

DARI BASIC COURSE



***SEMESTER 1
Lessons 1-4
With an Introductory Note***

STUDENT COPY

VALIDATION EDITION 2005

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

DARI
Basic Course

SEMESTER 1

Lessons 1-4

June 2005

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

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Sample of Daily-Weekly Cycle

	Monday	Tuesday	Wednesday	Thursday	Friday
Homework checked at 0755	<i>Lesson 1 People and Places</i>	<i>Lesson 2 Afghans and Their Families</i>	<i>Lesson 3 Afghans' Daily Life</i>	<i>Lesson 4 Mealtime in Afghanistan</i>	Turn in review assignment for grade
0755-0845	Narrative 1 (model) Focus on formal grammar	Narrative 2 (model) Focus on formal grammar	Narrative 3 (model) Focus on formal grammar	Narrative 4 (model) Focus on formal grammar	Weekly Review Quiz (written)
0855-0945	Narrative 1 (variations) Practice with related vocabulary	Narrative 2 (variations) Practice with related vocabulary	Narrative 3 (variations) Practice with related vocabulary	Narrative 4 (variations) Practice with related vocabulary	Weekly Review Quiz (oral)
1000-1050	Exchange 1 (models) Focus on conversational forms	Exchange 2 (models) Focus on conversational forms	Exchange 3 (models) Focus on conversational forms	Exchange 4 (models) Focus on conversational forms	Friday activity
1100-1150	Exchange 1 (variations) Practice with related vocabulary	Exchange 2 (variations) Practice with related vocabulary	Exchange 3 (variations) Practice with related vocabulary	Exchange 4 (variations) Practice with related vocabulary	
Lunch break					
1300-1330	Special assistance	Special assistance	Special assistance	Special assistance	Special assistance
1340-1430	Extended practice 1	Extended practice 2	Extended practice 3	Extended practice 4	Culture hour
1440-1530	Authentic material 1	Authentic material 2	Authentic material 3	Authentic material 4	Quiz feedback
Homework	Preview Lesson 2 Grammar + Vocabulary + Homework tasks	Preview Lesson 3 Grammar + Vocabulary + Homework tasks	Preview Lesson 4 Grammar + Vocabulary + Homework tasks	Review Lessons 1-4 Transcription + Writing task	Preview Lesson 5

Introductory Note

Basic unit of learning

In the 40 lessons of Semester 1, the basic unit of learning is composed of one (1) narrative plus one (1) set of exchanges per day. The topic, grammar and vocabulary are the same for both; any differences between the narrative style and conversational style are to be discovered. Thus, students learn formal and conversational language simultaneously.

Narratives are the vehicle for grammar. Through intensive listening, students analyze the structures embedded in the narratives, and complete a 3-way grid: a) what the grammar feature is called, b) how it sounds, and c) how it is written in Dari.

Exchanges are recorded and written in conversational language, which differs considerably from standard Dari. To capture the way Dari speakers express themselves, their conversations have been written as accurate, verbatim transcripts. Through intensive listening, students discover conversational forms and list them in a 3-way grid: a) how they sound, b) how they are transcribed in Dari, and c) what they mean in English.

Homework

Students preview each lesson by reading the grammar and cultural notes in English, by familiarizing themselves with the lesson vocabulary (listening and transliteration are required), and by completing a couple of application tasks (focusing on new grammar and vocabulary). This is a daily task, and teachers should visually confirm that it was done, first thing in the morning.

Students review each lesson by listening to and transcribing randomly recorded questions and answers, and by putting them into a logical sequence that only then becomes a meaningful conversation. Next, the conversation is converted to narrative form, and expanded in a creative way. This is a weekly assignment and must be turned in for a grade. This task requires thorough comprehension and attention to correct spelling.

Assessment

The daily homework is only checked, not graded, first thing every morning. Correction is done in class, with the help of the projected homework answer key. The weekly review task (transcription of a scrambled dialog, rewritten in proper sequence and summarized in narrative form) is graded. There is a weekly quiz (oral + written), which is also graded. Book checks may be conducted during the written quiz, so that student work is monitored and teachers gain insight into students' work habits. There is also a midterm and a semester final exam (testing the students' oral, listening, reading proficiency, and job-related skills).

Transliteration

Students must become thoroughly familiar with the sounds of spoken Dari. In the beginning lessons of Semester 1, transliteration (capturing the sound of each syllable in English spelling) is practiced extensively. Transliteration will be phased out in later lessons in favor of transcription (writing in the target language script).

Drills

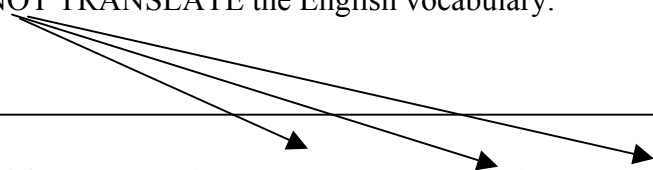
Time permitting, teachers are encouraged to conduct any number of listening-based drills. A list of suggestions is provided in the Teacher Copy. The drills are not included in the Student Copy, nor will they be projected on the SmartBoard. Instead, students must listen carefully, perhaps repeatedly, to the teacher's prompts. (In case of a complete comprehension breakdown, teachers will dictate the difficult item, and go from there.)

Role-plays

Even though the situations (described in English) contain a few details, the actual tasks are **short and simple**. DO NOT TRANSLATE the English vocabulary.

Example:

You run into an Afghan acquaintance. Exchange greetings and pleasantries.



- A: "Hello!"
B: "Hello! How are you?"
A: "I'm fine, thank you. How are you?"
B: "I'm fine."
A: "Good."

Authentic texts

Lower-level texts in Dari are hard to find, unless you live in Afghanistan and have access to short notices, announcements, time tables, tickets, menus, advertisements, etc. Nonetheless, each Dari lesson contains a couple of authentic clippings, often not carefully edited. They may

- contain occasional spelling errors or non-standard constructions
- contain some English or Persian (rather than Dari) words
- contain sophisticated terminology and complex structures
- be too difficult to understand for beginning students

Working with these texts can still be beneficial and fun, but students will not recognize more than select words or phrases. These texts are NOT FOR TRANSLATION.

Lesson Plans

Classroom instruction (near-immersion)

Teachers conduct class in Dari, while tasks are projected on the SmartBoard in English. Students thus become accustomed to class management *in the target language* while having clear instructions in English to guide them, for the duration of the first semester. Active use of English is limited to instances where students are asked comprehension questions or where they ask for clarification, in English. The four basic skills of listening, reading, speaking, and writing are practiced in each instructional hour.

Each lesson progresses in this order:

Period 1: (Homework is checked.) The narrative model is presented (both audio and text), repeated, analyzed, and practiced.

Period 2: The narrative model is practiced with variations, which the students choose from a number of given options.

Period 3: The exchange model is presented (both audio and text), repeated, analyzed, and practiced.

Period 4: The exchange model is practiced with variations. One such variation is provided as a partial transcription task. To construct additional variations, students select from given options.

Time permitting, the teacher conducts drills or gives a pop vocabulary quiz. A number of drills are included in the Teacher Volume. The teacher gives only spoken prompts, and always in Dari. The drills are neither projected on the SmartBoard nor are they included in the Student Volume. The vocabulary quiz is left to the discretion of the teacher.

Period 5: Various communicative activities review the lesson models and incorporate previous lesson material. Each activity is embedded in a situational context. The teacher may select or substitute activities as needed. Working briskly through the tasks ensures a good variety and allows all four skills to be practiced.

Period 6: Short excerpts that were taken from authentic printed materials (some also recorded) are examined for lexical and structural clues. Short speaking or writing tasks that relate to the texts allow the students, once again, to practice all four skills. Teachers are encouraged to supplement similar, more current texts, during this period.

GLOSSARY

بعد از ظهر (بعد از چاشت) (بعد از پیشین)	afternoon
و	and
در (ده)	at / in
بامیان	Bamyan
کلان [= بزرگ]	big / large
نان خشک [= نان]	bread
برادر	brother
تاجر	businessperson
دوغ	buttermilk
سگرت	cigarettes
کله	cookies
داکتر	doctor
شام	evening
نان شب [= طعام شب] (نان شو)	evening meal (dinner)
فامیل	family
دهقان	farmer
پدر	father
غذا (نان)	food
از	from
میوه	fruit
گردیز	Gardez
مامور	government employee
پدرکلان	grandfather
مادرکلان	grandmother
حمید	Hamid (male name)
خوشحال [= خوش]	happy
او	he / she / it
هرات	Herat
اینجا (اینجه)	here
خانه	home
... چطور؟	How about...?

چطور استی؟	How are you?
چطور؟ (چطور؟ / چطو؟)	How?
گرسنه (گشنه)	hungry
شوهر (شوی)	husband
من (مه)	I
خوب استم.	I am fine.
در (ده)	in / at
نیست (نیس)	is not
جلال آباد	Jalalabad
شربت	juice
کابل	Kabul
خالد	Khaled (male name)
کارگر	laborer / worker
زندگی	life
بازار	market
مزار شریف	Mazar-e-Sharif
گوشت	meat
ظهر (چاشت)	midday / noon
صبح	morning
چای صبح [= ناشتا]	morning meal (breakfast)
مسجد	mosque
مادر	mother
ناهید	Nahid (female name)
نسیمه	Nasima (female name)
نازی	Nazi (female name)
شب	night
نه (نی)	no
نان چاشت [= طعام چاشت]	noon meal (lunch)
حالا [= اکنون] (حالی)	now
فقیر [= نادار] (غریب)	poor
پروفیسور [= استاد] (پروفیسر)	professor
قندهار	Qandahar
برنج	rice
پولدار [= غنی]	rich

صالح	Saleh (male name)
مکتب	school
فروشنده	seller / street vendor
شریف	Sharif (male name)
خواهر	sister
خورد [= کوچک]	small
شوربا (شوروا)	soup
چای	tea
معلم	teacher
تشکر.	Thank you.
آن (او)	that
آنها (اونها / اونا)	they
تشنه (تشنه)	thirsty
این (ای)	this
به	to
بودن / باش / بود	to be
خواب بودن / باش / بود (خواب بودن)	to be asleep
پختن / پز / پخت (پخته کردن / کن / کرد)	to cook
کردن / گن / کرد	to do
نوشیدن / نوش / نوشید	to drink
خوردن [= غذا خوردن] (نان خوردن) / خور / خورد	to eat
رفتن / رو / رفت	to go
به رفتن	to go to.....
داشتن / دار / داشت	to have
خوش داشتن / دار / داشت	to like
..... را خوش داشتن	to like.....
زندگی کردن / کن / کرد	to live
در زندگی کردن	to live in.....
نماز خواندن / خوان / خواند	to pray
خوابیدن / خواب / خوابید (خوابیدن)	to sleep
سگرت کشیدن / کش / کشید	to smoke
درس خواندن / خوان / خواند	to study
گرفتن / گیر / گرفت	to take (to consume)
خواستن / خواه / خواست	to want

تلویزیون دیدن / بین / دید	to watch TV
کار کردن / کن / کرد	to work
سبزی (ترکاری)	vegetable
بسیار	very / many / much
ولی	Wali (male name)
آب (او)	water
ما	we
چه ؟ (چی؟)	What?
چه وقت؟ (چی وخت؟)	When?
کجا؟	Where?
کی؟	Who?
خانم [= زن]	wife
کار	work
بلی	yes
شما	you (formal or plural)
تو	you (informal)

LESSON 1

People and Places

- *Vocabulary: Common Afghan names, important places in Afghanistan*
- *Grammar: Verb 'to be' in present tense; sentence structure in short statements; negation; personal pronouns; yes-no questions; who questions; where questions; how questions*
- *Functions: Ask and talk about people. Make introductions. Ask and answer a personal question.*
- *Skills: Develop familiarity with the map of Afghanistan. Distinguish names by gender.*

Grammar Notes

Basic sentence structure

Dari sentences begin with the subject and end with the verb. The verb will always be the last element in the sentence.

این نازی است /een naa-zee ast/ 'This is Nazi.'

حمید از مزار شریف است /ha-meed az ma-zaa-re-sha-reef ast/ 'Hamid is from Mazar-e-Sharif.'

Both of the sentences above begin with the subject and end with the verb است /ast/ 'is.'

Verb بودن /boo-dan/ 'to be'

One of the most important verbs in Dari is بودن /boo-dan/ which means 'to be.' Like English, the 'to be' verb in Dari is an irregular verb.

<u>Dari</u>	<u>Transliteration</u>	<u>English translation</u>
من استم	/man AST-am/	'I am'
تواستی	/too AST-ee/	'You are'
او است	/o AST/	'He/She/It is.'
ما استیم	/maa AST-eym/	'We are'
شما استید	/shu-maa AST-eyd/	'You are'
آنها استند	/aan-haa AST-and/	'They are'

Note: When a part of a verb is repeated for the various conjugations, that part is called the *stem* or *root*. In the above examples, the root of the verb is /AST/. To highlight the /AST/ stem, the syllabic breakdown for each word has been modified. For example, /man AST-am/ is actually pronounced /man as-tam/.

At one time, the verb هستن /has-tan/ was used as an equivalent to بودن /boo-dan/. Today, while the infinitive هستن /has-tan/ is no longer used, Dari speakers still use its stem هست /hast/ as an alternative for است /ast/.

من استم /man AST-am/	is almost the same as	من هستم /man HAST-am/
تو استی /too AST-ee/	is almost the same as	تو هستی /too HAST-ee/
او است /o AST/	is almost the same as	او هست /o HAST/
ما استیم /maa AST-eym/	is almost the same as	ما هستیم /maa HAST-eym/
شما استید /shu-maa AST-eyd/	is almost the same as	شما هستید /shu-maa HAST-eyd/
آنها استند /aan-haa AST-and/	is almost the same as	آنها هستند /aan-haa HAST-and/

Even though most people use both است /AST/ and هست /HAST/ stems interchangeably, there are rules to their usage. The هست /HAST/ stem always refers to a *physical location*.

من در خانه هستم. /man dar khaa-na HAST-am/ 'I am at home.'

In the above sentence, the correct verb is the هست /HAST/ stem because 'being at home' refers to a physical location. The است /AST/ stem is, while not incorrect, not appropriate. Contrast this statement:

احمد شاگرد است. /ah-mad shaa-gerd AST/ 'Ahmad is a student.'

In this example است /AST/ is the appropriate stem of the verb since there is no reference to a physical location.

Lastly, the هست /HAST/ stem can be used as the equivalent of 'there is' in English:

منیر در خانه هست؟ /mu-neer dar khaa-na HAST/ 'Is Monir at home?' or 'Is Monir there?'

آب هست؟ /aab HAST/ 'Is there water?'

More examples:

نسیمه شاگرد است. /na-see-ma shaa-gerd AST/ 'Nasima is a student.'
(no reference to physical location)

نسیمه در صنف هست. /na-see-ma dar senf HAST/ 'Nasima is in the classroom.'
(reference to physical location)

Personal pronouns

From the preceding examples, you have also learned personal pronouns. Here is a summary:

من /man/	'I'
تو /too/	'you' (if addressing one person <u>informally</u>)
او /o/	'he/she/it' (no distinction between male and female)
ما /maa/	'we'
شما /shu-maa/	'you' (if addressing one person <u>formally</u> or addressing two or more people)
آنها /aan-haa/	'they'

Dropped pronouns

It is common, especially in conversational Dari, to drop the pronouns when the reference is clear. Besides, just by paying attention to the verb endings one can tell who the subject is. Look at the following examples:

<u>Without pronoun</u>	<u>With pronoun</u>	<u>English translation</u>
چطور استی؟ /che-tor as-tee/	تو چطور استی؟ /too che-tor as-tee/	'How are you?'
خوب استم. /khoob as-tum/	مه خوب استم. /ma khoob as-tum/	'I am fine.'

You will see more examples of dropped pronouns in future lessons.

Negative form of the verb بودن /boo-dan/ 'to be'

The NEYST/ stem is the negative form of both the AST/ and HAST/ verb stems. Observe the following examples:

<u>Affirmative</u>		<u>Negative</u>	
من هستم /man HAST-am/	'I am'	من نیستم /man NEYST-am/	'I am not'
من استم /man AST-am/	'I am'	من نیستم /man NEYST-am/	'I am not'

The following examples show how the negative form of the verb بودن /boo-dan/ 'to be' is conjugated in the present tense:

<u>Affirmative</u>		<u>Negative</u>	
من استم or من هستم	'I am'	من نیستم /man NEYST-am/	'I am not'
تو هستی or تو هستی	'You are'	تو نیستی /too NEYST-ee/	'You are not'
او هست or او است	'He/She/It is'	او نیست /o NEYST/	'He/She/It is not'
ما هستیم or ما هستیم	'We are'	ما نیستیم /maa NEYST-eym/	'We are not'
شما هستید or شما هستید	'You are'	شما نیستید /shu-maa NEYST-eyd/	'You are not'
آنها هستند or آنها هستند	'They are'	آنها نیستند /aan-haa NEYST-and/	'They are not'

Yes-No questions

Yes-No questions are formed the same way statements are formed. To indicate a question, simply raise the intonation at the end of the sentence.

نسیمه از قندهار است. /na-see-ma az qan-da-haar ast/	‘Nasima is from Qandahar.’
نسیمه از قندهار است؟ /na-see-ma az qan-da-haar ast/	‘Is Nasima from Qandahar?’

Questions with از کجا /az ku-jaa/ ‘from where’

Interrogative adverbs (question words) such as کجا /ku-jaa/ ‘where,’ usually come close to the verb. We will discuss *interrogative adverbs* in more detail in Lesson 19. Look at an example from this lesson:

حمید از کجا است؟ /ha-meed az ku-jaa ast/	‘Where is Hamid from?’
--	------------------------

The rule of thumb is that interrogative adverbs are usually placed after the subject and before the verb in a Dari sentence.

Questions with کی /kee/ ‘who’

The *interrogative pronoun* کی /kee/ ‘who’ is used to ask a question about a person. Look at these examples:

این کی است؟ /een kee ast/	‘Who is this?’
کی از مزار شریف است؟ /kee az ma-zaa-re-sha-reef ast/	‘Who is from Mazar-e-Sharif?’
نازی کی است؟ /naa-zee kee ast/	‘Who is Nazi?’
کی اینجا است؟ /kee een-jaa ast/	‘Who is here?’

Note: When the word preceding the present tense of the verb ‘to be’ (استم, استی, است) ends with a vowel (ا [alef], و [wau] or ی [yaa]), the letter ا [alef] of the verb is often dropped. For example, کی است /kee ast/, کجا است /ku-jaa ast/ and او است /o ast/ respectively change to کیست /keest/, کجاست /ku-jaast/ and اوست /ost/.

این کیست؟ /een keest/	‘Who is this?’
او از کجاست؟ /o az ku-jaast/	‘Where is he/she/it from?’
این اوست؟ /een ost/	‘Is this he/she/it?’

Transition to conversational Dari

There are some important differences between formal and conversational Dari. As we proceed, we will highlight some of these differences. Note the shaded areas that show the change:

Formal

من هستم/اسم /man has-tam/as-tam/

او هست/است /o hast/ast

شما هستید/استید /shu-maa has-teyd/as-teyd/

آنها هستند/استند /aan-haa has-tand/as-tand/

Conversational

مه هستم/اسم /ma has-tum/as-tum/

او هس/اس /oo has/as

شما هستین/استین /shu-maa has-teyn/as-teyn/

اونا هستن/استن /oo-naa has-tan/as-tan/


Note: For *second person singular* تو /too/ ‘you’ and *first person plural* ما /maa/ ‘we’ the spelling and pronunciation of verbs remain unchanged.

Cultural Notes

Afghans commonly use only their first names, except in official or formal reports, where both first (given) and family names are used.

We will revisit some of these topics in future lessons and will examine some additional related issues not discussed here.

Lesson Vocabulary

 Listen and then write the English transliteration of the Dari words:

Example: /naa-zee/	نازی	Nazi (female name)
	حمید	Hamid (male name)
	ولی	Wali (male name)
	خالد	Khaled (male name)
	شریف	Sharif (male name)
	صالح	Saleh (male name)
	نسیمه	Nasima (female name)
	ناهید	Nahid (female name)
	کابل	Kabul
	مزار شریف	Mazar-e-Sharif
	جلال آباد	Jalalabad
	هرات	Herat
	قندهار	Qandahar
	بامیان	Bamyan
	گردیز	Gardez

من (مه*)	I
ما	we
تو	you (informal)
شما	you (formal or plural)
او	he / she / it
آنها (اونها / اونا*)	they
این (ای*)	this
آن (او*)	that
کی؟	Who?
از	from
کجا؟	Where?
اینجا (اینجه*)	here
بلی	yes
نه (نی*)	no
نیست (نیس*)	is not
چطور؟ (چطور؟ / چطو؟)	How?

* Words in parentheses () are conversational forms.

چطور استی؟	How are you?
خوب استم.	I am fine.
تشکر.	Thank you.
بودن / باش / بود**	to be

** / / Present and past stems are given along with the verb infinitive.

Homework

- A. 🎧 You will hear five expressions. Four fit together logically but one does not. Which one does not fit? Write it down in Dari.

What do the others have in common?

- B. 🎧 Listen and fill in the blanks with the missing words. Then translate the items into English.

حمید از هرات _____ است.

_____ از مزار شریف است.

ناهِید از _____ است.

- C. Write the following in Dari:



Where is Wali from?

Are you Khaled? (formal)

This is not Nasima.

Narrative (Structures)

As you work through the narrative models on the following pages, you will discover examples of these structures:

Structure	 Dari	 English transliteration
'to be' in the present tense Example: 'is'	است	/ast/
personal pronoun		
sentence structure (verb comes last)		
verb negation		
yes-no question		
who question		
where question		

First, listen to the models on the following pages, one at a time, and practice along with the native speaker. Which structure from the grid is present in the model? In the right hand column, write the way it sounds in English transliteration. Next, find the corresponding part in the text and copy it in the center column. By the end of the hour you should have all cells of the grid filled with one example.

Your work will be examined during periodic book checks, so complete this task neatly.

Narrative (Models)

این کیست؟
این نازی است. او از جلال آباد است. جلال آباد اینجا است.

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نازی



1. Listen as the model is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voice, practice sounding like the native speaker.
3. Next, discover the structures listed in the grid on the previous page, and fill them in.
4. You may be called to the SmartBoard to point out items such as proper names, verbs, personal or interrogative adverbs, etc.

Narrative (Models)

این نازی است؟ (بلی / نه) این نازی نیست.

© Luke Powell



؟

کابل اینجا است؟ (بلی / نه)



1. Continue to listen and practice pronunciation. Are you clear on the meaning?
2. Discover new structures in these models and list them in the “Structures” grid, in both English transliteration and Dari.
3. Be prepared to come to the SmartBoard and point out features such as the verb in affirmative and negative forms.

4. Practice the drills your teacher conducts with different names for people and places.

Narrative (Models)

مزار شریف کجا ست؟



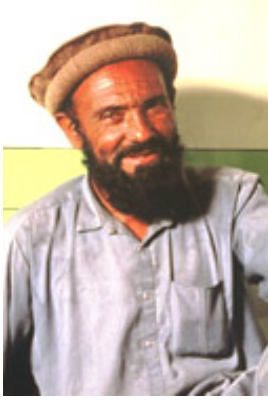
1. 🎧 As you listen and practice this question, are you clear about its meaning?
2. Remember to complete the grid if you have not already done so.
3. You may be called upon to point out the interrogative pronoun or the place name.
4. Practice the question-and-answer drill your teacher conducts with different names.

Narrative (Variations)

این حمید است. او از مزار شریف است.

صالح	کابل	ناهید	جلال آباد	شریف	بامیان
نازی		هرات	مزار شریف		خالد
آن	ولی	نسیمه	شریف		قندهار

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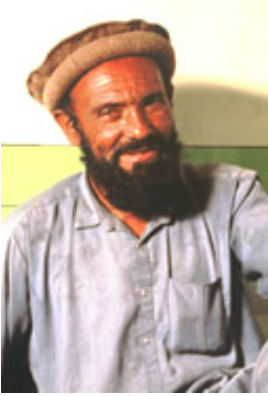
1. Create new narratives by replacing the shaded* words. Choose a suitable name and hometown for each pictured person, from the box. Then describe the people.
2. Write one new narrative below and draw an arrow to this person.

* Note: Shaded words are the variables. By replacing them you create variations.

Narrative (Variations)

این ولی است؟ (بلی/ نه) از مزار شریف است؟ (بلی/ نه)

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1. Practice asking and answering questions about these Afghans' names.
2. Practice asking and answering questions about their hometowns.
3. A case of mistaken identity: Select a person. Make two negative statements, one about the incorrect name ("This is not ...") and one about the wrong hometown ("...is not from ..."). Time permitting, write these statements below and draw an arrow to the person.

Narrative (Variations)

کی از جلال آباد است؟

1. Practice asking who is from any of the places on the map. Your classmates will provide the Afghan names.



حمید از کجا است؟

2. Practice asking the hometowns of some Afghans you can name. Your classmates will come up with the places, and point them out on the map.
3. Use the remaining class time to review your classmates' hometowns, following the models above.

Exchange (Structures)

- As you work through the exchange models on the following pages, you will discover examples of *conversational* forms that differ from formal Dari. Write first how they sound, then copy the Dari word(s) from the scripts. Also note the meaning:

Meaning	📖 Dari	👂 English transliteration
'this'	ای	Example: /ee/

Note: In this section you will be focusing on spoken Dari. The scripts are a verbatim, phonologically accurate reflection of what the speakers say. It may seem unusual to provide such a transcript, rather than the standard, textbook-type dialog, but it is the best way to acquaint you with “how Dari speakers say things.”

Exchange (Structures)

2. You will also find out some information. Write this information briefly in *formal* Dari:

<p>Friends' names</p>  <p>Example: حمید / شریف</p>	<p>Name of third person</p> <p>Example: ولی</p> <p>His hometown</p> <p>Example: مزار شریف</p> 
<p>Friends' names</p> 	<p>Name of third person</p> <p>His hometown</p>  <p>© all sxc</p>

3. Now ask questions and talk about the information you listed above. Practice different types of questions: "Who...?" "Is this...?" "Where ... from?" "Is... from...?"

Note: In this section you will switch from conversational to formal Dari. Use the standard spelling in writing. When asking and talking about these conversations, use complete rather than abbreviated forms. To be fully proficient in Dari, you must be able to switch back and forth from one mode to the other with ease!

Exchange (Models)

Two friends bump into each other and discuss a third person.



(Version A: the real Wali)



شریف: سلام حمید! چطور استی؟
 حمید: سلام شریف! تشکر، خوب استم.
 شریف: حمید، ای ولی اس؟
 حمید: بلی.
 شریف: او از کابل اس؟
 حمید: نی، او از مزار شریف اس.

(Version B: A case of mistaken identity)



حمید: سلام شریف! چطور استی؟
 شریف: سلام حمید! تشکر، خوب استم.
 حمید: شریف، ای ولی اس؟
 شریف: نی، او صالح اس.
 حمید: او از کجاس؟
 شریف: از کابل.

© all sxc

4. 🎧 Listen as the exchange is played in segments, repeatedly. Do you understand what is being said?
5. As you pronounce the words along with the recorded voices, practice sounding like the native speakers.
6. Extract information and fill in the grids on the previous pages, converting conversational forms to standard (formal) Dari.

Exchange (Variations)



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الف: سلام نسیمه!

ب: سلام نازی!

الف: نسیمه، _____؟

ب: بلی.

الف: _____؟

ب: از مزار شریف.

1. 🎧 Listen.
2. Fill in the blanks.

Exchange (Variations)



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الف: سلام!
ب: سلام!
الف: شما شریف استین؟
ب: نی، مه ولی استم. شما حمید استین؟
الف: بلی. ولی، شما از کجا استین؟
ب: مه از کابل استم.
الف: بسیار خوب.

1. Study this exchange and note the highlighted words.
2. Now create a new exchange with a partner, by replacing the shaded parts.
3. Practice your new exchange together.

Exchange (Variations)



© Luke Powell

الف: خالد، اونا از کجا ستن؟
ب: اونا از هرات استن.

1. Study the exchange. You may be called to the SmartBoard to point out the personal pronoun.
2. Imagine you are overseeing the distribution of goods. A representative of an aid organization asks you where these displaced people are from. You give an answer. Practice this exchange with a classmate.

Exchange (Variations)



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الف: شما از کجا ستین؟
ب: ما از مزار شریف استیم.

1. Study the exchange. You may be called to the SmartBoard to point out the personal pronouns.
2. Now imagine a guard at a refugee camp wants to establish rapport with the children shown below. What might he ask? What might they answer? Practice the exchange with your classmates.



© UNESCO Manoocher

Exchange (Variations)

	I am
	You are
	He/She/It is
	We are
	You are
	They are

1. Write the conjugation in Dari.
2. Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (affirmative statements to negative ones), on-the-spot translation, number dictation, etc.

Drills



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Use this space to take notes or dictation, as needed.

Extended Practice

These are suggestions for personalized and integrated activities. Work briskly through the warm-up steps. Be prepared when you are called on. Your instructor will manage the time so that no more than 10 minutes are spent on the warm-up.

Warm-up (only one student per task)

1. Quickly say eight common Afghan names.
2. Point out eight places on the map of Afghanistan.
3. Ask your classmates where each of your teachers is from.
4. Say where you are from.
5. Dictate to your classmates five forms of the verb 'to be' in random order. They will have to write and say what each means.

Presenting someone

1. You have come to know the names of these orphans who are from various cities in Afghanistan. Introduce your favorite youngster (name and hometown.)



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2. Take someone's photo out of your wallet, show it to your classmates, and tell them his or her name and hometown.

Role-plays

One of the following situations is outlined in Dari. Which one?

شما با هم افاق یا دوست تان در فشرمنزو ارف هستید و معلم دری تان را می بینید. برای نشان دادن سویهٔ دری تان به اوسلام بدهید؛ دوست تان را معرفی کنید و بگوئید که او از دی ال آی است.

(1) You run into an Afghan acquaintance. There are some other Afghans nearby.

- Exchange greetings and pleasantries.
- Your acquaintance points out who one of the other people is.
- Find out where that person is from.
- Continue to discuss who some of the other people are, and where they are from.

(2) You run into your instructor at Fisherman's Wharf. You are there with your roommate/friend. Trying to impress your instructor with your Dari, You say

- hello.
- who your partner is.
- that s/he is from DLI.

Now act out each of these role-plays with a partner or group.

Note: You should perform the tasks outlined on these cards in the simplest terms, using the structures and words that you have learned so far. There is no need to ask your instructor for additional vocabulary. Some of the words used in the English outline serve only the purpose of making the situation realistic and lifelike for you (e.g., Fishermans Wharf, roommate, impress, etc.). They are not meant to be incorporated in your simple, short interaction. This applies to all future role-plays throughout this Dari Basic Course.

Authentic Material

Each lesson includes an opportunity to work with authentic material that has been carefully selected. Ideally, these texts are short. They will contain some vocabulary and structures with which you are already familiar. You will be performing a variety of tasks. The teachers are encouraged to update this section with similar, more current texts.

من طفل تنها و خسته افغانستان هستم
من روح و آینده وطن ویرانم هستم

© Nick Noori

1. Circle the words you recognize.
2. This text contains two (2) statements. Put periods at the end of each.
3. These are the words of a child. Look up the underlined word to verify this.

خا طره ها زیبا هستند
هدف ما ضبط و حفظ
خاطرات زیبا ی شماست

© Nick Noori

1. Find and underline the word that appears twice. Look up its meaning.
2. Find and circle the verbs. Translate each into English.

لذیذترین انواع کباب موجود است.

© Nick Noori

1. Find the verb. How is it different from the verb in the previous text?
2. Guess what this short message might advertise.

پشتونها، تاجکها، ازبکها و هزاره ها
 جز خانواده بزرگ افغان استند
 تفرقه بین آنها خیانت به وحدت
 ملی افغانستان است.

© Nick Noori

1. 🎧 Listen to a recording of this message. How many words can you recognize? Keep listening until you can pick out four (4) words.
2. Find and circle the words that you recognized.
3. This is a spiritual message to Afghans, meant to foster a spirit of unity. Look up the underlined word to verify this.
4. Do you know a similar word? Write it here: _____

LESSON 2

Afghans and Their Families

- *Vocabulary: Immediate family members, professions, adjectives*
- *Grammar: Verbs ‘to have’ and ‘to live’ in present tense; position of adjectives; possessive particle linking a noun to a name; subject-object-verb word order; plural of nouns (not used after numerals)*
- *Functions: Ask and talk about family (self and others); describe a family situation.*
- *Skills: Understand numbers in context; beginnings of bio-data interviews.*
- *Situation: One person answers another person’s questions about family members, their whereabouts and professions.*

Grammar Notes

Verb داشتن /daash-tan/ ‘to have’

The verb داشتن /daash-tan/ ‘to have’ is an irregular verb. Unlike regular verbs, داشتن /daash-tan/ ‘to have’ does not receive the prefix می /mey/ in the present tense. In Dari, the present tense of a regular verb is formed by the following pattern:

Prefix می /mey/ + Present stem of the verb + Personal ending

Example:

The *present stem* of the regular verb کردن /kar-dan/ ‘to do’ is کن /kun/.

می + کن + م	من می کنم /man mey-ku-nam/	‘I do’
می + کن + ی	تو می کنی /too mey-ku-nee/	‘You do’
می + کن + د	او می کند /o mey-ku-nad/	‘He/She/It does’
می + کن + یم	ما می کنیم /maa mey-ku-neym/	‘We do’
می + کن + ید	شما می کنید /shu-maa mey-ku-neyd/	‘You do’
می + کن + ند	آنها می کنند /aan-haa mey-ku-nand/	‘They do’

The *present stem* of the irregular verb داشتن /daash-tan/ ‘to have’ is دار /daar/. Note how it is conjugated without the prefix می /mey/.

دار + م	من دارم /man daa-ram/	‘I have’
دار + ی	تو داری /too daa-ree/	‘You have’
دار + د	او دارد /o daa-rad/	‘He/She/It has’
دار + یم	ما داریم /maa daa-reym/	‘We have’
دار + ید	شما دارید /shu-maa daa-reyd/	‘You have’
دار + ند	آنها دارند /aan-haa daa-rand/	‘They have’

Transition to conversational Dari

There are some differences between formal and conversational Dari in conjugating the verb داشتن /daash-tan/ ‘to have.’

<u>Formal</u>	<u>Conversational</u>	<u>English translation</u>
من دارم /man daa-ram/	مه دارم /ma daa-rum/	‘I have’
تو داری /too daa-ree/	تو داری /too daa-ree/	‘You have’
او دارد /o daa-rad/	او داره /oo daa-ra/	‘He/She/It has’
ما داریم /maa daa-reym/	ما داریم /maa daa-reym/	‘We have’
شما دارید /shu-maa daa-reyd/	شما دارید /shu-maa daa-reyn/	‘You have’
آنها دارند /aan-haa daa-rand/	اونها دارند /oo-naa daa-ran/	‘They have’

Note the patterned changes in pronunciation and/or the written form:

- من /man/ → مه /ma/
- او /o/ → او /oo/
- آنها /aan-haa/ → اونها /oo-naa/ (or /oon-haa/)

There are also changes in some verb endings:

- دارم /daa-ram/ → دارم /daa-rum/ for first person singular
- د [daal] → ه [hey] for third person singular
- د [daal] → ن [noon] for second person plural
- د [daal] → dropped for third person plural

These rules apply to most Dari verbs.

Compound verbs in Dari

In Dari, a noun can be combined with a verb to make a new verb. This new verb is called a *compound verb*. For example, the noun زندگی /zen-da-gee/ means ‘life.’ We can combine زندگی with the verb کردن /kar-dan/ ‘to do,’ and get a new verb زندگی کردن ‘to live.’ As a rule, when using compound verbs, we conjugate only the verb, which is the second part of it.

Note how this compound verb is conjugated:

من زندگی میکنم /man zen-da-gee mey-ku-nam/	‘I live’
تو زندگی میکنی /too zen-da-gee mey-ku-nee/	‘You live’

The verb کردن plays the role of a helping verb or an *auxiliary verb* here. There are other helping verbs that when combined with certain nouns create compound verbs. We will see more of these verbs in future lessons.

Showing relationship in Dari

In Dari a connector called *ezafat* or *ezafe* is used to show possession or relationship between nouns. While in English one can say ‘Ali’s father’ or ‘father of Ali,’ in Dari, we simply use the *ezafat* to indicate that the first entity belongs to the second. It acts as the equivalent of the English apostrophe or the preposition ‘of.’

پدر علی /pa-da-re a-lee/ ‘Ali’s father’ or ‘father of Ali’

There are some minor changes in both pronunciation and spelling when using the *ezafat*. Depending upon the last letter of the preceding noun, *ezafat* can either take the /e/ or /ye/ sound in speech.

If the preceding noun ends with a consonant letter, *ezafat* is pronounced /e/ but is not written. In the example above, for instance, the vowel /e/ was pronounced but was not added between the two nouns پدر and علی. Here’s another example:

کتاب شریف /ke-taa-be sha-reef/ ‘Sharif’s book’

If the preceding noun ends with a vowel, *ezafat* is pronounced /ye/ and written as ی [yaa] in the script.

کاکای ناهید /kaa-kaa-ye naa-heed/ ‘Nahid’s uncle’
رادیوی احمد /raad-yo-ye ah-mad/ ‘Ahmad’s radio’

If, however, the preceding word already ends with the letter ی [yaa], *ezafat* still takes the /ye/ sound but nothing is added in writing.

زندگی نازی /zen-da-gee-ye naa-zee/ ‘Nazi’s life’

Lastly, if the preceding noun ends with the letter ه [hey], *ezafat* takes the /ye/ sound represented by the letter ی [yaa], but in this case, ی is often written in a different way (as the letter ء [hamza].) For example, the word خانه /khaa-na/ means ‘house’ or ‘home’ and it ends with a ه [hey]. To say ‘Farid’s house,’ we say:

خانه فرید /khaa-na-ye fa-reed/

Note that the pronunciation of the /ye/ sound, represented by ء [hamza] in this case, remains unchanged.

Plural form

Plural nouns are formed by the addition of ها /haa/, ان /aan/ or other suffixes such as جات /jaat/ at the end of singular nouns. When the noun is combined with a number, there is no need to add any suffixes.

Here is an example from this lesson:

اسد دوخواهرویک برادر دارد. /a-sad doo khwaa-har wa yak braa-dar daa-rad/ ‘Asad has two sisters and one brother.’


Note how the word خواهر /khwaa-har/ ‘sister’ does not take the suffix ها /haa/ or ان /aan/. There are other variations of making plural nouns, which will be introduced in later lessons.

Adjectives

In Dari, to modify a noun, we reverse the adjective-noun word order that is typical in English. Thus, the noun comes before the adjective it is modified by. For example, ‘big family’ is فامیل کلان /faa-mee-le ka-laan/, lit., “family big.” In pronunciation, the addition of the /e/ sound between the two words is necessary.

Refer to the section Showing relationship in Dari for the rules related to the /e/ or /ye/ sound.

Lesson Vocabulary

 Listen and then write the English transliteration of the Dari words:

فامیل	family
پدر	father
مادر	mother
برادر	brother
خواهر	sister
پدرکلان	grandfather
مادرکلان	grandmother
شوهر (شوی)	husband
خانم [= زن*]	wife
داکتر ¹	doctor
معلم	teacher
پروفسور [= استاد] (پروفسور)	professor
دهقان	farmer
کارگر	laborer / worker

* Words in brackets [] denote a synonym.

¹ In written Dari, the word داکتر /daak-tar/ and its French-originated equivalent, which is دکتور /duk-tor/, are used interchangeably.

تاجر	businessperson
فروشنده	seller / street vendor
مامور	government employee
کلان [= بزرگ]	big / large
خورد [= کوچک]	small
پولدار [= غنی]	rich
فقیر [= نادار] (غریب)	poor
خوشحال [= خوش]	happy
و	and
در (ده)	in / at
زندگی	life
زندگی کردن / کن / کرد	to live
داشتن / دار / داشت	to have

Homework

- A. 🎧 You will hear five expressions. Four fit together logically but one does not. Which one does not fit? Write it down in Dari.

What do the others have in common?

- B. 🎧 Listen and fill in the blanks with the missing words. Then translate each item into English.

صالح درگردیز _____ .

_____ نازی داکتر است.

فامیل احمد _____ است.

- C. Write the following in Dari:

Where does Zohra live?



Is Ahmad's father a government employee?

Ali has two brothers.

I have a small family.

Narrative (Structures)

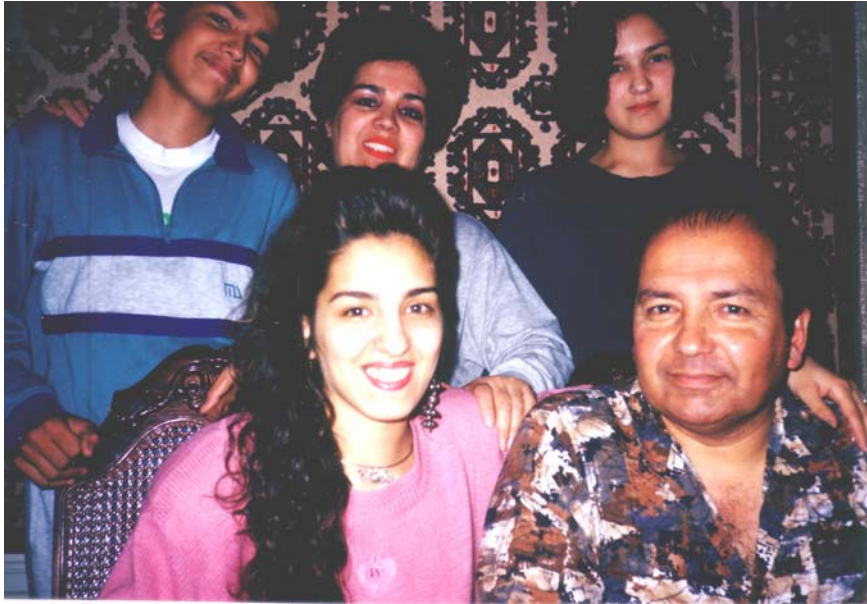
As you work through the narrative model on the following page, you will discover examples of these structures:

Structure	 Dari	 English transliteration
'to have' in the present tense		
'to live' in the present tense		
number + noun		
name + noun (relationship)		
adjective + noun		
adjectives		

First, listen to the model, one sentence at a time, and practice along with the native speaker. Which structure from the grid is present in the model? In the right hand column, write the way it sounds in English transliteration. Next, find the corresponding part in the text and copy it in the center column. By the end of the hour you should have all cells of the grid filled with at least one example.

Narrative (Model)

اسد در کابل زندگی می کند. اسد یک فامیل کلان دارد. پدر اسد داکتر است. مادر اسد معلم است. اسد دو خواهر و یک برادر دارد. فامیل اسد پولدار است. اسد خوشحال است.



© Rahmatullah Omid

1. 🎧 Listen as the model is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voice, practice sounding like the native speaker.
3. Next, discover the structures listed in the grid on the previous page, and fill them in.
4. You may be called to the SmartBoard to point out items such as proper names, verbs, adjectives, possessive constructions indicating relationship, numbers, etc.

Narrative (Variations)

اسد در کابل زندگی می کند. اسد یک فامیل کلان دارد. پدر اسد داکتر است. مادر اسد معلم است. اسد دو خواهر و یک برادر دارد. فامیل اسد پولدار است. اسد خوشحال است.

دهقان	فروشنده	سه	خانم	مادر	پدر کلان
مامور	یک	داکتر	پدر	پروفسور	کارگر
مادر کلان	خورد	دو	تاجر	چهار	قندهار
کلان	فقیر	پنج	مزار شریف		جلال آباد



© both Homayoun Seddiq



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1. Create new narratives by replacing the shaded words. Choose suitable alternatives from the box. Then talk about the families.
2. Use the remaining class time to practice talking about other people's families. Choose from famous politicians, sports figures, movie stars, etc.


Exchange (Structures)

- As you work through the exchange models on the next page, you will discover examples of *conversational* forms that differ from formal Dari. Write first how they sound, then copy the Dari word(s) from the scripts. Also note their meaning:

Meaning	📖 Dari	🗣️ English transliteration

Note: Conversational forms, once listed, are not included in the grid of subsequent lessons. For example, اس /as/ 'is' was discussed in Lesson 1, so it is not listed here. However, you may include such conversational forms in your discussion, if found useful.

- You will also find out some information. Write this information briefly in *formal* Dari:

Asad		Mother	Father
------	---	--------	--------

Zohra		Siblings	Elder(s)
-------	---	----------	----------

- Now ask questions and talk about the information you listed above.

Exchange (Models)

Ali is asking Maryam about Asad's family.



علی: مریم، اسد ده کابل زندگی میکنه؟
 مریم: بلی، اسد ده کابل زندگی میکنه.
 علی: پدر اسد معلم اس؟
 مریم: نی، پدر اسد داکتر اس.
 علی: اسد مادر داره؟
 مریم: بلی، اسد مادر داره.

Nahid is asking Zohra about her family.

ناهید: زهره، توده کجا زندگی میکنی؟
 زهره: مه ده پروان زندگی میکنم.
 ناهید: تو خواهر و برادر داری؟
 زهره: بلی، مه دو خواهر و دو برادر دارم.
 ناهید: پدر کلان داری؟
 زهره: بلی، پدر کلان دارم. اودهقان اس.
 ناهید: اووو. تو یک فامیل کلان داری.



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1. 🎧 Listen as each exchange is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voices, practice sounding like the native speakers.
3. Extract information and fill in the grids on the previous page.

Exchange (Variations)



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الف: _____ زندگی میکنه؟

ب: بلی، صالح ده قندهار _____.

الف: پدر صالح _____ اس؟

ب: نی، پدر صالح _____ اس.

1. 🎧 Listen.
2. Fill in the blanks.

Exchange (Variations)

الف: توده کجا _____ میکنی؟

ب: مه ده _____ زندگی میکنم.

الف: تو برادر _____؟

ب: بلی، مه _____ برادر دارم.

الف: _____ داری؟

ب: بلی، پدر دارم. او _____ اس.

الف: ناهید ده هرات زندگی _____؟

ب: نی، _____ ده مزار شریف زندگی میکنه.

الف: برادر ناهید تاجر _____؟

ب: نی، _____ ناهید دهقان اس.

الف: ناهید شوهر داره؟

ب: بلی، ناهید شوهر _____ . او مامور اس.

میکنه	قندهار	برادر	زندگی	او	میکنه
پدر	داری	سه	اس	معلم	داره

1. Study the exchanges and think about which words are needed to complete them.
2. Select words from the options given in the box.
3. Practice the exchanges.
4. Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (affirmative statements to negative ones), on-the-spot translation, number dictation, verb conjugation, etc.

Drills



© USAID

Extended Practice

These are suggestions for personalized and integrated activities. Work briskly through the warm-up steps. Be prepared when you are called on. Your instructor will manage the time so that no more than 10 minutes are spent on the warm-up.

Warm-up (only one student per task)

1. Quickly say eight kinship terms in Dari.
2. Say at least five professions.
3. Ask your teacher if he or she is a government employee.
4. Say if you have a big family or a small family.
5. Say where you live.
6. Dictate to your classmates five forms of the verb 'to have' in random order. They will have to write and say what each means.

Talking about someone's family



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1. You know that these orphans live in an orphanage in Kabul. Shown are three siblings from one family. Introduce one of them (name, current residence, number of siblings).



© Aramco Thome Anderson

2. Make up names for these people. Then talk about this family. Include a reference to the adults' occupations. Characterize this family.

Role-plays

One of the following situations is outlined in Dari. Which one?

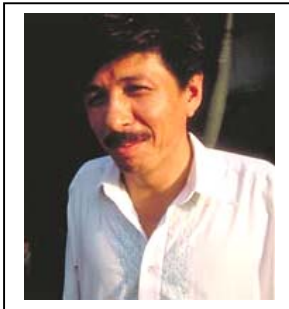
شما مشغول بررسی سوابق یک افغان به نام سلیم وفامیلش استید. به خانه سلیم میروید. کسی دروازه را باز میکند. به او سلام بدهید و بپرسید که آیا سلیم در اینجا زندگی میکند و آیا فامیل دارد و اگر چنین باشد، کدام اعضای فامیل را دارد. از کسی که این اطلاعات را به شما میدهد تشکر کرده و بروید.

(1) You are chatting with an Afghan acquaintance.

- Exchange greetings and pleasantries.
- Show interest in each other's families.
- Ask if there are siblings, parents, children, etc.
- Comment on the size of your acquaintance's family.

(2) You are conducting a background check on an Afghan by the name of Salim, to include Salim's family. You go to Salim's residence. Someone opens the door.

- Say hello.
- Ask if Salim lives here. (He does.)
- Ask if Salim has family. (Brother? Sister? etc.)
- Thank the informant and leave.



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(3) Show an Afghan this photo.

- Ask if this is Salim.
- If yes, ask if he is here.*
- (If no, ask where he lives.)
- Find out if Salim is in the teaching profession.

**Consider the use of /hast/ vs. /ast/*

Now act out each of these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, pronouncing, listening and writing. Hone your dictionary skills.

پزن: نام پسر گبو خواهرزاده رستم عاشق منیزه دختر افراسیاب

پیروز: نام برادرشاپور یکم ساسانی - فیروز - غالب - جیره

شیدا: زن خالدار - دختر حلیمه سعدیه خواهر رضاعی پیامبر (ص)

کیانوش: نام برادر فریدون شاه

آهمنه: نام دختر شاه سمنگان ، همسر رستم دستان

© Ali Parvin

1. Circle the kinship terms you recognize.
2. Find and underline the word that appears repeatedly in these texts. Sound it out and guess its meaning.
3. Look up the meaning to confirm that you guessed correctly.
4. These excerpts provide information about historical names. Based on the explanation on the left, write M for male or F for female on each of the blanks for the name on the right.

دیانایا سپار
خواهر افغان شما در خدمت شما

برادر افغان شما در خدمت شما

© Nick Noori

1. Compare the two texts. Find what is the same and what is different.
2. Look up the meaning of the circled word.
3. Think about the message sent to potential customers by these two ads. What can you make of it?

من پول دارم ، شهرت دارم ، جذابیت دارم ، قصر وموتر وخدمتگار دارم ، کرسی عالی دارم .. توچی داری ؟ . بگو بگو چه داری ؟
من ؟ .. از تو خوشبخت ترم ... من مادر دارم !


نگاه سریع به « روز مادر »

© Serajuddin Wahaj

1. This text contains a reference to a special day. Find it. Pronounce it. Translate it.
2. 🎧 Listen to the recording. Which verb is emphasized throughout?
3. What is the point of the conversation?

با گرفتن يك دستگاہ: مادران پدران و ساير افراد خانوادہ را کہ تمام روز در انتظار
بازگشت شما به منزل ساعات خستہ کننده اى را تحمل مې کنند سرگرم و خشنود نگذاريد

© Nick Noori

1.  Listen to a recording of this message. How many words can you recognize?
Listen until you can pick out three (3) words.
2. Find and underline in the above text the words that you recognized in the recording.
3. Do you see any plural nouns constructed with the suffix ان /aan/? Write them below.

LESSON 3

Afghans' Daily Life

- *Vocabulary: Common activities, places to go, time of day*
- *Grammar: Verbs 'to go,' 'to do,' 'to sleep,' 'to cook,' 'to eat,' 'to watch TV,' 'to pray' in the present tense and present progressive tense; the idiom سرکار /sa-re kaar/*
- *Functions: Ask and talk about someone's daily activities. Talk about your schedule.*
- *Skills: Gain cultural awareness of the target population's daily regimen.*
- *Situation: Find out when others are doing certain things, like going to work, to sleep, to school, according to a different schedule.*

Grammar Notes

Present progressive tense

In Dari, we do not have a separate verb form for the *present progressive tense*. We use the *simple present tense* to show the *present progressive*. In other words, the *simple present tense*, in addition to functioning as the *simple present tense*, can also be used as the *present progressive tense* to indicate an action in progress at the time we are speaking. Look at the following examples:

من تلویزیون می بینم /man tel-veez-yoon mey-bee-nam/	‘I <u>watch</u> television.’
من تلویزیون می بینم /man tel-veez-yoon mey-bee-nam/	‘I <u>am watching</u> television.’

This topic is discussed in more detail in Lesson 15.

Compound verbs

Let's examine another compound verb: غذا پختن /ghe-zaa pukh-tan/ ‘to cook (food.)’ غذا /ghe-zaa/ means ‘food’ and پختن /pukh-tan/ means ‘to cook.’ As explained in Lesson 2, we only conjugate the second part of a compound verb (in this case پختن /pukh-tan/, whose present stem is پز /paz/):

من غذا می پزم /man ghe-zaa mey-pa-zam/	‘I cook (food).’
تو غذا می پزی /too ghe-zaa mey-pa-zee/	‘You cook (food).’
او غذا می پزد /o ghe-zaa mey-pa-zad/	‘He/She/It cooks (food).’
ما غذایم می پزیم /maa ghe-zaa mey-pa-zeym/	‘We cook (food).’
شما غذا می پزید /shu-maa ghe-zaa mey-pa-zeyd/	‘You cook (food).’
آنها غذا می پزند /aan-haa ghe-zaa mey-pa-zand/	‘They cook (food).’

Note: We may attach the prefix می /mey/ to the rest of the verb. Thus, we can say alternatively:

می پزیم → میپزیم
می پزم → میپزم
می پزد → میپزد

It is important to note that with the conjugation of regular verbs, for example پختن /pukh-tan/ 'to cook,' in the present tense, the prefix می /mey/ is added before the present stem of the verb (پز /paz/) and the personal endings /am/, /ee/, /ad/, /eym, /eyd/ and /and/ are placed at the end of it. This is the case with almost all regular verbs in Dari. More examples follow:

رفتن /raf-tan/ 'to go':

من میروم /man mey-ra-wam/	'I go'
تو میروی /too mey-ra-wee/	'You go'
او میرود /o mey-ra-wad/	'He/She/It goes'
ما میرویم /maa mey-ra-weym/	'We go'
شما میروید /shu-maa mey-ra-weyd/	'You go'
آنها میروند /aan-haa mey-ra-wand/	'They go'

خوردن /khor-dan/ 'to eat':

من میخورم /man mey-khu-ram/	'I eat'
تو میخوری /too mey-khu-ree/	'You eat'
او میخورد /o mey-khu-rad/	'He/She/It eats'
ما میخوریم /maa mey-khu-reym/	'We eat'
شما میخورید /shu-maa mey-khu-reyd/	'You eat'
آنها میخورند /aan-haa mey-khu-rand/	'They eat'

Transition to conversational Dari

You already know that in conversational Dari, *personal pronouns* tend to be omitted. The same is true for certain *prepositions* such as به /ba/ 'to' and در /dar/ 'at/in.' They are often dropped for the sake of shortening the speech. Here are examples from this lesson, in which به is omitted:

بازار میروم. /baa-zaar mey-rum/	'I am going to the market.'
مکتب نمیروی؟ /mak-tab na-mey-ree/	'Aren't you going to school?'

Now compare the above with the formal versions:

من به بازار میروم. /man ba baa-zaar mey-ra-wam/	'I am going to the market.'
تو به مکتب نمیروی؟ /too ba mak-tab na-mey-ra-wee/	'Aren't you going to school?'

¹ The verb خوردن /khor-dan/ 'to eat' is often preceded by the noun نان /naan/ which literally means 'bread' but in colloquial Dari is a substitute for 'food' or 'meal.'

Here is an example from this lesson, in which the preposition در /dar/ 'at / in' is dropped:

نی، امروز خانه هستم. /ney em-roz khaa-na has-tum/ 'No, I am at home today.'

In formal Dari, the above sentence would look like this:

نه، امروز من در خانه هستم. /na em-roz man dar khaa-na has-tam/ 'No, I am at home today.'


Idioms in Dari

Dari, like any other language, has idioms. In this lesson, we introduce the idiom سرکار /sa-re kaar/. It basically has two meanings: 'at work' or 'to work.' If we use it with the verb 'to go,' it means 'to work' but if we use it with the verb 'to be,' it means 'at work.' For example:

علی سرکار میرود. /a-lee sa-re kaar mey-ra-wad/ 'Ali is going to work.'

علی سرکار است. /a-lee sa-re kaar ast/ 'Ali is at work.'

Lesson Vocabulary

 Listen and then write the English transliteration of the Dari words:

صبح	morning
ظهر (چاشت)	midday / noon
بعد از ظهر (بعد از چاشت) (بعد از پیشین)	afternoon
شام	evening
شب	night
غذا (نان)	food
بازار	market
مکتب	school
مسجد	mosque
کار	work
خانه	home
چه وقت؟ (چی وخت؟)	When?
چه؟ (چی؟)	What?
حالا [= اکنون] (حالی)	now
به	to

در (ده)	at / in
کردن / کُن / کرد	to do
رفتن / رَو / رفت	to go
پختن / پَز / پخت (پخته کردن / کن / کرد)	to cook
خوردن [= غذا خوردن] (نان خوردن) خور / خورد	to eat
درس خواندن / خوان / خواند	to study
تلویزیون دیدن / بین / دید	to watch TV
نماز خواندن / خوان / خواند	to pray
خوابیدن / خواب / خوابید (خوگدن)	to sleep
خواب بودن / باش / بود (خو بودن)	to be asleep
کار کردن / کن / کرد	to work

Homework

- A. 🎧 You will hear five expressions. Four fit together logically but one does not. Which one does not fit? Write it down in Dari.

What do the others have in common?

- B. 🎧 Listen and fill in the blanks with the missing words. Then translate each item into English.

نازی _____ می خواند.

مادر ناهید _____ می پزد.

_____ آنها تلویزیون .

- C. Write the following in Dari.

What is Hassan doing?



When does Maryam go to work?

Laila is asleep.

Ali's father prays at the mosque.

Narrative (Structures)

As you work through the narrative model on the following page, you will discover examples of these structures:

Structure	 Dari	 English transliteration
'to pray' in the present tense		
'to cook' in the present tense		
'to watch TV' in the present tense		
'to study' in the present tense		

First listen to the model, one sentence at a time, and practice along with the native speaker. Which structure from the grid is present in the model? In the right hand column, write the way it sounds in English transliteration. Next, find the corresponding part in the text and copy it in the center column. By the end of the hour you should have all cells of the grid filled with one example.

Narrative (Model)

حالا شب است. پدر، مادر، خواهر، برادر و پدر کلان احمد در خانه هستند. مادر احمد غذا می پزد. پدر احمد تلویزیون می بیند. احمد درس می خواند. پدر کلان احمد نماز می خواند.



© Save The Children



© Mustafa Rasuli

1. 🎧 Listen as the model is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voice, practice sounding like the native speaker.
3. Next, discover the structures listed in the grid on the previous page, and fill them in.
4. You may be called to the SmartBoard to point out items such as proper names, verbs, the conjunction 'and,' etc.

Narrative (Variations)



حالا شب است. پدر، مادر، خواهر، برادر و پدر کلان احمد در خانه هستند. مادر احمد غذا می پزد. پدر احمد تلویزیون می بیند. احمد درس می خواند. پدر کلان احمد نماز می خواند.

سرکار می رود	صبح	تلویزیون می بیند	غذا می پزد
چای صبح می خورد	بعد از ظهر	خواب است	درس می خواند
نان چاشت می خورد	به مکتب می رود	نماز می خواند	به مسجد می رود
به بازار می رود	نان شب می خورد	ظهر	

1. Create new narratives about other families' **nighttime** activities by choosing different words from the box to replace the shaded parts of the text.
2. Now imagine a large family where at least two members usually do things together, such as a mother and daughter, a father and grandfather, or twin boys/twin girls. Use the remaining class time to practice talking about what they do. Be sure to use the appropriate **plural** verb forms for this task.

Exchange (Structures)

- As you work through the exchange models on the next pages, you will discover examples of *conversational* forms that differ from formal Dari. Write first how they sound, then copy the Dari word(s) from the scripts. Also note their meaning:

Meaning	 Dari	 English transliteration

- You will also find out some information. Write this information briefly in *formal* Dari:

<p>Farid Afternoon</p>	<p>Maryam Evening</p>
---	--

<p>Now</p>	<p>Laila</p>	<p>Ahmad</p>	<p>Shahla</p>
-------------------	---------------------	---------------------	----------------------

- Now ask questions and talk about the information you listed above. Practice different types of questions, such as Yes-No, “What...?” and “When...?”

Exchange (Models)

Ahmad finds out Farid's school schedule.



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احمد: فرید جان، کجا میری؟
 فرید: بازار میرم.
 احمد: مکتب نمیری؟
 فرید: مه بعد از ظهر مکتب میرم.

A father checks with his wife on what his children are doing.



© Rosemary Stasek

پدر: احمد چی میکنه؟
 مادر: احمد درس می خونه.
 پدر: لیلا چی میکنه؟
 مادر: لیلا نان میخوره.
 پدر: شهلا کجاس؟
 مادر: شهلا تلویزیون
 میبینه.



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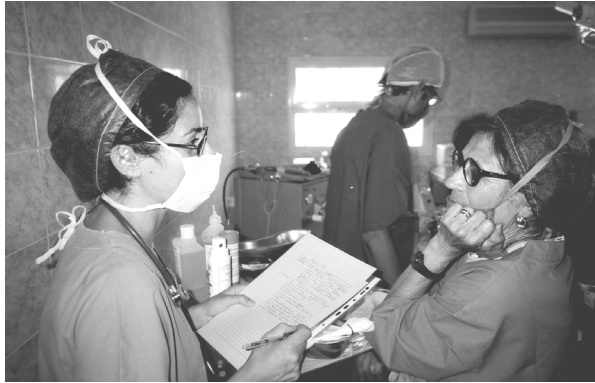
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1. Listen as each exchange is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voices, practice sounding like the native speakers.
3. Extract information and fill in the grids on the previous page.

Exchange (Models)

Two new neighbors discover their different schedules.

سلام و علیکم. چطور استین؟	نازی:
تشکر، خوب استم. شما چطور استین؟	مریم:
مریم جان، چی وخت سرکار میرین؟	نازی:
مه شام سرکار میرم.	مریم:
شام؟	نازی:
بلی. مه داکتر استم. شو کار میکنم. شما چی میکنین؟	مریم:
مه کار نمی کنم. ده خانه هستم.	نازی:



© sxc



© Luke Powell

1. 🎧 Listen as each exchange is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voices, practice sounding like the native speakers.
3. Extract information and complete the grids on page 62.

Exchange (Variations)



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شريف: _____ نميري؟
خالد: ني ، امروز _____ هستم.
شريف: _____ ؟
خالد: بلي. امروز _____ .

1. 🎧 Listen.
2. Fill in the blanks.

Exchange (Variations)

الف: حمید چی میکنه؟

ب: حمید نان _____ .

الف: نازی چی _____ ؟

ب: نازی تلویزیون _____ .

الف: شریف چی میکنه؟

ب: شریف _____ میخانه.

صبح	درس	میخوره	وخت
میینه		میرم	میکنه

الف: شما چی _____ سرکار میرین؟

ب: مه _____ سرکار میرم. شما چطور؟

الف: مه بعد از چاشت سرکار _____ .

1. Study the exchanges and think about which words are needed to complete them.
2. Select words from the options given in the box.
3. Practice the exchanges.
4. Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (affirmative statements to negative ones, or affirmative questions to negative ones), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.

Drills



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Extended Practice

These are suggestions for personalized and integrated activities. Work briskly through the warm-up steps. Be prepared when you are called on. Your instructor will manage the time so that no more than 10 minutes are spent on the warm-up.

Warm-up (only one student per task)

1. Quickly say six or more verbs you know in Dari.
2. Say at least five time expressions.
3. Ask your teacher when he or she watches TV.
4. Say whether you do or do not cook.
5. Say when you study.
6. Dictate to your classmates five verb forms, based on this lesson's vocabulary. They will have to write and say what each means.

Talking about your friends

Choose a time of day. Picture a number of your friends. Think about where each of them is at this moment (at home, work or school) and what each one is doing. Prepare notes.

Now talk about your friends.

Role-plays

One of the following situations is outlined in Dari. Which one?

شما با یک آشنای تان در باره تقسیم اوقات روزمره تان گپ میزنید. یکی از شما دونفر به مکتب شبانه میرود و دومی از طرف روز کار میکند.

(1) You run into your instructor at the dining facility. Your instructor is curious about where some of your classmates are and what they are doing at lunchtime (noon).

- Exchange greetings and pleasantries.
- Answer your teacher's questions.
- Ask about some other Dari teachers, and what they are doing at lunchtime (noon).

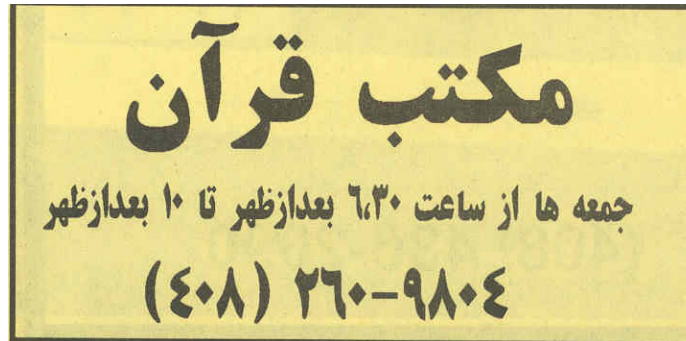
(2) You chat with an acquaintance about your respective daily schedules. One of you is going to night school, while the other has a daytime job.

(3) You are stationed in Afghanistan. An Afghan newspaper journalist asks you questions about whether you study, watch TV, cook, or pray. Tell about what you do (or don't do) and when.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, pronouncing, listening and writing. Hone your dictionary skills.



1. Sound out the title. Can you identify the institution?
2. When can interested parties attend?
3. With a partner, practice asking and telling this information, including the contact phone number.



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1. Pronounce the title. What kind of business can you associate with this ad?
2. Look for additional familiar words in the text.
3. What claim is made about quality? Look up the underlined word.

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:

در شهر فریمونت هر روز پنجشنبه از ساعت 8:30 تا 9:30 شام روی کانال 3 کیبل

در شهر نیوارک هر روز جمعه از ساعت 8:00 تا 9:00 شام روی کانال 27 کیبل

© Nick Noori

1. 🎧 Listen to a recording of this announcement for the general idea.
2. Identify the days of the week, times of the day, and any numbers.
3. Find the corresponding words in the text.
4. What noun is associated with numbers 3 and 27? Pronounce it.
5. Rewrite the numbers in Dari numerals.
6. Study the first sentence. Circle the verb.
7. Write your own announcement with different days, times, etc.

LESSON 4

Mealtime in Afghanistan



© John Patton

- *Vocabulary: Verbs and adjectives related to eating and drinking, common foods and drinks*
- *Grammar: Verbs 'to drink,' 'to smoke,' 'to want,' 'to like,' 'to take' in the present tense; imperatives; plurals of nouns; the particle ر /raa/ indicating direct objects*
- *Functions: Ask and tell about someone's culinary likes/dislikes. Ask and tell about someone's diet. Encourage consumption of what is offered.*
- *Skills: Gain a cultural awareness about the target population's hospitality; be a gracious host/guest.*
- *Situation: A host/hostess takes care of a guest's preferences and offers various things.*

Grammar Notes

Verb forms

In this lesson, we will focus on verb formation in Dari. In dealing with verbs, we must identify three forms: (1) the *infinitive*, (2) the *present stem*, (3) and the *past stem*. For example, let's look at the verb نوشیدن /no-shee-dan/ 'to drink':

1. infinitive	→	نوشیدن /no-shee-dan /	'to drink'
2. present stem	→	نوش /nosh /	'drink'
3. past stem	→	نوشید /no-sheed /	'drank'

Present stem

The *present stem* is the **root** of a verb and thus its most important part. Recognizing the stem gives us clues on how to conjugate most of the regular verbs in Dari. Note the conjugation of the verb نوشیدن /no-shee-dan/ ‘to drink,’ whose present stem is نوش /nosh/, in the simple present tense:

من مینوشم /man mey-no-sham/	‘I drink’
تو مینوشی /too mey-no-shee/	‘You drink’
او مینوشد /o mey-no-shad/	‘He/She/It drinks’
ما مینوشیم /maa mey-no-sheym/	‘We drink’
شما مینوشید /shu-maa mey-no-sheyd/	‘You drink’
آنها مینوشند /aan-haa mey-no-shand/	‘They drink’

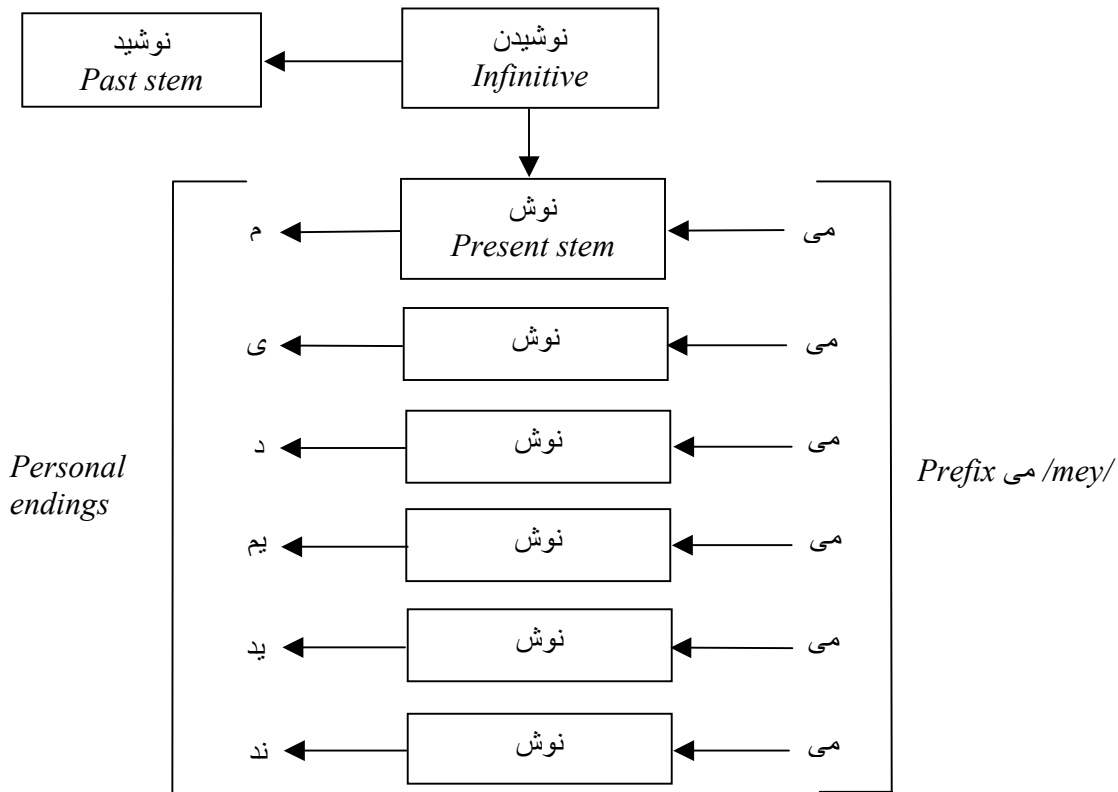
In the above examples, we see that by adding the prefix می /mey/ before the present stem نوش /nosh/ and the appropriate personal endings after the stem, we get the verb conjugated in the present tense for all persons. Here is the formula:

Prefix می /mey/ + Present stem + Personal endings /am/, /ee/, /ad/, /eym/, /eyd/, /and/

Let’s apply the same formula to the verb گرفتن /ge-ref-tan/ ‘to take,’ whose present stem is گیر /geer/:

من میگیرم /man mey-gee-ram/	‘I take’
تو میگیری /too mey-gee-ree/	‘You take’
او میگیرد /o mey-gee-rad/	‘He/She/It takes’
ما میگیریم /maa mey-gee-reym/	‘We take’
شما میگیرید /shu-maa mey-gee-reyd/	‘You take’
آنها میگیرند /aan-haa mey-gee-rand/	‘They take’

On the next page is a graphical representation of the present tense conjugation of نوشیدن /no-shee-dan/ ‘to drink’:



You will learn to use the past stem of a verb, in this case نوشتید /no-sheed/, in future lessons.

Imperative form of verbs in Dari

When we express a command or request, the verb is called the *imperative*: for example, **Sit in your seat!** In Dari, the imperative is formed by adding the syllable ب /be/ at the beginning of the present stem. For example, the present stem of the verb نوشتن /no-shee-dan/ ‘to drink’ is نوش /nosh/. Therefore, the imperative is as follows:

!بنوش /be-nosh/ ‘Drink!’ (addressing one person in a more commanding manner)
 !بنوشید /be-no-sheyd/ ‘Drink!’ (addressing one person in a more polite manner or addressing several persons)
 !بنوشین /be-no-sheyn/ ‘Drink!’ (the conversational form of بنوشید /be-no-sheyd/)

Note: There are some exceptions where the *imperative form* of a verb does not receive the syllable ب /be/. The verb شدن /shu-dan/ ‘to become,’ when used as an auxiliary verb, is one example.

Negative imperative:

The negative imperative is formed by replacing the syllable ب /be/ with the syllable ن /na/.
For example:

- !نوش /na-nosh/ ‘Don’t drink!’ (addressing one person in a more commanding manner)
!نوشید /na-no-sheyd/ ‘Don’t drink!’ (addressing one person in a more polite manner or
addressing several persons)
!نوشین /na-no-sheyn/ ‘Don’t drink!’ (the conversational form of نوشید /na-no-sheyd/)

Plural formed with the suffix جات /jaat/

In Lesson 2, we introduced the use of suffixes to make plural nouns. The most common plural suffixes are ها /haa/ and ان /aan/. There are a few nouns, however, that take the جات /jaat/ suffix for the plural. Some examples of plural nouns formed with جات /jaat/ are:

- میوه جات /mey-wa- jaat/ ‘fruits’
سبزیجات /sab-zee- jaat/ ‘vegetables’

Usage of را /raa/

A sentence in which there is a direct relationship between the subject and the object, or the object is affected by the subject, is called a *direct object sentence*. In such sentences in Dari, the *particle of definite direct object* را /raa/ is used to specify the direct object the same way the *definite article* ‘the’ is used in English to refer to a specific noun. As a rule, the particle را /raa/ is placed immediately after the direct object. Example:

- .را بگیر /naa-ne khushk raa be-geer/ ‘Take the bread.’

In this imperative sentence, the person is asked to take not just any bread but rather a specific one.

The definite direct object can be further specified by combining را /raa/ with این /een/ ‘this’ or آن /aan/ ‘that’ to mean ‘this’ or ‘that’ object. این /een/ ‘this’ or آن /aan/ ‘that’ gives additional information about the direct object’s location (near or far):

- .را می خواهم /man aan gosht raa mey-khwaa-ham/ ‘I want that meat.’
(referring to a specific one that is farther away)

- !را بنوشید /een chaay raa be-no-sheyd/ ‘Drink this tea!’ (referring to a specific one that is closer)

There are some instances when the use of را /raa/ is optional in identifying the direct object. The usage of را /raa/ will be explained in more detail in Lesson 8.

Transition to conversational Dari using را /raa/

There are a few differences between formal and conversational Dari in the usage of the particle را /raa/. The changes depend on the last letter of the definite direct object.

If the object ends with a consonant, را /raa/ is pronounced /a/ and written as ا [hey].

<u>Conversational</u>	<u>Formal</u>	<u>English translation</u>
تو گوشته خوش داری؟	تو گوشت را خوش داری؟	'Do you like meat?'
سبزیجاته بسیار خوش دارم.	(من) سبزیجات را بسیار خوش دارم.	'I like vegetables very much.'
مه گوشت و برنج خوش دارم.	من گوشت و برنج را خوش دارم.	'I like meat and rice.'
میوه و شربت خوش داری؟	(تو) میوه و شربت را خوش داری؟	'Do you like fruit and juice?'

If the object ends with a vowel or the /a/ sound represented by the letter ا [hey], را /raa/ is pronounced /ra/ and written as ره /ra/.


<u>Conversational</u>	<u>Formal</u>	<u>English translation</u>
تو شوروا ره خوش داری؟	تو شوربا را خوش داری؟	'Do you like soup?'
صالح رادیو ره گرفت.	صالح رادیو را گرفت.	'Saleh took the radio.'
ناهید نان خشک نازی ره خورد.	ناهید نان خشک نازی را خورد.	'Nahid ate Nazi's bread.'
مه کلچه ره خوش دارم.	من کلچه را خوش دارم.	'I like cookies.'

Placement of stress in pronouncing Dari words

From what we have discussed so far, we can generalize some rules about the placement of stress on Dari words. Here are some tips:

1. With infinitives, the stress generally falls on the last syllable. For example:
گرفتن /ge-ref-tan/ (The stress is placed on /tan/.)
2. In verb conjugations, the stress generally falls on the first syllable. For example:
مینوشم /mey-no-sham/ (The stress is placed on /mey/.)
3. With imperative forms, whether affirmative or negative, the stress generally falls on the first syllable. For example:
بنوش! /be-nosh/ (the stress is placed on /be/.)
ننوش! /na-nosh/ (the stress is placed on /na/.)
4. With nouns, the stress generally falls on the last syllable. For example:
خانه /khaa-na/ (the stress is placed on /na/.)

Lesson Vocabulary

 Listen and then write the English transliteration of the Dari words:

آب (او)	water
نان خشک [= نان]	bread
سبزی (ترکاری)	vegetable
میوه	fruit
گوشت	meat
برنج	rice
شوربا (شوروا)	soup
چای	tea
دوغ	buttermilk
شربت	juice
کله	cookies
سگرت	cigarettes
چای صبح [= ناشتا]	morning meal (breakfast)
نان چاشت ¹ [= طعام چاشت]	noon meal (lunch)
نان شب [= طعام شب] (نان شو)	evening meal (dinner)

¹ The word چاشت means 'noon' in Dari.

گرسنه (گشنه)	hungry
تشنه (تشنه)	thirsty
بسیار	very / many / much
... چطور؟	How about...?
نوشیدن / نوش / نوشید	to drink
سگرت کشیدن / کش / کشید	to smoke
خواستن / خواه / خواست	to want
خوش داشتن ^۲ / دار / داشت	to like
گرفتن / گیر / گرفت	to take (to consume)

² The verb خوش داشتن 'to like' must always be used with a direct object marked by را /raa/.

Homework

- A. 🎧 You will hear five expressions. Four fit together logically but one does not. Which one does not fit? Write it down in Dari.

What do the others have in common?

- B. 🎧 Listen and fill in the blanks with the missing words. Then translate each item into English.

صالح _____ است.

قاسم _____ را خوش دارد.

ناهِید چای _____ .

اسد _____ نمی کشد.

- C. Write the following in Dari:

Do you like buttermilk? (singular, formal)



Do you smoke cigarettes? (singular, formal)

Take the juice! (singular, informal)

Ahmad's grandfather is hungry.

Narrative (Structures)

As you work through the narrative model on the following page, you will discover examples of these structures:

Structure	 Dari	 English transliteration
'to be' in the present tense		
'to have' in the present tense		
'to eat' in the present tense		
'to like' in the present tense		
'to eat' + negation		
direct object marked by /raa/		

First listen to the model, one sentence at a time, and practice along with the native speaker. Which structure from the grid is present in the model? In the right hand column, write the way it sounds in English transliteration. Next, find the corresponding part in the text and copy it in the center column. By the end of the hour you should have all cells of the grid filled with one example.

Narrative (Model)

قاسم دهقان است. قاسم چای صبح نمی خورد. حالا او گرسنه و تشنه است. قاسم چاشت شوربا و نان خشک می خورد. شوربا گوشت و سبزیجات دارد. قاسم شوربا را خوش دارد.



© Aramco Thome Anderson

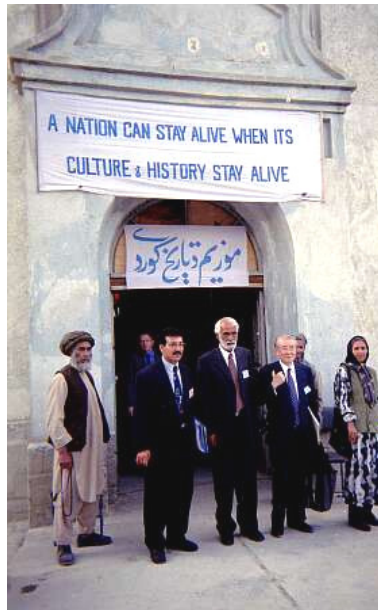
1. 🎧 Listen as the model is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voice, practice sounding like the native speaker.
3. Next, discover the structures listed in the grid on the previous page, and fill them in.
4. You may be called to the SmartBoard to point out items such as proper names, verbs, direct objects marked by /raa/, etc.

Narrative (Variations)

قاسم دهقان است. قاسم چای صبح نمی خورد. حالا او گرسنه و تشنه است. قاسم چاشنت شوربا و نان خشک می خورد. شوربا گوشت و سبزیجات دارد. قاسم شوربا را خوش دارد.

شب	سگرت کشیدن	چای	سبزیجات	تاجر	گوشت
برنج	میوه جات	آب	صبح	مامور	
دوغ	کلچه	شربت	ندارد	نان چاشنت	داکتر
نان شب	بعد از ظهر	فروشنده	شام	معلم	



1. Create new narratives about other people's meals and preferences by choosing different words from the box to replace the shaded parts of the text.
2. Use the remaining class time to practice talking about what these professors take at a breakfast, lunch or dinner buffet. Remember to use plural verb forms of 'to take.'



© UNESCO Boukhari

Exchange (Structures)

1. As you work through the exchange models on the next pages, you will discover examples of *conversational* forms that differ from formal Dari. Write first how they sound, then copy the Dari word(s) from the scripts. Also note their meaning:

Meaning	 Dari	 English transliteration

2. You will also find out some information. Write this information briefly in *formal* Dari:

Hassan drinks...	eats...	smokes (?)	does not like...

Shugoofa cooks...	Nasrin is...	Nasrin doesn't eat...	Nasrin likes...

3. Now ask questions and talk about the information you listed above. Practice different types of questions, such as Yes-No and "What...?"

Exchange (Models)

Ahmad is the host. He turns to one of his guests.

- احمد: حسن جان، برنج بخورین! شوروا بگیرین!
 حسن: تشکر. برنج می گیرم. مه بسیار تشنه استم. اومی خایم.
 احمد: دوغ چطور؟
 حسن: نی، تشکر. دوغه خوش ندارم.

 احمد: سگرت؟
 حسن: تشکر. سگرت نمی کشم.



© Mustafa Rasuli

1. 🎧 Listen as each exchange is played in segments, repeatedly. Do you understand what is being said?
2. As you pronounce the words along with the recorded voices, practice sounding like the native speakers.
3. Extract information and fill in the grids on the previous page.

Exchange (Models)

Two women talk about lunch.

نسرين: شگوفه، بری نان چاشت چی پخته میکنی؟
 شگوفه: برنج پخته می کنم. گشنه استی؟
 نسرين: بلی. بسیار گشنه استم.
 شگوفه: برنج گوشت داره. تو گوشته خوش داری؟
 نسرين: نی. گوشت نمی خورم.
 شگوفه: سبزیجات می خوری؟
 نسرين: بلی. سبزیجاته بسیار خوش دارم.



© Ellyn Cavanaugh, Ph.D.

Exchange (Variations)



© sxc

الف: تو _____ ره خوش داری؟

ب: نی. مه _____ و _____ خوش دارم.

الف: _____ و _____ خوش داری؟

ب: بلی.

1. 🎧 Listen.
2. Fill in the blanks.

Exchange (Variations)

- الف: برنج بگیرین! شوروا! _____!
- ب: تشکر، برنج. _____ شوروا ره خوش _____.
- الف: _____ می خایین؟
- ب: بلی، نان خشکه _____ خوش دارم.

* * * * *

- الف: بری _____ چی پخته میکنی؟
- ب: شوروا _____ می کنم. گشنه استی؟
- الف: بلی، بسیار _____ استم.
- ب: شوروا ترکاری داره. تو _____ می خوری؟
- الف: _____، مه ترکاری ره خوش دارم.

بسیار	نان خشک	گشنه	بخورین	نان شو
ترکاری	می گیرم	پخته	ندارم	بلی

1. Study the exchanges and think about which words are needed to complete them.
2. Select words from the options given in the box.
3. Practice the exchanges.
4. Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (affirmative statements to negative ones, or affirmative questions to negative ones), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.

Drills



© Luke Powell

Extended Practice

These are suggestions for personalized and integrated activities. Work briskly through the warm-up steps. Be prepared when you are called on. Your instructor will manage the time so that no more than 10 minutes are spent on the warm-up.

Warm-up (only one student per task)

1. Quickly give five or more commands you now know in Dari, including any classroom commands. Your neighbor will turn them into negative commands.
2. Say at least five items you can eat or drink.
3. Ask your teacher when he or she eats breakfast.
4. Say whether you smoke or not.
5. Say when you eat your evening meal.
6. Say whether or not you like cookies.
7. Dictate to your classmates five verb forms, based on this lesson's vocabulary. They will have to write and say what each means.

Talking about your friends

Choose a time of day. Picture one of your friends. Think about whether he or she is hungry or thirsty. What does your friend consume? Prepare notes.

Now talk about your friend.

Role-plays

One of the following situations is outlined in Dari. Which one?

شما درخانهٔ یک افغان مهمان استید. به گرمی استقبال و به خوردن و نوشیدن تشویق میشوید. از میزبان تان بخاطر دعوت او مؤدبانه تشکر کنید.

(1) You run into your instructor at the dining facility. You know from experience which foods and beverages are good.

- Encourage your teacher to take certain foods.
- Encourage your teacher to take a certain beverage.
- If your teacher is not sure he or she will enjoy the suggested item, suggest another: “How about...?”

(2) You chat with an acquaintance about your respective likes and dislikes of some foods and drinks. Afterwards, you share with a third party the peculiar likes/dislikes of your acquaintance.

(3) You are the guest at an Afghan’s house. You are welcomed and encouraged to eat and drink. Respond to your host’s invitation in a gracious way.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, pronouncing, listening and writing. Hone your dictionary skills.

برای خریداری مواد خوراکی به قیمت نازل و کوالیتی عالی
 یگانه نامی که بخاطر داشته باشید. کابل حلال میت

اقسام لبنیات	میوه جات خشک	اقسام گوشت حلال
قیماق	نقل بادامی	دیگ های پلوپزی
چکه و پنیر	نان افغانی	دیگ منتو
هرنوع شیرینی باب	برنج سیله	ضروف آشپزخانه
اقسام چاکلیت	کریم رول	خمیر آشک و بولا نی
	کیک و کلچه	کست و سی دی هنر مندان

© Nick Noori

1. Check out the list of advertised items. How many do you recognize?
2. Sound out any unfamiliar items. Can you guess their meanings?
3. Guess what type of business placed this ad.

قیماق چای

انواع آب میوه تازه

دوشنبه ها تا جمعه ها از ساعت ۳۰ : ۹ صبح تا ۶ شام
 شنبه ها از ساعت ۳۰ : ۹ صبح تا ۲ بعد از چاشت
 با سرویس عالی و قیمت های مناسب (مشتریان) همیشگی ما خواهید شد

© Shahbaz Taheri

1. Listen to the recorded advertisement. What is advertised?
2. When can you get these products?
3. Look up the circled word to find out who is being addressed.

عرضه کننده جدیدترین انواع تلویزیون ، ویدئو ، استریو ، یخچال رادیو ، اطو ، جارو برقی ، لباسشویی ، ظرفشویی
 و سایر وسایل الکتریکی

© Ali Parvin

1. Which items do you recognize in the above list?
2. Look up a number of unknown words in the list until you can guess the type of business that placed the ad.

REVIEW 1-4

This homework assignment must be completed in increments over 4 days (or 4 lessons). It contains elements of several lessons that are recombined in a new dialog. The assignment consists of a series of steps, all of which are to be turned in for a grade, on a weekly basis. Be sure to start early! Avoid the last minute rush. Turn in work that is neat, legible and complete. Substandard work will not be accepted.

Note: Following this outline, write this assignment on a separate sheet of paper and hand it in.

Part A

1. 🎧 Listen and transcribe.

حمید:

اسد:

حمید:

اسد:

حمید:

اسد:

2. Rewrite the segments in proper order to make a meaningful dialog.

3. Now write a narrative of two (2) sentences about Ali (in formal Dari) using the information from the dialog. Then, add one more sentence with information that you make up.

Part B

1. 🎧 Listen and transcribe.

اسد:

حمید:

اسد:

حمید:

اسد:

حمید:

2. Rewrite the segments in proper order to make a meaningful dialog.

3. Now write a narrative of three (3) sentences about Ali (in formal Dari) using the information from the dialog. Then, add one more sentence with information that you make up.