

## Outline

### Week 1: Greeting and Introduction

#### Day 1

- 0800-0900
  - Welcoming the students and providing an overview of the program
- 0900-1000
  - Greeting and useful phrases
- 1000-1200
  - Dari Alphabet
    - Alef (ا) & Bay (ب) family
- 1300-1400
  - Lab Hour
    - Orientation to Moodle and Rapid Rote
    - Orientation to Rapid Rote and Dari Sustainment Program
    - Class Enrollment
- 1400-1500
  - Afghan Culture
    - Afghanistan History
- 1500-1600
  - Conversational activity
    - Review of the Day
    - One-on-One mentoring

## Greeting Lesson Plan

*Week -1, Day – 1*

<b>DATE:</b> Duration: 1 hour From: 0900 - 1000
<b>LEVEL:</b> Elementary
<b>LANGUAGE:</b> Dari
<b>Functional OBJECTIVE(s):</b>  By the end of this lesson, participants will be able to: <ul style="list-style-type: none"> <li>Learn vocabulary and greet in the Afghan cultural context</li> </ul>
<b>REQUIRED MATERIALS:</b> <ul style="list-style-type: none"> <li>Whiteboard and markers</li> <li>Computer with internet connection</li> <li>Handouts</li> </ul>

<b>STEP ONE: SETTING THE STAGE</b> In this stage, instructor introduces the lesson indirectly.	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: (5 minutes)</b> <ul style="list-style-type: none"> <li><b>Role-Play:</b> Instructors conduct a role play to introduce the lesson to students indirectly, using the reference handout <b>Reference 1.1.1</b></li> </ul>	<b>ST.1.1</b>
<b>STEP TWO: COMPREHENSIBLE INPUT</b> <ul style="list-style-type: none"> <li>In this stage instructor starts the lesson</li> </ul>	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: Time :(15 minutes)</b> <ol style="list-style-type: none"> <li>Instructor checks students' comprehension about the contents of the role-play</li> <li>Instructor greets students in Dari using gestures. For example: سلام عليكم</li> <li><b>Power Point Presentation:</b> Instructor uses a PPT to introduce the vocabulary: <b>Reference 1.1.2</b></li> <li>Instructor provides students with the related handout: <b>Reference 1.1.3</b></li> </ol>	<b>ST.1.2</b>
<b>ACTIVITY 2: Time (10 minutes)</b> <ol style="list-style-type: none"> <li>Instructor practices the content with students in the form of Q &amp; A For example: Instructor: "سلام عليكم." Student: "وعليكم سلام."</li> <li>Instructor explains the similarities and differences in greeting between Afghans and Americans, using <b>Reference 1.1.4</b></li> </ol>	<b>ST.1.1</b>  <b>ST.3.2</b>
<b>FORMATIVE ASSESSEMENT:</b>	

<b><i>STEP THREE: GUIDED PRACTICE</i></b>	<b>STANDARD(S) USED</b>
<b><i>ACTIVITY 1: Time 15 minutes</i></b> <ul style="list-style-type: none"> <li>• <b>Small Group Activity:</b> Instructors practices the conversation with each student individually and as a group</li> <li>• Instructor provides feedback</li> </ul>	<b>ST.1.2</b>
<b><i>STEP FOUR: INDEPENDENT PRACTICE and ASSESSMENT</i></b>	<b>STANDARD(S) USED</b>
<b><i>ACTIVITY 1: Time: 15 minutes</i></b> <ul style="list-style-type: none"> <li>• <b>Group activity:</b> Students form two lines facing each other to practice the conversation. After they finished talking to the first person, they move one step to the right to face a different student. In this activity, each student will practice the conversation at least 3-5 times. Each time with a new partner.</li> <li>• Instructors will also participate in the conversation.</li> <li>• A handout with keywords will be provided to student to help them with the activity: <b>Reference 1.1.5</b></li> </ul>	<b>ST.1.1</b>  <b>ST.1.2</b>  <b>ST.1.3</b>

# **Activities**

## **0900-1000**

### Reference 1.1.1: Role-Play Handout

Conversation	و عليكم سلام	B	سلام عليكم	A
	من خوب استم. شما چطور استید؟	B	چطور استید؟	A
	از دیدن شما خوشحال شدم.	B	من هم خوب استم، تشکر.	A
			من هم	A

### Reference 1.1.2: Power Point Presentation

### Reference 1.1.3: Let's review the words.

English	Transliteration	دري	نمبر
Hi	Sa-laam A-likum	سلام عليكم	۱

Hi (in response)	Wa-likum Sa-laam	وعلیکم سلام	۲
I	Man	من	۳
You (singular)	Too	تو	۴
We	Maa	ما	۵
You (plural)	Shu-maa	شما	۶
He/she	O	او	۷
They	Aan-haa	آنها	۸
This	Aean	این	۹
That	Aan	آن	۱۰
Who?	Key	کی؟	۱۱
What?	Che	چه؟	۱۲
How?	Che-tor	چطور؟	۱۳
Thank you	Ta-sha-kur	تشکر	۱۴
Good/well	Khub	خوب	۱۵
Pleased to meet you	Az Dee-dan-e-Shuma Khosh-haal Shu-dum	از دیدن شما خوشحال شدم	۱۶
Also	Ham	هم	

### To Be verbs

(I) am	As-tam	استم	۱۷
(You -singular) are	As-tee	استی	۱۸
(We) are	As-taym	استیم	۱۹
(They) are	As-tand	استند	۲۰
(He/she/it) is	As-t	است	۲۱
(You – plural) are	As-tayd	استید	۲۲

**Reference 1.1.4:** Similarities and differences in greeting in Afghan and American context:

**Talking Points:**

- Which similarities did you notice?
- Which differences did you notice?
- Saying “Salam-Alikum” every time going in/out of the room.
- Saying “Salam-Alikum” even if you don’t know a person.
- Other person is obligated to say “Walikum Salaam” in response to your “Salam-Alikum.”
- Do you have any prior experience in this regard to share with the class?

**Reference 1.1.5:** Use the following keywords to conduct your conversation with your teammate.

سلام عليكم (Hi)	استم ((I) am)	هم (Too/also)
وعليكم سلام (Hi – in response)	و (And)	تشكر (Thanks)
تو (You )	چطور (How)	خوب (Fine/good/well)



# Dari Alphabet

## Lesson Plan

### Week -1, Day - 1

<b>DATE:</b> Duration: 2 hours From: 1000 - 1200	
<b>LEVEL:</b> Elementary	
<b>LANGUAGE:</b> Dari	
<b>Functional OBJECTIVE(s):</b> By the end of this lesson, the participant will be able to: <ul style="list-style-type: none"> <li>Recognize, pronounce, write “الف” and “ب” family of letters with the different positions in a word.</li> <li>Conjugate and sound simple words produced of the letters belonging to those families.</li> </ul>	
<b>REQUIRED MATERIALS:</b> <ul style="list-style-type: none"> <li>Whiteboard and markers</li> <li>Computer with internet connection</li> <li>Dari alphabet workbook</li> </ul>	
<b>STEP ONE: SETTING THE STAGE</b> In this stage the instructor introduces new topics to the participants indirectly.	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: (5 minutes)</b> <ul style="list-style-type: none"> <li>Instructor checks prior knowledge of students about the Dari alphabet “What do you know about the Dari Alphabet?”</li> </ul>	<b>ST.1.2</b>
<b>STEP TWO: COMPREHENSIBLE INPUT</b> <ul style="list-style-type: none"> <li><b>Part I:</b> Instructor begins the lesson here:</li> </ul>	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: (5 minutes)</b> <ul style="list-style-type: none"> <li>Instructor explains the similarities and differences between Dari and English such as text direction (right to left vs. left to right), quantity, and pronunciation [phonetic]-it is written exactly the same way as it is pronounced.</li> </ul>	<b>ST.1.1</b>  <b>ST.1.2</b>
<b>ACTIVITY2: Time :(15 minutes)</b> <ul style="list-style-type: none"> <li>Instructor introduces the first letter of the Alphabet (<i>alef</i>) on the board, using Dari Alphabet &amp; Workbook (Page 10)</li> <li>Instructor introduces the four different sounds of (<i>alef</i>) e.g. at the</li> </ul>	<b>ST.1.1</b>  <b>ST.1.2</b>

beginning of a word, in the middle, and in the end of a word. <ul style="list-style-type: none"> <li>• Instructor pronounces the sounds several times</li> <li>• Instructor points to different words with (<i>alef</i>) in different position and asks students to produce the sound such as (<i>alef</i>) at the beginning or in the middle of a word (افغانستان)</li> <li>• Instructor provides many examples</li> </ul>	
<b>ACTIVITY 3: Time :(5 minutes)</b> <ul style="list-style-type: none"> <li>• Instructor explains how <i>alef</i> is written using Dari Alphabet &amp; Workbook (Page 11)</li> </ul> For example: <ul style="list-style-type: none"> <li>• Instructor explains that <i>alef</i> is written in the beginning of a word from top to down and in the middle and end of a word from bottom to up.</li> <li>• Instructor provides many examples</li> </ul>	<b>ST.1.1</b>  <b>ST.1.2</b>  <b>ST.3.2</b>
<b>STEP THREE: GUIDED PRACTICE</b>	
<b>ACTIVITY 3: Time :(10 minutes)</b> <ul style="list-style-type: none"> <li>• <b>Small Group Activity:</b> Students form small group and practice the alphabet with instructors</li> <li>• Instructors try to use the time to practice Dari phrases with students, using comprehensible input such as gesturing. For example: "الف" /جمل، نوشته کو (Ajmal write! "alef")</li> </ul> <b>ACTIVITY 3: Time :(10 minutes)</b> <ul style="list-style-type: none"> <li>• Students will refer to their Dari Alphabet &amp; Work book and complete activities: <b>Reference 1.2.1</b></li> </ul>	<b>ST.1.2</b>
<b>Break time – 10 Minutes</b>	
<b>STEP TWO: COMPREHENSIBLE INPUT</b> <b>Part II:</b> Instructor begins the new lesson here:	<b>STANDARD(S) USED</b>
<b>ACTIVITY1: Time :(15 minutes)</b> <ul style="list-style-type: none"> <li>• Instructor introduces the second family of letters (the <b>bey family</b>) on the board, using Dari Alphabet &amp; Workbook (Page 13)</li> <li>• Instructor introduces the different sounds of the letters with different diacritics, using handout in <b>Reference 1.2.2</b></li> <li>• Instructor pronounces the sounds several times</li> <li>• Instructor points to different letters and asks students to produce the sound</li> <li>• Instructor explains the positioning of letters (isolated, initial, middle and final) on the board</li> <li>• Instructor provides many examples</li> </ul>	<b>ST.1.1</b>  <b>ST.1.2</b>  <b>ST.3.2</b>
<b>STEP THREE: GUIDED PRACTICE</b>	<b>STANDARD(S) USED</b>

<b>ACTIVITY 1: Time 15 minutes</b> <ul style="list-style-type: none"> <li>Students refer to their Dari Alphabet &amp; Work book and complete activities: <b>Reference 1.2.3</b></li> </ul>	<b>ST.1.3</b>
<b>STEP FOUR: INDEPENDENT PRACTICE and ASSESSMENT</b>	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: Time:20 minutes</b> <b>Small group Activity:</b> <ul style="list-style-type: none"> <li>Students use flashcards (showing letters in different positions) to practice: <b>Reference: 1.2.4</b>  <b>S1:</b> Shows the card and,  <b>S2:</b> Says the name of the letter, or read the connected letters</li> </ul> <p>Example:  S1: اب S2: <i>alef and bey</i> (<b>ab</b>)</p> <ul style="list-style-type: none"> <li>Instructors participate in the activity as conversational partners</li> </ul>	<b>ST. 1.2</b>

# **Activities**

## **1000-1200**

## Part I.

1 7

### Reference: 1.2.1:

Please refer to your Dari Alphabet & Workbook and complete the following activities:

1. *Learning Activity* on Page 11
2. *Write it* on Page 12

## Reference: 1.2.2:

# Diacritics

In Dari, diacritics are marks that can be used to indicate sounds which are NOT represented by letters. Dari script does not include these marks, but the student can use them as a bridge to move from reading Dari script to accurately pronouncing a word. There are 4 primary diacritical marks that a student can use:



No sound  
(above the letter)



**oh** sound  
(above the letter)



**eh** sound  
(below the letter)



**ah** sound  
(above the letter)

Examples and their sounds:



**(t-)** No sound  
(above the letter)



**toh** sound  
(above the letter)



**teh** sound  
(below the letter)



**tah** sound  
(above the letter)

## Why Use Diacritics?

- 1) To help produce accurate pronunciation solely from Dari text.
- 2) To help the student differentiate between different Dari words that share the same spelling, but are pronounced differently.

Example:

Dowry (**ma**her)- مهر

Pity (**me**her)- مهر

Rubber stamp (*mo*hor)- مهر

### How to use diacritics

- **Step one** - Look at the Dari word

Example: (meaning: translation) - ترجمه

- **Step Two** - Listen to a Dari speaker say the word correctly
- **Step Three** - Write in the diacritics to represent the missing sounds ترجمه
- **Step Four** - Using your knowledge of the Dari Alphabet and diacritics to correctly pronunciation the word solely from reading the script.

**Note** - Ain ع and Alef ا that take the “eh” sound and “oh” sound mostly lose their initial “ah” sounds

**Note** - this technique is very helpful when exposed to new vocabulary lists.

**Note** - It is recommended to write the diacritics in colored ink, or circle them with colored ink to avoid confusing diacritics with dots belonging to the letters.

## Part II.

ب پ ت ث

### Reference: 1.2.3:

Please refer to your Dari Alphabet Workbook and complete the following activities:

1. *Learning Activity* on Page 15, 19, 23 , and 27
2. *Write Tips* on Page 16, 20, 24, and 28



### Reference: 1.2.4: Flashcards

Instructor provides students with a set of flashcards to practice the alphabet that they learned today, in this exercise they will learn how to disconnect and connect the given letters.

ل	بٲ
با	بٲ
آب	ٲت
ٲا	باب
تا	بابا
بب	تت
تا	تاتا
تٲ	ٲا

## Lab Hour

### Lesson Plan

#### *Week -1, Day - 1*

<b>DATE:</b> Duration: 1 hour From: 1300-1400	
<b>LEVEL:</b> Elementary	
<b>LANGUAGE:</b> Dari	
<b>Functional OBJECTIVE(s):</b> By the end of this lesson students will be able to: <ul style="list-style-type: none"> <li>• Create a Moodle account and learn how to use Rapid Rote/BYKI cards and Storyline</li> <li>• Recognize, pronounce and write “الف” and “ب” family of letters with their different positions in a word</li> </ul>	
<b>REQUIRED MATERIALS:</b> <ul style="list-style-type: none"> <li>• Computer and internet connection</li> <li>• Rapid Rote/BYKI cards:             <ul style="list-style-type: none"> <li>○ Dari Alphabet</li> <li>○ Words and phrases</li> </ul> </li> <li>• Moodle: Storyline</li> </ul>	
<b>Lab Orientation</b>	
<b>ACTIVITY 1: (30 minutes)</b> <ul style="list-style-type: none"> <li>• Students will receive orientation about Moodle, Rapid Rote/BYKI, and create their user account.</li> </ul>	
<b>STEP TWO: Guided Practice</b>	<b>STANDARD(S) USED</b>
<b>ACTIVITY 1: Time : (25 minutes)</b> <ul style="list-style-type: none"> <li>• <b>Cards (الف and ب):</b> Students will login to their accounts and practice the alphabets using cards: <b>Reference 1.4.1.</b></li> <li>• <b>Storyline:</b> <ul style="list-style-type: none"> <li>- Students will view and listen to the conversation developed by Story line <b>Reference 1.4.2</b></li> </ul> </li> </ul>	<b>ST. 1.2</b>
<b>STEP FOUR: INDEPENDENT PRACTICE and ASSESSMENT</b>	<b>STANDARD(S)</b>

	<b>USED</b>
<b><i>ACTIVITY 1: Time: (5 minutes)</i></b> <ul style="list-style-type: none"> <li>Students will complete a built-in quiz in Storyline</li> </ul>	<b>ST. 3.1</b>

# Activities

## 1300-1400

### Reference 1.4.1: BYKI/Rapid Rote Cards: Dari Alphabet

**Part I:** Name of the alphabet such as “*a, alef mat, bay*”

ث	ت	پ	ب	آ	ا
---	---	---	---	---	---

**Part I:** Alphabet’s sound such as “*aa, bs, baa*”

بابا	ث	باب	آب	ثت	با	بث	ا
پپ	ت	تث	بب	تاتا	بت	تت	تا
تپ	پ	تاب	بب	بتا	تب	بت	ثات

### Reference 1.4.2: BYKI Cards: Reference 1.1.4

### Reference 1.4.2: Storyline

# Afghanistan History – Part I

## Lesson Plan

### *Week -1, Day - 1*

<p><b>DATE:</b></p> <p><b>Duration:</b> 1 Hour</p> <p><b>From:</b> 1400-1500</p> <p><b>LEVEL:</b> Beginner</p> <p><b>LANGUAGE:</b> English</p>	
<p><b>FUNCTIONAL OBJECTIVE(s):</b></p> <p>By the end of this lesson, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Learn about modern history of Afghanistan, and</li> <li>• Apply their knowledge in the context of Afghan culture</li> </ul>	
<p><b>REQUIRED MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Computer with internet connection: <a href="http://www.Pashtuculture.com">www.Pashtuculture.com</a>, <b>Lesson 1, Slides (4 – 33)</b></li> <li>• Projector with connectors</li> <li>• Whiteboard and makers</li> </ul>	
<p><b>STEP ONE: SETTING THE STAGE</b></p> <p>In this stage, the instructor introduces the new topic to students indirectly.</p>	
<p><b>ACTIVITY 1: (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Instructors will have a pre-topic discussion with participants, posing a number of questions to participants to check their general knowledge: <b>Reference: 1.4.1</b></li> </ul>	<p><b>ST.2.1</b></p>
<p><b>STEP TWO: INSTRUCTION OF THE NEW LESSON</b></p>	
<p><b>ACTIVITY 1: (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Instructor provides students with clear instruction about the activity. <i>For example. I will provide you with a list of questions to review. Just take 2-3 minutes. While you watch and listen, please think of these questions. We will discuss them afterwards.</i></li> <li>• Instructor gives a list of questions to students to review: <b>Reference 1.4.2</b></li> <li>• The Instructor plays the lesson and lets the students watch: <b>Reference 1.4.3</b></li> <li>• Students' knowledge will also be checked throughout the lesson using built in quizzes.</li> </ul>	<p><b>ST.2.1</b></p> <p><b>ST.2.2</b></p>

<b>STEP THREE: GUIDED ACTIVITY AND ASSESSMENT</b>	
<b>ACTIVITY 1: (25 minutes)</b> <ol style="list-style-type: none"> <li>1. Instructor facilitates a discussion based on Reference <b>1.4.4</b></li> <li>2. Students share their experience and try to enhance their knowledge about the topic</li> </ol>	

# **Activities**

## **1400-1500**

**Reference: 1.4.1:**

- What do you know about the Afghan History?

**Reference: 1.4.2:**

- Please review the following questions and we will discuss them after you watched the lesson.
  1. In your opinion, “Why has Afghanistan been at war for so long?”
  2. Why did the Russians invade Afghanistan, and what did they want to achieve?
  3. In your opinion what went wrong to cause the Russians to not succeed in their mission in Afghanistan?
  4. You learned from the lesson that warlords and warring factions were the major contributors to the sufferings of Afghans and the destruction of the country. However, some of those individuals are part of the current administration of President Karzai. What is your opinion on this? Do you see this as good or bad? And why?



**Reference: 1.4.3:** Lesson-1, Slides (4-33): [www.DariCulture.com](http://www.DariCulture.com)

**Reference 1.4.4:** Now that you watched the lesson, let's discuss the followings:

1. In your opinion, "Why has Afghanistan been at war for so long?"
2. Why did the Russians invade Afghanistan, and what did they want to achieve?
3. In your opinion what went wrong to cause the Russians to not succeed in their mission in Afghanistan?
4. You learned from the lesson that warlords and warring factions were the major contributors to the sufferings of Afghans and the destruction of the country. However, some of those individuals are part of the current administration of President Karzai. What is your opinion on this? Do you see this as good or bad? And why?

**Teacher's Note:**

Focus on:

- Relationship between Afghanistan and its neighboring countries
- Talk about relationship between Pakistan and Afghanistan (Durand line)
- The Soviets sent troops into Afghanistan in 1979 for a number of reasons:
  - First, they wished to expand their influence in Asia.
  - Second, they also wanted to preserve the Communist government that had been established in the 1970s, which was collapsing because of its lack of support other than in the military.
  - Third, the Soviets wanted to protect their interests in Afghanistan from Iran and western nations.
  - Get close to warm water port (Pakistan & India)
- What went wrong with Russian mission
  - Change of the religion by force
  - Looked down on the culture (bride price went down)
  - High level of atrocities and killing of innocent people
  - Forcing landlords to keep small portion of the agricultural lands for themselves and donate the rest to farmers, especially to those who were supporting the central government
- Many warlords and communists, who were major contributors to the destruction of the country, presently sharing power with in the current administration.  
President Karzai's rational behind this act was to refrain those warlords from disrupting peace and stability in the country. In addition, warlords were/are powerbrokers and their existence cannot be ignored.

## Review and Small Group Discussions

### *Week -1, Day -1*

<b>DATE:</b> Duration: 1 hour From: 1500-1600	
<b>LEVEL:</b> Elementary	
<b>LANGUAGE:</b> Dari	
<b>Functional OBJECTIVE(s):</b> <ul style="list-style-type: none"> <li>By the end of this class students should feel more comfortable recognizing the Dari letters they learned today</li> </ul>	
<b>REQUIRED MATERIALS:</b> <ul style="list-style-type: none"> <li>Whiteboard and markers</li> </ul>	
<b>STEP TWO: GUIDED PRACTICE</b>	
<b>ACTIVITY 1: Time (10)</b> <ul style="list-style-type: none"> <li>Instructors review the contents of the day (alphabet) with the whole class</li> </ul>	<b>STANDARD(S) USED</b>  <b>ST.1.2</b>
<b>ACTIVITY 2: Time (40 minutes)</b> <ul style="list-style-type: none"> <li><b>Small group Activity:</b> Students form small groups and practice the alphabet with their instructors in the form of conversation. For example:            Inst. دیود: لطفاً اینجا بیا و نوشته کو: آب         </li> </ul>	<b>ST.1.1 &amp; 1.3</b>

## Homework

1. Please refer to your Dari Alphabet Book and **complete all the remaining activities** for the letters you learned today.
2. **Prepare Flashcards** for today's and tomorrow's words/vocabulary. We will use them tomorrow in class
3. Please **review** the following for tomorrow:

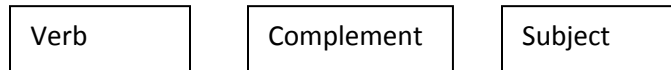
### **Focus on Grammar:** Personal (subject) Pronouns and Sentence Structure

English	Not to Be	To Be	Transliteration	Subject Pronouns
I <b>am</b>	Man <b>as-tam</b>	استم	Man	من
We <b>are</b>	Maa <b>as-taym</b>	استيم	Maa	ما
You <b>are</b>	Too <b>as-tee</b>	استي	Too	تو
You <b>are</b>	Shu-maa <b>as-tayd</b>	استيد	Shu-maa	شما
He/She/it <b>is</b>	Oo <b>as-t</b>	است	Oo	او
They <b>are</b>	On-haa <b>as-tand</b>	استند	On-haa / ai-shaan	آنها/ايشان

Unlike English, the structure of a sentence in Dari: **subject + complement/object + verb**

1. Here is a positive affirmative sentence with be verbs which function as the main verbs. Here, they show state of being or existence.

من افغان استم.



Other examples are:

I am a farmer. من دهقان استم.

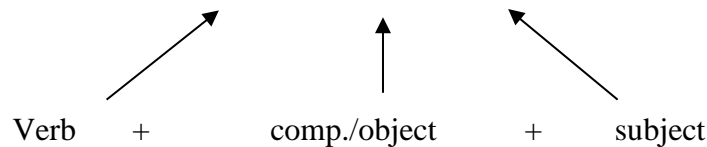
We are Americans. ما امریکایی استیم.

They are happy. آنها خوشحال استند.

### Focus on Grammar: Negative and Question Statements:

1. To change an **affirmative** statement to **negative** statement using the to be verb, simply change the first (ا) to (ن) and add (ی) after it. For example: I am not= من + ی + ستم.

من معلم نیستم.



Other examples are:

They are not students.

آنها شاگرد نیستند.

She is not American.

او امریکایی نیست.

Please review and prepare flashcards for the following words. We will use them tomorrow in class.

English	Transliteration	دری
Excuse me	Be-bakh-shaid	بیخشید/بیخشین
Name	naam	نام
From	Az	از