaf] [alef] [bey] [laam])
3. What is the meaning of the stretched word? How many syllables does it have? ('memories.' 3 syllables)
4. Place a diacritic mark to indicate the unrepresented vowel. خاطرات
5. Write the word in English transliteration. (/khaa-te-raat/)



© Aseem Koshan

1. Read the text silently. Which three words are repeated throughout? (۶ ماه – یکساله – دالر)
2. Pronounce all of the numbers.
3. Guess what this advertisement is for. (subscription to *Omaid Weekly*)

به اطلاع دوستان عزیز می‌رسانیم :

در این مرکز هر شنبه از ساعت ۱ الی ۳ بعد از ظهر ،  
 مشاوره خدمات بیمه و مالی به طور رایگان انجام میشود .

1. Underline all the time-related expressions.
2. Find two numbers.
3. Circle the Dari word for 'friends' and sound it out.
4. Find the word /raa-ya-gaan/. Look it up in the dictionary. Now check the synonyms that tell you the nature of the advertised service, in a more common term. (free)

گل

بهار

آفتاب

هوا

گرم

زمستان

سرد

آب

حمل

سال

1. 🎧 Listen to the audio. A few words are combined into very short statements. Point to the words in the order in which they are mentioned.
2. Quiz each other in pairs about the meaning of these words.
3. Spell the words in individual letters.

## REVIEW X-Z

Review vocabulary related to nature, the seasons and weather. Practice the alphabet and numbers.

1. Predict the seasons at each of the pictured locations. Ask each other in class, as you point to a location. Use up all words in the box.

Example: (→Antarctica)

You ask: 'تابستان؟ Summer?'

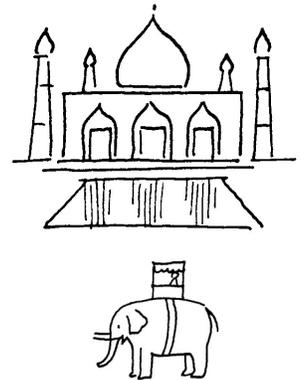
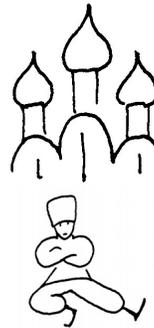
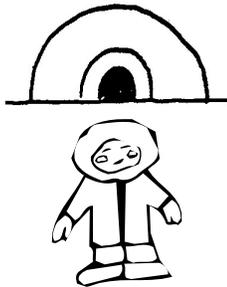
Your partner answers: 'تابستان سرد Cold summer'

(→New York)

Your partner asks: 'تابستان؟ Summer?'

You answer: 'تابستان گرم Warm summer'

|      |         |      |        |
|------|---------|------|--------|
| بهار | تابستان | خزان | زمستان |
|      | گرم     | سرد  |        |



2. What are four (4) things you can point out below and name in Dari?



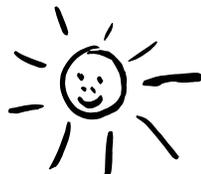
© ASC Thome Anderson

3. Review the terms for the weather featured below. Sound out the words and write each in Dari. Place diacritic marks for any unrepresented vowels.



/abr/

اَبر



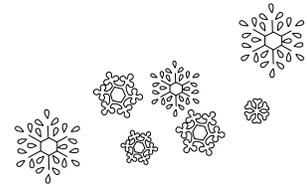
/aaf-taab/

آفتاب



/baa-raan/

باران



/barf/

بَرَف

4. Work in pairs. Tell your partner a month from the list. The order is scrambled. Your partner points to the season in which it occurs.

حوت – آسد – سُنْبُلَه – قُوس – ثور – حَمَل – جَدَى – جَوَزَا – مِيزَان – دَلُو – عَقْرَب –  
سَرَطَان



زَمِستان



بَهَار



تابستان



خَزَان

5. Name each of the seasons pictured above. Write the Dari word under the corresponding illustration.
6. Number practice: Give a date consisting of month and day, in Dari. Another student states the date in Dari by converting the numeral to the appropriate month.

Example: ۱/۳۰ = حَمَل ۳۰

7. Dictation:

🔊 Listen to the audio and write the Dari number next to the corresponding noun.

|      |    |
|------|----|
| ماه  | ۱۸ |
| سال  | ۵۲ |
| دریا | ۳  |
| کوه  | ۱  |
| سنگ  | ۱۲ |

8. Time permitting, your teacher will conduct additional practice activities.

## HOMEWORK X-Z

 Listen to the audio clips and follow the instructions.

Clip 1: Listen to five words. For each word, write the represented vowel(s).

خَزَان - كوه - اَبَر - ثور - سال  
ا      و      ا      و      ا

Clip 2: Listen and write the letters as words.

|               |                       |
|---------------|-----------------------|
| (سَرَطَان)    | س - ر - ط - ا - ن     |
| (زَمِيسْتَان) | ز - م - س - ت - ا - ن |
| (اَسْمَان)    | ا - س - م - ا - ن     |
| (دَرَخْت)     | د - ر - خ - ت         |
| (مِيزَان)     | م - ي - ز - ا - ن     |

Clip 3: Listen and translate the words you hear into English.

بَهار - سَنگ - گَرم - باران - سال

spring      stone      warm      rain      year

Clip 4: Listen to groups of four words. Three words fit together logically, but one does not.  
Write the word that does not fit.

|           |                                    |
|-----------|------------------------------------|
| (دَرِيا)  | عَقْرَب - قوس - دَرِيا - جَدِی     |
| (فَصَل)   | دَرِيا - كوه - دَرَخْت - فَصَل     |
| (اَفْتاب) | اَفْتاب - بَهار - تاپستان - خَزَان |
| (جوزا)    | اَبَر - بَرَف - باران - جوزا       |

Clip 5: Listen to 10 numbers in the range of 21 to 100. Some of them are odd and some are even numbers. Write the odd numbers in the left column and the even numbers in the right column, using Dari numerals.

|    |    |
|----|----|
| ۵۷ | ۹۸ |
| ۳۳ | ۴۸ |
| ۹۵ | ۲۶ |
| ۶۱ | ۷۰ |
| ۲۹ | ۵۲ |

## DICTIONARY PRACTICE

*Learn additional words related to the weather, nature, the family and home by looking them up in your dictionary. Hone your dictionary skills.*

1. In pairs, look up the meanings of the following words. Enter the English meanings in the grid.

|            |                          |
|------------|--------------------------|
| باد / شمال | wind                     |
| خاله       | maternal aunt            |
| عمه        | paternal aunt            |
| ماما       | maternal uncle           |
| كاكا       | paternal uncle           |
| پریروز     | the day before yesterday |
| دهلیز      | hallway / corridor       |
| نا وقت     | late                     |
| وقت        | early                    |
| چشمه       | spring                   |

2. Sound out the transliterated words below. Write each in Dari. Then find the meanings of the words in the dictionary and write them in English.

- /ja-heel/ جَهِیل = lake
- /waa-dee/ وادی = valley
- /reyg/ ریگ = sand
- /zee-na/ زینّه = ladder / stairs
- /na-waa-sa/ نَواَسَه = grandchild

3. With a partner, take turns spelling out the letters that make up the words. Your partner pronounces the word you spelled.
4. Timed competition: Your teacher says a word from this lesson at random. Look it up and state the page on which you found it. The fastest performance wins. Repeat this activity with other words.
5. Time permitting, your teacher will conduct additional practice activities.

## **CULTURE HOUR**

1. Watch a slide show or picture presentation of Afghanistan:
  - Stunning views of different parts of the country
  - Scenes from the cities and scenes from remote areas
  - The four seasons and seasonal activities
  - People from different ethnic groups
2. Ask your teacher questions in English about life in Afghanistan.

## GLOSSARY

|                        |                    |                 |
|------------------------|--------------------|-----------------|
| /baʹd-az-zuhr/         | بَعْدَ از ظَهْر    | afternoon       |
| /saur/                 | تَوْر              | Apr 20-May 20   |
| /sun-bu-la/            | سُنْبُلَه          | Aug 23-Sep 22   |
| /bak-se push-tee/      | بَكْسِ پُشْتِي     | backpack        |
| /baas-ket-baal/        | بَاسْكَتِبَال      | basketball      |
| /tash-naab/            | تَشْنَاب           | bathroom        |
| /baa-zaar/             | بَازار             | bazaar / market |
| /takh-te khwaab/       | تَخْتِ خَوَاب      | bed             |
| /u-taa-qe khwaab/      | أَتَاقِ خَوَاب     | bedroom         |
| /ke-ree-mee/           | كِرِيمِي           | beige           |
| /see-yaah/             | سِيَاه             | black           |
| /aa-bee/               | أَبِي              | blue            |
| /takh-ta/              | تَخْتَه            | board           |
| /ke-taab/              | كِتَاب             | book            |
| /be-raa-dar/           | بِرَادَر           | brother         |
| /nas-waa-ree/          | نَاصَوَارِي        | brown           |
| /bas/                  | بَس                | bus             |
| /maa-shee-ne he-saab/  | مَاشِينِ حِسَاب    | calculator      |
| /te-le-foo-ne jey-bee/ | تِيلِفُونِ جِيْبِي | cell phone      |
| /chau-kee/             | چَوَكِي            | chair           |
| /ham-sen-fee/          | هَمَصِينْفِي       | classmate       |
| /saa-at/               | سَاعَت             | clock           |
| /abr/                  | أَبْر              | cloud           |
| /kloop/                | كَلُوپ             | club            |
| /sard/                 | سَرْد              | cold            |
| /kamp-yoo-tar/         | كَمپِيُوْتَر       | computer        |
| /koch/                 | كُوچ               | couch           |
| /dukh-tar/             | دُخْتَر            | daughter        |
| /roz/                  | رُوز               | day             |
| /ja-dee/               | جَدِي              | Dec 22-Jan 19   |
| /meyz/                 | مِيْز              | desk / table    |

|                       |           |                |
|-----------------------|-----------|----------------|
| /qaa-moos/            | قاموس     | dictionary     |
| /daak-tar/            | داکټر     | doctor         |
| /dar-waa-za/          | دروازه    | door           |
| /za-meen/             | زمین      | earth / land   |
| /hasht ba-ja/         | هشت بجه   | eight o'clock  |
| /yaaz-dah ba-ja/      | یازده بجه | eleven o'clock |
| /en-geen-yar/         | انجینیر   | engineer       |
| /takh-ta-paak/        | تخته پاک  | eraser         |
| /shaam/               | شام       | evening        |
| /ay-nak/              | عینک      | eyeglasses     |
| /kha-zaan/            | خزان      | fall           |
| /faa-meel/            | فامیل     | family         |
| /deh-qaan/            | دهقان     | farmer         |
| /pa-dar/              | پدر       | father         |
| /faks/                | فکس       | fax            |
| /hoot/                | حوت       | Feb 19-Mar 20  |
| /panj ba-ja/          | پنج بجه   | five o'clock   |
| /gul/                 | گل        | flower         |
| /fot-baal/            | فوتبال    | football       |
| /cha-haar ba-ja/      | چهار بجه  | four o'clock   |
| /jum-'a/              | جمعه      | Friday         |
| /dost/                | دوست      | friend         |
| /baagh/               | باغ       | garden         |
| /pa-dar-ka-laan/      | پدرکلان   | grandfather    |
| /maa-dar-ka-laan/     | مادرکلان  | grandmother    |
| /sab-za/              | سبزه      | grass          |
| /sabz/                | سبز       | green          |
| /fo-laa-dee/          | فولادی    | grey           |
| /neem/                | نیم       | half           |
| /ha-le-kop-tar/       | هلیکوپتر  | helicopter     |
| /khaa-na/             | خانه      | home           |
| /she-faa-khaa-na/     | شفاخانه   | hospital       |
| /kaar-te hoo-wee-yat/ | کارت هویت | ID card        |
| /dalw/                | دلو       | Jan 20-Feb 18  |

|                        |            |                 |
|------------------------|------------|-----------------|
| /jeep/                 | جیپ        | jeep            |
| /jet/                  | جت         | jet             |
| /zhor-naa-lest/        | ژورنالست   | journalist      |
| /asad/                 | آسَد       | July 23-Aug 22  |
| /sa-ra-taan/           | سَرَطان    | June 21-July 22 |
| /ke-leed/              | کلید       | key             |
| /aash-paz-khaa-na/     | آشپزخانه   | kitchen         |
| /ke-taab-khaa-na/      | کتابخانه   | library         |
| /u-taa-qe ne-shee-man/ | اتاق نشیمن | living room     |
| /naq-sha/              | نقشه       | map             |
| /ha-mal/               | حَمَل      | Mar 21-Apr 19   |
| /baa-zaar/             | بازار      | market          |
| /jau-zaa/              | جوزا       | May 21-June 20  |
| /mee-nee-bas/          | مینی بس    | minibus         |
| /da-qee-qa/            | دقیقه      | minute          |
| /du-shan-bey/          | دوشنبه     | Monday          |
| /pay-sa/               | پیسه       | money           |
| /maah/                 | ماه        | month           |
| /subh/                 | صُبْح      | morning         |
| /maa-dar/              | مادر       | mother          |
| /mo-tar-se-kel/        | موٹر سیکل  | motorcycle      |
| /koh/                  | کوه        | mountain        |
| /see-na-maa/           | سینما      | movie theatre   |
| /gel/                  | گل         | mud             |
| /shab/                 | شب         | night           |
| /nuh ba-ja/            | نه بجہ     | nine o'clock    |
| /zuhr/                 | ظہر        | noon            |
| /ke-taab-cha/          | کتابچہ     | notebook        |
| /qaus/                 | قوس        | Nov 22-Dec 21   |
| /nars/                 | نرس        | nurse           |
| /aq-rab/               | عقرب       | Oct 23-Nov 21   |
| /daf-tar/              | دفتر       | office          |
| /yak ba-ja/            | یک بجہ     | one o'clock     |
| /naa-ren-jee/          | نارنجی     | orange          |

|                             |                |                 |
|-----------------------------|----------------|-----------------|
| /paark/                     | پارک           | park            |
| /qa-lam/                    | قلم            | pen             |
| /pen-sel/                   | پنسل           | pencil          |
| /aks/                       | عکس            | photo / picture |
| /maa-shee-ne fo-to-kaa-pee/ | ماشین فوتوکاپی | photocopier     |
| /pe-kap/                    | پیکپ           | pickup truck    |
| /gu-laa-bee/                | گلابی          | pink            |
| /be-nafsh/                  | بنفش           | purple          |
| /dest-kaul/                 | دستگول         | purse           |
| /raad-yo/                   | رادیو          | radio           |
| /baa-raan/                  | باران          | rain            |
| /surkh/                     | سرخ            | red             |
| /yakh-chaal/                | یخچال          | refrigerator    |
| /ras-too-raan/              | رستوران        | restaurant      |
| /dar-yaa/                   | دریا           | river           |
| /u-taaq/                    | اتاق           | room            |
| /shan-bey/                  | شنبه           | Saturday        |
| /mak-tab/                   | مکتب           | school          |
| /fasl/                      | فصل            | season          |
| /mee-zaan/                  | میزان          | Sep 23-Oct 22   |
| /haft ba-ja/                | هفت بجہ        | seven o'clock   |
| /do-kaan/                   | دوکان          | shop            |
| /do-kaan-daar/              | دوکاندار       | shopkeeper      |
| /khwaa-har/                 | خواہر          | sister          |
| /shash ba-ja/               | شش بجہ         | six o'clock     |
| /aas-maan/                  | آسمان          | sky             |
| /barf/                      | برف            | snow            |
| /as-kar/                    | عسکر           | soldier         |
| /pe-sar/                    | پسر            | son             |
| /ba-haar/                   | بہار           | spring          |
| /stad-yoom/                 | سٹیڈیوم        | stadium         |
| /sang/                      | سنگ            | stone / rock    |
| /shaa-gerd/                 | شاگرد          | student         |
| /taa-bes-taan/              | تابستان        | summer          |

|                     |            |                           |
|---------------------|------------|---------------------------|
| /aaf-taab/          | آفتاب      | sun                       |
| /yak-shan-bey/      | يکشنبه     | Sunday                    |
| /teyp-ree-kaar-dar/ | تپ ریکاردر | tape recorder             |
| /tak-see/           | تکسی       | taxi                      |
| /mu-al-lem/         | معلم       | teacher                   |
| /te-le-foon/        | تلفون      | telephone                 |
| /tel-vez-yoon/      | تلویزیون   | television                |
| /dah ba-ja/         | ده بجه     | ten o'clock               |
| /tey-nes/           | تنیس       | tennis                    |
| /sey ba-ja/         | سه بجه     | three o'clock             |
| /panj-shan-bey/     | پنجشنبه    | Thursday                  |
| /pukh-tan/          | پختن       | to cook                   |
| /no-shee-dan/       | نوشیدن     | to drink                  |
| /khor-dan/          | خوردن      | to eat                    |
| /bar-khaas-tan/     | برخاستن    | to get up                 |
| /bey-roon raf-tan/  | بیرون رفتن | to go out                 |
| /kha-ree-dan/       | خریدن      | to shop / to buy          |
| /khwaa-bee-dan/     | خوابیدن    | to sleep                  |
| /khwaan-dan/        | خواندن     | to study / to read        |
| /dee-dan/           | دیدن       | to watch / to see         |
| /war-zesh kar-dan/  | ورزش کردن  | to work out / to exercise |
| /em-roz/            | امروز      | today                     |
| /sa-baa/            | صبا        | tomorrow                  |
| /sa-baa-shab/       | صبا شب     | tomorrow night            |
| /em-shab/           | امشب       | tonight                   |
| /da-rakht/          | درخت       | tree                      |
| /sey-shan-bey/      | سه شنبه    | Tuesday                   |
| /dwaaz-dah ba-ja/   | دوازده بجه | twelve o'clock            |
| /du ba-ja/          | دو بجه     | two o'clock               |
| /maa-shee-ne taayp/ | ماشین تایپ | typewriter                |
| /waa-lee-baal/      | والیبال    | volleyball                |
| /bak-sa-ke jey-bee/ | بکسک جیبی  | wallet                    |
| /garm/              | گرم        | warm                      |
| /saa-at/            | ساعت       | watch                     |

|                    |          |              |
|--------------------|----------|--------------|
| /aab/              | آب       | water        |
| /bo-te-le aab/     | بوتل آب  | water bottle |
| /ha-waa/           | هوا      | weather      |
| /chaar-shan-bey/   | چهارشنبه | Wednesday    |
| /haf-ta/           | هفته     | week         |
| /aa-khe-re haf-ta/ | آخر هفته | weekend      |
| /sa-feyd/          | سفید     | white        |
| /kel-keen/         | کلیکین   | window       |
| /ze-mes-taan/      | زمستان   | winter       |
| /saal/             | سال      | year         |
| /zard/             | زرد      | yellow       |
| /dee-roz/          | دیروز    | yesterday    |