

## Pashto PTP Guidelines for Speaking Skills

Speaking skills in this guideline are defined by the level of the individual's ability to give oral descriptions on various subjects and to present ideas, opinions, and concepts orally to listeners.

**Novice:** this level is characterized by the ability to give oral description/ presentation on the topics related to his/her person and items in the vicinity using isolated words, phrases, and simple sentences to an audience of listeners.

### Novice 1

- The speaker is able to present rehearsed and short structured statements.
- Speech is halting except for short memorized expressions.

#### **Learner Sample:**

السلام علیکم/ ستړی مشی. زما نوم ببرک دی / زما نوم مینه ده. زه امریکا یی یم. امریکا زما خوښه ده.  
زه محصل یم/ زه محصله یم. زه په پوهنتون کښي سبق وایم ، د پښتو ژبه زده کوم. زه ډېر مصروف یم.  
زما پلار ډرېور دی. زما مور ډاکتره ده.

Hello! My name is Babrak / Mina (M/F). I am an American. I like America. I am a student (M/F). I study in the university, learn the Pashto language. My father is a driver. My mother is a doctor.

- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent. (see Appendix)
- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare.

**Numbers:** یو/دوې، دوه/دوي one (M/F), two (M/F).

**Kinship terms:** مور — mother; پلار — father; خور — sister; ورور — brother; مېړه —husband - wife. ښځه/ماندینه

**Nouns:** محصله / محصل — student; ډاکتر/ډاکتره — doctor; کارگر / کارگره — worker; پروفیسر/ پروفیسره — professor; ډرېور / ډرېوره — driver.

**Adjectives:** مصروف/ مصروفه — busy; ستړی/ ستړې — tired; جوړ/ جوړه — healthy; ناروغ / ناروغه — sick; خوشاله — glad; خپه — sad. تکره — strong

- Pronunciation is comprehensible when produced in isolated words and simple sentences. However, still there is not clearly distinguished pronunciation between retroflex and non-retroflex sounds, “zwarakay” and short vowels “a”, “e”. Both in monolog and dialog a heavy accent makes understanding difficult and often requires repetition.
- Word stress, intonation, and tone are quite flawed.
- Utterances with relatively complex structure are disjointed.
- There is not consistency in usage of formal and informal registers.
- The speaker can handle limited number of straightforward follow-up questions with some help of repetition and paraphrase.

I live in Jalalabad. - زه په جلال آباد كښې ژوند كوم. Where do you live? - تاسې چېرې ژوند كوي؟  
 - زه په امريكا كښې ژوند كوم. And what about you? - تاسې چېرې ژوند كوي؟ Jalalabad.  
 هو، زه په پوهنتون كښې سبق؟ Are you a student? - تاسې محصل ياست؟  
 Yes, I study at the University. Are you also a student? - وایم. تاسې هم محصل ياست؟  
 No, I am a doctor, I am working at the hospital. - نه، زه ډاکټر یم، په روغتون كښې كار كوم.  
 Do you have children? - تاسې ماشومان لرئ؟  
 No, I don't have children, I don't have a wife as well. - تاسې وروړ - ماندينه هم نه لرم.  
 Yes, I do. I have an elder brother and younger sister. - هو، لرم، يو مشر وروړ او يوه كشره خور لرم. Do you have siblings?  
 - او خور لرئ؟  
 They also live in Jalalabad. - دوی هم په جلال آباد كښې ژوند كوي. Where do they live?

## Novice 2

- The speaker is able to present an oral statement on topics related to his/her daily activities, family, occupation, events of everyday life (date, holidays, birthday, etc).
- Speech is slow and contains unnatural pauses while searching for words.

### Learner sample:

زه هر سهار ورزش كوم، بيا معمولاً قهوه ځكم، ډوډۍ نه خورم. له دې نه وروسته سرويس اخلم ...  
 وبخښئ ... سپور شم ... (سپرپریم) ... په سرويس كښې ... او پوهنتون ته ځم. زما كور پوهنتون ته  
 (له پوهنتون څخه) ليري دئ.

Every morning I exercise, and then usually drink coffee, I don't eat food.

Then I bye a bus (take a bus) ... sorry..., get a bus ... and go to the university. My home is far to (from) the university.

په افغانستان كښې د لمرېز كال د وري مياشتې لومړۍ نېټه لوی جشن دئ. دا جشن نوروز نومېږي. په دې  
 ورځ كښې خلك نوې جامې اغوندي، مېلې كوي، ډول ډول خوراكونه پخېږي ... نه، غلط دئ، پخوي،  
 اووه مېوي خوري ...

In Afghanistan, the first day of the Wray month of the solar year is a big holiday. This holiday is called Nawruz. In this day, people wear new clothes, make picnics, are cooked ... no, that's wrong, cook various food, eat seven fruits ...

- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures - usually consisting of perfective / imperfective aspects of verbs and transitive / intransitive verbs - but with a number of error types. (see Appendix)
- Pronunciation, stress, pitch, and accent are still poor and heavily influenced by learners' L1.
- Range of vocabulary is limited to the following high frequency words; basic objects, common verbs, adjectives, and adverbs. The speaker is not comfortable in usage of numbers, especially compound numerals.

### Learner samples:

#### 1. Everyday life:

زه هر سهار ورزش کوم او بيا قهوه څکم.

Every day I do exercise and then drink coffee.

#### 2. Family (immediate and extended):

زما مشر ورور ډرېور دی، تکسي چلوي.

My elder brother is a driver, (he) drives a taxi.

#### 3. Leisure activities, hobbies, likes and dislikes:

افغاني ډوډی زما ډېر خوښیږي نو ځکه زه کله کله "څیبر" رستوران ته ځم او قابلې یا متو خورم.

I like Afghan food that is why sometimes I go to the "Khaybar" restaurant and have pilaf or dumplings.

#### 4. Autobiography:

زه د اریزونا څخه یم، په دوه زره شپږ (شپږم) کال کښې اینډیانا ته راغلم. دوه کاله (دوه کاله کېږي چې) دلته اوسېږم. اوس دلته سبق لولم، د پښتو ژبه زده کوم. زه غواړم افغانستان ته ... ځم ... (ولار شم). په کابل کښې زما یو ملگري ژوند کوي. زه غواړم یې سره (ورسره) وگورم.

I am from Arizona, in two thousand seven (seventh) I came to Indiana. I have been leaving here for two years. Now I am studying here, learning the Pashto language. I want going (to go to) Afghanistan. In Kabul, my friend lives. I want to meet with him.

#### 5. Biographies and telling short stories:

احمد بڼاه بابا په ۱۱۳۵ لمريز هجري کال کښې زېږېدلی و. دی د ايران پاچا نادرشاه افشار په عسکرو کښې قوماندان و. کله چې نادرشاه مړ شو دی افغانستان ته راغی او په ۱۱۶۱ هجري لمريز کال کښې د افغانستان د پاچا په توگه وټاکل شو.

Ahmadshah baba was born in 1135 year of solar hijry. He was a commander in the Army of Nadir shah, the king of Iran. When Nadir shah died, he came to Afghanistan and in 1161 year of the solar hijri was elected as a king of Afghanistan.

- Some utterances are not appropriately linked together because cohesive devices are missing or confused (as: ځکه چې - because and ځکه - therefore, that is why). Mostly used cohesive devices include: او — and; اما — but; خو — however.
- Some evidence of knowledge of the register and aspect (formal / informal, perfective / imperfective) emerges.
- The speaker can cope with a limited number of straightforward follow-up questions when asked clearly and slowly.

Do you have a home phone? - تاسي په کور کېني تېلفون لري؟  
 What is your cell phone number? - ستاسو د سېلفون نمبر څو دی؟  
 There is a reception in the university today, we have to go there. - نن په پوهنتون کېني مېلمستيا ده، مونږ بايد هلته ولاړ شو.  
 If it will not be rainy, we will make a picnic on the bank of the river tomorrow. - که باران ونه اوري سبا به مونږ د سيند په غاړه کېني مېله وکړو.

**Intermediate:** this level is characterized by the speaker's ability to:

- give straightforward description/presentation on a familiar topic
- take follow-up questions which are given in clear slow speech

### **Intermediate 1**

- The speaker is able to give simple oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument.
- Speech is frequently hesitant.

#### **Learner Sample:**

په پښتون ټولنه کېني (د پښتنو په ټولنه کېني) مېلمه پالنه يا مېلمستيا يوازي نور پښتانه (نورو پښتنو) يا افغانان (افغانان) لپاره نه ده. پښتانه د نورو خلکو حتی نامسلمان (نامسلمانانو) هم يو شان قدر کوي. کوربه ټول (د ټولو) مېلمنو لپاره ډوډی، د اوسېدو ځای او د مېلمه حمايت برابروي. په مېلمه پالنه کېني د مېلمه ساتل او يو ښه ځای ورکول هم د مېلمه پالني مهمه برخه ده. پښتانه کوينښ کوي چې مېلمنو ته ټول آسانتياوي ورکوي (ورکړي). کله کله د کور خاوند د خپل مېلمه د حمايت لپاره ورسره کېري او د خطر له ځای يې تېروي. پښتانه دي دستور ته "بدرگه" وايي.

In the Pashtun society, hospitality is not [performed] only for other Pashtuns or Afghans. Also Pashtuns respect equally other people, even non Muslims. A host considers providing food, living room and protection to be required for all guests. In hospitality, taking care about the guest, providing good room for him also is considered to be an important element. Pashtuns try to provide all convenience for a guest. In some cases in order to protect the guest the host accompanies him till a safe place. This custom Afghans call "badraga".

- Range of both morphological and syntactic structures is limited. The structures produced in basic constructions are mostly correct and the common forms of verb tenses and aspects emerge but with frequent errors in formation and selection (see Appendix).

#### **Learner Sample:**

په ۱۹۹۲ کال چې طالبانو په افغانستان کې حکومت جوړ کړ، افغانستان د القاعدې او نورو تروريستانو په مرکز بدل شو. د طالبانو او تروريستانو د ظلمونو د لاسه هم د افغانستان خلک او هم نوره نړی په تکليف شوه (شول)، نو په نړی کې تروريستي فعاليتونه زيات شو (شول). په نتيجه کې ټوله نړی دې اتفاق ته ورسېده چې طالبان او تروريستان بايد ووهل شي (وځپل شي).

In 1992 year, when Taliban established their government in Afghanistan, Afghanistan became a center of Al Qaida and terrorists. Because of the cruelty of the Taliban people of Afghanistan and of other (parts) of the world faced with difficulties; terroristic activities in the world became more. As a result, the entire world made a decision to beat (suppress) the Taliban and terrorists.

- Range of vocabulary may extend beyond the high frequency words but vocabulary of moderate size makes the speaker hesitate and produce unnecessary circumlocution.
- Pronunciation and some suprasegmentals become intelligible enough to get the meaning across. However, the speaker still has difficulty in producing several sounds correctly.
- Some basic cohesive devices are used to link utterances together (نو - so, hence; د ... د - because of ...; په نتیجه کې - as a result), but the same cohesive devices are repeatedly used and in longer utterances the speaker has a hard time sustaining coherent structures. Cohesive devices: لنده دا چې - in short; ددې لامله - because of this; په بله ژبه - in other words.
- Some evidence of knowledge of both registers (formal and informal) emerges.
- The speaker can take various follow-up questions but only when asked in slow speech.

## Intermediate 2

- The speaker is able to give simple oral descriptions, to provide brief explanations for opinions, and to develop arguments on a various topics within his/her field of interest.
- Speech is sometimes hesitant with some unnatural rephrasing and searching for words.
- Range of both morphological and syntactic structures is still limited. The learner has a good grasp of basic structures; however, errors are still evident in complex constructions (see Appendix).

### **Learner Sample:**

په افغانستان کې دېر جشنونه شته، خو د نوروز جشن دېر مهم دی. په نوروز کې زوی کال کېږي. د نوروز جشن په مارچ میاشت کې دی. په افغانستان کې نوروز دېر د خلکو خوښ دی نو ځکه په نوروز کې خلک دېر خوشحالي کوي.

نوروز ډول ډول دود او دستور لري. دا دود او دستور زما خوښېږي ځکه چې په نوروز کې خلک نوي کالي اغوندي او خوشحالي کوي. اما اوس مهال په افغانستان کې زیات خلک ستونزې لري، هلته بېخپري نشته، نو ځکه بېوزله کسان خوشحالي نه کوي.

په نوروز کې خلک سمنک پخوي او په دې مهال پېغلي سندرې وايي او گډېږي. په نوروز کې یو دېر بڼه دود دی. زلمیان په میدان کې اور لگوي او پر اور باندي دانگي او وايي: "زما ژیر رنگ ستا وي، ستا سور رنگ زما وي". ددې دود معنی دا ده چې خلک په ژمي کې ناروغه کېږي، ددوی رنگ ژیر وي او غواړي چې جوړ شي.

په نوروز کې یو بل دود دی. کسان د نوروز په دسترخوان اوه مېوي ږدي چې هفت سین وي، نه وبخشي، ددوی نومونه په سین پیلېږي، ورته خلک "هفت سین" بلل "اووه سینه" وايي. ږدې چې خلاصه شوه، بیا نو هر څوک په هنداره کې، نه هنداري ته گوري.

In Afghanistan, there are many holidays, but the Nawruz holiday is very important. In Nawruz gets a new year. The Nawruz holiday is in March month. In Afghanistan,

people like Nawruz very much therefore people rejoice very much.

There are various customs in Nawruz. I like this customs because in Nawruz, people wear new clothes and rejoice. But nowadays many people have problems in Afghanistan, there is not safety. Therefore poor people don't rejoice.

In Nawruz people cock Sumanak and this time young women sing song, dance.

There is a very good custom. Youth put on the field fire, jump over the fire and say: "Let my yellow color would be yours and your red color would be mine. This custom means that in the winter people get sick, their skin becomes yellow and they want to get healthy.

There is another custom in Nawruz. People put on the tablecloth of Nawruz seven fruits which are seven "sin", no excuse me, there names begin with "sin", people call them seven "sin"s. When the dinner finishes, every one looks in a mirror, no, at a mirror.

- Range of vocabulary may extend beyond the high frequency words but is still limited.
- The speaker shows noticeable improvement in areas of pronunciation, intonation and pitch. However, mispronunciations still occur in extended utterances.
- The speaker is able to link short utterances together using appropriate cohesive devices. However, the number of such devices is still limited. — د پام وړ — Significant, considerable; — له بده مرغه — unfortunately; — د ... په پرتله — comparing to...; — سره سره ... له ... — in spite of...
- Evidence of knowledge of both registers depending on context emerges.
- The speaker can take various follow-up questions with fewer requests for repetition.

**Advanced:** this level is characterized by the speaker's ability to

- give a clear and detailed presentation on a wide range of topics
- take a series of follow-up questions with fluency

### **Advanced 1**

- The speaker is able to give clear and detailed descriptions, and to make systematically developed arguments with main points and relevant supporting details.

### **Learner Sample:**

زه په رخصتي کښې ميشيگان ته ولاړم. هلته زما مور و پلار په يو کوچني کلي کښې ژوند کوي چې تقريبا ۲۵۰۰ کسان اوسېږي. د رخصتي په وخت کښې زما يو آلماني ملگري زما په کور کښې (زما کور ته) راغلی و، د رخصتي لپاره. نوم يې فيليپ دی او دی په آلمان کښې د غاشونو طبابت زده کوي. کله چې زه په فرانسه کښې وم، مونږ سره يو ځای زده کړه کوله. فيليپ چې ولاړ، زه بيا بل ښار ته ولاړم، د يوې ملگري د ليدلو لپاره. ددې نوم يې دی او دا پېغله ډېره ښکلې ده. د جمعي په ورځ هلته ولاړم او له ملگري سره ډوډۍ وخوړله.

On my vacation, I went to Michigan. My parents live there in a small village where about 2500 residents. In the vacation, my German friend has come to my home to spend a vacation. His name is Phillip and he studies teeth medicine in Germany. When I was in France we studied together. When Phillip has left, I went to the other

city, to meet my girlfriend. Her name is Abby and she is a very beautiful girl. I went there on Friday and I had a lunch with my girlfriend.

- Speech is effortless and smooth but still at non-native speed.
- Range of both morphological and syntactic structure is larger but not complete. Linguistic structure is generally controlled but indicates some weakness. (see Appendix).
- Range of vocabulary is large but still limited in low-frequency words, and the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Evidence of knowledge of both registers in a variety of contexts emerges but not with complete control of them, and the speaker may miss some cultural and local references.
- The speaker can pronounce most individual sounds correctly but not with complete control of stress, intonation, and pitch.
- The speaker can produce cohesive utterances, but overall speech is not entirely coherent.
- The following cohesive devices may emerge: لکه څرنگه چې ومي ويل — as I mentioned; تاسو په په ډېره خوشالی — it should be noted; بايد ويل شي ... — as far you know ... دې ښه پوهېږئ چې ... په دې — gladly; له دې — I didn't learn how to use this machine; - ومي نه پېژندلي — I didn't recognize you.
- The speakers can take a series of questions asked in a normal speed.

## Advanced 2

- The speaker is able to give clear, elaborate descriptions and well-structured presentations of complex subjects.
- Near native-like fluency is characterized by an effortless and smooth pace.

### **Learner Sample:**

په امریکا کېښي نجونې له هلکانو سره زده کړه کوي او کله چې هغوی ښځې کېږي، د سربو سره یو ځای کار کوي. ښځې په پوځ کېښي هم عسکري خدمت کوي او جنگېږي. هغوی کولای شي ټول کارونه وکړي، حتی د جمهور رئیس کار.

په افغانستان کېښي داسې نه ده، ښځې معمولاً د کور کارونه کوي، اوس څو تنه د حکومت لپاره کار کوي. د طالبانو په وخت کېښي افغاني ښځې نه شواي کولای چې بې له مېړه نه له کوره ووزي. د نجونو ښوونځي هم بند شوي وو او پېغلو دا حق نه درلود چې په ښوونځي کېښي سبق لولي.

In America, girls study together with boys. When they become women, they work together with men. Women serve in the Army, participate in war. They can work at any position, even to be a president.

There is not like this in Afghanistan. Women usually carry out a housekeeping work. Nowadays a few women work for the government. At the time of Taliban's rule, women could not leave their homes not accompanying by husbands. There were closed schools for girls, and youth did not have a right to study at school.

- Range of both morphological and syntactic structure is extensive. Linguistic structure is well controlled. (see Appendix).
- Range of vocabulary is broad, including some low-frequency words, and the speaker can distinguish nuances of close synonyms, and collocational knowledge is mostly correct.
- There are no noticeable mispronunciations, and pitch and intonation do not contain non-native features.
- Knowledge of both formal and informal registers is almost complete. The speaker shows deep understanding of cultural and local references.
- The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. Overall speech is coherent.
- The speaker can respond to a series of questions at various speeds with fluency and spontaneity.