

DARI BASIC COURSE



***SEMESTER 1
Lessons 13-16***

STUDENT COPY

VALIDATION EDITION 2005

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

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June 2005

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GLOSSARY

کمی	a little / a bit
درباره ^ه [= در مورد] [= راجع به]	about
آدرس	address
بعد از [= بعد] [= پس از]	after
بعد از ظهر (بعد از چاشت) (بعد از پیشین)	afternoon
میدان هوایی	airport
امبولانس	ambulance
امریکایی	American (nationality)
سفارت امریکا	American Embassy
و	and
سیب	apple
تقریباً	approximately
رسم	art
در (ده)	at / in
آسترالیایی	Australian (nationality)
بد	bad
بامیان	Bamyan
مقبول [= قشنگ] [= زیبا]	beautiful / pretty
پیش از [= قبل از]	before
کریمی	beige
توت	berry
بایسکل	bicycle
کلان [= بزرگ]	big / large
خون ریزی	bleeding
آبی	blue
کتاب	book
بوتل	bottle
دسته	bouquet
نان خشک [= نان]	bread
پل	bridge
خراب	broken / out of order
برادر	brother

نصواری	brown
بس [= سرویس]	bus
تاجر	businessperson
دوغ	buttermilk
از پهلوی	by
شتر	camel
می تانین مه ره کمک کنین؟	Can you help me?
موتر	car
قالین	carpet / rug
گله	cattle
تلفون جیبی	cellular phone
سانتی گراد	centigrade
شفاخانه مرکزی	central hospital
چوکی	chair
ارزان	cheap
طفل	child / baby
چاکلیت	chocolate
سگرت	cigarettes
شهر	city
صنف	class / grade
همصنف (همصنفی)	classmate
بسته	closed
ابری [= ابرآلود]	cloudy
سرد (یخ)	cold (temperature)
رنگین	colorful
درون بیاین.	Come in.
کمپیوتر	computer
آشپز	cook
کلچه	cookies
جواری دانه نشده	corn on the cob
همکار	coworker
خطرناک	dangerous
دری	Dari
روز	day

درجه	degree(s)
خوش مزه (مزه دار)	delicious
دشت	desert
دیزل	diesel
راه خامه	dirt road
سرچرخ	dizzy
داکتر	doctor
سگ	dog
خر [= مرکب]	donkey
عید	Eid / religious holiday
برج ایفل	Eiffel Tower
ماشین [= انجن]	engine
انگلیسی	English
کافی (بس)	enough
شام	evening
نان شب [= طعام شب] (نان شو)	evening meal (dinner)
ببخشید. (ببخشین)	Excuse me.
قیمت [= گران]	expensive
خزان	fall / autumn
فامیل [= خانواده]	family
معروف [= مشهور]	famous
دور	far
دهقان	farmer
پدر	father
گل	flower
غذا (نان)	food
برای (بری)	for
پنجه	fork
فرانسوی	French (nationality / language)
تازه	fresh
جمعه	Friday
مرغ بریان	fried chicken
از	from
میوه	fruit

فرنیچر [= مبل و فرنیچر]	furniture
گردیز	Gardez
گیلنه	gas can
تانک تیل	gas station
پترول [= تیل]	gasoline
جغرافیه	geography
آلمانی	German
تیار شو!	Get ready!
گیلاس	glass
دستکش	glove
خوب	good / fine / nice
خدا حافظ. (به امان خدا.)	Good-bye.
تنگی	gorge
مامور	government employee
پدرکلان	grandfather
مادرکلان	grandmother
انگور	grape
سبز	green
مهمان	guest
نیم	half
حمید	Hamid (male name)
خوشحال [= خوش]	happy
او	he / she / it
کلینیک صحی	health clinic
کمک	help
نوش جان کنین.	Help yourself. / Eat heartily.
هرات	Herat
اینجا (اینجه)	here
بلند	high
تاریخ	history
رخصتی [= تعطیل]	holiday / vacation / leave
خانه	home
اسب	horse
شفاخانه	hospital

داغ [= سوزان]	hot / burning (temperature)
تند	hot / spicy (taste)
ساعت	hour
ساعت درسی [= ساعت]	hour / period
خانه	house / home
همخانه	housemate
چطور؟ (چطور؟ / چطو؟)	How?
... چطور؟	How about...?
چطور استی؟	How are you?
چه مدت؟ [= چقدر وقت؟] (چقه وخت؟)	How long?
چند؟ [= چند دانه؟] (چند تا؟)	How many? / How many pieces?
چقدر؟ (چقه؟)	How much?
گرسنه (گشنه)	hungry
شوهر (شوی)	husband
من (مه)	I
مصروف استم. [= مشغول استم.] (کاردارم)	I am busy.
خوب استم.	I am fine.
مریضی	illness
مهم	important
در (ده)	in / at
پیش روی [= روبروی]	in front of
برای [= برای آنکه]	in order to
هندوستان [= هند]	India
زخمی [= مجروح]	injured
مهمان خانه	inn / guest house
هوتل انترکانتی ننتل	Intercontinental Hotel
ایران	Iran
ایرانی	Iranian (nationality)
همگی خوب استن؟	Is everybody fine?
نیست (نیس)	is not
اسلام آباد	Islamabad
امکان نداره.	It is not possible.
لطف شماست. [= مهربانی شماست.] (-- شماست)	It's kind of you. / It is nice of you.
جلال آباد	Jalalabad

جاپانی	Japanese (nationality / language)
ژورنالست	journalist
شربت	juice
کباب	kabob
کابل	Kabul
کارتہء سہ	Karta-e-Sey (a district)
خالد	Khaled (male name)
کیلو [= کیلوگرام]	kilogram
کارد	knife
کارگر	laborer / worker
زبان [= لسان] (زبان)	language
گذشتہ	last / past
دیشب [= شب گذشتہ] (دیشو)	last night
طرف چپ (دست چپ)	left side
درس	lesson
بیا کہ بریم!	Let's go!
زندگی	life
کم	little (amount)
لندن	London
دراز	long
مرد	man
بازار	market
ریاضی	mathematics
شاید [= ممکن است]	may / might / maybe / perhaps
مزار شریف	Mazar-e-Sharif
گوشت	meat
مستری [= میخانیک]	mechanic
خربوزہ	melon
مینو [= لست غذا]	menu
ظہر (چاشت)	midday / noon
معتدل	mild
دقیقہ	minute
دوشنبہ	Monday
پول (پیسہ)	money

ماه	month
صبح	morning
چای صبح [= ناشتا]	morning meal (breakfast)
ماسکو	Moscow
مسجد	mosque
مادر	mother
موتورسیکل	motorcycle
کوه	mountain
کوتل	mountain pass
زیاد [= بسیار]	much / many / a lot
خانه گلی	mud house
ملا	Muslim clergyman
باید [= بایست]	must / should / ought to
ناهید	Nahid (female name)
دستمال کاغذی	napkin
باریک [= تنگ] [= کمعرض] (کمبر)	narrow
نسیمه	Nasima (female name)
نازی	Nazi (female name)
نزدیک (نزدیک)	near / close
همسایه	neighbor
نو	new
دهلی جدید [= دهلی نو]	New Delhi
نوروز [= سال نو]	New Year's Day
آینده [= بعدی]	next / future / the following
پهلوی [= کنار]	next to
شب	night
نه (نی)	no
نان چاشت [= طعام چاشت]	noon meal (lunch)
کتابچه	notebook
حالا [= اکنون] (حالی)	now
نمره [= شماره]	number
ساعت (بجه)	o'clock / hour
کهنه	old
بالای [= روی] (سر)	on

باز (واز)	open
کاغذ	paper
پاریس	Paris
پشتو	Pashto
قلم	pen
پنسل	pencil
مردم	people
مرچ	pepper
میله	picnic
عکس	picture / photograph
دانه (تا)	piece (counter)
بالشت	pillow
جا (جای)	place
بشقاب	plate
بفرمایید [= لطفاً] (بفرمایین)	Please.
انار	pomegranate
فقیر [= نادار] (غریب)	poor
بند برق	power dam
نماز	prayer
حامله (شکمدار)	pregnant
پروفسور [= استاد] (پروفسر)	professor
شاگرد	pupil / student
بنفش	purple
دستکول	purse
قندهار	Qandahar
بارانی	rainy
در این اواخر [= اخیراً] (ده ای وخت ها)	recently
سرخ	red
دینیات	religion
ورکشاپ	repair shop / garage
رستوران	restaurant
برنج	rice
پلو	rice pilaf
شیربرنج	rice pudding

پولدار [= غنی]	rich
طرف راست (دست راست)	right side
دریا	river
هم اتاق (هم اتاقی)	roommate
ریسمان (ریسمان)	rope
پوسیده	rotten
صالح	Saleh (male name)
نمک	salt
شور	salty
شنبه	Saturday
بُرانی بادنجان (برانی بانجان)	sauteed eggplant
بولانی	savory pastry with delicious filling
مکتب	school
فصل [= موسم]	season
فروشنده	seller / street vendor
شهرنو	Shahr-e-Nau (a district)
شریف	Sharif (male name)
شال	shawl
خرید	shopping
کوتاه	short
زیارت [= مقبره]	shrine
مریض	sick (adjective) / patient (noun)
لوحة	sign
خواهر	sister
ماهر (لایق)	skillful
خورد [= کوچک]	small
قالینچه	small rug
برفی	snowy
بعضی	some
کسی	someone / somebody
به زودی [= عنقریب] (زود)	soon
شوربا (شوروا)	soup
سوغات	souvenir
تیر اشتبنی [= تیر فالتو]	spare tire

شورخود وکچالو	spicy chickpea and potato salad
پکوره	spicy fried potatoes
قاشق	spoon
بهار	spring
مستقیم [= روبه رو]	straight
سرک [= جاده] [= کوچه]	street
مضمون	subject
بوره [= شکر]	sugar
تابستان	summer
یکشنبه	Sunday
آفتابی (افتوی)	sunny
چرا نی.	Sure. / With pleasure.
شیرین	sweet
میز	table
تاج محل	Taj Mahal
تکسی	taxi
چای	tea
معلم	teacher
چای خانه	teahouse
تلفون	telephone
حرارت (گرمی)	temperature
تشکر.	Thank you.
آن (او)	that
آنجا (اونجه)	there
آنها (اونها / اونا)	they
تشنه (تشنه)	thirsty
این (ای)	this
پنجشنبه	Thursday
تیر	tire
جک تیر	tire jack
به	to
پیش [= نزد]	to / before / near
کباب کردن / کن / کرد	to barbeque
بودن / باش / بود	to be

توانستن/ توان/ توانست	to be able to / can (modal verb)
خواب بودن/ باش/ بود (خَو بودن)	to be asleep
شدن/ شو/ شد	to become
خونریزی داشتن/ دار/ داشت	to bleed / to be bleeding
خراب شدن/ شو/ شد	to break down
نفس کشیدن/ کش/ کشید	to breathe
آوردن/ آور/ آورد	to bring
خریدن/ خر/ خرید	to buy
آمدن/ آ/ آمد	to come
پختن/ پز/ پخت (پخته کردن/ کن/ کرد)	to cook
حساب کردن/ کن/ کرد	to count
کردن/ گن/ کرد	to do
رسم کردن/ کن/ کرد (رسم کشیدن/ کش/ کشید)	to draw
نوشیدن/ نوش/ نوشید	to drink
خوردن [= غذا خوردن] (نان خوردن)/ خور/ خورد	to eat
معاینه کردن/ کن/ کرد	to examine
پنچر شدن/ شو/ شد	to get punctured / to have a flat (tire)
دادن/ ده/ داد	to give
رفتن/ رو/ رفت	to go
با رفتن	to go by means of.....
به رفتن	to go to.....
رهنمایی کردن/ کن/ کرد	to guide
داشتن/ دار/ داشت	to have
میله کردن/ کن/ کرد	to have a picnic
یاد داشتن/ دار/ داشت	to have a skill / to know how to...
شنیدن/ شنو/ شنید	to hear
کمک کردن/ کن/ کرد	to help
..... را کمک کردن	to help.....
به کمک کردن	
دعوت کردن [= مهمان کردن] کن/ کرد	to invite
شناختن/ شناس/ شناخت	to know (to be acquainted with / to recognize)
دانستن/ دان/ دانست	to know (to be aware of / to have knowledge about)
آموختن/ آموز/ آموخت [= یاد گرفتن/ گیر/ گرفت]	to learn

دراز کشیدن / کش / کشید	to lie down
خوش داشتن / دار / داشت را خوش داشتن	to like to like....
گوش کردن / کن / کرد [= گوش دادن / ده / داد] به گوش کردن را گوش کردن به گوش دادن	to listen to listen to....
زندگی کردن / کن / کرد در زندگی کردن با زندگی کردن	to live to live in.... to live with....
تلفون کردن / کن / کرد به کسی تلفون کردن	to make a phone call to call someone
ملاقات کردن / کن / کرد (دیدن / بین / دید) با ملاقات کردن	to meet to meet with....
حفظ کردن / کن / کرد (از بر کردن / کن / کرد)	to memorize
حرکت کردن / کن / کرد	to move
ضرورت داشتن [= احتیاج داشتن] (کار داشتن) / دار / داشت	to need
باز کردن / کن / کرد	to open
فرمایش دادن / ده / داد	to order
گذشتن / گذر / گذشت (تیر شدن / شو / شد) از گذشتن (تیر شدن) از پهلو ی گذشتن (تیر شدن)	to pass / to cross to pass.... to pass by....
نماز خواندن / خوان / خواند	to pray
برگشتن / برگرد / برگشت (پس آمدن / آ / آمد) از برگشتن به برگشتن	to return to return from.... to return to....
خلاص شدن / شو / شد	to run out
گفتن / گو / گفت	to say / to tell
دیدن / بین / دید	to see
فروختن / فروش / فروخت	to sell
فرستادن / فرست / فرستاد (روان کردن / کن / کرد)	to send
سرویس کردن / کن / کرد	to serve (food)

خرید کردن / کن / کرد از..... خرید کردن	to shop to shop at.....
نشان دادن/ ده/ داد را نشان دادن به نشان دادن	to show to show..... to show to.....
تماشا کردن جاهای دیدنی [= جاهای دیدنی را تماشا کردن] / کن/ کرد	to sightsee
نشستن/ نشین/ نشست (نشستن/ شین/ شیشیت)	to sit / to sit down
خوابیدن/ خواب/ خوابید (خوگدن)	to sleep
سگرت کشیدن/ کش/ کشید	to smoke
صحبت کردن/ کن/ کرد [= گپ زدن/ زن/ زد]	to speak / to talk
ایستاد شدن/ شو/ شد	to stall / to stop
ایستاد شدن/ شو/ شد	to stand / to stand up
قدم زدن/ زن/ زد [= گردش کردن/ کن کرد]	to stroll / walk around
درس خواندن/ خوان/ خواند	to study
خواندن/ خوان/ خواند	to study / to read
گرفتن/ گیر/ گرفت	to take (to consume)
بردن/ بر/ برد	to take (to escort)
عکس گرفتن/ گیر/ گرفت عکس را گرفتن از عکس گرفتن	to take a picture to take a picture of.....
صحبت کردن/ کن/ کرد [= گپ زدن/ زن/ زد] درباره (درمورد) صحبت کردن [= گپ زدن] با گپ زدن [= صحبت کردن]	to talk / to speak to talk about.... to talk to.... to talk with....
درس دادن/ ده/ داد (یاد دادن/ ده/ داد)	to teach
تشکر کردن/ کن/ کرد از..... تشکر کردن به خاطر..... تشکر کردن	to thank to thank.... to thank for....
دور خوردن/ خور/ خورد	to turn
فهمیدن/ فهم/ فهمید	to understand
فلم گیری ویدیویی کردن/ کن/ کرد [= فلم ویدیویی گرفتن/ گیر/ گرفت]	to videotape
بازدید کردن [= دیدن کردن] / کن/ کرد	to visit (socially)

پیاده رفتن [= با پای رفتن] [= راه رفتن] / رو/ رفت	to walk
خواستن/ خواه/ خواست	to want
تلویزیون دیدن/ بین/ دید	to watch TV
کارکردن/ کن/ کرد	to work
بد تر شدن/ شو/ شد	to worsen / to get worse
نوشتن/ نویس/ نوشت (نوشته کردن/ کن/ کرد)	to write
امروز	today
باهم [= باهم یکجا] (یکجایی)	together
فردا (صبا)	tomorrow
امشب (امشو)	tonight
بیحد [= بی اندازه] (بسیار)	too (excessively)
هم [= نیز] [= همچنان]	too / also
موترکش کننده	tow truck
میدان ترافالگر	Trafalgar Square
سه شنبه	Tuesday
متأسفانه [= بدبختانه]	unfortunately
پوهنتون	university
تا	until / to
دره	valley / glen
سبزی (ترکاری)	vegetable
بسیار	very / many / much
کمرهٔ ویدیویی	video camera
فلم برداری ویدئویی	video recording
قریه [= ده]	village
قریه دار [= ملک]	village chief / village leader
میدان قریه	village square
پیشخدمت	waiter
ولی	Wali (male name)
گرم	warm
واشنگتن	Washington
آب (او)	water
وزیر اکبر خان مینه	Wazir Akbar Khan Mena (a district)
ما	we

هوا [= آب و هوا]	weather / air
چهارشنبه	Wednesday
هفته	week
آخر هفته	weekend
خوش آمدید! (خوش آمدین!)	Welcome!
چه؟ (چی؟)	What?
ساعت چند؟ (چند بجہ؟)	What time?
چی شدہ؟	What's wrong?
وقتیکہ (وختیکہ)	when / at the time when
چه وقت؟ (چی وخت؟)	When?
جاییکہ	where / at the place where
کجا؟	Where?
سفید	white
قصر سفید	White House
چلو	white rice
کی؟	Who?
چرا؟	Why?
وسیع [= عریض] (بردار)	wide
خانم [= زن]	wife
زمستان	winter
با (دہ)	with / by (means of)
بہ چشم	with pleasure / OK
زن	woman
کار	work
سال	year
بلی	yes
دیروز	yesterday
شما	you (formal or plural)
تو	you (informal)

LESSON 13

In a Restaurant

- *Vocabulary: Menu, meal specialties, service items, adjectives describing food and beverages*
- *Grammar: The reflexive pronoun خود /khud/; the construction ‘Let’s’*
- *Functions: Get something to eat and drink; compliment and complain; make plans for eating out*
- *Skills: Survival skills: get food & beverages; get a needed utensil.*
- *Situation: A customer asks about daily specials, orders a meal, requests a missing utensil, and comments on the food.*

Grammar Notes

Reflexive pronoun خود /khud/

Compare these English statements:

‘I did it.’

‘I did it *myself*.’ (emphasis on who did it)

The word ‘*myself*’ in the second statement is an example of a *reflexive pronoun*. Reflexive pronouns are used to indicate that the subject is both performer and receiver of the action of the verb.

As in English, reflexive pronouns can be used for emphasis in Dari. They are formed by using the word خود /khud/ ‘oneself/self’ plus the appropriate personal ending. The following examples illustrate how reflexive pronouns are constructed:

خودم /khud-am/	‘myself’
خودت /khud-at/	‘yourself’
خودش /khud-ash/	‘himself/herself/itself’
خودما /khud-e-maa/	‘ourselves’
خودتان /khu-de-taan/ or خود شما /khu-de shu-maa/	‘yourselves’
خودشان /khud-e-shaan/	‘themselves’

Look at an example from this lesson:

او غذا ها را خودش می پزد.

‘He cooks the food himself.’

Expressing ‘Let us...’ or ‘Let’s...’

In Dari, we usually construct the expression ‘Let’s ...’ by using the imperative form of the verb آمدن /aa-ma-dan/ ‘to come’: بیا /be-yaa/ ‘come’ (singular) or بیایید /be-yaa-yeyd/ ‘come’ (plural), together with the present subjunctive form of the main verb:

Imperative form of ‘to come’ + Present subjunctive form of the main verb

Examples:

بیایید خانه برویم.	‘Let’s go home.’ (Lit., ‘Come, let’s go home.’)
بیا از این تنگی یک عکس بگیریم.	‘Let’s take a picture of this gorge.’
بیایید آن قالینچهٔ سرخ را ببینیم.	‘Let’s see that red rug.’

Often, the word که /ke/, which in Dari could mean ‘that,’ ‘which,’ ‘who,’ and ‘so,’ is used immediately after بیا or بیایید for emphasis, without changing the basic meaning of the sentence. Thus, the above examples can be rewritten as shown below and still convey the same meaning:

بیایید که خانه برویم.	‘Let’s go home.’
بیا که از این تنگی یک عکس بگیریم.	‘Let’s take a picture of this gorge.’
بیایید که آن قالینچهٔ سرخ را ببینیم.	‘Let’s see that red rug.’

As you observe in all of the above examples, the verbs برویم /be-ra-weym/, بگیریم /be-gee-reym/ and ببینیم /be-bee-neym/ are in their subjunctive form.

Dari speakers often omit the expressions بیا /be-yaa/, بیاکه /be-yaa ke/, بیایید /be-yaa-yeyd/ or که بیایید /be-yaa-yeyd ke/, in conversation. They simply rely on the subjunctive form of the verb to convey the same meaning. Let’s look at an example from this lesson:

(برویم و یک مرغ بریان بخوریم (the conversational form of برویم مرغ بریان بخوریم.	‘Let’s go and eat fried chicken.’
--	-----------------------------------

As you see in the above example, we have not used the expressions بیا /be-yaa/, بیاکه /be-yaa ke/, بیایید /be-yaa-yeyd/ or که بیایید /be-yaa-yeyd ke/, but the Dari sentence still carries that meaning. Here is another example of making a suggestion without actually using these expressions:

بریم بری مهمان ها کمی چاکلیت بخریم.	‘Let’s go and buy some chocolate for the guests.’
-------------------------------------	---

Transition to conversational Dari

The auxiliary that indicates necessity, باید /baa-ad/ ‘must/should,’ is sometimes dropped. Look at an example from this lesson:

مه چلومی خایم. گرم باشه. ‘I want white rice. It must be warm.’

The auxiliary باید ‘must’ is missing above. However, the subjunctive mood of the verb بودن /boo-dan/ ‘to be’ (باشه) by itself can convey the intended meaning adequately. In formal Dari, it would be stated as: من چلو باید گرم باشد. ‘I want white rice. The white rice must be warm.’


Cultural Notes

1. One of the most popular dishes in Afghanistan is the kabob, which is pieces of marinated and richly seasoned meat grilled on a skewer or spit. There are many different types of kabob, such as کباب تکه /ka-baa-be tek-ka/, کباب شامی /ka-baa-be shaa-mee/, کباب چوپان /ka-baa-be cho-paan/, کباب مرغ /ka-baa-be murgh/, کباب جگر /ka-baa-be je-gar/, کباب گرده /ka-baa-be gur-da/, etc. Out of these, the first two, کباب تکه and کباب شامی, being more popular than others, have been mentioned in this lesson.
2. When talking to a young man whose name they don’t know yet, Afghans usually address him using the expression آغا جان (or آقا جان in formal Dari) which means ‘Dear Mr.’ This is almost the same as the expression ‘Young man’ in English. And if it is a young female, they use the expression بی بی جان which literally means ‘Dear grandma’ but colloquially means ‘Young lady.’ Let’s look at two examples. At a restaurant, a customer asks the young waiter what they have today, and a girl is asked what she would like to order:

آغا جان، امروز چی دارین؟ ‘Young man, what’s on the menu today?’

بی بی جان، توچی ره میخایی فرمایش بئی؟ ‘Young lady, what would you like to order?’

Lesson Vocabulary

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

مینو [= لست غذا]	menu
پیشخدمت	waiter
آشپز	cook
میز	table
چوکی	chair
قاشق	spoon
پنجه	fork
کارد	knife
بشقاب	plate
گیلاس	glass
بوتل	bottle
دستمال کاغذی	napkin
مرچ	pepper
نمک	salt
بوره [= شکر]	sugar

مرغ بریان	fried chicken
پَلو	rice pilaf
چَلو	white rice
بُرانی بادنجان (برانی بانجان)	sauteed eggplant
شیربرنج	rice pudding
شور	salty
شیرین	sweet
تند	hot / spicy (taste)
داغ [= سوزان]	hot / burning (temperature)
سرد (یخ)	cold (temperature)
ماهر (لایق)	skillful
بیحد [= بی اندازه] (بسیار)	too (excessively)
هم [= نیز] [= همچنان]	too / also
دراین اواخر [= اخیراً] (ده ای وخت ها)	recently
بازکردن / کن / کرد	to open
آمدن / آ / آمد	to come

فرمایش دادن / ده / داد	to order
سرویس کردن / کن / کرد	to serve (food)



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Homework

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

What do the others have in common?

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

ما دیشب _____ خوردیم.

پیشخدمت غذا را _____ سرویس میکند.

این کباب بسیار _____ است.

لطفاً یک _____ آب به من بدهید.

- C. Write the following in Dari:

This pilaf is very salty and cold.

Let's order rice pudding and tea.
(plural)



Do you have sautéed eggplant today?
(singular, formal)

I have cooked this rice pudding myself.

Did you order white rice, too?
(singular, informal)

Narrative (Structures)

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

Structure	 Dari	 English transliteration
verb with the reflexive pronoun /khud/		
adjectives		
plural nouns		
prepositional phrases		

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

Narrative (Model)



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عثمان در این اواخر یک رستوران باز کرده است. رستوران عثمان غذا های خوشمزه دارد. عثمان آشپز ماهر است. او غذا ها را خودش می پزد. برادر عثمان هم در رستوران کار میکند. او پیشخدمت است. رستوران عثمان میزها و چوکی های زیاد دارد. سرمیزها، بشقاب، قاشق، پنجه، مرچ و نمک است.

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

Narrative (Variations)



عثمان در این اواخر یک رستوران باز کرده است. رستوران عثمان غذا های خوشمزه دارد. عثمان آشپز ماهر است. او غذا ها را خودش می پزد. برادر عثمان هم در رستوران کار میکند. او پیشخدمت است. رستوران عثمان میزها و چوکی های زیاد دارد. سرمیزها، بشقاب، قاشق، پنجه، مرچ و نمک است.

شریف	فرشته	خریده	مادر	معروف	فاروق
وهاب	شگوفه	قیمت	ارزان	خوب	نسیمه
شوهر	دستمال کاغذی	بوره	تازه	خانم	کارد
مینو	خواهر	پدر	گیلاس	سرویس میکند	

1. Create new narratives about other restaurant owners, their restaurants, employees and menus by choosing different words from the box to replace the shaded parts of the text.
2. Use the remaining class time to practice talking about a one-employee restaurant where the owner handles everything: food purchase, meal preparation, and table service.

Exchange (Structures)

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

Meaning	 Dari	 English transliteration

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

Menu?	Good eats	Wali's order	Shukoor's order

- Now ask about and tell the information you listed above. Practice Yes-No, "What..." and "Who..." questions.

Exchange (Models)

Shukoor wants to know if the restaurant was opened recently, so he might go and eat there.

شکور: ولی جان، ای رستوران نو اس؟
 ولی: بلی.
 شکور: غذا هایش خوب اس؟
 ولی: بد نیس. کباب و مرغ بریانش بسیار خوشمزه اس.
 شکور: مه گشنه استم. بریم یک مرغ بریان بخوریم.

Shukoor and his friend Wali order the food.


شکور: آغا جان، امروز چی دارین؟
 پیشخدمت: غذا های امروز ده مینو اس صاحب.
 شکور: مه مرغ بریان و پلو می خایم.
 ولی: مه چلو می خایم. گرم باشه.
 پیشخدمت: به چشم.
 شکور: یک بوتل او یخ هم بیار.



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Exchange (Variations)

- الف: ولی جان، مه بسیار _____ استم.
- ب: _____ بریم؟
- الف: غذا هایش _____ است؟
- ب: بد نیس. کباب و مرغ بریانش _____ خوشمزه اس.
- الف: رستوران _____ اس؟
- ب: بلی. پهلوی _____ اس.
- الف: بریم و _____ و پلو بخوریم.

1.  Listen.
2. Fill in the blanks.

Exchange (Variations)

Create new dialogs by choosing different words from the box to replace the shaded parts of the exchanges. Form groups of three or four. Two students will be the new restaurant owners, the other(s) will be the patron(s). The restaurant owners speak as a group (“We...”).

- The restaurant owners greet the patrons at the door and usher them in. They tell that they have opened recently (today) (yesterday) (last week). They cook the food themselves!
- When asked, the owners tell today’s special: “We have _____.” (kabob-e-shami) (kabob-e-tikka).
- The guests have something else in mind: “Do you have _____?” (chicken) (pilaf) (soup) They can be accommodated.
- When the food arrives, the owners check on how it is received. The patrons find fault. (very salty) (not enough pepper) (cold) (old)
They also request additional service items. (spoon) (fork) (plate) (napkin)
- The owners comply.

الف/ب: خوش آمدین! لطفاً درون بیایین! بفرمایین اونجه بشینین! ما رستورانہ دیروز واز کدیم. غذا هاره خود ما پخته میکنیم.

ج/د: امروز چی دارین؟

الف/ب: کباب شامی داریم.

ج/د: مرغ بریان ندارین؟

الف/ب: بلی، داریم. ما پلو، شوروا و سبزیجات هم داریم. میخائین فرمایش بتین؟

ج/د: چرانی؟ بیارین.

* * * * *

الف/ب: غذای تان چطوراس؟ مزه داراس؟

ج/د: ام م م م..... پلو بیجد شوراس و شوروا بی اندازه سرد اس.

لطفاً دو کیلاس او یخ هم بیارین!

الف/ب: به چشم.

هفته گذشته	کهنه	بیجد	مزه دار	پلو
سبزیجات	دوغ	بوتل	دیشو	یک
ماه گذشته	کباب شامی	سه	یخ	مرغ بریان
بسیار	شور	گرم	نان خشک	برانی بادنجان
شیرین	داغ	ده ای وقت ها	خوب	شربت
چهار	شیربرنج	اونجه	چای	شوروا
کباب تکه	کمی	بشقاب	تازه	اینجه

Drills

Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (statement to suggestion “Let’s...”), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.



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Extended Practice

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

Warm-up (only one student per task)

1. Quickly name five or more service items that you typically take to a picnic.
2. Name something you would try in an Afghan restaurant.
3. Name what you want to be (served) **hot**: '*hot* _____.' Name what you want to be (served) **cold**: '*cold* _____.'
4. Ask your teacher if he/she cooks Afghan food himself/herself. If yes, ask whether your teacher is a skillfull cook.
5. Name some things such as furniture, facilities and structural features of the building that a restaurant (typically) has.
6. You receive a place setting/utensils from your teacher. Set the table according to your teacher's instructions. Then practice telling each other where the different items go on the table.

Talking about a great chef

Think about what makes a great chef. Come up with three or more things that earn a chef praise from restaurant patrons. Prepare notes.

Now talk about a chef whose restaurant you would like to visit.

Role-plays

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

شما در یک رستوران افغانی هستید. امروز، شما یک مشتری مشکل پسند هستید. سوال های زیاد میکنید و بعضی چیزهای علاوه میخواستید. همچنین در مورد چیزی شکایت می کنید.

(1) An Afghan friend wants to open a restaurant. Make some suggestions about:

- **What service items/utensils to purchase in large volume.**
- **Where to buy the freshest produce.**
- **Whether or not to have menus.**
- **Whether or not to cook 'Vegetarian.'**
- **A good name for the restaurant.**

(2) You heard that this new restaurant is very good. The wait staff greets you at the door. Ask the waitperson about the cook, the menu, the restaurant, and the prices.

(3) You are a difficult patron in an Afghan restaurant today. You ask many questions and request a few items on the side. You also complain about something.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, listening and also short speaking or writing tasks. Hone your dictionary skills.



© Nick Noori

1. Circle any menu item that you recognize.
2. Find the name of the chef.
3. Copy the name of a dish you would like to try.

رستوران سالنگ پاس



لذیذ ترین خوراکهای
افغانی را در محیط گرم
و صمیمی به شما تقدیم میدارد.

پخت هرگونه خوراکهای خوشمزه
برای محافل شما با گوشت حلال

ساعات پذیرایی
از سه شنبه الی یکشنبه

بهترین پیش آمد
صمیمیت
از ساعت 11:30 تا 10:30 شب

فضای گرم خانوادگی
سفارشات تلفونی شما پذیرفته میشود.

© Shahbaz Taheri

1. Sound out the name of this place. What do you associate with it? Talk about it in Dari.
 2. Highlight any Dari word you recognize.
 3. Look up the underlined words in the dictionary.
 4. If you wanted to visit this place, what would your reason be? Write it in Dari.
-

رستوران ده افغانان

انواع کباب از گوشت حلال

خوراکهای باب دندان و به طبع شما برابر ، همه از گوشت حلال
یکبار به رستوران ده افغانان بیائید سالها مشتری ما میگردید.

تکه کباب هرگونه نوشابه های غیرالکھولی

کباب چوپان	چای سبز
شامی کباب	چای سیاه
چپلی کباب	شیرچای
کباب مرغ	قیماق چای

ده افغانان کبترینگ را می پذیرد

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1. 🎧 Listen to a commercial promoting the above business. What two things do they specialize in (by providing a variety)?
2. Circle any colors you find among the specialties.
3. Businesses of this type often claim that they adhere to the highest standards. Find out what standards they mean by
 - finding and underlining /halal/ in the text; and
 - looking up its meaning.

LESSON 14

A Medical Problem

- *Vocabulary: Health-related terms*
- *Grammar: Compound nouns with prefix هم /ham/; auxiliaries ‘may, might, probably, must, should, can...’ in impersonal subjunctive; possessive constructions with personal and reflexive pronouns*
- *Functions: Get help for yourself or someone else. Ask about and state the nature of the problem. State possible consequences.*
- *Skills: Interact with Afghans during a medical emergency.*
- *Situation: A person summons help for a neighbor who is incapacitated and needs to be taken to a clinic.*

Grammar Notes

Auxiliary verbs in Dari

In English and Dari, *auxiliary* or *helping verbs* combine with main verbs to form verb phrases. Together they can express ideas such as capability, obligation, or willingness, etc. Typical English auxiliary verbs are *will, shall, would, must, should, ought to, may, might, can, could*, etc. There are a couple of differences in the way auxiliary verbs are used in Dari, however:

1. In English verb phrases, the main verb is always in the infinitive form. For example, ‘She must go.’ (‘go’ is in the *infinitive form*.) In Dari, the main verb is generally in the *present subjunctive mood* (refer to Lessons 7 and 11 for discussions of the subjunctive mood). For example:

او باید برود. ‘She/He must go.’ (In this example, برود is used in the present subjunctive mood.)

2. While in English the auxiliary and the main verbs appear next to each other, this is not necessarily the case in Dari. In Dari, the auxiliary follows the subject but the main verb generally comes at the end of the sentence. We can expand our previous example by saying:

او باید به شفاخانه برود. ‘She/He must go to the hospital.’

In the above example, the auxiliary باید follows the subject او, while the main verb برود comes at the end of the sentence.

Some of the important auxiliary verbs in Dari are illustrated in the following examples:

داکتر میخواهد مریض را معاینه کند. ‘The doctor wants to examine the patient.’

او باید پیش داکتر برود.
ما میتوانیم برویم.

'He/She must/should go to the doctor.'
'We can/could go.'

علی شاید بیاید.

'Ali may/might come.'

او بایست دراز بکشد.

'He/She must/should/ought to lie down.' (بایست /baa-
yest/ is the *formal* way of saying باید. Compare this to
the use of 'ought to' and 'should' in English.)

من میتوانم نفس بکشم.

'I can breathe.'

شما باید ایستاد شوید.

'You must stand up.'

Transition to conversational Dari

In conversational Dari we can drop the subject pronoun and let the verb ending identify the subject. Take the following example: 'We can go.' Since the subject 'we' is already implied, we drop ما. Then, ما میتوانیم برویم will still mean 'We can go.' However, ما can be used if there is need to emphasize the subject.

In conversational Dari we can also drop the verb 'is' when using the verb phrase 'possibly/may/might.' For example, instead of 'We will possibly come,' we can simply say ما ممکن بیاییم. Note here how we can drop not only است but ما as well.

As in English, 'must/should/ought to' and 'may/might/perhaps' remain the same for all persons. However, auxiliary verbs such as 'to want to' and 'to be able to' are conjugated and take pronoun endings. To illustrate this, the auxiliary verb توانستن is conjugated below:

من میتوانم	'I can'	or:	'I am able to'
تو میتوانی	'You can'	or:	'You are able to'
او میتواند	'He/She/It can'	or:	'He/She/It is able to'
ما میتوانیم	'We can'	or:	'We are able to'
شما میتوانید	'You can'	or:	'You are able to'
آنها میتوانند	'They can'	or:	'They are able to'

Observe the following examples and compare:

من میخواهم دراز بکشم.	'I want to lie down.'	من شاید دراز بکشم.	'I might lie down.'
تو میخواهی دراز بکشی.	'You want to lie down.'	تو شاید دراز بکشی.	'You might lie down.'
او میخواهد دراز بکشد.	'He/She wants to lie down.'	او شاید دراز بکشد.	'He/She might lie down.'
ما میخواهیم دراز بکشیم.	'We want to lie down.'	ما شاید دراز بکشیم.	'We might lie down.'
شما میخواهید دراز بکشید.	'You want to lie down.'	شما شاید دراز بکشید.	'You might lie down.'
آنها میخواهند دراز بکشند.	'They want to lie down.'	آنها شاید دراز بکشند.	'They might lie down.'

من میتوانم بنشینم.	'I am able to sit.'	من باید بنشینم.	'I must sit.'
تو میتوانی بنشینی.	'You are able to sit.'	تو باید بنشینی.	'You must sit.'
او میتواند بنشیند.	'He/She is able to sit.'	او باید بنشیند.	'He/She must sit.'
ما میتوانیم بنشینیم.	'We are able to sit.'	ما باید بنشینیم.	'We must sit.'
شما میتوانید بنشینید.	'You are able to sit.'	شما باید بنشینید.	'You must sit.'
آنها میتوانند بنشینند.	'They are able to sit.'	آنها باید بنشینند.	'They must sit.'

Compound nouns in Dari

The English word 'coworker' is a compound noun made up of the prefix 'co' and the noun 'worker.' Likewise, the word 'roommate' is a compound noun made up of the two nouns 'room' and 'mate.' The Dari equivalents of these two examples are made simply by using the prefix هم /ham/ with a noun. As a prefix, this word is the equivalent of both the English prefix 'co' and the noun 'mate.' (In other instances, هم could mean 'also/likewise.')

Look at some examples of compound nouns in Dari, using the prefix هم:

همکار 'coworker'	(کار /kaar/ means 'work')
همخانه 'housemate'	(خانه /khaa-na/ means 'house' or 'home')
هم اتاق 'roommate'	(اتاق /u-taaq/ means 'room')
همصنف 'classmate'	(صنف /senf/ means 'class')

Other ways to create compound nouns in Dari will be discussed in future lessons.

Possessive constructions with personal and reflexive pronouns

In English, possession is usually shown by using possessive pronouns or adjectives, such as 'my,' 'mine,' 'your,' 'yours,' 'her,' 'hers,' 'our,' 'ours,' etc. In Dari, possession is shown by adding the particle /e/ (ezafat) to the end of the object of possession, which is followed by a name, a personal pronoun, or another noun. Look at the following examples:

کمپیوتر حمید /kamp-yoo-ta-re ha-meed/	'Hamid's computer'
سگ دهقان /sa-ge deh-qaan/	'farmer's dog'
همکار من /ham-kaa-re man/	'my coworker'
عکس شما /ak-se shu-maa/	'your picture'

Using the separate personal pronoun, as in the last two examples, is a common way to indicate possession in Dari. Usage of a separate personal pronoun identifies the person. When this identity is implied and does not need emphasis, we would rather use the short form of pronouns. As discussed in Lesson 7, the short forms of Dari pronouns are a set of suffixes or endings that have no meaning by themselves but added to a noun, they indicate relationship or possession. Thus, the phrase همکار من /ham-kaa-re man/ would change to

همکارم /ham-kaa-ram/. Similarly, عکس شما /ak-se shu-maa/ would change to عکس تان /ak-se taan/. When using the short form of Dari pronouns, the particle /e/ (ezafat) is dropped for the 1st, 2nd and 3rd person singular.

Note: If the subject, the object, and the verb refer to the same person, we cannot use the separate personal pronoun. There are two options available in such a case:

1) The simpler option is to use the possessive pronoun endings.

Example:

من عکسم را دیدم. 'I saw my picture.'

In this case, it would be wrong to use the separate pronoun من /man/ after عکس 'picture,' because the subject, the object, and the verb refer to the same person.

2) The other option is to use the reflexive pronoun خود /khud/ 'self' when the subject and personal pronoun refer to the same person.

Example:

من عکس خود را دیدم. 'I saw my (own) picture.'

Similarly, instead of saying: من به خانه^ء من میروم. 'I am going to my house,' we simply say: من به خانه^ء خود میروم.

Here is an example of the usage of خود from this lesson:

سلیم همسایه^ء خود را با تکی به شفاخانه میبرد. 'Salim takes his neighbor to the hospital by taxi.'

Look at some more examples:

شریفه همکار نوخود را ملاقات کرد. 'Sharifa met her new coworker.'

صالح برادر خود را پیش داکتر خواهد برد. 'Saleh will take his brother to the doctor.'

داکترها مریض های خود را معاینه میکنند. 'The doctors are examining their patients.'


Let's take the same examples and replace the reflexive pronoun خود /khud/ with the appropriate possessive pronoun endings:

شریفه همکار نوش را ملاقات کرد. 'Sharifa met her new coworker.'

صالح برادرش را پیش داکتر خواهد برد. 'Saleh will take his brother to doctor.'

داکترها مریض های شان را معاینه میکنند. 'The doctors are examining their patients.'

Lesson Vocabulary

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

همسایه	neighbor
همکار	coworker
همخانه	housemate
هم اتاق (هم اتاقی)	roommate
همصنف (همصنفی)	classmate
مریض	sick (adjective) / patient (noun)
زخمی [= مجروح]	injured
سرچرخ	dizzy
حامله (شکمدار)	pregnant
مریضی	illness
خون ریزی	bleeding
شفاخانه مرکزی	central hospital
امبولانس	ambulance
باید [= بایست]	must / should / ought to
شاید [= ممکن است]	may / might / maybe / perhaps

پیش [= نزد]	to / before / near
چی شده؟ ^۱	What's wrong?
تیار شو! ^۲	Get ready!
بیا که بریم! ^۳	Let's go!
توانستن / توان / توانست	to be able to / can (modal verb)
حرکت کردن / کن / کرد	to move
معاینه کردن / کن / کرد	to examine
بد تر شدن / شو / شد	to worsen / to get worse
ایستاد شدن / شو / شد	to stand / to stand up
دراز کشیدن / کش / کشید	to lie down
نفس کشیدن / کش / کشید	to breathe
خونریزی داشتن / دار / داشت	to bleed / to be bleeding

¹ Conversational form of 'چه واقع شده (است)؟' /che waa-qe' shu-da (ast)/. It can mean either 'What happened?' or 'What is wrong?'

² Conversational form of 'آماده شو!' /aa-maa-da shau/ 'Get ready!'

³ Conversational form of 'بیا که برویم!' /be-yaa ke be-ra-weym/ 'Let's go!'

Homework

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

What do the others have in common?

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

شما باید _____ یک داکتر بروید.

همسایهٔ قاسم زخمی شده است. _____ دارد.

من امروز بسیار _____ استم.

داکتر خودش مریض ها را _____.

- C. Write the following in Dari:

The ambulance might not come.



Today, the doctor examined a lot of patients.

They must call the hospital.

Can you stand up (by) yourself?
(singular, informal)

Narrative (Structures)

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

Structure	 Dari	 English transliteration
auxiliary 'must' + main verb		
auxiliary 'can' + main verb		
auxiliary 'want' + main verb		
direct objects marked by /raa/		
prepositional phrases		

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

Narrative (Model)



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همسایهٔ سلیم بسیار مریض است. او نمی تواند حرکت کند. او باید پیش داکتر برود. سلیم به کمک احتیاج دارد. او به شفاخانه تلیفون میکند. داکتر میخواهد حالا مریض را معاینه کند. سلیم همسایهٔ خود را با تکی به شفاخانه میبرد.



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

Narrative (Variations)



همسایهٔ سلیم بسیار مریض است. او نمی تواند حرکت کند. او باید پیش داکتر برود. سلیم به کمک احتیاج دارد. او به شفاخانه تیلفون میکند. داکتر می خواهد حالا مریض را معاینه کند. سلیم همسایهٔ خود را با تکسی به شفاخانه میبرد.

همکار	هم اتاق	زخمی	سرچرخ	حامله	فردا
ایستاد شود	نفس بکشد	بنشیند	ببیند	میتواند	شاید
امبولانس	موتر	سرویس	کلینیک صحتی	دراز بکشد	همخانه

1. Create new narratives about other helpful people and their charges by choosing different words from the box to replace the shaded parts of the text.
2. Use the remaining class time to practice talking about a pregnant woman and the immediate family who take care of her.

Exchange (Structures)

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

Meaning	 Dari	 English transliteration

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

Patient's name	Transportation to the hospital	Food consumption	Prognosis

- Now ask about and tell the information you listed above. Practice Yes-No, "What..." and "Who..." questions.

Exchange (Models)

Salim's neighbor is sick. Salim convinces him to see a doctor.

سليم: شريف جان، چي شده؟ مريض استي؟
 شريف: بلي... بسيار مريض استم. نمي تانم حرکت کنم.
 سليم: تيار شو. بايد پيش داکتر بریم.
 شريف: داکتر؟ شفاخانه دور اس.
 سليم: ده تکسي ميريم. شايد مريضی ات بدتر شوه. تيار شو. تيار شو.

Salim calls the hospital for help.

سليم: شفاخانه مرکزی اس؟
 شفاخانه: بلي.
 سليم: همسايه مه مريض اس. امروز داکتر ها کار ميکنن؟
 شفاخانه: بلي.
 سليم: می تانين یک امبولانس روان کنين؟
 شفاخانه: متأسفانه امبولانس ها مصروف استن. بايد ده تکسي بيابين.

Salim and his neighbor are at the hospital.

شريف: داکتر صاحب، بسيار مريض استم. کمک کنين.
 داکتر: لطفاً ايستاد شوين. ميخايم شما ره معاينه کنم.
 شريف: نمي تانم ايستاد شوم.
 داکتر: نفس بکشين..... شما سگرت می کشين؟
 شريف: بلي.
 داکتر: چای صبح چي خوردين؟
 شريف: چای نخوردیم صاحب.
 داکتر: نان چاشت چي خوردين؟
 شريف: نان چاشت هم نخوردیم.
 داکتر: شما بايد چند روز ده شفاخانه باشين.
 شريف: چرا داکتر صاحب؟
 داکتر: شايد مريضی تان بدتر شوه.

Exchange (Variations)


الف: کریمه جان، _____ استی؟

ب: بلی. بسیار _____ استم.

الف: تیار شو. باید _____ بریم.

ب: شفاخانه _____ نیس؟

الف: ده تکسی _____ شاید مریضی ات _____ شوه. تیار شو.

1.  Listen.
2. Fill in the blanks.

Exchange (Variations)

Create new dialogs by choosing different words from the box to replace the shaded parts of the exchanges. Form groups of three or four. Two of you will be the stricken housemates, the other(s) will be the hospital staff. The sick housemates speak as a group (“We...”).

- The stricken housemates arrive at the village clinic. They ask if the doctor is in. The staff says that the doctor _____ (is busy) (is not here) (has left). A laborer is injured and the doctor is helping him. (farmer – ill – seeing him) (mechanic – injured – examining him)
- When asked what’s wrong, the stricken pair describe their symptoms which are consistent with food poisoning: “We _____.” (are dizzy) (are ill) (ate spoiled meat) (ate spoiled fried chicken) (ate spoiled vegetables)
- The patients should go to the new hospital where there are a lot of doctors. The doctors will _____ them. (help) (examine) (see)
- The hospital is _____. (far) (nearby) (quite far) (quite close)
- The medical staff checks for mobility: “Can you _____?” (stand up) (move) (walk) They think they may be able to do so.

الف/ب: ما به کمک احتیاج داریم. ما میخاییم داکتره ببینیم.
 پ/ت: داکتر مصروف اس. یک کارگر زخمی شده و داکتر او ره کمک میکنه. شما ره چی شده؟
 الف/ب: ما مریض استیم. دیشو گوشت پوسیده ره خوردیم.
 پ/ت: شما باید به شفاخانه نو برین. ده اونجه داکترها زیاد اس. اونها شما ره معاینه میکنن.
 الف/ب: شفاخانه نو دور نیس؟
 پ/ت: کمی دور اس. میتانین حرکت کنین؟
 الف: بلی، میتانیم. شاید مریضی ما بدتر شوه؟
 ب: نی، مریضی ما بدتر نمیشه. تیار شو! بیاکه بریم!

اینجه نیس	ده خانه اس	باید	نفس بکشین
شفاخانه کهنه	شاگرد	از اینجه رفته	کلینیک صحتی
معاینه	مریض	دیدن	کمک
مرغ بریان	سرچرخ	مستری	دهقان
ایستاد شوین	پیاده برین	بسیار	سبزیجات

Drills

Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (statement to negation "...*must not*"), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.



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Extended Practice

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

Warm-up (only one student per task)

1. Give five words related to hospital facilities and medical staff.
2. Name five common problems that send people to the clinic.
3. Ask your teacher if he or she has a neighbor (or housemate).
4. Conduct a brief drill (Total Physical Response) with the verbs ‘stand,’ ‘sit,’ ‘lie,’ ‘move’ (don’t move) and ‘breathe’ (don’t breathe). Command your classmates. They will do what you tell them to do.
5. Dictate to your classmates five verb forms from this lesson. They will have to write and say what each means.

Talking about a trip to the hospital

Choose a person you know well. Think about what prompted this person’s trip to the hospital. Mention how the patient got there. Also tell who examined him or her on arrival. Prepare notes. (*Do not use any modal auxiliaries.*)

Now talk about the trip.

Role-plays

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

با یک آشنای افغان تان در مورد اعتیاد او به سگرت صحبت کنید. متوجه میشوید که آشنای شما نمی تواند به آسانی نفس بکشد و وضع او شاید بدتر شود.

(1) You are feeling ill and incapacitated. You need medical attention right away. Tell an Afghan:

- The nature of the problem.
- You need medical help.
- You need the necessary transportation.
- You need water.

(2) During a joint training exercise with Afghan soldiers, your counterpart collapses. Find out what's wrong and offer to take the person to the doctor (medic).

(3) Talk to an Afghan acquaintance about his / her smoking habit. You notice that your acquaintance cannot breathe and may get worse.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, listening and also short speaking or writing tasks. Hone your dictionary skills.

مرکز طبي آفتاب

در دوشهر تسهيلات خدمات صحي را
جهت خدمت گزاري براي جامعه افغاني فراهم آورده



Naim S. Katiby M.D.

هموطن تان داکتر نعیم کاتبی

مجهز به تمام وسایل طبي و فزيوتراپی

واکسینهای اطفال ، حج ، مسافرت ، سنت اطفال ، جراحی های خورد ، تصادفات موتر
زمین خوردگی و جراحات ناشی از کار به شیوه احسن اجراء میگردد .
پلانهای مختلف برای معاینات عمومی سالانه هم وجود دارد .

* * * *

تمام افراد خانواده ، تمام امراض روحي ، اطفال ، زنان و کلان سالان درین دو کلینیک
توسط داکتران طب و کایرو پراکتیک تداوی و معالجه میشوند .
مرکز طبي آفتاب در دو شهر نوارک و سانلی اندرو
به سرپرستی هموطن تان داکتر کاتبی

شهر های نوارک و فریمونت	شهر های هیوارد و سانلیندرو و اطراف
(۵۱۰) ۷۹۱ - ۸۲۷۲	(۵۱۰) ۲۷۸ - ۱۱۲۳

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1. Naim Katiby is in the medical profession. Find and underline the corresponding Dari word.
2. Where does Dr. Katiby practice? Circle the name of the medical facility. Trace a box around the locations mentioned in the text.
3. Are women and children also treated at this facility?
4. In pairs, ask and tell each other the clinic's telephone numbers.

دفتر بیمه استیت فارم **مثل** يك همسايه خوب



با تقديم انواع بیمه موتر، خانه، صحت
و حیات تان از طریق من به بزرگترین
کمپنی بیمه در امریکا اعتماد کنید.

و حالا ستیت فارم حسابهای Mutual Fund
و حسابهای تعاونی بنام IRA هم تقديم میکند

افضل ناصری و ماری خلیلی
نماینده همکار

© Nick Noori

1. Quickly glance at the ad and predict what the profession of this person is.
2. 🎧 Listen to the recording and identify familiar names and expressions. Did you guess correctly?
3. Return to the text and highlight all the words you recognize. How many words did you find? Who found the most?
4. In order to make better sense of the company's slogan, look up the circled word. What is the slogan? Say it in English.
5. Two professionals are affiliated with this agency. Tell your neighbor the name of one. Your neighbor explains the position. Switch roles and talk about the second professional.

داکتر عبدالرزاق مروارید

سفید کردن، پرکردن و کشیدن دندان
دندانهای مصنوعی ثابت و متحرک
درمان و جلوگیری از بیماریهای بیره
زیبای دندانانها به روشهای باندینگ و لامینت
پیشگیری از پوسیدگیهای دندانهای اطفال
روکش های چینی (پرسلین)

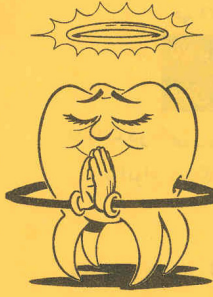
۳۴۴-۳۴۶۳ (۸۱۸)

اکثر بیمه های دندان قبول میشود.

داکتر ناهید نعمان
Dr. Nahid Neman

داکتر دندان برای اطفال و بزرگسالان

علاج و جلوگیری از امراض بیره
روت کانال
معاینات کامل دندان
دندانهای ثابت و متحرک
باندینگ و زیبایی دندان
روکش چینی



© both Nick Noori

1. Look over these two texts. What do the practitioners have in common?
2. How are they different? (Hint: check their names.)
3. What kind of service do they both provide? Find and copy the key word. (Hint: it is repeated throughout.)

LESSON 15

At School

- *Vocabulary: Related to elementary and secondary grade levels, subjects, schedule, supplies, activities*
- *Grammar: Ordinal numbers, asking questions with چند /chand/ and چندم /chan-dum/; more on present tense usage; the verb یاد داشتن indicating 'having a skill' or 'knowing how to do something'*
- *Functions: Ask and talk about school experience. Make small talk with a student.*
- *Skills: Understand ordinal numbers in context.*
- *Situation: A visitor to a school asks a student about the schedule, supplies, different subjects, and activities.*

Grammar Notes

Various usages of the present tense

In Dari, we can substitute the *simple present tense* for the following tenses, especially when using the conversational form:

- a. *Present progressive* (also called *present continuous*). An English example: 'She is reading a book.' This verb form indicates an action that is in progress.
- b. *Present perfect progressive* (also called *present perfect continuous*). An English example: 'She has been reading the book.' This refers to an action that started sometime in the past and has been continuing to the present moment.
- c. *Simple future*. An English example: 'She will read.' This verb indicates any action that will occur after the present moment.
- d. *Future progressive* (also called *future continuous*). An English example: 'She will be reading.' This verb refers to action that continues over time from the present moment on.

Thus, the simple present tense can be used for other verb forms and tenses even though separate forms for these tenses do exist and can be used. The fact that we can substitute a simpler verb form makes learning Dari easier. Now, let's take a look at some examples in Dari and their English equivalents to distinguish some differences between conversational and formal Dari:

مریم این کتاب را میخواند. 'Maryam **reads** this book.'

(میخواند, used as the *simple present tense*)

This tense will not change in formal Dari.

مریم حالا این کتاب را میخواند. 'Maryam is reading this book now.'
(*میخواند* used as the *present progressive tense*.)

This tense can also be used in formal Dari, or we can use the following form instead:

مریم درحال خواندن این کتاب است. 'Maryam is reading this book.'
The phrase *درحال خواندن* means 'in the process of reading.'

مریم یک هفته است که این کتاب را میخواند. 'Maryam has been reading this book for a week.'
(*میخواند* used as the *present perfect progressive tense*)

In formal Dari, we use the *present perfect progressive* form instead. You will notice that the English and Dari forms are parallel in this instance:

مریم برای یک هفته این کتاب را میخوانده است. 'Maryam has been reading this book for a week.'

مریم هفته آینده این کتاب را میخواند. 'Maryam will read this book next week.'
(*میخواند* used as the *simple future tense*)

In formal Dari we use the prescribed *future tense*, adding the required auxiliary.

مریم هفته آینده این کتاب را خواهد خواند. 'Maryam will read this book next week.'

Look at an example from this lesson where the *simple present tense* is used as *present progressive tense*:

سارا با سلما درباره ساعت های درسی صحبت میکند. 'Sara is talking with Salma about the class periods.' (lit., 'lesson hours')

Here is an example where the *simple present tense* is used as the *future tense*:

ما در ساعت سوم ریاضی میخوانیم. 'We will study math in the third period.'

Ordinal numbers

In English, 'first,' 'second,' 'third,' etc., are called *ordinal numbers*. 'One,' 'two,' 'three,' etc., on the other hand, are called *cardinal numbers*. In Dari, the first three ordinal numbers are irregular:

Cardinal numbers

یک /yak/ 'one'

دو /doo/ 'two'

سه /sey/ 'three'

Ordinal numbers

اول /au-wal/ 'first'

دوم /du-wum/ 'second'

سوم /se-wum/ 'third'

Higher ordinal numbers are formed by adding the suffix /um/ at the end of the cardinal numbers. The word stress falls on this suffix. In writing, /um/ is represented by the letter م [meem] alone, as the sound /u/ is usually not shown in writing in the middle position. Look at the following examples:

Cardinal numbers

چهار /cha-haar/ 'four'
 پنج /panj/ 'five'
 بیست و یک /bees-tu-yak/ 'twenty one'
 سی و هشت /see-wu hasht/ 'thirty eight'

Ordinal numbers

چهارم /cha-haar-um/ 'fourth'
 پنجم /panj-um/ 'fifth'
 بیست و یکم /bees-tu-yak-um/ 'twenty first'
 سی و هشتم /see-wu-hasht-um/ 'thirty eighth'

Here are examples illustrating the use of ordinal numbers:

‘Nasima is in the sixth grade.’ نسیمه در صنف ششم هست.

‘We have art in the fourth period.’ ما در ساعت درسی چهارم رسم داریم.

‘The students are studying the twenty ninth lesson.’ شاگردان درس بیست و نهم را میخوانند.

Transition to conversational Dari

In conversational Dari, cardinal numbers are sometimes used as ordinal numbers. Here is an example from this lesson:

‘What do you study in the eighth grade?’ ده صنف هشت چی میخوانین؟

In the above example, the cardinal number ‘eight’ is used in place of the ordinal number ‘eighth.’ In formal Dari, the same sentence will be said as follows:

‘What do you study in the eighth grade?’ (شما) در صنف هشت چه میخوانید؟

Look at another example and compare the conversational and formal versions:

Conversational Dari

این کتاب برای صنف پنج اس.

Formal Dari

این کتاب برای صنف پنجم است.

English translation

‘This book is for the fifth grade.’

Asking questions with چند /chand/ and چندم /chan-dum/

Used in a question, and depending on the context, the word چند /chand/ could mean ‘how much,’ ‘what number,’ or ‘how many.’ Used in a statement, it could mean ‘a few’ or ‘several.’ In the context of this lesson, we are asking questions about something that is associated with ordinal numbers, such as school grade levels. Consequently, چند /chand/ turns into چندم /chan-dum/, the question word now ending with the suffix /um/. Example:

‘What grade are you in?’ (lit., ‘which number grade’) شما در صنف چندم هستید؟

Now check each of the following examples for the presence of /um/, represented by the letter م [meem], in both questions and answers:

- سلما، تو ده صنف چندم هستی؟ 'Salma, what grade are you in?'
- شما در ساعت چندم ریاضی دارید؟ 'In what period do you have mathematics?'
- آنها در هفته چندم زبان¹ دری را یاد گرفتند؟ 'In what week did they learn the Dari language?'

Here are some possible answers to the preceding questions:

- مه ده صنف هشتم هستم. 'I am in the eighth grade.'
- ما در ساعت سوم ریاضی داریم. 'We have mathematics in the third period.'
- آنها در هفته ششم زبان دری را یاد گرفتند. 'They learned the Dari language in the sixth week.'

Review of particle را/raa/ and objects of preposition

In Lessons 4, 8 and 9, we explained the use of the particle را /raa/ to identify a specific object of a verb. Since all nine verbs introduced in this lesson can take an object, the particle را /raa/ can be used with all of them. The following is an example:

این را گوش کنید! 'Listen to this!'

In this instance, the relationship between the verb and the object can also be defined by using the preposition به 'to.' This option makes این 'this' an object of preposition. The previous example will thus change to:

به این گوش دهید! or به این گوش کنید! 'Listen to this!'

In Dari, the particle را is clearly used to show the relationship between any verb and its object. Usage of prepositions, however, is determined by the specific verb in the sentence. Look at some more examples:

- فرید این کتاب را میخواند. 'Farid is reading this book.'
- فرید این کتاب را برای برادرش میخواند. 'Farid is reading this book for his brother.'

Following are examples of sentences containing first only a direct object, and then additionally an object of preposition. Look at the Dari prepositions closely:

¹ In Dari, when talking about a language, we often use the word زبان 'language' before the name of that language, even though this may seem redundant. For example, instead of saying شما انگلیسی صحبت میکنید؟ 'Do you speak English?', we may say شما به زبان انگلیسی صحبت میکنید؟ lit., 'Do you speak in the English language?' Notice the use of the preposition به 'to,' which in this context means 'in.' Because of the preposition, /raa/ is not used.

من درس تاریخ را نوشتم. من درس تاریخ را به دری نوشتم.	'I wrote the history lesson.' 'I wrote the history lesson in Dari.' (lit., 'to Dari')
میتوانی این گل را رسم کنی؟ میتوانی این گل را با پنسل رسم کنی؟	'Can you draw this flower?' 'Can you draw this flower with a pencil?'
این کتابچه ها را حساب کنید! این کتابچه ها را برای من حساب کنید!	'Count these notebooks!' 'Count these notebooks for me!'
معلم نو زبان آلمانی را درس میدهد. معلم نوزبان آلمانی را به ما درس میدهد.	'The new teacher teaches German (language).' 'The new teacher teaches German (language) to us.'
لیلا درس هفته گذشته را حفظ کرد. لیلا درس هفته گذشته را در آخر هفته حفظ کرد. (You know already that with weekdays and weekend, Dari uses the preposition 'in,' not 'on.')	'Laila memorized last week's lesson.' 'Laila memorized last week's lesson on the weekend.'
آنها نوشتن ¹ را می آموزند. آنها نوشتن به زبان دری را می آموزند.	'They are learning to write.' 'They are learning to write in Dari (language).' (Lit., 'to Dari')
من درس نو را نفهمیدم. من درس نو را از کتاب نفهمیدم.	'I did not understand the new lesson.' 'I did not understand the new lesson from the book.'

Usage of the compound verb یاد داشتن to indicate 'skill' or 'familiarity'

In English, we say 'Do you speak French?' In Dari, the same question can be asked in several different ways. Two of the most commonly used ones are shown below:


(شما) (زبان) فرانسوی را یاد دارید؟
(شما) به (زبان) فرانسوی گپ میزنید؟

In the first sentence, the verb یاد داشتن means 'to speak.' In other contexts, it can also mean 'being familiar with...' or 'knowing how to ...' Look at some examples:

تو حساب کردن به زبان جاپانی را یاد داری؟	'Do you know how to count in Japanese?'
من رسم کشیدن را یاد ندارم.	'I don't know how to draw.'
ناهید نوشتن به زبان آلمانی را یاد دارد.	'Nahid knows how to write in German (language).'

¹ The verb نوشتن 'to write,' which is in its infinitive form and used as a noun here ('writing'), is the direct object of the verb می آموزند 'are learning.' Therefore, it has taken the particle را/raa/. There are other Dari verbs such as خوش داشتن 'to like' that can similarly take the infinitive form of a verb as their object. Example: من صحبت کردن به زبان دری را خوش دارم. 'I like to speak (speaking) in the Dari language.'

Lesson Vocabulary

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

صنف	class / grade
شاگرد	pupil / student
ساعت درسی [= ساعت]	hour / period
درس	lesson
مضمون	subject
کتاب	book
کتابچه	notebook
قلم	pen
کاغذ	paper
پنسل	pencil
آخر هفته	weekend
زبان [= لسان] (زبان)	language
دری	Dari
پشتو	Pashto
انگلیسی	English
آلمانی	German

ریاضی	mathematics
تاریخ	history
جغرافیه	geography
دینیات	religion
رسم	art
صحبت کردن / کن / کرد [= گپ زدن / زن / زد]	to speak / to talk
آموختن / آموز / آموخت [= یاد گرفتن / گیر / گرفت]	to learn
درس دادن / ده / داد (یاد دادن / ده / داد)	to teach
یاد داشتن / دار / داشت	to have a skill / to know how to...
حفظ کردن / کن / کرد (ازبر کردن / کن / کرد)	to memorize
گوش کردن / کن / کرد [= گوش دادن / ده / داد]	to listen
خواندن / خوان / خواند	to study / to read
نوشتن / نویس / نوشت (نوشته کردن / کن / کرد)	to write
رسم کردن / کن / کرد (رسم کشیدن / کش / کشید)	to draw
حساب کردن / کن / کرد	to count
فهمیدن / فهم / فهمید	to understand

Homework

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

What do the others have in common?

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

مهنز میخواد زبان فرانسوی را _____ .

سارا شاگرد صنف _____ است.

مکتب به شاگردان کتاب، کتابچه و پینسل _____ .

ما باید درس _____ را حفظ کنیم.

- C. Write the following in Dari:

I am learning to write (in) Dari.



Students memorize the lessons.

This book is for the first grade.

Can you speak (in) German?
(singular, informal)

Narrative (Structures)

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

Structure	 Dari	 English transliteration
ordinal number		
verbs in the infinitive		
verbs in the present tense		
verb in subjunctive mood		
prepositional phrases		
direct objects marked by /raa/		

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

Narrative (Model)

سارا با سلما در بارهٔ ساعت های درسی صحبت میکنند. سارا شاگرد صنف هشتم است. در صنف هشتم، شاگردان درس های دری، ریاضی، تاریخ، و جغرافیه دارند. آنها خواندن، نوشتن و گپ زدن به زبان انگلیسی را یاد میگیرند. آنها باید درسها را حفظ کنند. مکتب به شاگردان، کتاب، کتابچه و پینسل می دهد.



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

Narrative (Variations)



سارا با سلما در بارهٔ ساعت های درسی صحبت میکند. سارا شاگرد صنف هشتم است. در صنف هشتم، شاگردان درس های دری، ریاضی، تاریخ، و جغرافیه دارند. آنها خواندن، نوشتن و گپ زدن به زبان انگلیسی را یاد میگیرند. آنها باید درسها را حفظ کنند. مکتب به شاگردان، کتاب، کتابچه و پینسل می دهد.

فرانسوی	حساب کردن	نهم	فرید	رسم	بفهمند
خواندن	کاغذ	پشتو	نوشتن	بیاموزند	قادر
انگلیسی	هفتم	دینیات	ششم	قلم	پنجم
رسم کشیدن	دری	آلمانی	زهرة	گوش کردن	ناهید

1. Create new narratives about other students, their curriculum and supplies by choosing different words from the box to replace the shaded parts of the text.
2. Use the remaining class time to practice talking about situations encountered in some schools in the U.S.

Exchange (Structures)

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

Meaning	 Dari	 English transliteration

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

History: Which period?	Art: Which period?
English: She knows?	Skills learned: Books?

3. Now ask about Salma's education and tell the information you listed above. Practice both Yes-No and 'Wh-...?' questions.

Exchange (Models)

Sara speaks with Salma about her school subjects.

- سارا: سلما، تو ده صنف چندم هستی؟
 سلما: ده صنف هشتم.
 سارا: ده صنف هشت چی می خانین؟
 سلما: دری، ریاضی، انگلیسی، تاریخ.
 سارا: زبان انگلیسی ره یاد داری؟
 سلما: کمی یاد دارم. ما ده ساعت انگلیسی، نوشتن، خواندن و گپ زدن نه یاد میگیریم.
 سارا: کتاب انگلیسی ره می خرین؟
 سلما: نی. کتاب ها ره مکتب میته.



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Sara learns about Salma's schedule.

سارا: روز های سه شنبه درس تاریخ دارین؟
 سلما: بلی.
 سارا: ساعت چندم؟
 سلما: ساعت چهارم.
 سارا: ساعت پنجم چی دارین؟
 سلما: رسم داریم.
 سارا: ده ساعت رسم چی میکنین؟
 سلما: رسم کشیدنه یاد میگیریم.



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Exchange (Variations)

الف: شاکر، توده _____ چندم هستی؟

ب: ده صنف _____.

الف: ده صنف _____ چی میخانین؟


ب: _____، _____، _____، _____.

الف: _____ خوش داری؟

ب: بلی. خوش دارم.

الف: ره میخرین؟

ب: نی، کتاب ها ره _____ میته.

1.  Listen.
2. Fill in the blanks.

Exchange (Variations)

Create new dialogs by choosing different words from the box to replace the shaded parts of the exchanges. Form groups of three or four. Two of you will be the students, the other(s) will be educators who are conducting interviews to find shortcomings in the curriculum. Students and educators speak as groups (“We...”).

- The educators ask if the students are learning a number of subjects: _____ (math?) (religion?) (history?) (geography?) (art?) They may or may not have those subjects in the grade the students are in.
- They further ask if the students speak a number of languages: _____ (French?) (English?) (German?) ((Pashto?) They may (understand) (speak), or they may not (‘French? What’s that?’)
- They also ask if the students have enough of the following supplies: _____ (books?) (notebooks?) (pencils?) (pens?) (paper?)
- Depending on the outcome of the interview, the educators either promise to give the students _____ or to teach the students _____

الف/ب: ما میخاییم ده بارهء مکتب تان گپ بز نیم. شما ده صنف چندم هستین؟
 پ/ت: ما ده صنف پنجم هستیم.
 الف: شما ده ای صنف ریاضی ره یاد میگیرین؟
 پ/ت: بلی، یاد می گیریم.
 ب: شما زبان آلمانی ره یاد میگیرین؟
 پ/ت: نی، زبان آلمانی ره ده صنف ششم یاد میگیریم.
 الف: میتانین به زبان انگلیسی گپ بزین؟
 پ/ت: میتانیم گپ بز نیم.
 الف/ب: کتاب و کتابچهء کافی دارین؟
 پ/ت: نی، نداریم.
 الف/ب: ما به شما کتاب و کتابچه میتیم. وشاید زبان آلمانی ره به شما یاد بتیم.

نهم	خواندن	فرانسوی	نوشتن	تاریخ	رسم کشیدن
حساب کردن	ششم	نی	دینیات	نگرفتن	
گپ زدن	کاغذ	توانستن	آلمانی	پنسل	
نداشتن	گرفتن	جغرافیه	انگلیسی	یاد گرفتن	
هشتم	یاد گرفتن	کمی	دری	هیچ چیز	
هفتم	زیاد	کافی	داشتن	آموختن	
قلم	رسم	پشتو	نتوانستن	گوش کردن	

Drills

Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (cardinal to ordinal number, or conversational to formal Dari), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.



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Extended Practice

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

Warm-up (only one student per task)

1. Name a subject or subjects you liked in school.
2. Name five or more skills/activities students worldwide practice in school.
3. Quickly name five to ten things and people found in a school.
4. Ask your teacher if he or she memorized English lessons. Also find out if he or she was a good student.
5. Think of a subject. Mention a related key word as a hint. Provide more hints if necessary. Your classmates guess the subject.
6. Dictate to your classmates five verb forms from this lesson. You may include a command, past, present, and subjunctive forms or a progressive form. They will have to write and say what each means.

Talking about an American student

Choose a person you know well. Think about what this person experienced in school. Mention some after-school activities. (For a young person this may still be ongoing, in that case use present tense.) Prepare notes.

Now talk about the student.

Role-plays

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

به یک معلم افغان راجع به مهارتهایی که شاگردان باید بیاموزند مانند خواندن، نوشتن، حساب کردن، گپ زدن به زبانهای خارجی و غیره، مشوره دهید. این مهارت ها را به اساس اولویت درجه بندی کنید. طرف مقابل درمورد تعیین اولویت برای مهارت ها و انتخاب زبان های خارجی، با نظر شما مخالف است.

(1) Your unit in Afghanistan is sponsoring a school for Afghan boys and girls. As a goodwill gesture, you are bringing some needed supplies to the schoolhouse. Talk to one of the students about his/her grade, subjects, and supplies. Then ask where the teacher is. You want to give the supplies to the teacher.

(2) You and an Afghan acquaintance talk about the merit of memorizing lessons. The two of you disagree (the Afghan school model relies heavily on memorization, while the American does not.)

(3) Advise an Afghan teacher on the skills his/her students should learn, such as reading, writing, counting, speaking foreign languages, etc. Prioritize them. Your partner disagrees on the priorities and choice of foreign language.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, listening and also short speaking or writing tasks. Hone your dictionary skills.

استخدام فوری

مک نیل تکنولوژی یک موسسه خدمات تخصصی واقع در شهر سپرنگفیلد ایالت ورجینیا ، تعدادی مترجم را بصورت عاجل با بهترین معاش و تامينات استخدام می کند :

علاقمندان باید حایز شرایط ذیل باشند :

- * به زبان های انگلیسی ، دری ، پشتو یا ازبکی خوانده و نوشته بتواند .
- * آمادگی سفر داشته باشد .

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1. This job announcement was placed by a technology company. Look up what the announcement title actually means.
2. What can you gather from the first paragraph regarding the company's location?
3. Check the second paragraph for any language skills the qualified candidate should have. Underline the corresponding sentence.
4. Guess the job title. Now look up the circled word for confirmation that you guessed correctly.

وطن ما افغانستان است. افغانستان کوه های بلند و جنگل های سبز دارد. دریا های آن صاف و آبهای آن شیرین است.

وطن ما چمن های سبز و خاک حاصلخیز دارد. هوای وطن ما بسیار خوب است.

افغانستان یکی از بهترین قطعات دنیاست. کوه های بلندش از برف پوشیده است. آسمانش صاف و خاکش بابرکت است. درباغچه هایش گلها و درچمن هایش گیاه پیدا میشود. ما از این خاک بابرکت فایده میگیریم.

این وطن عزیز ازپدرها واجداد به ما مانده است. در راه محافظه آن هزارها نفر شهید شده اند. ما نیز حاضریم که برای محافظه وطن خود کوشش کنیم.

1. 🎧 This text is from a Dari school book. Listen to the opening paragraph. Can you pick out the Dari word for 'forest'? Repeat it. (Hint: think "tropical.")
2. Study the written text. Say all the adjectives you can find. Who found the most?
3. Circle the superlative form 'best.'
4. Read the entire text silently to get the general idea. Give it a title. Write it at the top in Dari.
5. Tell your classmates the title you wrote.

LESSON 16

A Reasonable Plan

- *Vocabulary: Related to weather and seasons; seasonal activities*
- *Grammar: Present tense hinting at future: “It will be...;” review of adjectives derived from nouns; clauses with ‘when,’ ‘where,’ ‘that’; the verb بودن ‘to be’; the construction “in order to...”*
- *Functions: Make suggestions about going somewhere and doing something. Express a purpose.*
- *Skills: Understand numbers in context (temperature in degrees centigrade) and basic weather terminology.*
- *Situation: Two friends discuss plans that depend on what the weather will be like.*

Grammar Notes

Clauses using **وقتیکه /waq-tey-ke/ ‘when’** and **جاییکه /jaa-yey-ke/ ‘where’**

A clause is a group of words containing a subject and a predicate. When you combine two clauses using conjunctions, you get a compound sentence. A compound sentence can sometimes consist of an independent (or main) clause and a dependent (or subordinate) clause. While the main clause can stand on its own, the dependant clause in most cases cannot. Look at the following example:

وقتیکه من درقندهاربودم، حرارت ۳۸ درجه سانتی گراد بود.

‘When I was in Qandahar, the temperature was 38 degrees centigrade.’

In the above example, we can see two separate sentences: ‘I was in Qandahar’ and ‘The temperature was 38 degrees centigrade.’ When we add the subordinate conjunction **وقتیکه** to the first sentence, we construct the subordinate clause ‘When I was in Qandahar, ...’ It is incomplete and needs a main clause to complete it. The main clause in this case is ‘The temperature was 38 degrees centigrade.’

Here is an example from this lesson:

وقتیکه حسن درمزارشریف میباشد، حرارت تقریباً ۲۲ درجه سانتی گراد خواهد بود.

‘When Hassan is in Mazar-e-Sharif, the temperature will be approximately 22 degrees centigrade.’

The connection between our dependent and independent clause is **وقتیکه** ‘when...’ lit., ‘at the time that...’ It is composed of **وقتی /waq-tey/** ‘a time/(at) the time’ and **که /ke/** ‘that.’ Put together, the two mean ‘when.’ There may be instances where **وقتی** and **که** are separated from each other by a verb or a phrase. For example, **فاروق وقتی خواهد رفت که هوا خوب باشد.**

‘Farooq will go **when** the weather is good.’ (separated by the verb **خواهد رفت**)

Now, we expand the same sentence a little:

فاروق وقتی با خانمش به هندوستان خواهد رفت که هوا خوب باشد.
 'Farooq will go to India with his wife **when** the weather is good.'
 (separated by the phrase **با خانمش به هندوستان خواهد رفت**)

Similarly, we can construct clauses using **جاییکه** 'where' as a conjunction. Here is an example:

آنها میخواهند به پغمان و استالف^۱، جاییکه در تابستان هوا معتدل است، بروند.
 'They want to go to Paghman and Istalef, **where** the weather is mild in the summer.'

In the following example, **جاییکه** is separated by the verb **است**:

این جایی است که من زندگی میکنم. 'This is **where** I live.'

Look at an example from this lesson:

حسن در نوروز به مزار شریف، جاییکه خانواده اش زندگی میکنند، خواهد رفت.
 'On New Year's Day, Hassan will go to Mazar-e-Sharif, **where** his family lives.'

Note: As seen in the above example, the noun **خانواده** 'family' in Dari, unlike English, takes the plural form of such verbs as 'to live.' However, the nouns **خانواده** and **فامیل**, both meaning 'family,' can take the singular form of the verb 'to be.'

Clauses using 'that...'

The word **که** /ke/ 'that' also commonly functions as a conjunction to introduce a subordinate clause. Look at the following examples:

حسن میگوید که او در رخصتی نوروز به مزار شریف خواهد رفت.
 'Hassan **says that** he will go to Mazar-e-Sharif on New Year's holiday.'

من شنیدم که در روز نوروز، حرارت در مزار شریف تقریباً ۲۲ درجه سانتی گراد خواهد بود.
 'I **heard that** on New Year's Day, the temperature in Mazar-e-Sharif would be approximately 22 degrees centigrade.'

مه امروز شنیدم که روز جمعه هوا خوب نخاد بود.
 'Today I **heard that** the weather would not be good on Friday.'

برادرم گفت که هوا سرد و بارانی خواهد بود.
 'My brother **said that** the weather would be cold and rainy.'

¹ Paghman and Istalef are two beautiful valleys close to Kabul, where hundreds of residents of the capital go on weekends to have picnics and enjoy the cool weather, especially in the summertime.

Three forms of the verb ‘to be’

Perhaps the most complex Dari verb for new learners is the ‘to be’ verb. No other verb in Dari has as many forms. In Lesson 1, we explained two of its forms, *استن* and *هستن*. You learned that *هستن* generally refers to a physical location, in contrast to *استن*. In Lesson 10, we also introduced its third form, *بودن*, and very briefly explained it in a footnote. *بودن* can be used as a substitute for both *هستن* and *استن*, and Dari speakers use all three forms interchangeably. Please note that all of the following examples have the same meaning:

هوا آفتابی است.	‘The weather is sunny.’	(correct, preferred)
هوا آفتابی هست.	‘The weather is sunny.’	(correct, not preferred)
هوا آفتابی می باشد.	‘The weather is sunny.’	(correct, not preferred)

Let’s look at the conjugation of *بودن* for the simple present tense:

من می باشم /man mey-baa-sham/	‘I am’
تو می باشی /too mey-baa-shee/	‘You are’
او می باشد /o mey-baa-shad/	‘He/She is’
ما می باشیم /maa mey-baa-sheym/	‘We are’
شما می باشید /shu-maa mey-baa-sheyd/	‘You are’
آنها می باشند /aan-haa mey-baa-shand/	‘They are’

We can also join the prefix *می* with the rest of the verb and write it like *میباشم*, *میباشید*, *میباشند*, etc.

The present stem of the verb *بودن* is *باش* /baash/ and its past stem is *بود* /bood/. Here is a recap of all the three forms of ‘to be’ in Dari:

<u>Infinitive</u>	<u>Present stem</u>	<u>Past stem</u>
(استن)	----	----
(هستن)	----	----
بودن	باش	بود

Of the above infinitives, the first two are no longer used in Dari, and since there are no *present* and *past stems* for *استن* and *هستن*, we can only use them in the *simple present tense*. In order to construct the various forms of the verb ‘to be,’ we use the *present* and *past stems* of *بودن*, shown above. Let’s look at some examples of the three forms of ‘to be’ in different tenses for the third person singular and plural:

	<u>استن</u>	<u>هستن</u>	<u>بودن</u>
<u>3rd person singular</u>			
<i>Simple present tense</i>	است	هست	میشد
<i>Present perfect tense</i>	بوده است	بوده است	بوده است
<i>Simple past tense</i>	بود	بود	بود
<i>Future tense</i>	خواهد بود	خواهد بود	خواهد بود
<i>Subjunctive mood</i>	باشد	باشد	باشد
<u>3rd person plural</u>			
<i>Simple present tense</i>	استند	هستند	میشدند
<i>Present perfect tense</i>	بوده اند	بوده اند	بوده اند
<i>Simple past tense</i>	بودند	بودند	بودند
<i>Future tense</i>	خواهند بود	خواهند بود	خواهند بود
<i>Subjunctive mood</i>	باشند	باشند	باشند

Review of adjectives

Most adjectives derived from nouns are formed by adding the particle /ee/ at the end of the noun. As discussed in Lesson 9, in writing, the particle /ee/ is represented by the letter ی [yaa.] Look at the following examples from this lesson:

آفتاب /aaf-taab/	‘sun’	آفتابی /aaf-taa-bee/	‘sunny’
باران /baa-raan/	‘rain’	بارانی /baa-raa-nee/	‘rainy’
برف /barf/	‘snow’	برفی /bar-fee/	‘snowy’

Expressing purpose

Both English and Dari allow for different ways of expressing purpose. For example, we might use ‘in order to...’, ‘so that...’ or ‘for...’:

‘Hassan will go to Mazar-e-Sharif in order to visit his family.’ Or:
 ‘Hassan will go to Mazar-e-Sharif so that he can visit his family.’ Or:
 ‘Hassan will go to Mazar-e-Sharif for a visit to his family.’

The easiest way to express the above in Dari is to use the preposition برای ‘for’ together with the *infinitive form* of the verb: حسن برای بازدید کردن خانواده اش به مزار شریف خواهد رفت.

Another way is to use the phrase برای آنکه ‘in order to’ (lit., ‘for that which’), along with the *subjunctive form* of the verb: حسن برای آنکه از خانواده اش بازدید کند به مزار شریف خواهد رفت.

The third way is to use either تا ‘so,’ که ‘that’ or تا که ‘so that’ with the *subjunctive form* of the verb:

حسن به مزار شریف خواهد رفت تا از خانواده اش بازدید کند.
 Or: حسن به مزار شریف خواهد رفت که از خانواده اش بازدید کند.
 Or: حسن به مزار شریف خواهد رفت تا که از خانواده اش بازدید کند.

Transition to conversational Dari

The preposition به 'to' is often dropped in conversational Dari. For example, instead of saying 'Nahid is not going to school today,' we simply say 'ناهید امروز مکتب نمیره.' Look at some examples from this lesson:

مه مزار شریف میرم. 'I am going to Mazar-e-Sharif.'

مه هندوستان میرم. 'I am going to India.'

روز جمعه آینده، بری میله کدن پغمان میرم.
 'Next Friday, we are going to Paghman in order to have a picnic.'

کابل میرم. 'I am going to Kabul.'

In the last sentence, the subject ('I') is already implied by the verb ending and, therefore, the pronoun مه was dropped.

Cultural Notes

1. The Afghan New Year is called نوروز /nau roz/ which literally means 'new day' in Dari. It refers to the first day of the year in the Afghan calendar. Meanwhile, 'nau roz' is the beginning of the spring season which coincides with the 20th or the 21st of the month of March. Every year, نوروز is celebrated in traditional ways throughout the country. نوروز and the traditional festivities associated with it have a history of over 5,000 years.
2. عید /eed/ 'Eid' is a feast in Islamic countries. There are two prominent Eids:
 - a. عید فطر 'Eid-e-Ramazan,' also known as عید فطر 'Eid ul-Fitr,' is the Muslims' feast marking the end of fasting during the holy month of Ramazan (also spelled Ramadan.)
 - b. عید قربان 'Eid-e-Qurban,' also known as عید اضحی 'Eid ul-Adha,' is the Muslims' feast marking the culmination of the annual pilgrimage to Mecca and commemorating the sacrifice of Abraham.
3. Afghans use the Celsius scale to measure temperature. Here is the formula for converting Celsius or centigrade degrees to Fahrenheit degrees:

$$(^{\circ}\text{C} \times 9/5) + 32$$

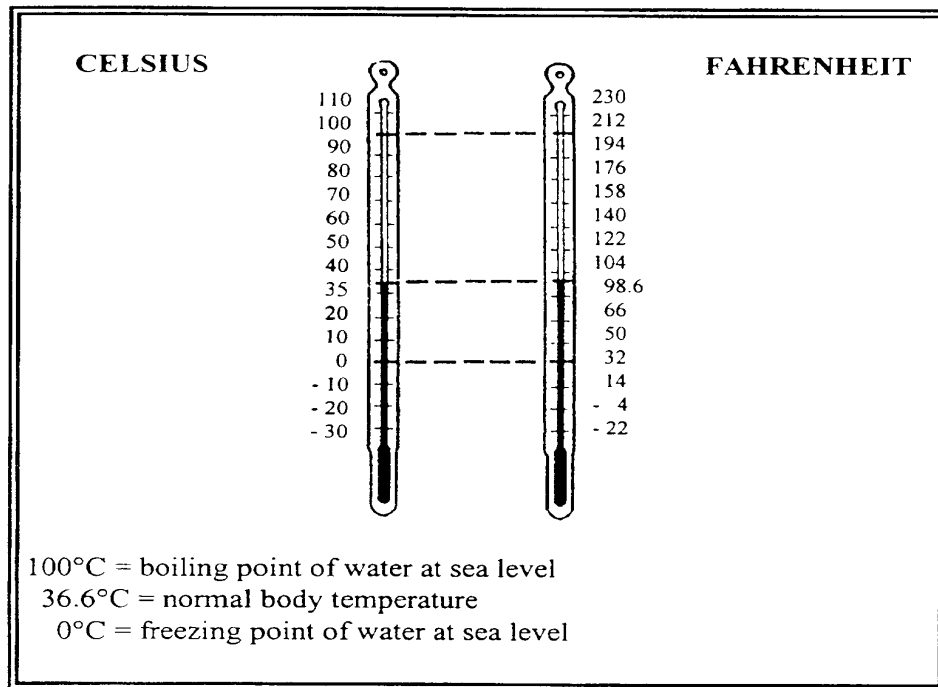
For example, $20^{\circ}\text{C} \times 9 = 180; 180/5 = 36; 36 + 32 = 68^{\circ}\text{F}$.

The formula for converting Fahrenheit degrees to Celsius degrees:


$$(^{\circ}\text{F} - 32) \times 5/9$$

For example, $68^{\circ}\text{F} - 32 = 36$; $36 \times 5 = 180$; $180/9 = 20^{\circ}\text{C}$.

When referring to temperature, Afghans say simply *۳۵ درجه اس* 'It's 35 degrees,' meaning that it is 35 degrees centigrade. Note the graphic representation of both temperature scales side by side.



Lesson Vocabulary

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

فصل [= موسم]	season
بهار	spring
تابستان	summer
خزان	fall / autumn
زمستان	winter
هوا [= آب و هوا]	weather / air
آفتابی (افتوی)	sunny
بارانی	rainy
برفی	snowy
ابری [= ابرآلود]	cloudy
گرم	warm
معتدل	mild
درجه	degree(s)
سانتی گراد	centigrade
حرارت (گرمی)	temperature

نوروز [= سال نو]	New Year's Day
عید	Eid / religious holiday
رخصتی [= تعطیل]	holiday / vacation / leave
میله	picnic
خانواده	family
هندوستان [= هند]	India
ایران	Iran
باهم [= باهم یکجا] (یکجایی)	together
به زودی [= عنقریب] (زود)	soon
وقتیکه (وختیکه)	when / at the time when
جاییکه	where / at the place where
برای [= برای آنکه]	in order to
میله کردن / کن / کرد	to have a picnic
شنیدن / شنو / شنید	to hear
گفتن / گو / گفت	to say / to tell

کباب کردن / کن / کرد	to barbeque
بازدید کردن ^۱ [= دیدن کردن] / کن / کرد	to visit (socially)
قدم زدن / زن / زد [= گردش کردن / کن کرد]	to stroll / walk around
تماشا کردن جاهای دیدنی [= جاهای دیدنی را تماشا کردن] / کن / کرد	to sightsee

¹ The verbs بازدید کردن and دیدن کردن require the preposition از ‘from’ before their object.

Homework

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

What do the others have in common?

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

هوای پغمان در تابستان _____ میباشد.

شما از هندوستان _____ کرده اید؟

فردا _____ آفتابی خواهد بود.

در روز عید، وحید و صالح _____ به پغمان رفتند.

- C. Write the following in Dari:

I have a two-week vacation next month.



When is New Year's Day?

Do you like rainy weather?
(singular, formal)

Let's go to the city to visit our family. (singular, informal)

Narrative (Structures)

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

Structure	 Dari	 English transliteration
verb 'to be' (two different forms)		
verbs in the present tense		
verbs in the future tense		
adjective (derived from a noun)		
verb in subjunctive mood		
subordinate clauses with: 'where' 'when'		
phrase using 'in order to'		

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

Narrative (Model)

به زودی بهار خواهد آمد. در فصل بهار، هوا آفتابی و معتدل می‌باشد. هفته آینده نوروز است. حسن به مزار شریف، جایکه خانواده اش زندگی میکنند، خواهد رفت. او یک هفته رخصتی می‌گیرد تا از خانواده اش بازدید کند. وقتیکه حسن در مزار شریف می‌باشد، حرارت تقریباً ۲۲ درجه سانتی‌گراد خواهد بود.

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



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Narrative (Variations)



به زودی بهار خواهد آمد. در فصل بهار، هوا آفتابی و معتدل می‌باشد. هفته آینده نوروز است. حسن به مزار شریف، جایگاه خانواده اش زندگی می‌کند، خواهد رفت. او یک هفته رخصتی می‌گیرد تا از خانواده اش بازدید کند. وقتیکه حسن در مزار شریف می‌باشد، حرارت تقریباً ۲۲ درجه سانتی‌گراد خواهد بود.

جلال آباد	لطیف	تابستان	۳۵	روز دوشنبه	زمستان
۲۷	یک ماه	زهرة	بارانی	خواهر و برادر	هرات
ابری	پدر و مادر	برفی	هندوستان	۳۰	لیلا
احمد	ده روز	آخر هفته	امریکا	عید	دو هفته
کابل	گرم	روز جمعه	قندهار	خزان	سرد

1. Create new narratives about other people, their trips, and agendas by choosing different words from the box to replace the shaded parts of the text.
2. Use the remaining class time to practice talking about semester break in colleges. (winter break, spring break, etc.)

Exchange (Structures)

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

Meaning	 Dari	 English transliteration

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

Traveler to India:	Agenda / India:	Weather in spring?
Traveler to Paghman:	Agenda / Paghman:	Weather on Friday?

3. Now ask and talk about what you listed above. Practice both Yes-No and “Wh-...” questions.

Exchange (Models)

Hassan and his friend Qader talk about their plans for New Year's.

- قادر: حسن جان، ده رخصتی نوروز کجا میری؟
 حسن: مه مزار شریف میرم. تو کجا میری؟
 قادر: مه هندوستان میرم.
 حسن: ده نوروز هوای هندوستان بسیار گرم نیس؟
 قادر: هوای هندوستان ده بهار خوب اس. شاید ۲۵ درجه باشه. مادرم میخایه از تاج محل دیدن کنه. بهار خوب وخت اس.



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Exchange (Models)

Sima extends an invitation to her friend.



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- سایما: فریده جان سلام. چطور استی؟
 فریده: خوب استم. تو چطور استی؟
 سایما: تشکر. روز جمعه آینده، بری میله کدن پغمان میریم. کباب میکنیم. میخایی که با هم یکجا بریم؟
 فریده: مه امروز شنیدم که روز جمعه هوا خوب نخاد بود. برادرم گفت که هوا سرد و بارانی خاد بود.
 سایما: مهم نیس. شاید هوا خوب شوه. می آبی؟
 فریده: چرا نی.



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Exchange (Variations)

الف: کریم جان، ده _____ کجا میری؟

ب: _____ میرم.

الف: مه _____ میرم.

ب: ده _____ چی میکنی؟

الف: میخایم _____ مه ببینم.

1. 🎧 Listen.
2. Fill in the blanks.



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Exchange (Variations)

Form groups of three or four. Two of you already have plans for a trip over the upcoming holiday. Speak as a group (“We...”). Create a new dialog by choosing from the options in the box.

- Two of you are going to Colorado to see the Rocky Mountains (Lake Tahoe to see the Donner Pass) (Arizona to see the Grand Canyon).
- The other(s) like warmer weather and suggest a trip to Carmel Valley to have a picnic (Jacks Peak for a barbeque).
- Alternatively, you might all go to San Francisco to sightsee (Disneyland to stroll around the park).

الف/ب: رخصتی نوروز ده ماه آینده اس. ما میخاییم که ده او روز بری دیدن کوه های راکی به کالورادو بریم. میتانیم که باهم یکجا بریم؟
 پ/ت: ده کالورادو هوا سرد اس. بیاین که بری میله کدن به کارمل ولی بریم.
 الف/ب: ما ماه گذشته ده کارمل ولی بودیم. باید به یک جای نو بریم.
 پ/ت: میتانیم که بری تماشا کدن جای های دیدنی به سانفرانسکو بریم.
 الف/ب: ده روز نوروز هوا چطور خواد بود؟
 پ/ت: میگن که آفتابی و گرم خواد بود.

ابری	اریزونا	قدم زدن	هفته ^۶ آینده	گرم
عید	کباب کردن	لیک تاهو	معتدل	آخر هفته ^۶ آینده
گرند گنین	سرد	تماشا کدن جای های دیدنی	ماه آینده	
دز نیلند	بارانی	جکس پیک	آخر هفته	کوتل دانر
سال	شنیدیم که	پگ سر	برفی	هفته

Drills

Time permitting, your instructor will conduct additional activities, such as question-answer practice, transformation drill (conversational to formal Dari), on-the-spot translation, number dictation, verb conjugation, etc. You may also be given a pop vocabulary quiz.



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Extended Practice

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

Warm-up (only one student per task)

1. Quickly say five or more weather-related expressions.
2. Name your favorite season. Say that you like it.
3. Give a temperature in centigrade that is **hot**. Give another that is **cold**.
4. Ask your teacher if it will be sunny tomorrow. If yes, suggest a picnic: “How about...?” or “Let’s...!”
5. Find out from your neighbor if he or she likes to barbeque.
6. Dictate to your classmates five verb forms from this lesson. They will have to write and say what each means.

Talking about a typical vacation

Think about seasonal vacation destinations that draw many Americans. Mention people that you know. Mention the weather. Prepare notes.

Now talk about the vacations and the time of year they take place.

Challenge: Try to remember a trip you took as a child when you visited family in another town or state. What time of year did you travel? What did you do? Who did you talk to? Tell this information using the **past tense**.

Role-plays

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

شما در کابل هستید. شنیده اید که درهٔ پنجشیریک جای زیبا است که در گذشته هر سال هزاران توریست را به خود جلب میکرده است. از یک افغان معلومات بگیرید که چه چیزی پنجشیر را مشهور ساخته بود، و در کدام وقت سال زیادترین تعداد سیاحان از آن دره بازدید میکردند.

(1) An Afghan friend is in town, visiting. You suggest a day trip from Monterey:

- destination
- weather
- suggested activity
- means of transportation

Your friend may or may not be enthusiastic about it.

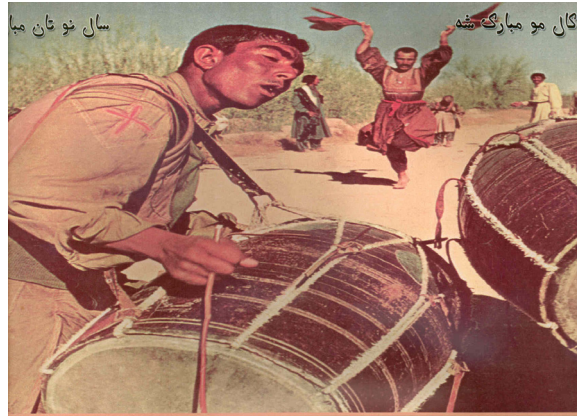
(2) You heard that the Panjshir Valley is a beautiful place that used to draw thousands of tourists each year. Now that you are in Kabul, you find out from an Afghan what made it so popular, and during what time of the year did most tourists visit the valley.

(3) You discuss with a friend whether to go shopping or have a picnic. You each have a preference. The weather is a factor in making your decision.

Now act out these role-plays with a partner.

Authentic Material

Recognize words in short texts. Practice reading, listening and also short speaking or writing tasks. Hone your dictionary skills.



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1. Look at the picture showing a traditional Afghan festivity. Think about which event might be depicted. Now close your book and take a piece of scrap paper.
2. 🎧 Listen to an announcement for this event. Identify the occasion.
3. 🎧 Listen once again. Write all the dates and times you hear. Now, open your book to check below whether your notes were correct.

کمیته برگزاری جشن نوروز افغان سنتر اعلام میدارد

که به یاری خداوند بزرگ و به همت کمیته برگزاری نوروز میله عنعنوی و کهن پای نوروز را یکبار دیگر به روز شنبه ۲۹ مارچ ۲۰۰۳ که مصادف به نهم ماه حمل سال ۱۳۸۲ هجری شمسی میباشد از ساعت ۱۰ صبح الی ۷ شام در میدا فیر گروند در شهر پلزنتن جشن میگیرد.

ر این مراسم غذا های افغانی ، ساز و آواز ، اتن ملی ، نمایش لباس ، مسابقات ذهنی و سر گرمی های نوروز برای اطفال و کلانسالان در نظر گرفته شده است.

قیمت تکتها برای کلانسالان ۶ دالر و برای اطفال کمتر از سن دوازده ۴ دالر تعیین شده

نوت : پول پارکنگ لات به فیر گروند الییدا کورنتی تعلق میگیرد

کسانیکه علاقمند به گرفتن غرفه باشند، برای معلومات بیشتر با تیلفون ۱۰۵۰-۷۹۴ (۵۱۰) در تماس شوند

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4. The entire flyer contains more information than the recorded announcement. Find the following additional information:
 - How much would you have to pay for admission?
5. Make plans with a partner to attend next year's event. Talk in Dari.

ارائه دهنده بهترین مواد غذایی،
سبزیجات، میوه تازه و لبنیات
عید شما مبارک

1. Specialty markets often advertise around the holidays. What is the occasion here?
2. Find at least one item you could buy there. Say it in Dari.

با در دست داشتن قیمتهای استثنائی برای مسافرت به ایران
از تمام نقاط آمریکا

قصد مسافرت به ایران و یا اروپا را دارید؟
بهترین قیمتها با سرویس برتر در آژانس مسافرتی قالیچه پرنده
فقط با يك تلفن برنامه مسافرتی خود را تنظیم نمائید

© Ali Parvin

1. These two excerpts were taken from the Yellow Pages. What type of business do they represent?
2. Circle the name of the country that appears in both ads.
3. Devise a catchy slogan of the type "Let's go to....!" Write it in Dari.

پایان مسابقات زمستانی المپیا

مسابقات بازی های زمستانی در شهر کوهرستانی Salt Lake City (ایالت یوتا) که برای دو هفته (در ماه فبروری) تحت مراقبت شدید امنیتی برگزار شده بود، با همه کش و فش، بدون کدام واقعه خاص، پایان یافت و در ختم بازی ها برندگان ۷۲ مدال طلا و مدال های نقره و برنز، ذیلاً اعلام گردید:

Nation	طلا	نقره	برونز	جمعاً
Germany	12	16	7	35
United States	10	13	11	34
Norway	11	7	6	24
Canada	6	3	8	17
Russia	6	6	4	16
Austria	2	4	10	16
Italy	4	4	4	12
France	4	5	2	11
Switzerland	3	2	6	11
Netherlands	3	5	0	8
China	2	2	4	8



آلمان، با اضافه یک مدال، از ضلوع متحده پیشی گرفته، مقام اول را حایز شد. از جمله کشورهای آسیا، چین و جاپان و کوریای جنوبی به موفقیت هایی رسیدند، اما، بازی کنان امریکای جنوبی و آفریقا (برنده) نشدند ●


© Serajuddin Wahaj

1. Quickly glance at the table and the photo in the text. What do the words طلا, نقره and برونز represent?
2. Read the headline. Find out which seasonal event is reported here.
3. Look up the circled word to find out about Africa and its achievements. What do you make of it?
4. With a partner, quiz each other on one or two top countries' achievements by asking in Dari: "How many....?"

REVIEW 13-16

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


Part A

1.  Listen and transcribe.

زهرة:
حمید:
زهرة:
حمید:
زهرة:
حمید:
زهرة:

2. Rewrite the segments in proper order to make a meaningful dialog.
3. Now write a narrative of three sentences about Sharif (in formal Dari) using the information from the dialog. Then, add one more sentence with information that you make up.

Part B

1.  Listen and transcribe.

سليم:
ولى:
سليم:
ولى:
سليم:
ولى:
سليم:

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

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