

A workbook for reading and writing Dari

Second Edition

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Introduction

Who should use this book

This workbook teaches reading and writing Dari. Though your possession of this book indicates an interest in learning to read, it is worth noting three of the main reasons that an expatriate would want to learn to read Dari, after learning to speak it.¹

- Reading Dari introduces the formal style of spoken Dari. This is the style heard on television and radio, and in speeches. It is modeled closely after the written form.
- Reading Dari introduces and reinforces vocabulary that does not commonly arise in daily interactions. It is particularly helpful for learning abstract vocabulary.
- Reading Dari opens up a world of new opportunities in cultural learning. Dari is a literary language, despite currently high rates of illiteracy in Afghanistan. To be illiterate is to miss out on what many Afghans would consider the best part of their culture.

This is a workbook intended for people who have had significant exposure to spoken Dari, and who wish to learn to read and write. Grammar and vocabulary are not discussed, except insofar as certain words and grammatical markers differ between formal and informal speech. Moreover, the emphasis in this workbook is on learning through practice and repetition. The book consists primarily of exercises to be completed, independently or with a teacher.

This book generally follows the order of the material in the book series, *Let's Become Literate* «بیائید خواننده شویم». This is a set of literacy books that were originally intended for Afghans, but which are also quite helpful for expatriates. They are available from IAM's Language Orientation Program. A strong intuitive learner could learn to read Dari using only that book series. This workbook can be used to complement that experience by providing additional opportunities for practice and reinforcement.

Before using this workbook, the reader may wish to first read the related booklet, *A guide for expatriates learning to read Dari*. The goal of that booklet is to provide intuition explanations and tips for people who want to read Dari. There is some inevitable overlap in the material covered by that booklet and this workbook, but on the whole the content is distinct. Again, a strong intuitive learner would be fine with the *Let's Become Literate* «بیائید خواننده شویم» series, or with that series and this workbook. For those for whom these matters are slightly less intuitive, it is recommended also read *A guide for expatriates learning to read Dari*.

The International Phonetic Alphabet

This workbook uses the International Phonetic Alphabet (IPA) to represent the pronunciation of Dari words. Many expatriates in Afghanistan will have experience with the Glassman script, but in 2015 IAM decided to switch to the IPA. There is a guide to IPA transcription of Dari in Appendix B, which shows the correspondences between IPA and Glassman script, as well as giving approximate examples from English words, where these are available.

¹These reasons are taken from the booklet, *A guide for expatriates learning to read Dari*, and further motivation is provided there as well.

The workbook follows the typical convention of written phonetically transcribed text between square brackets; for instance, ‘dam’ is [band]. Conversely, when placing a Dari script word in the middle of English text, it is surrounded by guillemets. The aforementioned word is written «بند». When a word is referred to, it is usually introduced with a phonetic transcription, in its written form, and with an English translation: [band] «بند» ‘dam’.

The Dari Alphabet

On the whole, Dari is not a very difficult language to learn to read. It is more difficult than learning to read Spanish, but certainly much easier than learning to read English. While a new reader will certainly have some adjustments to make, these are not insurmountable. The author’s experience is that very quickly, the primary difficulty in reading will be *not* decoding the words and symbols, but rather having to learn a lot of new vocabulary to get through a text. (Learning new vocabulary, of course, is one of the main reasons for learning to read in the first place!)

The Dari alphabet was based historically on the Arabic alphabet. This is the cause of four features of the Dari writing system that may cause difficulty for a reader who has previously only encountered Latin script:²

- The language is written from right-to-left, instead of from left-to-right.
- Some of the letters connect to following letters, somewhat like a cursive script.³
- For some sounds, there are multiple possible spellings, because more letters were borrowed from Arabic than were needed.
- For the most part, the vowels [a], [ɛ], and [ʊ] are not written.

Further to the second point, we can say that letters of the Dari alphabet are either connecting or non-connecting. A connecting letter always connects to a following letter. A non-connecting letter never does. In the word below, the three letters «ن», «ا», and «ن» form the three-sound word [nʌn] «نان» ‘bread’. «ن»—which makes the [n] sound—is a connecting letter, so it connects to the following «ا». «ا» is a non-connecting letter, so it does not connect to the next «ن».

$$(1) \quad \text{ن} + \text{ا} + \text{ن} = \text{نان}$$

When a letter connects to a following letter, its shape changes somewhat. In Dari the connected version of a letter is called the *nim* form, while the non-connected letter is called the *pur* form. We can also refer to the initial, medial, final, and isolated forms of a letter. These terms refer to letters occurring at the beginning, middle, or end of a word, or if it is written in isolation. Both sets of terms will be used in this book, but the Dari terms will be preferred.

Another difficulty arises in learning to read Dari, apart from the Dari alphabet. This is the difficulty in learning the formal speech style. Most expatriates in Afghanistan have experience with the informal speech style. Written Dari reflects the *formal* style, i.e., the form of Dari heard in formal situations, on television, or on the radio. For some words, the informal pronunciation can be quite different to formal speech. Formal speech always follows the written form. When reading aloud, formal speech is used, and it is considered a mistake to read in the informal style. So for instance, the word for [hɛsʌb] «حساب» ‘arithmetic’ is pronounced [ɛsʌb] in informal speech; when written, the [h] *must* be pronounced. This is unlike English, where pronouncing an [h] in ‘honor’ or ‘honest’ would be a mistake.

The third point above is that Dari borrowed more letters from Arabic than were necessary. The situation is that there are sounds in Arabic that a Dari speaker can’t pronounce without a lot of

²Latin script is the alphabet used to write the Latin language, which of course has subsequently been expanded and modified to write many other languages; English is written in Latin script.

³This is not *exactly* like a cursive script, because not all of the letters connect.

practice. For instance «ث» makes the [θ] sound in Arabic (the first sound in English ‘thin’). Arabic words with «ث» that were borrowed into Dari are pronounced with an [s] instead of a [θ]: [samar] «ثمر» instead of [θamar] (meaning ‘harvest’). The same happened with the letters «ط», «ظ», «ص», «ض», and «ذ». These letters might be pronounced in the Arabic way in special religious contexts, but certainly not in informal speech, and even very rarely in typical formal speech. Some people may insist to you that the Arabic pronunciations of these letters are the correct ones. Since that is a matter of opinion, it’s best to politely agree, and continue with the Dari pronunciations.

The structure of lessons

This book divides the Dari alphabet into ten chapters. Each chapter introduces four letters. It is recommended that you study one chapter per week. At that rate, you will finish the book in 10 weeks. If you are studying with a teacher, the teacher may want to cover one *letter* per week, rather than one *chapter* per week. That is because in Afghan schools they study one letter per lesson. Although that seems easier, it is better to study one *chapter* in one lesson. These are the reasons:

- Let’s assume you have one reading and writing lesson per week—which is probably the best thing to do. If you study one *letter* per week, it will take ten months to learn the alphabet! If you study one *chapter* per week—you will finish in two and a half months.
- The pace of your lessons feeds directly into your motivation as a learner. How encouraged are you going to be if after six months you haven’t even learned all the letters?
- It’s possible to learn too slowly. Learning to read and write is not just about learning forty letters. It’s also about learning the internal logic of the Dari alphabet. You’re not going to make those connections if you go too slowly.

The lessons in this book have a simple, repetitive structure. Each lesson introduces three or four new letters. The letter is first introduced with its name, the sound it makes, and the shapes it takes in a word. Any oddities or idiosyncrasies of the pronunciation or usage of the letter are detailed.⁴ Then there is a listening/reading drill. The purpose of this drill is to teach the appearance of the letters at various positions of the word, and to help you associate the letter with the sound that it makes. This is followed by a writing drill. As you copy the letters, it may be helpful to say the names and/or sounds of the letters to yourself. You do not need to think about the meaning of the words, unless you happen to know them already.

In the listening drill, there may be letters in the words that you do not know. Don’t worry about that: your focus should be on the letter that’s being introduced. The writing drills always use letters that have been introduced. Elsewhere in the text, an example word might be given which uses unfamiliar letters. This is unavoidable particularly in the early lessons. In these cases, only make sure you know the example word and that you can identify the letter that is being introduced.

In the descriptions of letter forms there are a couple of words used in a specific sense. The ‘baseline’ is the line on which the letters sit. On a ruled sheet of paper, each line would be a baseline for written text. The term ‘typeset’ is used to describe Dari text that comes from a computer or other professional source, i.e., text that is not handwritten.

After the letters have all been introduced, there is often a separate section that introduces the written forms of common words, or of some grammatical affix.

Typeset and handwritten Dari

The richness of the tradition of calligraphy in the Arabic script puts calligraphic traditions in other scripts to shame.⁵ Of the many calligraphic styles available, two are usually encountered in Afghani-

⁴Some letters are introduced over several lessons, since they make different sounds in different contexts. In this case, only the sound pertinent to the given lecture is introduced.

⁵Wikipedia is a reasonable starting point for learning about these scripts, http://en.wikipedia.org/wiki/Islamic_calligraphy.

stan, Naskh «نسخ» and Nastaliq «نستعلیق».⁶ Naskh is almost always used in typeset text; it is the style used in this workbook. A distinguishing feature of Naskh is that all of the letters sit on the baseline. Nastaliq is seen on handpainted store signs, decorative covers of books, and handwriting. It has a complex sloping shape that is harder for a beginner to read. In example (2) below the word [mohabat] «محبت» 'love' is shown in Naskh, and in example (3) the same word is written in Nastaliq.

(2) محبت

(3) محبت

The author's experience is that Nastaliq was entirely unreadable at first, but that after about a year of reading Naskh, reading some Nastaliq words became possible. In this workbook, only the Naskh style is introduced.

Computer fonts are based on ornate calligraphic forms. But everyday writing does not resemble calligraphic writing. Simplifications are always made in handwriting. For instance, in typeset Latin text there are small decorative *serifs* at the tops of letters like 'T' and 'h'. (You can see this more clearly if you look at the larger text in the heading of this section.) These are not seen in handwritten forms. There are analogous differences between everyday handwritten Dari and the calligraphic form that is reflected in computer fonts. There can also be different letter shapes. In Latin a typeset 'g' has a certain shape, which is different from the handwritten form: 'g'. There are similar differences in Dari. Thus, in learning the handwritten form you do *not* want to copy the text you see in print. It is too difficult—and it's not even possible if you're only using a ballpoint pen! This book uses a simple handwriting font to teach basic penmanship. Compare the word [mohabat] «محبت» 'love' below with the version shown in example (2).

(4) محبت

This style is angular and unattractive, but appropriate for a beginner. It should not be taken as a perfect model of written Dari. There are a number of nuances even to basic handwriting that are difficult to represent with a font. Always defer to your teachers on matter of style.

Once you've learned the basics it would be worthwhile to try to improve your handwriting. (You may want to take up calligraphy as a hobby!) The requisite ink and reed pens can be purchased for about 100 Afs, and since all Afghans have good penmanship, anyone can be your teacher.

⁶http://en.wikipedia.org/wiki/Nastaliq_script, http://en.wikipedia.org/wiki/Naskh_script

Chapter 1

Lesson One

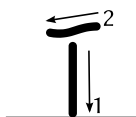
This lesson introduces:

- the four letters «آ» [alef mad], «ر» [re], «د» [dal], and «ن» [nun]
- the distinction between connecting and non-connecting letters
- the written form of the preposition [dar] «در» 'in'

1.1 The letter آ



«آ» [alef mad] is a special letter that occurs only at the beginnings of words. It always makes the [ʌ] sound, as in [ʌrd] «آرد» 'flour'. The letter is formed by a single vertical stroke, along with a hat (which is called [mad]). Write the vertical stroke first (1), and then the hat (2).



Listening Exercise 1.1

Listen to and repeat each of the words below, paying special attention to «آ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 1.1.mp3.

آب آنقدر آنها آلو آش آشپز آرد

آرد [ʌrd] 'flour'; آشپز [ʌʃpaz] 'cook'; آش [ʌʃ] 'noodle'; آلو [ʌlu] 'plum'; آنها [ʌnhʌ] 'they/them'; آنقدر [ʌnqadar] 'that kind of'; آب [ʌb] 'water'

Writing Exercise 1.1

Trace the letters below, and then create your own copies on the blank line that follows.



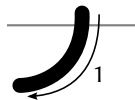
1.2 The letter ر



«ر» [rɛ] is the letter that makes the [r] sound, as in [raŋg] «رنگ» ‘color’. The letter is written starting from the baseline, curving downward and to the left. (Since we have not yet encountered a connecting letter, practicing the “connected” form of this letter will not be very meaningful.)

Final/Medial	Initial/Isolated
ر	ر

«ر» is written with a single stroke, beginning at the baseline and curving down and to the left.



Listening Exercise 1.2

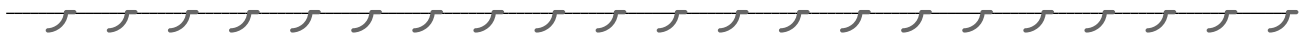
Listen to and repeat each of the words below, paying special attention to «ر»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is *Listening 1.2.mp3*.

راديو بوره رباب سر رسمي خرما را

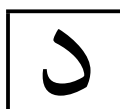
راديو [radjo] ‘radio’; بوره [bura] ‘sugar’; رباب [rubab] ‘rabab’; سر [sar] ‘head’; رسمي [rasmi] ‘formal’; خرما [xorma] ‘date’; را [ra] ‘object marker’

Writing Exercise 1.2

Trace the letters below, and then create your own copies on the blank line that follows.



1.3 The letter د



«د» [dɒl] is the letter that makes the [d] sound, as in [dɛl] «دل» ‘heart’. The typeset form of this letter has a noticeably different appearance from the handwritten form. The handwritten form starts above the baseline, goes down and to the right, and then down and to the left. (Again, since we have not yet encountered a connecting letter, practicing the “connected” form of this letter will not be very meaningful.)

The writing exercise includes the word [dard] «درد» ‘pain’. Since you now know the letters «د» and «ر», you know all of the letters in the word. This may raise a question in your mind: where’s the [a] sound? In the middle of a word, the [a] sound is not written. If you see two consonants next to one another, there might be an [a] sound between them.

This is not as difficult as it sounds. Generally you read words that you know. You only need to recognize the word as it is written. «درد» could be pronounced [drad], but it’s not, and you know that because [drad] is not a word.¹ This practice of not writing [a] in the middle of a word *does* mean that if you see a new word on a printed page, you’ll need to look the word up in order to be able to pronounce it. This is a little inconvenient, but it’s true of many languages—it’s certainly true of English!

Final/Medial	Initial/Isolated
د	د

«د» is formed with two straight lines, beginning above the baseline and going down and to the right (1), and then making a sharp turn to the left to complete the letter (2).



Listening Exercise 1.3

Listen to and repeat each of the words below, paying special attention to «د»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 1.3.mp3.

درس بند دست کردن بعد رد دروغ

درس [dars] ‘lesson’; بند [band] ‘dam’; دست [dast] ‘hand’; کردن [kardan] ‘to do’; بعد [bad] ‘after’; رد [rad] ‘reject’; دروغ [duroy] ‘lie’

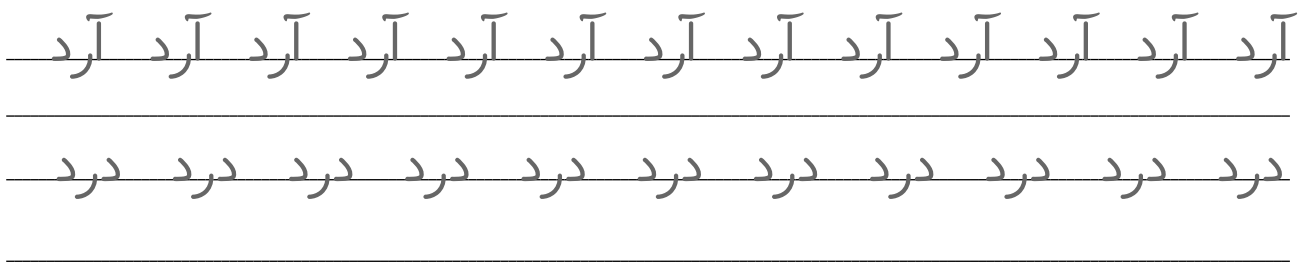
Writing Exercise 1.3

Trace the letters below, and then create your own copies on the blank line that follows.

د د

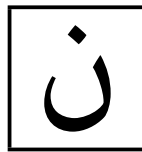
د د

¹In fact, it’s not even a *possible* word. If you’ve been learning spoken Dari for some time, you probably know that intuitively. That intuition will guide you as you learn new words.



آرد [ʔrd] 'flour'; درد [dard] 'pain'

1.4 The letter ن



«ن» [nun] is the letter that makes the [n] sound, as in [naw] «نو» 'new'. This is the first connecting letter that we have learned. It has different shapes depending on where it occurs in a word. The *nim* form occurs before a connecting letter. The *pur* form occurs when the letter is written in isolation, or when it occurs at the end of the word.

When you learn a connecting letter, it is better to think of the *nim* form as the basic one, rather than the *pur* form. Though there are better letters than «ن» to illustrate this principle, the *pur* forms are usually larger and easier to see. You want to train yourself to see the *nim* form, the one that is harder to see.

The *nim* form begins shortly above the baseline, and goes down and to the left. The *pur* form starts at the baseline—unlike the typeset version—and makes bowl in a clockwise direction. The lines are made first, and then the dots. When you write an entire word, don't stop to add the dots until you've finished writing all the letters. This is like writing a word in cursive Latin script, and then going back to dot your i's and cross your t's.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ن	ن	ن	ن

«ن» is written with a single stroke in a clockwise motion.



Listening Exercise 1.4

Listen to and repeat each of the words below, paying special attention to «ن»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 1.4.mp3.

نان معنی نیست دفن پنج نخیر سخن

نان [nan] 'bread'; معنی [maʔnɒ] 'meaning'; نیست [nest] 'is not'; دفن [dafen] 'bury'; پنج [pandʒ] 'five'; نخیر [naxajr] 'no'; سخن [suxan] 'speech'

Writing Exercise 1.4

Trace the letters below, and then create your own copies on the blank line that follows.

ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن

ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن

ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن

ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن

آن آن آن آن آن آن آن آن آن آن آن آن آن آن آن آن

نر نر نر نر نر نر نر نر نر نر نر نر نر نر نر نر نر

نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد نرد

آن [ʌn] 'that'; نر [nar] 'male'; نرد [nard] 'backgammon'

1.5 The preposition در

The Dari word meaning 'in' has a different pronunciation in formal Dari. Instead of [da], it is pronounced [dar]. As you should expect from what has been said in this lesson, the word is written «در».

در در در در در در در در در در در در در در در در در

1.6 Punctuation

Punctuation in Dari is generally similar to that of English. Sentences are ended with a full stop. Commas and semicolons are used as they are in English, but they are rotated 180 degrees: ، and ؛. Similarly, a question mark is used that is the mirror image of the one used in English: ؟. Quotation marks are often seen, “like this.” It is more proper, however, to use guillemets for quotations, «like this.»

The examples below have many unfamiliar words; focus on identifying the punctuation marks.

- (1) من سیب، ناک، و لیمو خوش دارم.
I like apples, pears, and lemons.
- (2) من آمدم؛ او رفت.
I came; he left.
- (3) او چرا «سلام» گفت؟
Why did he say “hello”?

Chapter 2

Lesson Two

This lesson introduces:

- the four letters «ا» [alef] (when it makes the [a] sound), «ب» [bε], «و» [waw] (when it makes the [w] sound), and «م» [mim]
- the written form of the object marker [rΛ] «را»

2.1 The letter ا pronounced as [a] and as [Λ]



The letter «ا» [alef] has different pronunciations depending on its position in the word. At the beginning of the word, it can make a vowel sound. This lesson introduces the sound [a] in that position: [am] «ام» 'mango'. In later chapters we'll learn the «ا» can also make other sounds at the beginning of a word as well; the reasons for this are discussed at the end of this chapter, in Section 2.7.

In the middle or end of a word, «ا» always makes the [Λ] sound, as in [bΛd] «باد» 'wind'. How is a word written if it starts with [Λ]? That's right: with «آ». Refer to Section 1.1 on pg. 1 for how to draw the letter.

Final/Medial	Initial/Isolated
ا	ا

Listening Exercise 2.1

Listen to and repeat each of the words below, paying special attention to «ا»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 2.1.mp3.

انار ام امر اخبار باد انجام فردا

انار [anΛr] 'pomegranate'; ام [am] 'mango'; امر [amr] 'command'; اخبار [axbΛr] 'newspaper'; باد [bΛd] 'wind'; انجام [andʒΛm] 'perform'; فردا [fardΛ] 'tomorrow'

Writing Exercise 2.1

Trace the letters below, and then create your own copies on the blank line that follows.



نان نان نان نان نان نان نان نان نان نان نان نان

انار انار انار انار انار انار انار انار انار انار انار انار

دارد دارد دارد دارد دارد دارد دارد دارد دارد دارد

دارند دارند دارند دارند دارند دارند دارند دارند دارند دارند

نان [nʌn] 'bread'; انار [anʌr] 'pomegranate'; دارد [dʌrad] 'he/she/it has'; دارند [dʌrand] 'they have'

2.2 The letter ب



The letter «ب» [be] makes the [b] sound, as in [bʌd] «باد» 'wind'. The *nim* form of this letter is just the same as the *nim* form of «ن», except that the dot is in a different place. The dot is part of the letter, and needs to be learned as such. There are several more letters that look the same, aside from the number and placement of the dots.

In a few words, «ب» at the end of a word is pronounced [w] in informal speech. This is the case in the example [ʌw] «آب» 'water' below. While reading, it is considered correct to read the word as it is written: [ʌb].

Write the «ب» starting above the baseline, and going down and to the left. In writing the *pur* form the bowl can extend beyond the bottom of the line; the examples below are somewhat 'angular', which is fine for beginners, but not as beautiful as the true form.



Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
ب	ب	ب	ب

Listening Exercise 2.2

Listen to and repeat each of the words below, paying special attention to «ب»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 2.2.mp3.

بند انتخاب صبح بابا برو شب آب

بند [band] 'dam'; انتخاب [entexAb] 'choice'; صبح [subh] 'morning'; بابا [bAbA] 'uncle'; برو [beraw] 'go!'; شب [jAb] 'night'; آب [Ab] 'water'

Writing Exercise 2.2

Trace the letters below, and then create your own copies on the blank line that follows.

ب ب ب ب ب ب ب ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب ب ب ب ب ب ب ب

بابا بابا بابا بابا بابا بابا بابا بابا بابا بابا بابا بابا

بند بند بند بند بند بند بند بند بند بند بند بند بند

ببر ببر ببر ببر ببر ببر ببر ببر ببر ببر ببر ببر ببر

بابا [bAbA] 'uncle'; بند [band] 'dam'; ببر [baber] 'tiger'

2.3 The letter و pronounced as [w]



The letter «و» can make the [w] sound, as in the name [wΛhɛd] «واحد» 'Wahed'. This letter starts at the baseline, makes a small clockwise circle above the baseline, and then continues below the baseline to make the tail. It is a non-connecting letter.



«و» is also the most frequent word in written Dari. It is the formal version of the word 'and', pronounced [wa].

Final/Medial	Initial/Isolated
و	و

Listening Exercise 2.3

Listen to and repeat each of the words below, paying special attention to «و»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is `Listening 2.3.mp3`.

اول واحد سواد وجدان قوی سوم و

اول [awal] 'first'; واحد [wΛhɛd] 'Wahed'; سواد [sawΛd] 'literacy'; وجدان [wedʒdan] 'conscience'; قوی [qawi] 'strong'; سوم [sewom] 'third'; و [wa] 'and'

Writing Exercise 2.3

Trace the letters below, and then create your own copies on the blank line that follows.

و و

و و

نو نو

روان روان روان روان روان روان روان روان روان روان روان

نو [naw] 'new'; روان [rawΛn] 'send'

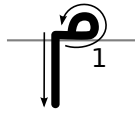
2.4 The letter م



The letter «م» [mim] makes the [m] sound, as in [mʌmʌ] «ماما» 'maternal uncle'. A connecting letter, «م»'s isolated form is fairly different from the other forms.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
م	م	م	م

You will see in the written model (below) that the basic handwritten form does not include these nuances. The handwritten form is produced in a single stroke, making the circle in a clockwise direction. The circle is always written below the baseline in the handwritten form, to distinguish it from other letters that would otherwise look similar.



Listening Exercise 2.4

Listen to and repeat each of the words below, paying special attention to «م»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 2.4.mp3.

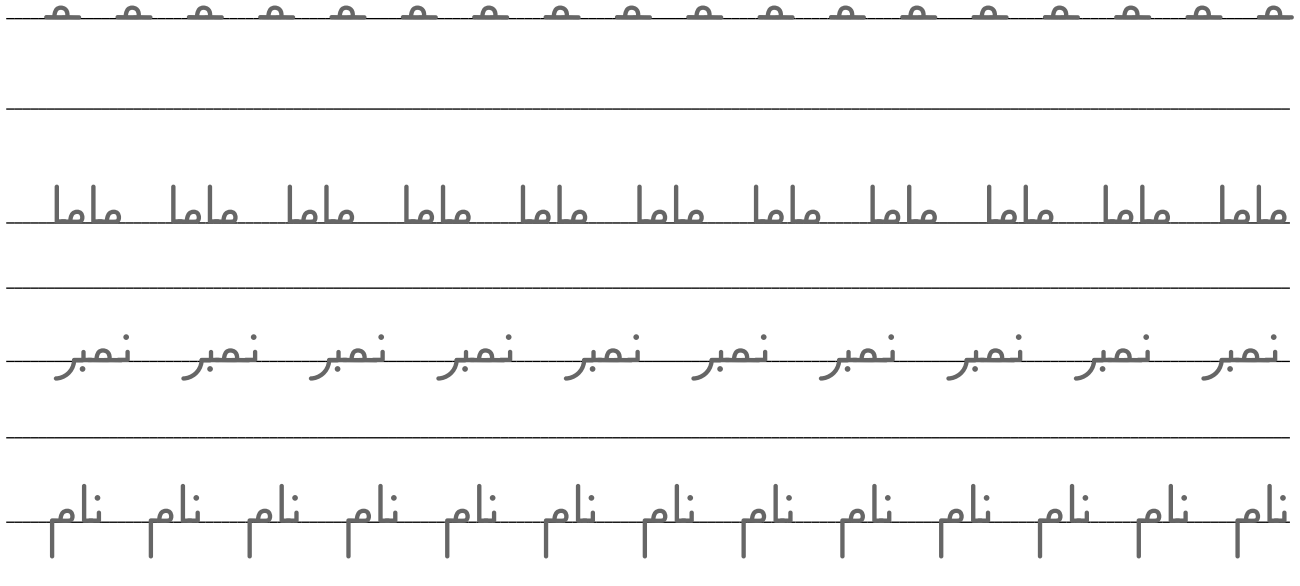
ممکن آرام میم ماما میان کمر

ممکن [mumken] 'possible'; آرام [ʌrʌm] 'peaceful'; میم [mim] 'meem'; ماما [mʌmʌ] 'uncle'; میان [mijan] 'middle'; کمر [kamar] 'waist'

Writing Exercise 2.4

Trace the letters below, and then create your own copies on the blank line that follows.





ماما [mama] 'uncle'; نمبر [nambar] 'number'; نام [nam] 'name'

2.5 The «را» [ra] marker

This section introduces the first difference between spoken and written Dari. The «را» marker is used to mark specific direct objects in Dari. The direct object of the sentence is the noun that receives the action of the verb. For instance, in the sentence “The girl brought the ball,” the direct object is “the ball.” The «را» marker is used if the direct object is a specific object—something known both to the person talking and the person listening. Consider the contrast below.

- (1) duxtar top Δ word.
“The girl brought a ball.”
- (2) duxtar top-a Δ word.
“The girl brought the ball.”

In this case the «را» marker is realized as [a], because it is following a word that ends in a consonant ([top]). If a word ends in a vowel, then in the spoken language the «را» marker is pronounced [ra]:

- (3) duxtar bara-ra Δ word.
“The girl brought the lamb.”

In formal speech, «را» is always pronounced [ra]. (Note the change in the vowel from [a] to [a].) The «را» marker is always written as a separate word. This may be different from how you think of the spoken language. The sentences above become:¹

- (4) دختر توپ آورد.
- (5) دختر توپ را آورد.
- (6) دختر بره را آورد.

2.6 Numbers, and digits 0–4

In printed text it is not uncommon to see Western digits used to represent numbers. But Dari has its own set of digits as well. And in addition, Arabic has its own set of digits too, and these show

¹Not all of the letters in these examples have been introduced. If you can't figure out which word is which, knowing the pronunciation, ask your teacher to help you. Focus on the word «را».

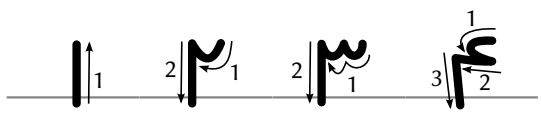
up in Dari texts as well.² It is important to be able to recognize these, but you should only use the Dari digits in your own writing. (Fortunately, the Arabic digits differ from the Dari digits for a few numbers.) The digits 0–4 are introduced in the table below; the digits 5–9 are introduced in the next chapter.

	Latin-based	Dari	Arabic	Mnemonic
	0	۰		
(7)	1	۱		looks like a 1
	2	۲		has two strokes
	3	۳		has three strokes
	4	۴	٤	

In the table above, only the digit four has a different shape in Arabic. (Unfortunately it looks like a 3!).

Whichever set of digits is used, Dari numbers are always written left-to-right (like English letters and numbers), not right-to-left (like Dari letters). Therefore the number 201 is written ۲۰۱. The number ۴۳۱ is 431.

There are writing practice exercises below. For the number ۱, the pen starts at the baseline and moves *up*; this is probably opposite of your intuition from writing the number 1. In writing the numbers ۲, ۳, and ۴, on the other hand, you begin at the top.



Writing Exercise 2.6

Trace the letters below, and then create your own copies on the blank line that follows.

.....

| | | | | | | | | | | | | | | | | | | | | |

۱ ۱

۲ ۲

۳ ۳

²License plates, for instance, use the Arabic digits instead of the Dari digits.

2.7 Vowel Markers

In the last chapter it was observed that in a word like «درد», no vowels are written. Dari does, however, have a set of vowel markers borrowed from Arabic. These markers can be used to represent the formal pronunciation of a word; they are used throughout the *Let's Become Literate* «بیائید خواننده شویم» series to help new readers. There are three vowel markers to learn. (The names of the markers use letters you haven't learned yet; you don't need to pay attention to them.)

The [zabar] «زبر» is the marker that makes the [a] sound, as in [dard] «درد» 'pain'. The marker always sits above the letter that it follows.³ Below, it sits above the first «د». In Dari, it is said that the first «د» [zabar dʌrɑ] 'has a zabar'.

(8) دَرَد

The [zer] «زیر» is the marker that makes the [ɛ] sound, as below in the word [nadɛr] «نادر» 'rare'.

(9) نَادِر

The [peʃ] «پیش» is the marker that makes the [ʊ] sound, as in [murd] «مُرد» 'he/she/it died'.

(10) مُرْد

As noted above, the *Let's Become Literate* «بیائید خواننده شویم» books use these vowel markers to help new students. They rarely occur in print, however, and are never used e.g., to represent the pronunciation of an entire sentence.⁴ So why learn the vowel markers?

One reason is that the vowel markers are theoretically present, even if they're not written. So if you're speaking about pronunciation with someone who isn't familiar with phonetic transcription, that person is likely to talk about the [zer o zabar].

Thinking about the vowel markers can also help you to understand spelling rules. The approach of this workbook is to say that «ا» sometimes makes the [a] sound at the beginning of a word, and sometimes the [ʊ] sound, and sometimes the [ɛ] sound. Perhaps it's more helpful, though, to think about these as «آ», «اِ», and «أ». In later chapters we'll also learn about letters that are silent at the end of words; perhaps it's helpful to think of those letters as existing so that there can be a [zabar].

While it is therefore a good idea to be familiar with the vowel markers, it is important not to depend upon them. When you're reading normal text, you need your brain to be able to see «درد» and come up with [dard]. Being able to figure out the pronunciation of «درد» using the vowel markers isn't really relevant to reading. That is the reason that the vowel markers are not used in this book.

³Incidentally, these markers never occur on the last letter of a word. If a word ends in one of these sounds, it is spelled differently; this is covered in later chapters.

⁴These letters are occasionally used by careful authors when a word might be ambiguous without vowel markers. They can also be used to represent the proper pronunciation of an unfamiliar word, for instance a proper noun.

Chapter 3

Lesson Three

This lesson introduces:

- the four letters «س» [sin], «ت» [tɛ], «و» [waw] (when it makes the [u] sound), and «ی» [jɪ] (when it makes the [e] sound)
- the written form of the verb prefix [mi] «می»
- the written forms of the personal endings of verbs

3.1 The letter س



«س» [sin] is the letter usually used to make the [s] sound. It is written with three [dandʌn] «دندان» 'teeth'. In learning to recognize this letter, it is tempting to pay attention to the large swash at the end of the letter in the isolated form, but it is better to attend to the shape of the teeth: these show up at every position in the word.

The *nim* form of «س» can easily become confused with the *nim* forms of two other letters we've encountered, «ن» and «ب». It is a matter of practice and repetition to be able to pull the letters apart in words like [sunat] «سنت» 'tradition' and [sabz] «سبز» 'green'.

'Full' پر		'Half' نیم	
Isolated	Final	Medial	Initial
س	س	س	س

To write «س», start slightly above the baseline and make two teeth, and then a large final swash.



Listening Exercise 3.1

Listen to and repeat each of the words below, paying special attention to «س»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 3.1.mp3.

سِه کس بسیار بسته سندلی سیاسی ویروس

سیاسی [sijasi] 'politics'; ویروس [wiros] 'virus'; سه [se] 'three'; کس [kas] 'someone'; بسیار [besjar] 'very'; بسته [basta] 'bundle'; سندلی [sandali] 'sandali';

Writing Exercise 3.1

Trace the letters below, and then create your own copies on the blank line that follows.

س س س س س س س س س س س س س

س س س س س س س س س س س س س

سر سر سر سر سر سر سر سر سر سر سر سر سر

سر سر سر سر سر سر سر سر سر سر سر سر سر

درس درس درس درس درس درس درس درس درس درس

درس درس درس درس درس درس درس درس درس درس

سر [sar] 'head'; درس [dars] 'lesson'

3.2 The letter ت



«ت» [tɛ] is the letter usually used to make the [t] sound, as in [tar] «تر» 'wet'. This letter has the same bowl shape of the letter «ب», the difference being that two dots are written above the bowl instead of one dot below. Refer to Section 2.2 on pg. 8 for how to draw the letter.

Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
ت	ت	ت	ت

Listening Exercise 3.2

Listen to and repeat each of the words below, paying special attention to «ت»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 3.2.mp3.

تنبل كثافت تنور بسته تبر متل دست

تنبل [tanbal] 'lazy'; كثافت [kesafat] 'filth'; تنور [tanur] 'tandoor'; بسته [basta] 'bundle'; تبر [tabar] 'axe'; متل [matal] 'proverb'; دست [dast] 'hand'

Writing Exercise 3.2

Trace the letters below, and then create your own copies on the blank line that follows.

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت ت

ت تبر تبر تبر تبر تبر تبر تبر تبر تبر تبر

ت تبر تبر تبر تبر تبر تبر تبر تبر تبر تبر

ت تبر تبر تبر تبر تبر تبر تبر تبر تبر تبر

ت تبر تبر تبر تبر تبر تبر تبر تبر تبر تبر

دست [dast] 'hand'; تبر [tabar] 'axe'

3.3 The letter و pronounced as [u]

و

3.4 The letter ی pronounced as [e]

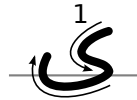


The letter «ی» [jʌ] makes several sounds, one of which is the [e] sound, as in [seb] «سیب» ‘apple’. «ی» can have this pronunciation when it occurs in the middle of a word.

The *nim* form of «ی» is similar to the *nim* forms of «ن» and «ی». The *nim* forms of «ی» are written with two side-by-side dots underneath the main stroke, but these dots are not used in the *pur* forms.¹ Note that the isolated form of «ی» sits higher (relative to the baseline) than does the final form.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ی	ی	ی	ی

«ی» is written with a single stroke, starting above the baseline, as shown below.



Listening Exercise 3.4

Listen to and repeat each of the words below, paying special attention to «ی»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 3.4.mp3.

سیب ریگ سیل میخ نیست گیلاس بیل

سیب [seb] ‘apple’; ریگ [reg] ‘sand’; سیل [sel] ‘flood’; میخ [mex] ‘nail’; نیست [nest] ‘is not’; گیلاس [gelas] ‘cherry’; بیل [bel] ‘shovel’

Writing Exercise 3.4

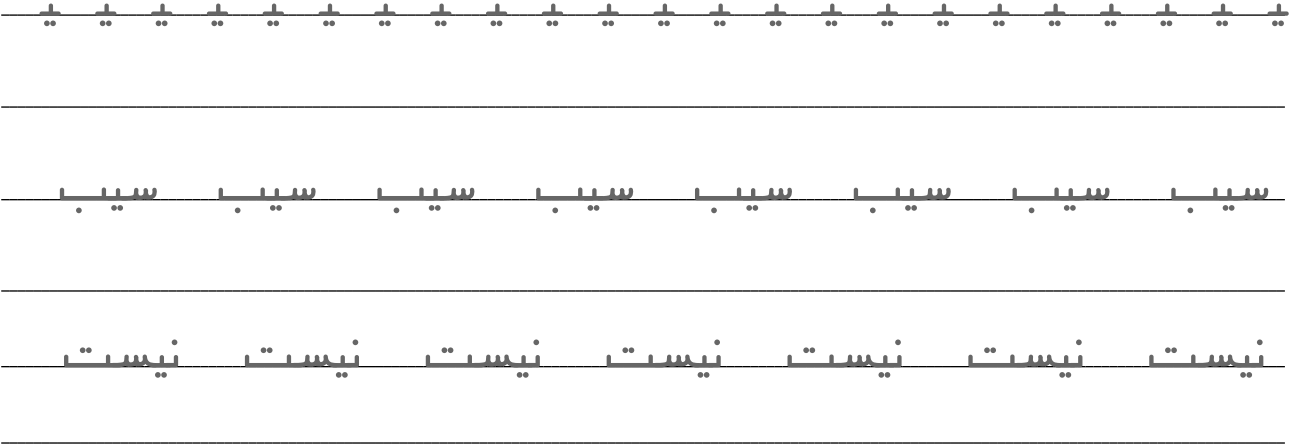
Trace the letters below, and then create your own copies on the blank line that follows.

ی ی

ی ی

ی ی

¹In typeset text the two dots are sometimes seen there as well, but this is not correct.



سیب [seb] 'apple'; نیست [nest] 'is not'

3.5 Verb inflection in the written system

3.5.1 The می marker

The «می» marker is pronounced [mi] or [me], and is prefixed to present tense forms, and to past continuous forms. For instance, [mΛ mebarem] «ما می‌بریم» 'we are carrying'; [mΛ meburdem] «ما می‌بردیم» 'we were carrying'.

In proper written form, the «می» marker does not connect to the stem of the word; there is also no space between it and the stem of the word. As it happens, it takes a bit of intentionality in typesetting to get this just right. Consequently, it's more common in typeset text either to see the «می» marker connected to the stem, as in «ما می‌بریم», or else to see it completely separated from the stem with a space, as in «ما می بریم».

3.5.2 Personal endings

Formal and written Dari uses slightly different verb endings from informal Dari. The table below shows personal inflections for past tense verbs (illustrated with the verb [Λmadan] «آمدن» 'to come'). The table also illustrates two pronouns that are different in the formal language. The 'I' pronoun has a final [n]: [man] «من». The 'they' pronoun is [ΛnhΛ] «آنها»; since there is an unfamiliar letter in «آنها» you don't need to focus on it now.

English	Spoken	Written	Written Pronunciation
I came	ma Λmadum	من آمدم	man Λmadam
you (singular/informal) came	tu Λmadi	تو آمدی	tu Λmadi
(1) he/she/it came	u Λmad	او آمد	u Λmad
we came	mΛ Λmadem	ما آمدیم	mΛ Λmadem
you (plural/formal) came	ʃumΛ Λmaden	شما آمدید	ʃumΛ Λmaded
they came	unΛ Λmadan	آنها آمدند	ΛnhΛ Λmadand

The pronunciation differences in formal speech are:

- In the 'I' form the suffix is [am] rather than [um]. (This is only a pronunciation difference, since neither [a] nor [u] is written.)
- In the 'you pl.' form the suffix is [ed] rather than [en].
- In the 'they' form the suffix is [and] instead of [an].

In the present tense the changes are the same, with the addition that the ‘he/she/it’ form always ends in a [d] in formal speech.

	English	Spoken	Written	Written Pronunciation
(2)	I am coming	ma mijΔjom	من ميايم	man mijΔjam
	you (singular/informal) are coming	tu mijΔji	تو ميايي	tu mijΔji
	he/she/it is coming	u mijΔja	او ميايد	u mijΔjad
	we are coming	mΔ mijΔjem	ما ميايم	mΔ mijΔjem
	you (plural/formal) are coming	ʃomΔ mijΔjen	شما مياييد	ʃomΔ mijΔjed
	they are coming	unΔ mijΔjan	آنها ميايند	ΔnhΔ mijΔjand

3.6 Digits 5–9

The table below illustrates the remaining digits, 5–9. Both five and six have alternate Arabic forms.

	Latin-based	Dari	Arabic	Mnemonic
(3)	5	۵	٥	
	6	۶	٦	
	7	۷		looks like the ‘v’ in ‘seven’
	8	۸		
	9	۹		looks like a 9

Now that you have learned the numbers, you can practice reading numbers on signs and documents. (License plates in Afghanistan are also helpful for practice, since they are written in Dari and English numbers; but the Arabic variants are always used.)



Writing Exercise 3.6

Trace the letters below, and then create your own copies on the blank line that follows.

۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵

۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷

۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷ ۷

۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸ ۸

9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9

Chapter 4

Lesson Four

This lesson introduces:

- the four letters «ز» [zɛ], «ك» [kɒf], «ی» [jɒ] (when it makes the [i] sound), and «ه» [hɛ] (when it makes the [a] or [ɛ] sound)
- the written form of several prepositions
- the written form of the ezafe marker

4.1 The letter ز



The letter «ز» makes the [z] sound, as in [zard] «زرد» 'yellow'. «ز» is distinguished from «ر» by the dot placed above the stroke. As with other dotted letters, when you write you should write out everything but the dots, and then go back to write the dots afterwards. Refer to Section 1.2 on pg. 2 for how to draw the letter.

Final/Medial	Initial/Isolated
ز	ز

Listening Exercise 4.1

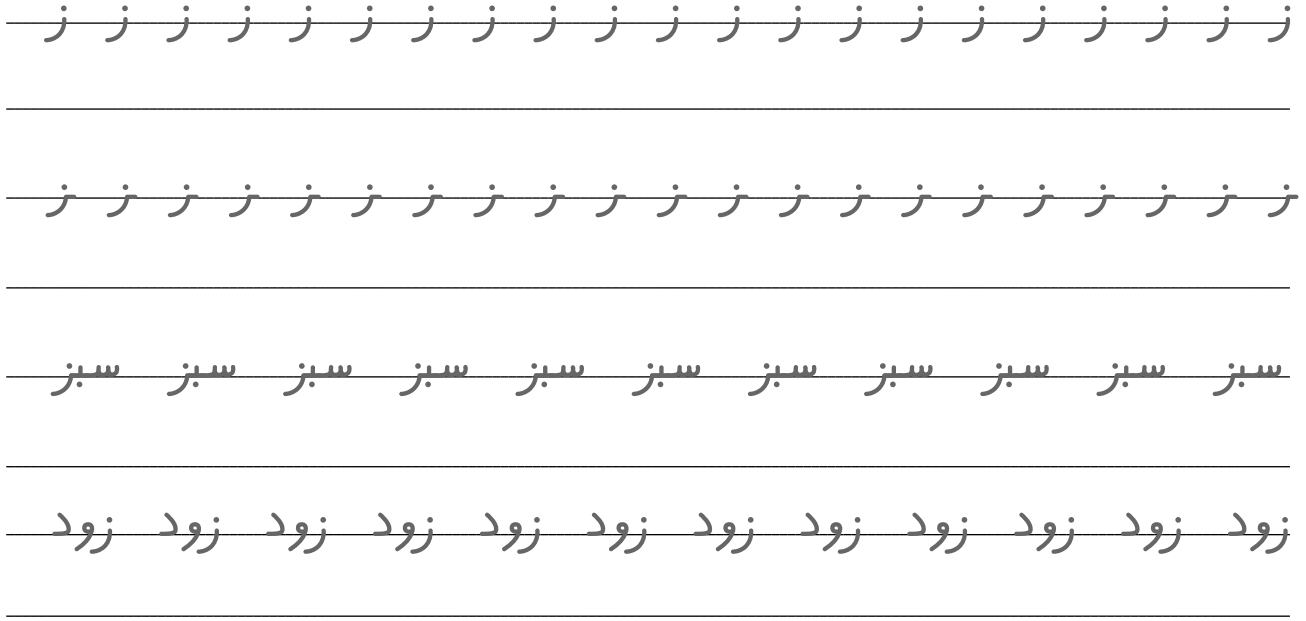
Listen to and repeat each of the words below, paying special attention to «ز»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 4.1.mp3.

زرد فلز میزnm زیاد آشپزی مرکز زمین

زمین [zamin] 'ground'; مرکز [markaz] 'center'; آشپزی [Aʃpazi] 'cookery'; زیاد [zijad] 'a lot'; میزnm [mezanam] 'I hit'; فلز [felez] 'metal'; زرد [zard] 'yellow'

Writing Exercise 4.1

Trace the letters below, and then create your own copies on the blank line that follows.



سبز [sabz] 'green'; زود [zud] 'fast'

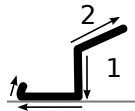
4.2 The letter ك



The letter «ك» [kaf] makes the [k], as in [kofta] «كوفته» 'kofta'. As can be seen in the chart(s) below, there are two ways to write the *nim* forms. The upper chart shows the "correct" (but less frequent) shapes, where the *nim* forms are different from the *pur* forms. The lower chart shows the more commonly encountered shapes, where the *nim* form looks much more like the *pur* form. Either way the letter is written, the pronunciation is always [k].

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ك	ك	ك	ك

In writing the «ك», first draw the more vertical line (1), and then go back and add the line that points backward at the end (2), as if it were a dot.



پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ك	ك	ك	ك

Listening Exercise 4.2

Listen to and repeat each of the words below, paying special attention to «ک»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 4.2.mp3.

سرك/سرک مکتب فکر ميکنم که يك/یک کابل

سرك [sarak] 'street'; مکتب [maktab] 'school'; فکر [fekr] 'thought'; ميکنم [mekunam] 'I do'; که [ke] 'that'; يك [jak] 'one'; کابل [kɒbʊl] 'Kabul'

Writing Exercise 4.2

Trace the letters below, and then create your own copies on the blank line that follows.

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک ک

تکرار تکرار تکرار تکرار تکرار تکرار تکرار تکرار

ک [kɒk] 'pear'; تکرار [tɛkrɒr] 'repeat'

4.3 The letter ی pronounced as [i]



Previously we saw that «ی» can make the [e] sound (Section 3.4 on pg. 19). The letter «ی» can also make the [i] sound, as in the word [manfi] «منفی» ‘negative’. The shape of the letter is identical; you simply need to know the word to know how to pronounce it. Refer to Section 3.4 on pg. 19 for how to draw the letter.

Previously we learned that the vowel letter «و» can make either the [w] sound or the [u] sound. When «و» makes the [u] sound at the beginning of a word it is written «او». We follow the same convention with «ی»: when «ی» makes the sound [i] at the beginning of a word it is written «ای». (In Section 5.2 we will see that «ی» would otherwise make the [j] sound.)

Full		Half	
Isolated	Final	Medial	Initial
ی	ی	ی	ی

Listening Exercise 4.3

Listen to and repeat each of the words below, paying special attention to «ی»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 4.3.mp3.

پولیس ایران نجاری زیاد کی صلیب این

پولیس [pulis] ‘police’; ایران [iran] ‘Iran’; نجاری [nadʒari] ‘carpentry’; زیاد [zijad] ‘a lot’; کی [ki] ‘who’; صلیب [salib] ‘cross’; این [in] ‘this’

Writing Exercise 4.3

Trace the letters below, and then create your own copies on the blank line that follows.

این این این این این این این این این این این

زیاد زیاد زیاد زیاد زیاد زیاد زیاد زیاد زیاد زیاد زیاد

کی کی کی کی کی کی کی کی کی کی کی

این [in] ‘this’; زیاد [zijad] ‘a lot’; کی [ki] ‘who’

4.4 The letter ه pronounced as [a] or [ε] at the ends of words



The letter «ه» [hε] can make the [a] or [ε] sound at the end of a word, as in [bara] «بره» ‘lamb’ or [sε] «سه» ‘three’. As a connecting letter, there are four variants shown in the chart below. Since this section covers only the pronunciation of the word at the end of the word, you need only pay attention to the final and isolated forms.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ه	ه	ه	ه

In writing isolated «ه», the circle should start from the top and go around clockwise—not counter-clockwise, as you would do in writing in Latin script. In writing the final form, there are two options. In the first option (the middle option below), the stroke goes from the baseline up, and then makes the small loop at the top. (Note that the typeset form has a somewhat more calligraphic form than what is shown in the writing exercises below; it is not necessary to reproduce this detail at first.) The simpler form (the rightmost below) is just a little squiggle at the end of the line.¹ You can practice both and decide which you like best.



Listening Exercise 4.4

Listen to and repeat each of the words below, paying special attention to «ه»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 4.4.mp3.

تکه سرکه پرنده به پرده شیشه بره

تکه [teka] ‘cloth’; سرکه [serka] ‘vinegar’; پرنده [parenda] ‘bird’; به [ba] ‘to’; پرده [parda] ‘curtain’; شیشه [ʃiʃa] ‘glass’; بره [bara] ‘lamb’

Writing Exercise 4.4

Trace the letters below, and then create your own copies on the blank line that follows.



¹Note that the “squiggle” variant is not printed in Dari. Some other languages that use the Arabic script do have a typeset version of the squiggle, though.

Handwriting practice lines for the Persian words 'به' (ba) and 'سرکه' (serka). The first row shows the word 'به' repeated 15 times. The second row shows 'سرکه' repeated 8 times. The third row shows 'به' repeated 15 times. The fourth row shows 'سرکه' repeated 8 times.

به [ba] 'to'; سرکه [serka] 'vinegar'

4.5 Prepositions

The table below provides the written and spoken forms of the most common prepositions in Dari. The first two listed in the table have formal pronunciations that are different from the informal ones, but the others have predictable spellings.

	English (approx.)	Spoken	Written	Written Pronunciation
	'for'	[bare]	برای	[barʌje]
	'in'	[da]	در	[dar]
(1)	'to'	[ba]	به	[ba]
	'from'	[az]	از	[az]
	'with'	[bʌ]	با	[bʌ]
	'over'	[bar]	بر	[bar]
	'until'	[tʌ]	تا	[tʌ]

Handwriting practice lines for the Persian prepositions 'برای' (baraye), 'از' (az), and 'بر' (bar). The first row shows 'برای' repeated 8 times. The second row shows 'از' repeated 12 times. The third row shows 'بر' repeated 12 times.

4.6 The ezafe marker

[ɛzɒfə] «اضافه» ‘Ezafa’ is the Persian grammatical term for the ubiquitous suffix that is used to join nouns and adjectives: [but-ɛ ma] ‘my shoe’, [seb-ɛ sɒrx] ‘red apple’, [tʃob-ɛ darɒz] ‘long stick’. Generally this suffix is not written in Dari. You’re able to infer that the ezafe marker is present based on your knowledge of how Dari works.²

There are three places where the ezafe marker is written. Following «ا» and «و», the marker is written with «ی»: «پای من» ‘my foot’, «بوی تو» ‘your (singular/informal) smell’. If a word ends in «ه», and the «ه» makes a vowel sound, then the marker is written with a small diacritic called a [hamza]: «بچهٔ کلان» ‘big boy’. If the «ه» makes an [h] sound, or no sound—which is described in Section 6.1 on pg. 37—then the [hamza] is not written: «کوه بلند» ‘tall mountain’.

²You will *eventually* be able to infer this. A mature reader takes in two or three words at a time, and is thus able to understand the relations between words. As a beginner it will first be a struggle to first identify «سیب» and then «من», and then to put them together to mean ‘my apple’. Be patient with yourself.

Chapter 5

Lesson Five

This lesson introduces:

- the four letters «پ» [pɛ], «ی» [jɒ] (when it makes the [j] sound), «ش» [ʃin], and «خ» [xɛ]
- the written forms of the verbs [kardan] «کردن» ‘to do’ and [ʃudan] «شدن» ‘to become’
- the written form of perfect aspect

5.1 The letter پ



The letter «پ» [pɛ] always makes the [p] sound, as in [pʊr] «پر» ‘full’. You will recognize the bowl shape from the letters «ب» and «ت». The difference with «پ» is that three dots are written underneath the letter instead. The three dots are written in a triangle, with the two dots closest to the baseline.¹ Refer to Section 2.2 on pg. 8 for how to draw the letter.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
پ	پ	پ	پ

Listening Exercise 5.1

Listen to and repeat each of the words below, paying special attention to «پ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 5.1.mp3.

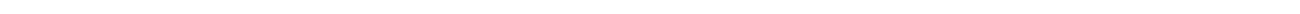
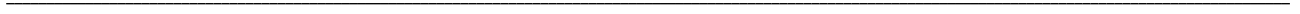
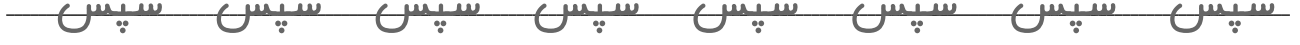
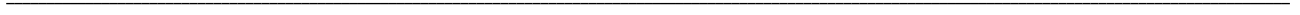
پر بپوشم سپس چاپ کامپیوتر پنج تپ

تپ [tap] ‘pop’; پنج [pandʒ] ‘five’; کامپیوتر [kɑmpjuːtər] ‘computer’; چاپ [tʃɑp] ‘print’; سپس [sepɑs] ‘then’; بپوشم [bepuʃɑm] ‘I wear (subj.)’; پر [pʊr] ‘full’

¹Both in handwriting and fancy typeset forms—for instance, on the cover of *Let’s Become Literate* «بیانید خواننده»—there are alternate ways to write the dots, but this is the basic form and should be learned first.

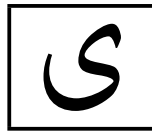
Writing Exercise 5.1

Trace the letters below, and then create your own copies on the blank line that follows.



سپس [sepas] 'then'; پر [pur] 'full'

5.2 The letter ی pronounced as [j]



Previously we encountered the letter «ی» [jʌ] as it made the [e] sound and the [i] sound (Section 3.4 on pg. 3.4 and Section 4.3 on pg. 4.3). This letter can also make the consonant sound [j], as in [jak] «یک» 'one'. When «ی» occurs in the middle of a word, you just have to know the word to be able to pronounce it—just like with «و». If a word *begins* with a «ی», then it begins with the [j] sound. If a word begins with the [i] sound, then it is written «ای», as in [in] «این» 'this'. Refer to Section 3.4 on pg. 19 for how to draw the letter.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ی	ی	ی	ی

Listening Exercise 5.2

Listen to and repeat each of the words below, paying special attention to «ی»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 5.2.mp3.

یگانه کامیاب سیاسی پیاز یتیم آیا یک

یگانه [jagana] 'only'; کامیاب [kamjab] 'succeed'; سیاسی [sijasi] 'politics'; پیاز [pjaz] 'onion'; یتیم [jatim] 'orphan'; آیا [AjA] 'if'; یک [jak] 'one'

Writing Exercise 5.2

Trace the letters below, and then create your own copies on the blank line that follows.

یتیم یتیم یتیم یتیم یتیم یتیم یتیم یتیم یتیم یتیم

یک یک یک یک یک یک یک یک یک یک یک

کامیاب کامیاب کامیاب کامیاب کامیاب کامیاب

یتیم [jatim] 'orphan'; یک [jak] 'one'; کامیاب [kamjab] 'success'

5.3 The letter ش

ش

The letter «ش» [ʃin] always makes the [ʃ] sound, as in [ʃir] «شیر» 'milk'. This letter is just like «س», except that it is written with three dots above. Refer to Section 3.1 on pg. 15 for how to draw the letter.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ش	ش	ش	ش

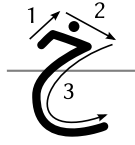
Listening Exercise 5.3

Listen to and repeat each of the words below, paying special attention to «ش»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 5.3.mp3.

شش کشور کشیدن کشش شست تلاش شیشه

شش [ʃa] 'six'; کشور [keʃwar] 'country'; کشیدن [kaʃidan] 'to drag'; کشش [koʃeʃ] 'try'; شست [ʃast] 'sixty'; تلاش [talʃa] 'attempt'; شیشه [ʃiʃa] 'glass'

«خ» is written with a continuous stroke, going up and to the right (1), angling downward (2), and then continuing below the baseline to in a counter-clockwise fashion (3).



When writing the medial form, you'll start from the baseline, make the hook-shape, and then *retrace* the hook backwards, to be in a position to continue to the next letter.

Listening Exercise 5.4

Listen to and repeat each of the words below, paying special attention to «خ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 5.4.mp3.

خواست خبر سرخ میخ خوشبخت اخبار خیز

خواست [xwast] 'wish'; خبر [xabar] 'news'; سرخ [surx] 'red'; میخ [mex] 'nail'; خوشبخت [xuʃbaxt] 'fortunate'; اخبار [axbar] 'newspaper'; خیز [xez] 'jump'

Writing Exercise 5.4

Trace the letters below, and then create your own copies on the blank line that follows.

خ خ خ خ خ خ خ خ خ خ خ خ خ خ خ

خ خ خ خ خ خ خ خ خ خ خ خ خ خ خ

خ خ خ خ خ خ خ خ خ خ خ خ خ خ خ

خ خ خ خ خ خ خ خ خ خ خ خ خ خ خ

میخ میخ میخ میخ میخ میخ میخ میخ میخ میخ

خواست خواست خواست خواست خواست خواست

میخ [mex] 'nail'; خواست [xwast] 'wish'

5.5 The verbs ‘to do’ and ‘to become’

The verbs meaning ‘to do’ and ‘to become’ are so frequent that they are worth special mention here. The verb ‘to do’ is pronounced [kadan] in informal speech, but it’s pronounced [kardan] «کردن» in written and formal speech; i.e., the written «ر» is pronounced. In the present tense the stem is [kun], as in informal speech; this is predictably written as «کن». The full charts are reviewed below. It may help to review the verb endings in Section 3.5.2 on pg. 20.

	English	Spoken	Written	Written Pronunciation
(1)	I did	kadum	کردم	kardam
	you (sg.) did	kadi	کردی	kardi
	he/she/it did	kad	کرد	kard
	we did	kadem	کردیم	kardem
	you (pl.) did	kaden	کردید	karded
	they did	kadan	کردند	kardand

	English	Spoken	Written	Written Pronunciation
(2)	I am doing	mekunum	میکنم	mekunam
	you (sg.) are doing	mekuni	میکنی	mekuni
	he/she/it is doing	mekuna	میکند	mekunad
	we are doing	mekunem	میکنیم	mekunem
	you (pl.) are doing	mekunen	میکنید	mekuned
	they are doing	mekunan	میکنند	mekunand

The verb ‘to become’ is [ʃudan] in both informal and formal speech, and is predictably written as «شدن». The present tense stem has a different form and pronunciation. In informal speech the stem is [ʃ], as in [meʃi] ‘you (sg.) become’. In formal speech the stem is [ʃaw], written «شو»: [meʃawi] «میشوی» ‘you (sg.) become’.² One word that can be tricky to recognize is [meʃawad] «میشود» ‘he/she/it becomes’, since this looks like it might be read [meʃud] ‘he/she/it was becoming’; but [meʃud] is written without a «و»: «میشد».

	English	Spoken	Written	Written Pronunciation
(3)	I became	ʃudum	شدم	ʃudam
	you (sg.) became	ʃudi	شدی	ʃudi
	he/she/it became	ʃud	شد	ʃud
	we became	ʃudem	شدیم	ʃudem
	you (pl.) became	ʃuden	شدید	ʃuded
	they became	ʃudan	شدند	ʃudand

	English	Spoken	Written	Written Pronunciation
(4)	I am becoming	meʃum	میشوم	meʃawam
	you (sg.) are becoming	meʃi	میشوی	meʃawi
	he/she/it is becoming	meʃa	میشود	meʃawad
	we are becoming	meʃem	میشویم	meʃawem
	you (pl.) are becoming	meʃen	میشوید	meʃawed
	they are becoming	meʃan	میشوند	meʃawand

²In fact, in informal speech the form [ʃaw] is seen in subjunctive forms, as in [aga manda ʃawi] ‘if you (sg.) become tired’. The formal style just has that form for indicative verbs as well.

5.6 The perfect aspect

The perfect aspect is used to describe events that are complete, either in the present or the past. In the informal language the present perfect is similar to the past, except that the stress is on the suffix: [ˈraf.ti] ‘you (sg.) went’ vs. [raf.ˈti] ‘you (sg.) have gone’. In formal speech the form is different: the participle is written, followed by the personal ending written as a separate word. This is illustrated below for the verb [raftan] «رفتن».

	English	Spoken	Written	Written Pronunciation
	I have gone	rafˈtem	رفته ام	rafta ˈam
	you (sg.) have gone	rafˈti	رفته ای	rafta ˈi
(5)	he/she/it has gone	rafˈta	رفته (است)	rafta
	we have gone	rafˈtem	رفته ایم	rafta ˈem
	you (pl.) have gone	rafˈten	رفته اید	rafta ˈed
	they have gone	rafˈtan	رفته اند	rafta ˈand

For the third person (he/she/it), the «است» can be omitted—this reflects the spoken form. The sentence «او رفته» translates ‘he has gone’.

Incidentally, the past perfect (or pluperfect) is the same as the spoken form, e.g., [tu rafta budi] «تو رفته بودی» ‘you had gone’.

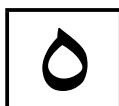
Chapter 6

Lesson Six

This lesson introduces:

- the four letters «ه» [hɛ] (when it makes the [h] sound), «ل» [lɒm], «چ» [tʃɛ], and «ف» [fɛ]
- the written form of the plural suffix
- the written forms of demonstrative pronouns

6.1 The letter ه pronounced as [h]



The letter «ه» [hɛ] often makes the [h] sound, as in [bahɒr] «بهار» ‘Spring’. In informal Dari, the [h] sound is usually dropped at the beginning of a word. Therefore there will be a number of words that you thought began with a vowel, but in fact start with a «ه»; for instance, spoken [aʃt] ‘eight’ is written «هشت» and pronounced [haʃt].

The isolated and final forms of this letter were introduced previously. Refer to Section 4.4 on pg. 27 for how to draw the letter. The initial and medial forms are new. For the initial form, you start at the top of the circle and continue around clockwise. When the pen returns to the top of the circle, it drops down through the middle, and continues on to the next word.

«ه» has three different possible medial forms. All have the same meaning, only the shape is different. The most common typeset form is like this: بهار. It is also possible that the medial form look just like an initial form: بهار. The third form—which is used mostly in handwriting, but sometimes in typeset text, has a v-shape: بهار. This is the form introduced in the handwriting section below. Making the v-shape is easier than duplicating the typeset medial form. (Though if you wish to try: starting from the baseline, make a figure-8—clockwise for the top loop, counter-clockwise for the bottom loop—returning to the baseline again to continue the next letter.)

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ه	ه	ه/ه/ه	ه

Listening Exercise 6.1

Listen to and repeat each of the words below, paying special attention to «ه»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 6.1.mp3.

باهم هست اهل هوشیار سیاه هفت بهار

باهم [baham] 'together'; هست [hast] 'is'; اهل [ahl] 'origin'; هوشیار [huɟjar] 'savvy'; سیاه [siah] 'black'; هفت [haft] 'seven'; بهار [bahar] 'spring'

Writing Exercise 6.1

Trace the letters below, and then create your own copies on the blank line that follows.

ه ه

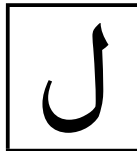
ه ه

هست هست هست هست هست هست هست

بهار بهار بهار بهار بهار بهار بهار بهار بهار بهار بهار

هست [hast] 'is'; بهار [bahar] 'spring'

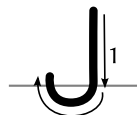
6.2 The letter ل



The letter «ل» [lam] always makes the [l] sound, as in [kɛla] «کله» 'banana'. This very simple letter is formed with a single vertical stroke, which in the *pur* forms has a curved tail. Note that while «ل» looks like «ا» in the *nim* forms, «ل» is a connecting letter and «ا» is a non-connecting letter. If you see a vertical line connecting to a following letter, it is «ل»; otherwise it is «ا». The *pur* forms are clearly distinguished because «ل» has a tail and «ا» does not.

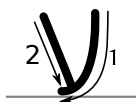
پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ل	ل	ل	ل

«ل» is written with a single stroke, starting at the stop, dropping straight down, and making the hook in a clockwise direction.



When «ل» is followed by «ا», the letters are joined together in a special way to make it look better. You never just write «لا».¹ This joined letter (ligature) can be connected to a preceding connecting letter. An example of the non-connected form is [bɒlɒ] «بالا» 'above'; an example of a connected form is [mɒlɒjɛm] «ملايم» 'soft'.

To write the non-connected form of the lam-aleph ligature, begin at the top of the «ل», drawing the pen down and to the left (1); the «ا» is written with a separate stroke (2). For the connected variant, from the baseline bring the pen straight up for the «ل» (1), the down and to the left to the baseline (2); again the «ا» is written with a separate stroke (3).



Listening Exercise 6.2

Listen to and repeat each of the words below, paying special attention to «ل»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 6.2.mp3.

بال آلو ليمو بالاخره كله بالا نل

بال [bɒl] 'wing'; آلو [ɒlu] 'prune'; ليمو [limo] 'lime'; بالاخره [bɒlɒxɛrɒ] 'finally'; كله [kɛlɒ] 'banana'; بالا [bɒlɒ] 'above'; نل [nɒl] 'pipe'

Writing Exercise 6.2

Trace the letters below, and then create your own copies on the blank line that follows.



¹The one place that this ligature is not used is in the book *Let's Become Literate* «بیائید خواننده شویم».



ایمو [limo] 'lime'; کله [kela] 'banana'; بالا [bala] 'above'; [mulajem] «ملايم» 'soft'

6.3 The letter چ



The letter «چ» [tʃ] always makes the [tʃ] sound, as in [tʃap] «چاپ» 'print'. This letter has the same base shape as «خ», except that the dots are different. Refer to Section 5.4 on pg. 33 for how to draw the letter.

Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
چ	چ	چ	چ

Listening Exercise 6.3

Listen to and repeat each of the words below, paying special attention to «چ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 6.3.mp3.

چاپ چپک کتابچه پیچکش لچ مرچ چیز

چاپ [tʃap] 'print'; چپک [tʃaplak] 'sandal'; کتابچه [ketabtʃa] 'notebook'; پیچکش [petʃkaʃ] 'screwdriver'; لچ [lutʃ] 'naked'; مرچ [murtʃ] 'pepper'; چیز [tʃiz] 'thing'

Writing Exercise 6.3

Trace the letters below, and then create your own copies on the blank line that follows.

چ چ چ چ چ چ چ چ چ چ چ چ چ چ چ

چ چ چ چ چ چ چ چ چ چ چ چ چ چ چ

چ چ چ چ چ چ چ چ چ چ چ چ چ چ چ

چ چ چ چ چ چ چ چ چ چ چ چ چ چ چ

لچ لچ لچ لچ لچ لچ لچ لچ لچ لچ لچ لچ لچ

چیز چیز چیز چیز چیز چیز چیز چیز چیز چیز چیز

لچ [lotʃ] 'naked'; چپلک [tʃaplak] 'sandal'

6.4 The letter ف

ف

The letter «ف» [fɛ] always makes the [f] sound, as in «فارسی» [fɑrsi].

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ف	ف	ف	ف

To make this letter, begin with the pen on the baseline, and make a clockwise circle, before continuing on either to the next letter, or to complete the swash for the *pur* forms.

ف

Listening Exercise 6.4

Listen to and repeat each of the words below, paying special attention to «ف»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 6.4.mp3.

کاف نفس فهمیدن فکر کثافت کثیف صنف

کاف [kʌf] 'kaf'; نفس [nafas] 'desire'; فهمیدن [fahmidan] 'to understand'; فکر [fekr] 'thought'; کثافت [kesʌfat] 'filth'; کثیف [kasif] 'dirty'; صنف [senf] 'classroom'

Writing Exercise 6.4

Trace the letters below, and then create your own copies on the blank line that follows.

ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف

ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف

ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف

ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف ف

فکر فکر فکر فکر فکر فکر فکر فکر فکر فکر

دفتر دفتر دفتر دفتر دفتر دفتر دفتر دفتر دفتر دفتر

فکر [fekr] 'thought'; دفتر [daftar] 'office'

6.5 The plural suffix

In informal Dari the plural suffix is [ʌ], as in [sebʌ] 'apples'. In formal Dari the suffix is [hʌ] «ها», e.g., [sebʰʌ] «سیبها» 'apples'. The main difference is that in informal speech, the [h] is dropped (as it is many other places in Dari). A secondary difference is that in formal speech the plural suffix never changes the noun it modifies. In informal speech, the last vowel of a stem can delete with the plural suffix is added: e.g., [batʃa] 'boy' becomes [batʃʌ] 'boys'. This never happens in the formal language. [batʃa] «بچه» 'boy' becomes [batʃʰʌ] «بچه‌ها» 'boys'.

As with the «می» marker, the plural suffix is supposed to be written so that it doesn't connect with the word. But again, since that is slightly harder to do on the computer, one does see connected forms like «سیبها». But if the word being pluralized ends in ه, then the suffix must not join: «بچهها», never «بچهها».

سیبها سیبها سیبها سیبها سیبها سیبها

6.6 Demonstrative pronouns

A demonstrative pronoun is a word like 'this' or 'that', which is used to express nearness or farness from the speaker. In spoken Dari there is [i] 'this', [inΛ] 'these', [u] 'that', and [unΛ] 'those'. These words have different pronunciations in the written/formal speech, as shown below. For whatever reason, the correct way to write [inΛ] «اینها» 'these' is with a separate «ها», whereas [ΛnhΛ] «آنها» 'those' is properly written with a connected «ها».

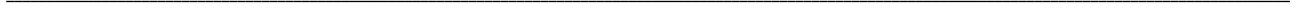
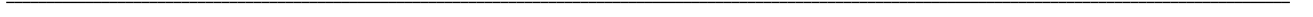
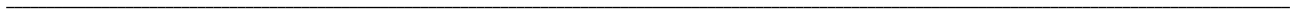
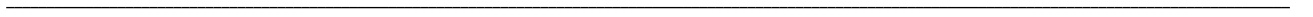
	English	Spoken	Written	Written Pronunciation
(1)	this	i	این	in
	these	u	اینها	inhΛ
	that	inΛ	آن	Λn
	those	unΛ	آنها	ΛnhΛ

اینها اینها اینها اینها اینها اینها اینها اینها

آنها آنها آنها آنها آنها آنها آنها آنها آنها آنها

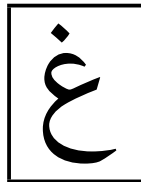
Writing Exercise 7.2

Trace the letters below, and then create your own copies on the blank line that follows.



گِگ [gurg] 'wolf'; اگِر [agar] 'if'

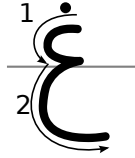
7.3 The letter غ



The letter «غ» [ɣajɲ] always makes the [ɣ] sound, as in [ɣajɲ az] «غیر از» 'apart from'. As can be seen below, the letter has a fairly distinct shape in each position of the word.¹

To write the initial and medial forms, begin above the baseline, making a semicircle in a counter-clockwise direction—though not quite touching the baseline—and then continue on either to the swash or the next letter.

¹This is one of the few cases where it makes more sense to talk about the initial, medial, final, and isolated forms, rather than *nim* and *pur* forms.



For the final form, draw a stroke up from the baseline, and then move it up and right, then coming down to make a small loop, and then finishing the swash.

In writing the medial form of «غ», it is considered good penmanship to have a very angular medial «غ», which is quite different from the typeset version. Otherwise, would be easy to confuse a medial «غ» with a medial «ف».

Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
غ	غ	غ	غ

Listening Exercise 7.3

Listen to and repeat each of the words below, paying special attention to «غ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 7.3.mp3.

کاغذ تیغ غیر غمگین تغیر باغ غیور

کاغذ [kʌɣʌz] 'paper'; تیغ [tiɣ] 'razor'; غیر [ɣajr] 'aside from'; غمگین [ɣamgin] 'sorry'; تغیر [taɣir] 'change'; باغ [baɣ] 'garden'; غیور [ɣajor] 'Ghaur'

Writing Exercise 7.3

Trace the letters below, and then create your own copies on the blank line that follows.

غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ

غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ

غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ

غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ غ

غیر غیر غیر غیر غیر غیر غیر غیر غیر غیر

چراغ چراغ چراغ چراغ چراغ چراغ چراغ چراغ چراغ

تغیر تغییر تغییر تغییر تغییر تغییر تغییر تغییر تغییر تغییر

غیر [ɣajr] 'aside from'; چراغ [tʃɛɾɒɣ] 'lamp'; تغییر [tayir] 'change'

7.4 The letter ه left unpronounced at the end of a word



Previously you have seen that the letter «ه» [hɛ] can be pronounced as [h], or at the end of a word as [a] or [ɛ] (Section 6.1 on pg.6.1, Section 4.4 on pg. 27). The letter «ه» can make the [h] sound at the end of some words, but it is usually not pronounced, even in careful speech. Refer to Section 4.4 on pg. 27 for how to draw the letter.

Listening Exercise 7.4

Listen to and repeat each of the words below, paying special attention to «ه»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 7.4.mp3.

پادشاه کوه چاه فراه گاه گناه کوتاه

پادشاه [padʃɒh] 'king'; کوه [koh] 'mountain'; چاه [tʃɒh] 'well'; فراه [farɒh] 'Farah'; گاه [gɒh] 'place'; گناه [gunɒh] 'sin'; کوتاه [kutɒh] 'short'

Writing Exercise 7.4

Trace the letters below, and then create your own copies on the blank line that follows.

چاه چاه چاه چاه چاه چاه چاه چاه چاه چاه

کوه کوه کوه کوه کوه کوه کوه کوه کوه کوه

چاه [tʃɒh] 'well'; کوه [koh] 'mountain'

Chapter 8

Lesson Eight

This lesson introduces:

- the four letters «ژ» [ʒɛ], «ق» [qɒf], «ذ» [zɒl], and «ص» [sɒd]

8.1 The letter ژ



The letter «ژ» [ʒɛ] always makes the [ʒ] sound, as in [muʒa] «مژه» 'eyelash'. This letter is the same as «ر» or «ز», but with three dots over it. Refer to Section 1.2 on pg. 2 for how to draw the letter.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ژ	ژ	ژ	ژ

Listening Exercise 8.1

Listen to and repeat each of the words below, paying special attention to «ژ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 8.1.1.mp3.

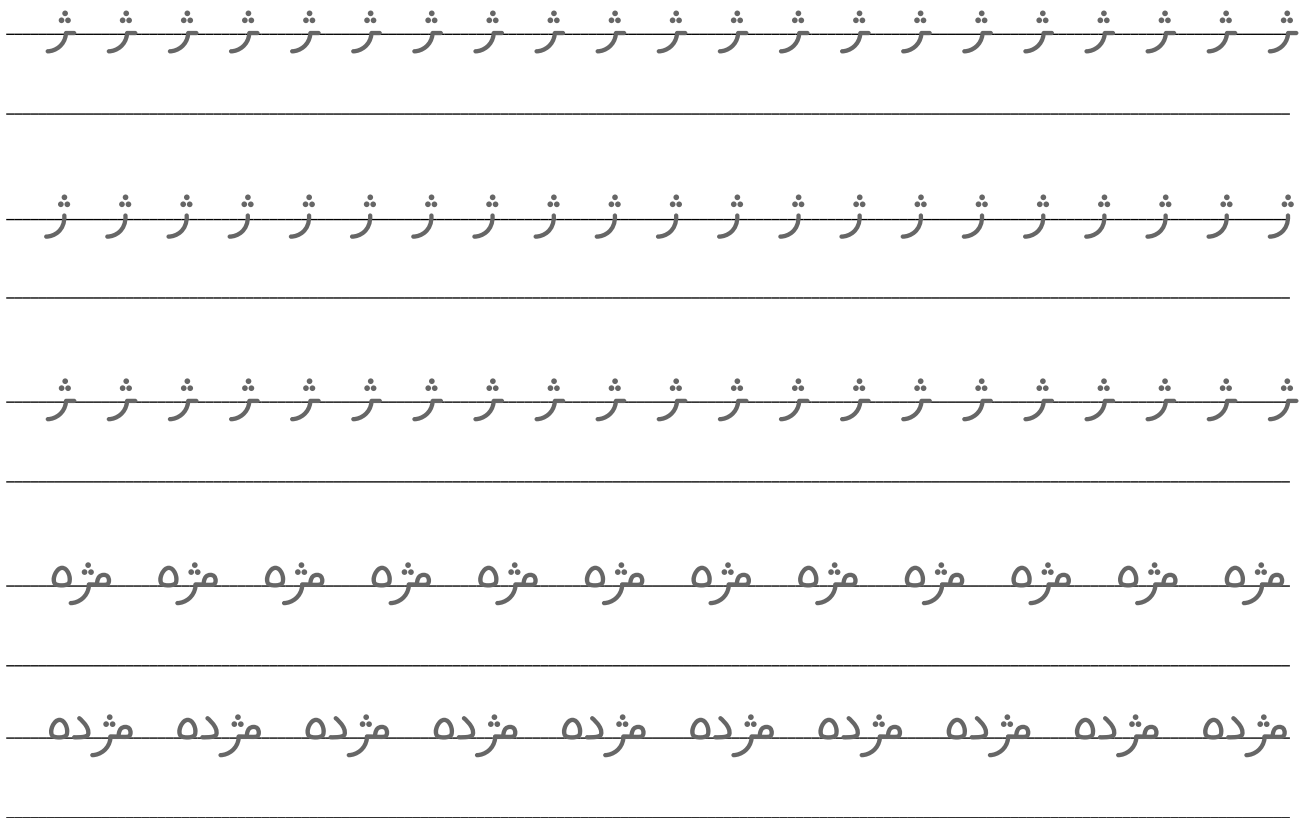
ژاله مزده دژ گژدم لوژ مزه نژاد

ژاله [ʒɒlɒ] 'hailstones'; مزده [muʒda] 'good news'; دژ [deʒ] 'citadel'; گژدم [gazdum] 'scorpion'; لوژ [luʒ] 'luge'; مزه [muʒa] 'eyelash'; نژاد [neʒɒd] 'phylum/race'

Writing Exercise 8.1

Trace the letters below, and then create your own copies on the blank line that follows.

ژ ژ



مژه [meʒa] 'eyelash'; مژده [muʒda] 'good news'

8.2 The letter ق

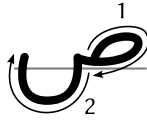


The letter «ق» always makes the [q] sound, as in [qɑʃuq] «قاشق» 'spoon'. This letter looks like a «ف» with two dots, except that in the *pur* forms, the tail of «ق» is rounder than that of «ف». Otherwise, the technique for producing «ق» is the same.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ق	قی	قه	ق



To make «ص», begin at the baseline and make the loop clockwise, curving around to touch the baseline as the loop is closed. To the left of the loop, add a [dandʌn] «دندان» ‘tooth’, as if writing a medial «ب» or «س». Writing this tooth helps distinguish an initial or medial «ص» from «م».



Listening Exercise 8.4

Listen to and repeat each of the words below, paying special attention to «ص»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 8.4.mp3.

نقص صبح صندوق صنف مخصوص تصميم صبر

نقص [nuqs] ‘harm’; صبح [subh] ‘morning’; صندوق [sandoq] ‘chest’; صنف [senf] ‘classroom’; مخصوص [maxsus] ‘special’; تصميم [tasmim] ‘decision’; صبر [sabr] ‘patience’

Writing Exercise 8.4

Trace the letters below, and then create your own copies on the blank line that follows.

ص ص ص ص ص ص ص ص ص ص ص ص ص ص ص

ص ص ص ص ص ص ص ص ص ص ص ص ص ص ص

ص ص ص ص ص ص ص ص ص ص ص ص ص ص ص

ص ص ص ص ص ص ص ص ص ص ص ص ص ص ص

صنف صنف صنف صنف صنف صنف صنف صنف صنف صنف

مخصوص مخصوص مخصوص مخصوص مخصوص

صنف [senf] ‘classroom’; مخصوص [maxsus] ‘special’

8.5 Writing adverbs

In Dari there is a typical way to form adverbs, by adding the [an] suffix. For instance, [mutabeq] ‘corresponding’ and [mutabeqan] ‘correspondingly’. There is a special spelling for this in Dari, using an «ا»-and-diacritic combination: «اً». The previously mentioned words are spelled «مطابق» ‘corresponding’ and «مطابقاً» ‘correspondingly’.

Writing Exercise 8.5

Trace the letters below, and then create your own copies on the blank line that follows.

خصوصاً خصوصاً خصوصاً خصوصاً خصوصاً خصوصاً

بعداً بعداً بعداً بعداً بعداً بعداً بعداً بعداً بعداً بعداً

خصوصاً [xususan] ‘specifically’; بعداً [badan] ‘afterwards’

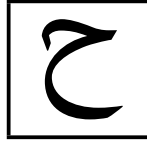
Chapter 9

Lesson Nine

This lesson introduces:

- the four letters «ح» [hɛ], «ض» [zʌd], «ط» [tuj], and «ع» [ʔajn]

9.1 The letter ح



The letter «ح» [hɛ] always makes the [h] sound, as in [hʌl] «حال» 'health, condition'. This letter is just like «ج», but without any dots. As with any [h], this sound is often not pronounced in informal speech. Refer to Section 5.4 on pg. 33 for how to draw the letter.

This is the second letter you have learned that is called [hɛ]. This [hɛ] is sometimes called [hɛje dʒimi] 'the he that's like jim'; the other [hɛ] (ه) is sometimes called [hɛje du tʃɛjma] 'the he with two eyes'.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ح	ح	ح	ح

Listening Exercise 9.1

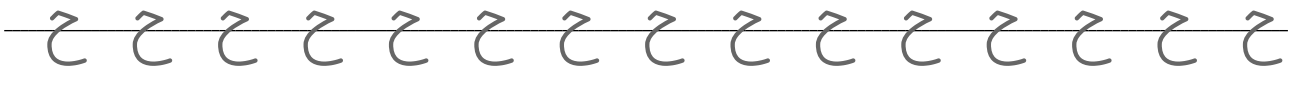
Listen to and repeat each of the words below, paying special attention to «ح»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 9.1.mp3.

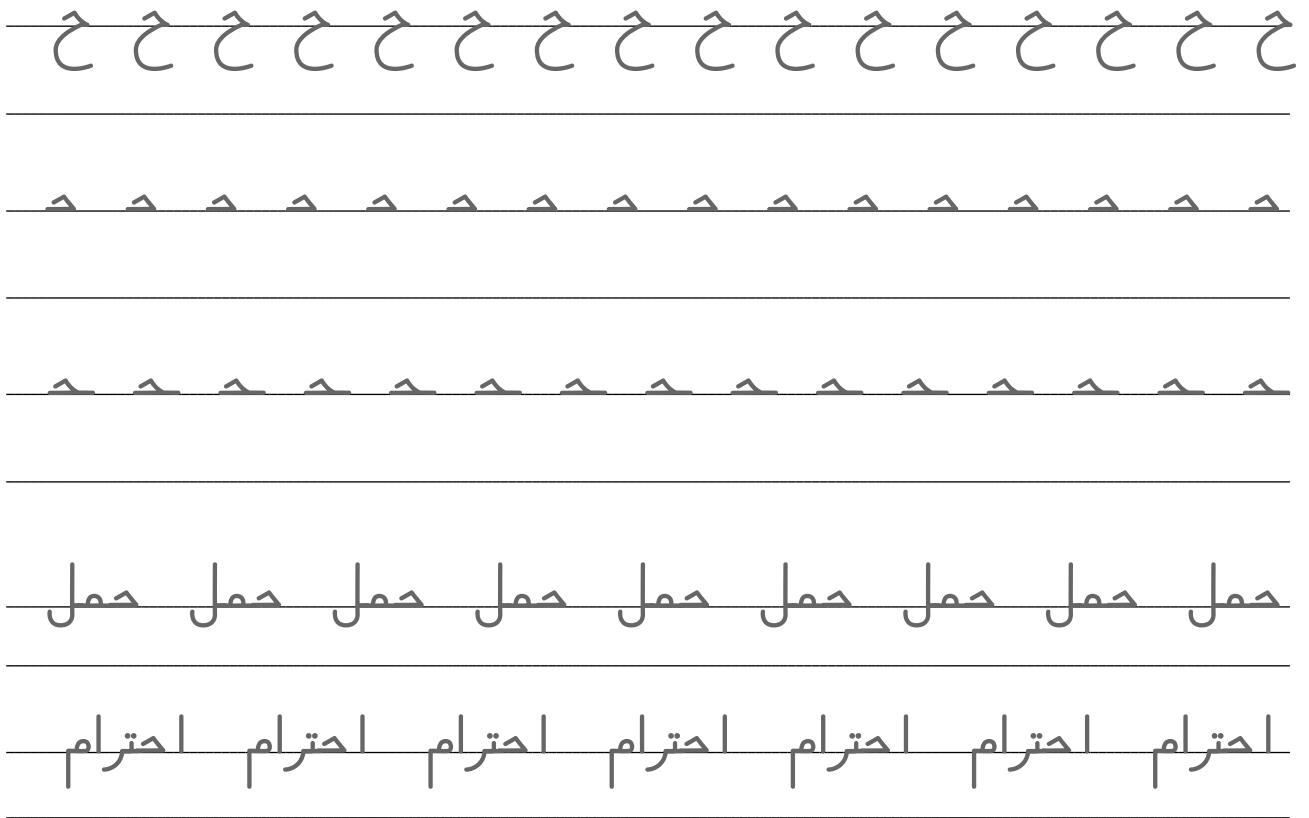
صحبـت سلاح محبوب احترام محمد حل صبح

صحبـت [suhbat] 'talk'; سلاح [salah] 'weapon'; محبوب [mahbub] 'beloved'; احترام [ehterām] 'respect'; محمد [muhamad] 'Muhammad'; حال [hal] 'condition'; صبح [subh] 'morning'

Writing Exercise 9.1

Trace the letters below, and then create your own copies on the blank line that follows.





حمل [hamal] 'Hamal'; احترام [ehteram] 'respect'

9.2 The letter ض



Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
ض	ض	ض	ض

The letter «ض» [zad] always makes the [z] sound, as in [zɛd] «ضد» 'opposite'. «ض» is less commonly found than the other letters you've seen that make the [z] sound, «ز» and «ذ». It is made just like «ص», except with a dot over it. Refer to Section 8.4 on pg. 52 for how to draw the letter.

Listening Exercise 9.2

Listen to and repeat each of the words below, paying special attention to «ض»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 9.2.mp3.

ریاضی ضد فیض ضمن ضمانت فضل ضخیم

ریاضی [rijazi] 'mathematics'; ضد [zɛd] 'opposite'; فیض [faz] 'grace'; ضمن [zɛmn] 'interim'; ضمانت [zamanat] 'guarantee'; فضل [fazl] 'Fasel'; ضخیم [zaxim] 'thick'

Writing Exercise 9.2

Trace the letters below, and then create your own copies on the blank line that follows.

ض ض ض ض ض ض ض ض ض ض ض ض ض

ض ض ض ض ض ض ض ض ض ض ض ض ض

ض ض ض ض ض ض ض ض ض ض ض ض ض

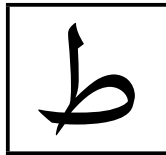
ض ض ض ض ض ض ض ض ض ض ض ض ض

فضل فضل فضل فضل فضل فضل فضل فضل فضل

ض ض ض ض ض ض ض ض ض ض ض ض ض

فضل [fazl] 'Fasl'; ضد [zed] 'opposite'

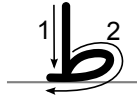
9.3 The letter ط



The letter «ط» [tuj] always makes the [t] sound, as in [lutf] «لطف» 'kindness'. It is a less common way to write [t] than «ت». The loop shape of «ط» is the same as in «ص», except that there is no tooth following the letter.

'Full' پر		'Half' نیم	
Isolated	Final	Medial	Initial
ط	ط	ط	ط

To write «ط», draw the vertical stroke downward (1), and then make the loop in a clockwise direction (2).



Listening Exercise 9.3

Listen to and repeat each of the words below, paying special attention to «ط»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 9.3.mp3.

رباط رابطة مطابق طرف فقط همانطور لطف

رباط [rʌbat] 'ligament'; رابطة [rʌbeta] 'relationship'; مطابق [mutʌbeq] 'according'; طرف [taraf] 'direction'; فقط [faqat] 'only'; همانطور [hamʌntawr] 'that same way'; لطف [lutf] 'kindness'

Writing Exercise 9.3

Trace the letters below, and then create your own copies on the blank line that follows.

ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط

ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط

ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط

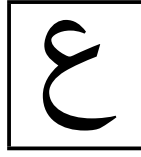
ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط

مطابق مطابق مطابق مطابق مطابق مطابق مطابق مطابق

فقط فقط فقط فقط فقط فقط فقط فقط فقط فقط

مطابق [mutʌbeq] 'according'; فقط [lutf] 'kindness'

9.4 The letter ع



The letter «ع» [ʔajn] makes the glottal stop [ʔ]. (The glottal stop is the middle sound in the English word ‘uh-oh’.) In informal Dari the sound is never pronounced, and it is also rare in spoken Dari. Therefore, like the letters that make the [h] sound, you’ll usually just have to remember when a word is spelled with an «ع». In particular, when a word begins with a vowel sound in spoken Dari, it is possible that the word begins not with «ا» but with «ع», as in [aks] «عكس» ‘picture’.

«ع» has the same shape as «غ», but with no dot. Refer to Section 7.3 on pg. 46 for how to draw the letter.

پر 'Full'		نیم 'Half'	
Isolated	Final	Medial	Initial
ع	ع	ع	ع

Listening Exercise 9.4

Listen to and repeat each of the words below, paying special attention to «ع»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 9.4.mp3.

جمع علم معرفی عکس عید معنی نعناع

جمع [dʒama] ‘collection’; علم [elm] ‘learning’; معرفی [maʔarefi] ‘introduction’; عکس [aks] ‘picture’; عید [id] ‘Eid’; معنی [maʔni] ‘meaning’; نعناع [naʔana] ‘mint’

Writing Exercise 9.4

Trace the letters below, and then create your own copies on the blank line that follows.

ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع

ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع

ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع

ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع ع

عكس عكس عكس عكس عكس عكس عكس عكس

نعناع نعناع نعناع نعناع نعناع نعناع نعناع نعناع

عكس [aks] 'picture'; نعناع [naʔana] 'mint'

Chapter 10

Lesson Ten

This lesson introduces:

- the three letters «ظ» [zuj], «ث» [se], and «هـ» [hamza]
- the ligature «لا»

10.1 The letter ظ



The letter «ظ» [zuj] always makes the [z] sound, as in [zalem] «ظالم» 'cruel'. Of the four ways that [z] can be written («ز», «ذ», «ض», and now «ظ»), «ظ» is the least frequently encountered.

The letter is written just like «ط», but with a dot over it. Refer to Section 9.3 on pg. 57 for how to draw the letter.

Full 'پر'		Half 'نیم'	
Isolated	Final	Medial	Initial
ظ	ظ	ظ	ظ

Listening Exercise 10.1

Listen to and repeat each of the words below, paying special attention to «ظ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 10.1.mp3.

اظهار ظالم حفظ ظاهر نظر لحاظ نظارت

اظهار [ezhar] 'testimony'; ظالم [zalem] 'cruel'; حفظ [hefz] 'protect'; ظاهر [zاهر] 'manifest'; نظر [nazar] 'opinion'; لحاظ [le haz] 'perspective'; نظارت [nazarat] 'control'

Writing Exercise 10.1

Trace the letters below, and then create your own copies on the blank line that follows.

ظ ظ ظ ظ ظ ظ ظ ظ ظ ظ ظ ظ



نظر [nazar] 'opinion'; ظالم [zalem] 'cruel'

10.2 The letter ث



The letter «ث» [sɛ] always makes the [s] sound, as in [sabet] «ثابت» 'stable'. This letter is just like the «ب»-shaped letters you have learned, but with three dots on top. Refer to Section 2.2 on pg. 8 for how to draw the letter. This is the least frequently encountered letter that makes the [s] sound (after «ص» and «س»).

'Full' پر		'Half' نیم	
Isolated	Final	Medial	Initial
ث	ث	ث	ث

Listening Exercise 10.2

Listen to and repeat each of the words below, paying special attention to «ث»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 10.2.mp3.

كثافت حيث اثبات نثر كثيف ثابت اناث

كثافت [kesafat] 'filth'; حيث [hajs] 'role'; اثبات [esbat] 'vindication'; نثر [nasr] 'prose'; كثيف [kasif] 'dirty'; ثابت [sabet] 'stable'; اناث [enas] 'female'

Writing Exercise 10.2

Trace the letters below, and then create your own copies on the blank line that follows.

اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر

كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت

اثر اثر

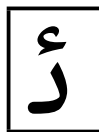
كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت

كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت كثافت

اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر اثر

كثافت [kesafat] 'filth'; اثر [asar] 'effect'

10.3 The letter ء



The letter «ء» [hamza] is a special letter that is not often seen. It makes the [j] sound in informal speech, or the glottal stop [ʔ] in formal speech. It is written as a diacritic either over a «ب»-like base or a «و». Since it's easier to type «ي» than «ئ», and easier to type «و» than «ؤ», you often see those letters substituted in text.

Final/Medial	Initial/Isolated
ء	ء

Listening Exercise 10.3

Listen to and repeat each of the words below, paying special attention to «دُ»: both its pronunciation and its shape in different positions. The accompanying audio file for this exercise is Listening 10.3.mp3.

بيائيد توانائى مسئول مؤلف

بيائيد [bijʌʔed] 'come!'; توانائى [tawʌnʌʔi] 'ability'; مسئول [masʔul] 'amenable'; مؤلف [muʔalef] 'author'

Writing Exercise 10.3

Trace the letters below, and then create your own copies on the blank line that follows.

بيائيد بيائيد بيائيد بيائيد بيائيد بيائيد بيائيد بيائيد بيائيد

مسئول مسئول مسئول مسئول مسئول مسئول مسئول

بيائيد [bijʌʔed] 'come!'; مسئول [masʔul] 'amenable'

Chapter 11

Conclusion

You've now been introduced to each of the letters of the Dari alphabet: their written forms and their pronunciations. You've also been introduced to specific forms such as the endings of verbs, pronouns, and prepositions. These words tend to be the more different from the spoken forms because they are more frequently encountered. Though it seems like there are a lot of differences, the differences are in fact simply concentrated in these words. The common verbs and prepositions that were introduced specially will make up just over a quarter of the words you will read in a typical text.

At this stage, reading will mean first identifying the letters of a word, and then figuring out what word those letters spell. This is appropriate for a beginning level, but a mature reader identifies words by sight, e.g., perceiving the entire word «سيب» at once, rather than having to pull apart the letters «س», «ی», and «ب». This will begin to happen automatically with practice. As it does, reading will become more enjoyable and less tedious.

With consistent practice, you will almost certainly master the mechanics of reading within six months. Thereafter, the primary challenge will be learning new vocabulary. Reading is an excellent way to learn new vocabulary. It is easy to miss a new word in a stream of spoken text, but much harder to miss a new word that appears on a printed page.

What should you read after you've mastered the primers? You want to begin with easier material and move on to more difficult material, i.e., to move from known to unknown texts. The following progression of types of texts (from *A guide for expatriates learning to read Dari*) can be used as a guide.

Known subject, known text. At the very beginning, it will be most helpful to read translated texts, since these provide maximum context, thus allowing a focus on the process of decoding rather than discovering the meaning. These may be stories that are already familiar, or that are also available in English translation. The IAM Language Orientation Program has a number of short (1–4 page) fairy and folk tales, which are available in English and written Dari. The organization Operation Mercy has published abridged translations of several Western classics (*Les Miserables*, *Tom Sawyer*, etc.), which are available for purchase from their Kabul office, and in bookstores around Kabul. The BBC has published the well-known “BBC books,” the plots of which can largely be inferred from the pictures; these can be purchased from the BBC's Kabul office, or from second-hand bookshops.¹

Known subject, unknown text. The next step is to read books about familiar subjects, but in a unfamiliar text. This is a stage, for instance, in which one might wish to read books about his/her professional interests. Wikipedia articles written in Persian are also a good resource.² It is also not difficult to visit a bookshop, mention a topic to the proprietor, and buy a large number of reasonably priced books pertinent to one's professional interests. Be aware, however, that many publications suffer from poor typography and poor spelling, which is very difficult for new readers. If you pick up a book or magazine and find yourself struggling with that, it's

¹A caution: the BBC books suffer from very poor typography—particularly in the spacing between non-connecting letters and words—which can make them very hard to read. Some books are also printed with a calligraphic style that is difficult for readers just learning the shapes of the letters. These are probably not appropriate for first efforts in reading.

²<http://fa.wikipedia.org/>

best just to drop it; there are plenty of texts around. One difficulty at this stage will be that, depending on the book, the language might be very elevated, and the use of a dictionary might therefore be a constant necessity.

Unknown subject, known text. This category covers reading material that is available in Dari and English, but which addresses subjects that the reader usually does not discuss in Dari, or at all. This could be any material which can be found in English and Dari translation. The military propaganda newspaper that usually comes with naan is printed in Dari, Pashto, and English, for instance.

Unknown subject, unknown text. This final category, of course, covers the rest of the printed material in the world. The most straightforward sources for new texts are newspapers, bookshops, and Afghan or Iranian media available on the internet.

Appendix A

The Dari Alphabet

This table present the Dari alphabet in alphabetical order.

Dari Name	IPA Name	Glassman	IPA	'Half'	'Full'
الف	alɛf	A or a	ʌ or a	ا	ا
ب	bɛ	b	b	ب	ب
پ	pɛ	p	p	پ	پ
ت	tɛ	t	t	ت	ت
ث	sɛ	s	s	ث	ث
جیم	dʒim	j	dʒ	ج	ج
چ	tʃɛ	ch	tʃ	چ	چ
ح	h	H	h	ح	ح
خ	xɛ	kh	x	خ	خ
دال	dʌl	d	d	د	د
ذال	zʌl	z	z	ذ	ذ
ر	rɛ	r	r	ر	ر
ز	zɛ	z	z	ز	ز
ژ	ʒɛ	zh	ʒ	ژ	ژ
سین	sin	s	s	س	س
شین	ʃin	sh	ʃ	ش	ش
صاد	sʌd	s	s	ص	ص
ضاد	zʌd	z	z	ض	ض
طوی	tuj	t	t	ط	ط
ظوی	zuj	z	z	ظ	ظ
عین	ain	—	—	ء	ء
غین	ɣain	gh	ɣ	غ	غ
ف	fɛ	f	f	ف	ف
قاف	qʌf	q	q	ق	ق
کاف	kʌf	k	k	ک	ک
گاف	gʌf	g	g	گ	گ
لام	lʌm	l	l	ل	ل
میم	mim	m	m	م	م
نون	nun	n	n	ن	ن
واو	wʌw	U or w	u or w	و	و
ه	hɛ	H or e	h or e	ه	ه
ی	jʌ	I or y	i or j	ی	ی
ئ	hamza	—or ‘	—or ?	ئ	ئ

These are some mnemonic devices learning the order of the Dari alphabet.

- The letters are grouped by their base shape. First comes «ا», then the letters shaped like «ب», then those shaped like «ج», then «د», then «ر», then «س», then «ص», then «ط», then «ع», then «ف», then «ک»; the remaining base shapes have only one letter each.
- Within these subgroups, the first letter of the group is often the unmodified version, with the following letters being the “decorated” versions: «س» precedes «ش». (This doesn’t hold for the «ب»-group or the «ج»-group, however.)
- The «ا»-«ب» order is like the Latin a-b order (and like the Greek alpha-beta order, which gives us the word “alphabet”).
- If you happen to know the term *abjad*, this can be a mnemonic for the first four letter groups: «ا ب ج د».
- The «ک»-«گ»-«ل»-«م»-«ن»-«و» sequence is like the Latin k-l-m-n-o sequence. («گ» intervenes, but it must since it is the more decorated form of «ک».)

Appendix B

IPA Transcription Guide

The following table explains the symbols of the International Phonetic Alphabet (IPA), as used in this book. If you type the “technical description” of a sound into a search engine, you will find web sites that provide audio recordings and pronunciation assistance.

IPA	Glassman	Technical description	Approximate English Equivalent
a	a	open front unround vowel	The vowel in ‘cat’
ʌ	A	open-mid back unround vowel	The vowel in ‘cough’
b	b	voiced bilabial plosive	The first sound in ‘bat’
d	d	voiced alveolar plosive	The first sound in ‘dance’
dʒ	j	voiced palato-alveolar affricate	The first sound in ‘jump’
ɛ	e	open-mid front unround vowel	The vowel in ‘bet’
e	E	close-mid front unround vowel	The vowel in ‘bate’ (but not diphthongized)
f	f	voiceless labiodental fricative	The first sound in ‘fat’
g	g	voiced velar plosive	The first sound in ‘get’
ɣ	gh	voiced velar fricative	Does not exist
h	H	voiceless glottal fricative	The first sound in ‘hat’
i	I	close front unround vowel	The vowel in ‘beet’
j	y	voiced palatal glide	The first sound in ‘yet’
k	k	voiceless velar plosive	The first sound in ‘cap’
l	l	voiced alveolar lateral approximant	The first sound in ‘lap’
m	m	voiced bilabial nasal	The first sound in ‘mat’
n	n	voiced alveolar nasal	The first sound in ‘net’
p	p	voiceless bilabial plosive	The first sound in ‘pat’
q	q	voiceless uvular plosive	Does not exist
r	r	voiced alveolar flap	The middle consonant in ‘beady’
s	s	voiced alveolar fricative (or sibilant)	The first sound in ‘sap’
ʃ	sh	voiced palato-alveolar fricative (or sibilant)	The first sound in ‘shame’
t	t	voiceless alveolar stop	The first sound in ‘tap’
tʃ	ch	voiceless palato-alveolar affricate	The first sound in ‘chat’
u	U	close back round vowel	The vowel in ‘booth’
ʊ	u	near-close near-back round vowel	The vowel in ‘book’
w	w	voiced labiovelar approximant	The first sound in ‘want’
x	kh	voiceless velar fricative	Does not exist
z	z	voiced alveolar fricative	The first sound in ‘zap’
ʒ	zh	voiced palato-alveolar fricative	The last sound in ‘mirage’
ʔ	‘	glottal stop	The middle sound in ‘uh-oh’

Appendix C

List of letters by the sounds they make

a	ا	Section 2.1 on pg. 7
	ه	Section 4.4 on pg. 27
ʌ	آ	Section 1.1 on pg. 1
	ا	Section 2.1 on pg. 7
b	ب	Section 2.2 on pg. 8
d	د	Section 1.3 on pg. 2
dʒ	ج	Section 7.1 on pg. 44
e	ی	Section 3.4 on pg. 19
ɛ	ه	Section 4.4 on pg. 27
f	ف	Section 6.4 on pg. 41
g	گ	Section 7.2 on pg. 45
ɣ	غ	Section 7.3 on pg. 46
h	ح	Section 9.1 on pg. 55
	ه	Section 6.1 on pg. 37
i	ی	Section 4.3 on pg. 26
j	ئ	Section 10.3 on pg. 63
	ی	Section 5.2 on pg. 31
k	ک	Section 4.2 on pg. 24
l	ل	Section 6.2 on pg. 38
m	م	Section 2.4 on pg. 11
n	ن	Section 1.4 on pg. 4
p	پ	Section 5.1 on pg. 30
q	ق	Section 8.2 on pg. 50
r	ر	Section 1.2 on pg. 2
s	ث	Section 10.2 on pg. 62
	س	Section 3.1 on pg. 15
	ص	Section 8.4 on pg. 52
ʃ	ش	Section 5.3 on pg. 32
t	ت	Section 3.2 on pg. 16
	ط	Section 9.3 on pg. 57
tʃ	چ	Section 6.3 on pg. 40
u	و	Section 3.3 on pg. 17
w	و	Section 2.3 on pg. 10
x	خ	Section 5.4 on pg. 33
z	ذ	Section 8.3 on pg. 51
	ز	Section 4.1 on pg. 23
	ض	Section 9.2 on pg. 56
	ظ	Section 10.1 on pg. 61
ʒ	ژ	Section 8.1 on pg. 49
ʔ	ع	Section 9.4 on pg. 59

Appendix D

Accompanying audio files

Listening 1.1.mp3 (آ)	Section 1.1, pg. 1
Listening 1.2.mp3 (ب)	Section 1.2, pg. 2
Listening 1.3.mp3 (پ)	Section 1.3, pg. 3
Listening 1.4.mp3 (ت)	Section 1.4, pg. 4
Listening 2.1.mp3 (ث)	Section 2.1, pg. 7
Listening 2.2.mp3 (ج)	Section 2.2, pg. 8
Listening 2.3.mp3 (ح)	Section 2.3, pg. 10
Listening 2.4.mp3 (خ)	Section 2.4, pg. 11
Listening 3.1.mp3 (د)	Section 3.1, pg. 15
Listening 3.2.mp3 (ذ)	Section 3.2, pg. 16
Listening 3.3.mp3 (ر)	Section 3.3, pg. 18
Listening 3.4.mp3 (ز)	Section 3.4, pg. 19
Listening 4.1.mp3 (س)	Section 4.1, pg. 23
Listening 4.2.mp3 (س)	Section 4.2, pg. 24
Listening 4.3.mp3 (ی)	Section 4.3, pg. 26
Listening 4.4.mp3 (ه)	Section 4.4, pg. 27
Listening 5.1.mp3 (پ)	Section 5.1, pg. 30
Listening 5.2.mp3 (ی)	Section 5.2, pg. 31
Listening 5.3.mp3 (ش)	Section 5.3, pg. 32
Listening 5.4.mp3 (خ)	Section 5.4, pg. 34
Listening 6.1.mp3 (ه)	Section 6.1, pg. 37
Listening 6.2.mp3 (ل)	Section 6.2, pg. 39
Listening 6.3.mp3 (چ)	Section 6.3, pg. 40
Listening 6.4.mp3 (ف)	Section 6.4, pg. 41
Listening 7.1.mp3 (ج)	Section 7.1, pg. 44
Listening 7.2.mp3 (گ)	Section 7.2, pg. 45
Listening 7.3.mp3 (غ)	Section 7.3, pg. 47
Listening 7.4.mp3 (ه)	Section 7.4, pg. 48
Listening 8.1.mp3 (ژ)	Section 8.1, pg. 49
Listening 8.2.mp3 (ق)	Section 8.2, pg. 50
Listening 8.3.mp3 (ذ)	Section 8.3, pg. 52
Listening 8.4.mp3 (ص)	Section 8.4, pg. 53
Listening 9.1.mp3 (ح)	Section 9.1, pg. 55
Listening 9.2.mp3 (ض)	Section 9.2, pg. 56
Listening 9.3.mp3 (ط)	Section 9.3, pg. 57
Listening 9.4.mp3 (ع)	Section 9.4, pg. 59
Listening 10.1.mp3 (ظ)	Section 10.1, pg. 61
Listening 10.2.mp3 (ث)	Section 10.2, pg. 62
Listening 10.3.mp3 (ن)	Section 10.3, pg. 63