

DARI BASIC COURSE



***SEMESTER 2
Units 1-20***

STUDENT COPY

VALIDATION EDITION 2005

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

DARI
Basic Course

SEMESTER 2

Units 1-20

December 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>UNIT 1</i>	<i>UNIT 2</i>	<i>UNIT 3</i>	<i>UNIT 4</i>	Turn in weekly assignment for grade
0755-0845	Story 1 Homework check; discussion of episode	Story 2 Homework check; discussion of episode	Story 3 Homework check; discussion of episode	Story 4 Homework check; discussion of episode	Weekly Quiz TBD
0855-0945	Text 1 Focus on formal Dari	Text 2 Focus on formal Dari	Text 3 Focus on formal Dari	Text 4 Focus on formal Dari	
1000-1050	Dialog 1 Focus on conversational Dari	Dialog 2 Focus on conversational Dari	Dialog 3 Focus on conversational Dari	Dialog 4 Focus on conversational Dari	Friday Activity OR
1100-1150	Gisting 1 EEIs; summaries Cards 1 Vocabulary by topic	Gisting 2 EEIs; summaries Cards 2 Vocabulary by topic	Gisting 3 EEIs; summaries Cards 3 Vocabulary by topic	Gisting 4 EEIs; summaries Cards 4 Vocabulary by topic	Class Project
Lunch break					
1300-1330	Special assistance	Special assistance	Special assistance	Special assistance	Special assistance
1340-1430	Military 1	Military 2	Military 3	Military 4	(continued)
1440-1530	Authentic material	Authentic material	Authentic material	Authentic material	Quiz feedback
Homework	Story 2 Transcription + comprehension questions	Story 3 Transcription + comprehension questions	Story 4 Transcription + comprehension questions	Weekly assignment	Story 5 Transcription + comprehension questions

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Introductory Note

Semester 2 materials are provided in two volumes, Units 1-20 and Units 21-40. Each unit supplies content for five of the six instructional hours. Authentic material is not included in these units and must be prepared by the teachers on a daily basis.

Story

The story consists of 40 episodes that chronicle the events in the lives of an extended Afghan family. Each episode is a nightly homework assignment, helping students to develop strong listening comprehension skills. They are required to listen to the assigned recording and transcribe as much of it as they can. Comprehension will rarely be complete, because the narration contains some unknown vocabulary and idiomatic expressions. Students also read five Dari statements and, as a way of demonstrating their comprehension, label each either “True” or “False.”

Transcriptions and responses to True-False statements are checked first thing every morning to verify that the homework was done. The remainder of the first class period is devoted to discussion of the story. Dari should be used predominantly. The teacher may project the script of the episode on the SmartBoard so that students can correct their transcription, but copies of the script are never given to students as this would compromise the task of listening and transcribing each episode. Scripts are included in the Teacher Copy only.

The story runs through Semester 2 like a thread. Besides daily class discussion there is periodic review, and Oral Quizzes are a further opportunity to recall the events and comment on the story.

Texts

Texts provide information about Afghan life, history and culture in **formal** Dari. They are both recorded and printed. New or difficult vocabulary has been translated, but the English meanings are given in a scrambled order. Students should find the correct translations by paying attention to the context in which the expressions are used. Each text is followed by a dialog that is related to the topic.

Dialogs

Dialogs are presented in **conversational** Dari. Like the texts, they are recorded and the verbatim tapescripts are also provided. The scripts capture the sounds of spoken Dari, so the spelling is rather unconventional. Again, idiomatic or unknown expressions are glossed in English, but their order is scrambled and must be figured out from the context.

Dialogs for Gisting

Semester 2 provides extensive opportunity to practice gisting (summarizing) the important points of a conversation, and focusing learners' attention on spoken Dari. Each unit contains three dialogs for gisting. When working with these dialogs, detailed comprehension is not the objective but rather a general understanding of what the speakers are saying. The students will practice their note-taking skills while listening to these dialogs.

Card Activities

These are brief, 5-10 minute activities using flash cards. The purpose is to systematically review vocabulary by topics. Most of the vocabulary has already been introduced in Semester 1, with occasional new words added to each group. By coincidence, these topics may occasionally overlap with the unit topic. Card activities are normally scheduled for the same class period as the dialogs for gisting, taking up only a few minutes of the instructional hour.

Military Lessons

These lessons are presented in two formats: practice of commands (Units 1-20) and problem solving (Units 21-40). The English equivalents of the Dari expressions are provided, but in scrambled order. The military lessons are recorded.

UNIT 1 STORY 1



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1. 🎧 Listen to the episode. Transcribe as much of it as you can. Use the previous (blank) page.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت اول

۱. یک روز گرم بهار بود.
۲. خلیل سربیک پل ایستاده بود.
۳. دریای کابل آب نداشت.
۴. خلیل بسیار خوشحال بود.
۵. خلیل به بازار رفت.

3. Discuss your thoughts about the following questions:

- راجع به خلیل چه یاد گرفتید؟
- نام کدام فصل را شنیدید؟
- راجع به طفل چه گفته شد؟
- خلیل از خودش چه پرسید؟
- بعد از آن، او چه کرد؟

4.  Can you picture Khalil? Imagine his age, appearance, clothing, personality, occupation, interests, etc. Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 1

مدیر و کارمند او



مینا در بانک ملی افغان مدیر است. او زن مهربانی است که با کارمندان بانک رفتار دوستانه دارد. مینا پنجاه ساله است و اکثر کارمندان او را مثل خواهر بزرگ خود میبینند. مینا همیشه خوش دارد که به همکاران و کارمندان خود کمک کند و از احوال آنها با خبر باشد. کارمندان بانک ملی به مینا احترام زیاد دارند.

1. behavior / manners	5. like	9. aware
2. respect	6. most of	10. employees
3. well-being	7. friendly	11. kind
4. Afghan National Bank	8. director / manager	

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 1

An Employee Greet His Boss



- جاوید: آمر صاحب، سلام.
- مینا: سلام، چطور استین؟
- جاوید: تشکر.
- مینا: فامیل خوب اس؟
- جاوید: بلی، شما چی حال دارین؟
- مینا: تشکر، زنده باشین.
- جاوید: اولادها خوب استن؟
- مینا: سلامت باشین، چطور اس کارها؟
- جاوید: فضل خدا، کارها بسیار خوب پیش میره.
- مینا: کدام مشکلی ندارین؟
- جاوید: نخیر. آدمم که ده مورد یک موضوع همراهی شما گپ بزئم.
- مینا: بفرمایین جاوید جان.

- | | |
|--|----------------------|
| 1. things are going very well | 3. dear boss / ma'am |
| 2. with the blessings of God / thank God | 4. children / kids |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 1

1. First, read the following titles and think about what you might hear.


۱. دو شاگرد خود را به همدیگر معرفی میکنند.

۲. یک دکاندار با خریدار سلام و علیک میکند.

۳. یک معلم خود را به شاگردانش معرفی میکند.


۴. یک زن و شوهر با همدیگر صحبت میکنند.

۵. یک مرد با دوست خود سلام و علیک میکند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 1

Days of the Week


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

<i>Example:</i>	<u>E</u> جمعه	●	A. Monday
	یکشنبه	●	B. Tuesday
	شنبه	●	C. Wednesday
	دوشنبه	●	D. Thursday
	پنجشنبه	●	E. Friday
	سه شنبه	●	F. Saturday
	چهارشنبه	●	G. Sunday


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings. (See the example.)
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) from beginning to end of the Afghan week.
5. Draw a card. Make statements telling what you typically do on that day.
6. Draw a card. Without naming it, identify which (first, fifth, etc.) day of the week it is (state whether in Afghanistan or the U.S.), using Dari ordinal numbers. Another student will name the day.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 1

During Drill and Ceremony

 (Nine commands are recorded. These commands are given in the *plural* imperative form by a drill sergeant to a group of soldiers.)

Example:	<u>F</u> دريژ! •	A. Attention!
	مرش! •	B. At ease!
	سلاح اوژه! •	C. About face!
	سلام كي! •	D. March!
	راحت كي! •	E. On the double!
	تيارسي! •	F. Halt!
	مرش مرش! •	G. Salute!
	آرام سي! •	H. Shoulder the rifles!
	شاگرز! •	I. Put the rifles down!

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings. (See the example.)
3. Go outside. Your instructor will conduct drill and ceremony.
4. Take turns as the drill sergeant. Command the class in random order. Your classmates simulate the action to show their understanding.
5. Time permitting, your instructor will dictate a command. Transcribe and translate it.
6. Use the pictures on the following pages for review. Practice the vocabulary that you already know, and learn additional Dari words that can be used to describe what the soldiers and officers are doing.



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UNIT 2

STORY 2



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1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت دوم

۱. خلیل گفت : "دروازه ره بسته کو."
۲. دو سال آخر خوبترین سالهای زندگی خلیل و ماه گل بود.
۳. پسران و دختران خلیل از افغانستان رفته بودند.
۴. خلیل و ماه گل میدانستند که زندگی کردن در خارج آسان نبود.
۵. برای خلیل و ماه گل دوری از فرزندانها و نواسه های شان سخت بود.

3. Discuss your thoughts about the following questions:

- آیا خلیل روزبه خانه برگشت یا شب؟ چطور این را دانستید؟
- کی دروازهٔ خانه را برای او باز کرد؟
- ماه گل کی بود؟ آیا او پیر بود یا جوان؟
- خلیل و ماه گل چند فرزند داشتند؟
- فرزندان و نواسه های آنها کجا بودند؟ راجع به آنها چه میدانید؟ و چه نمیدانید؟

4.  Can you picture Mah Gul? Speculate about her age, appearance, clothing, personality, health, interests, etc. Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 2

جمیل و مادرش



جمیل یک پسر جوان بیست و پنج ساله است. مادرش میخواهد که جمیل با یک دختر خوب، قشنگ و پولدار ازدواج کند. حاجی عبدالرحیم یک تاجر کلان است. او وفامیلش از دوستان نزدیک خانواده جمیل استند. حاجی یک دختر بسیار زیبا دارد. مادر جمیل می خواهد امشب پسرش را به خانه حاجی ببرد. او با پسرش صحبت میکند و از او میخواهد که در مجلس سنگین باشد و بسیار مزاح نکند. جمیل نزاکت های اجتماعی را می داند و به مادرش قول می دهد که امشب در خانه حاجی زیاد گپ نزند و به دختر حاجی زیاد نزدیکی نشان ندهد.

1. social etiquette	5. (she) asks
2. (he) promises	6. not to fool around / not to horse around
3. (to) marry	7. not to get too close
4. (to) behave (himself) / be serious	8. party / meeting / gathering

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 2

A Mother Advises Her Son on how to Behave

- 🎧
- مادر: جمیل جان بچیم امشو ما مهمان استیم.
- پسر: خانه کی مهمان استیم، مادر جان؟
- مادر: خانه حاجی عبدالرحیم تاجر.
- پسر: خو... هموکه یک دختر مقبول داره؟
- مادر: آ، بچیم. مه ده همی باره می خایم که کتیت گپ بز نم.
- پسر: خو، مادر جان.
- مادر: کوشش کو که ده مجلس سنگین باشی. زیاد مزاق¹ نکنی. همراهی دختر زیاد نزدیکی نشان نئی. شاید خوش پدر و مادرش نیایه.
- پسر: مادر جان تشویش نکنین، مه ای نزاکت ها ره می فامم.

- | | |
|----------------------------------|---------------------|
| 1. party | 5. (we) are invited |
| 2. with you | 6. well / OK |
| 3. about this very same (matter) | 7. yes, my child |
| 4. not to fool around | |


1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

¹ مزاح کردن is the conversational form of 'to fool around / to horse around.'

GIST 2


1. First, read the following titles and think about what you might hear.

۱. یک مادر با پسر خود دربارهٔ ازدواج صحبت میکنند.
۲. دو دوست با همدیگر سلام و علیک میکنند.
۳. پدرکلان با نواسهٔ خود در مورد ازدواج صحبت میکنند.
۴. یک ملا و ملک قریه دربارهٔ کمک کردن به یک فامیل صحبت میکنند.
۵. یک پسر و یک دختر دربارهٔ مکتب خود صحبت میکنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 2

Time Intervals


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

هفته	●	A. second
قرن	●	B. minute
دقیقه	●	C. hour
ماه	●	D. day
ثانیه	●	E. week
سال	●	F. month
روز	●	G. year
ساعت	●	H. decade
دهه	●	I. century


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) from longest to shortest time interval.
5. Draw a card. Make statements, comparing the longer with the shorter. Explain your comparison by using “because....”
6. Draw two cards. Give definitions of each word and contrast them by using “however,”
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 2

During a Walk-through Inspection

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a trainer/sergeant to a group of soldiers.)

- | | |
|-------------------------------|----------------------------------|
| کمپل ها را قات کنید! | ● A. Open up the lockers! |
| لین شوید! | ● B. Straighten out the pillows! |
| الماری ها را باز کنید! | ● C. Fold the blankets! |
| موهای سرتان را اصلاح کنید! | ● D. Empty the trash cans! |
| دوله های کثافات را خالی کنید! | ● E. Line up! |
| بالشت ها را منظم کنید! | ● F. Polish your boots! |
| بوت های تان را رنگ کنید! | ● G. Get haircuts! |


1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did to prepare for inspection today.
5. Role-play: The recruit asks an experienced soldier to show him/her how to make the bed: “How should I straighten...?” “How should I fold...?” The soldier shows how it is done: “Watch how I ...” The recruit is told to try again, this time doing a better job.
6. Time permitting, your instructor will dictate an order given to a delinquent soldier. Transcribe and translate it.



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UNIT 3

STORY 3


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت سوم

۱. خلیل و خانمش از حویلی گذشتند.
۲. بوتهای شان را در دهلیز پوشیدند.
۳. آنها به یک اتاق کوچک داخل شدند.
۴. روی دیوار اتاق تنها یک قطعه عکس دیده میشود.
۵. نواسه های آنها در آلمان و امریکا زندگی میکردند.

3. Discuss your thoughts about the following questions:

- در مورد بوتهای خلیل و ماه گل چه شنیدید؟
- عکس ها در کجا بودند؟ و چه را نشان میدادند؟
- ماه گل از شوهرش چه پرسید؟
- چرا جواب خلیل "نه" بود؟
- برای ماه گل و خلیل چه چیز بسیار مهم بود؟ چرا؟

4.  Can you picture their home? Imagine its location, size, layout, furnishings and decor, etc. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 3

خانه نوو حیده



ماری ووحیده دوستان نزدیک استند. ماه گذشته، وحیده در کارته سه یک خانه کلان خرید. ماری بسیار خوش شد و برای تبریک گفتن به خانه وحیده رفت. وحیده میخواست برای خانه خود قالین، پرده های نو و بعضی چیزهای دیگر بخرد. شوهر وحیده بسیار مصروف بود. وحیده از ماری خواست که باهم به بازار بروند. ماری در خرید بهتر از وحیده است و بازارهای کابل را خوبتر می شناسد.

- | | |
|--------------------|------------|
| 1. shopping | 4. curtain |
| 2. to congratulate | 5. close |
| 3. together | |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 3

Two Women Talk about Buying New Furnishings



- ماری: وحیده جان، خانه نوت مبارک باشه! چی خوب کلان اس!
- وحیده: تشکر، زنده باشی! میخایم بری خانه خود قالین و پرده های نوبخرم. کمک میکنی؟
- ماری: چرا نی. چی وخت میخایی که بریم.
- وحیده: آگه وخت داری، امروز بعد از نان چاشت می تانیم بریم.
- ماری: شوهرت هم می آیه؟
- وحیده: نی، منصور بسیار کارداره.
- ماری: بهتر اس قالینته همراي شوهرت بخری. پرده ها ره امروز میخریم.
- دگه چی کار داری؟
- وحیده: بری آشپزخانه بعضی چیزهای ضروری کار دارم.
- ماری: اندازه پرده ها ره گرفتی؟
- وحیده: بلی گرفتیم.
- ماری: بسیار خوب. بعد از نان چاشت میریم.


- | | |
|----------------------|-----------------------------|
| 1. (he) is very busy | 4. necessary / urgent |
| 2. what else | 5. what a big (house) it is |
| 3. may you live long | 6. measurement |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 3


1. First, read the following titles and think about what you might hear.

۱. یک خانم به خانم دیگر آدرس جایی را تشریح میکند.
۲. یک مهندس در مورد ساختن خانه های نوبه یک مرد معلومات میدهد.
۳. دو خانم در مورد خرید و فروش قالین و پرده ها گپ میزنند.
۴. یک مرد میخواهد خانه نو بخرد.
۵. یک زن وشوهر درباره خانه نو خود صحبت میکنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 3


Time of Day

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)


شب	●	A. dawn / daybreak
بعدازظهر	●	B. morning
صبح	●	C. midday / noon
شام	●	D. afternoon
نصف شب	●	E. evening
سپیده دم / طلوع	●	F. late afternoon
ظهر / چاشت	●	G. night
دیگر / عصر	●	H. midnight

1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) from 00:00 to 23:59.
5. Draw a card. State what you typically do at that time during the week, on weekends, or while on vacation.
6. Draw two cards. Tell which comes earlier than the other. Someone else restates what you said but in reverse order, mentioning which comes later than the other.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 3 At a Medical Clinic

 (Seven commands are recorded. These commands are given in the *plural* imperative form by an official to a group of people.)

- | | |
|-----------------------------------|----------------------------|
| ● فورمه ها را امضا كنيد! | ● A. Show your ID cards! |
| ● به سوالات جواب بدهيد! | ● B. Sit over there! |
| ● در آنجا بنشينيد! | ● C. Fill out the forms! |
| ● منتظر داکتر باشيد! | ● D. Sign the forms! |
| ● کارتهای هویت تان را نشان بدهيد! | ● E. Wait for the doctor! |
| ● فورمه ها را خانه پری كنيد! | ● F. Go to the next room! |
| ● به اتاق پهلو برويد! | ● G. Answer the questions! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did at the clinic today before the doctor saw you.
5. Two-way interpretation: An interpreter assists the American personnel who in-process Afghans at a health clinic.
6. Time permitting, your instructor will dictate a statement that tells patients what they must do before they can see the doctor. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 4

STORY 4



© both sxc


1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت چهارم

۱. نبیل دریور تکسی بود.
۲. نبیل وشهلا دوپسر و دودختر داشتند.
۳. خانم نبیل در شرکت هوایی لوفت هانزا کار میکرد.
۴. نبیل آنروز نتوانست با پدرش صحبت کند.
۵. نبیل رفت تا یک مسافرا از هتل هیلتن بردارد.

3. Discuss your thoughts about the following questions:

- نبیل کی بود ودرکجا زندگی میکرد؟
- شہلا کی بود ودرکجا کارمیکرد؟
- نبیل وشہلا چند فرزند داشتند؟
- راجع به پدرومادرشہلا چه آموختید؟
- چرا نبیل نمیتوانست زود زود به کابل تیلفون کند؟ برای ماہ گل وخلیل، صحبت تیلفونی با فرزندان شان چرا مهم بود؟

4.  Can you picture Nabil and Shahlah's life? Imagine their surroundings and daily routines. What language(s) do they speak? How do they dress? And what about their children? Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 4

جغرافیای افغانستان



افغانستان در بخش جنوبی آسیا موقعیت دارد. همسایه های شمالی افغانستان، ازبکستان، تاجکستان و ترکمنستان استند. همسایه غربی این کشور، ایران و همسایه شرقی و جنوبی آن پاکستان میباشد. همچنین، افغانستان از طرف شمال شرق با جمهوری مردم چین همسرحد است. افغانستان به بحر راه ندارد. بیشتر منطقه های افغانستان کوهستانی است. افغانستان دریا های کلان نیز دارد. هیچکس جغرافیای کشور خود را نمی داند مگر اینکه مکتب رفته و درس خوانده باشد. شاگردان در افغانستان درس های جغرافیه را از صنف چهارم شروع میکنند.

1. unless	7. having a common border	13. eastern
2. northern	8. (it) is situated / is located	14. most of
3. geography	9. fourth grade	15. Asia
4. ocean	10. republic	16. region / area
5. part	11. (it) doesn't have access	17. western
6. southern	12. mountainous	18. moreover / also

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Practice the original narrative.
4. Create a variation.
5. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten it by eliminating some non-essential elements.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



© all Gary W. Bowersox "The Gem Hunter"

DIALOG 4

A Teacher Reviews the Previous Lesson about Afghanistan and Its Neighbors



- معلم: شاگردهای عزیز، امروز درس دیروزه تکرار میکنیم که راجع به سرحدات افغانستان بود.
- نادر: نادر جان، به طرف شمال، کدام مملکت ها با افغانستان همسرحد اس؟
- معلم: ازبکستان، تاجکستان و ترکمنستان.
- معلم: آفرین! نجیبه جان، ده غرب افغانستان کدام کشور قرار داره؟
- نجیبه: ایران ده غرب افغانستان واقع اس.
- معلم: ناهید جان، ده جنوب و شرق، کدام مملکت با افغانستان همسرحد اس؟
- ناهید: پاکستان.
- معلم: نادر جان، آیا افغانستان با چین مشترک داره؟
- نادر: بلی.
- معلم: بسیار خوب. هیچکس تاریخ و جغرافیای کشور خوده خوب نمی فامه، مگر اینکه مکتب رفته و درس خوانده باشه.


- | | |
|----------------------------------|-------------------------|
| 1. common | 4. bravo / well-done |
| 2. (it) is situated / is located | 5. (we) repeat |
| 3. dear | 6. borders / boundaries |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 4


1. First, read the following titles and think about what you might hear.

۱. یک زن و یک مرد در مورد استفاده از راه های آبی افغانستان گپ میزنند.
۲. یک قوماندان در مورد نقشه راه های افغانستان به عسکرها معلومات میدهد.
۳. یک معلم درس روز گذشته جغرافیا را از شاگردان میپرسد.
۴. یک معلم از شاگردان امتحان جغرافیه میگیرد.
۵. یک مرد با دوست خود در مورد جغرافیای افغانستان صحبت میکنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 4

Directions

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

مستقیم/ روبرو	●	A. left
بالا	●	B. right
راست	●	C. over
پهلوی	●	D. under
پایین	●	E. straight
دوراز	●	F. next to
زیر	●	G. away from
چپ	●	H. up
سر	●	I. down

1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them alphabetically as quickly as you can.
5. Draw a card. Compose a sentence containing the word you picked.

6. You want to take photos of this bridge from several different angles. Give the pilot of a chartered helicopter directional instructions.



7. Tell the cabdriver how to get to your home, and where to let you off.




© Nova


8. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 4

Conducting a Car Search

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a security official to a group of people.)

- | | | |
|----------------------------|---|---------------------------------|
| آن را به من بدهید! | ● | A. Turn off the engine! |
| انجن را گل کنید! | ● | B. Get out of the vehicle! |
| از موتور دور شوید! | ● | C. Open the trunk! |
| تول بکس را باز کنید! | ● | D. Open the glove compartment! |
| از موترا پیا بین شوید! | ● | E. Open this! (point it out) |
| جعبهء داشبورد را باز کنید! | ● | F. Hand it over! (point it out) |
| این را باز کنید! | ● | G. Move away from the car! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did to comply with a car search order today.
5. An interpreter assists the American security official who is conducting a car search. The car was stopped at a security checkpoint.
6. Time permitting, your instructor will dictate a statement that tells Afghan visitors what to expect when they come to the gates of the U.S. Embassy compound. Transcribe and translate it.
7. Use the picture on the following page for review. Practice the vocabulary that you already know.



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UNIT 5

STORY 5



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1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت پنجم

۱. نبیل به خواهرش که در هامبورگ بود تیلیفون کرد.
۲. پدر و مادر نبیل دو نامه آخر را دریافت نکرده بودند.
۳. نامه ها اول به پاکستان میرفت و از آنجا به کابل فرستاده میشد.
۴. سالهای بعد از ۱۹۹۵ برای مردم افغانستان سالهای بد بود.
۵. نبیل و جلیل میخواستند پدر و مادرشان را به کابل ببرند.

3. Discuss your thoughts about the following questions:

- راجع به جلیل چه میدانید؟ درباره او کمی صحبت کنید.
- نبیل از جلیل چه پرسید؟
- چه فکر میکنید؟ چرا والدین نبیل دو نامهٔ اخیر را نگرفته بودند؟
- در سالهای بعد از ۱۹۹۵، زندگی مردم در افغانستان چطور بود؟ و چرا؟
- چرا برای فرزندان خلیل و ماه گل مشکل بود که با آنها صحبت کنند؟

4.  Can you picture life in Kabul in the 1990s? Imagine the challenges and hardships that the people faced. Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 5

آب و هوای افغانستان



بیشتر مناطق^۱ افغانستان چهار فصل دارد. ولی منطقه های جنوب غربی معمولاً زمستان سرد ندارد و در آن جا ها برف نمیبارد. منطقه های مرکزی افغانستان خیلی سرد است و زمستان های سرد و تابستان های ملایم دارد. در کابل که پایتخت افغانستان میباشد، زمستان ها سرد و تابستان ها خشک و نسبتاً گرم است. جلال آباد که در شرق افغانستان میباشد، زمستان ملایم دارد ولی تابستانهای آن خیلی گرمتر از کابل است. کابل و جلال آباد در فصل بهار باران زیاد دارند ولی در تابستان هوای این دوشهر بیشتر آفتابی است.

1. rain	6. snow
2. capital	7. regions
3. relatively	8. central
4. southwestern	9. (it) doesn't fall
5. moderate / mild	10. very

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

¹ مناطق is the plural form of منطقه 'region' constructed by Arabic rule.



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DIALOG 5

Two Friends from Different Regions Discuss the Differences between the Seasons to Which They Are Used



- عارف: بیدار جان هوای کابل چقدر سرد اس! کدام کرتی یا جاکت فالتونداری؟
 رحیم: چرانی، دارم.
 عارف: ده جلال آباد هوا گرمتر بود. ده اونجه کتی یک پیران میگشتم. فکر نمی‌کدم که کابل ایقدر سرد باشه.
 رحیم: کابل زمستان سرد داره. تو خبر نداشتی که ما چار فصل داریم؟ ده خزان و بهار، هوا گوارا و ملایم اس. ده تابستان، گرم و افتوی.
 عارف: ما ده جلال آباد، یا تابستان داریم یا بهار. تابستان ما بسیار گرم اس. دگه وخت های سال همیشه مثل بهار اس.


1. the rest of the year	4. extra / spare
2. pleasant	5. (I) would live (figuratively)
3. jacket	6. sweater

1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 5


1. First, read the following titles and think about what you might hear.

۱. دو نفر دربارهٔ نتایج خشک سالی صحبت میکنند.
۲. رادیوی کابل دربارهٔ وضع هوا گزارش میدهد.
۳. یک کارمند وزارت زراعت در مورد پلان های نوصحبت میکند.
۴. دودوست از دو منطقهٔ افغانستان در مورد آب و هوا صحبت میکنند.
۵. دو مرد دربارهٔ لباس های زمستانی گپ میزنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 5

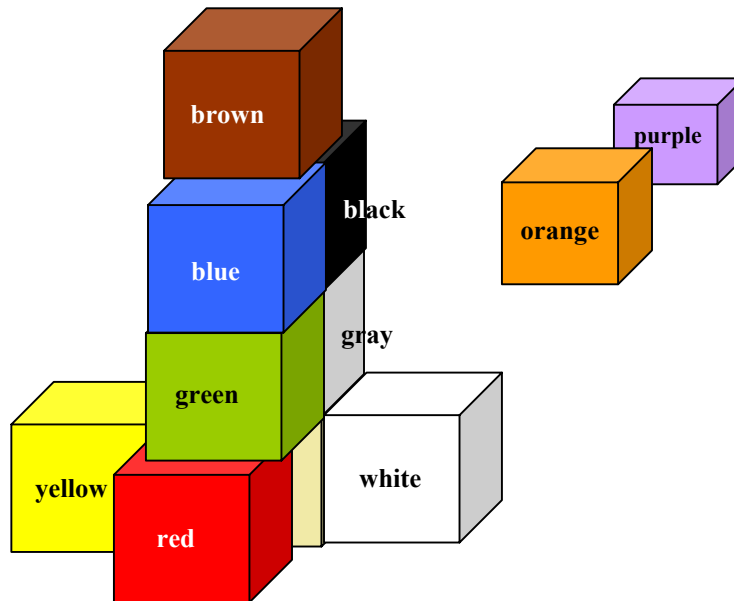
Locations

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

پیشرو	●	A. on the left
بالا	●	B. on the right
به طرف چپ	●	C. in the middle / center
زیر	●	D. on top
عقب/ پشت سر	●	E. underneath
به طرف راست	●	F. in front
دروسط/ مابین	●	G. behind


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them alphabetically as quickly as you can.

5. Draw a card. Compose a sentence using the colors below as subject(s).
6. Time permitting, your instructor will dictate a related sentence for transcription and translation.




MILITARY 5

Supervising Barracks Clean-up

 (Eight commands are recorded. These commands are given in the *plural* imperative form by the company sergeant to a group of soldiers.)

- | | |
|---------------------------|---------------------------------|
| کاشی ها را پاک کنید! | ● A. Sweep the floors! |
| پایپاک ها را بتکانید! | ● B. Fill the pails with water! |
| کثافات را بیرون ببرید! | ● C. Wash the windows! |
| ستل ها را از آب پر کنید! | ● D. Shake out the floor mats! |
| صافی های چتل را جمع کنید! | ● E. Scrub the tiles! |
| اتاق ها را جارو کنید! | ● F. Level the pictures! |
| عکس ها را راست کنید! | ● G. Take out the trash! |
| کلکین ها را بشویید! | ● H. Collect the dirty rags! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did during barracks clean-up today.
5. Role-play: The sergeant checks the soldier's work and finds that it was not done to specifications: there is still dirt on the floor mats, windows, tiles; there are still dirty rags and trash on the floor, etc. The soldier makes up excuses.
6. Time permitting, your instructor will dictate a statement that tells Afghan recruits a basic housekeeping rule. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary.



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UNIT 6

STORY 6


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحيح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت ششم

۱. خلیل وقتیکه به خانه آمد، خوشحال بود.
۲. اونامه دخترش را دریافت کرده بود.
۳. ماه گل عینک هایش را پوشید و نامه را خواند.
۴. فرزندان خلیل هر هفته باهمدیگر تیلیفونی صحبت میکردند.
۵. ویزه گرفتن مشکل بود.

3. Discuss your thoughts about the following questions:

- چرا خلیل با خوشحالی به خانه آمد؟
- ماه گل چه را میخواست بداند؟
- پیش از خواندن نامه، خلیل چه کرد؟
- فرزندان خلیل و ماه گل آنها را به کجا میخواستند دعوت کنند؟
- چرا نامه جلیل کوتاه نبود؟ اوراجع به چه چیزها نوشته بود؟

4.  Can you picture Khalil’s extended family? Imagine the different ways they care for one another, what they hope for, what they do for one another, etc. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 6

دوبندر مهم افغانستان در شمال و شرق این کشور



ماه گذشته، سازمان ملل متحد به افغانستان مقدار زیاد کمک های بشری فرستاد. این کمک ها اول به بندر حیرتان که در شمال افغانستان است، آورده شد. بندر حیرتان بین ولایت بلخ در افغانستان و شهر ترمز در ازبکستان موقعیت دارد و پل دوستی که بالای دریای آمو می باشد، دو طرف بندر را به هم وصل میکند. اموال تجار تی و کمک های بشری از راه این پل به افغانستان آورده میشود و بیشتر به ولایت های شمالی افغانستان تقسیم میشود. کمک هایی که به بندر تورخم میرسد به کابل، ولایت های شرقی و جنوبی فرستاده میشود. تورخم در ولایت ننگرهار، بین افغانستان و پاکستان موقعیت دارد.

1. province	6. commercial goods
2. (it) connects	7. Friendship Bridge
3. through / via	8. (they) are distributed
4. Oxus (Amu) River	9. port
5. humanitarian aid	10. mostly

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 6

Two Representatives of a Relief Organization Discuss Bringing Supplies to Different Cities' Distribution Centers



- نماینده: مامور صاحب، کمکهای سازمان ملل متحد چطور میتانیم ده شمارهای مختلف افغانستان توزیع کنیم؟
- مامور: ای مربوط به ایس که شما مواد کمکی ره از کدام بندر به افغانستان وارد میکنین. نماینده: از بندر حیرتان و تورخم وارد میکنیم.
- مامور: از بندر حیرتان ماده به بدخشان، مزار شریف، پلخمری، و هرات میرسانیم. نماینده: و از طریق تورخم به کدام مناطق روان می کنین؟
- مامور: به جلال آباد، کابل، غزنی و قندهار.
- نماینده: به صفحات مرکزی چطور؟
- مامور: صفحات مرکزی کوهستانی اس. بهترین وسیله ارسال مواد، طیاره اس.


1. (we) will deliver	4. through / via	7. means (of)
2. it depends on	5. central regions (parts)	8. representative
3. best	6. sending / dispatching	9. (you) import

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 6

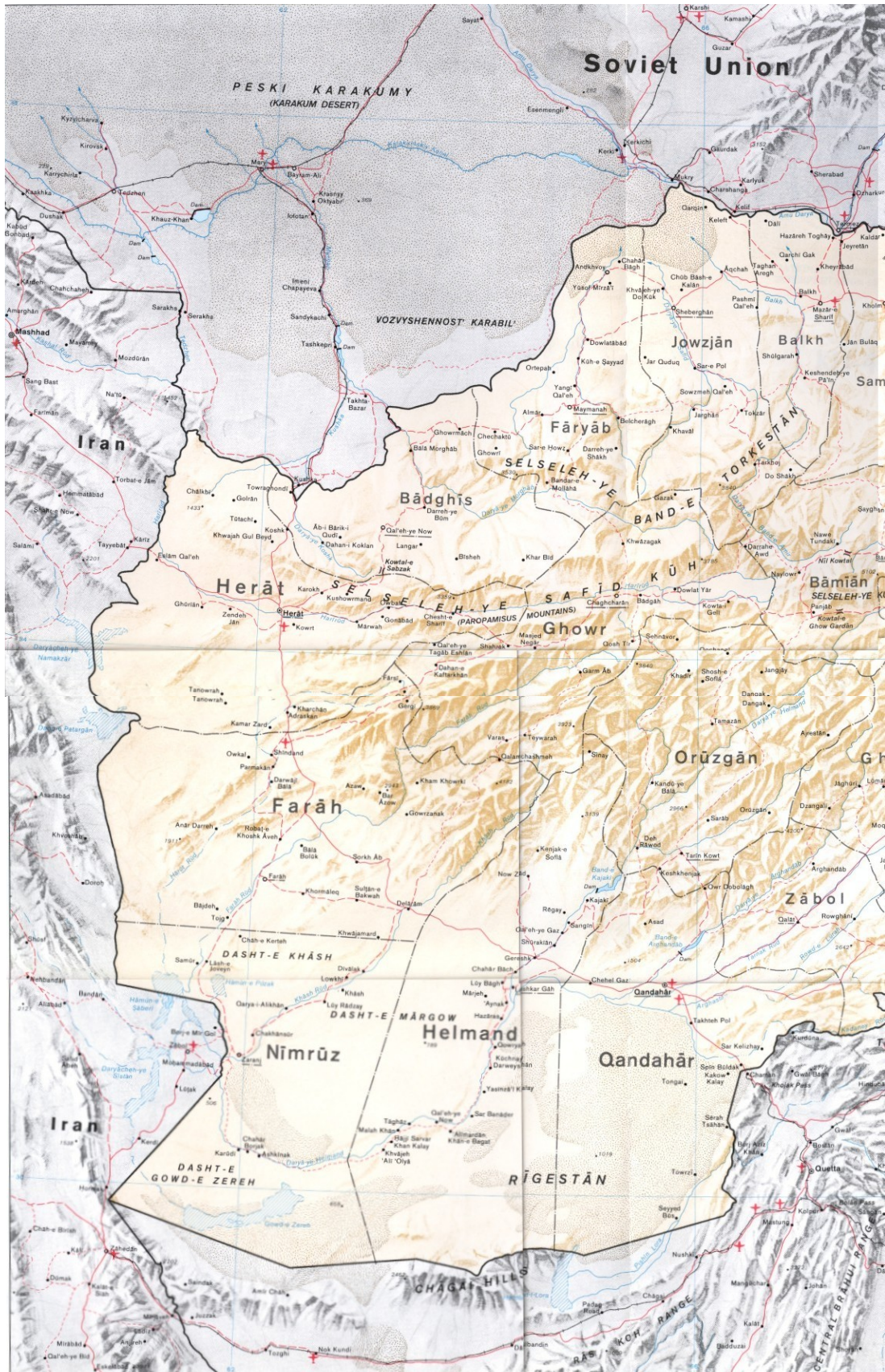
1. First, read the following titles and think about what you might hear.

۱. یک قوماندان دربارهٔ محافظت مناطق مهم گپ میزند.
۲. چند نفر دربارهٔ اهمیت شهرهای افغانستان صحبت میکنند.
۳. دو نفر دربارهٔ اهمیت شهر کابل صحبت میکنند.
۴. نمایندهٔ سازمان ملل متحد در مورد کمک‌ها به افغانستان معلومات میدهد.
۵. یک زن و یک مرد در مورد آب و هوای افغانستان صحبت میکنند.

2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.




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CARDS 6

Cardinal Directions


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

جنوبشرق	●	A. north
غرب	●	B. northeast
شمالغرب	●	C. east
جنوب	●	D. southeast
شمالشرق	●	E. south
جنوبغرب	●	F. southwest
شمال	●	G. west
شرق	●	H. northwest


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) clockwise and then counterclockwise.
5. Draw a word. Use this word in a quiz question about Afghanistan: “What is in the ...?” A classmate at the map will point out the region and call out a geographic name. (Use the map on the previous pages to verify the answers.)
6. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 6

Dispersing a Crowd

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a security official to a group of people.)

- | | | |
|-------------------------|---|-------------------------------|
| از سر راه پس شوید! | ● | A. Clear this area! |
| راه ورودی را بند نکنید! | ● | B. Do not block the road! |
| بگذارید که ما تیر شویم! | ● | C. Do not block the entrance! |
| سرک را بند نکنید! | ● | D. Do not block the exit! |
| راه خروجی را بند نکنید! | ● | E. Get out of the way! |
| این ساحه را تخلیه کنید! | ● | F. Do not stay here! |
| در اینجا نباشید! | ● | G. Let us pass! |


1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things a protester did that resulted in his arrest.
5. Two-way interpretation: An important visitor from the U.S. has arrived at the American Embassy in Kabul. A crowd has gathered to see who this visitor is. An interpreter assists the American personnel who are clearing the area around the compound.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the picture for review. Practice the vocabulary.



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UNIT 7

STORY 7


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت هفتم

۱. خلیل به دخترانش نامه نوشت.
۲. اودرنامه اش نوشت که در بازارهای کابل غذا نیست.
۳. درشفاخانه های کابل نه داکتر پیدا میشد نه دوا.
۴. اونوشت که ماه آینده عید رمضان خواهد بود.
۵. خلیل آرزو کرد که پسرانش نامهء او را به زودی دریافت کنند.

3. Discuss your thoughts about the following questions:

- در افغانستان، کدامیک آسانتر بود: فرستادن نامه به خارج یا دریافت کردن نامه از خارج؟
- زندگی خلیل و خانمش در کابل چطور بود؟
- آنها برای چه چیزی امیدوار بودند؟
- راجع به یک رخصتی عمومی افغانستان چه شنیدید؟
- خلیل به کجا و با کی میخواست برود؟

4.  Can you picture what life was like in Kabul? Imagine the people’s wants, needs, challenges, etc. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 7

عبدالله و رخصتی های او



ولایت پکتیا در جنوب افغانستان است. عبدالله که اصلاً از کابل بود، مجبور بود خدمت عسکری خود را در پکتیا تمام کند. کسانی که خدمت یک ساله عسکری می کردند تنها روزهای جمعه و روزهای عید و نو روز رخصت میشدند. وقتی عبدالله در رخصتی عید رمضان به خانه آمد، پدرش فکرمی کرد که او برای یک هفته در کابل خواهد ماند. ولی عبدالله تنها سه روز رخصتی داشت. او باید به قشله خود برمیگشت. عبدالله به پدرش و عده داد که در عید قربان برای یک هفته در کابل خواهد ماند.

- | | |
|----------------------------|------------------|
| 1. military service | 5. (to) complete |
| 2. one-year | 6. (he) had to |
| 3. (they) were given leave | 7. originally |
| 4. (he) promised | 8. those who |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 7

A Father Finds out from His Son when He Will Get Leave from the Army and Return Home for a Visit



- پدر: خو، بجیم، باز چی وخت پس خانه میایی؟
 عبدالله: والله، بابہ جان، پنج ماہ بعد پس میایم.
 پدر: یعنی ده عید رمضان نمیایی؟
 عبدالله: ده عید رمضان تنها سه روز رخصتی داریم.
 پدر: خی ده عید قربان چند روز رخصتی دارین؟
 عبدالله: ده عید قربان یک هفته رخصتی داریم. باز بخیر به دیدن تان می آیم.


- | | |
|-------------------------|------------------------|
| 1. (it) means / that is | 6. after five months |
| 2. to visit | 7. in that case / then |
| 3. OK, my child | 8. (I) will return |
| 4. again / back | 9. dear dad |
| 5. by God / well | |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 7


1. First, read the following titles and think about what you might hear.

۱. یک پدر میخواهد روزهای رخصتی پسرش را بداند.
۲. یک زن وشوهر درباره جشن استقلال صحبت میکنند.
۳. دونفردر مورد بازکردن یک دکان کلچه فروشی گپ میزنند.
۴. یک زن وشوهر در مورد روز تولد دخترشان صحبت میکنند.
۵. دونفردر باره روز چهارم یک دوست شان که فوت کرده است، گپ میزنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 7

City

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

- | | | |
|----------------|---|------------------------|
| شفاخانه | ● | A. paved road/street |
| چهارراهی | ● | B. government building |
| تعمیر دولتی | ● | C. hotel |
| هوتل | ● | D. town center |
| مسجد | ● | E. mosque |
| سرک پخته/ جاده | ● | F. intersection |
| پل | ● | G. bridge |
| مرکز شهر | ● | H. hospital |


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) as “architecture” or “infrastructure.”
5. Draw a card. Ask a classmate about this location: “Where is the ...?” He/she will give simple directions. Repeat them for confirmation. Alternatively, use the photo on the next page to ask about and point out different features.
6. Time permitting, your instructor will dictate a related sentence for transcription and translation.




© Luke Powell

MILITARY 7

At a Distribution Point

 (Seven commands are recorded. These commands are given in the *plural* imperative form by an official to a group of people.)

- | | |
|---|--|
| <p>از هر کدام، یک دانه بگیرید!</p> <p>تيله نکنید!</p> <p>به یک قطار ایستاد شوید!</p> <p>پیش بروید!</p> <p>تنها یک چیز را بگیرید!</p> <p>کتابچه های کوپون تان را نشان بدهید!</p> <p>نفرهای بعدی، نزدیک شوید!</p> | <ul style="list-style-type: none"> ● A. Line up single file! ● B. Do not push! ● C. Next ones, approach! ● D. Show your ration cards! ● E. Take one item only! ● F. Take one of each! ● G. Move on! |
|---|--|

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things that went wrong during yesterday's distribution.
5. Two-way interpretation: An interpreter assists the American security official who is overseeing the distribution of goods to needy Afghans. The needy ask for more than they are entitled to, or claim they did not receive their fair share.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following page for review. Practice the vocabulary.




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UNIT 8

STORY 8


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت هشتم

۱. خلیل نتوانست با فرزندانش تلفونی گپ بزند.
۲. در کابل، زنها نمیتوانستند به سرکها برآیند.
۳. پای ماه گل همیشه درد میکرد.
۴. خلیل میخواست با خانمش به هرات سفر کند.
۵. راه ها و شاهراه ها خراب شده بودند.

3. Discuss your thoughts about the following questions:

- چرا ماه گل نتوانست با فرزندانش تلفونی صحبت کند؟
- آیا راه رفتن برای ماه گل سخت بود؟ چرا؟
- خلیل در تلفون به فرزندانش چه گفت؟
- در مورد رفتن خلیل و ماه گل به هرات فرزندانشان چه فکرمیکردند؟
- درباره جنگ های داخلی در افغانستان چه شنیدید؟

4.  Can you picture Mah Gul? Imagine her limited options and the restrictions she faced as a woman. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 8

نوروز



نوروز در افغانستان مهمترین عننه کلتوری میباشد که از هزارها سال پیش به مردمان این سرزمین به میراث مانده است. نوروز که اول حمل در تقویم افغانستان است، مصادف با ۲۱ مارچ عیسوی میباشد. نوروز رسم دینی نیست و مردم اساساً آغاز بهار و زندگی دوباره طبیعت را جشن میگیرند ولی در جریان سال ها، بعضی عقیده های دینی به آن علاوه شده است. در نوروز، خانواده ها بهترین غذاها را میپزند و میله های پر جنب و جوش در هر گوشه و کنار افغانستان ترتیب می یابد. بازارها پر از میوه و دیگر خوراکی های نوروزی میشود و مردم معمولاً چند روز پیشتر از نوروز، برای یخت ویز نوروزی خرید میکنند.

1. foodstuff	8. recurring (new) life	15. nature
2. coinciding	9. (they) are arranged	16. cultural tradition
3. religious beliefs	10. cooking / cookery	17. each corner / everywhere
4. basically	11. calendar	18. Christian
5. (they) celebrate	12. land / territory	19. (it) has been left behind;
6. lively / joyful	13. religious custom	heritage
7. beginning	14. (they) have been added	

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 8

Two Sisters Plan Shopping for the New Year's Feast



- نَفِيسَه: شَفِيقَه جان، صبا بايد سوداي نوروze بخرِيم.
- شَفِيقَه: خوب شد كه يادم دادى. يك دانه مرغ سفيد و سبزي پالك ميخرِيم و برى شوسال نوسبزي چلو پخته ميكنيم.
- نَفِيسَه: برى هفت ميوه ^۱ خسته، يسته، كشمش، سنجد و چار مغز كاردارِيم ^۳.
- شَفِيقَه: بلى، بايد تمام اى ميوه ها يك شوپيش ترشوه و برى نوروz آماده باشه.
- نَفِيسَه: كلجه نوروزى ميخرِيم يا نى؟
- شَفِيقَه: بلى، حتماً ميخرِيم.

1. New Year's cookie	7. spinach
2. walnut	8. wild olive
3. (they should) be soaked	9. merchandise / goods
4. nut	10. raisin
5. pistachio	11. ready
6. reminded me	12. it is good

1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional activities.

¹ An Afghan dish consisting of white rice and spinach, usually served with yogurt.

² A traditional نوروz 'New Year's Day' treat prepared with seven specific dried fruits soaked in water.

نوروz 'seven fruits' is usually prepared before هفت ميوه.

³ In this context, كاردارِيم means 'we need.' كارداشتن also means 'to have a job,' 'I have a good job.' 'to be busy' (امروز بسيار كاردارم) 'I am very busy today.' and 'to need to talk to someone' or 'to have business with someone.' 'با شما كاردارم' 'I want to talk to you.'




© both Rosemary Stasek

GIST 8


1. First, read the following titles and think about what you might hear.

۱. دو همسایه در مورد کمبود مواد غذایی در افغانستان صحبت میکنند.
۲. یک مادر در مورد اینکه گوشت شور با خوب نیست شکایت میکند.
۳. صاحب خانه به مهمان خود چای تعارف میکند.
۴. دو خواهر در نظر دارند برای نوزاد غذا خرید کنند.
۵. یک مرد با دوست خود در مورد نوزاد صحبت میکند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 8

A Village

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

- | | | |
|-----------------|---|----------------------|
| چایخانه/ سماوار | ● | A. dirt road |
| بازار | ● | B. footpath |
| پل پیاده رو | ● | C. market |
| مقبره/ زیارت | ● | D. mud house |
| راه خامه | ● | E. footbridge |
| چاه آب | ● | F. shrine |
| مهمانخانه | ● | G. teahouse |
| خانه گلی | ● | H. well |
| راه پیاده رو | ● | I. inn / guest house |


-  Listen to the words until you are thoroughly familiar with them.
- Match them to their meanings.
- Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
- Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - alphabetically; and
 - by “architecture” and “infrastructure.”
- Draw a card. Tell about this location by describing it in a couple of sentences.
- Draw two cards. Tell how to get from one location to the other. Make up a route.
- Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 8

Conducting a House Search

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a commando to a group of people.)

- | | |
|---------------------------------------|---|
| این را باز کنید! | ● A. Open this door! |
| این چیزها را روی زمین تیت کنید! | ● B. Open this container (box / trunk)! |
| این دروازه را باز کنید! | ● C. Open this! (point it out) |
| در اینجا بنشینید! | ● D. Remove out the contents! |
| این صندوق (بکس/ تول بکس) را باز کنید! | ● E. Spread these items on the floor! |
| در آنجا ایستاد شوید! | ● F. Stand over there! |
| آن را خالی کنید! | ● G. Sit over here! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. The occupants of a house did not comply with a commando's orders. Report in the *past tense* three things that caused problems.
5. Two-way interpretation: An interpreter assists the American commando who is searching a residence. There is some evidence of contraband.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following page for review. Practice the vocabulary that you already know.




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UNIT 9 STORY 9


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت نهم

۱. در فریمان، زندگی برای افغانها بسیار سخت بود.
۲. ناهید و سمیع یک دخترک پنج ساله داشتند.
۳. اکثر افغانهای فریمان یکدیگر خود را می شناختند.
۴. سمیع و خانمش دو سال قبل به امریکا آمده بودند.
۵. شوهر ناهید در سوپرمارکت آلبرتسنز کار میکرد.

3. Discuss your thoughts about the following questions:

- راجع به افغان هاییکه در فریمان زندگی میکنند، چه یاد گرفتید؟
- آیا ناهید بر ادريا خواهر جوانتر از خودش داشت؟ اگر نداشت، چرا؟
- در مورد سمیع و فامیلش پیش از آنکه در فریمان زندگی کنند، چه میدانید؟
- چرا سمیع روزها درس نمیخواند؟
- سمیع و ناهید چه میخواستند باز کنند؟ و در کجا؟

4.  Can you picture Nahid and Samey? Imagine their age, appearance, clothing, personality, interests, etc. And what was their neighborhood and community like? Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 9

محفل عروسی



شب گذشته، در هتل کابل یک محفل کلان عروسی برگزار گردید. در محفل، دوستان همدیگر را دیدند، از موسیقی لذت بردند و غذا های خوشمزه خوردند. چنین معلوم میشود که پدر و مادر داماد پول زیاد مصرف کرده بودند. کیک عروسی خیلی زیبا و کلان بود و مهمان ها که آنرا دیدند، تعجب کردند. مهمان ها شنیدند که لباس عروس را از پاریس آورده بودند. داماد نیز یک دریشی سیاه قیمتی پوشیده بود. در دست عروس، یک دسته گل سفید بود و هر کس که آنرا می دید، فکر میکرد که گل تازه است.

- | | |
|--|----------------------|
| 1. (they) were amazed (astonished / surprised) | 6. party / gathering |
| 2. suit | 7. precious / costly |
| 3. when | 8. (it) was held |
| 4. bunch / bouquet | 9. cake |
| 5. (it) seemed (looked) like | 10. (they) enjoyed |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 9

A Husband and Wife Discuss a Wedding They Attended



- زن: عروسی دیشو خوشت آمد؟
 شوهر: بلی، محفل گرم و خوب بود.
 زن: غذا ها یش بسیار خوشمزه و فراوان بود.
 شوهر: راست میگی، پلو، چلو، چند قسم قورمه، کباب مرغ، کباب تکه و حتی کباب شامی هم پخته کده بودن.
 زن: فرنی، پودین و دگه شیرینی باب چقه زیاد بود.
 شوهر: موسیقی ورقص های عروسی دیشو بسیار جالب بود.
 زن: بلی، فکر میکنم که وخت مهمان ها خوش گذشت.
 شوهر: مه ره همطو محفل ها بسیار خوشم میایه.
 زن: راستی، ولی جان و خانمشه دیدی؟ تره مییالیدن.
 شوهر: بلی، دیدمشان.
 زن: قاسمه چطو؟ دیدیش؟
 شوهر: بلی، ده ساعت های آخرشو دیدمش. روز جمعه خانه ما می آیه.

- | | |
|--------------------------------|--------------------------------|
| 1. sweets / desserts | 8. (I) saw them |
| 2. chicken kabob | 9. pudding |
| 3. (they) were looking for you | 10. last hours / late hours |
| 4. plentiful / abundant | 11. music |
| 5. dance | 12. the guests had a good time |
| 6. meat stew with vegetables | 13. a type of pudding |
| 7. like this / such | 14. did (you) see him |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.




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GIST 9

1. First, read the following titles and think about what you might hear.


۱. یک زن وشوهر دربارهٔ محفل عروسی صحبت میکنند.
۲. یک پسر در مورد نان چاشت از مادرش سوال میکند.
۳. یک پیشخدمت در مورد غذا های رستوران به مشتری معلومات میدهد.
۴. یک مرد دوستانش را به خانهٔ خود دعوت میکند.
۵. دو مرد دربارهٔ آب و هوای کابل گپ میزنند.

2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.




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CARDS 9 Countryside


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

شاهراه	●	A. mountain
جنگل	●	B. valley
باغ میوه	●	C. river
تونل	●	D. lake
جهیل	●	E. forest
کوه	●	F. field
کشتزار / میدان	●	G. orchard
وادی / دره	●	H. highway
دریا	●	I. tunnel


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them as quickly as you can
 - a) alphabetically; and
 - b) as “natural” or “man-made.”
5. Draw a card. Tell about this location by describing it in a couple of sentences.
6. Draw two cards. Tell how to get from one location to the other. Make up a route.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 9

Instructing Local Guides

 (Nine commands are recorded. These commands are given in the *plural* imperative form by the commander to a group of hired guides/animal handlers.)

- | | | |
|---------------------------|---|------------------------------|
| حيوانات را ايستاد كنيد! | ● | A. Load the water canisters! |
| تمام چيزها را پايين كنيد! | ● | B. Load the equipment! |
| قطي هاي آب را بار كنيد! | ● | C. Load the foodstuff! |
| از حيوانات مواظبت كنيد! | ● | D. Load everything! |
| تجهيزات را بار كنيد! | ● | E. Unload everything! |
| تمام چيزها را بار كنيد! | ● | F. Get the animals ready! |
| حيوانات را حركت بدهيد! | ● | G. Move the animals! |
| مواد غذايي را بار كنيد! | ● | H. Stop the animals! |
| حيوانات را آماده كنيد! | ● | I. Take care of the animals! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. You returned from a journey with pack animals. You did not have a guide or animal handler. Report in the *past tense* three things you did yourself.
5. Role-play: The commander checks to confirm that the hired guide has done everything in preparation for the journey: "Did you...?" The guide has done some chores but not others. Some items seem to have disappeared.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 10

STORY 10



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1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت دهم


۱. یک شب سرد زمستان بود.
۲. خانم خلیل خواب بدی دیده بود.
۳. ماه گل مرغ سفید و سبزی چلوپخته بود.
۴. در خواب ماه گل، لاله های سرخ از هرات آورده شده بودند.
۵. خلیل به خانمش گفت: "آیا دوباره نوروزها را خواهیم دید؟"

3. Discuss your thoughts about the following questions:

- ماه گل وقتیکه خواب بود، چه دید؟
- چه قسم غذاها روی میز بود؟
- چرا همه اعضای خانواده لباس های زیبا پوشیده بودند؟
- خلیل چه چیز را به یاد آورد؟
- اوراجع به چه چیز شکایت میکرد؟



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4.  Can you picture Mah Gul's dream?
 What was so special about it?
 Discuss your ideas in pairs or small groups.
 Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 10

شفیقه در بازار



هفته گذشته شفیه بازار رفت. اودریک مکتب ابتدایی معلم است و شوهر ندارد. شفیه با مادرش در کوه سنگی زندگی میکند. او شش ماه پیش، از ایران به کابل برگشت. شفیه هنوز پول کافی برای خرید فرنیچر و قالین های قیمت ندارد. امروز در بازار همه چیز خیلی گران بود و شفیه کوشش می کرد تا برای فرش کردن اتاق های خود به عوض قالین، شطرنجی بخرد. شطرنجی ها نیز گران بودند و شفیه برای خریدن آنها باید با فروشنده خیلی چانه میزد.

- | | |
|-------------------------|------------------------------------|
| 1. (she had to) bargain | 5. a district in Kabul |
| 2. elementary | 6. floor covering |
| 3. (she) was trying | 7. a type of cotton floor covering |
| 4. the act of buying | |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 10

A Woman Drives a Hard Bargain to Get a Rug at a Low Price

- 🎧
- خریدار: ببخشین، ای سطرنجی^۱ ها دانه^۲ چنداست؟
 دوکاندار: اینا ره ارزان کدیم. کلان و خورد داره. کدامشه میخایی.
 خریدار: هموکلانش چند اس؟
 دوکاندار: بری خودت دوصد و هفتاد روپه^۳.
 خریدار: نی بابا، مه یکدانه^۴ شه از شارنویک صد و هفتاد روپه خریدم.
 دوکاندار: یکصد و هفتاد روپه؟ سطرنجی اصل نبوده. مال تا مال اس.
 خریدار: نی، مه سطرنجی ره خوب میشناسم. فکرِت باشه که سر مه قیمت نرنی^۴.
 دوکاندار: آخرش دوصد و پنجاه روپه میتم.
 خریدار: نی، دوصد و سی روپه.
 دوکاندار: خودصد و سی و پنج چطور اس؟
 خریدار: نی، مه از دوصد و سی روپه زیاد ندارم.
 دوکاندار: خوب صحیح اس. بگی.

- | | | |
|----------------|--------------------------------|--------------------------------|
| 1. no way | 3. all right / OK | 5. (I) have lowered the prices |
| 2. final price | 4. be careful / be considerate | 6. genuine / of high quality |

- 🎧 First, listen for the general idea. (Close your book for this task.)
- 🎧 (Open your book.) Read along as you listen.
- Match the vocabulary from the scramble box to the underlined words.
- Practice the original dialog with a partner.
- In pairs, create a variation.
- Identify the conversational forms and convert them to formal Dari.
- Time permitting, your teacher will conduct additional practice activities.

¹ سطرنجی is the conversational form of شطرنجی, a type of cotton floor covering usually thinner than a carpet.

² روپه or روپیه is the Dari version of 'Rupee,' a loan word from the Hindi language. In their daily conversations, Dari speakers often use it instead of *Afghani*.

³ This expression means, 'there is a difference between items' or 'it depends on the quality of the item.'

⁴ It means, 'don't try to rip me off.' It is not related to the verb زدن 'to hit' or 'to beat.'




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GIST 10


1. First, read the following titles and think about what you might hear.

۱. دوافغان درمورد بازارگپ می زنند.
۲. یک خانم نانوا با حمال صحبت میکند.
۳. خریدار و فروشنده دربارهٔ میوه ها گپ میزنند.
۴. یک زن و شوهر با همدیگر صحبت میکنند.
۵. یک خانم درمورد خریدن قالین با دکاندارگپ میزند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 10

Nature

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

ریگ	●	A. tree
آب	●	B. bush / shrub
سنگ	●	C. grass
بُتّه	●	D. rock
درخت	●	E. dirt / soil
گِل	●	F. sky
آسمان	●	G. water
سبزه / علف	●	H. sand
خاک	●	I. flower


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called upon, arrange them as quickly as you can
 - a) alphabetically; and
 - b) as “animate” or “inanimate.”
5. Think about the best way to complete the sentence “When I was 3 years old, I used to play with” State your sentence in Dari. Then use different ages and verbs (used to climb, draw, study, etc.)
6. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 10

On the Obstacle Course

 (Eight commands are recorded. These commands are given in the *plural* imperative form by a trainer/drill sergeant to a group of soldiers.)

- | | | |
|------------------------------------|---|---------------------------------|
| از سر جوی خیز بزنید! | ● | A. Scale the wall! |
| به روی دیوار بالا شوید! | ● | B. Jump off the wall! |
| از بین آب تیر شوید! | ● | C. Jump over the ditch! |
| به دور پایه بدوید! | ● | D. Crawl under the barbed wire! |
| تا خط آخر بدوید! | ● | E. Run around the pole! |
| از دیوار به پایین خیز بزنید! | ● | F. Climb the pole! |
| از زیر سیم خاردار به زحف تیر شوید! | ● | G. Wade through the water! |
| به روی پایه بالا شوید! | ● | H. Run for the finish line! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did on the obstacle course last week.
5. Role-play: The drill sergeant tells the recruit to do each of the activities *faster*. The recruit makes excuses.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 11

STORY 11

1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت یازدهم


۱. در کابل، در آن روزها هوا گرم بود.
۲. مردم نمیخواستند که از خانه های شان بیرون شوند.
۳. ماه گل در آشپزخانه پلومی پخت.
۴. در اتاق نشیمن، یک گرامافون قدیمی وجود داشت.
۵. گرامافون را پدر خلیل از روسیه آورده بود.



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3. Discuss your thoughts about the following questions:

- راجع به روزها و شبهای کابل چه شنیدید؟ کدام فصل سال بود؟
- چرا در آن عید قربان مردم خوش نبودند؟
- دربارهٔ فرنیچر خانهٔ خلیل و ماه گل چه میدانید؟
- آیا پدر خلیل گاهی به خارج سفر کرده بوده است؟ به کجا؟
- خلیل در آن روز دربارهٔ فرزندانش چه فکر میکرد؟

4.  Can you picture Khalil and Mah Gul's home? Imagine their furnishings and décor. What was special about it? Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 11

یونیفورم



در افغانستان، مثل اکثر کشورهای جهان، بر علاوهٔ عسکرها و قوای پولیس، بعضی کارمندان غیر نظامی هم یونیفورم میپوشند. مثلاً داکترها، نرس ها، پیلوت ها و مهمانداران و کارکنان شرکت هوایی آریانا، معلمین بعضی مکاتب، دختران مکتب، مامورین صفایی، دریورهای موترهای دولتی، و کارمندان هتل‌های کلان همه یونیفورم خاص خود را دارند. برازنده ترین همهٔ آنها، یونیفورم عسکرها و دیگر قوت‌های امنیتی می باشد که معمولاً رنگ سبز تیره، آبی تیره، خاکی و خاکستری دارد.

1. police force	8. beige
2. employees	9. sanitation workers
3. the most graceful / the most striking	10. world / universe
4. non-military	11. special
5. flight attendants / hosts (hostesses)	12. employees
6. government vehicles	13. security forces
7. teachers	14. for example

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 11

Two Men Discuss the Various Professional Uniforms in Use



- جاوید: سلیم جان، یونیفورم عسکرها و پولیس ها از هم فرق داره؟
- سلیم: بلی، رنگ یونیفورم های شان دگه قسم اس.
- جاوید: چی رنگ داره؟
- سلیم: پولیس ها یونیفورم خاکستری دارن. صاحب منصب های قوای زمینی، سبز تیره میپوشن. صاحبمنصب های قوای هوایی یونیفورم آبی تیره دارن.
- جاوید: داکترها و نرس ها هم یونیفورم دارن؟
- سلیم: بلی، از اونا سفید اس.
- جاوید: دگه کی یونیفورم میپوشه؟
- سلیم: معلم ها، دخترهای مکتب و مامورین صفایی.


- | | |
|---|---------------|
| 1. theirs | 4. who else |
| 2. dark blue | 5. dark green |
| 3. (they) are different from each other | |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 11


1. First, read the following titles and think about what you might hear.

۱. یک عمه و برادرزاده دربارهٔ لباسهای شان گپ میزنند.
۲. دو مرد دربارهٔ یونیفورم های عسکری با هم صحبت میکنند.
۳. نمایندهٔ یک موسسهٔ امداد بین المللی با مدیر تیم خانه صحبت میکند.
۴. دوسر باز دربارهٔ یونیفورم های نو خود گپ میزنند.
۵. دو خواهر دربارهٔ وضعیت بازار صحبت میکنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 11

Sizes


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

پایین/ پست	●	A. large
عریض/ وسیع	●	B. small
کوتاه	●	C. high
کوچک/ خورد	●	D. low
دراز	●	E. wide
باریک/ کمعرض	●	F. narrow
بزرگ/ کلان	●	G. long
مرتفع/ بلند	●	H. short


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them as quickly as you can
 - a) alphabetically; and
 - b) in pairs of opposites.
5. Draw a card. Quickly name several nouns that can be described by this adjective. For example, “low temperature.” Use at least one of these combinations in a sentence.
6. Use comparative and superlative forms when describing famous mountains, rivers, gorges, etc. Elaborate.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 11

During PT

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a sergeant to a group of soldiers.)

- | | |
|----------------------------------|------------------------------------|
| ● دراز بکشید! | ● A. Run ten laps! |
| ● ۵۰ مرتبه سینه کشی کنید! | ● B. Do 50 pushups! |
| ● بخیزید! | ● C. Do 50 jumps over the hurdles! |
| ● ۵۰ مرتبه از سرموانع خیز بزنید! | ● D. Stretch! |
| ● ۵۰ مرتبه ریسمان بازی کنید! | ● E. Jump rope 50 times! |
| ● ۱۰ دوره بدوید! | ● F. Get up! |
| ● عضلات خود را کش کنید! | ● G. Lie down! |


1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did during PT today.
5. Role-play: The sergeant verifies that the soldier has completed the exercises. The soldier complains about a problem, trying to get away with fewer exercises.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 12

STORY 12


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت دوازدهم

۱. فرزندان خلیل و ماه گل به آنها تیلیفون کردند تا عید قربان را تبریک بگویند.
۲. آنها برای پدر و مادرشان به کابل پول فرستاده بودند.
۳. خلیل و خانمش پول را دریافت کرده بودند.
۴. افغانها در آلمان و امریکا عید قربان را تجلیل کردند.
۵. کسانی که در عید از خویشاوندان شان دور بودند، غمگین بودند.

3. Discuss your thoughts about the following questions:

- آیا تیلیفون کردن از خارج به افغانستان و از افغانستان به خارج مشکل بود؟ چرا؟
- فرستادن پول چطور؟ آسان بود یا مشکل؟ چرا؟
- افغانها در امریکا و آلمان عیدهای شان چطور تجلیل میکردند؟
- چرا بعضی از آن افغانها در روزهای عید خوش بودند در حالیکه بعضی دیگر غمگین بودند؟
- فرزندان خلیل و ماه گل به چه امیدوار بودند؟

4.  Can you picture what Eid celebrations were like in Germany or in the U.S.? Imagine people’s busy work schedules, school activities, appointments, etc. How could Khalil’s children and grandchildren celebrate? Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 12

ترانسپورت



برای یک مدت زیاد، وضع ترانسپورت در افغانستان خراب بود. حتی در شهر کابل بس ها کم بود و تکسی هم به مشکل پیدا میشد. خصوصاً وقتی که مهاجرین افغان از ایران و پاکستان به افغانستان برمیگشتند، وضع ترانسپورت خرابتر میشد و مسافران برای روزها در شهرهای سرحدی منتظر میبودند تا برای آمدن به کابل موتر پیدا کنند. اگر در یک کشور جنگ داخلی ۲۵ سال دوام داشته باشد، نتیجه چنین خواهد بود. مهاجرین فکرمی کردند که اگر آنها پول داشته باشند، با موترهای شخصی می توانند به خانه ها و شهرهای خود برگردند.

1. result	7. situation / condition
2. border towns	8. particularly / especially
3. private cars	9. immigrants (repatriates)
4. bad	10. (they) were returning
5. such / like this	11. worse
6. hardly / with difficulty	12. traveler / passenger

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 12

Two Former Refugees Discuss Their Journeys Home



- نصیر: امین جان کی آمدین؟ از وختیکه ده کمپ بودیم دگه ندیدمتان.
 امین: ما پریروز آمدیم. شما چی وخت آمدین؟
 نصیر: از آمدن ما تقریباً سه ماه میشه. ما زیاد تر ده جلال آباد ماندیم. موتر پیدا نمیشد.
 امین: نی، حالی بسیار مردم پس میان. موتر هم فراوان اس.
 نصیر: خی، شما از تورخم تا کابل تمام راه ره ده موتر آمدین؟
 امین: بلی، از سرحد تا جلال آباد یک موتر خورده گرفتیم. صبایش کتی سرویس تا کابل آمدیم.
 نصیر: خی، حالی شرایط بهتر شده، ما مجبور بودیم که یک قسمت زیاد راه ره پیاده بیاییم.


- | | |
|-----------------------------|-----------------------------------|
| 1. on foot | 6. (it) has been three months |
| 2. the next day | 7. all the way / the entire route |
| 3. the day before yesterday | 8. again |
| 4. since the time | 9. (we) stayed |
| 5. longer / more | |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 12


1. First, read the following titles and think about what you might hear.

۱. دو مهاجر در مورد سفر خود به وطن صحبت میکنند.
۲. یک مادر و دختر میخواهند به دیدن دوست خود بروند.
۳. دو خانواده میخواهند روز جمعه میله کنند.
۴. یک مامور میخواهد برای رفتن سر کارت کسی بگیرد.
۵. دوزن دربارهٔ وضع تکسی ها صحبت کنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 12


Characteristics / Qualities

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)


سنگین	●	A. expensive
ارزان	●	B. cheap
قیمت	●	C. full
پر	●	D. empty
خفیف / سبک	●	E. new
خالی	●	F. old
کهنه	●	G. light (weight)
نو / جدید	●	H. heavy

1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them as quickly as you can
 - a) alphabetically; and
 - b) in pairs of opposites.
5. Take a pair of opposites. Compose a contrasting statement with “Before..., but now....”
6. Draw a card. Quickly name one or more nouns that can be described by this adjective. For example, “light clothing.” Use at least one of these combinations in a sentence.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 12 In the Orderly Room

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a sergeant to a group of soldiers.)

- | | |
|----------------------------------|--------------------------------|
| مکتوب ها را تایپ کنید! | ● A. File the forms! |
| به تلفون ها جواب بدهید! | ● B. Answer the phones! |
| فورمه ها را دوسیه کنید! | ● C. Prepare the duty rosters! |
| لست های نوکریوالی را ترتیب کنید! | ● D. Make the phone calls! |
| در جلسه اشتراک کنید! | ● E. Type the letters! |
| موجودی را اجرا کنید! | ● F. Attend the meeting! |
| مکالمات تلفونی را انجام دهید! | ● G. Conduct the inventory! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things that were not done in the orderly room today because the soldier was on sick leave.
5. Role-play: A new soldier has been assigned to the orderly room. The sergeant tells him what he has to do today and tomorrow. The soldier asks questions for clarification.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.

UNIT 13

STORY 13



© both sxc


1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت سیزدهم

۱. درمونشن، روزهای ماه نوامبرزود شام میشوند.
۲. آن روز، نبیل با خوشحالی به خانه آمد.
۳. یک ساعت بعد تر، خانمش هم به خانه رسید.
۴. یک پاکت کلان از ادارهٔ خارجی ها برای نبیل آمده بود.
۵. وقتیکه نبیل به خانه آمد، فرزندانش خواب بودند.

3. Discuss your thoughts about the following questions:

- آیا میتوانید در مورد فصل خزان درمونشن کمی صحبت کنید؟
- شهلا چه پخته بود؟ و وقتیکه شوهرش به خانه آمد، اودر کجا بود؟
- نبیل و شهلا چند فرزند دارند؟ چند پسر و چند دختر؟ آیا نامهای آنها را به یاد دارید؟
- نبیل وقتیکه پاکت کلان را از صندوق پُست گرفت، خود را چطور احساس میکرد؟
- نامهٔ ادارهٔ خارجیان چرا برای نبیل آنقدر مهم بود؟

4.  Can you picture Nabil's home in Munich? Imagine in what ways it was similar to his childhood home in Kabul, but also how it was quite different. Do you think the Alps reminded him of the Hindu Kush? Discuss your ideas in pairs or small groups. Speak only Dari.



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5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 13

سینما



بعد از تقریباً هفت سال، سینما ها و دیگر جاهای تفریحی در افغانستان به روی مردم¹ باز شد. جوانها که بیشتر علاقه مند سینما هستند، در روزهای آخر هفته یا به مسابقات ورزشی می روند یا به سینما. در یکی از همین روزهای آخر هفته، شوهر فریده به خانمش گفت: "آیا میخواهی امشب به سینما برویم؟" فریده با خوشحالی جواب داد که بلی اومیخواهد سینما برود. فریده از شوهرش پرسید: "کدام سینما؟" شوهرش گفت که چون سینمای آریوب به خانه آنها نزدیک است، بهتر است آنجا بروند. ولی فریده میخواست فلم سینمای پارک را ببیند. بنا بر آن، زن و شوهر آنشب به سینمای پارک رفتند.

- | | |
|---------------------|-----------------------|
| 1. more | 3. (they) were opened |
| 2. interested / fan | 4. recreational |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

¹ The phrase به روی مردم (lit., 'to the face of people') means 'to the public.'

DIALOG 13

A Young Couple Plans to Go to the Movies



- شوهر: فریده جان، میخایی امشوسینما بریم؟
 خانم: فکر خوب اس. کدام سینما؟
 شوهر: بهترین سینمای کارته پروان نزدیک خانه ماس.
 خانم: منظورت سینمای آریوب اس؟
 شوهر: بلی، به خاطریکه به تکسی و سرویس ضرورت نداریم. میتانیم پیاده بریم.
 خانم: مه میخایم سینمای پارک یا آریانا برم. فلم هایشه بسیار توصیف میکنن.
 شوهر: سینمای آریانا بسیار دور اس. اوقه وخت نداریم. سینمای پارک میریم.
 خانم: به سرویس بریم یا تکسی بگیریم؟
 خانم: تا چارراهی انصاری، از سرویسهای کارته پروان استفاده میکنیم. یاد از او، پیاده میریم. ده دقیقه راه اس.

- | | |
|-------------------|----------------------------------|
| 1. (we) can walk | 5. (they) praise a lot |
| 2. after that | 6. (it) is only ten minutes away |
| 3. that much time | 7. do you mean Aryoob Cinema |
| 4. up to | |

1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 13

1. First, read the following titles and think about what you might hear.


۱. یک زن وشوهر جوان میخواهند سینما بروند.

۲. یک مسافر برای اولین بار از هرات به کابل آمده است.

۳. یک توریست آدرس راه جلال آباد را میپرسد.


۴. یک مرد میخواهد برای رفتن به مزار شریف تکت سرویس بخرد.

۵. دودوست درباره رفتن به هرات گپ میزنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 13

Weather


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

برف	●	A. weather
درجهء سانتی گراد	●	B. temperature
آب و هوا	●	C. degrees Centigrade
ژاله	●	D. snow
دمه / غبار	●	E. rain
یخ	●	F. sun
باران	●	G. wind
درجهء حرارت	●	H. hail
آفتاب	●	I. ice
باد/ شمال	●	J. fog


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can.
5. Draw a card. Use this word in a conditional sentence (“If... then”)
6. Look out the window. Make statements about today’s weather. A classmate will predict a change of weather for tomorrow, using the future tense.
7. Select three cards whose words can be used to describe the weather, either in your home state --OR-- in Monterey. Describe the weather. Your classmates will guess home state or Monterey.
8. Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 13

At a Repair Project

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a sergeant to a group of workers.)

- | | |
|----------------------------------|-----------------------------------|
| دیوارها را رنگ کنید! | ● A. Move the furniture out! |
| پاک کاری کنید! | ● B. Repair the floor! |
| فرنیچر را بیرون ببرید! | ● C. Replace the windowpanes! |
| سامان ها را بیاورید! | ● D. Paint the walls! |
| صحن اتاق را ترمیم کنید! | ● E. Bring the tools! |
| این سامان را استعمال کنید! | ● F. Use this tool! (point to it) |
| شیشه های کلکین ها را تبدیل کنید! | ● G. Clean up the mess! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things that workers did today. Someone else reports three things that were not done today. Use the passive voice for this task.
5. Two-way interpretation: An interpreter assists the American sergeant who is directing the work at a repair project. The sergeant is calling over several workers, one at a time, and assigning them tasks. They ask questions for clarification.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 14

STORY 14



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1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت چهاردهم

۱. خانه خلیل در کارته پروان واقع بود.
۲. در آن عید قربان، همسایه های خلیل به فقیرها غذا دادند.
۳. کودکان بسیار خوشحال به نظر میرسیدند و در همه جا بازی میکردند.
۴. تنها یک تعداد مردم با دوستان نزدیک شان عید مبارکی کردند.
۵. مردم فکر میکردند که عید های گذشته خوبتر از این عید بود.

3. Discuss your thoughts about the following questions:

- از درس های گذشته، دربارهٔ عید ها در افغانستان چه میدانید؟
- عید قربان گذشته در جاییکه خلیل زندگی میکرد، چطور تجلیل شد؟
- چرا شیرینی های عید در بازار پیدا نمیشد؟
- مردم کابل راجع به آن عید چه گفتند؟
- خلیل در دستش چه داشت؟ و آن را در کجا گذاشت؟

4.  Can you picture what Afghans do when they celebrate in grand style and according to their traditions? Compare Afghan and Western-style celebrations, noting any similarities and differences. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 14

ورزش



مردم افغانستان به ورزش علاقه زیاد دارند. دریپهلوی ورزشهای عننوی مانند بزکشی و کشتی گیری، ورزش فوتبال، والیبال، باسکتبال و بوکسنگ نیز طرفداران زیاد دارد. ورزشهای سکی، تینس، بیسبال، موتردوانی و دیگر سپورت های امریکایی و اروپایی هنوز در افغانستان رواج ندارند، ولی مردم از طریق فلم ها و برنامه های تلویزیونی با سپورت های غربی آشنا هستند.

- | | |
|-------------------------------------|-----------------------------|
| 1. car racing | 6. besides / in addition to |
| 2. (they) aren't common / prevalent | 7. through |
| 3. familiar | 8. interest |
| 4. program | 9. fans / supporters |
| 5. European | |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 14

Two Friends Return from a Soccer Game



- شکور: مسابقه امروز چطور بود؟ خوشت آمد؟
 مرید: آن، خوشم آمد. بسیار جالب بود.
 شکور: بازی تیم آریانا عالی بود. مخصوصاً گول کیپرش خوب دفاع میکند.
 مرید: تیم آریانا، داشت و نداشت فقط یک گول کیپر داشت¹، اگه نی بازی ره نمی بردن.
 شکور: به نظرمه، تمام بازیکن های آریانا مؤفق بودند.
 مرید: مه صد فیصد طرفدار تیم آرش استم. نمیدانم که امروز چرا نتانستن خوب بازی کنن.
 شکور: تقصیر از فوتبالباز های ما نیس. ما باید مربی های خوب داشته باشیم.
 مرید: شکور جان، راس میگی. تنها مشکل مربی نیس. ما میدان های فوتبال کافی هم نداریم.

1. fault / shortcoming	6. did you like it	11. successful
2. goalkeeper	7. excellent / superb	12. player
3. in my opinion	8. (he) defended	13. well
4. coach / trainer	9. one hundred percent	14. otherwise
5. soccer player	10. (they) wouldn't have won	

1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

¹ This is an idiom meaning: 'All they had was their goalkeeper.'



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GIST 14


1. First, read the following titles and think about what you might hear.

۱. یک شخص میخواهد به همکار خود کمک کند.
۲. یک زن وشوهر به خانهٔ دوست خود می روند.
۳. دو دوست از یک مسابقهٔ فوتبال برمی گردند.
۴. یک زن وشوهر با همدیگر صحبت میکنند.
۵. دو دختر جوان دربارهٔ فلمی که دیده اند، گپ میزنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 14

Extreme Phenomena

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

سیلاب/ آبخیزی	●	A. storm
زلزله	●	B. drought
طوفان برف	●	C. flood
برفکوب	●	D. earthquake
لرکردن زمین	●	E. mudslide / landslide
خشکسالی	●	F. whiteout / blizzard
طوفان	●	G. avalanche


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can.
5. Draw a card. Describe the situation without naming it. A classmate will identify the situation based on your description.
6. Draw two cards. Say which situation is more dangerous, and why. Elaborate.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 14

At a Road Block

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a security official to a group of people.)

- | | |
|---|---|
| <p>از موتر بیرون شوید!</p> <p>اسناد تان را نشان بدهید!</p> <p>دور بخورید!</p> <p>بداخل موتر باشید!</p> <p>موتر را ایستاد کنید!</p> <p>از این پیشتر نروید!</p> <p>موتر را در کنار سرک متوقف سازید!</p> | <ul style="list-style-type: none"> ● A. Stop the vehicle! ● B. Turn around! ● C. Pull over to the side of the road! ● D. Don't go any further! ● E. Get out of the vehicle! ● F. Stay in the vehicle! ● G. Show your papers! |
|---|---|

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did while stopped at the security checkpoint today.
5. Two-way interpretation: An interpreter assists the official who turns back a busload of Afghans because the road ahead has become impassable.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the picture for review. Practice the vocabulary that you already know.



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UNIT 15

STORY 15

1. 🎧 Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت پانزدهم


۱. نبیل نامهٔ ادارهٔ پناهندگان را خواند.
۲. او باید فوراً خانه را ترک می‌کرد.
۳. نبیل باید کاغذهای زیاد را به ادارهٔ خارجیان آلمان میداد.
۴. او قصد داشت که پدر و مادر خود را اولاً به پاکستان بیاورد.
۵. فامیل نبیل برای خوردن نان چاشت دور میز نشستند.



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3. Discuss your thoughts about the following questions:

- والدین نبیل چرا باید اولاً به پاکستان سفر میکردند؟
- نبیل در مورد آمدن پدر و مادرش به آلمان، چه باید میکرد؟
- وقتیکه او با خانمش صحبت میکرد، راجع به زندگی چه گفت؟
- برای آنکه نشان دهد که خلیل و ماه گل پدر و مادرش هستند، نبیل چه باید میکرد؟
- چرا میخواست با برادر و خواهران خود تلفونی صحبت کند؟

4.  Can you picture the German bureaucracy? Imagine having to read and fill out forms in German, making appointments, speaking to German officials, etc. How did Nabil feel about it? Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 15

سفر با طیاره



بعد از حادثه های غمناک تروریستی در دنیا، سفر کردن با طیاره بسیار خطرناک معلوم میشود. برای جلوگیری از حادثه های دردناک، در میدان های هوایی، تدابیر جدی برای امنیت کارکنان و مسافران طیاره ها گرفته شده است. هر مسافر باید از دروازه امنیتی بگذرد. مسافران نباید با خود سلاح داشته باشند. هر مسافر در وقت معاینه امنیتی، باید همه چیزهای فلزی را از جیب خود بیرون بکشد. حتی ساعت، زیورات، کلیدها و غیره باید روی میز گذاشته شود. میدان های هوایی دنیا هر روز تجهیزات امنیتی خود را نوتر میکنند و اکثراً، مسایل امنیتی از طرف کمپیوترها اداره میشود.

- | | |
|--|--|
| 1. jewelry | 9. (they) are handled / are controlled |
| 2. metal objects | 10. prevention |
| 3. agonizing / distressing | 11. security gate |
| 4. (they) make newer / replace with newer ones | 12. inspection / checking |
| 5. issues / matters | 13. security |
| 6. incident / event | 14. terrorist |
| 7. serious measures | 15. tragic / sad |
| 8. world / universe | 16. (he / she should) take out |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 15

A Passenger Goes Through Security at the Airport



کارمند امنیت: لطفاً چیزهای فلزی داخل جیب هایتان سر میزبانین.
 مسافر: بسیار خوب.
 کارمند امنیت: به خیالم که هنوز ده جیب تان چیزی اس.
 مسافر: ببخشین. فراموش کردم کلی هایمه روی میزبانم
 کارمند امنیت: لطفاً از دروازه امنیتی تیرشوین.

کارمند امنیت: فکر میکنم هنوز هم کدام چیز فلزی ده جان تان اس.
 مسافر: شاید صدای دروازه به خاطر ساعت باشه.
 کارمند امنیت: پس لطفاً ساعت تانه بکشین و دوباره از دروازه بگذرین.
 مسافر: به چشم.
 کارمند امنیت: بسیار خوب. حالی میتانین تشریف ببرین.


1. on your body (on you)	5. my guess (I think)
2. pass / go through	6. you can go (very formal)
3. (I) forgot	7. because of
4. sound / noise / voice	

1. 🎧 First, listen for the general idea. (Close your book for this task.)
2. 🎧 (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 15


1. First, read the following titles and think about what you might hear.

۱. یک مسافر که به آلمان می‌رود، با کارمند شرکت هوایی صحبت می‌کند.
۲. یک مرد می‌خواهد بداند که پرواز آریانا چه وقت از دهلی به کابل می‌رسد.
۳. یک مسافر بکس خود را در میدان هوایی گم کرده است.
۴. یک مسافر باید از دروازه امنیتی بگذرد.
۵. یک مرد با دوست خود در مورد مسافرت به آلمان صحبت می‌کند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 15

Climate

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

گوارا	●	A. hot
افليم	●	B. cold
سرد/ خنک	●	C. freezing
مرطوب	●	D. moderate
شدید/ تند	●	E. humid
گرم/ داغ	●	F. arid
يخبندان	●	G. harsh
خشک	●	H. pleasant
معتدل	●	I. climate


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them as quickly as you can
 - a. alphabetically; and
 - b. as some pairs of opposites.
5. Draw a card. Describe what is written on it without using the word, in a roundabout way. A classmate will say the word, based on your description, and add an example of his/her own.
6. Draw two cards. Make a statement in which you use both words.
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 15

During Target Practice

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a weapons trainer to a group of soldiers.)

- | | | |
|---------------------------------|---|-------------------------------|
| اهداف را تثبیت کنید! | ● | A. Get into prone position! |
| به طرف هدف نشان بگیرید! | ● | B. Aim at the target! |
| اصابت ها را حساب کنید! | ● | C. Fire the guns! |
| وضعیت پروت را اختیار کنید! | ● | D. Reload the weapons! |
| به وضعیت تقویه شده قرار بگیرید! | ● | E. Check the targets! |
| با سلاح ها انداخت کنید! | ● | F. Count the hits! |
| سلاح ها را دوباره پر کنید! | ● | G. Get into support position! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you did during target practice today.
5. Role-play: The weapons trainer suspects that the recruit has a vision and/or hearing problem. The recruit is performing poorly during target practice.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 16

STORY 16


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت شانزدهم

۱. امروز جمعه بود و خلیل و ماه گل در خانه بودند.
۲. آنها در اتاق خواب شان، نزدیک بخاری نشسته بودند.
۳. در آن ساعت صبح ماه قوس هوای کابل سرد بود.
۴. ماه گل شب ها نمیتوانست بخوابد، به خاطریکه در باره خانواده فکر میکرد.
۵. خلیل به ماه گل گفت که وضعیت در کابل خوب نخواهد شد.

3. Discuss your thoughts about the following questions:

- آیا در زمستان هوای کابل مثل مانتری است؟ اگر نیست، چرا؟
- خلیل و ماه گل برای گرم کردن خانه شان چه میکردند؟
- آنها اکثراً راجع به چه با همدیگر صحبت میکردند؟
- خلیل چرا فکر میکرد که او و خانمش هم باید از افغانستان بیرون بروند؟
- آنها وقتی که با هم صحبت میکردند، چه قسم صدا را شنیدند؟ میتوانید راجع به آن گپ بزنید؟

4.  What were some customary things Afghan men and women did on weekends? Can you picture a typical Friday in Khalil and Mah Gul’s life? Would the “winter of a century” make a difference? Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 16

گرفتن پاسپورت




برای سفر کردن به بیرون از کشور، هرکس باید پاسپورت داشته باشد، ولی گرفتن پاسپورت و ویزه از سفارتخانه های خارجی کار آسان نیست. بعد از مدت های زیاد جنگ، سیستم اداره مملکت در حال خوب شدن است و پاسپورت افغانستان در دنیا دوباره رسمیت پیدا می کند. ولی برای گرفتن ویزه، هفته ها و ماه ها به کار است. ویزه تحصیلی، ویزه سیاحت، ویزه تجارت و غیره از خود شرایط جدا گانه دارد. یکی از سند های مهم برای گرفتن ویزه، سرتیفیکت صحتی می باشد که هر مسافر افغان باید آن را تهیه کند. اگر سرتیفیکت صحتی گرفته نشود، برای مسافرین ویزه صادر نخواهد شد.

1. student visa	9. (it) is improving
2. separate conditions	10. foreign embassies
3. (he / she) must obtain it	11. tourism
4. visa	12. passport
5. administration system	13. for itself
6. health certificate	14. document
7. (it) will not be issued	15. (it) is needed / required
8. (it) is receiving recognition	



1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 16

A Person Who Wants to Visit England Asks His Friend about Getting a Visa and Health Certificate

- 
- منصور: سمیع جان، پاسپورته به خیر¹ گرفتم. به نظر تو گرفتن ویزه² انگلستان سخت اس؟
- سمیع: بلی، بسیار سخت اس. اول باید تکت دوطرفه³ کابل- لندن داشته باشی. دوم باید سرتفیکیت صحی بگیری.
- منصور: سرتفیکیت صحی چیس؟
- سمیع: کسایی که به اروپا و امریکا سفر میکنن، باید سرتفیکیت داشته باشن.
- منصور: اوره از کجا بگیرم؟
- سمیع: از شعبه⁴ و اکسیناسیون⁵ ده وزارت صحت عامه.
- منصور: کارش زیاد اس؟
- سمیع: بلی. دوسه هفته⁶ کار داره. باید همه واکسین⁷ های لازمه⁸ بگیری.
- منصور: پس بهتر اس تاریخ حرکت خود ه تغییر⁹ بتم.

1. roundtrip ticket	4. (I should) change	7. vaccine
2. office / department / branch	5. in your opinion	8. (it) takes 2-3 weeks
3. vaccination / immunization	6. necessary	9. secondly


1.  First, listen for the general idea. (Close your book for this task.)
2.  (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

¹ The word خیر (also spelled بخیر) is an idiom used to express goodwill and optimism. For example: 'I am glad you came back safely.' خوش شدم که به خیر پس آمدید. 'good night,' شب به خیر 'bon voyage,' سفر به خیر

GIST 16


1. First, read the following titles and think about what you might hear.

۱. یک مرد در مورد گرفتن ویزه انگلستان با دوست خود صحبت میکند.
۲. یک مسافر در مورد گرفتن پاسپورت با مامور گپ میزند.
۳. یک مسافر میخواهد در پرواز مزار شریف برای خود جای ریزرف کند.
۴. یک زن درباره سفر به آلمان با شوهرش صحبت میکنند.
۵. یک مرد وزن درباره سفر به امریکا صحبت میکنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 16

Animals

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

خر / مرکب	●	A. dog
بز	●	B. horse
سگ	●	C. cow
پشک	●	D. goat
شتر	●	E. sheep
اسپ	●	F. donkey
گاو	●	G. camel
پرندہ	●	H. bird
گوسفند	●	I. cat


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them as quickly as you can
 - a. alphabetically; and
 - b. as “pets” or “food source.”
5. Draw a card. Describe the animal in terms of its relationship to people or its usefulness, its natural habitat, etc.
6. Draw two cards. Compare the two animals. (For example, bigger versus smaller; more expensive; more useful, etc).
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 16

Conducting a Body Search

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a security official to a group of people.)

- | | |
|-------------------------------------|---------------------------------------|
| دست های خود را بالای سرتان بگذارید! | ● A. Listen to our commands! |
| شورنخورید! | ● B. Lift your arms! |
| به قومانده های ما گوش کنید! | ● C. Turn around! |
| دست های خود را بالا کنید! | ● D. Spread your feet! |
| پاهای خود را از همدیگرددور بگیرید! | ● E. Put your hands on your head! |
| دوربخورید! | ● F. Put your hands behind your back! |
| دست های خود را به پشت تان بگیرید! | ● G. Do not move! |


1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you asked an Afghan to do as you prepared to search him today. However, he did not comply and you had to take him into custody.
5. Two-way interpretation: An interpreter assists the American security official who is conducting a body search of an Afghan. The person was found on the grounds of the American embassy in Kabul.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following page for review. Practice the vocabulary that you already know.



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UNIT 17

STORY 17


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت هفدهم

۱. فرزندان خلیل و ماه گل میخواستند که آنها را از افغانستان بیرون کنند.
۲. نبیل سه هفته پیشتر با برادر و خواهرانش تلفونی صحبت کرده بود.
۳. خلیل میخواست به کشورهای بیگانه سفر کند.
۴. او فکر میکرد که وضعیت در افغانستان بد تر خواهد شد.
۵. خلیل وقتیکه گپ میزد، اکثراً "انشالله" میگفت.

3. Discuss your thoughts about the following questions:

- فرزندان خلیل و ماه گل کجا رفته بودند؟ و چرا؟
- آیا گفته میتوانید که چرا در آن وقت افغانستان یک جای خوب برای زندگی کردن نبود؟
- در آن سال ها، افغانها در کدام کشورها میتوانند آرامتر زندگی کنند؟ و چرا؟
- آیا خلیل میخواست به کشورهای خارجی سفر کند؟ او چه فکر میکرد؟
- آیا میتوانید راجع به زندگی خلیل و ماه گل بعد از رفتن فرزندان شان از افغانستان، کمی صحبت کنید؟

4.  Can you picture what traveling must have been like? Imagine the limited means of transportation available to Afghans, and the hardships they had to endure while traveling. At that time, which routes were open to them? And what did people take with them? Discuss your ideas in pairs or small groups. Speak only Dari.

5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 17

وضع امنیت در شهرها



وضع امنیت به تدریج در افغانستان خوب می شود و مردم بعد از دیدن سال های دراز بی امنیتی، اینک به خوبی و خوشی زندگی می کنند. وضع اقتصادی کشور نیز به سرعت انکشاف می یابد و در بازارها فراوانی به چشم می خورد. برای خوب نگهداشتن وضع امنیت، قوت های پولیس در شهرها خیلی فعال استند و هر روز، موثرهای زیادی از طرف پولیس تلاشی می شوند و کسانی که با خود سلاح داشته باشند، دستگیر میگردند. هر روز، تعداد بیشتر جوان ها به اکادمی پولیس داخل می شوند. تشکیلات پولیس در افغانستان مدرن ساخته میشود و پولیس به مردم خدمات فراوانتر را فراهم میکند.

- | | |
|---------------------------------|---|
| 1. organizations | 10. lack of security |
| 2. (they) are being arrested | 11. police academy |
| 3. economic situation | 12. (it) is being observed |
| 4. active | 13. to keep / to maintain |
| 5. gradually / little by little | 14. security situation |
| 6. (they) provide | 15. forces |
| 7. now | 16. abundance |
| 8. services | 17. (it) is being improved (is improving) |
| 9. (they) are being modernized | |

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 17

A Policeman Stops a Taxi Driver



- پولیس: ایستاد شو!
- رانندهٔ تکسی: خیریت اس؟
- پولیس: تول بکس موترته وازکو.
- رانندهٔ تکسی: بسیارخوب.
- پولیس: ای بکس سیاه ره وازکو.
- رانندهٔ تکسی: صاحب، ای بکس ازیک مسافراس. ده تکسی یادش رفته.
- پولیس: بسیارگپ نزن. بکسه وازکو. اووو... ای تفنگچه ها ده اینجه چی میکنه؟
- رانندهٔ تکسی: مه خبرندارم. گفتم که ازمه نیس.
- پولیس: تکسی ره ده همینجه بان وده موترپولیس بالا شو.
- رانندهٔ تکسی: صاحب، مه خوکدام گناه نکدیم.
- پولیس: بازده ای مورد ده ماموریت پولیس گپ میزنیم.


- | | |
|--|---------------------|
| 1. I haven't done anything wrong, have I | 3. is everything OK |
| 2. (he / she) has forgotten | 4. I am not aware |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 17


1. First, read the following titles and think about what you might hear.

۱. قوماندان پولیس با یک مامور دربارهٔ شرایط شمول به اکادمی پولیس صحبت میکند.
۲. پولیس یک رانندهٔ تکسی را در سرک ایستاد میکند.
۳. یک مرد در مورد آمدن دزد به خانه اش گپ میزند.
۴. یک مادر در مورد پسر همسایه اش به پولیس شکایت میکند.
۵. یک مرد با دوستش سلام و علیک میکند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 17

Seasons

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

خزان	●	A. season
فصل بارانی	●	B. spring
زمستان	●	C. summer
فصل / موسم	●	D. fall / autumn
بهار	●	E. winter
فصل خشک	●	F. dry season
تابستان	●	G. rainy season


1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can.
5. Select a card. Describe the season as if you were in Washington, D.C.
6. Select a card. Tell your classmates that you will be going to Afghanistan during that season. They give you reasons why this will be either a good time or a bad time to go.
7. Select two cards. Compare the two seasons (e.g., earlier in the year versus later; warmer versus colder; more pleasant versus less pleasant, longer versus shorter days, etc.).
8. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 17

Assisting a Trauma Unit

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a medic to a group of people.)

- | | |
|--------------------------------------|--------------------------------|
| منتظر امبولانس باشید! | ● A. Stay calm! |
| این را باز کنید! | ● B. Do not move! |
| آرام باشید! | ● C. Show where you are hurt! |
| این کار را بکنید! | ● D. Wait for the ambulance! |
| شور نخورید! | ● E. Remove this! (garment) |
| نشان بدهید که کدام جای تان درد دارد! | ● F. Open this! (garment) |
| این را بکشید! | ● G. Do this! (demonstrate it) |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Describe in the *past tense* three things you asked an injured Afghan to do, as you assisted the medic. Use reported speech.
5. Two-way interpretation: An interpreter assists the medic who is attending to a trauma victim. The victim is not aware of the severity of the injury, and wants to leave.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.



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UNIT 18

STORY 18



© both sxc


1. Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت هژدهم

۱. شوهر دینا، دوستان امریکایی خود را به نان شب دعوت کرده بود.
۲. غذا های خوشمزه امریکایی روی میزنان گذاشته شده بود.
۳. تمام آن غذاها را دینا به کمک شوهرش پخته بود.
۴. بعد از خوردن نان شب، مهمانان خواستند به دینا کمک کنند.
۵. افغانها خوش ندارند که مهمانان آنها درخانه شان کارکنند.

3. Discuss your thoughts about the following questions:

- فرید و دینا در آن شب چه چیزی را ترتیب داده بودند؟ و برای کی؟
- چرا مهمان های آنها تعجب کردند؟
- مهمانهای افغانها معمولاً قبل از غذا چه میخورند؟
- دوستان امریکایی فرید بعد از نان شب، چه میخواستند بکنند؟
- آنها چرا خود را ناراحت احساس میکردند؟

4.  Can you picture Dina in the kitchen? Imagine the dishes, beverages and desserts she prepared. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 18

سیستم مخابرات



در زندگی امروز، سیستم مخابرات اهمیت زیاد دارد. داشتن تلفون در خانه ها، محل کار و موترها به مردم کمک زیاد می‌رساند. در این اواخر، در شهر کابل بسیاری کسان تلفونهای جیبی خریده اند و با خوشحالی از آن استفاده میکنند. کارمندان مخابرات نیز با علاقه مندی زیاد کار میکنند تا سیستم مخابرات را در افغانستان هر چه بیشتر فعال سازند. مردم با اشتیاق به خانه های خود تلفون می گیرند. داشتن تلفون بسیار ضرور است. خصوصاً، در وقت حادثات ترافیکی، رساندن مریضها و زخمی ها به شفاخانه و یا خبر دادن به پولیس و اطفائیه، تلفون یک نیاز مندی حیاتی شمرده می شود. آژانس خبری فرانس پرس در گزارش نهم دسمبر سال ۲۰۰۳ خود خبر داد که برای انکشاف دادن سیستم مخابرات در افغانستان، به ۳۰۰ میلیون دالر ضرورت است.

1. traffic accidents	8. importance / significance
2. to improve	9. interest / attachment
3. vital	10. workplace
4. anxiously / enthusiastically	11. news agency
5. persons / people	12. report
6. injured / wounded	13. to inform / to report
7. communications	14. as much as possible

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 18

A Person Who Witnesses a Car Hit a Tree Asks for Help from a Nearby Resident



- شاهد: ببخشین. تیلیفون دارین؟ ده نزدیکی خانه تان یک موتر به درخت خورده. در یور شدیداً زخمی شده. باید به پولیس و شفاخانه خبر داده شوه.
- صاحب خانه: ما خوتیلیفون نداریم. همسایه ما داره. مه فوراً یک نفره اونجه روان میکنم که تیلیفون کنه. مه وشما به محل واقعه میریم که به زخمی کمک کنیم. تنها در یور زخمی اس؟
- شاهد: فکر می کنم که یک خانم پیر هم ده موتر اس و کمی اوگارشده. از موتر پایان شده نتانست.
- صاحب خانه: خی اجازه بتین که خانم خوده بیارم تا به او خانم پیر کمک کنه.
- شاهد: بسیار خوب. لطفاً عجله کنین. در یور خون ریزی داره.


1. accident scene	4. allow me / let me	7. vicinity / nearby
2. (she) is hurt	5. seriously	8. (it should be) reported
3. hurry up	6. (it) has hit	9. (I) will send

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

GIST 18


1. First, read the following titles and think about what you might hear.



۱. یک پولیس ترافیک به خاطر یک تصادف ترافیکی راه را بند کرده است.
۲. یک سرباز از یک دریاور میخواهد که کارت هویتش را به او نشان بدهد.
۳. یک مرد که حادثه^۶ ترافیکی را دیده است از یک همسایه کمک میخواهد.
۴. یک راننده که تیرش پنچر شده است، از یک رهگذر کمک میخواهد.
۵. یک پولیس به مردم میگوید که موترهای خود را ایستاده کنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 18

Colors


 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

ماشنی		A. maroon
ارغوانی		B. olive
نقره یی		C. light blue
زیره یی		D. dark green
فیروزه یی		E. dark blue
پسته یی		F. silver
جگری		G. turquoise
زنگالی		H. light brown
خرمایی		I. light green
لاجوردی		J. magenta


-  Listen to the words until you are thoroughly familiar with them.
- Match them to their meanings.
- Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
- Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can.
- Draw a card. Explain your color without mentioning its name. You can say which basic color it is similar to, how a painter can mix this shade, or what common object has this color. Other students will guess the color.
- Select two cards. Then talk about the choice of merchandise you had in these two colors (car, cap, cell phone, backpack, etc.), and which one you bought. Say why.
- Select two colors. Tell about items of clothing or accessories in these colors that you plan on buying at an Afghan market (perhaps a turban, shoulder throw, scarf, burqa, or sandals.) Will you keep the items for yourself or give them away? Elaborate.
- Time permitting, your instructor will dictate a related sentence for transcription and translation.

MILITARY 18

At the Gate of the Military Compound

 (Six commands are recorded. These commands are given in the *plural* imperative form by the guard to a group of civilians.)

- | | |
|---|--|
| <ul style="list-style-type: none"> ● کارتهای هویت تانرا نشان بدهید! ● آنجا به اتاق محافظین بروید! ● خلته های خود را باز کنید! ● برای گرفتن پاس های مراجعین ثبت نام کنید! ● منتظر باشید که کسی شما را همراهی کند! ● در وقت رفتن، پاسهای مراجعین را مسترد کنید! | <ul style="list-style-type: none"> ● A. Wait for an escort! ● B. Open your bags! ● C. Go over there to the guardhouse! ● D. Sign in for visitor passes! ● E. Return your passes when leaving! ● F. Show your ID cards! |
|---|--|

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three security violations you observed at the installation gate today.
5. Role-play: A visitor arrives at the gate. The guard follows security procedures. The visitor questions the paperwork and delay, but the guard is adamant.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following pages for review. Practice the vocabulary that you already know.




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UNIT 19

STORY 19


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت نهم

۱. خلیل و مرد بیگانه باهم سلام و علیک کردند.
۲. آن مرد ابراهیم نام داشت و از شهر مونشن آلمان آمده بود.
۳. خلیل ابراهیم را به اتاق نشیمن برد.
۴. ماه گل میخواست که برای مهمان شان نان چاشت بپزد.
۵. خلیل پاکت را برداشت و از ابراهیم پرسید: "این پاکت برای کیست؟"

3. Discuss your thoughts about the following questions:

- وقتیکه خلیل دروازه را باز کرد، او و ابراهیم به همدیگر چه گفتند؟ بگویید.
- راجع به ابراهیم چه میدانید؟ بگویید.
- چرا ملاقات با ابراهیم برای خلیل مهم بود؟
- وقتیکه ابراهیم آمد، ماه گل کجا رفت؟ و چرا؟
- در داخل پاکت چه چیزی میتواند باشد؟ نبیل چه فرستاده بود؟ چه فکر میکنید؟

4.  Can you picture Ibrahim? Imagine his age, appearance, clothing, personality, occupation, etc. How did he get to Khalil's house? Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 19

بازشدن بانک ها



امروز در افغانستان به کمک کشورهای غربی بانک ها دو باره به فعالیت آغاز کرده اند. بانک ملی افغان که یکی از کلانترین بانکها میباشد، با سیستم کمپیوتری مجهز شده است. قبلاً، در نتیجه جنگها، سیستم بانکداری در افغانستان از بین رفته بود. نبودن یک سیستم خوب بانکداری، وضع اقتصادی کشور را بدتر کرده بود و داد و گرفت اسعار خارجی معمولاً در بازار آزاد صورت میگرفت. امروز، وضعیت خوبتر شده است و درپهلوی دافغانستان بانک و بانک ملی افغان، بانکهای دیگر نیز کار خود را شروع کرده اند. برای مامورین بانک ها، کورس های کمپیوتر باز شده است و تعمیرهای ویران شده بانک ها دوباره آباد میشوند.

1. open market	8. (it) has been equipped
2. (they) have resumed operation	9. (it) had worsened
3. exchange	10. course / class
4. (they) are being built	11. foreign currency
5. (it) used to take place	12. banking system
6. as a result of	13. ruined
7. with the help of	14. (it) had been destroyed (had disappeared)

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.



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DIALOG 19

The Minister of Finance Discusses the Reopening of the Afghan National Bank, with Its Designated President



وزیر: همه منتظر استن که شما بانک دوباره فعال بسازین.
 رئیس: بلی، ما کار خوده به شکل جدی شروع کردیم.
 وزیر: وضع تعمیر بانک چطور اس؟
 رئیس: بسیار راکت خورده. بری ترمیمش ما از یک شرکت جاپانی کمک خاستیم.
 وزیر: کمپیوترها ره خو فرانسه کمک میکنه؟
 رئیس: بلی، فرانسه وامریکا یک تعداد کمپیوترهای نوه به ما میتن. به نظر مه کورس
 های کمپیوتر باید هرچه زودتر شروع شوه. شاید بعد از دوماه بتانیم بانک فعال
 بسازیم.

- | | |
|-----------------------------|--------------------------------------|
| 1. (we) have asked for help | 4. waiting |
| 2. in a serious manner | 5. as soon as possible |
| 3. reactivate | 6. (it) has been hit by many rockets |

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.

¹ The word *خو* which is used only in conversational Dari has several different usages. Here, it serves to make the sentence a tag question meaning: 'France is going to give the computers, isn't it?'

GIST 19

1. First, read the following titles and think about what you might hear.


۱. وزیرمالیه با رئیس بانک در مورد باز شدن بانک صحبت میکند.

۲. یک مامورپوسته خانه با مشتری گپ میزند.

۳. یک مرد در مورد فرستادن پول به پاکستان با صراف صحبت میکند.


۴. یک مرد میخواهد در بازار آزاد دالر را به افغانی تبدیل کند.

۵. یک مرد با دوست خود در مورد اقتصاد افغانستان گپ میزند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 19

Classroom

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

کاغذ	●	A. desk
قلم	●	B. chair
پنسل	●	C. board
میز	●	D. door
چوکی	●	E. window
تخته	●	F. wall
کتاب	●	G. book
دیوار	●	H. paper
کلکین/ پنجره	●	I. pen
دروازه	●	J. pencil

1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can.
5. Select two cards that allow you to compare the items which have something in common. Explain what they have in common.
6. Select different cards. Use the words to make statements regarding the conditions and supplies at Nazo Elementary School. Practice the patterns:
 - a) “have neither ... nor....”
 - b) “need ... but not”
 - c) “asked for either ... or ...”
 - d) “will get both ... and”
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 19

At the Motor Pool

 (Seven commands are recorded. These commands are given in the *plural* imperative form by a trainer/sergeant to a group of soldiers.)

- | | |
|--|--|
| <ul style="list-style-type: none"> ● سرویس رفت و آمد را تیل پر کنید! ● تانک را معاینه کنید! ● موترسیکلهای چهار عراهی را بیرون بیاورید! ● جیب عسکری را بشویید! ● زرهپوش را پاک کنید! ● آیل موترقوماندانی را معاینه کنید! ● موترجنرال را پارک کنید! | <ul style="list-style-type: none"> A. Wash the military jeep! B. Check the oil in the command vehicle! C. Inspect the tank! D. Clean out the APC! E. Park the general's car! F. Fuel up the shuttle bus! G. Bring out the quad bikes! |
|--|--|

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things the personnel at the motor pool did today.
5. Role-play: The sergeant asks the new soldier at the motor pool if he/she completed the assigned tasks: "Did you...?" The soldier got some vehicles mixed up.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures below and on the following pages for review. Practice the vocabulary that you already know.



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UNIT 20

STORY 20


1.  Listen to the episode. Transcribe as much of it as you can.
2. Read the following statements and label them “true” (صحیح) or “false” (غلط) by writing T or F. Be prepared to explain your answers, based on your written transcription.

قسمت بیستم

۱. دینا از فریمانیت به خواهرش ناهید که درویرجینیا بود، تیلیفون کرد.
۲. اوبه ناهید گفت که مهمانان امریکایی شان از غذاهای افغانی لذت بردند.
۳. دوستان امریکایی شوهرناهد اکثر چیزهای کلتورافغانها را خوش ندارند.
۴. دینا و ناهید تقریباً برای یک ساعت در تیلیفون باهم صحبت کردند.
۵. نبیل پلان بیرون کردن پدرومادرش از افغانستان را ساخته بود.

3. Discuss your thoughts about the following questions:

- مهمانان امریکایی فرید و دینا از چه خوش شان آمد؟
- آنها چرا تعجب کردند؟
- آیا کلتور افغانها مثل کلتور امریکایی ها است؟ اگر نیست، چرا؟
- کدام چیزها در باره کلتور افغانها برای امریکایی ها جالب است؟
- در آن روز، دینا و ناهید چرا بسیار خوشحال بودند؟

4.  Can you picture Farid and Dina’s American guests? Imagine their own dinner customs, how those customs would be different from those of their Afghan hosts, etc. Discuss your ideas in pairs or small groups. Speak only Dari.
5. Predict what will happen in the next episode. Make up a Dari title for it.

TEXT 20

وضع شفاخانه ها



امروز، وضع شفاخانه ها در افغانستان نسبت به چند سال پیش، خوبتر شده است. در سال های جنگ داخلی، شفاخانه ها ویران شده بود. بیماری ها چندین برابر بیشتر گردیده بود. کمبود داکتر و دوا نسبت به وقت های صلح، صدها برابر بدتر شد و مردم جنگ زده این کشور، خیلی عذاب کشیدند. هیچکس حال و حوصله شکایت کردن را نداشت. زیرا کسی نبود که به این شکایت ها گوش بدهد. ولی امروز، در بسیاری از شهرهای افغانستان، شفاخانه ها و کلینیک های صحتی دوباره فعال شده اند و داکترها و نرسها به مریضان کمک می‌رسانند. دوا هم از طریق مؤسسات خیریه بین المللی به افغانستان فرستاده میشود. خصوصاً، وضع زندگی مادران و اطفال در این کشور، هر روز بهتر میگردد.

1. organizations / institutions	7. shortage	13. (it) worsened
2. hundreds of times	8. patience / tolerance	14. illness / disease
3. several times	9. mood	15. than / compared to
4. (they) suffered a lot	10. complaint	16. (it) is getting better / is improving
5. (they) had increased	11. most / many	
6. war-torn	12. peace	

1. Listen first, then read along as you listen.
2. Match the vocabulary from the scramble box to the underlined words.
3. Now expand any simple, short sentences by adding adjectives, adverbs, or relative clauses with information that you make up. Conversely, take a long, complex sentence and shorten or simplify it.
4. Discuss the narrative in small groups.
5. Create a variation. Work in pairs or small groups.
6. Time permitting, your teacher will conduct additional activities such as dictation, drill, or vocabulary quiz.

DIALOG 20

The Hospital Director Answers Questions from a Health Ministry Representative about the Departments and Services that Are Available



- نماینده: مدیره صاحب، شفاخانه شما چقه فعال شده؟
 مدیره: تقریباً تمام قسمت های اساسی ره فعال ساختیم.
 نماینده: میشه که راجع به هر شعبه برم توضیح بتین؟
 مدیره: شعبه جراحی هیچوقت بسته نشده بود. ده شعبه داخله واکسری داکترو وسایل کافی نداشتیم.
 نماینده: مه چند داکترو نرس خارجی ره هم دیدم.
 مدیره: بلی، اونا داکترها و نرسهای مؤسسات خارجی استن. مثل صلیب سرخ بین المللی و داکترهای بدون سرحد.
 نماینده: چرا ده شعبه واکسین بیروباراس؟
 مدیره: دراینجه به کمک ملل متحد، اطفاله واکسین می کنیم.

1. Doctors Without Borders	5. surgical / surgery	9. explain
2. internal	6. part / portion	10. a few
3. principle / main	7. equipment	11. (we) are giving shots / are immunizing
4. foreign / foreigner	8. crowded	

1. First, listen for the general idea. (Close your book for this task.)
2. (Open your book.) Read along as you listen.
3. Match the vocabulary from the scramble box to the underlined words.
4. Practice the original dialog with a partner.
5. In pairs, create a variation.
6. Identify the conversational forms and convert them to formal Dari.
7. Time permitting, your teacher will conduct additional practice activities.




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GIST 20


1. First, read the following titles and think about what you might hear.

۱. مدیریک شفاخانه دربارهٔ فعالیت های شفاخانه معلومات میدهد.
۲. یک پسر جوان که پایش شکسته است به داکتر ضرورت دارد.
۳. یک مادر جوان طفل مریض خود را به داکتر میبرد.
۴. یک زن وشوهر با داکتر صحبت میکنند.
۵. دونفر در اتاق انتظار شفاخانه گپ میزنند.


2.  Listen to three dialogs and identify the corresponding titles.
3. Take notes and tell additional details about each dialog in Dari.
4. Time permitting, using the SmartBoard, your instructor will display the dialogs' transcripts for additional study of conversational versus formal Dari.

CARDS 20

Home

 (Vocabulary is recorded in scrambled order. The Dari words are also provided on flash cards.)

آشپزخانه	●	A. house
زینه ها	●	B. room
اتاق	●	C. bedroom
سقف	●	D. living room
خانه	●	E. bathroom
اتاق خواب	●	F. kitchen
تشناب	●	G. stairs
سالون / اتاق نشیمن	●	H. yard
تراس / صفه	●	I. ceiling
حویلی	●	J. roof

1.  Listen to the words until you are thoroughly familiar with them.
2. Match them to their meanings.
3. Practice Dari handwriting. Your instructor will write each word. Copy the handwritten versions carefully.
4. Your instructor provides the words on flash cards. Shuffle the cards. When called on, arrange them alphabetically as quickly as you can
 - a. alphabetically; and
 - b. in two categories: “outside” or “inside.”
5. Draw a card. Tell several characteristics that allow your classmates to guess the word.
6. Select two cards. Use the words to make contrastive statements about a property. Practice the patterns:
 - a. “While there is ..., there is no....”
 - b. “....(affirmative), but(negative)”
7. Time permitting, your instructor will dictate a related sentence for transcription and translation.




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MILITARY 20

Guiding a Work Crew

 (Eight commands are recorded. These commands are given in the *plural* imperative form by a security official to a group of people.)

- | | | |
|--|---|---------------------------------------|
| اینجا بیا بیید! | ● | A. Show your photo IDs! |
| این کار را بکنید! | ● | B. Wait here! |
| کارتهای هویت عکسدارتان را نشان بدهید! | ● | C. Get on the bus! |
| در اینجا صبر کنید! | ● | D. Get off the bus! |
| به سرویس بالاشوید! | ● | E. Come here! |
| آنجا بروید! | ● | F. Go there! |
| تجهیزات خود را برای موجودی نشان بدهید! | ● | G. Do this! (demonstrate it) |
| از سرویس پایین شوید! | ● | H. Show your equipment for inventory! |

1.  Listen to the commands until you are familiar with them.
2. Match them to their meanings.
3. Convert each command to the *singular* imperative form. Command each other in pairs, in random order. Simulate the action to show your understanding.
4. Report in the *past tense* three things you told workers to do today. Use reported speech: "I told the workers to"
5. Two-way interpretation: An interpreter assists the American security official who is guiding Afghan contract workers coming onto the base. They are bused in and will take another shuttle to the construction site.
6. Time permitting, your instructor will dictate a related statement. Transcribe and translate it.
7. Use the pictures on the following page for review. Practice the vocabulary that you already know.



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